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 other world 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 IU School of Liberal Arts.

Who Should Use This Bulletin

The 2021-2022 Bulletin of the IU School of Liberal Arts presents the degree requirements for all students admitted for fall semester 2021 through summer term 2022. Students admitted to the IU School of Liberal Arts must satisfy degree requirements as described herein. Students accepted to the IU School of Liberal Arts prior to fall semester 2013 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 within this Bulletin. 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.

Contact Information

School of Liberal Arts

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Indianapolis, IN 46202
(317) 274-1456

libarts@iupui.edu

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 IU School of Liberal Arts at IUPUI 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 IU School of Liberal at IUPUI 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 IU School of Liberal Arts at IUPUI - 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 IU School of Liberal Arts at IUPUI.
- **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.

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 must select a major within Liberal Arts before they can be admitted.

Students not eligible for direct admission to the IU School of Liberal Arts can indicate their interest in a major in the school by selecting an IU School of Liberal Arts department or program as part of their admission to University College.

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 herein.

Academic Advising

The Liberal Arts academic advising model centers on a team approach with faculty mentors and academic advisors. Each student is assigned a faculty mentor and an academic advisor. Faculty mentors focus primarily on mentoring students according to their academic and career interests. Academic advisors are responsible for general education and major advising. Academic advisors are located in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

General Studies Students

The General Studies program is designed to meet the needs of adult learners. In fact, nearly all General Studies students at IUPUI are 21 years old or older with significant work, previous college credits, and life experience.

Admission Requirements:

- Possess a high school diploma or GED
- Document significant work and life experience
- Desire to complete a flexible interdisciplinary degree program
- Transfer students must have a minimum grade point average (GPA) of 2.0 or have been out of college for at least one semester

How to Apply:

Ready to apply?

To find out more about the application process, click below.

Application process

Review these helpful resources as you prepare to apply:

Prospective student checklist

Ready to apply online now? Click below.

Application for admission

If you have attended a Indiana University campus and have been out less than 2 semesters

- If you have a previous admission to IUPUI and have been out less than two semesters (with the exception of summer terms) or are returning from military leave, and are interested in pursuing the General Studies degree, contact our office (317) 278-7600.

If you have been admitted to General Studies and have been out less than 2 semesters

- If you have a previous admission to the IUPUI General Studies degree and have been out less than two semesters (with the exception of summer terms) or are returning from military leave, you will contact the General Studies degree program office (317) 278-7600.

If you have questions, call (317) 278-7600.

Probationary Admission

Individuals interested in transferring to IU School of Liberal Arts whose college grade point average is lower than 2.0 (C) may petition the School of Liberal Arts for probationary admission.

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 IU 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 IU 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 Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976.

Academic Policies

The (PULs) were developed in 1997 and have been praised by the Association of American Colleges and Universities as being instrumental in shaping the LEAP (Liberal Education and America's Promise) . The PULs have provided a framework of learning outcomes that every undergraduate student at IUPUI should attain. Through the years, the PULs have been revised with the final revision adding the Principles of Co-Curricular Learning (PCLs) in 2013. Recently, the PULs were revised to ensure that they continue to represent the knowledge, skills, values, and competencies that faculty aspire our students to acquire across our academic programs heading into the campus's 50^{t} anniversary.

After an extensive process and through feedback from many faculty, staff, and students, the PULs were revised and renamed the Profiles of Learning for Undergraduate Success, or IUPUI+. IUPUI+ was approved by the IUPUI Faculty Council on May 1, 2018.

IUPUI prepares all students to communicate, innovate, and engage local and global communities to solve the problems of the 21st century. Along this journey, students have many opportunities to reflect upon their classroom and co-curricular learning, develop expertise in their chosen field(s), and grow as human beings. Students become acquainted with each of the profiles of communicator, problem solver, innovator, and community contributor in general education and first year experiences and progress along these pathways through their major coursework and co-curricular activities toward the capstone/culminating experience. Each profile is not distinct but supports and enhances the others in multiple ways, providing students with various occasions to deepen disciplinary understanding and refine what it means to be a well-rounded, well-educated person prepared for lifelong learning.

Communicator

The IUPUI student conveys ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face- to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships. The communicator:

- Evaluates Information
- Listens Actively
- Builds Relationships
- Convey Ideas Effectively

Problem Solver

The IUPUI student works individually and with others to collect, analyze, evaluate, and synthesize information to

implement innovative solutions to challenging local and global problems. The problem solver:

- Thinks Critically
- Collaborates
- Analyzes, Synthesizes, and Evaluates
- Perseveres

Innovator

The IUPUI student builds on experiences and disciplinary expertise to approach new situations and circumstances in original ways, is willing to take risks with ideas, and pose solutions. Innovators are original in their thoughts and ask others to view a situation or practice in a new way. Innovators are good decision makers, can create a plan to achieve their goals, and can carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems in order to make a difference in the civic life of communities, and to address the world's most pressing and enduring issues. The innovator:

- Investigates
- Creates/Designs
- Confronts Challenges
- Makes Decisions

Community Contributor

The IUPUI student is an active and valued contributor on the campus and in communities locally and globally. They are personally responsible, self-aware, civically engaged and they look outward to understand the needs of the society and their environment. They are socially responsible, ethically oriented, and actively engaged in the work of building strong and inclusive communities, both local and global. The community contributor:

- Builds Community
- Respectfully Engages Own and Other Cultures
- Behaves Ethically
- Anticipates Consequences

Academic leaders at IUPUI reaffirm the inherent value of the arts, humanities, social sciences, sciences, and mathematics as the core of any undergraduate degree program. To support the value of the liberal arts, campus academic leaders issued a statement on the role of the liberal arts at IUPUI and encourages the Undergraduate Affairs Committee as well as school curriculum committees and academic councils to consider ways to remove barriers and/or streamline pathways to students' pursuit of double majors and other combinations of academic credentials that align with their interests, strengths, and post-baccalaureate plans.

Grade Replacement

Undergraduate students pursuing your first bachelor's degree can use grade replacement for a maximum of 15 credit hours. You can request a grade replacement no more than twice for a single course, and each attempt counts toward your 15-credit limit. Grade replacement is available only for courses taken at Indiana University. Once a grade replacement has been put on your record, it can't be reversed.

To use grade replacement, the repeated course grade should be the same as or higher than your previous attempt at the course. Any replaced grades will be excluded from your cumulative GPA, but will still appear on your academic record with an X to show that the grade was excluded.

Residency Requirement for Degree

A minimum of 26 credit hours must be completed after formal admission to IUPUI.

A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.

Incomplete Process

An incomplete (I) can be granted if a student satisfactorily completed 75% of the coursework, but extenuating circumstances during the term prevented the student from completing all coursework as of the end of the semester.

The instructor has the right to set a specific date, up to one year, by which you must complete all unfinished work.

In some cases, the instructor may recommend or require a student to attend another term (or portion of a term) of the course to remove the I. In this case, don't register for the course a second time. Instead, make arrangements with the instructor to sit in on the course as required. Note that sitting in on a course does not count as part of your full-time or part-time load for financial aid purposes or for loan deferments. If the original instructor isn't available or is no longer with IUPUI, contact the chair of the school or department that offers the course for assistance.

Once you've completed the work, the instructor will change the I to the appropriate letter grade. Students can track the progress of a request or check the academic record for grade information.

If a student fails to complete the coursework and turn it in to the instructor in the time allowed, the I will automatically become an F.

Post Auto-W (Late withdrawal)

Requests for withdrawal after the automatic withdraw deadline require the approval of the instructor, advisor, and the student's dean. Late withdraw requests are considered only in extraordinary (extenuating) situations which are beyond the student's control and rarely are granted. Poor performance in a course is not considered grounds for a late withdrawal.

Instructions for students requesting a late withdrawal with extenuating circumstances:

1. Student submits an electronic late drop request via late drop in One.IU. https://one.iu.edu/task/iub/edrop-eadd
2. Within seven (7) days of initiating the late drop request(s) or prior to the last day of class, the student must prepare a typed statement (1-2 paragraphs), explaining the extenuating circumstance(s) that prevented withdrawal from the course before the deadline for late withdrawal.
3. The student obtains documentation supporting the written statement. Examples of documentation include:

1. Doctor's note on letterhead (include dates),
2. Hospital admittance papers,
3. Legal documents (i.e. police reports, eviction notice),
4. Obituary in the paper/funeral home site,
5. Counseling services or CAPS,
6. Other official documentation not listed above

4. All documents (typed statement and supporting materials) must be submitted to the Office of Student Affairs, Cavanaugh Hall room 401, or via email.
5. The instructor may assign a grade of W (withdraw) or F for the course.
6. The Associate Dean of Students is the final approver of late withdraw requests. The student receives an automated response once the process is complete.
7. If the student does not submit documentation regarding their extenuating circumstance, the withdraw request will be canceled.

Dual Major/Degree Advantage

The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Pass/Fail (P/F) Option

Any IU 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, minor, or school distribution requirements.

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 Final Exam Schedule section of the Academic Calendar.

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 mid-semester 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 CA401, (317) 274-3976.

Forgiveness Policy

The IU School of Liberal Arts has adopted a modified version of the IUPUI forgiveness policy (https://studentcentral.iupui.edu/grades-progress/grade-forgiveness.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 CA401.

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 an eGrade Change with approval from the Associate Dean of the Miriam Z. Langsam Office of Student Affairs. If more than one full semester has elapsed, the faculty member still files the eGrade Change, but the form may be sent to the IU 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 file a Grade Change Petition found here: https://studentcentral.iupui.edu/grades-progress/grade-changes/index.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.

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 Miriam Z. Langsam Office of Student Affairs, CA401.

Graduation

Undergraduate students must apply for graduation prior to the graduation date. Announcements will be made through the student email listserv, by postings in the building, and through academic departments. See the Official Calendar for specific dates. IUPUI students may apply for graduation dates of May, August, or December.

Graduate students must apply through their program director and the IU Graduate School by the dates indicated in those programs. Graduate students have monthly graduation dates.

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.

To be eligible for consideration, undergraduate students must have:

1) Officially applied for graduation on time: January 1 for May and August graduation; by October 1 for December graduation.

2) Completed at least 60 graded credit hours toward the degree from IU at the time lists are prepared for the Registrar and Director of Student Records (on January 1). Again, you must have completed at least 60 hours at IU that count toward your degree by the time the list is prepared.

3) Have an IU cumulative GPA of at least 3.5 or higher when the lists are prepared (January 1). The cutoff for 10% may raise the lowest GPA, but no one with a recorded GPA of less than 3.5 will be considered.

Within the eligible students, the School of Liberal Arts uses the following IU cumulative GPA to determine the level of distinction:
Highest distinction: 4.0 – 3.9
High distinction 3.89 – 3.75
Distinction: 3.74 – 3.5 or the 10% cut off

Students who meet the above requirements and are in the 10% will be contacted via email by the Director of Student Records and Information with instructions for picking up honor cords prior to May commencement.

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 at IUPUI and meet the requirements of the IU School of Liberal Arts and of the department in which they are candidates. Second Bachelor's Degree seeking students are exempt from completing the IUPUI General Education Core. School of Liberal Arts Baccalaureate Competencies and major requirements must be completed.

World Language Placement Test

Students with previous experience in French, German, or Spanish should take the World Language Placement Test at the Testing Center to assess their level of language proficiency.

Special Credit for World Language Study

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. 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 world language requirements.

Students whose native language is not English may demonstrate proficiency in their native language and earn a maximum of 6 credits of 298/299 special credits 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 additional questions, consult School of Liberal Arts Student Information Specialist at teaminfo@iupui.edu.

Non-native English Speakers

Students for whom English is not a first language may be exempted from the language requirement, without credit, by completion of ENG-W 131 and either ENG-W 231, ENG-W 270, ENG-W 230 with the required grade of C or higher.

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 Associate Dean for Student Affairs and the departments, when appropriate, will determine whether transfer courses satisfy the distribution requirements.

Major Requirements

The requirements for each major in the IU School of Liberal Arts are described, along with course descriptions, in the Liberal Arts section of the bulletin entitled ''Departments, Programs and Centers.'' A minimum of 29 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 120 credit hour total provided that the student does not repeat the course.

Minors and Certificate Programs

IU 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 at IUPUI may complete minors in the IU School of Liberal Arts.

Only courses in which students receive a C (2.0) or higher can be applied to minors and certificates. Specific requirements are described in the section of this bulletin entitled ''Departments, Programs and Centers.'' Courses required for minors and certificates may also be used in fulfilling other requirements, including IUPUI General Education Core requirements, the baccalaureate competencies requirements if listed.

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.

IU School of Liberal Arts minors are presently offered in many areas; as additional minors are being developed and approved, they will be added to the electronic version of the Bulletin. 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.

Academic Standing

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. Students pursuing degrees in two schools for whom Liberal Arts appears as their second school will be considered for the Dean's List through their primary school.

Students in Good Academic Standing

Students with declared majors in the IU School of Liberal Arts who have calculated IU Program cumulative GPA of 2.0 or higher are considered to be in good academic standing.

Academic Warning

A student whose IU semester grade point average (GPA) falls below a 2.00, but whose IU Program cumulative GPA is a 2.00 or higher will be placed on academic warning. Students on academic warning are strongly encouraged to meet with their academic advisor before registering for classes. A student will be advised of academic warning status by the Associate Dean of Student Affairs. The status of Academic Warning will be notated on the unofficial transcript only.

Academic Probation

Only IU 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 academic advisor in the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401), a faculty mentor or a counselor in the IUPUI Counseling and Psychological Services, (317) 274-2548, to determine how they may become more successful in their studies. Students on probation must schedule an appointment with their academic advisors before registering. To schedule an appointment, contact the Miriam Z. Langsam Office of Student Affairs at (317) 274-3976.

Students who have two consecutive semesters (excluding summer sessions) with semester grade point averages below 2.0 (C) may be placed on probation at the discretion of the Associate Dean for Student Affairs regardless of their cumulative grade point average, since they are failing to make progress toward a degree.

Dismissal

Students will be dismissed from the IU School of Liberal Arts when they have a cumulative grade point average lower than 2.0 (C) and a semester grade point average of lower than 2.0 (C) for two semesters of full time enrollment or 24 credits.

Dismissal decisions are made using official grades. Any subsequent grade changes, including withdrawals, will not be considered. 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 fall or spring 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.") Any grade changes that have occurred since dismissal may be addressed during the readmission process.

Students who have been dismissed a second time must remain out of school for at least two semesters (fall and spring) and petition for readmission. (See "Readmission.")

A third dismissal is final.

Readmission

Any student who has been dismissed from the IU School of Liberal Arts (or 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

Undergraduate Programs

The IU School of Liberal Arts offers a four-year Bachelor of Arts degree in a number of disciplines, a Bachelor of Science in American Sign Language 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:

Programs	BA/MA or MS	BA/BS	Certificate	Minor
Advertising				Minor
Africana Studies		BA	Certificate	Minor
American Sign Language/ English Interpreting		BS	Certificate	Minor
American Studies				Minor
Anthropology		BA		Minor
Applied Theatre, Film, and Television		BA		
Arabic, Islamic Studies				Minor
Chinese Studies			Certificate	Minor

Classical Studies			Minor
Communication Studies	BA/MA	BA	Minor
Communication Studies, Corporate and Organizational			Minor
Communication Studies, Health			Minor
Communication Studies, Media Arts & Studies			Minor
Communication Studies, Public Communication and Persuasion			Minor
Communication Studies, Theatre			Minor
Cultural Diversity			Minor
Digital Humanities			Minor
Economics	BA/MS	BA	Minor
English		BA	Minor
English, Creative Writing		BA	Minor
English, Film Studies		BA	Minor
English, Linguistics		BA	Minor
English, Literature		BA	Minor
English, Multicultural Literature			Minor
English, Professional and Digital Writing			Minor
English, Professional and Public Writing		BA	Minor
French		BA	Minor
French +Engineering		BA/BS	
General Studies		BGS	
Geographic Information Science		Certificate	
Geography		BA	Minor
German		BA	Minor
German +Engineering		BA/BS	
Global and International Studies		BA	Minor
History		BA	Minor
History, European		BA	Minor
History, Non U.S. Non-European		BA	Minor
History, Thematic		BA	
History, U.S.		BA	Minor
History of Science			Minor
Human Communication in a Mediated World		Certificate	
Individualized Major		BA	
Intercultural Health		Certificate	
Intergroup Dialogue		Certificate	
Japanese Studies			Minor
Journalism		BA	Certificate
Latino Studies		Certificate	Minor
Law in the Liberal Arts		BA	
Legal Studies			Minor
Medical Humanities and Health Studies		BA/BS	Minor
Motorsports Studies		Certificate	
Museum Studies		Certificate	
Native American and Indigenous Studies			Minor
Paralegal Studies		Certificate	
Philosophy	BA/MA	BA	Minor
Philosophy-Ethics			Minor

Political Science	BA		Minor
Public Relations	BA	Certificate	
Religious Studies	BA		Minor
Social Justice Organizing		Certificate	
Sociology	BA		Minor
Sociology, Medical			Minor
Spanish	BA		Minor
Spanish +Engineering	BA/BS		
Teaching English to Speakers of Other Languages (TESOL)			Minor
Theatre and Performance		Certificate	
Urban Studies			Minor
Women's, Gender, and Sexuality Studies			Minor

// var table2_Props = { col_0: "select", col_5: "none", display_all_text: " [Show all] ", sort_select: true }; setFilterGrid("table2",table2_Props); //

Bachelor of Arts

- Africana Studies
- American Sign Language/English Interpreting
- Anthropology
- Applied Theatre, Film, and Television
- Communication Studies
- Economics
- English
- French
- General Studies
- Geography
- German
- Global and International Studies
- History
- Individualized Major
- Journalism and Public Relations
- Law in Liberal Arts
- Medical Humanities and Health Sciences
- Philosophy
- Political Science
- Religious Studies
- Sociology
- Spanish

Africana Studies

Major in Africana Studies

The Africana Studies major prepares undergraduates for productive local, national and international careers or graduate work. It grounds students in the essential theory and basic information about people of African descent that serves as a foundation of knowledge for advanced study in the discipline. Recognizing the importance of cross-cultural understanding and regional differences of the African experience, it also provides students with a trans-national perspective on the life, history and culture of people of African descent in the United States, Latin America, Canada, the Caribbean Europe, and Africa. To ensure coherence within the overall major, students must also complete one introductory course and one senior seminar capstone course.

Students completing the **Africana Studies Bachelor of Arts program** will achieve the following:

Know:

- about a) the general experiences of people of African descent in the United States, the continent of Africa, the Caribbean, South and Central America as well as other areas of the African diaspora and b) the major social, cultural, and historical events, phenomena and figures of Africana life and experience and
- about the major texts, theories and schools of thought comprising Africana Studies as a discipline, as well as the contemporary issues that face peoples of African descent.

Understand:

- the intellectual and societal origins, purposes, and challenges of Africana Studies as an academic discipline, including its connections to the historical and present experiences of peoples of African descent.

Be able to:

- competently demonstrate appropriate methods of inquiry grounded in critical race theory or an African-centered analytical framework to investigate and evaluate topics, texts, artistic productions, events, or phenomena pertaining to the experiences of Africana peoples and
- effectively demonstrate an ability to research, organize, and produce a well-written paper, or audio-visual project on a selected topic or artistic production, event, or phenomena pertaining to the experiences of Africana people.

The **Bachelor of Arts degree with a major in Africana Studies (AFRO)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a BA degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an

IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- Students cannot take more than 6 hours of AFRO-A 495: Independent Study, AFRO-A 499: Community Experience Internship, or AFRO-A 499: Honors Thesis for credit.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) **or** ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 230, ENG-W 231, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105

- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Languages include:
        1. American Sign Language (ASL)
        2. Arabic (NELC-A)
        3. Chinese (EALC-C)
        4. French (FREN)
        5. German (GER)
        6. Japanese (EALC-J)
        7. Spanish (SPAN)
    2. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

(33 credits)

- AFRO-A 140: Introduction to African American and African Diaspora Studies (3 credits)
- AFRO-A 200: Research in African American and African Diaspora Studies (3 credits)
- AFRO-A 306: Globalization, Struggle and Empowerment in the African Diaspora (3 credits)

Senior capstone course requirement choose from:

- AFRO-A 495: Independent Study capstone project

Area concentration requirement (9 credits) in one of the following geographical regions:

- Africa
- Latin America and the Caribbean
- North America

The area concentration must include courses from at least 2 different School of Liberal Arts departments and at least 2 courses at the 300 level or higher.

Major elective credits (12 credits) **selected from the following Africana Studies program specific and/or School of Liberal Arts department courses**

Africa: 3 credits each

- AFRO-A 152: Introduction to African Studies
- AFRO-A 306: Globalization, Struggle, and Empowerment in the African Diaspora
- ENG-L 382: Fiction of the Non-Western World

- ENG-L 411: Literature and Society: South African Literature and Society
- FREN-F 271: Culture, Colonialism, Conflict and Human Rights
- GEOG-G 424: Geography of Africa
- HER-H 300: Black Visual Artists
- HIST-H 227: African Civilizations
- HIST-H 421: Topics in African, Asian, or Latin American History: Peoples and Cultures of Africa
- POLS-Y 338: African Politics
- REL-R 308: Arab Histories
- REL-R 314: Religion and Racism

Latin America and the Caribbean: 3 credits each

- ANTH-E 384: The African Diaspora
- ENG-L 245: Introduction to Caribbean Literature
- ENG-L 406: Topics in African-American Literature: Anglophone Caribbean Writers
- ENG-L 406: Topics in African-American Literature: Caribbean Women Writers
- FREN-F 371: Francophone African and Caribbean Literature
- GEOG-G 323: Geography of Latin America
- GEOG-G 324: Geography of the Caribbean
- HIST-F 341: Latin America: Conquest and Empire
- HIST-F 342: Latin America: Evolution and Revolution since Independence
- REL-R 328: Afro-Diasporic Religions
- SOC-R 461: Race and Ethic Relations

North America: 3 credits each

- AFRO-A 150: Survey of the Culture of Black Americans
- AFRO-A 255: The Black Church in America
- AFRO-A 303: Topics in African American Studies
- AFRO-A 307: Contemprary African American Art
- AFRO-A 326: Race, Class, and Beauty
- AFRO-A 369: The African American Experience
- ENG-L 370: Black American Writing
- ENG-L 406: Topics in African American Literature (varies)
- HIST-A 355: African-American History I
- HIST-A 356: African-American History II
- HIST-H 421: Topics in African, Asian, or Latin American History: African Americans in Indiana
- HIST-H 421: Topics in African, Asian, or Latin American History: Interpreting African American History at Museums and Historic Sites
- MUS-M 394: Black Music in America
- MUS-Z 393: History of Jazz
- POLS-Y 325: African American Politics
- REL-R 363: African-American Religions
- REL-R 370: Islam in America
- SOC-R 461: Race and Ethic Relations

Africana Studies Courses: 3 credits each

- AFRO-A 106: Perspectives from the African American Diaspora
- AFRO-A 495: Individual Readings in Afro-American Studies
- AFRO-A 499: Community Experience Internship
- AFRO-A 499: Honors Thesis

Africana Studies Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Anthropology

Major in Anthropology

The anthropology curriculum at IUPUI emphasizes the practical application of anthropological concepts, theory, and methods. Anthropology encompasses 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 thereby broadening our understanding of the human experience across cultures and time. Anthropology also provides 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, in our department, we provide practical and experiential learning experiences in a variety of settings, including community agencies, museums, governmental institutions, health agencies, and neighborhood associations. The anthropology program also houses laboratories to assist the faculty and students with guided research in archaeology, ethnography, biological anthropology, and forensics. Field courses in archaeology and cultural anthropology, both local and international, provide students with additional opportunities for experiential learning. Anthropology, as a discipline, is committed to using all of these strategies in order to explore the causes and consequences of human inequality across time and space.

Students completing the **Anthropology Bachelor of Arts program** will achieve the following:

- **Understand three of anthropology's sub-fields (Cultural Anthropology, Biological/Physical Anthropology and Archaeology) and their central questions.** Students will take courses in all three of these areas as part of the undergraduate major.
- **Analyze human diversity in historical and contemporary contexts**. All students are expected to demonstrate an understanding of the broad

Anthropological scope of the human condition with respect to cultural, biological, linguistic, and material diversity.

- **Apply anthropological theories and methods to evaluate real world problems.** Students will demonstrate ability to formulate anthropological research questions and to utilize anthropological methods to address real world problems.
- **Cultivate civic mindedness through collaboration with community partners.** Students will participate in courses and research projects in collaboration with a range of local stakeholders.
- **Demonstrate an understanding of human evolution and evaluate scientific models of human origins.** Students will participate in lecture-based courses on human origins as well as in lab courses in areas such as Forensics, Osteology and Bioarchaeology.
- **Utilize anthropological methods to collect, analyze and interpret data.**Through a range of methods courses, students will collect and analyze their own original data in at least one of the three sub-fields: cultural anthropology, biological anthropology or archaeology.
- **Evaluate career trajectories in anthropology and design a portfolio that demonstrates students' skills, knowledge and experience.** All students will participate in a capstone course in which they will interview practicing anthropologists both in and outside the academy. Students will carry out an independent research project and will create an e-portfolio demonstrating knowledge and skills they have acquired through their study of anthropology.

The **Bachelor of Arts degree with a major in Anthropology (ANTH)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics

- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies(MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Languages include:
        1. American Sign Language (ASL)
        2. Arabic (NELC-A)
        3. Chinese (EALC-C)
        4. French (FREN)
        5. German (GER)
        6. Japanese (EALC-J)
        7. Spanish (SPAN)
    2. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year courses
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. CLAS-C 213: Sport and Competition in the Ancient World
    2. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    3. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    4. GEOG-G 130: World Geography
    5. HIST-H 108: Perspectives on the World to 1800
    6. HIST-H 109: Perspectives on the World since 1800
    7. HIST-H 113: History of Western Civilization I
    8. HIST-H 114: History of Western Civilization II
    9. INTL-I 100: Intro to International Studies
    10. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    11. POLS-Y 217: Introduction to Comparative Politics
    12. POLS-Y 219: Introduction to International Relations
    13. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ‘‘Special Credit for Foreign Language Study.’’

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements(34 credits)

Anthropology Core courses (12 credits)

- ANTH-A 103: Human Origins and Prehistory (or A 303)
- ANTH-A 104: Introduction to Cultural Anthropology (or A 304)
- ANTH-A 201: Survey of Applied Anthropology
- ANTH-A 360: Development of Anthropological Thought

Advanced Courses (18 credits)

Research or Applied Methods course (3 credits) **selected from:**

- ANTH-B 301: Laboratory in Bioanthropology
- ANTH-B 426: Human Osteology
- ANTH-B 468: Bioarchaeology
- ANTH-B 474: Forensic Anthropology, Archaeology and Taphonomy
- ANTH-E 404: Field Methods in Ethnography
- ANTH-P 402: Archaeological Method and Theory
- ANTH-P 405: Fieldwork in Archaeology
- ANTH-P 406: Laboratory Methods in Archaeology
- MSTD-A 405: Museum Methods

Archaeology course (3 credits) **selected from:**

- ANTH-B 468: Bioarchaeology
- ANTH-E 316: Prehistory of North America
- ANTH-P 330: Historical Archaeology
- ANTH-P 340: Modern Material Culture
- ANTH-P 402: Archaeological Method and Theory
- ANTH-P 405: Fieldwork in Archaeology
- ANTH-P 406: Laboratory Methods in Archaeology

Bioanthropology course (3 credits) **selected from:**

- ANTH-B 301: Laboratory in Bioanthropology
- ANTH-B 370: Human Variation
- ANTH-B 371: The Anthropology of Human Nature
- ANTH-B 426: Human Osteology
- ANTH-B 468: Bioarchaeology
- ANTH-B 474: Forensic Anthropology, Archaeology and Taphonomy
- ANTH-B 480: Human Growth and Development

Cultural Anthropology course (3 credits) **selected from:**

- ANTH-E 300: Culture Areas and Ethnic Groups (variable title)
- ANTH-E 320: Indians of North America
- ANTH-E 353: Global Migrations
- ANTH-E 354: Popular Culture
- ANTH-E 380: Urban Anthropology
- ANTH-E 391: Women in Developing Countries
- ANTH-E 402: Gender in Cross-Cultural Perspective
- ANTH-E 404: Field Methods in Ethnography
- ANTH-E 411: Wealth, Exchange, and Power in Anthropological Perspective
- ANTH-E 421: The Anthropology of Aging
- ANTH-E 445: Medical Anthropology
- ANTH-E 457: Ethnic Identity

Two additional 300-400 level courses (6 credits) **selected from any of the courses listed above or from:**

- ANTH-A 460: Topics in Anthropology (variable title)
- ANTH-A 494: Practicum in Applied Anthropology
- ANTH-A 495: Independent Studies in Anthropology
- CLAS-A 301: Classical Archaeology
- CLAS-C 412: Art and Archaeology of the Aegean
- CLAS-C 413: The Art and Archeology of Greece
- CLAS-C 414: The Art and Archeology of Rome
- MSTD-A 403: Introduction to Museum Studies
- MSTD-A 405: Museum Methods

Capstone Courses (4 credit hours):

- ANTH-A 412: Senior Capstone (3 credit hour; Fall Semester Senior Year)
- ANTH-A 413: Senior Seminar (1 credit hour, online; Fall or Spring Semester Senior Year)

Anthropology Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

American Sign Language/English Interpreting

Major in American Sign Language/English 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.

Students completing the ASL/English Interpreting B.S. program will achieve the following:

Knowledge

- the professional code of conduct for interpreters and use acquired abilities to move toward achieving national certification.

Understanding

- define basic concepts, terminology, processes, theories, and critical perspectives in interpreting
- describe the entire communicative situation and why fluency in the languages and the ability to know how meaning is constructed is important to interpreters.

Ability to

- use ASL and English in a range of settings and styles effectively as well as know when to use simultaneous and consecutive modes of interpreting;
- explain historical perspectives on language change, interpreting, and relations between Deaf and hearing communities;
- describe the interrelationships between language and culture in our lives;
- use linguistic and cultural knowledge to analyze and evaluate texts for the purposes of interpretation as well as assess interpreter effectiveness; and
- use interpreting as a face-to-face process that is conversational in nature; managing the cross-cultural flow of talk.

Admission to the **American Sign Language/English Interpreting major** requires students to meet the following criteria:

- a cumulative GPA of 2.7 or higher
- second year proficiency in American Sign Language or its equivalent (completion of ASL-A 212 at IUPUI)
- completion of any first or second year ASL courses or its equivalent with a B or higher
- successful completion of a screening process including proof of a cumulative GPA of 2.7 or higher from transcripts of all post-secondary schools, GPA of all ASL courses of 3.0 or higher and GPA all English courses of 3.0 or higher, a letter of intent, a video sample of ASL production skills and an interview with a committee that includes outside members of the Deaf and interpreting communities.

The **Bachelor of Science degree with a major in American Sign Language/English Interpreting** (ASL) requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.S. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at General Education Core.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) **or** ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences

- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM R-110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER), excluding World Language courses
- History (HIST) excluding HIST H105, HIST H106, HIST H108, HIST H109, HIST H113, HIST H114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies: (AFRO)
- Anthropology: (ANTH)
- Communication Studies: (COMM-C and COMM-M only)
- Economics: (ECON)
- English-Linguistics: (ENG-Z)
- Folklore: (FOLK)
- Geography: (GEOG)
- Global and International Studies: (INTL)
- History: (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations: (JOUR)
- Latino Studies: (LATS)
- Medical Humanities and Health Studies(MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies: (NAIS)
- Political Science: (POLS)
- Psychology: (PSY)
- Sociology: (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits)

Completion of second-year proficiency in a single world language.

Second-year proficiency is demonstrated by passing the full second-year sequence of courses in a single language or completing a third or fourth-year course[1]

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements(36 credits)

- ASL-A 219: Deaf Community History & Culture (3 credits)
- ASL-A 221: Linguistics of American Sign Language (3 credits)
- ASL-I 250: Introduction to Interpreting (3 credits)
- ASL-I 305: Text Analysis (3 credits)
- ASL-I 361: Theory and Process of Interpreting I (3 credits)

- ASL-I 363: Theory and Process of Interpreting II (3 credits)
- ASL-I 365: Theory and Process of Interpreting III (3 credits)
- ASL-I 405: Practicum (6 credits)
- ASL-L 340: Interpreting Discourse English to ASL (3 credits)
- ASL-L 342: Interpreting Discourse ASL to English (3 credits)
- ENG-Z 205: Introduction to the English Language (3 credits) or other linguistics courses approved by the Director of the ASL/English Interpreting Program

American Sign Language/English Interpreting Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Communication Studies

Major in Communication Studies

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.

Students graduating with a **BA in Communication Studies** will be able to:
1. Describe the Communication discipline and its central questions
2. Employ communication theories, perspectives, principles and concepts
3. Engage in communication inquiry
4. Create messages appropriate to the audience, purpose and context
5. Critically analyze messages
6. Demonstrate the ability to accomplish communicative goals (self-efficacy)
7. Apply ethical communication principles and practices
8. Utilize communication to embrace difference
9. Influence public discourse
10. Apply skills and knowledge needed to collaborate with others

The **Bachelor of Arts degree with a major in Communication Studies (COMM)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- No more than 12 credits may be transferred into the major.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- At least 15 credit hours in the major must be in courses at the 300 level or above.
- At least 3 credit hours *each* must be completed in three of the four areas in the major which are designated by the prefixes C, M, R, & T.
- COMM-R 110 may not count toward the major.
- At least 21 credits of the major coursework must be in courses offered solely or cooperatively by the Department of Communication Studies in the School of Liberal Arts at IUPUI.
- A total of 9 credits of COMM-G 300: Independent Study and COMM-G 491: Internship may count toward the major.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)

- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST), excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Languages include:
        1. American Sign Language (ASL)
        2. Arabic (NELC-A)
        3. Chinese (EALC-C)
        4. French (FREN)
        5. German (GER)
        6. Japanese (EALC-J)
        7. Spanish (SPAN)Languages include:
    2. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or

2. completing a third or fourth-year course[1]

2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ‘‘Special Credit for Foreign Language Study.’’

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements(33 credits)

Core Courses (9 cr.)

- COMM-G 100: Introduction to Communication Studies (3 cr.)
    - NOTE: This course is a pre- or co-requisite for COMM-G 201 AND a pre-requisite for COMM-G310 and COMM-G480.
- COMM-G 201: Introduction to Communication Theory (3 cr.) P: COMM-G100
    - NOTE: This course is a pre- or co-requisite for COMM-G310 AND a pre-requisite for COMM-G480.
- COMM-G 310: Introduction to Communication Research (3 cr.) P: COMM-G 201
    - NOTE: This course is a pre-requisite for COMM-G480.

Capstone Experience (3 cr.)

- COMM-G 480: Senior Capstone in Communication Studies (3 cr.) [
    - NOTE: This course is reserved for majors with senior standing who have completed COMM-G100, COMM-G201, and COMM-G310.

Major Elective courses (21 cr.)

The remaining 21 credits 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 and department mentor 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 main department office. Other courses may be arranged by departmental approval. Students graduating with departmental honors will receive a certificate and a letter of acknowledgment.

Communication Studies Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Communication Studies BA/MA

The 5-year Bachelor of Arts in Communication Studies/ Master of Arts in Applied Communication, which is available to Communication Studies majors only, allows students to complete a BA and an MA in five years instead of six. In five years, the student would complete the

B.A. in Communication Studies and the M.A. in Applied Communication. The program consists of three years of undergraduate coursework, a fourth year of combined undergraduate and graduate coursework, and a fifth year of exclusively graduate coursework. This accelerated track offers outstanding students a way to complete an MA degree with less time and less cost.

Admission Requirements

• Qualified Communication Studies majors may apply for the program in the second semester of their junior year. To be eligible to apply, students should have completed at least 60 credit hours overall and 12 hours in the major, including the 9-hour core (G100, G201, and G310). They should have a minimum GPA of 3.3 overall and a 3.5 in their major coursework.
• As part of the application process, students are required to complete a pre-application form and submit 2 faculty letters of recommendation (at least 1 from a member of the IUPUI Department of Communication Studies faculty) and a single-authored writing sample.
• If students maintain at least a B average in all of the graduate courses taken during their senior year, they will automatically be allowed to continue in the MA program. No more than 12 credit hours of graduate courses completed during their senior year can double count towards completion of the MA requirements.
The following deadlines must be observed in order to receive consideration for admission:

- January 15 -- priority consideration for fall semester
- May 15 -- fall regular admission

Student Learning Outcomes
Students completing the Applied Communication M.A. curriculum will:

- communicate both orally and in writing for professional and academic audiences
- synthesize, critique, and apply theoretical constructs in communication studies
- select and evaluate appropriate methodologies for conducting communication research
- propose and justify solutions to real-world communication problems
- design and conduct guided communication research

Degree Requirements

- Completion of 120 credit hours as required for a B.A. degree from the IU School of Liberal Arts (12 of the graduate-level credit hours taken during the senior year will count towards the BA)
- Completion of 30 credit hours of graduate level courses:
- 15 credit hours of core requirements. These include:
    - COMM-C 500: Advanced Communication Theory
    - COMM-C 501: Applied Quantitative Research Methods
    - COMM-C 504: Pro-Seminar in Communication Graduate Studies
    - One of COMM-C 502, COMM-C 530, COMM-C 531, or COMM-C 680
    - COMM-C 503: Applied Learning Project OR COMM-C 597: Thesis
- 15 additional hours of elective courses

Each student may take 3 credit hours of interdisciplinary electives from outside of the Department of Communication Studies, as approved by the student's advisor. However, this is not required. The student must maintain a B+ average (3.3) or higher to graduate. The student must complete either a thesis or an applied learning project to complete the degree requirements.

Economics

Major in Economics

Economics is the study of the ways in which people attempt to satisfy their material needs and desires. It studies how people decide whether or how much to work in the marketplace or at home, and how consumers and businesses decide whether or how much to spend, save, produce or invest. It explains how markets coordinate the activities of many diverse buyers and sellers, and it explores circumstances that make it difficult for markets to function effectively without government or nonprofit-sector intervention. A major in economics supports the liberal arts traditions of promoting students' ability to think critically and helping them develop a better understanding of the world around them.

Students completing the **Economics B.A. program** will achieve the following:

Know:

- a wide variety of economic issues, be able to determine when an issue is or is not essentially economic, and be able to distinguish between the positive and normative aspects of economic issues.
- the mathematical and statistical techniques that are widely used in economic analysis.

Understand:

- the complementary roles of the private sector and the government in the U.S. economy, and develop some familiarity with the similarities and differences in the role of the government in other world economies;
- the relationships between world economies in the areas of trade, finance, and information exchange, and will be familiar with the potential benefits and costs of these relationships; and
- how economic theory and models can be used to help study economic phenomena, and be able to use economic theory to help interpret and address many economic and social issues.

Be able to:

- understand and interpret economic data, and statistics based on economic data, when presented in a variety of forms.

The **Bachelor of Arts degree with a major in Economics (ECON)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.

- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- Choice of the General Track (33 major credits) or the Quantitative Track (32 major credits).
- ECON-E 406 must be taken at IUPUI.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)

- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]

2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104, Intro to Cultural Anthropology
    2. CLAS-C 213, Sport and Competition in the Ancient World
    3. EALC-E 232, China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245, (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130, World Geography
    6. HIST-H 108, Perspectives on the World to 1800
    7. HIST-H 109, Perspectives on the World since 1800
    8. HIST-H 113, History of Western Civilization I
    9. HIST-H 114, History of Western Civilization II
    10. INTL-I 100, Intro to International Studies
    11. LATS-L 228, An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217, Introduction to Comparative Politics
    13. POLS-Y 219, Introduction to International Relations
    14. REL-R 212, Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Economics Major Requirements (32-33 credits)

- ECON-E 201: Introduction to Microeconomics (3 credits)
- ECON-E 202: Introduction to Macroeconomics (3 credits)
- ECON-E 270: Introduction to Statistical Theory in Economics (3 credits)
- ECON-E 321: Intermediate Microeconomic Theory (3 credits) (Prerequisite for this course is E 201.)
- ECON-E 322: Intermediate Macroeconomic Theory (3 credits) (Prerequisite for this course is E 202.)
- ECON-E 406: Senior Seminar (3 credits) (Prerequisites for this course are E 321 and E 322.)

With the exception of ECON-E 406, these classes should be completed by the end of the junior year.

Choose either the General Track or the Quantitative Track to complete a Major in Economics:

General Track – (33 credits); **The general track requires an additional five courses, consisting of the following:**

- MATH-M 118: Finite Math
- MATH-M 119: Brief Survey of Calculus

Ideally, these courses will be completed before a student takes any economics courses.

Economics electives (9 credits) **from the following:**

- ECON-E 303: Introduction to International Economics
- ECON-E 304: Introduction to Labor Economics
- ECON-E 305: Money and Banking
- ECON-E 307: Current Economic Issues

- ECON-E 327: Game Theory
- ECON-E 337: Economic Development
- ECON-E 375: Mathematical Economics
- ECON-E 387: Health Economics
- ECON-E 408: Undergraduate Readings in Economics – Arranged
- ECON-E 410: Selected Topics in U.S. Economic History
- ECON-E 450: Business Conditions Analysis and Forcasting
- ECON-E 470: Introduction to Econometrics

Quantitative Track – (32 credits); **The quantitative track requires an additional four courses** (or more, depending on the student's readiness for the math sequence) **consisting of the following:**

- MATH 16500: Analytic Geometry and Calculus I
- MATH 16600: Analytic Geometry and Calculus II
- ECON-E 470: Introduction to Econometrics

Ideally, these courses will be completed before a student takes any economics courses.

Economics electives (3 credits) **from the electives list above** (excluding ECON-E 470).

BA/MS in Applied Economics

The Economics Department offers a five-year Dual B.A./M.S. program. This program gives undergraduate economics majors the opportunity to add a graduate (Master of Science) degree to their undergraduate (Bachelor of Arts) degree with only one additional year of study.

Program Requirements

Students in the dual program complete the 30 hours of coursework required by our current MS in Applied Economics, with one exception. Students in the M.S. program take both E582, our second course in Applied Macroeconomics, and E583, our course in Applied Macroeconomics. However, B.A./M.S. students can substitute E406, our undergraduate capstone course, for either E582 or E583.

As with other five-year undergrad/master's degree programs on our campus, there are four courses (12 credits) that overlap and count for both the B.A. and the M.S. These courses are E406 (our capstone course: see above), E504 (Mathematics for Economists), E570 (Econometrics), and either E582 or E583 (see above). E504 is an advanced substitute for the undergraduate course E375, and E570 is an advanced substitute for the undergraduate course E470. E582 and E583 also are advanced substitutes for undergraduate courses (E304 or E385 and E410, respectively). These four courses all are taken in the student's senior year. Thus, if an economics major decides not to complete the MS then s/he will be taking no "extra" courses: all four courses will count toward her/his BA degree.

Admission Requirements

The requirements for admission to the the B.A./M.S. program are the same as the requirements for admission to the M.S. program, with two exceptions: a completed B.A. degree is not required, and GRE scores are not required. Admissions will be based primarily on [1] performance in the core economics undergraduate economics courses (E201, E202, E270, E321, E322), [2] performance in Math 16500 (Calculus I) and [3] three letters of recommendation from instructors in the above undergraduate courses.

Course Requirements

The course schedule for the dual program is as follows:

5 Year B.A./M.S.

First Year/Senior Year

Fall	*Spring*
ECON-E 504: (Mathematics for Economists)	ECON-E 406 Senior Seminar
ECON-E 570: (Econometrics)	ECON-E 582 Applied Microeconomics **OR**
	ECON-E 583 Applied Macroeconomics

Second Year

Fall	*Spring*
ECON E-581 Applied Microeconomics	ECON-E 521: Microeconomic Theory
	ECON-E 522: Macroeconomic theory
STAT 51600: Probability	STAT 517: Statistics

Open electives

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree (Dual Degree Advantage)

The Liberal Arts baccalaureate competency requirements are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. These students need only complete the courses required for their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Again, students must complete a degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competency requirements waived for a second degree.

English

Major in English

The Department of English offers introductory and advanced instruction in the methods and traditions of literary analysis, writing, and language study. Its programs are in five areas: linguistics, literature, writing, creative writing, and film studies.

Through its courses and other activities in linguistics, writing, creative writing, film, and literature, the department works to create and sustain evolving communities of learners interested in the contributions of language to what has been called the examined life—a thoughtful, morally aware, and civically and personally responsible existence. Faculty and students aim for excellence in analyzing, understanding, and communicating about language and its beauties.

Students completing the **English B.A. program** will achieve the following:

- **Develop** reading, writing, and research processes and reflect on them to assess learning and identify areas for improvement.
- **Create** innovative written works that respond to community needs.
- **Read, analyze**, and **interpret** language and texts critically.
- **Write** a reasoned argument integrating public/expert and personal voices.
- **Listen** to different perspectives in order to inform and articulate ethical beliefs.
- **Analyze** and **evaluate** how cultural differences impact language use.
- **Describe** and **discuss** the interdisciplinary context of English as a field of study and its connection to other disciplines.
- **Investigate** and **explain** how language influences intellectual and emotional responses.
- **Collaborate** with others to create a shared and productive outcome.

The **Bachelor of Arts degree with a major in English (ENG)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- Completion of one of the following six concentrations: Creative Writing, Film Studies, Language and Linguistics, Literature, Writing and Literacy, or English Studies.
- 15 hours in English (ENG) at the 300-400 level.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) **or** ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence

- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM R-110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST H105, HIST H106, HIST H108, HIST H109, HIST H113, HIST H114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104, Intro to Cultural Anthropology
    2. CLAS-C 213, Sport and Competition in the Ancient World
    3. EALC-E 232, China Past and Present: Culture in Continuing Evolution
    4. GEOG-G 130, World Geography
    5. HIST-H 108, Perspectives on the World to 1800
    6. HIST-H 109, Perspectives on the World since 1800
    7. HIST-H 113, History of Western Civilization I
    8. HIST-H 114, History of Western Civilization II
    9. INTL-I 100, Intro to International Studies
    10. LATS-L 228, An Interdisciplinary Look at U.S. Latino/a Identities
    11. POLS-Y 217, Introduction to Comparative Politics
    12. POLS-Y 219, Introduction to International Relations
    13. REL-R 212, Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9

credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

CONCENTRATION IN CREATIVE WRITING (33 credits)

Gateway Course (6 credits) Choose two:

- ENG-W 206: Introduction to Creative Writing
- ENG-W 207: Introduction to Fiction Writing
- ENG-W 208: Introduction to Poetry Writing

Concentration Core (12 credits)
Four courses in at least **two** genres, including at least **one** at the 400 level. One course may be repeated for credit. Students should take courses in sequence: first the 200-level gateway courses, then 300-level courses followed by 400-level courses. Choose from the following:

- ENG-W 301: Writing Fiction
- ENG-W 302: Screenwriting
- ENG-W 303: Writing Poetry
- ENG-W 305: Writing Creative Nonfiction
- ENG-W 401: Advanced Fiction Writing
- ENG-W 403: Advanced Poetry Writing
- ENG-W 407: Advanced Creative Nonfiction Writing
- ENG-W 411: Directed Writing (only with permission)

English Experience (12 credits)
Literature (9 credits): Three courses at the 200-level or above; one at the 300-level or above.

Language, Pedagogy, and Editing (3 credits) Choose from:

- ENG-W 280: Literary Editing and Publishing
- ENG-W 310: Language and the Study of Writing
- ENG-W 365: Theory and Practice of Editing
- ENG-W 426: Writing Nonfiction: Popular and Professional Publication
- ENG-W 408: Creative Writing for Teachers
- ENG-Z 206: Introduction to Language Use
- ENG-Z 301: History of the English Language
- ENG-Z 302: Understanding Language Structure: Syntax
- ENG-Z 310: Language in Context: Sociolinguistics

Other courses may also satisfy this requirement. Please see your advisor to have your program of study approved.

- Capstone (3 credits): Scroll to the bottom of page for list of options.

Creative Writing Courses

CONCENTRATION IN FILM STUDIES (33 credits)

Gateway Course (3 credits)

- FILM-C 292: Introduction to Film Studies

Concentration Core (18 credits)

- FILM-C 391: Film Theory and Aesthetics (3 credits)

Culture and Film History Courses (6 credits) Choose two of the following:

- FILM-C 380: French Cinema
- FILM-C 390: The Film and Society: Topics

American Film Decades (Others are taught as variable C390 titles)

- FILM-C 361: Hollywood Studio Era 1930-1949
- FILM-C 362: Hollywood in the 1950's
- FILM-C 393: History of European and American Films I
- FILM-C 394: History of European and American Films II

Genres and Authorship Courses (6 credits) Choose from the following:

- FILM-C 350: Film Noir
- FILM-C 351: Musicals
- FILM-C 352: Biopics
- FILM-C 392: Genres: Variable Titles (may be repeated once with different topic)
- FILM-C 491: Authorship: Variable Titles (may be repeated once with different topic)

Film, Writing, and Literature Courses (3 credits) Choose from the following:

- ENG-W 260: Film Criticism
- ENG-W 302: Screenwriting
- FILM-C 493: Film Adaptations of Literature

English Experience (9 credits)
One 3-credit course each, at the 200 level or above, in linguistics (including ENG W310 Language and Study of Writing), literature, and writing or creative writing (excluding ENG W260 Film Criticism, ENG W302 Screenwriting, ENG W396 Writing Fellows Training Seminar, and ENG E398 Internship in English).

- Capstone (3 credits): Scroll to the bottom of page for list of options.

Film Studies Courses

CONCENTRATION IN LINGUISTICS (33 credits)

Gateway Courses (6 credits)

- ENG-Z 205: Introduction to the English Language
- ENG-Z 206: Introduction to Language Use

Concentration Core (12 credits) Choose from these courses:

- ENG-Z 301: History of the English Language
- ENG-Z 302: Understanding Language Structure: Syntax
- ENG-Z 303: Understanding Language Meaning: Semantics
- ENG-Z 310: Language in Context: Sociolinguistics
- ENG-Z 432: Second Language Acquisition
- ENG-Z 434: Introduction to Teaching English as a Second Language
- ENG-Z 441: Materials Preparation for ESL Instruction
- ENG-W 310: Language and the Study of Writing
- ASL-L 340: Discourse Analysis: English
- ANTH-L 401: Language, Power & Gender
- ANTH-L 300: Language and Culture

English Experience (12 credits)
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.

Other courses may also satisfy this requirement. Please see your advisor to have your program of study approved.

- Capstone (3 credits): Scroll to the bottom of page for list of options.

Linguistics Courses

CONCENTRATION IN LITERATURE (33 credits)

Gateway Course (3 credits):

- ENG-L 202: Literary Interpretation

Concentration Core (18 credits)

Critical and Historical Foundations—Britain (6 credits)

- ENG-L 301: English Literature I

and either:

- ENG-L 302: English Literature II or
- ENG-L 348: Nineteenth-Century British Fiction

Critical and Historical Foundations—US (6 credits) Choose two:

- ENG-L 351: American Literature I
- ENG-L 352: American Literature II
- ENG-L 354: American Literature III
- (ENG-L 357: Twentieth Century American Poetry or ENG-L 358: Twentieth-Century American Fiction may be substituted for ENG-L 354)

Shakespeare (3 credits) Choose one:

- ENG-L 220: Introduction to Shakespeare
- ENG-L 315: Major Plays of Shakespeare
- ENG-L 433: Conversations with Shakespeare (if not capstone)

Diversity (3 credits) Choose one:

- ENG-L 207: Women and Literature
- ENG-L 364: Native American Literature
- ENG-L 370: Black American Writing
- ENG-L 378: Studies in Women and Literature
- ENG-L 379: American Ethnic and Minority Literature
- ENG-L 382: Fiction of the Non-Western World
- ENG-L 387: Queer Literary Studies
- ENG-L 406: Topics in African American Literature
- ENG-L 411: Literature and Society: South African Literature

English Experience (9 credits)

Language & Linguistics (3 credits) Choose one:

- ENG-Z 205: Introduction to the English Language
- ENG-Z 206: Introduction to Language Use
- ENG-Z 301: History of the English Language
- ENG-Z 302: Understanding Language Structure: Syntax
- ENG-Z 310: Language in Context: Sociolinguistics

Editing (3 credits) Choose one:

- ENG-W 280: Literary Editing and Publishing
- ENG-W 365: Theory and Practice of Editing

English Elective (3 credits): In consultation with your advisor, choose one English course at the 200-level or above from classes outside of Literature.

Other courses may also satisfy this requirement. Please see your advisor to have your program of study approved.

- Capstone (3 credits): Scroll to the bottom of page for list of options.

Literature Courses

CONCENTRATION IN PROFESSIONAL AND PUBLIC WRITING (33 credits)

Gateway Course (3 credits)

- ENG-W 210: Literacy and Public Life

Concentration Core (15 credits)

Culture and Rhetoric (3 credits)
- ENG-W 310 Language and the Study of Writing
- ENG-W 366 Written Englishes: Living Cultural Realities
- ENG-W 390 Topics in Writing & Literacy*
- ENG-W 412 Technology and Literacy

Style and Editing (3 credits)
- ENG-Z 204 Rhetorical Issues in Grammar and Usage
- ENG-W 262 Style and Voice for Writers
- ENG-W 365 Theories and Practice of Editing

Writing Experience (9 credits)
- ENG-W 313 The Art of Fact Writing Nonfiction Prose
- ENG-W 315 Writing for the Web
- ENG-W 318 Finding your E-Voice
- ENG-W 331 Business and Administrative Writing
- ENG-Z 370 Second Language Writing
- ENG-W 377 Writing for Social Change
- ENG-W 390 Topics in Writing & Literacy*
- ENG-W 397 Writing Center Theory and Practice
- ENG-E 398 Internship in English
- ENG-W 400 Issues in Teaching Writing
- ENG-W 426 Writing for Popular and Professional Publication (unless taken as capstone)

Concentration Elective (3 credits)
- Choose one additional course from “Culture and Rhetoric,” “Style and Editing,” or “Writing Experience” OR ENG-W 230 Science Writing, ENG-W 231 Professional Writing, or ENG-W 270 Argumentative Writing *unless taken to fulfill the School of Liberal Arts Writing Proficiency requirement.*

English Experience (9 credits)
- Choose one from each category below.
  - Film Studies or Literature (3 credits) 200-400 level
  - Linguistics (3 credits) 200-400 level
  - Creative writing or any elective outside of concentration core (3 credits) 200-400 level

- Capstone (3 credits) (Must be taken as a senior)

- ENG-W 426: Writing Nonfiction: Popular and Professional Publication (*recommended*)
- ENG-E 398: Internships in English (*with permission from director)*
- ENG-E 450: Capstone Seminar
- ENG-L 440: Senior Seminar in English and American Literature
- ENG-L 433: Conversations with Shakespeare

*Depending on topic, ENG-W 390 course might count towards the “Culture and Rhetoric” category or the “Writing Experience” category.

Professional and Public Writing Courses

CONCENTRATION IN ENGLISH STUDIES (33 credits)

Gateway Courses (6 credits) Choose ONE course from TWO of the following areas:

- ENG-L 202: Literary Interpretation
- ENG-Z 205: Introduction to English Language, or Z206 Introduction to Language Use
- ENG-W 206: Introduction to Creative Writing, or ENG-W 207: Introduction to Fiction Writing, or ENG-W 208: Introduction to Poetry Writing
- ENG-W 210: Literacy and Public Life
- FILM-C 292: Introduction to Film

English Studies Core (24 credits)

In consultation with an English faculty mentor, 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
- UPPER LEVEL COURSES: at least 15 credit hours at the 300-level or above
- Capstone (3 credits): Scroll to the bottom of page for list of options.

English Studies Courses

ENGLISH CAPSTONE COURSE OPTIONS (3 credits):

- ENG-E 398: Internships in English
- ENG-E 450: Capstone Seminar
- ENG-W 426: Writing Nonfiction: Popular and Professional Publication
- ENG-W 496: Writing Tutor Training Seminar
- ENG-L 440: Senior Seminar in English and American Literature
- ENG-L 433: Conversations with Shakespeare
- Concentration in Linguistics may also use ENG-Z 405: Topics in the Study of Language as a capstone option (recommended).
- Concentration in Literature: ENG-L 440 and ENG-L 433 (recommended).
- Concentration in Writing and Literacy: ENG-E 398, ENG-E 450, and ENG-W 426 (recommended options).

CAPSTONE SHOULD BE TAKEN IN SENIOR YEAR-Capstone Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

French

Major in French

The primary goal of the program in French at IUPUI is to assist students in achieving linguistic and cultural proficiency in French and Francophone settings. To support this goal, the program offers a variety of courses from the introductory to the advanced undergraduate levels in language & linguistics, culture & literature, and applied areas (translation & Business French).

Considering that French is the only language (with English) that is spoken on all five continents, and that the number of people who speak it has tripled in the last fifty years, a major in French has never been more desirable in the workplace. French is not only one of the main languages of the European Union and many other international bodies, including the Olympic Committee; it is also dominant in science, engineering, and technology. The major in French not only broaden students’ cultural horizons by giving them direct access to the fields of philosophy, literature, history and music, it also prepares them for a variety of careers in international business communication, medicine, translation, tourism, education, and technology, to name a few.

Student Learning Outcomes

Students completing the French B.A. program will be able to communicate at an Advanced Low level of proficiency as defined by the ACTFL proficiency guidelines in French in all areas of Presentational Speaking, Presentational Writing, Interpretive Listening, Interpretive Reading, Interpersonal Communication and Intercultural Competence, which includes informed intercultural communication and written and oral communications that evidence critical thinking skills. Specifically, this means students will be able to:

- **Develop** and **deliver** well-organized oral presentations that exhibit critical thinking skills in academic, intercultural and professional areas
- **Create** written products that exhibit critical thinking skills in academic, intercultural and professional areas using major tenses and moods and linking paragraphs into composition length products
- When listening, **demonstrate** understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames in many familiar and unfamiliar academic, social and professional contexts
- When reading, **demonstrate** understanding of conventional narrative and descriptive texts in major tenses and moods on a variety of familiar and unfamiliar topics of general and professional interest
- When talking with others, **converse** fully on topics including matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames
- **Explain** the relationship between the practices and perspectives of the cultures studied and their own
- **Integrate** and **apply** methods of analyzing language, literature, and cultural products and practices
- **Operate** with civility in a complex world

The **Bachelor of Arts degree with a major in French (FREN)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- The required distribution of courses may NOT be waived or substituted, but equivalent courses from study abroad programs and/or transferred from other universities may be accepted with consent of the advisor.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core.

Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies:(NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits)

Completion of second-year proficiency in a single world language.

Second-year proficiency is demonstrated by passing the full second-year sequence of courses in a single language or completing a third or fourth-year course[1]

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (30 credits)

- FREN-F 203: Second-Year French I (3 credits)
- FREN-F 204: Second-Year French II (3 credits)

Language course (3 credits) Choose one:

- FREN-F 328: Advanced French Grammar and Composition
- FREN-F 330: Introduction to Translation
- FREN-F 336: Structure of French
- FREN-F 396: French Study Abroad*
- FREN-F 402: Introduction to French Linguistics
- FREN-F 421: Fourth-Year French
- FREN-F 423: Craft of Translation

Oral Production course (3 credits) Choose one:

- FREN-F 315: Conversation and Diction I
- FREN-F 316: Conversation and Diction II
- FREN-F 331: French Pronunciation and Diction
- FREN-F 380: French Conversation
- FREN-F 396: French Study Abroad*
- FREN-F 480: French Conversation

Culture course (3 credits) Choose one:

- FREN-F 300: Lectures et analyses littéraries
- FREN-F 307: Masterpieces of French Literature
- FREN-F 326: French in the Business World
- FREN-F 334: French for the Medical and Technical World
- FREN-F 350: Topics in Francophone Culture

- FREN-F 352: Culture, Société, Langue et Littérature au Québec
- FREN-F 360: Intro. socio-culturelle à la France
- FREN-F 391: Studies in French Cinema
- FREN-F 396: French Study Abroad*
- FREN-F 434: Advanced French for the Medical and Technical World
- FREN-F 450: Colloquium in French Studies
- FREN-F 451: Le français des affaires
- FREN-F 452: La Civilisation et littérature québécoises
- FREN-F 460: French Fiction in Film
- FREN-F 461: La France Comtemporaine

Independent Coursework

- FREN-F 493 Internship in French
- FREN-F 495 Individual Readings in French

Elective courses (12 credits) Choose four courses not already taken from the lists above to count for the elective courses for the Major. One elective must be at the 400-level. FREN-F 493 and FREN-F 495 are by permission of the Director of the Program in French and each can only be taken once for credit toward the major.

Capstone (3 credits)

- FREN-F 497: Capstone in French

French Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

General Studies

The General Studies program is designed to meet the needs of adult learners. In fact, nearly all General Studies students at IUPUI are 21 years old or older with work, previous college credits, and life experience.

The General Studies Degree Program, extends to students the opportunity to pursue a college education regardless of work schedules, domestic responsibilities, or location. Students may fulfill degree requirements by taking on-campus courses, web, or a combination of both.

The core of each general studies degree is a broadly based education encompassing a.) arts and humanities; b.) social and behavioral sciences; and c.) mathematics and natural sciences. The curriculum expands student's body of knowledge and awareness of major areas of human experience. A general studies education is not limited in scope; it establishes the foundation for a lifetime of learning and serves as the framework for a productive professional and personal life.

The **Bachelor of General Studies (B.G.S.)** provides basic preparation for many careers and graduate programs. B.G.S. graduates are employed in various professional fields, including education, law, government and social service, real estate, and private industry. Many B.G.S. recipients have gone on to graduate programs in fields such as anthropology, business, divinity studies, education, fine arts, international affairs, law, library science, management, medicine, nursing, public health, and social work. B.G.S. graduates have earned masters degrees and doctorates at Indiana University and other prestigious universities.

In addition to enrolling in regular session courses at any Indiana University campus, students may fulfill general studies degree requirements in various ways, including credit by examination, credit for educational programs in non-collegiate organizations, military service credit, and credit for courses completed at other regionally accredited institutions.

Requirements

39 credits hours selected from Arts and Science academic departments, of which:

- **18 credit hours selected from one area below.**
- **Credit hours earned must be from two or more different departments with a C- or higher.**
- **No more than 21 credit hours are allowed from each department**

Arts and Science Departments

Arts and Humanities

- Africana Studies (AFRO)
- American Sign Language/English Interpreting (ASL)
- American Studies (AMST)
- Classical Studies (CLAS)
- Communication Studies (COMM)
- East Asian Languages, Chinese and Japanese (EALC)
- English (ENG)
- Film Studies (FILM)
- Folklore (FOLK)
- French (FREN)
- German (GER)
- Global and International Studies (INTL)
- Herron School of Art (HER)
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Music (MUS)
- Native American and Indigenous Studies (NAIS)
- Near Eastern Language and Culture, Arabic (NELC)

- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN)
- Technical Communications (TCM)
- World Languages and Cultures (WLAC)

Science and Math

- Astronomy (AST)
- Biology (BIOL and MICR count as one department)
- Chemistry (CHEM)
- Computer Science (CSCI)
- Forensic Science (FIS)
- General Science (SCI)
- Geology (GEOL)
- Mathematics (MATH and STAT count as one department)
- Physics (PHYS)

Social Science

- Anthropology (ANTH)
- Criminal Justice (SPEA-J)
- Economics (ECON)
- Geography (GEOG)
- History (HIST)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

72 credit hours to complete Electives

- **21 credits selected from Arts and Science departments.**
- **51 credit hours selected from Professional Schools and/or Arts and Science departments.**

Professional Schools/Programs

- Business (BUS)
- Dental Assisting (DAST)
- Dental Hygiene (DHYG)
- Education (EDUC)
- Emergency Medical (EMER)
- Foods and Nutrition (FN)
- Health and Human Sciences (HLSC, KINE, HPER)
- Health Information Management (HIM)
- Herron School of Art (ART)
- Informatics (INFO)
- Library and Information Science (LIS)
- Labor Studies (LSTU)
- Medicine (MED)
- Military (MIL)
- Music (MUS)*
- New Media (NEWM)
- Nursing (NURS)
- Technology | Leadership and Communication (OLS)
- Philanthropic Studies (PHST)
- Public and Environmental Affairs (SPEA)
- Social Work (SWK)
- Tourism, Convention and Event Management (TESM)

School of Engineering/Technology (maximum 30 credit hours from any combination of departments below)

- Biomedical Engineering (BME)
- Computer Information and Graphics Technology (CIT, CGT)
- Electrical and Computing Engineering (ECE)
- Engineering Technology (ART, ECET, CMGT, HETM, IET, INTR, MET)
- Mechanical and Energy Engineering (EEN)

Completion of 30 credit hour General Education Core (http://uc.iupui.edu/UndergraduateEducation/GeneralEducationCurriculum/GeneralEducationCore.aspx)
Minimum 18 credit hours completed after official admission to the General Studies Degree program
Minimum 30 credit hours completed at Indiana University (any campus)
Minimum 30 credit hours of upper level coursework (courses numbered 300-400 level) No more than 21 credit hours from a single Arts and Science academic department and/or 30 credit hours from a single professional school
Must complete a Capstone experience GNST-G399 or GNST-G400 with a grade of C or higher.

Note:

- Maximum 90 transfer credits accepted from colleges/universities awarding baccalaureate degrees
- Maximum 64 transfer credits accepted from two-year and community colleges

Geography

Major in Geography

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 consciousness; 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.

Students completing the **Geography B.A. program** will achieve the following:

- **Describe** the subject's disciplinary scope and central questions
- **Apply** geographic theories and concepts
- **Engage** in geo-spatial inquiry
- **Create** maps and graphics appropriate to audience, purpose, context
- **Critically analyze** the source and content of geo-spatial data

- **Demonstrate ability** to collect, process, and investigate geo-spatial data sets
- **Apply** principles of ethical collection and handling to geo-spatial data
- **Use** geographic knowledge to appreciate the diversity of people and places, ranging from local to global
- **Contribute** to local and regional geographic knowledge base
- **Apply** skills and knowledge needed to collaborate with others

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.

The **Bachelor of Arts degree with a major in Geography (GEOG)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's,Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. HIST-H 108: Perspectives on the World to 1800
    6. HIST-H 109: Perspectives on the World since 1800
    7. HIST-H 113: History of Western Civilization I
    8. HIST-H 114: History of Western Civilization II
    9. INTL-I 100: Intro to International Studies
    10. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    11. POLS-Y 217: Introduction to Comparative Politics
    12. POLS-Y 219: Introduction to International Relations
    13. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (31 credits)

Core courses (12 credits)

- GEOG-G 107: Physical Systems of the Environment
- GEOG-G 110: Introduction to Human Geography
- GEOG-G 309: Frontiers in Geographic Thought
- GEOG-G 311: Introduction to Research Methods in Geography

Two Geographic Techniques courses (6 credits)

- GEOG-G 300: The World of Maps
- GEOG-G 336: Introduction to Remote Sensing
- GEOG-G 337: Computer Cartography and Graphics
- GEOG-G 338: Introduction to Geographic Information Systems
- GEOG-G 436: Advanced Remote Sensing
- GEOG-G 438: Advanced Geographic Information Systems
- GEOG-G 439: Seminar in Geographic Information Science
- GEOG-G 465 Field Methods in Physical Geography
- GEOG-G 488: Applied Spatial Statistics

A total of three courses in environmental and human geography, to include at least one course from each group:

Environmental Geography (3 or 6 credits)

- GEOG-G 303: Weather and Climate
- GEOG-G 305: Environmental Change: Nature and Impact
- GEOG-G 307: Biogeography: The Distribution of Life
- GEOG-G 310: Human Impact on Environment
- GEOG-G 315: Environmental Conservation
- GEOG-G 390: Topics in Geography- Environmental Focus
- GEOG-G 404: Soils Geography
- GEOG-G 446: Cultural Biogeography
- GEOG-G 475: Climate Change

Human Geography (3 or 6 credits)

- GEOG-G 302: Introduction to Transportation Analysis
- GEOG-G 314: Urban Geography
- GEOG-G 330: North American House Types
- GEOG-G 331: Economic Geography
- GEOG-G 355: Political Geography
- GEOG-G 360: Geography of Wine
- GEOG-G 390: Topics in Geography- Human Geography Focus
- GEOG-G 410: Medical Geography
- GEOG-G 418: Historical Geography

One Regional Geography course (3 credits)

- GEOG-G 321: Geography of Europe
- GEOG-G 322: Geography of Russia and Adjacent Lands
- GEOG-G 323: Geography of Latin America
- GEOG-G 324: Geography of the Caribbean
- GEOG-G 326: Geography of North America
- GEOG-G 327: Geography of Indiana
- GEOG-G 328: Rural Landscapes of North America
- GEOG-G 330: North American House Types
- GEOG-G 334: Field Geography of North America
- GEOG-G 363: Landscapes and Cultures of the Caribbean
- GEOG-G 390: Topics in Geography- Variable Regional Focus
- GEOG-G 421: Environments of Tropical Lands
- GEOG-G 424: Geography of Africa

Capstone Course (1 or 3 credits)

- GEOG-G 491: Capstone Experience in Geography (1 credits) or
- GEOG-G 439: Seminar in Geographic Information Science (3 credits)

Geography Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

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 engaged with the BSES program through the Environmental Remote Sensing and Spatial Analysis concentration. Spatial information technologies provide important tools for measurement, analysis, and modeling of environmental systems. 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 https://science.iupui.edu/ppduesgeology-bs.

German

Major in German

The IUPUI German program trains students to achieve linguistic proficiency and intercultural competency in German. To support this goal, the program offers a diverse curriculum. While a systematic progression of elementary and advanced language courses helps students achieve fluency in German, they can also choose from a broad spectrum of seminars in culture, literature, and film. Finally, courses in applied areas (Translation and

Business German) prepare students for using German in their professional lives.

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 to study 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 them 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 interdisciplinary graduate studies.

Student Learning Outcomes

Students will be able to communicate at an Advanced Low level of proficiency as defined by the ACTFL proficiency guidelines in German in all areas of Presentational Speaking, Presentational Writing, Interpretive Listening, Interpretive Reading, Interpersonal Communication and Intercultural Competence, which includes informed intercultural communication and written and oral communications that evidence critical thinking skills. Specifically, this means students will be able to:

- develop and deliver well-organized oral presentations that exhibit critical thinking skills in academic, intercultural, and professional areas
- create written products that exhibit critical thinking skills in academic, intercultural, and professional areas using major tenses and moods and linking paragraphs into composition length products
- when listening, demonstrate understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames in many familiar and unfamiliar academic, social, and professional contexts
- when reading, demonstrate understanding of conventional narrative and descriptive texts in major tenses and moods within a variety of familiar and unfamiliar topics of general and professional interest
- when talking with others, converse fully on topics including matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames
- explain the relationship between the practices and perspectives of the cultures studied and their own
- integrate and apply methods of analyzing language, literature, and cultural products and practices
- operate with civility in a complex world

The **Bachelor of Arts degree with a major in German (GER)**requires satisfactory completion of the following

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits)

Completion of second-year proficiency in a single world language.

Second-year proficiency is demonstrated by passing the full second-year sequence of courses in a single language or completing a third or fourth-year course[1]

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (29 credits)

- GER-G 203: Second Year German I (3 credits)
- GER-G 204: Second Year German II (3 credits)

- GER-G 300: Fifth Semester German (3 credits) or GER-G 340 (3 cr.) Schreiben and Sprechen

Contemporary culture course

- GER-G 365: Deutsche Kultur Heute (3 credits)

400-level historical culture and literature course,

choose of the following:

- GER-G 407: Knights, God, and the Devil (3 credits)
- GER-G 408: Love, Nature, and the Age of Romanticism (3 credits)
- GER-G 409: German Myths, Fairy Tales, and Social Transformation (3 credits)
- GER-G 410: Language and Identity in Modern German Literature (3 credits)
- GER-G 490: Das deutsche Kolloquium (3 credits)

400 level language course, choose at least of the following:

- GER-G 401: Deutsche Kultur in Amerika (3 credits)
- GER-G 423: The Craft of Translation (3 credits)
- GER-G 431: Advanced Business German (3 credits)
- GER-G 445: Oberstufe: Grammatik (3 credits)
- GER-G 465: The Structure of German (3 credits)

Capstone: Portfolio

- GER-G 498: Individual Studies in German (1-3 credits)

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-, 400- level courses, except courses taught in English. Besides those listed previously, other courses include:

- GER-G 331: Business German (3 credits)
- GER-G 333: German Translation Practice (3 credits)
- GER-G 340: Deutsch: Schreiben und Sprechen (3 credits)
- GER-G 355: Theater Spielen (3 credits)
- GER-G 371: Der deutsche Film (3 credits)
- GER-G 493: Internship in German (1-6 credits)

German Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Program for International Engineering

Students majoring in biomedical, mechanical, electrical, or computer engineering can also earn an applied German major. German language requirements and School of Liberal Arts requirements are modified for this major. The dual degree program includes a one-semester internship in Germany. Students may formally enter into the program after completion of the Freshmen Engineering 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

Teaching certification can be acquired after completion of the B.A. degree with a major in German through successful completion of the Transition-to-Teaching Program in the School of Education. Please contact the School of Education regarding details and the application process.

Global and International Studies

Major in Global and International Studies

The world is becoming an ever smaller place in which to live, and 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 2008, Indiana was the 15th largest exporting state with exports that year of $26.5 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 21st 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.

Students completing the Global and International Studies B.A. program will achieve the following:

- **Develop** intermediate- to advanced-level competency in foreign language (other than English)
- **Experience** global learning through participation in study abroad program
- **Learn** the history, culture and political systems of one global region outside of North America
- **Identify and understand** connections between local and global connections, challenges and trends
- **Understand** the complexity of socio-cultural diversity around the world and in local communities
- **Recognize** how scholars in the social sciences and humanities investigate topics in global studies from distinct disciplinary perspectives
- **Demonstrate** inter-disciplinary knowledge of global issues, policies, and trends
- **Develop and apply** research methods utilizing multi-disciplinary sources to the critical analysis of a major topic in global studies
- **Present** investigative research findings through both oral communication and academic writing

The **Bachelor of Arts degree with a major in Global and International Studies (INTL)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a (B.A/B.S.) degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- Major courses must be taken from at least four different departments or schools.
- No more than 6 credit hours of INTL-I 415: Individual Readings in International Studies (independent study credit) may be taken.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core.

Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    11. POLS-Y 217: Introduction to Comparative Politics
    12. POLS-Y 219: Introduction to International Relations
    13. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9

credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (33 credits)

- INTL-I 100: Introduction to International Studies, interdisciplinary required introductory course (3 credits)

"Windows on the World" requirement (3 credits)

Choose from one of the following five courses:

- ANTH-A 104: Introduction to Cultural Anthropology (or A 304)
- GEOG-G 130: Introduction to World Geography
- HIST-H 109: Perspectives on the World Since 1800
- POLS-Y 219: Introduction to International Relations
- REL-R 133: Introduction to Religion

Foreign language requirement

Complete one approved 300-level course in World Language and Culture (WLAC) with at least one class taken at IUPUI. 3-4 credits count toward the International Studies major.

Area concentration requirement (9 credits) in one of the following geographical regions:

- Africa
- Asia
- Europe
- Latin America and the Caribbean
- 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 or higher level. See separate list for class choices.

Thematic concentration requirement (9 credits), chosen from one of the following:

- 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 or higher level. See separate list for class choices.

International Experience requirement (3 credits):

- 3 credits of academic work earned abroad or relating to an international experience or research project conducted outside of the United States of America

Capstone:

- INTL-I 400: International Studies Capstone Seminar (3 credits) fulfills

A list of area and thematic concentration courses may be found on-line at: https://liberalarts.iupui.edu/international/pages/courses/index.php.

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

History

Major in History

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.

Students completing the **History B.A. program** will achieve the following:

- **Build** historical knowledge
- **Develop** historical methods
- **Recognize** the complex and provisional nature of historical knowledge
- **Apply** the range of skills it takes to decode the historical record because of its incomplete, complex and contradictory nature
- **Create** historical arguments and narratives
- **Use** historical perspective in the practice of active citizenship

The **Bachelor of Arts degree with a major in History (HIST)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a (B.A/B.S.) degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an

IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.

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Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER), excluding World Language courses
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (36 credits)

It is recommended to take core history courses as part of the IUPUI General Education Core.

Introductory Core Courses (6 credits):

Select one course from list A and one course from list B in residence at IUPUI.

LIST A:

- HIST-H 105: American History I (3 cr.)
- HIST-H 108: Perspectives on the World to 1800 (3 cr.)
- HIST-H 113: History of Western Civilization I (3 cr.)

LIST B:

- HIST-H 106: American History II (3 cr.)
- HIST-H 109: Perspectives on the World since 1800 (3 cr.)
- HIST-H 114: History of Western Civilization II (3 cr.)

Research Methods Course:

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

Capstone:

- HIST-J 495: Proseminar for History Majors (3 cr.)

Concentration Courses (24 credits):

Concentration and sub-concentration courses must be 200 level or higher.

Select any one of the following concentrations:

United States History Concentration (24 credits)

- 12 credits U.S. History (A-prefix courses)
- 6 credits European History (B-C-D prefix courses)
- 6 credits African/ Asian/ Latin American History (E-F-G prefix courses)

OR

European History Concentration (24 credits)

- 12 credits European History (B-C-D prefix courses)
- 6 credits U.S. History (A-prefix courses)
- 6 credits African/ Asian/ Latin American History (E-F-G prefix courses)

OR

African/ Asian/ Latin American/ Middle Eastern History Concentration (24 credits)

- 12 credits African/ Asian/ Latin American History (E-F-G prefix courses)
- 6 credits U.S. History (A-prefix courses)
- 6 credits European History (B-C-D prefix courses)

OR

Thematic Concentration (24 credits)

Thematic concentrations require 12 credits of courses in such fields as urban, family, science/technology/ medical history, and two support areas (6 credits each) as specified in the theme description. Consult history advisors and the department office for lists of thematic concentrations currently available to majors.

Capstone (3 credits):

- HIST-J 495: Proseminar for History Majors (3 credits)

History Courses

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.

Note: H-prefix courses are special topics, and their application to categories must be approved by advisors.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Individualized Major

Major in Individualized Major

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. 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.

The individualized major allows 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. In addition, every student in the IMP must complete all other requirements for the Bachelor of Arts degree (see below under "Degree Requirements."

The specific learning outcomes of students graduating with an **INDIVIDUALIZED MAJOR** will vary according to the specific content of the courses of study they design, but all IMP students completing their **Individualized B.A. program** will achieve the following:

- **Know** a coherent body of knowledge and theory in a discrete area of study they have defined.
- **Understand** approaches to knowledge and methodologies employed in the different disciplines and sub-disciplines included in their major plans, and appreciate the value and limitations of each.
- **Be able to** communicate what they have learned and understood in writing, orally, or another medium of their choice.

Admission Checklist

Review materials on IMP website, paying special attention to the program description.

Contact the Director of the Individualized Major Program via email impsla@iupui.edu to notify us of your interest and to ask any questions you may have.

Conduct an audit, with an advisor in the Mariam Z. Langsam Office of Student Affairs of your academic record in relation to the School of Liberal Arts at IUPUI degree requirements.

Identify and contact a member of the full-time faculty who is willing to serve as your faculty sponsor for the IMP. You may have more than one advisor. Please ask your faculty sponsor to contact the Director of IMP with any questions about the program.

Ask this faculty member to sign the Advisor Agreement Form, who will return a copy to both you and the IMP Director. The IMP Director will work with Liberal Arts staff to create a section of SLA-I 360 for you to enroll in while you complete your indiviualized major plan.

Consult with your faculty sponsor about who else should be on your faculty committee for your Individualized Major. If you need additional suggestions, the IMP Director may be able to help.

Sign up as a prospective IMP major (Pre-Individualized Major) in the School of Liberal Arts at IUPUI, Mariam Z. Langsam Office of Student Affairs located in CA 401.

Register for SLA-I 360, a 1-hour variable topic course graded S/F. Your faculty sponsor will serve as the instructor for this course.

Develop a plan for your major with your faculty sponsor, including lists of courses and a timetable (use the form provided on the IMP website or sent to you by the IMP Director). Include a rationale of three or more pages that

describes and justifies the major you have designed, with a discussion of how it suits your educational and professional needs better than any existing majors.

Submit the completed major plan and statement in final form to the Director of IMP. The Director of IMP will submit this proposal to your faculty committee for final approval.

Your **Committee** will meet (in person or electronically) to consider your proposal. When the proposal is approved, you will be officially admitted to the Individualized Major Program.

Change your major from Pre-IMP to IMP in the Mariam Z. Langsam Office of Student Affairs located in CA 401.

Complete your plan. From this point on you and your faculty sponsor will be responsible for your academic progress towards the BA degree with an Individualized Major. You must consult with your faculty sponsor and your academic advisor to plan your schedule and register for courses each semester. Keep the IMP Director informed of your progress every semester.

Plan and complete your **Capstone**. All IMP students must complete a capstone project for their individualized major, and enrolled in the Individualized Major capstone course, SLA-I 460. You and your faculty sponsor will be responsible for selecting a topic for the senior capstone course. You must submit a one-page proposal to your faculty committee before the end of the previous semester for permission to register for this course. You should plan to take your capstone I 460 course in or near your last semester. The IMP Director will work with the Liberal Arts staff to create a section of I 460 for you, and your faculty sponsor will be the designated instructor for that course.

- A minimum of 120 credit hours is required for a B.A. degree from the School of Liberal Arts at IUPUI.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) **or** ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core.

Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies: (NAIS)
- Political Science: (POLS)
- Psychology: (PSY)
- Sociology: (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students

seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Individualized Major (29-38 credits)

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Journalism and Public Relations

Major in Journalism and Public Relations

Journalism and public relations students at IUPUI learn communication skills, research and analytical techniques, technical know-how, teamwork and versatility—exactly the skills that today's employers are looking for. Our downtown Indianapolis location provides us with a valuable pool of leading media professionals who serve as instructors and guest speakers. Internships and jobs covering many possible career paths—media, sports or health information, nonprofits, government and more—are a short walk or drive away.

These are the learning outcomes for each program.

Journalism and Sports Journalism Concentrations

- Apply the basic principles of journalism such as accuracy, fairness, and public service.
- Discuss the legal and ethical underpinnings of mass media in the U.S.
- Interpret and use the principles of digital, online, and print design.
- Discuss and practice the principles of communicating clearly through print, digital, and visual media.
- Explain the function and impact of journalism and mass communication.
- Classify and separate different audiences for mass communication.
- Design and execute an effective job search in journalism.
- Conduct research for news stories using a variety of sources and evaluate the accuracy of information sources.

Public Relations Concentration

- Apply the basic principles of public relations such as media relations, employee communication, and community relations.
- Discuss the legal and ethical underpinnings of public communication in the U.S.
- Interpret and use principles of digital and print design.
- Discuss and practice the principles of ethical and effective informative and persuasive writing.
- Explain the roles and functions of public relations.
- Discuss and execute persuasive communication strategies in public relations.
- Design and execute an effective job search in public relations.
- Design research to support and evaluate public relations campaigns.

The **Bachelor of Arts in Journalism (JOUR)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A.J. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- No more than 12 credit hours may transfer in the major.
- Journalism courses more than 10 years old must be revalidated.
- Minors and certificates outside of journalism are recommended.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)

- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
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100 or 200 level course chosen from the following disciplines

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- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

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- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
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World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

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2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
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    5. GEOG-G 130: World Geography
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    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
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4. Non-English native speaker with approved waiver.

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Students interested in receiving credit for lower-division language courses, see the section ‘‘Special Credit for Foreign Language Study.’’

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Journalism Major (38 credits)

Core Courses: (15 credits)

- JOUR-J 110: Foundations of Journalism and Mass Communications
- JOUR-J 200: Reporting, Writing, and Editing I (P: ENG-W 131)
- JOUR-J 210: Visual Communication
- JOUR-J 300: Communications Law (P: Sophomore standing)
- JOUR-J 410: Media as Social Institutions (capstone) (P: JOUR-J 300 & Junior standing or above)

Concentration Core: (12 credits)

Select one concentration and complete all four courses in that concentration.

Journalism Concentration

- JOUR-J 341: Newspaper Reporting (P: JOUR-J 200 & JOUR-J 210)
- JOUR-J 351: News Editing (P: JOUR-J 200 & JOUR-J 210)
- JOUR-J 409: Media Management

Select one specialty course from the following:

- JOUR-J 343: Broadcast News (P: JOUR-J 200 & JOUR-J 210)
- JOUR-J 344: Photojournalism Reporting (P: JOUR-J 200 & JOUR-J 210)
- JOUR-J 463: Graphic Design I (P: JOUR-J 200 & JOUR-J 210)

Journalism Courses

Sports Journalism Concentration

- JOUR-J 150: Introduction to Sports Journalism
- JOUR-J 345: Sports Journalism Writing (P: JOUR-J 150, JOUR-J 200 & JOUR-J 210)
- JOUR-J 361: Issues in Sports Journalism (P: JOUR-J 150)
- JOUR-J 409: Media Management

Sports Journalism Courses

Public Relations Concentration

- JOUR-J 219: Introduction to Public Relations
- JOUR-J 340: Public Relations Tactics and Techniques (P: JOUR-J 219)
- JOUR-J 390: Public Relations Writing (P: JOUR-J 200 & JOUR-J 219)
- JOUR-J 428: Public Relations Planning and Research (P: JOUR-J 340 & JOUR-J 390)

Public Relations Courses

Research Elective: (3 credits)

Select one course from the following:

- JOUR-J 414: International Newsgathering Systems (offered fall semesters)
- JOUR-J 450: History of Journalism (offered spring semesters)
- JOUR-J 460: Issues Management and Crisis Communications (offered spring semesters)
- JOUR-J 460: Sports, Scandals, and Society (offered fall semesters)

- JOUR-J 475: Race, Gender, and the Media (offered spring semesters)

Career Preparation: (1 credit)

- JOUR-J 402: Careers in Journalism (Journalism and Sports Journalism concentration) (P: Junior standing or above)

OR

- JOUR-J 400: Careers in Public Relations (Public Relations concentration) (P: Junior standing or above)

Media Internship: (1 credit)

- JOUR-J 492 (P: By permission)

Journalism Electives: (6 credits)

Choose any two courses in journalism and public relations as long as you meet the prerequisite for that course.

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Law in Liberal Arts

Major in Law in Liberal Arts

The Law in Liberal Arts will train and prepare students for careers as paralegals in the legal profession. The major aims to provide students with practical legal skills as well as a background in legal concepts so that graduates will immediately be able to obtain jobs in this rapidly expanding profession. Paralegals are typically employed in law firms, and are also eligible for careers in government, business, and non-profit organizations. Paralegals may not provide legal services directly to public except as permitted by law.

IUPUI Law in Liberal Arts Objectives and Student Learning Outcomes

Program Objectives and accompanying Student Learning Outcomes – Developed to coincide with the IUPUI Profiles of Learning for Undergraduate Success: IUPUI + : https://academicaffairs.iupui.edu/AAContent/Html/Strategic-Initiatives/IUPUI-Plus.html

Program Objective 1: Communicator - To prepare students to communicate effectively in a legal environment. This objective is demonstrated by the student's ability to:

- Analyze legal situations;
- Understand different arguments and perspectives through effective listening and comprehension skills;
- Effectively communicate both orally and in writing;
- Use legal research tools to write well researched and legally reasoned responses.

Program Objective 2: Problem Solver - To stimulate critical thinking in our students so they can identify, evaluate, and adapt to legal issues. This objective is demonstrated by the student's ability to:

- Evaluate legal situations;
- Collaborate with peers to solve legal problems;
- Consider legal arguments and counter-arguments and prepare a response;
- Arrive at reasoned persuasive legal conclusions and be able to support these conclusions.

Program Objective 3: Innovator - To equip students with the foundational legal knowledge to allow them to respond to challenges in a legal environment. This objective is demonstrated by the student's ability to:

- Develop an understanding of legal concepts and structures;
- Decisively apply legal concepts to legal issues;
- Develop an organizational system for accomplishing work;
- Meet strict deadlines;
- Utilize technology to efficiently complete legal work.

Program Objective 4: Community Contributor - To prepare students to understand and follow legal rules and structures, including ethical rules, and to promote fairness and civility. This objective is demonstrated by the student's ability to:

- Understand and apply procedural rules;
- Behave in a professional and courteous manner;
- Understand and uphold the rules of professional conduct for lawyers;
- Connect learning to the legal community and beyond.

The **Bachelor of Arts degree with a major in Law in Liberal Arts (POLS)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.

- 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.
- Completion of a total of **33** credit hours in legal specialty courses as defined by the American Bar Association.
- Students planning a double major should consult the Department of Political Science about courses most suitable to their academic interests and career goals.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105

- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (33 credits)

Required Legal Specialty Courses (15 credits)

- POLS-Y 211: Introduction to Law
- POLS-Y 221: Legal Research and Writing for Paralegals
- POLS-Y 222: Litigation for Paralegals
- POLS-Y 223: Litigation for Paralegals II (prerequisite: POLS-Y 222)
- POLS-Y 232: Professional Responsibility for Paralegals

Elective Legal Specialty Courses(12 elective credits)

selected from the following Political Science department courses (POLS-Y 211 is a prerequisite for all courses):

- POLS-P 324: Property Law for Paralegals
- POLS-P 325: Contract Law for Paralegals
- POLS-P 326: Tort Law for Paralegals
- POLS-P 327: Criminal Law for Paralegals
- POLS-P 328: Family Law for Paralegals
- POLS-P 329: Estate Law for Paralegals
- POLS-P 330: Bankruptcy Law for Paralegals
- POLS-P 333: Business Associations for Paralegals
- POLS-Y 480: Undergraduate Readings in Political Science
- POLS-P 485: Field Experience in Paralegals

Optional Elective Courses

Students have the option of selecting up to two of these on-line technology courses to count toward the 12 elective credits

- INFO-I 330: Legal and Social Informatics of Security
- INFO-I 350: Foundations in Legal Informatics
- INFO-I 410: Electronic Discovery
- INFO-I 470: Litigation support Systems and Courtroom Presentation
- NEWM-N 480: Technology and the Law

Perspectives Elective (3 elective credits)

selected from the following SLA and SPEA department courses

- POLS-Y 304: Constitutional Law
- POLS-Y 305: Constitutional Rights and Liberties
- POLS-Y 320: Judicial Politics
- HIST-A 421: American Legal History
- PHIL-P 383: Philosophy of Law
- PSY-B 375: Psychology and the Law
- SPEA-V 408: Community and the Constitution
- POLS-Y 367: International Law
- POLS-Y 380/WOST-W 300: Women in the Law
- BUS-L 203: Commercial Law
- SPEA-V 376: Law and Public Policy

Senior Capstone Requirement(3 credits)

- POLS-P 431: Advanced Legal Writing for Paralegals

Law in Liberal Arts Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Medical Humanities and Health Studies

Major in Medical Humanities and Health Studies

The Medical Humanities and Health Studies (MHHS) Program offers an interdisciplinary curriculum to prepare undergraduates to understand the broader role and determinants of health and medicine in today's world. Humanities courses raise questions of how human beings deal with health, medical intervention, illness and death.
Social science courses provide insight into the social, economic and cultural contexts of health, illness and health care. Students benefit from the wealth of faculty in Liberal Arts and across the IUPUI campus who have strong teaching and research interests in the area of health care.

An academic foundation in MHHS can be valuable to students pursuing virtually any career path, including but not limited to social/ economic research, medicine, allied health professions, dentistry, health law, medical social work, nursing, public health, and public policy studies. Our graduates have directly gone on to pursue degrees in pharmacy, medicine, occupational therapy, and other health professions, as well as law and graduate school programs.

Students completing the Medical Humanities & Health Studies B.A. program will achieve the following:

Know

- That human experiences of physical and mental health, disease, illness and healing are defined within the context of social, cultural, economic, historical, religious, and legal contexts, and
- How these factors impact the perception, delivery and effectiveness of medicine and health care.

Understand

- The human dimensions as well as the socio-cultural, economic and ethical complexites that arise both in illness and health care practice, and
- How the humanities and social sciences can be used to apply more effectively the life science and technological advances that address health issues.

Be able to

- Use the humanities and social sciences (e.g., literary narrative, bioethical considerations, socio-economic and historical analysis) to understand the human experience of health, illness and healing;
- Critically read, evaluate and interpret multiple sources of information and competing perspectives to understand health problems and issues more thoroughly, and
- Present such analyses in forms using the conventions and standards of the appropriate academic disciplines.

This program offers both a **Bachelor of Arts** and a **Bachelor of Science** Degree.

The **Bachelor of Arts degree with a major in Medical Humanities and Health Studies (MHHS)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.

- Completion of one of the following tracks: Medical Humanities, Health Social Science, or the Individualized Track.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM R-110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)

- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST): only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Languages include:
        1. American Sign Language (ASL)
        2. Arabic (NELC-A)
        3. Chinese (EALC-C)
        4. French (FREN)
        5. German (GER)
        6. Japanese (EALC-J)
        7. Spanish (SPAN)
    2. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements(30 credits)

Common Core Courses (6 courses/ 18 credit hours):

- MHHS-M 301: Perspectives on Health, Disease, and Healing (3 credit hours)
- MHHS-M 495: Independent Project/ Seminar in Medical Humanities and Health Studies (3 credit hours)

Two Medical Humanities Core Courses (6 credit hours), chosen from the following:

- COMM-C 392: Health Communication
- ENG-L 431: Topics in Literary Study: Illness Narrative or MHHS-M 492: Topics in Medical Humanities and Health Studies-Narrative Medicine
- HIST-H 364: History of Medicine and Public Health
- PHIL-P 393: Biomedical Ethics
- REL-R 384: Religion, Ethics, and Health
- REL-R 395: Religion, Death and Dying

Two Health Social Science Core Courses (6 credit hours), chosen from the following:

- ANTH-E 445: Medical Anthropology
- ECON-E 307 or 387: Health Economics Issues
- GEOG-G 410: Medical Geography
- REL-R 368: Religion and Healing
- SOC-R 381: Social Factors in Health and Illness – or – SOC-R 382: Social Organization of Healthcare

Choose one of the following tracks:

Medical Humanities Track- Core plus four courses (12 credit hours) of Humanities Electives

Humanities Electives, choose four courses (12 credit hours) from the following:

- COMM-C 392: Health Communication
- COMM-C 400: Health Provider-Consumer Communication
- ENG-L 431: Topics in Literary Study: Illness Narrative

- HIST-H 364: History of Medicine and Public Health
- HIST-H 373: History of Science & Technology I*
- HIST-H 374: History of Science & Technology II*
- HIST-H 418: History of International Humanitarian Assistance
- MHHS-M 390: A Body of Law: Medicine, Humanities & Law
- MHHS-M 410: Addiction Narratives
- MHHS-M 420: Culture of Mental Illness – Literary Representations
- MHHS-M 492: Topics in Medical Humanities and Health Studies: Such as-Ethics and Policy of Organ Transplantation, Finding Frankenstein, Motherhood in Medical Humanities, Narrative Medicine
- PHIL-P 383: Topics in Philosophy: Such as-Death, Dying, & Immortality; Ethics, Autonomy, & Consent; Reproductive Ethics
- PHIL-P 393: Biomedical Ethics
- REL-R 323: Yuppie Yogis and Global Gurus
- REL-R 368: Religion and Healing
- REL-R 383: Power, Sex and Money
- REL-R 384: Religions, Ethics, and Health
- REL-R 395: Religion, Death and Dying

***** *Work in these courses must include a relevant health/ medicine component. Please see an MHHS Faculty Mentor prior to selecting this course for an elective.*

Health Social Science Track- Core plus one 3 credit hour Methods course plus three courses (9 credit hours) of Health Social Science Electives

Methods courses, one course (3 credit hours) from the following:

- ANTH-E 404: Field Methods in Ethnography
- COMM-C 325: Interviewing Principles and Practices
- COMM-G 310: Introduction to Communication Research
- ECON-E 270: Introduction to Statistical Theory in Economics
- GEOG-G 311: Introduction to Research Methods in Geography
- GEOG-G 338: Introduction to Geographic Information Systems
- HIST-H 217: The Nature of History
- SOC-R 351: Social Science Research Methods
- SOC-R 359: Introduction to Sociological Statistics

Social Science Electives, choose three courses (9 credit hours) from the following:

- ANTH-B 370: Human Variation
- ANTH-B 468: Bioarchaeology
- ANTH-B 474: Forensic Anthropology, Archaeology & Taphonomy
- ANTH-B 480: Human Growth and Development
- ANTH-E 391: Women in Developing Countries *
- ANTH-E 411: Wealth, Exchange, and Power in Anthropological Perspective *
- ANTH-E 421: The Anthropology of Aging
- ANTH-E 445: Medical Anthropology
- ECON-E 307: Current Economic Issues: Health Economics Issues
- GEOG-G 410: Medical Geography
- MHHS-M 390: A Body of Law: Medicine, Humanities & Law
- MHHS-M 410: Addiction Narratives
- MHHS-M 420: Culture of Mental Illness – Literary Representations
- MHHS-M 492: Topics in Medical Humanities and Health Studies: Such as-Ethics and Policy of Organ Transplantation, Finding Frankenstein, Motherhood in Medical Humanities, Narrative Medicine
- SOC-R 300: Applied Topics in Sociology-Aging and Society (only this title)
- SOC-R 320: Sexuality & Society
- SOC-R 321: Women and Health
- SOC-R 327: Sociology of Death and Dying
- SOC-R 381: Social Factors in Health and Illness
- SOC-R 382: Social Organization of Health Care
- SOC-R 385: AIDS in Society
- SOC-R 410: Alcohol, Drugs and Society
- SOC-R 415: Sociology of Disability
- SOC-R 485: Sociology of Mental Illness

***** *Work in these courses must include a relevant health/ medicine component. Please see an MHHS Faculty Mentor prior to selecting this course for an elective.*

Health Topics Track- Core plus four courses (12 credit hours) chosen in consultation with an academic advisor. Health related topics may include areas such as Global Health, Women's Health, and similar topics.

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

The **Bachelor of Science degree with a major in Medical Humanities and Health Studies (MHHS)** requires satisfactory completion of the following:

Degree Requirements

- A minimum of 120 credit hours is required for a B.S. degree in the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 40 credit hours must be at the 300-400 level.

- A minimum of 26 credit hours must be completed after formal admission to the IUPUI.
- A minimum of 21 credit hours of major coursework in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) **or** ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B course (3 credits)

Computer science course is recommended

Cultural Understanding (3 credits)

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Computer Proficiency (0-3 credits)

Computer science and computer technology courses intended to develop the student's problem-solving ability and promote the understanding and use of logical structures of thought. Computer courses must focus on programming or data manipulation. Below is a list of accepted courses (see advisor if you have questions about a course not on this list):

- BUS-K 201: Computers in Business
- CSCI 23000: Computing I^ (pre-requisite or co-requisite: MATH 15300)
- CSCI-N 200: Principles of Computer Science^
- CSCI-N 201: Programming Concepts^
- CSCI-N 207: Data Analysis Using Spreadsheets^
- CSCI-N 211: Introduction to Databases^
- ENGR 19700: Introduction to Programming^
- INFO-I 101: Introduction to Informatics^
- INFO-I 210: Information Infrastructure^
- SPEA-V 261: Computers in Public Affairs

Note: courses with ^ listed by them may be shared with the IUPUI General Education Core Analytical Reasoning List B requirement.

Arts and Humanities (3 credits) Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course from the following disciplines.

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER), excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3credits) Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course from the following disciplines.

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

International Dimension (6 credits)

2 courses chosen from the list below.

- AFRO-A 152: Introduction to African Studies
- AFRO-A 303: African Diaspora Studies
- ANTH-A 104: Cultural Anthropology
- CLAS-C 101: Ancient Greek Culture
- CLAS-C 102: Roman Culture
- CLAS-C 209: Med Terms in Greek & Latin
- ECON-E 303: International Economics
- JOUR-J 414: International Newsgathering
- ENG-L 245: Caribbean Literature
- ENG-L 301: English Literature Survey I
- ENG-L 302: English Literature Survey II
- ENG-L 348: 19^{t} Century British Literature
- GEOG-G 110: Human Geography
- GEOG-G 130: World Geography
- HIST-H 108: Perspectives on World to 1800
- HIST-H 109: Perspectives on World 1800 to present
- HIST-H 113: Western Civilization I
- HIST-H 114: Western Civilization II
- HIST-H 227: African Civilizations
- INTL-I 100: Introduction to International Studies
- INTL-I 300: Topics in International Studies
- PHIL-P 307: Classical Philosophy
- PHIL-P 314: Modern Philosophy
- PHIL-P 334: Buddhist Philosophy
- PHIL-P 349: Philosophies of China
- POLS-Y 217: Comparative Politics
- POLS-Y 219: Introduction to International Relations
- REL-R 212: Comparative Religions
- REL-R 257: Introduction to Islam
- WLAC (any course offered by World Languages and Cultures, excluding American Sign Language and English Interpreting courses)

Additional courses may be accepted with approval from Associate Dean of Students.

Life & Physical Science

At least 30 credit hours of Science, Math, or Computer Science coursework is required, to include at least one course with a laboratory component. **Only 15 credits of 100-level coursework may be used to satisfy this requirement.** All courses in the IUPUI General Education Core Life & Physical Science list are accepted, along with advanced coursework in the disciplines below:

- Anthropology (ANTH-B 370, 426, 468, 474)
- Biology (BIOL)
- Chemistry (CHEM)
- Computer Science (CSCI)
- Economics (ECON-E 335 and 470)
- Forensic & Investigative Science (FIS)
- Geography (GEOG-G 336, 337, 338, 436, 438, 439, 488)
- Geology (GEOL)
- Informatics (INFO-I 101 or higher)
- Kinesiology (HPER-P 391 and HPER-P 409)
- MATH (MATH-M 118 or higher)
- Physics (PHYS)
- Public Health (PBHL-B 300, 325, 385, 420, 430; PBHL-E 322)
- Psychology (PSY-B 301, 305, 307, 320, 398)
- Statistics (any 200-400 level Statistics course)

Additional courses may be accepted with approval from Associate Dean of Students.

Advanced Courses

Students are required to have 40 credit hours in 300-400 level coursework including courses in their major.

Major Requirements

Core Courses (3 courses/9 credit hours):

- MHHS-M 301: Perspectives on Health, Disease, and Healing (3 credit hours)
- MHHS-M 495: Independent Project/ Seminar in Medical Humanities and Health Studies (3 credit hours)
- Any 200-400 level Statistics course (ECON-E 270, PBHL-B 300, PSY-B 305, SOC-R 359, SPEA-K 300, STAT 30100, SWK-S 372) ~*additional courses may be accepted with approval from Medical Humanities and Health Studies program chair*

Medical Humanities Core Courses (2 courses/6 credit hours), chosen from the following*:*

- COMM-C 392: Health Communication
- ENG-L 431: Topics in Literary Study: Illness Narrative
- HIST-H 364: History of Medicine and Public Health
- PHIL-P 393: Biomedical Ethics
- REL-R 384: Religion, Ethics, and Health

Health Social Science Core Courses (2 courses/6 credit hours), chosen from the following:

- ANTH-E 445: Medical Anthropology
- ECON-E 307 or 387: Health Economics Issues #
- GEOG-G 410: Medical Geography
- REL-R 368: Religion and Healing

- SOC-R 381: Social Factors in Health and Illness **or** SOC-R 382: Social Organization of Healthcare

Medical Humanities & Health Studies Electives *(3 courses/9 credit hours), chosen from the following:*

Note: electives must be upper-level MHHS courses (not MHHS-M 301 or MHHS-M 495), or come from at least two 2 different departments/disciplines. Courses may not be shared with the Medical Humanities or Health Social Science Core. MHHS-M 492 may be repeated for credit up to 3 times.

- ANTH-B 370: Human Variation
- ANTH-B 468: Bioarcheology
- ANTH-B 474: Forensic Anthropology
- ANTH-B 480: Human Growth and Development
- ANTH-E 391: Women in Developing Countries *
- ANTH-E 411: Wealth, Exchange, and Power in Anthropological Perspective *
- ANTH-E 421: The Anthropology of Aging
- ANTH-E 445: Medical Anthropology
- COMM-C 392: Health Communication
- COMM-C 400: Health Provider-Consumer Communication
- ECON-E 307: Current Economic Issues: Health Economics Issues #
- ^ENG-L 431: Topics in Literary Study: Illness Narrative
- GEOG-G 410: Medical Geography
- HIST-H 364: History of Medicine and Public Health
- HIST-H 373: History of Science & Technology I*
- HIST-H 374: History of Science & Technology II*
- MHHS-M 390: A Body of Law: Medicine, Humanities & Law
- HIST-H 418: History of International Humanitarian Assistance
- MHHS-M 410: Addiction Narratives
- MHHS-M 420: Culture of Mental Illness – Literary Representations
- MHHS-M 492: Topics in Medical Humanities and Health Studies
- ^PHIL-P 383: Topics in Philosophy: Death, Dying, & Immortality *; Ethics, Autonomy & Consent*; Reproductive Ethics *
- PHIL-P 393: Biomedical Ethics
- REL-R 323: Yuppie Yogis and Global Gurus
- REL-R 368: Religion and Healing
- REL-R 383: Power, Sex, and Money *
- REL-R 384: Religion**s**, Ethics, and Health
- SOC-R320: Sexuality & Society
- SOC-R 321: Women and Health
- SOC-R 327: Sociology of Death and Dying
- SOC-R 381: Social Factors in Health and Illness
- SOC-R 382: Social Organization of Health Care
- SOC-R 385: AIDS and Society
- SOC-R 410: Alcohol, Drugs and Society
- SOC-R 415: Sociology of Disability
- SOC-R 485: Sociology of Mental Illness

^Variable title "Topics" courses except MHHS-M 492 are limited to the titles listed above.

**Work in these courses must include relevant health/ medicine component. Please see the Medical Humanities and Health Studies program chair prior to selecting this course as an elective.*

Medical Humanities and Health Studies Courses

Open Electives

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as electives.

Philosophy

Major in Philosophy

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.

Students completing the Philosophy B.A. program will achieve the following:

Know

- the important figures and movements in the history of philosophy.

Understand

- the major questions, positions, distinctions, and arguments in the main branches of philosophy.

Be able to

- write clear, cogent, and informed philosophical papers. Speak clearly, accurately, and in an academic manner on philosophical topics;
- comprehend, interpret, and analyze complex philosophical writings; and
- make relevant distinctions; clarify important concepts and claims; competently analyze, evaluate, and construct both deductive and inductive arguments.

The **Bachelor of Arts degree with a major in Philosophy (PHIL)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses

- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (30 credits)

Choose one of the following basic survey of philosophy courses (3 credits)

- PHIL-P 110: Introduction to Philosophy
- PHIL-S 110: Introduction to Philosophy- Honors

Choose one of the following basic courses in ethics (3 credits)

- PHIL-P 120: Ethics
- PHIL-S 120: Ethics – Honors

Choose one of the following basic courses in logic (3 credits)

- PHIL-P 162: Logic
- PHIL-P 265: Introduction to Symbolic Logic

A ***minimum of 15 credit hours*** at the ***300-400*** level Philosophy courses.

Additional Electives to reach the minimum of 30 credits required for the major may be taken from this list(3 credits each):

- PHIL-P 208: Causality and Evidence
- PHIL-P 237: Environmental Ethics
- PHIL-P 280: Philosophical Problems (may be repeated for credit when topics vary)

Philosophy Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Political Science

Major in Political Science

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 multi-college 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 non-majors alike become critical observers of—and informed participants in—politics and government at the local, national, and international levels.

Students completing the Political Science B.A. program will achieve the following:

Know:

- How to distinguish among theories of politics and analyze current political situations in theoretical terms
- The basic forms and institutional components of governments
- The roles of significant actors, domestically and internationally, including elites, masses, and institutions in the governmental and political processes

Understand:

- The scientific approach and the role of science in the study of politics and government
- The interactions between actors and institutions in domestic and international politics

Be able to:

- Write and speak clearly and effectively, so as to convey their attitudes, knowledge, and skills.
- Conduct political science research by constructing research designs and formulating and testing hypotheses, using the analytical skills of political science research
- Locate appropriate sources by searching databases and to cite those sources correctly

The **Bachelor of Arts degree with a major in Political Science** (POLS) requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- 9 credits of 300- to 400- level Political Science courses must be of regular classroom format (not readings or research).

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and

Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)

- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (33 credits)

Required core courses

- POLS-Y 103: Introduction to American Politics (3 credits)
- POLS-Y 205: Analyzing Politics (3 crredits) (Prerequisite: MATH 11000, MATH 11100 or higher)

Choose two of the following:

- POLS-Y 215: Introduction to Political Theory (3 credits)
- POLS-Y 217: Introduction to Comparative Politics (3 credits)
- POLS-Y 219: Introduction to International Relations (3 credits.)

It is **highly recommended** that all 200 level major courses be completed before enrolling in 300/400 level major courses.

- POLS-Y 490: Senior Seminar

Topics vary by semester. POLS-Y 490 is should be taken during the student's senior year and must be taken at IUPUI and after the successful completion of POLS-Y 205.

Political Science Courses

Electives

18 credits, of which 15 must be from the 300-level and above (no more than six of these hours from POLS-Y 480, POLS-Y 481 and POLS-Y 498). Offerings will vary by semester. Choose among courses in American, Comparative, or International politics, Political Theory, or Policy Studies; or enroll in directed readings with one of the faculty.

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Religious Studies

Major in Religious Studies

Religious Studies explores the diversity and history of the world's religions from the perspectives of the academic study of religion. Courses help students discover the many

ways that religious people (1) express personal meaning, (2) perform and contest identities, (3) create and sustain communities with social values, norms, and conflicts, (4) answer big philosophical and ethical questions, and (5) interact with politics, law, economics, race, ethnicity, gender, sexuality, the arts, the environment, and other aspects of culture and society. Through this curriculum, students develop their skills of critical thinking, cultural analysis, moral imagination, and persuasive writing and oral communication, along with an ability to understand and work with people from different backgrounds.

Religious Studies majors have gone into careers in a variety of fields. Our graduates work in counseling, health care, social services, teaching, higher education, ministry, nonprofits, fundraising, government, community organizing, publishing, and business. Religious Studies attracts curious inquirers and global thinkers who are passionate about big ideas, different cultures, and social problems. Half of our majors pursue graduate study, including law, social work, medicine, nursing, religious studies, philanthropy, ministry, philosophy, history, bioethics, linguistics, psychology, international relations, and biology.

Students completing the **Religious Studies B.A. program** will achieve the following:

Know

- the basic worldviews and practices of a variety of religious traditions and explain their significance for practitioners and
- the concepts and methods of religious studies as a nonsectarian, interdisciplinary field for engaging a diverse world.

Understand

- how to apply the dimensions of religion and other critical concepts as tools for cultural understanding and
- how religions change over time in response to both internal and external circumstances.

Be able to

- read and analyze religious sources, both textual and non-textual, in social and historical context;
- speak and write about competing religious claims in a fair-minded and informed manner; and
- appreciate religious diversity and deal comfortably with complexity and diversity for future careers and civic life.

The **Bachelor of Arts degree with a major in Religious Studies (REL)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-

W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities

12. POLS-Y 217: Introduction to Comparative Politics
13. POLS-Y 219: Introduction to International Relations

4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ‘‘Special Credit for Foreign Language Study.’’

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (30 credits)

At least 9 credit hours at the 100-200 level, including one of the following:

- REL-R 101: Religion and Culture
- REL-R 133: Introduction to Religion
- REL-R 212: Comparative Religions.

At least 18 credit hours at the 300-400 level, including the 3-credit senior capstone.

3 credit hours in the departmental Senior Capstone:

- REL-R 433: Theories of Religion (only offered fall semesters)

Religious Studies Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Sociology

Major in Sociology

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. Undergraduate majors are encouraged to participate in internships and research projects as part of their educational experience.

Students completing the **Sociology B.A. program** will achieve the following:

- **Understand** the sociological perspective
- **Be familiar** with major sociological concepts and classical and contemporary theories
- **Understand** research methods and research design
- **Be able to** interpret qualitative and quantitative social data and possess basic statistical skills
- **Possess** substantive knowledge in disciplinary subfields
- **Be able to** critically evaluate claims and evidence based on social data
- **Have the ability** to conduct and write up basic data analysis to answer a sociological research question
- Be able to **apply** the sociological perspective to concrete social issues locally and globally

The **Bachelor of Arts degree with a major in Sociology (SOC)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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 list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and

Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)

- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (30 credits)

- SOC-R 100: Introduction to Sociology (3 credits)
- SOC-R 351: Social Science Research Methods (3 credits)
- SOC-R 359: Introduction to Sociological Statistics (3 credits)

One Theory course selected from one of the following:

- SOC-R 355: Social Theory (3 credits)
- SOC-R 356: Foundations of Social Theory (3 credits)
- SOC-R 357: Contemporary Sociological Theory (3 credits)

One Capstone course selected from one of the following:

- SOC-R 494: Internship Program in Sociology (3 credits)*
- SOC-R 497: Individual Readings in Sociology (3 credits)*
- SOC-R 498: Capstone Seminar (3 credits)

* Prerequisite: 3.0 GPA in Sociology

15 additional credits of other Sociology courses listed in this bulletin, under Courses.

Medical Sociology Concentration (30 credits)

- SOC-R 100: Introduction to Sociology (3 credits)
- SOC-R 351: Social Science Research Methods (3 credits)
- SOC-R 355: Social Theory (3 credits)
- SOC-R 359: Introduction to Sociological Statistics (3 credits)

ONE of the following:

- SOC-R 381: Social Factors in Health and Illness (3 credits)
- SOC-R 382: Social Organization of Health Care (3 credits)

One Capstone course selected from one of the following:

- SOC-R 494: Internship Program in Sociology (3 credits)
- SOC-R 497: Individual Readings in Sociology (3 credits)
- SOC-R 498: Capstone Seminar (3 credits)

9 credits of medical Sociology courses, selected from the following:

- SOC-R 320: Sexuality and Society
- SOC-R 321: Women and Health
- SOC-R 327: Sociology of Death & Dying
- SOC-R 381: Social Factors in Health and Illness (if R382 was taken above)
- SOC-R 382: Social Organization of Heath Care (if R381 was taken above)
- SOC-R 385: AIDS and Society
- SOC-R 410: Alcohol, Drugs and Society
- SOC-R 415: Sociology of Disability

- SOC-R 485: Sociology of Mental Illness
- SOC-R 495: Topics in Medical Sociology

One additional Sociology elective to total 30 credits.

Sociology Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Spanish

Major in Spanish

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 translation and applied language studies.

The introductory and intermediate sequences of courses are designed to provide non-majors 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.

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.

Students completing the **Spanish B.A. program** will achieve the following:

- **Develop** and **deliver** well-organized oral presentations that exhibit critical thinking skills in academic, intercultural and professional areas
- **Create** written products that exhibit critical thinking skills in academic, intercultural and professional areas using major tenses and moods and linking paragraphs into composition length products
- When listening, **demonstrate** understanding of main facts and supportive details of conventional narrative and descriptive discourse in most genres including those in various time frames in many familiar and unfamiliar academic, social and professional contexts
- When reading, **demonstrate** understanding of conventional narrative and descriptive texts in major tenses and moods on a variety of familiar and unfamiliar topics of general and professional interest
- When talking with others, **converse** fully on topics including matters of public and community interest in an organized way with appropriate detail using paragraph-length discourse in various time frames
- **Explain** the relationship between the practices and perspectives of the cultures studied and their own
- **Integrate** and **apply** methods of analyzing language, literature, and cultural products and practices
- **Operate** with civility in a complex world

The **Bachelor of Arts degree with a major in Spanish (SPAN)** requires satisfactory completion of the following:

- A minimum of 120 credit hours is required for a B.A. degree from the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 26 credit hours must be completed after formal admission to IUPUI.
- A minimum of 21 credit hours of major coursework must be completed in residence in the IU School of Liberal Arts at IUPUI. Course work completed on an IU-administered or IU co-sponsored Overseas Study program counts as residential credit.
- A minimum grade of C (2.0) is required in each major course.
- 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.
- The required distribution of courses may NOT be waived or substituted, but equivalent courses from study abroad programs or transferred from other universities may be accepted *with the consent of the director*.

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- Communication Studies (COMM-R, excluding COMM-R 110, and COMM-T only)
- East Asian Languages and Cultures (EALC) excluding World Language courses
- English-Creative Writing or Writing and Literacy (ENG-W), excluding courses in the Writing Proficiency area.
- English Literature (ENG-L)
- Film Studies (FILM)
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Communication Studies (COMM-C and COMM-M only)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Journalism and Public Relations (JOUR)
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201

- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits)

Completion of second-year proficiency in a single world language.

Second-year proficiency is demonstrated by passing the full second-year sequence of courses in a single language or completing a third or fourth-year course[1]

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

Major Requirements (30 credits)

Required courses at the 300 level (15 credits):

- SPAN-S 313: Writing Spanish* (3 credits) or S318 for Native & Heritage Speakers
- SPAN-S 323: Introduction to Translating Spanish and English (3 credits)
- SPAN-S 326: Introduction to Spanish Linguistics (3 credits)
- SPAN-S 360: Introduction to Hispanic Literature (3 credits)
- SPAN-S 363: Introduction to Hispanic Culture (3 credits)

Required courses at the 400 level (15 credits):

One course in Literature, choose from:

- SPAN-S 407: Survey of Spanish Literature I (3 credits)
- SPAN-S 408: Survey of Spanish Literature II (3 credits)
- SPAN-S 431: Survey of Spanish Poetry I (3 credits)
- SPAN-S 432: Survey of Spanish Poetry II (3 credits)
- SPAN-S 445: Major Dramatists of the Golden Age I (3 credits)
- SPAN-S 450: Cervantes' *Don Quixote* I (3 credits)
- SPAN-S 455: Modern Spanish Drama I (3 credits)
- SPAN-S 457: Modern Spanish Novel I (3 credits)
- SPAN-S 461: Contemporary Spanish Literature I (3 credits)
- SPAN-S 470: Women and Hispanic Literature
- SPAN-S 471: Spanish-American Literature I (3 credits)
- SPAN-S 472: Spanish-American Literature II (3 credits)
- SPAN-S 477: 20th-Century Spanish-American Prose Fiction (3 credits)
- SPAN-S 495: Hispanic Colloquium (3 credits)

One course in Culture and Civilization, choose from:

- SPAN-S 411: Spanish Culture and Civilization (3 credits)
- SPAN-S 412: Latin American Culture and Civilization (3 credits)

One course in Linguistics, choose from:

- SPAN-S 425: Spanish Phonetics (3 credits)
- SPAN-S 427: The Structure of Spanish (3 credits)
- SPAN-S 428: Applied Spanish Linguistics (3 credits)
- SPAN-S 440: Hispanic Sociolinguistics (3 credits)
- SPAN-S 441: The Acquisition of Spanish (3 credits)

One Elective at the 400 level (3 credits)

One Capstone (3 credits), choose from:

- SPAN-S 487: Capstone Internship in Spanish (3 credits)
- SPAN-S 498: Capstone Seminar in Spanish (3 credits)

Only majors with senior standing may register for SPAN-S 487: Capstone Internship or SPAN-S 498: Capstone Seminar in Spanish with authorization.

**Note for Native speakers of Spanish: SPAN-S 313 is not open to native speakers. SPAN-S 313 must be substituted with SPAN-S 318*

Spanish Courses

Candidates for a degree in the IU School of Liberal Arts must complete the IUPUI General Education Core requirements, the baccalaureate competencies, and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 120 credit hours. These remaining credit hours are known as open electives.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Applied Theatre, Film, and Television

Major in Applied Theatre, Film, and Television

The degree in Applied Theatre, Film, and Television (ATFT), combines studies in history, theory, and critical analysis with practical experiences in production techniques and creativity. This degree offers a scholarly and creative context for the general liberal arts student as well as those students seeking intensive preparation for advanced study in these fields. The ATFT degree offers students three possible plans of study based on their interests and goals. The Applied Theatre concentration applies diverse theatrical practices to community, educational or therapeutic contexts. The Film and Television Studies concentration takes a deep dive into the critical understanding of film and television as art and artifact, as well as a vehicle for writing, analysis and interpretation. The Integrated Film and Television Studies/Production concentration affords students the opportunity to specialize in production of television or digital film and video, within the contexts of historical, theoretical, cultural, and aesthetic studies of these arts. All three concentrations are fundamentally collaborative and multidisciplinary. They thrive in a liberal arts context that promotes breadth and the integration of learning.

The Bachelor of Arts degree with a major in Theatre, Film and Television requires satisfactory completion of the following:

- Completion of general education and distribution requirements as indicated in the School of Liberal Arts section of the IUPUI bulletin that was current when the student started at IUPUI
- Completion of the major requirements as outlined in one of the three concentrations: Applied Theatre; Film and Television Studies; or Integrated Film and Television Studies/Production
- Completion of a total of 33-37 credit hours as indicated in each concentration, with a minimum grade of C in each course
- At least 15 credit hours must be at the 300 level or above; 18 credits for the Integrated Film and Television Studies/Production Concentration
- 21 credits must be completed at IUPUI
- No more than 12 credit hours may transfer; no more than 15 credit hours may transfer for the Integrated Film and Television Studies/Production Concentration
- No more than 9 credits of combined independent study and internship count toward graduation

IUPUI General Education Core

A list of accepted courses in the IUPUI General Education Core can be found at http://go.iupui.edu/gened.

Core Communication (6 credits)

- ENG-W 131: Reading, Writing, and Inquiry I (3 credits) or ENG-W 140: Reading, Writing, and Inquiry: Honors (3 credits) completed with a grade of C (2.0) or higher

English for Academic Purposes (EAP) sections of ENG-G 131 have been designated for students whose first language is not English.

- COMM-R 110: Fundamentals of Speech Communication (3 credits)

Analytical Reasoning (6 credits)

- College math from List A (3 credits)
- List A or List B (3 credits)

Cultural Understanding (3 credits)

- A world language course is recommended

Life and Physical Sciences (6 credits)

- A laboratory science component is required

Arts/Humanities and Social Sciences (9 credits)

- Arts & Humanities (3 credits)
- Social Science (3 credits)
- Additional Arts & Humanities or Social Science (3 credits)

Transfer students entering IUPUI from another public university in Indiana who have completed the transferable general education core at their home campus will not need to complete the IUPUI General Education Core.

Liberal Arts Baccalaureate Competencies

First-Year Experience (1-3 credits)

- SLA-S 100: First Year Success Seminar
- Other: First Year Seminar from another school at IUPUI

Transfer students with 18 or more credit hours are not required to take this course.

Writing Proficiency (3 credits), completed with a grade of C (2.0) or higher, chosen from the following:

- ENG-W 230: Writing in the Sciences
- ENG-W 231: Professional Writing Skills
- ENG-W 270: Argumentative Writing

Transfer students may satisfy the writing proficiency by completing course work equivalent to ENG-W 231, ENG-W 230, ENG-W 270, or GEWR-UN 200 with a grade of C (2.0) or higher at another campus or institution.

Transfer students with 80 or more transfer credits may petition for exemption from the Writing Proficiency requirement. Petition available in the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall room 401.

Analytical Proficiency (3 credits), chosen from the following:

- ECON-E 270: Introduction to Statistical Theory in Economics and Business
- PHIL-P 208: Causality and Evidence
- PHIL-P 265: Introduction to Symbolic Logic
- PHIL-P 365: Intermediate Symbolic Logic
- POLS-Y 205: Analyzing Politics
- SOC-R 359: Introduction to Sociological Stats

Analytical Proficiency is in addition to the Analytical Reasoning area in the IUPUI General Education Core. Analytical Proficiency courses may be shared with major requirements if applicable.

Life and Physical Sciences Laboratory

One laboratory science course is required, but may be part of the coursework taken in the IUPUI General Education Core.

Arts and Humanities (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- American Studies (AMST)
- American Sign Language (ASL) excluding World Languages courses
- Classics (CLAS) excluding World Languages courses
- East Asian Languages and Cultures (EALC) excluding World Language courses
- Folklore (FOLK) excluding FOLK-F 101
- German (GER) excluding World Language courses
- History (HIST) excluding HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS)
- Museum Studies (MSTD)
- Native American and Indigenous Studies (NAIS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN) excluding World Language courses
- Women's, Gender, and Sexuality Studies (WOST) excluding WOST-W 105
- World Languages and Cultures (WLAC)

Social Sciences (3 credits) - Courses in one's first major field of study cannot be used to fulfill this requirement

100 or 200 level course chosen from the following disciplines

- Africana Studies (AFRO)
- Anthropology (ANTH)
- Economics (ECON)
- English-Linguistics (ENG-Z)
- Folklore (FOLK)
- Geography (GEOG)
- Global and International Studies (INTL)
- History (HIST) only HIST-H 105, HIST-H 106, HIST-H 108, HIST-H 109, HIST-H 113, HIST-H 114
- Latino Studies (LATS)
- Medical Humanities and Health Studies (MHHS) excluding MHHS-M 201
- Native American and Indigenous Studies (NAIS)
- Political Science (POLS)
- Psychology (PSY)
- Sociology (SOC)
- Women's, Gender, and Sexuality Studies (WOST)

World Language and Perspectives (0-14 credits) - This requirement may be satisfied in one of the following ways:

1. Completion of second-year proficiency in a single world language.
    1. Second-year proficiency is demonstrated by:
        1. passing the full second-year sequence of courses in a single language or
        2. completing a third or fourth-year course[1]
2. Completion of third-semester proficiency in a single world language and one course in History selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114.
3. Completion of first-year proficiency in a single world language; one history course selected from HIST-H 108, HIST-H 109, HIST-H 113, or HIST-H 114; and one course selected from the Global History and Perspectives list:
    1. ANTH-A 104: Intro to Cultural Anthropology
    2. CLAS-C 213: Sport and Competition in the Ancient World
    3. EALC-E 232: China Past and Present: Culture in Continuing Evolution
    4. ENG-L 245: (The Empire Writes Back) Intro to Caribbean Literature
    5. GEOG-G 130: World Geography
    6. HIST-H 108: Perspectives on the World to 1800
    7. HIST-H 109: Perspectives on the World since 1800
    8. HIST-H 113: History of Western Civilization I
    9. HIST-H 114: History of Western Civilization II
    10. INTL-I 100: Intro to International Studies
    11. LATS-L 228: An Interdisciplinary Look at U.S. Latino/a Identities
    12. POLS-Y 217: Introduction to Comparative Politics
    13. POLS-Y 219: Introduction to International Relations
    14. REL-R 212: Comparative Religions
4. Non-English native speaker with approved waiver.

Courses in World Language and Perspectives may also satisfy General Education Core Cultural Understanding.

Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

Advanced Courses

Students are required to have 42 credit hours in 300-400 level coursework including courses in their major. Of the 42 advanced credits, 9 credit hours must be 300-400 level coursework outside the first Liberal Arts major field of study and from the School of Liberal Arts. Students seeking dual degrees are exempt from completing 9 credits hours in 300-400 level coursework outside their major and from the School of Liberal Arts.

The Applied Theatre concentration focuses on acting, directing, theatre history, playwriting, dramatic literature, and theatre design and technology. Students have the opportunity to participate in all aspects of theatre performance using theatre as a voice for social change.

Major Requirements, 34 credits

- COMM-M 150: Mass Media and Contemporary Society (3 cr.)
- COMM-T 2XX: Junior Internship experience (1 cr.)
- COMM-T 130: Introduction to Theatre (3 cr.)
- COMM-T 265: Fundamentals of Applied Theatre (3 cr.)
- COMM-T 437: Creative Dramatics (3 cr.)

- COMM-G 499: Research Seminar Senior Thesis (3 cr.) *capstone*

Select 6 credits in Production

- COMM-T 100: Rehearsal and Performance (3-6 cr.)
- COMM-T 339: Play Directing (3 cr.)
- COMM-T 431: Playwriting (3 cr.)

Select 6 credits in Performance

- COMM-T 104: Voice for the Stage (3 cr.)
- COMM-T 133: Introduction to Acting (3 cr.)
- COMM-T 205: Introduction to Oral Interpretation (3 cr.)
- COMM-T 3XX: Theatre for Social Change (3 cr.)
- COMM-T 333: Acting II (3 cr.)

Select 6 credits in Theory-History-Criticism

- CLAS-C 310: Classical Drama (3 cr.)
- COMM-T 337: History of Theatre I (3 cr.)
- COMM-T 338: History of Theatre II (3 cr.)
- COMM-R 478 Persuasion and Media in Social Movements (3 cr.)
- ENG-L 315: Major Plays of Shakespeare (3 cr.)
- ENG-L 365 Modern Drama: Continental (3 cr.)
- ENG-L 366 Modern Drama: English, Irish, and American (3 cr.)
- ENG-L 370 Recent Black American Writing (3 cr.)
- ENG-L 379 Ethnic and Minority Literature of the United States (3 cr.)
- ENG-L 406 Topics in African-American Literature (with consent) (3 cr.)
- ENG- L 433 Conversations with Shakespeare (3 cr.)
- MSTD-A 460 Museum Theatre (3 cr.)
- WGSS-W 300 Topics in Women's Studies (with consent)

Film and Television Studies focuses on the history, theory, criticism, cultural uses, and production practices of television, film, and media arts. Students are required to take one media production course in order to gain a concrete understanding of the possibilities of these media. Emphasis is on critical analysis, creative expression, and an understanding of how media functions in our society.

Major Requirements, 33 credits
COMM-M 150: Mass Media and Contemporary Society (3 cr.)

Select 3 credits in Film and Television Studies Core Group 1

- FILM-C 292: Introduction to Film (3 cr.)
- COMM-M 215: Media Literacy (3 cr.)

Select 3 credits in Film and Television Studies Core Group 2

- FILM-C 391: The Film: Theory and Aesthetics (3 cr.)
- COMM-M 462: Television Aesthetics and Criticism (3 cr.)

Select 3 credits in Production

- COMM-M 221: Introduction to Television Studio Production (3 cr.)
- NEWM-N 253: Introduction to Digital Video (3 cr.)

Select 9 credits in Theory-History-Criticism. At least 6 credits must be at the 300 level or higher.

- COMM-M 370: History of Television (3 cr.)
- COMM-M 373: Film and Video Documentary (3 cr.)
- COMM-M 462: Television Aesthetics and Criticism (3 cr.)
- COMM-R 478: Persuasion and Media in Social Movements (3 cr.)
- FILM-C 350: Film Noir (3 cr.)
- FILM-C 351: Musicals (3 cr.)
- FILM-C 352: Biopics (3 cr.)
- FILM-C 361: Hollywood Studio Era 1930-1949 (3 cr.)
- FILM-C 362: Hollywood in the 1950s (3 cr.)
- FILM-C 380: French Cinema (3 cr.)
- FILM-C 390: The Film and Society: Topics (3 cr.)
- FILM-C 391: The Film: Theory and Aesthetics (3 cr.)
- FILM-C 392: Genre Study in Film (3 cr.)
- FILM-C 393: History of European and American Films I (3 cr.)
- FILM-C 394: History of European and American Films II (3 cr.)
- FILM-C 491: Authorship and Cinema (3 cr.)
- FILM-C 493: Film Adaptations of Literature (3 cr.)
- JOUR-J 475: Race, Gender and the Media (3 cr.)
- MUS-Z 315: Music for Film (3 cr.)
- PHIL-P 355: Philosophy of Film (3 cr.)

Select 6 credits in Cultural Approaches

- AFRO-A 326: Race, Beauty, and Popular Culture (3 cr.)
- AMST-A 363: American Cyber Identity (3 cr.)
- COMM-C 299: Communicating Queer Identity (3 cr.)
- COMM-C 482: Intercultural Communication (3 cr.)
- COMM-R 350: Women Speak: American Feminist Rhetoric (3 cr.)
- EALC-E 334: Contemporary Chinese Cinema (3 cr.)
- FREN-F 391: Studies in French Cinema (Taught in French) (3 cr.)
- FREN-F 460: French Fiction in Film (Taught in French) (3 cr.)
- GER-G 370: German Cinema (3 cr.)
- MHHS-M 410: Addiction Narratives (3 cr.)
- MHHS-M 420: The Culture of Mental Illness (3 cr.)
- WOST-A 316: Women of the Diaspora: Race, Culture and Education (3 cr.)

Select 3 credits in Creative Expression

- COMM-T 133: Acting I (3 cr.)
- COMM-M 210: Media Message Design (3 cr.)
- COMM-M 464: Podcasting, Radio and Sound Production (3 cr.)
- ENG-W 260: Writing of Film Criticism (3 cr.)
- ENG-W 302: Screenwriting (3 cr.) Prerequisite: ENG-W 206
- ENG-W 315: Writing for the Web (3 cr.)
- ENG-W 318: Finding your E-voice (3 cr.)
- JOUR-J 219: Introduction to Public Relations (3)

COMM-G 499: Research Seminar Senior Thesis (3 cr.) *capstone*

The Integrated Film and Television Studies/Production concentration emphasizes an understanding and appreciation of the art of film and television, within a firm working knowledge of the processes of production. The emphasis in this concentration is on the application of theoretical concepts, critical analysis, and historical understanding to a production context. Students will apply their knowledge of film and television studies to the construction of media projects.

Major Requirements, 37 credits

COMM-M 150: Mass Media and Contemporary Society (3 cr.)

Select 3 credits in Film and Television Studies Core Group 1

- FILM-C 292: Introduction to Film (3 cr.)
- COMM-M 215: Media Literacy (3 cr.)

Select 3 credits in Film and Television Studies Core Group 2

- FILM-C 391: The Film: Theory and Aesthetics (3 cr.)
- COMM-M 462: Television Aesthetics and Criticism (3 cr.)

Select 6 credits in Film and Television Arts

- COMM-M 370: History of Television (3 cr.)
- COMM-M 373: Film and Video Documentary (3 cr.)
- COMM-G 391: Variable Title Seminar (media-related topic only) (3 cr.)
- FILM-C 351: Musicals (3 cr.)
- FILM-C 352: Biopics (3 cr.)
- FILM-C 361: Hollywood Studio Era 1930-1949 (3 cr.)
- FILM-C 362: Hollywood in the 1950s (3 cr.)
- FILM-C 380: French Cinema (3 cr.)
- FILM-C 390: Topics in Film (Variable Title) (3 cr.)
- FILM-C 392: Genres in Film (Variable Title) (3 cr.)
- FILM-C 393: History of European and American Films I (3 cr.)
- FILM-C 394: History of European and American Films II (3 cr.)
- FILM-C 491: Authorship in Cinema (Variable Title) (3 cr.)
- FILM-C 493: Film Adaptations of Literature (3 cr.)
- MUS-Z 315: Music for Film (3 cr.)

Select 3 credits in Scriptwriting

- COMM-M210: Media Message Design (3 cr.)
- ENG-W 250: Writing in Context (with appropriate topic) (3 cr.)
- ENG-W 302: Screenwriting (3 cr.) (Prerequisite: ENG-W 206)

Select 3 credits in Production Planning

- HER-A 307: Concepts in Action: Concept Art and Illustration (3 cr.)
- NEWM-N 420: Multimedia Project Development (3 cr.)
- CGT 31800: Animation Preproduction (3 cr.) (Prerequisite: CGT 20100)

Select 3 credits in Production Process Group 1

- COMM-M221: Introduction to Television Studio Production (3 cr.)
- NEWM-N 253*: Introduction to Digital Video (3 cr.)
- CGT 20200: Motion and Video I (3 cr.)

Select 3 credits in Production Process Group 2

- COMM-M 465 Advanced Video Technique (3 cr.) (prerequisite: NEWM-N 253 or COMM-M 221)
- NEWM-N 353*Intermediate Digital Video (3 cr.) (prerequisite: NEWM-N 253 or COMM-M 221, or instructor consent)
- CGT 34600 Digital Video and Audio (3 cr.) (prerequisite: CGT 20100 or COMM-M 221)

* Course content in NEWM-N 253 and NEWM-N 353 alternates (fall/spring semesters) between narrative and documentary video

Select 7 credits in Production Electives

- COMM-M 461: Production Problems in Communication Media (variable topic) (3 cr.)
- COMM-M 463: Advanced Graphic Technique (3 cr.)
- COMM-M 464: Advanced Audio Technique (3 cr.)
- COMM-M 465: Advanced Video Technique (3 cr.)
- COMM-M 466: Television Direction (3 cr.)
- COMM-M 220: Electronic Graphic Production (3 cr.)
- COMM-M 290: Video Production Workshop (1 cr.)
- COMM-G 300: Independent Study (1-3 cr.)
- COMM-G 491: Internship (1-6 cr.) **OR** HER-K 430: Photography and Intermedia Seminar (when appropriate topic) (3 cr.)
- CGT 31400: Advanced Motion Design (3 cr.)
- CGT 35100: Interactive Multimedia Design (3 cr.) Prerequisite: CGT 25100
- CGT 40200: Motion and Video 2 (3 cr.) Prerequisite: CGT 34600
- CGT 44200: Production for Computer Animation (3 cr.) Prerequisite: CGT 34100
- HER-K 300: Time-Based Art (Advanced Digital Imaging) (3 cr.) Prerequisite: HER-K 301 or HER-K 303
- HER-A 307: Illustration for Animators (3 cr.)
- INFO-I 459: Media and Technology Entrepreneurship (3 cr.)
- MUS-A 132: Music Technology Lab I (3 cr.)
- MUS-A 142: Music Technology Lab II (3 cr.) (Prerequisite: MUS-A 132)
- NEWM-N 255: Introduction to Digital Sound (3 cr.)
- NEWM-N 340 Motion Graphics (3 cr.)
- NEWM-N 354: Directorial Analysis, Production, and RAW Workflow (3 cr.) Prerequisite: NEWM-N 253
- NEWM-N 365: Lighting and Field Production (3 cr.) Prerequisites: NEWM-N 253 and NEWM-N 353
- NEWM-N357 Digital Effects (3 cr.) **OR** CGT 44400: History and Technique of Visual Effects in Film
- NEWM-N 453: Advanced Digital Video (3 cr.) **OR** CGT 44600: Technical Animation Production and Direction (3 cr.)
- NEWM-N 456: Digital Cinema (3 cr.) Prerequisite: NEWM-N253, NEWM-N353 and NEWM-N354

COMM-G 499: Research Seminar Senior Thesis (3 cr.) *capstone*

Certificates

- Africana Studies
- American Sign Language/English Interpreting
- Chinese Studies
- Geographic Information Science
- Human Communication in a Mediated World
- Intercultural Health
- Intergroup Dialogue
- Journalism
- Latino Studies
- Motorsports Studies
- Museum Studies
- Paralegal Studies
- Public Relations
- Social Justice Organizing
- Theatre and Performance

African Studies

Certificate in African Studies

The Africana Studies Program offers an 18-credit hour Certificate in African Studies designed to provide undergraduate students with an overview and understanding of both historical and contemporary perspectives on the lived experiences of the peoples and cultures of Africa. The curriculum provides students with a wide breadth of knowledge pertaining to the approaches used in the study of Africa in terms of its history, development, politics, culture, religion, health, environment, resources, growth, and economies.
The Certificate in African Studies enables students to supplement their instruction in their major discipline with a concentration on African Studies. Alternatively, the Certificate provides additional preparation for students currently pursuing pre-med, pre-dentistry, nursing, business, engineering, and law degrees, who may envision a future career working in Africa.

Admission to the **Certificate program in African Studies (AFRO)** requires the following:

- 55 credit hours earned towards a degree at IUPUI
- At least a cumulative GPA of 2.5
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

The **Certificate in African Studies (AFRO)** requires satisfactory completion of the following:

- Completion of a total of **18** credit hours, with a minimum grade of C in each course.

Certificate Requirements:

Core courses (6 cr.):

- AFRO-A 152: Introduction to African Studies (3 cr.)

AND

- AFRO-A 200: Research in African American and African Diaspora Studies (3 cr.)

OR

- AFRO-A 495: Individual Readings in African American and African Diaspora Studies (1-3 cr.)

Electives (12 cr.), choose four courses from the following:

- AFRO-A 306: Globalization, Struggle, and Empowerment in the African Diaspora (3 cr.)
- ANTH-E 384: The African Diaspora (3 cr.)
- ENG-L 382: Fiction of the Non-Western World: 20th Century African Literature (3 cr.)
- ENG-L 411: Literature and Society: South African Literature and Culture (3 cr.)
- FREN-F 271: Cultures and Border Crossings (3 cr.)
- HIST-H 227: African Civilization (3 cr.)
- HIST-H 421: Topics in African, Asian, or Latin American History: Peoples and Cultures of Africa or Modern Africa (3 cr.)
- POLS-Y 338: African Politics (3 cr.)
- REL-R 308: Arab Histories (3 cr.)
- REL-R 328: Afro-Diasporic Religions (3 cr.)
- SWK-S 300: Selected Topics in Social Work: Global Human Rights and Cultural Competency Skills (3 cr.)

American Sign Language/English Interpreting

Certificate in American Sign Language/English Interpreting

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 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.

Admission to the **Certificate program in American Sign Language/ English Interpreting (ASL)** requires:

- completion of a baccalaureate degree
- a cumulative GPA of 2.7 or higher from baccalaureate degree
- second year proficiency in American Sign or its equivalent (completion of ASL-A 212 at IUPUI)
- successful completion of a screening process including proof of a cumulative GPA of 2.7 or higher from transcripts of all post-secondary schools, GPA of all ASL courses of 3.0 or higher and GPA all English courses of 3.0 or higher, a letter of intent, a video sample of ASL production skills and an interview with a committee that includes outside members of the Deaf and interpreting communities.

The **Certificate program in American Sign Language/ English Interpreting (ASL)** requires satisfactory completion of the following:

- completion of a total of **36** credit hours, with a minimum grade of C in each course,
- contact both the department (located in CA 502L) and the School Liberal Arts Student Affairs office (located in CA 401) to complete the necessary paperwork to officially declare the certificate

Enrollment in the interpreting classes is limited to students who have been admitted to the program or have received permission from the director. All interested students should contact the Director of the program.

Student Consumer Information About this Program:https://apps.usss.iu.edu/disclosures/index.cfm?plan=IN04.16.1601

The following course is recommended, but not required:

- ASL-A 215: Advanced Fingerspell & Numbers in ASL (3 cr.)

Certificate Requirements:

- ASL-A 219: Deaf Community History & Culture (3 credits)
- ASL-A 221: Linguistics of American Sign Language (3 credits)
- ASL-I 250: Introduction to Interpreting (3 credits)
- ASL-I 305: Text Analysis (3 credits)
- ASL-I 361: Theory and Process of Interpreting I (3 credits)
- ASL-I 363: Theory and Process of Interpreting II (3 credits)
- ASL-I 365: Theory and Process of Interpreting III (3 credits)
- ASL-I 405: Practicum (6 credits)
- ASL-L 340: Interpreting Discourse English to ASL (3 credits)
- ASL-L 342: Interpreting Discourse ASL to English (3 credits)
- ENG-Z 205: Introduction to the English Language (3 credits) or other linguistics courses approved by the Director of the ASL/English Interpreting Program

ASL/English Interpreting Courses

Chinese Studies

Certificate in Chinese Studies

China has become an important aspect of globalization. By offering the certificate, the School of Liberal Arts has moved in the direction which not only complements the Confucius Institute, but also serves the need for the community. With more than 20% of the world population being Chinese and China being one of the fastest growing regions, this certificate becomes an essential preparation for anyone whose career will be dealing with China and Chinese-speaking communities.

The **Certificate program in Chinese Studies (EALC)** requires satisfactory completion of the following:

- Completion of a total of **18** credit hours, with a minimum grade of C in each course.
- Students cannot double count any course toward the 18 required credits within the certificate.
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/declare-major.html

Prerequisites:

- Completion of first-year Chinese language courses (EALC-C 131 & EALC-C 132: Basic Chinese, 8 credits total at IUPUI) or demonstration of the same level language proficiency.

Certificate Requirements:

Chinese language, at least 3 credits required, chosen from:

- EALC-C 201: Second-Year Chinese I (3 cr.)
- EALC-C 202: Second-Year Chinese II (3 cr.)
- EALC-C 301: Third-Year Chinese I (3 cr.)
- EALC-C 302: Third-Year Chinese II (3 cr.)
- EALC-C 320: Business Chinese (3 cr.)
- EALC-C 401: Fourth Year Chinese I (3 cr.)
- EALC-C 402: Fourth Year Chinese II (3 cr.)
- EALC-C 495: Improve Chinese Proficiency through Chinese Linguistics and Translation (1-3 cr.)
- OVST-C 490: Study Abroad in China (4 cr.)

Chinese culture (or cinema, literature), at least 3 credits required, chosen from:

- EALC-E 232: China Past and Present: Culture in Continuing Evolution (3 cr.)
- EALC-E 282: East Asian Calligraphy(3 cr.)
- EALC-E 301: Chinese Language and Culture (3 cr.)
- EALC-E 331: Traditional Chinese Literature (3 cr.)
- EALC-E 333: Studies in Chinese Cinema (3 cr.)
- EALC-E 334: Contemporary Chinese Cinema (3 cr.)
- EALC-E 335: Studies in Chinese Martial Arts Culture (3 cr.)
- EALC-E 351: Studies in East Asian Culture (3 cr.)*
- EALC-E 396: East Asian Culture and Civilization: the I Ching (1-3 cr.)
- EALC-E 397: Traditional Chinese Medicine (3 cr.)

Chinese language, culture (or cinema, literature), history, or society, at least 12 credits (4 courses), chosen from:

- EALC-C 201: Second-Year Chinese I (3 cr.)
- EALC-C 202: Second-Year Chinese II (3 cr.)
- EALC-C 301: Third-Year Chinese I (3 cr.)
- EALC-C-302: Third-Year Chinese II (3 cr.)
- EALC-C 320: Business Chinese (3 cr.)
- EALC-C 401: Fourth Year Chinese I (3 cr.)
- EALC-C 402: Fourth Year Chinese II (3 cr.)
- EALC-C 495: Improve Chinese Proficiency through Chinese Linguistics and Translation (1-3 cr.)
- EALC-E 232: China Past and Present: Culturein Continuing Evolution (3 cr.)
- EALC-E 282: East Asian Calligraphy (3 cr.)
- EALC-E 301: Chinese Language and Culture (3 cr.)
- EALC-E 331: Traditional Chinese Literature (3 cr.)
- EALC-E 333: Studies in Chinese Cinema (3 cr.)
- EALC-E 334: Contemporary Chinese Cinema (3 cr.)**

- EALC-E 335: Studies in Chinese Martial Arts Culture (3 cr.)
- EALC-E 351: Studies in East Asian Culture (3 cr.)
- EALC-E 396: East AsianCulture and Civilization: the I Ching (3 cr.)
- EALC-E 397: Traditional Chinese Medicine (3 cr.)
- HER-H 304: Advanced Topics in Art History (3 cr.)*
- HIST -G461: Imperial China (3cr.)
- HIST-G 485: Modern China (3 cr.)
- HIST-H 421: Topics in African, Asian, or Latin American History (3 cr.)*
- HPER-E 148: T'ai Chi Ch'uan (1 cr.)
- OVST-C 490: Study Abroad in China (4 cr.)
- SOC-R 495: Topics in Sociology:Sociological Study of China (3 cr.)

*Please note: EALC-E 351: Studies in East Asian Culture must focus on Chinese culture, HIST-H 421: Topics in African, Asian, or Latin American History must focus on Chinese history, and HER-H 304: Advanced Topics in Art History must focus on Chinese arts in order for these three courses to be counted towards the eighteen required credits.

Other courses may be acceptable with the consultation and approval by the program director of the Chinese language.

Chinese Language and Culture Courses

Geographic Information Science

Certificate 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.

Admission to the **Certificate program in Geographic Information Science (GEOG)** requires the following:

- completion of 55 credit hours towards an IUPUI degree or of transferrable work,
- a cumulative 2.5 GPA,
- successful completion of MATH-M 118: Finite Mathematics or above

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the above criteria and apply for Undergraduate Admission to IUPUI and specify the Undergraduate Geographic Information Science Certificate as their objective. Students who have already completed an undergraduate degree can apply for the undergraduate certificate or apply to the IU Graduate School for admission to the graduate certificate program (see the department for course details).

Student Consumer Information for the Geographic Information Systems. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at, https://apps.usss.iu.edu/disclosures/?plan=IN01.24.0102.GISUCERT

The **Certificate program in Geographic Information Science (GEOG)** requires satisfactory completion of the following:

- completion of a total of **21** credit hours, with a minimum grade of C in each course,
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Certificate Requirements:
Required courses (15 credits):

- GEOG-G 336: Introduction to Remote Sensing (3 cr.)
- GEOG-G 337: Computer Cartography and Graphics (3 cr.)
- GEOG-G 338: Introduction to Geographic Information Systems (3 cr.)
- GEOG-G 436: Advanced Remote Sensing: Digital Image Processing (3 cr.)
- GEOG-G 438: Advanced Geographic Information Systems (3 cr.)

Electives in Geographic Information Science (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

Contact an advisor to discuss course options.

Human Communication in a Mediated World

Certificate in Human Communication in a Mediated World

This IU Online Undergraduate Certificate in Human Communication in a Mediated World is a response to the growing necessity for humans to learn to interact more effectively in a world where people frequently move in and out of traditional face-to-faceand mediated communication situations. Our face-to-face communication is altered because of our mediated experiences, which are now an integral part of our society.

As a student in this program, you acquire the ability to understand and apply traditional and mediated communication theories appropriately and effectively in

organizational, intercultural, interpersonal, persuasive, and mass-media communication contexts. In addition, you acquire the skills to examine, understand, and apply appropriate communication tools, processes, and strategies in computer-mediated environments.

Your IU Online Undergraduate Certificate in Human Communication in a Mediated World prepares you to work in business, government, education, the arts, and performance in such careersascommunications specialist, direct sales representative, administration support specialist,account manager, retail manager, human resource associate, or recruiting specialist.

Admission to the **Certificate program in Human Communication in a Mediated World (COMM)** requires the following**:**

- a cumulative GPA of at least 2.0
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the above criteria and apply for Undergraduate Admission to IUPUI and specify the Undergraduate Human Communication in a Mediated World Certificate as their objective.

The certificate is **NOT** *available to Communication Studies majors.*

The Certificate program in **Human Communication in a Mediated World (COMM)** requires satisfactory completion of the following**:**

- Only online courses offered by the Department of Communication Studies at IUPUI count towards the certificate.
- Each course must be completed with a minimum grade of C.
- Successful completion of a total of **18** credit hours of courses, including:
  - COMM-C316: Human Communication in a Digital Age (3 cr.)
  - Five elective courses (15 cr.) selected in consultation with the certificate director from the following list:
    - COMM-C 108: Listening (3 cr.)
    - COMM-C 180: Introduction to Interpersonal Communication (3 cr.)
    - COMM-C 223: Business and Professional Communication (3 cr.)
    - COMM-C 228: Introduction to Group Communication (3 cr.)
    - COMM-C 325: Interviewing Principles and Practices (3 cr.)
    - COMM-C 380: Organizational Communication (3 cr.)
    - COMM-C 394: Communication and Conflict (3 cr.)
    - COMM-C 395: Gender and Communication (3 cr.)
    - COMM-C 482: Intercultural Communication (3 cr.)
    - COMM-M 150: Mass Media and Contemporary Society (3 cr.)
    - COMM-M 210: Media Message Design (3 cr.)
    - COMM-M 215: Media Literacy (3 cr.)
    - COMM-R 310: Rhetoric, Society, and Culture (3 cr.)
    - COMM-R 321: Persuasion (3 cr.)

Intercultural Health Certificate

The **Intercultural Health Certificate** represents a collaboration between the School of Liberal Arts, the IU School of Nursing, and the Richard M. Fairbanks School of Public Health. Its purpose is to enhance the knowledge and clinical skills of nurses, public healthcare providers, and other health professionals by promoting an awareness of intercultural relationships. The four-semester program will provide a curriculum that incorporates language proficiency levels in tracks in Chinese (Mandarin), French, or Spanish at the 300 and 400 levels for undergraduates, combined with a focus on core nursing, public health, and other health science skills that include clinical laboratory and human patient simulation experiences in a bilingual setting.

The **certificate in Intercultural Health** will prepare students in health field areas to become leaders in the service of international and intercultural community members. The preparation includes cultural and linguistic skills, as well as exposure to local and global health issues. IUPUI proposes this program due to a need for such providers in order to offer optimal healthcare to the immigrant and refugee populations.

Student who earn the c**ertificate in Intercultural Health** will be able to do the following:

- **Demonstrate** an intermediate to advanced language proficiency level in the target language.
- **Demonstrate** the use of medical vocabulary in a realistic context when working with patients.
- **Locate** appropriate language resources for information to give to patients.
- **Explain** the relationship between the cultural background, worldviews and perspectives on health. of patients and their own
- **Demonstrate** the ability to provide patients with culturally and linguistically appropriate healthcare services.
- **Operate** with civility in a complex world

A **certificate in Intercultural Health** requires satisfactory completion of the following requirements:

- Minimum GPA for entry into the program is 3.0.
- Complete 18 credit hours as prescribed below

Certificate Requirements:

Foreign **language writing course** or elective (3 cr.)-choose one:

- Native or heritage speakers-
  - **Spanish-**SPAN-S 318
  - **Chinese-**EALC-C 301, EALC-C 302, EALC-C 401, EALC-C 402, EALC-C 490 (equivalent of

300-level Chinese language courses), EALC-C 495
    - **French-**FREN-F328, FREN-F330, FREN-F336, FREN-F402

- Non-native speakers-
    - **Spanish-**SPAN-S 313
    - **Chinese-**EALC-C 301, EALC-C 302, EALC-C 401, EALC-C 402, EALC-C 490 (equivalent of 300-level Chinese language courses), EALC-C 495
    - **French-** FREN-F 328, FREN-F 330, FREN-F 336 or FREN-F 402

Foreign **language conversation course** (3 cr.)-choose one:

- Native or heritage speakers-take another foreign culture course in you language of choice
    - **Spanish-**SPAN-S 319
    - **Chinese-**EALC-C 301, EALC-C 302, EALC-C 401, EALC-C 402, EALC-C 490 (equivalent of 300-level Chinese language courses), EALC-C 495
    - **French-**take an additional course from the writing course list or from the culture course list
- Non-native speakers:
    - **Spanish-**SPAN-S 317
    - **Chinese-**EALC-C 301, EALC-C 302, EALC-C 401, EALC-C 402, EALC-C 490 (equivalent of 300-level Chinese language courses), EALC-C 495
    - **French-**FREN-F 315, FREN-F 331, FREN-F 380 or FREN-F 480

Foreign **language medical terms** course (3 cr.)-choose one:

- **Spanish**-SPAN-S 319 or SPAN-S429
- **Chinese-**Traditional Chinese Perspectives on Human Body and Health Maintenance (course is in development)
- **French**-FREN-F 334 or FREN-F 434

Foreign Culture Class (3 cr.)-choose one:

- **Spanish**-SPAN-S 363, SPAN-S 411, SPAN-S 412
- **Chinese-**EALC-E-334, EALC-E 335, EALC-E 396
- **French**-FREN-F 300, FREN-F 307, FREN-F 350, FREN-F 360, FREN-F 453, FREN-F 430, FREN-F 341, FREN-F 352 or FREN-F452, FREN-F 326 or FREN-F451, FREN-F 391 or FREN-F 460

Global Health Issues or cultural competency equivalent (3 cr.):

- PBHL-H 330: Global Public Health
- PBHL-S 340: Cultural Competency in the Promotion of Health
- NURS-B 334: Nursing Intensive: Managing Health and Illness Across Care Environments
- NURS-B 444: Current Trends in Global Health Nursing
- NURS-K 434: Global Health Issues in Nursing

Healthcare clinical, service learning, or related internship* (3 cr.):

- PBHL-H 380: Health Service Management Internship
- PBHL-P 400/450/455 Topics in Public Health: Health Systems around the World
  *or equivalent IU approved overseas program

Intergroup Dialogue Certificate

The **Certificate in Intergroup Dialogue (IGD)** is a 12 credit hour undergraduate certificate. Students can complete course requirements within three to four semesters. Curriculum for the Certificate in Intergroup Dialogue will include the following requirements and list of course offerings:

Requirements:

1. Completion of a total of 12 credit hours (4 courses), with a minimum grade of C in each course and an overall 2.0 GPA in the certificate coursework.
2. Completion of a minimum of 9 credits at IUPUI
3. No more than 3 credit hours may transfer from another institution.
4. The Category A, B, and D courses are required to be completed at IUPUI.
5. Students who wish to declare the certificate offered through the IU School of Liberal Arts at IUPUI must complete at least one 3 credit hour course that if offered through the School of Liberal Arts.

A. **One 3-credit hour general education course that is dialogue intensive** and incorporates the four-stage intergroup dialogue teaching model. The following courses illustratively will satisfy this requirement. List may be updated by the certificate director:
• COMM-C 282: Let's Talk: Communicating Across Social Identities
• COMM-C 180: Interpersonal Communication (dialogue-intensive sections only)
• NAIS-N 101: Introduction to Native American & Indigenous Studies
• OLS 252: Human Behavior in Organizations
• SPEA-J 101: America Criminal Justice System
• SPEA-J 260: Topics in Criminal Justice
• SPEA-J 275: Diversity Issues in the Criminal Justice System
• SWK-S 102: Understanding Diversity in a Pluralistic Society
• SWK-S 141: Introduction to Social Work
• SWK-S 221: Human Growth and Development in the Social Environment
• TCM 18000: Intercultural Technical Communication
B. **One 3-credit hour course focused on leadership development and communication skills** and designed to train students to facilitate dialogues for other students. The following illustrative courses will satisfy the requirement. List may be updated by the certificate director:
• COMM-C 382: Intergroup Dialogue Facilitation Training
• TCM 38500: Co-Facilitating Intergroup Dialogue with Peers in Technical CommunicationSettings
C. **One 3-credit hour course to provide students additional context in social identity and diversity issues** relevant to their chosen fields.
•

D. **One 3-credit 400-level capstone course to guide students as trained facilitators of dialogues** in general education "dialogue intensive" courses for their peers.

- COMM-G300 (IGD Certificate Capstone course section only)
- COMM-G499: Research Seminar (IGD Capstone section)
- TCM 49900 (IGD Capstone section)

(Prerequistes for this course are Category A and Category B.)

+Note: If pursuing a COMM major, can share all four classes—Category A, B, C and D—with the Communication Studies major towards Communication Studies electives only. The IGD Capstone may only apply towards the IGD certificate; it cannot be used to satisfy the Communication Studies major Capstone.

Journalism

Certificate in Journalism

This undergraduate Certificate is designed for students who are interested in journalism but want to major in another subject at IUPUI. The Certificate offers professional training in journalism and mass communication. In addition to developing skills in writing, reporting, storytelling and editing; visual communication; and new communications technology, students gain research techniques, analytical thinking, technical know-how, teamwork and versatility. These are exactly the skills that today's employers are looking for.

The Certificate curriculum prepares students to be effective, ethical communicators regardless of the profession they choose. They learn to analyze and explain information to a wide variety of audiences via many kinds of ever-changing media. Students might pursue careers such as reporting, editing, photography or social media management, or decide to seek a job in public relations, government, education, advertising, business, international relations, law, social services or a related field.

Courses provide hands-on experience in "doing" journalism—through classwork, internships or other endeavors, students get to practice what they learn, adding to their skill sets, resumes and portfolios.

The **Certificate program in Journalism** requires satisfactory completion of the following:

- Minimum cumulative grade point average of 2.0.
- Completion of a total of **25** credit hours, with a minimum grade of **C** in each course.
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Core Requirements (16 credits)

- JOUR-J 110: Foundations of Journalism and Mass Communications (3 cr.)
- JOUR-J 200: Reporting, Writing, and Editing I (3 cr.) (P: ENG-W 131)
- JOUR-J 210: Visual Communication (3 cr.)
- JOUR-J 300: Communications Law (3 cr.) (P: Sophomore standing)
- JOUR-J 410: Media as Social Institutions (capstone) (3 cr.) (P: J 300 & Junior standing or above)
- JOUR-J 492: Media Internship (P: By permission) (1 cr.)

Area Core Requirements (9 credits)

- JOUR-J 341: Newspaper Reporting (3 cr.) (P: J 200 & J 210)
- JOUR-J 351: Newspaper Editing (3 cr.) (P: J 200 & 210)

Choose one specialty course from the following:

- JOUR-J 343: Broadcast News (3 cr.) (P: J 200 & J 210)
- JOUR-J 344: Photojournalism Reporting (3 cr.) (P: J 200 & J 210)
- JOUR-J 463: Graphic Design I (3 cr.) (P: J 200 & J 210)

Federal Student Aid Consumer Disclosure: https://apps.usss.iu.edu/disclosures/?plan=IN01.09.0401

Latino Studies

Certificate in Latino Studies

The Certificate in Latino Studies is designed for all students interested in the study of Latino history, culture, and the current role of the Latino community and its contributions in the United States; students whose main focus is on different cultures and minority studies; and those interested in more than one discipline or program, including Anthropology, American Studies, Communication Studies, Geography, Health, History, International Studies, Philanthropic Studies, Political Science, Public and Environmental Affairs, Spanish, Social Work and Sociology.

This 18-credit program is intended to provide students with intermediate to advanced level of knowledge in Latino issues including the history, culture, economic, and political development of this population. As part of the certificate and extending beyond it, students will connect this knowledge and appreciation for other cultures with additional disciplines, thus helping them to prepare for success in a globalized world.

A certificate in Latino Studies will better equip students for a career in one or more of the following: administration, government, public policy, politics, journalism, law, education, diplomacy, business, local and government service agencies, non-governmental and non-profit organizations, community organizations, national and international corporations, and language- and culture-related organizations.

Admission to the **Certificate program in Latino Studies (LATS)** requires:

- Completion of 24 credit hours towards an IUPUI degree.
- At least a cumulative grade point average of 2.5.

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the above criteria and apply for Undergraduate Admission to IUPUI and specify the Undergraduate Latino Studies Certificate as their objective.

The **Certificate program in Latino Studies (LATS)** requires satisfactory completion of the following:

- Completion of a total of **18** credit hours, with a minimum grade of C in each course.
- Proficiency in Spanish or Portuguese (determined by receiving credit through the 204+ level coursework or by taking a placement test).
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Certificate Requirements:

Required courses (12 credit hours/ 4 courses):

- LATS-L 101: Introduction to Latino Studies (3 cr.)
- LATS-L 228: US/ Latino Identity (3 cr.)
- LATS-L 350: Contemporary Issues in Latino Studies: Latinos in the US: Origins and Prospects (3 cr.)
- LATS-L 396: Social And Historical Topics in Latino Studies

Elective courses (6 credit hours/ 2 courses)

In consultation with the program director, students may choose two elective courses from a growing list of approved interdisciplinary courses spanning a broad array of related courses on campus, which include:

- AFRO-A 202: The West and the African Diaspora
- AMST-A 301: The Question of American Identity
- AMST-A 302: The Question of American Community
- AMST-A 303: Topics in American Studies
- ANTH-A 460: Topics in Anthropology
- ANTH-E 300: Cultures of Mexico and Central America
- ANTH-E 384: The African Diaspora
- ANTH-E 403: Women of Color in the U.S.
- ANTH-E 457: Ethic Identity
- ANTH-L 401: Language, Power, and Gender
- COMM-C 180: Introduction to Interpersonal Communications
- COMM-G 400: Health Provider-Consumer Communication
- COMM-C 482: Inter-Cultural Communication
- ECON-E 101: Survey of Current Economic Issues and Problems
- ECON-E 307: Current Economic Issues
- EDUC-E 201: Multicultural Education and Global Awareness
- EDUC-M 317: Student Commonality and Diversity
- ENG-L 379: Ethic Minority Literature of the U.S.
- ENG-W 366: Written Englishes: Living Cultural Realities
- GEOG-G 323: Geography of Latin America
- GEOG-G 324: Geography of the Caribbean
- GEOG-G 363: Landscapes and Cultures of the Caribbean
- HER-H 300: Black Visual Artists
- HIST-A 421: Topics in U.S. History-topic must be approved by advisor
- HIST-A 352: History of Latinos in the U.S.
- HIST-F 341: Latin America: Conquest and Empire
- HIST-F 342: Latin America: Evolution and Revolution Since Independence
- HIST-F 346: Modern Mexico
- HIST-F 347: History of the U.S.-Latin American Relations
- INTL-I 100: Introduction to International Studies
- INTL-I 415: Individual Readings in International Studies
- JOUR-J 475: Race, Gender and the Media
- LSTU-L 385: Class, Gender and Race
- PHIL-P 323: Society and State in the Modern World
- PHST-P 105: Giving and Volunteering in America
- PHST-P 201: Traditions and Practice in Philanthropic Studies
- PHST-P 210: Philanthropy and the Social Sciences
- PHST-P 211: Philanthropy and the Humanities
- PHST-P 212: Philanthropy and Civic Engagement
- POLS-Y 337: Latin American Politics
- POLS-Y 377: Globalization
- REL-R 328: Religions of the African Diaspora
- REL-R 400: Studies in Religion
- SHRS-W 250: Health and Rehabilitation Systems across the World
- SHRS-W 460: Global Perspectives in Nutrition, Health, Disease and Disability
- SOC-R 121: Social Problems
- SOC-R 461: Race and Ethnic Relations
- SPAN-S 231: Spanish-American Fiction in Translation
- SPAN-S 323: Introduction to Translating Spanish and English
- SPAN-S 360: Introduction to Hispanic Literature
- SPAN-S 363: Introduction to Hispanic Culture
- SPAN-S 412: Latin American Culture and Civilization
- SPAN-S 423: The Craft of Translation
- SPAN-S 440: Hispanic Sociolinguistics
- SPAN-S 470: Women and Hispanic Literature
- SPAN-S 472: Spanish-American Literature
- SPAN-S 477: Twentieth-Century Spanish-American Prose Fiction
- SPEA-V 221: Nonprofit and Voluntary Sector
- SPEA-J 275: Diversity Issues in Criminal Justice
- SPEA-V 362: Nonprofit Management and Leadership
- SPEA-V 380: Internship in Public and Environmental Affairs
- SWK-S 100: Understanding Diversity in a Pluralistic Society
- SWK-S 300: Global Society: Human, Economic, Social, and Political Issues
- SWK-S 300: Latin American Issues in a Global Society
- TCEM-T 234: Cultural Heritage Tourism
- TCEM-T 483: Ecotourism

Motorsports Studies

Certificate in Motorsports Studies

The Certificate in Motorsports Studies will serve student interests and community needs. 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. For those interested in increasing

their understanding of motorsports, the certificate will provide that background. At the same time, various sectors of the industry need employees with a general understanding of motorsports, but who also bring training and skills in communications, business, management, and tourism, among other areas. Three tracks of the certificate will provide that focus.

By drawing on the expertise available through the curriculum offered by the IUPUI School of Engineering and Technology and their BS in Motorsports Engineering, in addition to courses offered through the School of Business, the School of Journalism and the School of Physical Education and Tourism Management, this Motorsports Studies Certificate will offer a unique opportunity to study many different facets of the motorsports industry. Special emphases ("tracks") are available for students interested in communication and public relations, business, finance, management, and tourism management, as related to the motorsports industry. The required capstone course, which may include internships, will help place students in jobs in the motorsports industry, if they so desire.

Admission to the **Certificate program in Motorsports Studies (MSPT)** requires the following:

- Completion of 55 credit hours towards an IUPUI degree or of transferrable work.
- A cumulative 2.5 GPA.

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the above criteria and apply for Undergraduate Admission to IUPUI and specify the Undergraduate Motorsports Studies Certificate as their objective.

The **Certificate program in Motorsports Studies (MSPT)** requires satisfactory completion of the following:

- Completion of a total of **21** credit hours, with a minimum grade of C in each course.
- Students may not "double count" required courses within the certificate.
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Certificate Requirements:

Required Courses:

- MSPT- Z 100 Motorsports Studies (3 cr.)

Choose one of the following courses (3 cr.):

- MSTE 27200 Introduction to Motorsports (3 cr.)
- MSTE 31200 Business of Motorsports (3 cr.)

Choose one of the following courses (3 cr.):

- COMM-C 380 Organizational Communication
- COMM-G 310 Introduction to Communication Research
- ENG- W 231 Professional Writing Skills
- SOC-R 351 Social Science Research Methods

Choose one of the following courses (3 cr.):

- MSPT-Z 444 Motorsports Studies Capstone
- MSPT-Z 445 Motorsports Studies Internship

Electives:

Choose 9 credit hours in one of the four areas of emphasis listed:

Journalism, Communication, and Public Relations Emphasis (3 courses from the list below):

- COMM-G 310: Introduction to Communication Research (3 cr.)
- COMM-C 380: Organizational Communication (3 cr.)
- ENG-W 231: Professional Writing Skills (3 cr.)
- JOUR-J 150: An Introduction to Sports Journalism (3 cr.)
- JOUR-J 200: Reporting, Writing, and Editing 1 (3 cr.)
- JOUR-J 219: Introduction to Public Relations (3 cr.)
- JOUR-J 321: Principles of Public Relations (3 cr.)
- JOUR-J 340: Public Relations Tactics and Techniques (3 cr.)
- JOUR-J 341: Newspaper Reporting (3 cr.)
- JOUR-J 343: Broadcast News (3 cr.)
- JOUR-J 344: Photojournalism Reporting (3 cr.)
- JOUR-J 345: Sports Journalism Writing (3 cr.)
- JOUR-J 360: Journalism Specialties (contact advisor for applicable topics)
- JOUR-J 361: Issues in Sports Journalism (3 cr.)
- SOC-R 351: Social Science Research Methods (3 cr.)
- AFRO-A 303: Topics in African American and African Diaspora Studies: Sport, Culture, and African Americans (3 cr.)
- AMST-A 303: Topics in American Studies (specific topics only-see MSPT advisor) (3 cr.)
- ECON-E 307: Current Economic Issues: Economics of Sport (3 cr.)
- HIST-A 421: Topics in United States History: History of Sports, Recreation, and Leisure (3 cr.)
- WOST-W 300: Topics in Women's Studies: Women in Sport (3 cr.)
- KINE-P 392: Sport in American Society

See Motorsports Studies Director for other School of Liberal Arts courses that may also count.

Business and Motorsports Emphasis (3 courses from the list below):

- MSTE-31200: Business of Motorsports (if already completed MSTE 27200) (3 cr.)
- BUS-F 200: Foundations of Financial Management (3 cr.)
- BUS-F 300: Introduction to Financial Management (3 cr.)
- BUS-M 200: Marketing and Society: A Look at Roles and Responsibilities (3 cr.)
- BUS-M 300: Introduction to Marketing (3 cr.)
- BUS-P 200: Foundations of Operations and Supply Chain Management (3 cr.)
- BUS-P 300: Introduction to Operations Management (3 cr.)

- BUS-W 200: Introduction to Business Management (3 cr.)
- ENG-W 231: Professional Writing Skills (3 cr.)

See Motorsports Studies Director for other Business or SPEA courses that may also count.

Sport and Event Management Emphasis (3 courses from the list below):

- ENG-W 231: Professional Writing Skills (3 cr.)
- TESM-E 104: Principles of Event Tourism (3 cr.)
- TESM-H 205: Facilities Operations (3 cr.)
- TESM-S 211: Introduction to Sport Management (3 cr.)
- TESM-E 219: Management of Sports Events (3 cr.)
- TESM-S 301: Selling in the Sport Industry (3 cr.)
- TESM-E 304: Mechanics of Event Planning (3 cr.)
- TESM-H 305: Food & Beverage Operations (3 cr.)
- TESM-G 315: Economics of Tourism & Events (3 cr.)
- TESM-T 319: Sports Tourism Development (3 cr.)
- TESM-S 332: Management Principles in Sport (3 cr.)
- TESM-S 411: Legal Issues in Sport Settings (3 cr.)
- TESM-S 415: Sports Promotions and Public Relations (3 cr.)
- TESM-S 418: Sports Marketing (3 cr.)
- TESM-S 423: Financial Principles of Sport (3 cr.)
- TESM-G 499: Event Tourism Analysis (3 cr.)

Museum Studies

Certificate in 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.

Admission to the undergraduate **Certificate program in Museum Studies (MSTD)** requires the following:

- 55 credit hours completed of university study,
- A minimum GPA of 2.0,
- A declared major field of study
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

The **Certificate program in Museum Studies (MSTD)** requires satisfactory completion of the following:

- Completion of **18** credit hours in the curriculum below, with a minimum grade of C in each course.

Certificate Requirements:

Museum theory (6 cr.):

- MSTD-A 403: Introduction to Museum Studies (3 cr.)
- HIST-H 217: The Nature of History (3 cr.)

Museum methods (9 cr.):

- MSTD-A 405: Museum Methods (3 cr.)

Two Museum Studies elective courses (6 cr.) Choose from the following:

- ANTH-A 401: Cultural Resource Management (3 cr.)
- ANTH-A 460: Topics in Anthropology: Issues in Cultural Heritage (3 cr.)
- ANTH-E 320: Indians of North America (3 cr.)
- ANTH-P 340: Modern Material Culture (3 cr.)
- GEOG-G 418: Historical Geography (3 cr.)
- HER-H 460: Visual Culture (3 cr.)
- HER-R 411: Visual Research: Exhibition Design I and II (3 cr.)
- MSTD-A 410: Museum Education (3 cr.)
- MSTD-A 412: Exhibit Planning and Design (3 cr.)
- MSTD-A 414: Museums and Technology (3 cr.)
- MSTD-A 416: Collections Care and Management (3 cr.)
- MSTD-A 418: Museums and Audiences (3 cr.)
- MSTD-A 460: Current Topics in Museum Studies *(*variable topics- approved examples include: Curatorial Practices Exhibit Planning and Design Studio, Museum Theatre, Native American Representation, Object Based Learning (3 cr.)
- MSTD-A 494: Independent Learning in Museum Studies (1-6 cr.)

Additional Electives are possible, but must be approved by the Museum Studies program director prior to registration.

Practical museum work (3 cr.): 3 credits required in a museum internship

- MSTD-A 408: Museum Internship (3 cr.) OR a discipline-based internship such as: ANTH-A 412: Senior Project (3 cr.) done in a museum with a Museum Studies faculty advisor *(prerequisites: MSTD-A 403 & MSTD-A 405)*

Paralegal Studies

Certificate in Paralegal Studies

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. Paralegals may not provide legal services directly to public except as permitted by law.

IUPUI Paralegal Program Objectives and Student Learning Outcomes

Adopted January, 2019, Approved by Advisory Board February, 2019

Program Objectives and accompanying Student Learning Outcomes – Developed to coincide with the IUPUI Profiles of Learning for Undergraduate Success: IUPUI + : https://academicaffairs.iupui.edu/AAContent/Html/Strategic-Initiatives/IUPUI-Plus.html

Program Objective 1: Communicator - To prepare students to communicate effectively in a legal environment. This objective is demonstrated by the student's ability to:

- Analyze legal situations;
- Understand different arguments and perspectives through effective listening and comprehension skills;
- Effectively communicate both orally and in writing;
- Use legal research tools to write well researched and legally reasoned responses.

Program Objective 2: Problem Solver - To stimulate critical thinking in our students so they can identify, evaluate, and adapt to legal issues. This objective is demonstrated by the student's ability to:

- Evaluate legal situations;
- Collaborate with peers to solve legal problems;
- Consider legal arguments and counter-arguments and prepare a response;
- Arrive at reasoned persuasive legal conclusions and be able to support these conclusions.

Program Objective 3: Innovator - To equip students with the foundational legal knowledge to allow them to respond to challenges in a legal environment. This objective is demonstrated by the student's ability to:

- Develop an understanding of legal concepts and structures;
- Decisively apply legal concepts to legal issues;
- Develop an organizational system for accomplishing work;
- Meet strict deadlines;
- Utilize technology to efficiently complete legal work.

Program Objective 4: Community Contributor - To prepare students to understand and follow legal rules and structures, including ethical rules, and to promote fairness and civility. This objective is demonstrated by the student's ability to:

- Understand and apply procedural rules;
- Behave in a professional and courteous manner;
- Understand and uphold the rules of professional conduct for lawyers;
- Connect learning to the legal community and beyond.

A **certificate in Paralegal Studies (POLS)** requires satisfactory completion of the following requirements:

- Completion of **27** credit hours, with a minimum grade of C in each course.
- A majority of the coursework must be completed at IUPUI.
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html
- Completion of a baccalaureate degree or pursued with an IUPUI bachelor's degree concurrently

Prerequisites:

Prior to beginning coursework, the student should have completed the following:

- College level writing proficiency (ENG-W 131: Reading, Writing and Inquiry I or its equivalent)
- College level speaking proficiency (COMM-R 110: Fundamentals of Speech Communication)
- Computing proficiency (BUS-K 201 or equivalent).
- POLS-Y 211 Introduction to Law with a grade of C or higher.
- Minimum of 30 credit hours of General Education (including the classes listed above). General Education classes can be taken in conjunction with Paralegal Studies coursework.

Certificate Requirements:

- POLS-Y 221: Legal Research and Writing for Paralegal Studies (3 cr.)
- POLS-Y 222: Litigation for Paralegal Studies I (3 cr.)
- POLS-Y 232: Professional Responsibility for Paralegals (3 cr.)

Elective Courses (18 cr.) choose six of the following, including only two on-line courses at the most, from:

(Note: *POLS-Y 211 and POLS-Y 221 are prerequisites for most of these elective courses.)*

- POLS-Y 223: Litigation for Paralegal Studies II (3 cr.)
- POLS-P 324: Property Law for Paralegal Studies (3 cr.)
- POLS-P 325: Contract Law for Paralegal Studies (3 cr.)
- POLS-P 326: Tort Law for Paralegal Studies (3 cr.)
- POLS-P 327: Criminal Law for Paralegal Studies (3 cr.)
- POLS-P 328: Family Law for Paralegal Studies (3 cr.)
- POLS-P 329: Estate Law for Paralegal Studies (3 cr.)
- POLS-P 330: Bankruptcy Law for Paralegal Studies (3 cr.)
- POLS-P 431: Advanced Legal Writing for Paralegal Studies (3 cr.)
- POLS-P 333: Business Associations for Paralegals (3 cr.)
- POLS-Y 485: Field Experience in Paralegal Studies (3 cr.)

On-line Electives (2 courses maximum):

- INFO-I 330: Legal and Social Informatics of Security (3 cr.)
- INFO-I 350: Foundations in Legal Informatics (3 cr.)
- INFO-I 410: Electronic Discovery (3 cr.)
- INFO-I 470: Litigation Support Systems and Courtroom Presentations (3 cr.)
- NEWM-N 480: Technology and the Law (3 cr.)

Paralegal Studies Courses

Student Consumer Information for the Certificate in Paralegal Studies. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at, http://apps.usss.iu.edu/disclosures/?plan=IN01.22.0302.

Public Relations

Certificate in Public Relations

As traditional media change, more and more organizations are assuming responsibility for their own communications—and are telling their own stories through news releases, e-newsletters and social media messages. As a result, public relations is a strong and growing profession.

The Certificate offers professional training in journalism and mass communication with a focus on public relations. In addition to developing skills of writing, reporting and editing; visual communication; and new communications technology, students gain research techniques, analytical thinking, technical know-how, teamwork and versatility. These are exactly the skills that today's employers are looking for.

Public relations students at IUPUI take courses with expert faculty, do internships and collaborate with community members on projects outside the classroom—such as communications plans and PR campaigns. Through these opportunities, students gain experience that will set them apart in the job market. Graduates might choose to work in positions in public relations firms, corporations, government agencies, nonprofits, associations, and health and life sciences organizations. The Certificate curriculum prepares students to be effective, ethical communicators regardless of the career path they pursue.

The **Certificate program in Public Relations** requires satisfactory completion of the following:

- Minimum cumulative grade point average of 2.0.
- Completion of a total of **25** credit hours, with a minimum grade of **C** in each course.
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Core Requirements (16 credits)

- JOUR-J 110 Foundations of Journalism and Mass Communications (3 cr.)
- JOUR-J 200 Reporting, Writing, and Editing I (3 cr.) (P: ENG-W 131)
- JOUR-J 210 Visual Communication (3 cr.)
- JOUR-J 300 Communications Law (3 cr.) (P: Sophomore standing)
- JOUR-J 410 Media as Social Institutions (3 cr.) (capstone) (P: J 300 & Junior standing or above)
- JOUR-J 492 Media Internship (P: By permission) (1 cr.)

Area Core Requirements (9 credits)

- JOUR-J 219 Introduction to Public Relations (3 cr.)
- JOUR-J 340 Public Relations Tactics and Techniques (3 cr.) (P: J 219)
- JOUR-J 390 Public Relations Writing (3 cr.) (P: J 200 & J 219)

Federal Student Aid Consumer Disclosure: https://apps.usss.iu.edu/disclosures/?plan=IN01.09.0900

Theatre and Performance

Certificate in Theatre and Performance

The Undergraduate Certificate in Theatre and Performance is designed to develop competencies in the analysis, creation, and production of performance with a particular focus on small group and solo performance in the urban context. Students will be exposed to numerous cultural and theoretical perspectives from which to engage current scholarship in the field of Theatre and Performance. Students will develop skills in all aspects of Theatre and Performance including oral interpretation, acting, directing, script analysis, educational theatre, literary analysis, creative production, arts management, and professional and community theatre with special emphasis on solo and small group performance. Students will accomplish this by being exposed to a broad interdisciplinary background in the field of Theatre and Performance and the role performance serves in society. Students will also have the opportunity to interact with artists and practitioners in the Indianapolis Arts community.

Admission to the **Certificate program in Theatre and Performance (COMM)** requires the following:

- completion of 55 credit hours towards an IUPUI degree or of transferrable work,
- at least a cumulative 2.0 GPA,
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the above criteria and apply for Undergraduate Admission to IUPUI and specify the Undergraduate Theatre and Performance Certificate as their objective.

The **Certificate in Theatre and Performance (COMM)** requires satisfactory completion of the following:

- completion of a total of 18 credit hours, with a minimum grade of C in each course,
- completion of a bachelor's degree (concurrently or previously),
- contact both the department (located in CA 309) and the School Liberal Arts Student Affairs office (located in CA 401) to complete the necessary paperwork to officially declare the certificate.

Certificate Requirements:

Required core courses (9 credits):

- COMM-T 130: Introduction to Theatre (3 cr.)
- COMM-T 437: Creative Dramatics (3 cr.)
- COMM-G 300/G400: Independent Study: Creative Project (3 cr.)

Select three of the following elective courses (9 credits):*

Students will select the remaining 9 hours of electives in consultation with the Director of the Theatre and Performance Certificate to narrowly tailor the program to individual student interest based upon the Independent Creative Project Proposal. Electives must be approved prior to registration.

Theatre Emphasis:

- COMM-C 104: Voice and Diction (3 cr.)
- COMM-G 300: Independent Study: Practicum in Debate and Forensics (3 cr.)
- COMM-T 133: Introduction to Acting (3 cr.)
- COMM-T 205: Introduction to Oral Interpretation (3 cr.)
- COMM-T 305: Advanced Oral Interpretation (3 cr.)
- COMM-T 333: Acting II (3 cr.)
- COMM-T 337: History of the Theatre I (3 cr.)
- COMM-T 338: History of the Theatre II (3 cr.)
- COMM-T 339: Play Directing (3 cr.)
- COMM-T 431: Playwriting (3 cr.)

Drama/English Emphasis:

- CLAS-C 310: Classical Drama (3 cr.)
- ENG-L 205: Introduction to Poetry (3 cr.)
- ENG-L 207: Women and Literature (3 cr.)
- ENG-L 245: Introduction to Caribbean Literature (3 cr.)
- ENG-L 315: Major Plays of Shakespeare (3 cr.)
- ENG-L 365: Modern Drama: Continental (3 cr.)
- ENG-L 366: Modern Drama: English, Irish, and American (3 cr.)
- ENG-L 370: Black American Writing (3 cr.)
- ENG-L 379: American Ethnic and Minority Literature (3 cr.)
- ENG-L 390: Children's Literature (3 cr.)
- ENG-L 433:Conversations with Shakespeare (3 cr.)
- ENG-W 302: Screenwriting (3 cr.)

Anthropology/Women/Cultural Diversity Emphasis:

- WOST-W 105: Introduction to Women's Studies (3 cr.)
- WOST-W 300: Topics in Women's Studies (3 cr.)
- HIST-A 355: African-American History I (3 cr.)
- ANTH-E 404: Field Methods in Ethnography (3 cr.)
- ENG-L 406: Topics in African American Literature (3 cr.)
- MSTD-A 460: Current Topics in Museum Studies-Museum Theatre (3 cr.)

Note: This is a sample list of elective courses. See the faculty advisor for more details.

Social Justice Organizing

Certificate in Social Justice Organizing

The certificate in Social Justice Organizing is an 18-credit hour program for students enrolled in a degree seeking program. The certificate combines classroom instruction with practical experience in the community. The core course, American Studies A341 (designated RISE -Experiential) engages students in service learning with a local community organization or labor union. The interdisciplinary certificate draws on courses from eight different departments. Students complete at least one internship of 150 hours and may choose to do another internship or a capstone project in partnership with a local organization. The certificate is intended to give tomorrow's community leaders the knowledge and practical skills they need to build viable democratic institutions and contribute to social and economic justice.

A certificate in Social Justice Organizing empowers students to pursue careers in non-profit management, government, education, organized labor, law, and any other field sensitive to cultural contexts and power dynamics. Students completing the certificate will be prepared to work with diverse communities and help people at the margins of society participate in civic life. The certificate is consistent with the mission of the School of Liberal Arts because it fosters the exchange of knowledge that promotes understanding of the human experience. The certificate draws upon high impact practices in liberal education by integrating methodologies from the humanities and the social sciences and involving students in applied, collaborative research experiences.

The **Certificate program in Social Justice Organizing** requires satisfactory completion of the following:

- Minimum cumulative grade point average of 2.7.
- Completion of a total of **18** credit hours, with a minimum grade of **C** in each course.
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Certificate Requirements (3 cr.)

- AMST-A 341: Organizing for Social Justice

Advanced seminars (9 credits):

- AMST-A 302: The Question of American Community
- AMST-A 303: Asian American Culture
- ANTH-E 380: Urban Anthropology
- ANTH-A 460: TOPICS: Women and Social Action
- COMM-C 481: Current Issues in Organizational Communication
- COMM-G 391: Media and Social Movements
- ENG-W 377: Writing for Social Change
- ENG-L 411: Working Class Literature
- HIST-A 352: History of Latinos in the United States
- HIST-A 328: History of Work in America
- HIST-A 330: American Dissent
- HIST-A 421: The Civil Rights Movement
- HIST-F 346: Modern Mexico
- HIST-F 432: Modern Latin American History: Evolution and Revolution

- LSTU-L 314: Ethical Dilemmas in the Workplace
- LSTU-L 331: Global Problems, Local Solutions
- LSTU-L 385: Class, Race, Gender and Work
- POLS-Y 215: Introduction to Political Theory
- POLS-Y 308: Urban Politics
- REL-R 386: Ethics of Consumption
- REL-R 383: Religions, Ethics, US Society
- SOC-R 476: Social Movements
- SOC-R 463: Inequality and Society
- SOC-R 467: Social Change

(other courses may be approved by the Masarachia Scholars board)

Internship(s) with a Social Justice Organization-(3-6 cr.)

This certificate can be completed by doing two internships, as Masarachia scholars currently do, or with one internship and a capstone project.

Optional Capstone Project (3 cr.)

Working with a local social-action organization, the student designs a project that meets a specific need of the organization. With the help of a sponsoring faculty member, the student draws upon coursework in the certificate to inform this service project.

Minors

- Advertising
- Africana Studies
- American Sign Language/English Interpreting
- American Studies
- Anthropology
- Arabic and Islamic Studies
- Chinese Studies
- Classical Studies
- Communication Studies
- Corporate and Organizational Communication
- Creative Writing
- Cultural Diversity
- Digital Humanities
- Economics
- English
- Ethics
- Film Studies
- French
- Geography
- German
- Global and International Studies
- Health Communication
- History
- History of Science, Technology and Medicine (HSTEM)
- Japanese Studies
- Latino Studies
- Legal Studies
- Linguistics
- Literature
- Media Arts and Studies
- Medical Humanities and Health Studies
- Medical Sociology
- Multicultural Literature
- Native American and Indigenous Studies
- Philosophy
- Political Science
- Professional and Digital Writing
- Professional and Public Writing
- Public Communication and Persuasion
- Religious Studies
- Sociology
- Spanish
- Teaching English to Speakers of Other Languages (TESOL)
- Theatre
- Urban Studies
- Women's, Gender, and Sexuality Studies
- Writing

Advertising

The Department of Journalism and Public Relations offers two advertising minors: one for marketing majors in the Kelley School of Business and the other for majors in other areas.

A minor in Advertising requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for a baccalaureate degree
- completion of 19 credit hours, with a minimum grade of C in each course
- to declare the minor, complete the IU School of Liberal Arts online declaration form or visit the Miriam Z. Langsam Office of Student Affairs in the IU School of Liberal Arts located in Cavanaugh Hall room 401
- students majoring in journalism and minoring in advertising may share JOUR-J 300 and JOUR-J 400 between the major and the minor

Minor Requirements:

Kelley School of Business – Marketing Majors

- *JOUR-J 320: Principles of Creative Advertising (3 credits) Required prerequisite for all other courses in the sequence. BUS-M 415 may be substituted
- *JOUR-J 300: Communications Law [P: Sophomore standing] (3 credits) BUS-L 203 or BUS-L 204 may be substituted
- JOUR-J 335: Advertising Copywriting [P: JOUR-J 320] (3 credits)
- JOUR-J 463: Graphic Design I [P: JOUR-J 320] (3 credits)
- JOUR-J 420: Advertising Concepts and Copywriting [P: JOUR-J 320 & JOUR-J 335] (3 credits)
- JOUR-J 438: Advertising Issues & Research [P: JOUR-J 300, JOUR-J 320, JOUR-J 335, & JOUR-J 420] (3 credits)
- *JOUR-J 400: Careers in Public Relations (1 credit) BUS-X 320 may be substituted

Note: Items identified with ***** have required marketing courses that may be taken as substitute for a journalism class and also counted toward the minor in Advertising. These rules apply ONLY to marketing majors.

Other Areas:

- JOUR-J 320: Principles of Creative Advertising (3 credits) Required prerequisite for all other courses in the sequence. *Offered fall and spring*
- JOUR-J 300: Communications Law [P: Sophomore standing] (3 credits) *Offered fall and spring*
- JOUR-J 335: Advertising Copywriting [P: JOUR-J 320] (3 credits) *Offered spring*
- JOUR-J 463: Graphic Design I [P: JOUR-J 320] (3 credits) *Offered fall and spring*
- JOUR-J 420: Advertising Concepts and Copywriting [P: JOUR-J 335] (3 credits) *Offered in fall*
- JOUR-J 438: Advertising Issues & Research [P: JOUR-J 420] (3 credits) *Offered in spring*
- JOUR-J 400: Careers in Public Relations [P: Junior standing] (1 credit) *Offered fall and spring*

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Africana Studies

Minor in Africana Studies

The Africana Studies Program encompasses the scholarly exploration of the life and culture of people of Africa and the African Diaspora from an interdisciplinary perspective. A minor in Africana Studies gives students the opportunity to get a broad background in this area to complement students' major area of study.

A **minor in Africana Studies (AFRO)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- AFRO-A 140: Introduction to African American and African Diaspora Studies (3 cr.)

One (1) of the following courses (3 cr. each):

- AFRO-A 200: Research in African and African Diaspora Studies
- AFRO-A 306: Globalization, Struggle, and Empowerment in the African Diaspora

Nine (9) credits from the list of electives in the Africana Studies program

In addition to courses offered by the Africana Studies program, courses are divided into three areas of concentration- Africa; Latin America and the Caribbean; and North America. Students planning a minor in Africana Studies may take courses in any of these concentrations. New courses may be added to the list of approved electives as they become available.

Africana Studies courses (common to the three areas of concentration, 3 cr. each):

- AFRO-A 106: Perspectives from the African American Diaspora
- AFRO-A 414: Seminar in African American and African Diaspora Studies: Senior Capstone
- AFRO-A 495: Independent Study
- AFRO-A 499: Honors Thesis or Community Experience Internship

Africa (3 cr. each):

- AFRO-A 152: Introduction to African Studies
- AFRO-A 306: Globalization, Struggle, and Empowerment in the African Diaspora
- ENG-L 382: Fiction of the Non-Western World: 20th Century African Literature
- ENG- L 411: Literature and Society: South African Literature and Society
- FREN-F 271: Cultures and Border Crossings
- HIST-H 227: African Civilizations
- HIST-H 421: Topics in African, Asian, or Latin American History: Peoples and Cultures of Africa or Modern Africa
- POLS-Y 338: African Politics
- REL-R 308: Arab Histories

Latin America and the Caribbean (3 cr. each):

- ENG-L 245: Introduction to Caribbean Literature
- ENG-L 406: Topics in African-American Literature: Anglophone Caribbean Writers
- ENG-L 406: Topics in African-American Literature: Caribbean Women Writers
- FREN-F 371: Francophone African and Caribbean Literature
- REL-R 328: Afro-Diasporic Religions

North America (3 cr. each):

- AFRO-A 150: Survey Culture of Black Americans
- AFRO-A 255: The Black Church in America
- AFRO-A 303: Topics in African American Studies
- AFRO-A 326: Race, Beauty and Popular Culture
- AFRO-A 369: The African American Experience
- ENG-L 370: Black American Writing
- HIST-A 355: African-American History I
- HIST-A 356: African-American History II
- MUS-M 394: Black Music in America
- MUS-Z 393: History of Jazz
- POLS-Y 325: African American Politics
- REL-R 363: African-American Religions
- REL-R 370: Islam in America

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American Studies

Minor in American Studies

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 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.

A **minor in American Studies (AMST)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Prerequisite for the minor is HIST-H 105 and H 106: American History I and II, or else evidence of historical knowledge of American cultures (consult the department regarding what counts as acceptable evidence).

Minor Requirements:

- AMST-A 101: Introduction to American Studies (3 cr.)
- AMST-A 301: The Question of American Identity (3 cr.)
- AMST-A 302: 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.)-- see list below

- AMST-A 499: Senior Tutorial in American Studies (3 cr.)

Choose from the following courses:

Africana Studies

All AFRO courses at 300-level or higher

Anthropology

- ANTH–A 337: African American Health Care (3 cr.)
- ANTH–E 316: Prehistory of North America (3 cr.)
- ANTH–E 320: Indians of North America (3 cr.)
- ANTH–E 336: African American Culture (3 cr.)
- ANTH–E 354: Popular Culture (3 cr.)
- ANTH–E 384: The African Diaspora (3 cr.)
- ANTH–E 403: Women of Color in the US (3 cr.)

English

- ENG–L 351: Critical and Historical Study of American Literature I (3 cr.)
- ENG–L 352: Critical and Historical Study of American Literature II (3 cr.)
- ENG–L 354: Critical and Historical Study of American Literature III (3 cr.)
- ENG–L 355: American Novel: Cooper to Dreiser (3 cr.)
- ENG–L 358: Twentieth-Century American Fiction (3 cr.)
- ENG–L 363: American Drama (3 cr.)
- ENG–L 370: Black American Writing (3 cr.)
- ENG–L 372: Contemporary American Fiction (3 cr.)
- ENG–L 373: Interdisciplinary Approaches to English and American Literature I
- ENG–L 374: Interdisciplinary Approaches to English and American Literature II
- ENG–L 379: American Ethnic and Minority Literature (3 cr.)
- ENG–L 406: Topics in African American Literature (3 cr.)
- ENG–L 431: Topics in Literary Study (3 cr.) (subject to approval of AMST advisor)
- ENG–L 440: Senior Seminar in English and American Literature (3 cr.) (subject to approval of AMST advisor)
- ENG–L 495: Individual Readings in English (1-3 cr.) (subject to approval of AMST advisor)

Film

- FILM–C 393: History of European and American Films I (3 cr.)
- FILM–C 394: History of European and American Films II (3 cr.)

Folklore

- FOLK–F 354: African American Folklore/Folklife/Folk Music (3 cr.)
- FOLK–F 356: Chicano Folklore/Folklife/Folk Music (3 cr.)
- FOLK–F 360: Indiana Folklore/Folklife/Folk Music (3 cr.)

Geography

- GEOG–G 314: Urban Geography (3 cr.)
- GEOG–G 323: Geography of Latin America (3 cr.)
- GEOG–G 324: Geography of the Caribbean (3 cr.)
- GEOG–G 326: Geography of North America (3 cr.)
- GEOG–G 327: Geography of Indiana (3 cr.)

- GEOG–G 328: Rural Landscapes of North America (3 cr.)
- GEOG–G 330: North American House Types (3 cr.)
- GEOG–G 334: Field Geography of North America (3 cr.)
- GEOG–G 363: Landscapes and Cultures of the Caribbean (3 cr.)

History

- HIST–A 301: Colonial and Revolutionary America I (3 cr.)
- HIST–A 302: Colonial and Revolutionary America II (3 cr.)
- HIST–A 303: United States, 1789–1865 I (3 cr.)
- HIST–A 304: United States, 1789–1865 II (3 cr.)
- HIST–A 312: The North and South at Peace and War (3 cr.)
- HIST–A 313: Origins of Modern America, 1865–1917 (3 cr.)
- HIST–A 314: United States History, 1917–1945 (3 cr.)
- HIST–A 315: United States History since World War II (3 cr.)
- HIST–A 317: American Social History, 1865 to Present (3 cr.)
- HIST–A 321: History of American Thought I (3 cr.)
- HIST–A 322: History of American Thought II (3 cr.)
- HIST–A 325: American Constitutional History I (3 cr.)
- HIST–A 326: American Constitutional History II (3 cr.)
- HIST–A 327: American Legal History I (3 cr.)
- HIST–A 328: History of Work in America (3 cr.)
- HIST–A 337: American Frontier I (3 cr.)
- HIST–A 338: American Frontier II (3 cr.)
- HIST–A 341: United States Women's History I (3 cr.)
- HIST–A 342: United States Women's History II (3 cr.)
- HIST–A 345: American Diplomatic History I (3 cr.)
- HIST–A 346: American Diplomatic History II (3 cr.)
- HIST–A 347: American Urban History (3 cr.)
- HIST–A 348: Civil War and Reconstruction (3 cr.)
- HIST–A 352: History of Latinos in the United States (3 cr.)
- HIST–A 355: African-American History I (3 cr.)
- HIST–A 356: African-American History II (3 cr.)
- HIST–A 363: Survey of Indiana History (3 cr.)
- HIST–A 364: History of Black Americans (3 cr.)
- HIST–A 371: History of Indiana I (3 cr.)
- HIST–A 372: History of Indiana II (3 cr.)
- HIST–A 390: Representative Americans (3 cr.)
- HIST–A 402: Readings in American Environmental History (3 cr.)
- HIST–A 410: American Environmental History (3 cr.)
- HIST–A 421: Topics in United States History (3 cr.)
- HIST–F 341: Latin America: Conquest and Empire (3 cr.)
- HIST–F 342: Latin America: Evolution and Revolution since Independence (3 cr.)
- HIST–F 346: Modern Mexico (3 cr.)
- HIST–F 347: History of United States–Latin American Relations (3 cr.)
- HIST–F 431: Nineteenth-Century Latin American Intellectual History (3 cr.)
- HIST–F 432: Twentieth-Century Latin American Revolutions (3 cr.)
- HIST–F 444: History of Mexico (3 cr.)
- HIST–H 306: Sex Roles and Society in American History (3 cr.)

Philosophy

- PHIL–P 356: American Indian Philosophies (3 cr.)
- PHIL–P 448: Seminar in American Philosophy (3 cr.)
- PHIL–P 458: American Philosophy (3 cr.)

Political Science

- POLS–Y 301: Political Parties and Interest Groups (3 cr.)
- POLS–Y 303: Policy-Making in the US (3 cr.)
- POLS–Y 304: Constitutional Law, and Constitutional Rights and Liberties (3 cr.)
- POLS–Y 305: Constitutional Law, and Constitutional Rights and Liberties (3 cr.)
- POLS–Y 306: State Politics in the United States (3 cr.)
- POLS–Y 307: Indiana State Government and Politics (3 cr.)
- POLS–Y 308: Urban Politics (3 cr.)
- POLS–Y 309: American Politics through Film and Fiction (3 cr.)
- POLS–Y 310: Political Behavior (3 cr.)
- POLS–Y 318: The American Presidency (3 cr.)
- POLS–Y 319: The United States Congress (3 cr.)
- POLS–Y 320: Judicial Politics (3 cr.)
- POLS–Y 321: The Media and Politics (3 cr.)
- POLS–Y 337: Latin American Politics (3 cr.)
- POLS–Y 360: U.S. Foreign Policy (3 cr.)
- POLS–Y 377: Globalization (3 cr.)
- POLS–Y 383: Foundations of American Political Thought (3 cr.)
- POLS–Y 384: Development of American Political Thought (3 cr.)
- POLS–Y 480: Undergraduate Readings in Political Science (1-6 cr.) (subject to approval of AMST advisor)
- POLS–Y 481: Field Experience in Political Science (3-6 cr.) (subject to approval of AMST advisor)

Religious Studies

- REL–R 312: American Religious Lives (3 cr.)
- REL–R 313: Religion and American Ideas (3 cr.)
- REL–R 314: Religion and Racism (3 cr.)
- REL–R 328: Afro-Diasporic Religions (TBD cr.)
- REL–R 339: Varieties of American Religion (3 cr.)
- REL–R 363: African-American Religions (3 cr.)
- REL–R 367: American Indian Religions (3 cr.)
- REL–R 370: Islam in America (3 cr.)
- REL–R 383: Religions, Ethics, U.S. Society (3 cr.)
- REL–R 384: Religions, Ethics, and Health (3 cr.)
- REL–R 386: The Ethics of Consumption (3 cr.)
- REL–R 398: Women in American Indian Religions (3 cr.)

- REL–R 400: Studies in Religion (3 cr.) (subject to approval of AMST advisor)

Sociology

- SOC–R 325: Gender and Society (3 cr.)
- SOC–R 329: Urban Sociology (3 cr.)
- SOC–R 430: Families and Social Policy (3 cr.)
- SOC–R 476: Social Movements (3 cr.)

World Languages and Cultures

- GER–G 401: Deutsche Kultur in Amerika (3 cr.)
- SPAN–S 231: Spanish-American Fiction in Translation (3 cr.)

Additional variable topics courses not listed here may be counted toward the American studies major. Please check with the American studies advisor about the eligibility of particular courses to count as an American studies elective.

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Courses

- **AMST-A 101 Introduction to American Studies (3 cr.)** This course introduces the interdisciplinary methods of American Studies and how they enable better understanding of American cultures and ideas. Questions of race, ethnicity, nation, nationality, class, gender, sexuality, and religion are considered in relation to American identities and communities.
- **AMST-A 102 Asian-American Studies (3 cr.)** This course seeks to foster an understanding of issues related to race in general and to Asians Americans in particular. Contributing to this understanding will be discussions of Asian American history, stereotypes, racism and oppression, refugees, racial identity development, and diversity within the Asian communities of the U.S. Discussions of the varied, lived experiences of Asians in the U.S. will be utilized to gain insights into how Asian Americans fit into the racial narrative of American culture.
- **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. Usually, but not always, coordinated with symposia and/or conferences sponsored by the IUPUI Program for American Studies.
- **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 341 Organizing for Social Action (3 cr.)** In this course we will study the social movements of the past and meet the activists who are working for social justice today. We will learn about the history of American protest from pre-Revolutionary days to the present in order to understand how mass organizations are created and how they can be used to realize the American ideals of liberty, equality, justice, peace, and opportunity for all. Emphasis throughout is on bridging the academic perspective of the classroom with the practical concerns of different communities. This will be a traveling seminar, moving between the classroom and the world outside. Our class may meet at the site of a labor, senior, or other community organization, hosted by a representative of that organization. Other weeks, the organizers will come to us. Students have the option of participating in a service-learning project and reflecting on the connections between assigned readings and the practice of organizing. Our central question will be: what can the social-action organizations of the past and present teach us about the possibilities for progressive social change in our world today?
- **AMST-A 353 Music and Decorative Arts in American Studies (3 cr.)** Examines music and the decorative arts in American history from pre-Colonial Times to after World War II.
- **AMST-A 354 Literature of Rock 'N Roll (3 cr.)** What constitutes the literature of rock music? Some would say that a three-paragraph review of the latest CD in Rolling Stone is the best and perhaps only example. But what about the countless books, essays, articles and other extended works that have been written about this music? How (and why?) is it possible, for example, to use rock music as the framework for a written discourse on

American history (and in such discourse, suggest a logical, relevant connection between Abraham Lincoln and Elvis Presley?) How could an extended review of a rock 'n' roll album transform itself (logically and correctly) into first-rate political and social commentary? All of these questions and many more will be addressed in this course, as we explore the "written word of rock 'n' roll" in all its wonderfully complex and fascinating permutations.

- **AMST-A 355 Beat Generation (3 cr.)** Get hip and be cool with "The Beat Generation". Explore a uniquely American literary and cultural movement that sought to defy societal rules in an explosive mixture of music, literature and art. Setting precedents the hippies of the 1960's would later follow, the "Beats" were the original American rebels. Go "on the road" as you take a semester-length virtual road trip across America, a mind-expanding journey into emotion, sensation, music, art and the philosophy of experience. Dig it!
- **AMST-A 356 American Supernatural (3 cr.)** Belief in the supernatural has been an important component of American culture since the founding of the country. From the Salem Witch Trials to The Amityville Horror and from the stories of Edgar Allen Poe to the television series Lost, there seems to be no limit to Americans appetite for myths and legends that deal with the fantastic, otherworldly or otherwise unbelievable. This course will examine several aspects of this cultural fascination with the supernatural, from the mystery of "Area 51" to the legends of the delta blues singers. Along the we'll examine larger questions, such as: Why is belief in the supernatural of continuing relevance to American culture? How does the popular and new media (especially the Internet) perpetuate this belief, and is there a danger in doing so? To what extent are the American character and its definition of identity shaped by the belief in the supernatural?
- **AMST-A 363 American Cyber Identity (3 cr.)** This course examines the blurred lines between not just the physical and virtual world, but our physical and virtual self-identification. It considers challenging questions-and intriguing possibilities-about how we define ourselves when the physical, spatial and temporal limitations of "the real world" are lifted. It will look at the processes or strategies we use to define ourselves as we spend more time online by means of increasingly sophisticated technology, what level of importance are we giving to our sense of American self-identity in the online world (from a historical, social and cultural perspective)? Is it possible to interpret the Constitution to help adjudicate virtual "property disputes"? Are the rights of avatars "self-evident"? And, when we "jack in" (to borrow a term from Gibson's Neuromancer) to the Internet, how much of our American history and culture do we take with us?
- **AMST-A 391 Theories and Methods of American Studies (3 cr.)** P: AMST-A 103. The course clarifies the nature of American studies as a field of inquiry and helps students develop skills in cultural interpretation, interdisciplinary inquiry, and clear and effective written communication. The course examines the concept of culture and processes through which cultures form, change, and propagate. The course also considers the ideas of cultural pluralism, subculture, and multiculturalism. The course considers historical and contemporary methods of inquiry in American studies, providing students opportunities to apply these methods in research projects.
- **AMST-A 497 Overseas Study, Derby, UK (1-4 cr.)** Students participating in the exchange program with the University of Derby, UK, must register for sections of this course to receive credit for their work at the partner institution. The title of the course taken at Derby will appear on the student's transcript under this course number. Consent of instructor required.
- **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.
- **AMST-B 497 Overseas Study, Newcastle, UK (1-5 cr.)** Students participating in the exchange program with the Newcastle University, UK, must register for sections of this course to receive credit for their work at the partner institution. The title of the course taken at Newcastle will appear on the student's transcript under this course number. Consent of instructor required.

Anthropology

Minor in Anthropology

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. 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.

A **minor in Anthropology (ANTH)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

Introductory Anthropology courses (6 credits):

- ANTH-A 103: Human Origins and Prehistory (or ANTH-A 303) (3 cr.)

- ANTH-A 104: Introduction to Cultural Anthropology (or ANTH-A 304) (3 cr.)

Three other courses in Anthropology at the 300-400 level (9 credits):

Chosen in consultation with your faculty mentor, courses that may be selected to complete the minor include:

- ANTH-A 360: Development of Anthropological Thought (3 cr.)
- ANTH-A 460: Topics in Anthropology (variable title) (3 cr.); recently offered: Anthropology & Social Issues, Forensic Anthropology, Indigenous People & Film, Issues in Cultural Heritage, Lost Tribes & Ancient Astronauts, Museums & Indigenous People
- ANTH-A 494: Practicum in Applied Anthropology (3 cr.)
- ANTH-A 495: Independent Studies in Anthropology (3 cr.)
- ANTH-B 426: Human Osteology (3 cr.)
- ANTH-B 468: Bioarchaeology (3 cr.)
- ANTH-B 474: Forensic Anthropology, Archaeology and Taphonomy (3 cr.)
- ANTH-B 480: Human Growth and Development (3 cr.)
- ANTH-E 320: Indians of North America (3 cr.)
- ANTH-E 335: Ancient Civilization of Mesoamerica (3 cr.)
- ANTH-E 353: Global Migration (3 cr.)
- ANTH-E 380: Urban Anthropology (3 cr.)
- ANTH-E 391: Women in Developing Countries (3 cr.)
- ANTH-E 402: Gender in Cross-Cultural Perspective (3 cr.)
- ANTH-E 404: Field Methods in Ethnography (3 cr.)
- ANTH-E 411: Wealth, Exchange, and Power in Anthropological Perspective (3 cr.)
- ANTH-E 445: Medical Anthropology (3 cr.)
- ANTH-E 457: Ethnic Identity (3 cr.)
- ANTH-P 330: Historical Archaeology (3 cr.)
- ANTH-P 340: Modern Material Culture (3 cr.)
- ANTH-P 396: The Rise of Civilization (3 cr.)
- ANTH-P 402: Archaeological Method and Theory (3 cr.)
- ANTH-P 405: Fieldwork in Archaeology (1-8 cr.)
- ANTH-P 406: Laboratory Methods in Archaeology (1-6 cr.)

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Minor in 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.

A **minor in Arabic and Islamic Studies (NELC)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- choice of either Track 1 or Track 2,
- students cannot “double count” any courses toward the fifteen required credits,
- 6 credits must be completed at IUPUI,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

Track 1: Arabic Language Concentration

- 12 credits in Arabic Language chosen from Category A
- 3 credits chosen from Category B

OR

Track 2: Islamic Civilization Concentration

- 6 credits in Arabic Language chosen from Category A
- 3 credits chosen from Category B
- 6 credits chosen from Category C

Category A:

- NELC-A 200: Intermediate Arabic I (3 cr.)
- NELC-A 250: Intermediate Arabic II (3 cr.)
- NELC-A 300: Advanced Arabic I (3 cr.)
- NELC-A 350: Advanced Arabic II (3 cr.)

Category B:

- REL-R 257: Introduction to Islam (3 cr.)
- REL-R 304: Islamic Beginnings (3 cr.)
- REL-R 305: Islam and Modernity (3 cr.)
- REL-R 309: Contemporary Middle East (offered as part of Jordan Study Abroad) (3 cr.)
- REL-R 370: Islam in America (3 cr.)

Category C:

- ANTH-E 300: Culture Areas and Ethnic Groups: Cultures of the Middle East (3 cr.)
- NELC-F 360: Women and Islam
- HER-H 220: Arabic Calligraphy

- HER-H 304: The Islamic City
- HIST-H 425: Topics in History: Middle East History (3 cr.)
- POLS-Y 339: Middle Eastern Politics (3 cr.)
- POLS-Y 380: Selected Topics in Democratic Government: Politics of Islam (3 cr.)
- REL-R 257: Introduction to Islam (3 cr.)
- REL-R 304: Islamic Beginnings (3 cr.)
- REL-R 305: Islam and Modernity (3 cr.)
- NELC-N302/REL-R 309: Contemporary Middle East (offered as part of Jordan Study Abroad) (3 cr.)
- REL-R 370: Islam in America (3 cr.)
- WLAC-F 400: Islam, Gender, and Conflicts (3 cr.)

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Chinese Studies

Minor in Chinese Studies

The minor in Chinese Studies takes a comparative approach to the study of Chinese language and culture (or cinema, literature), history, or society, emphasizing the diversity of Chinese culture and great social changes. Students complete first-year Chinese language courses and then choose from a list of courses to complete the 15 credits required for the minor. Students also have the opportunity to apply for the IUPUI Summer Abroad in Guangzhou, China.

A **minor in Chinese Studies (EALC)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- Students cannot double count any course toward the 15 credit hours required for the minor.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Prerequisites:

Completion of first-year Chinese language courses (EALC-C 131 & 132: Basic Chinese, 8 credits total at IUPUI) or demonstration of the same level language proficiency.

Minor Requirements:

Chinese language, at least 3 credits required, chosen from:

- EALC-C 201: Second-Year Chinese I (3 cr.)
- EALC-C 202: Second-Year Chinese II (3 cr.)
- EALC-C 301: Third- Year Chinese I (3 cr.)
- EALC-C 302: Third-Year Chinese II (3 cr.)
- EALC-C 320: Business Chinese (3 cr.)
- EALC-C 401: Fourth Year Chinese I (3 cr.)
- EALC-C 402: Fourth Year Chinese II (3 cr.)
- EALC-C 495: Improve Chinese Proficiency through Chinese Linguistics and Translation (1-3 cr.)
- OVST-C 490: Study Abroad in China (4 cr.)

Chinese culture (or cinema, literature), at least 3 credits required, chosen from:

- EALC-E 232: China Past and Present: Culture in Continuing Evolution (3 cr.)
- EALC-E 282: East Asian Calligraphy(3 cr.)
- EALC-E 301: Chinese Language and Culture (3 cr.)
- EALC-E 331: Traditional Chinese Literature (3 cr.)
- EALC-E 333: Studies in Chinese Cinema (3 cr.)
- EALC-E 334: Contemporary Chinese Cinema (3 cr.)
- EALC-E 335: Studies in Chinese Martial Arts Culture (3 cr.)
- EALC-E 351: Studies in East Asian Culture (3 cr.)*
- EALC-E 396: East Asian Culture and Civilization: the I Ching (3 cr.)
- EALC-E 397: Traditional Chinese Medicine (3 cr.)

Chinese language, culture (or cinema, literature), history, or society, at least 9 credits requested, chosen from:

- EALC-C 201: Second-Year Chinese I (3 cr.)
- EALC-C 202: Second-Year Chinese II (3 cr.)
- EALC-C 301: Third-Year Chinese I (3 cr.)
- EALC-C 302: Third-Year Chinese II (3 cr.)
- EALC-C 320: Business Chinese (3 cr.)
- EALC-C 401: Fourth Year Chinese I (3 cr.)
- EALC-C 402: Fourth Year Chinese II (3 cr.)
- EALC C 495: Improve Chinese Proficiency through Chinese Linguistics and Translation (1-3 cr.)
- EALC-E 232: China Past and Present: Culture in Continuing Evolution (3 cr.)
- EALC-E 282: East Asian Calligraphy (3 cr.)
- EALC-E 301: Chinese Language and Culture (3 cr.)
- EALC-E 331: Traditional Chinese Literature (3 cr.)
- EALC-E 333: Studies in Chinese Cinema (3 cr.)
- EALC- E 334: Contemporary Chinese Cinema (3 cr.)
- EALC-E 335: Studies in Chinese Martial Arts Culture (3 cr.)
- EALC-E 351: Studies in East Asian Culture (3 cr.)
- EALC-E 396: East Asian Culture and Civilization: the I Ching (3 cr.)
- EALC-E 397: Traditional Chinese Medicine (3 cr.)
- HIST-G 461: Imperial China (3cr.)
- HIST-G 485: Modern China (3 cr.)
- HIST-H 421: Topics in African, Asian, or Latin American History (3 cr.)*
- HPER-E 148: T'ai Chi Ch'uan (1 cr.)
- OVST-C 490: Study Abroad in China (4 cr.)

- SOC-R 495: Topics in Sociology: Sociological Study of China (3 cr.)

*Please note: EALC-E 351: Studies in East Asian Culture must focus on Chinese culture and HIST-H 421: 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 of the Chinese language.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Classical Studies

Minor in Classical Studies

A minor in Classical Studies can be a distinctive complement to many majors, signaling critical thinking skills, an ability to work with complex and challenging data sets, and an appreciation for and understanding of intercultural dynamics. It is also a chance to delve deeper into the study of the ancient world and how it continues to affect our world today.

A **minor in Classical Studies (CLAS)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course, a minimum of 6 credit hours must be taken on the IUPUI campus,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

15 credit hours in classical studies 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 cultures).

- 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 (such as History and Philosophy).

Choose from the following courses:

- CLAS–A 301: Classical Archaeology (3 cr.)
- CLAS–A 418: Myth and Reality in Greek Art (3 cr.)
- CLAS-B 311: Sex and Gender in the Ancient World (1 cr.)
- CLAS-B 312: Plague, Disasters, and Death in the Ancient World (1 cr.)
- CLAS-B 313: Extraordinary Women in the Ancient World (1 cr.)
- CLAS-B 314: The Environment and the Ancient World (1 cr.)
- CLAS-C 101: Ancient Greek Culture (3 cr.)
- CALS-C 102: Roman Culture (3 cr.)
- CLAS–C 205: Classical Mythology (3 cr.)
- CLAS-C 210: Ancient Medicine and Modern Terminology (2-3 cr.)
- CLAS–C 213: Sport and Competition in the Ancient World (3 cr.)
- CLAS–C 351: Change and Innovation in Greece (3 cr.)
- CLAS–C 361: Ancient Roman Revolutions (3 cr.)
- CLAS–C 386: Greek History (3 cr.)
- CLAS-C 387: Roman History (3 cr.)
- CLAS–C 396: Classical Studies Abroad (1-9 cr.)
- CLAS–C 413: The Art and Archaeology of Greece (3 cr.)
- CLAS–C 414: The Art and Archaeology of the Roman World (3 cr.)
- CLAS–C 491: Topics in Classical Studies (3 cr.)
- CLAS–C 495: Individual Reading in Classics (1-3 cr.)
- CLAS-D 470: Classics in Focus Euripides' Medea (1 cr.)
- CLAS–L 131: Beginning Latin I (5 cr.)
- CLAS–L 132: Beginning Latin II (5 cr.)
- CLAS–L 200: Second-Year Latin I (3 cr.)
- CLAS–L 250: Second-Year Latin II (3 cr.)

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Communication Studies

Minor in Communication Studies

The Communication Arts minor is a generalist minor for anyone wishing an acquaintance with liberal arts from a communication perspective. 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.

A **minor in Communication Studies (COMM)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- 9 credits must be completed at IUPUI,6 credits must be from the 300-level or higher,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html
- Communication Studies majors cannoy complete this minor.

Minor Requirements:

- COMM-C 180: Interpersonal Communication (3 cr.) OR
- COMM-M 150: Mass Media and Contemporary Society (3 cr.)

12 additional hours, which should be elected in consultation with, or approved by, a departmental academic advisor. Note the credit hours must be from at least two areas within the department curriculum (areas prefixed C, M, R, and T).

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

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: ANTH-A 103 and ANTH-A 104.
- 6 credits hours of general courses on diversity, through two of the following courses: ANTH-B 370, ANTH-E 402, and ANTH-E 457.
- 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.

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Ditigal Humanities

The **minor in Digital Humanities** facilitates the practice and mastery of the core values of humanistic education with the skills of computing and information science in the environment of visual communication and the digital arts. By completing a minor that unites these three areas (humanities, informatics and computing, and the arts) students will be prepared to understand technologies that they will use—hardware, software, and processes—not just as functional objects but also as objects of humanistic and artistic design.
Required Digital Humanities Courses (10 credits):

- HIST-H 195: Introduction to Digital Humanities (3 cr.)
- HER-H 281: Digital Humanities Seminar in Digital Art and Design (3 cr.)
- INFO-I 101: Introduction to Informatics (4 cr.)

HIST-H 195 is approved for the Arts and Humanities component of the General Education core. INFO-I 101 is approved for the Analytical Reasoning, List B and component of the General Education core.

Elective Courses (6 cr.) Select two courses from outside your major:
Humanities

- AMST-A 303: American Cyber Identity (3 cr.)
- COMM-M 150: Mass Media and Society (3 cr.)
- COMM-M 215: Media Literacy (3 cr.)
- ENG-W 315: Writing for the Web (3 cr.)
- ENG-W 318: Finding Your E-Voice (3 cr.)
- ENG-W 412: Literacy and Technology (3 cr.)
- GEOG-G 337: Cartography and Graphics (3 cr.)
- GEOG-G 439: Seminar in Geographic Information Science (3 cr.)

Informatics and Information Science

- INFO-I 210: Information Infrastructure (4 cr.)
- INFO-I 223: Introduction to Data Science (3 cr.)
- INFO-I 270: Introduction to Human-Computer Interaction: Principles and Practices (3 cr.)
- INFO-I 421: Applications of Data Mining (3 cr., prerequisite: INFO-I 223)
- LIS-S 223: Genealogy and Local History Resources (3 cr.)
- LIS-S 282: Digital Preservation (3 cr.)
- LIS-S 303: Organization and Representation of Knowledge and Information (3 cr.)
- LIS-S 321: Humanities Information (3 cr.)
- LIS-S 352: Digital Libraries (3 cr.)

Media Arts

- NEWM-N 115: Introduction to Multi-Device Web Development (3 cr.)
- NEWM-N 202: Digital Storytelling (3 cr.)
- NEWM-N 253: Introduction to Digital Video (3 cr., prerequisite: INFO-N 202)
- NEWM-N 243: Introduction to 3D (3 cr.)
- NEWM-N 343: Hard Surface 3D Modeling (3 cr., prerequisite: INFO-N 243)
- NEWM-N 449: 3D Prototyping for Visualization and Abstraction (3 cr.)

Students must earn a C or higher in each course to graduate with the Digital Humanities minor.

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Economics

Minor in 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.

A **minor in Economics (ECON)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- nine (9) credit hours of the minor must be completed at IUPUI,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- ECON-E 201: Introduction to Microeconomics (3 cr.)
- ECON-E 202: Introduction to Macroeconomics (3 cr.) (Prerequisite for this course is E 201.)

Three 300- or 400-level courses (9 cr.)

- (ECON-E 270 (3 cr.) may be substituted for one of the 300- to 400-level courses.)
- ECON-E 337: Economic Development (3 cr.)
- ECON-E 375: Mathematical Economics (3 cr.)
- ECON-E 387: Health Economics (3 cr.)
- ECON-E 406: Senior Seminar (3 cr.)
- ECON-E 408: Undergraduate Readings in Economics (3 cr.)
- ECON-E 410: Selected Topics in U.S. Economic History (3 cr.)
- ECON-E 420: History of Economic Thought (3 cr.)
- ECON-E 470: Introduction to Econometrics (3 cr.)
- ECON-E 303: Survey of International Economics (3 cr.)
- ECON-E 304: Survey of Labor Economics (3 cr.)
- ECON-E 305: Money and Banking (3 cr.)
- ECON-E 307: Current Economic Issues (3 cr.)
- ECON-E 321: Intermediate Microeconomic Theory (3 cr.)
- ECON-E 322: Intermediate Macroeconomic Theory (3 cr.)

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

English

General English Minor

The general English minor is designed for students who are not majoring in English but who want broad experience across the fields of the discipline, including creative writing, film studies, language and linguistics, literature, and writing and literacy.

A minor in English (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.

- Completion of 15 credit hours, with a minimum grade of C in each course.
- All courses must be at the 200 level or above.
- At least 9 credit hours must be at the 300 level or above.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Electives:
Choose 15 credit hours from the following:

Courses in Creative Writing (ENG-W)

Courses in Film Studies (FILM-C)

Courses in Linguistics (ENG-Z)

Courses in Literature (ENG-L)
Courses in Professional and Public Writing (ENG-W)

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

French

Minor in French

The primary goal of the program in French at IUPUI is to assist students in achieving linguistic and cultural proficiency in French and Francophone settings. To support this goal, the program offers a variety of courses from the introductory to the advanced undergraduate levels in language & linguistics, culture & literature, and applied areas (translation & Business French).

Considering that French is spoken on all five continents, and that the number of people who speak it has tripled in the last fifty years, a major in French has never been more desirable in the workplace. French is not only one of the main languages of the European Union and many other international bodies, including the Olympic Committee; it is also dominant in science, engineering, and technology. The French program broadens students' cultural horizons by giving them direct access to the fields of philosophy, literature, history and music, and it also prepares them for a variety of careers in international business communication, translation, tourism, education, and technology, to name a few.

A **minor in French (FREN)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- completion of at least 6 credits hours at IUPUI
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- FREN-F 203: Second-Year French I (3 cr.)
- FREN-F 204: Second-Year French II (3 cr.)

One Language course (3 cr.)

- FREN-F 328: Advanced French Grammar and Composition
- FREN-F 330: Introduction to Translation
- FREN-F 336: Structure of French
- FREN-F 396: French Study Abroad*
- FREN-F 402: Introduction to French Linguistics
- FREN-F 421: Fourth-Year French

One Oral Production course (3 cr.)

- FREN-F 315: Conversation and Diction I
- FREN-F 316: Conversation and Diction II
- FREN-F 331: French Pronunciation and Diction
- FREN-F 380: French Conversation
- FREN-F 396: French Study Abroad*
- FREN-F 480: French Conversation

One Culture course (3 cr.)

- FREN-F 300: Lectures et analyses littéraries
- FREN-F 307: Masterpieces of French Literature
- FREN-F 326: French in the Business World
- FREN-F 334: French for the Medical and Technical World
- FREN-F 350: Topics in Francophone Culture
- FREN-F 352: Culture, Société, Langue et Littérature au Québec
- FREN-F 360: Intro. socio-culturelle à la France
- FREN-F 391: Studies in French Cinema
- FREN-F 396: French Study Abroad*
- FREN-F 434: Advanced French for the Medical and Technical World
- FREN-F 450: Colloquium in French Studies
- FREN-F 451: Le francais des affaires
- FREN-F 452: La Civilisation et littérature québécoises
- FREN-F 460: French Fiction in Film
- FREN-F 461: La France Contemporaine

*may apply towards one area only

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competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Geography

Minor in Geography

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 consciousness; 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.

A **minor in Geography (GEOG)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- GEOG-G 107: Physical Systems of the Environment (3 cr.)

AND

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

OR

- GEOG-G 130: World Geography (3 cr.)

The remaining 9 credit hours may be selected from any geography course at the 300 level or above.

Select from the following (3 cr. each):

- GEOG-G 302: Introduction to Transportation Analysis
- GEOG-G 303: Weather and Climate
- GEOG-G 305: Environmental Change: Nature and Impact
- GEOG-G 307: Biogeography: The Distribution of Life
- GEOG-G 309: Frontiers in Geographic Thought
- GEOG-G 310: Human Impact on Environment
- GEOG-G 311: Introduction to Research Methods in Geography
- GEOG-G 314: Urban Geography
- GEOG-G 315: Environmental Conservation
- GEOG-G 321: Geography of Europe
- GEOG-G 323: Geography of Latin America
- GEOG-G 324: Geography of the Caribbean
- GEOG-G 326: Geography of North America
- GEOG-G 327: Geography of Indiana
- GEOG-G 328: Rural Landscapes of North America
- GEOG-G 330: North American House Types
- GEOG-G 331: Economic Geography
- GEOG-G 334: Field Geography of North America
- GEOG-G 336: Introduction to Remote Sensing and Air Photo Interpretation
- GEOG-G 337: Computer Cartography and Graphics
- GEOG-G 338: Introduction to Geographic Information Systems
- GEOG-G 345: Field Study in Geography
- GEOG-G 355: Political Geography
- GEOG-G 360: Geography of Wine
- GEOG-G 363: Landscapes and Cultures of the Caribbean
- GEOG-G 390: Topics in Geography: Variable Regional Focus
- GEOG-G 404: Soils Geography
- GEOG-G 418: Historical Geography
- GEOG-G 421: Environments of Tropical Lands
- GEOG-G 424: Geography of Africa
- GEOG-G 436: Advanced Remote Sensing: Digital Image Processing
- GEOG-G 438: Advanced Geographic Information Systems
- GEOG-G 439: Seminar in Geographic Information Science
- GEOG-G 446: Cultural Biogeography
- GEOG-G 460: Geography Internship
- GEOG-G 475: Climate Change
- GEOG-G 488: Applied Spatial Statistics

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German

Minor in German

German is spoken by one hundred million people in Germany, Austria, Switzerland, Luxemburg and Liechtenstein. It is one of the principal languages of the European Union and an important language for the fields of philosophy, history and music, as well as for science, engineering and technology. 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.

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.

A **minor in German (GER)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- completion of 15 credit hours, with a minimum grade of C in each course.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- GER-G 203: Second Year German I (3 cr.)
- GER-G 204: Second Year German II (3 cr.)
- GER-G 300: Fifth Semester German (3 cr.) or GER-G 340 Schreiben und Sprechen (3 cr.)

6 credit hours from courses at the 300- or 400- level taught in German

Select from the following:

- GER-G 331: Business German (3 cr.)
- GER-G 333: German Translation Practice (3 cr.)
- GER-G 340: Deutsch: Schreiben und Sprechen (3 cr.)
- GER-G 355: Theater Spielen (3 cr.)
- GER-G 365: Deutsche Kultur Heute (3 cr.)
- GER-G 371: Der deutsche Film (3 cr.)
- GER-G 401: Deutsche Kultur in Amerika (3 cr.)
- GER-G 407: Knights, God , and the Devil (3 cr.)
- GER-G 408: Love, Nature, and the Age of Romanticism (3 cr.)
- GER-G 409: German Myths, Fairy Tales, and Social Transformation (3 cr.)
- GER-G 410: Language and Identity in Modern German Literature (3 cr.)
- GER-G 423: The Craft of Translation (3 cr.)
- GER-G 431: Advanced Business German (3 cr.)
- GER-G 445: Oberstufe: Grammatik (3 cr.)
- GER-G 465: Structure of German (3 cr.)
- GER-G 490: Das deutsche Kolloquium (3 cr.)
- GER-G 493: Internship in German (1-6 cr.)

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Global and International Studies

Minor in Global and International Studies

The world is becoming a smaller place in which to live, and the interdependence of our political, cultural and economic systems is growing by the day. Locally, Indiana's economic health is increasingly tied to foreign investment and exports of agricultural, life science, or automotive products. The 'Crossroads of America' is now a major international freight hub. Record numbers of immigrants from places like Mexico, South Asia, and West Africa are transforming our cultural landscape. Meanwhile, Hoosiers are serving abroad in the military, in the Peace Corps or as members of the international business community. To prepare students for life and careers in an increasingly globalized world, the School of Liberal Arts offers a minor in Global and International Studies.

Requirements for the minor neatly complement most majors at IUPUI. The 100- and 200-level courses satisfy General Education requirements for Cultural Understanding, Social Sciences, and Arts & Humanities, while most electives count towards students' major requirements. Students may also apply credits hours earned through study abroad programs towards the Electives requirements. Taken together, the inter-disciplinary courses help students develop a broad awareness of the major cultural, political, and economic forces at work in the twenty-first century, better equipping you to pursue a professional career or graduate studies in an interdependent world.

A **minor in Global and International Studies (INTL)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements

- INTL-I 100: Introduction to International Studies (3 cr.)

"Windows on the World" requirement (3 cr.) from one of the following courses:

- ANTH-A 104: Introduction to Cultural Anthropology (3 cr.)
- GEOG-G 130: Introduction to World Geography (3 cr.)

- HIST-H 109: Perspectives on the World since 1800 (3 cr.)
- POLS-Y 219: Introduction to International Relations (3 cr.)
- REL-R 133: Introduction to Religion (3 cr.)

Electives (9 cr.)

Electives are selected from any of the five regional or six thematic concentrations found on our Global and International Studies Course List. The three courses must come from at least two different departments. Students might wish to complete these 9 credits from one of the specific regional or thematic concentrations to facilitate transferring to the major later (if interested). Completing the courses from one area or thematic concentration is not, however, required for the minor. Students may also apply credit hours earned through university-approved study abroad programs as long as the courses include global learning content. Foreign language courses may not be applied towards the minor.

The Global and International Studies Course List by Regional and Thematic Concentrations is available at our program website under the Courses tab (add this link: https://liberalarts.iupui.edu/international/pages/courses/index.php

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

History

Minor in History

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. 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.

A **minor in History (HIST)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- 6 credits must be completed at IUPUI
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

6 credit hours at the 100 level chosen from:

- HIST-H 105: American History I (3 cr.)
- HIST-H 106: American History II (3 cr.)
- HIST-H 108: Perspectives on the World to 1800 (3 cr.)
- HIST-H 109: Perspectives on the World since 1800 (3 cr.)
- HIST-H 113: Western Civilization I (3 cr.)
- HIST-H 114: Western Civilization II (3 cr.)

9 credit hours at the 200-400 level (of which at least 6 are at the 300-400 level) distributed across at least 2 of the regional or thematic course concentrations offered by our department (please consult your history advisor for more information about these concentrations and the courses that count towards them). Some examples of these concentrations are:

- S. History (HIST-A)
- European History (HIST-B, C, D)
- World History (HIST-E, F, G)

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Japanese

Minor in Japanese Studies

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.

A **minor in Japanese Studies (EALC)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- All course work must be at the 200 level or above.
- 6 credits must be at the 300 level or above.
- A minimum of 6 credit hours must be taken on the IUPUI campus
- to declare the minor, complete the School of Liberal Arts online declaration form: https://

liberalarts.iupui.edu/admissions/update-major-form.html

Prerequisites:

Completion of first-year college Japanese or equivalent (EALC-J 131 and J 132: Beginning Japanese I-II, 4 credits each at IUPUI).

Minor Requirements-choose 5 courses (15 cr.):

- EALC-E 231: Japan: The Living Tradition (3 cr.)
- EALC-E 351: Studies in East Asian Culture (3-6 cr.)
- EALC-E 384: East Asian Nationalism and Cultural Identity (3 cr.)
- EALC-J 201: Second-Year Japanese I (3 cr.)
- EALC-J 202: Second-Year Japanese II (3 cr.)
- EALC-J 301: Third-Year Japanese I (3 cr.)
- EALC-J 302: Third-Year Japanese II (3 cr.)
- EALC-J 330: Business Japanese (3 cr.)
- EALC-J 401: Fourth-Year Japanese I (3 cr.)
- EALC-J 402: Fourth-Year Japanese II (3 cr.)
- EALC-J 495: Japanese Translation Seminar (3 cr.)
- EALC-J 498: Individual Studies in Japanese (1-3 cr.)

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Latino Studies

Minor in Latino Studies

The minor in Latino Studies (LATS) will prepare students to examine the history and culture of Latinos in the United States and to connect current trends of this US population with perspectives from other schools, departments, and programs. Students will explore the challenges facing the Latino community and the ways in which the community uses its numbers and cultural capital to address these challenges. Also, this new minor will provide the opportunity to directly study the Latino culture and the dramatic demographic and cultural change currently occurring in the United States. Hispanics are now the fastest-growing minority in the country. This minor will take advantage of the influx of Latinos in central Indiana and the prominence of IUPUI as an urban university dedicated to pluralism and internationalization.

A minor in Latino Studies will allow students to examine significant issues in this field under the supervision of a group of experts and reinforce this learning with materials from one of the most impressive libraries in the country. In addition, students will broaden their perspectives through participation in community and civic engagement activities, study abroad programs in Latin America, and exposure to the cultural and artistic products of Latinos. As importantly, connections with the Center on Philanthropy, the Payton Philanthropic Studies Library, and the School of Public and Environmental Affairs will prepare the student for work in the non-profit sector.

A **minor in Latino Studies (LATS)** requires satisfactory completion of the following:

- Completion of a total of 15 credit hours, with a minimum grade of C in each course.
- Proficiency in Spanish or Portuguese (determined by receiving credit through the 204+ level coursework or by taking a placement test).
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

Required courses (9 credit hours/ 3 courses):

- LATS-L 101: Introduction to Latino Studies (3 cr.)
- LATS-L 228: US/ Latino Identity (3 cr.)
- LATS-L 350: Contemporary Issues in Latino Studies: Latinos in the US: Origins and Prospects (3 cr.)

Elective courses (6 credit hours/ 2 courses)

In consultation with the program director, students may choose two elective courses from a growing list of approved interdisciplinary courses spanning a broad array of related courses on campus, which include:

- AFRO-A 202: The West and the African Diaspora
- AMST-A 301: The Question of American Identity
- AMST-A 302: The Question of American Community
- AMST-A 303: Topics in American Studies
- ANTH-A 460: Topics in Anthropology
- ANTH-E 300: Cultures of Mexico and Central America
- ANTH-E 384: The African Diaspora
- ANTH-E 403: Women of Color in the U.S.
- ANTH-E 457: Ethic Identity
- ANTH-L 401: Language, Power, and Gender
- COMM-C 180: Introduction to Interpersonal Communications
- COMM-G 400: Health Provider-Consumer Communication
- COMM-C 482: Inter-Cultural Communication
- ECON-E 101: Survey of Current Economic Issues and Problems
- ECON-E 307: Current Economic Issues
- EDUC-E 201: Multicultural Education and Global Awareness
- EDUC-M 317: Student Commonality and Diversity
- ENG-L 379: Ethic Minority Literature of the U.S.
- ENG-W 366: Written Englishes: Living Cultural Realities
- GEOG-G 323: Geography of Latin America
- GEOG-G 324: Geography of the Caribbean
- GEOG-G 363: Landscapes and Cultures of the Caribbean
- HER-H 300: Black Visual Artists
- HIST-A 421: Topics in U.S. History

- HIST-A 352: History of Latinos in the U.S.
- HIST-F 341: Latin America: Conquest and Empire
- HIST-F 342: Latin America: Evolution and Revolution Since Independence
- HIST-F 346: Modern Mexico
- HIST-F 347: History of the U.S.-Latin American Relations
- INTL-I 100: Introduction to International Studies
- INTL-I 415: Individual Readings in International Studies
- JOUR-J 475: Race, Gender and the Media
- LSTU-L 385: Class, Gender and Race
- PHIL-P 323 Society and State in the Modern World
- PHST-P 105: Giving and Volunteering in America
- PHST-P 201: Traditions and Practice in Philanthropic Studies
- PHST-P 210: Philanthropy and the Social Sciences
- PHST-P 211: Philanthropy and the Humanities
- PHST-P 212: Philanthropy and Civic Engagement
- POLS-Y 337: Latin American Politics
- POLS-Y 377: Globalization
- REL-R 328: Religions of the African Diaspora
- REL-R 400: Studies in Religion
- SHRS-W 250: Health and Rehabilitation Systems across the World
- SHRS-W 460: Global Perspectives in Nutrition, Health, Disease and Disability
- SOC-R 121: Social Problems
- SOC-R 461: Race and Ethnic Relations
- SPAN-S 231: Spanish-American Fiction in Translation
- SPAN-S 323: Introduction to Translating Spanish and English
- SPAN-S 360: Introduction to Hispanic Literature
- SPAN-S 363: Introduction to Hispanic Culture
- SPAN-S 412: Latin American Culture and Civilization
- SPAN-S 423: The Craft of Translation
- SPAN-S 440: Hispanic Sociolinguistics
- SPAN-S 470: Women and Hispanic Literature
- SPAN-S 472: Spanish-American Literature
- SPAN-S 477: Twentieth-Century Spanish-American Prose Fiction
- SPEA-V 221: Nonprofit and Voluntary Sector
- SPEA-J 275: Diversity Issues in Criminal Justice
- SPEA-V 362: Nonprofit Management and Leadership
- SPEA-V 380: Internship in Public and Environmental Affairs
- SWK-S 100: Understanding Diversity in a Pluralistic Society
- SWK-S 300: Global Society: Human, Economic, Social, and Political Issues
- SWK-S 300: Latin American Issues in a Global Society
- TCEM-T 234: Cultural Heritage Tourism
- TCEM-T 483: Ecotourism

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Legal Studies Minor

Minor in Legal Studies

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.

A **minor in Legal Studies (POLS)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- course work must be completed in more than one department or program,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- POLS-Y 211: Introduction to Law

Additional Courses (12 cr.)-choose four of the following**:**

- AMST-A 303: Topics in American Studies- Law and American Culture*
- HIST-A 325: American Constitutional History I
- HIST-A 326: American Constitutional History II
- HIST-A 327: American Legal History I
- HPER-P 411: Legal Issues in Sports Settings
- JOUR-J 300: Communications Law
- PHIL-P 375: Philosophy of Law
- POLS-Y 304: Constitutional Law
- POLS-Y 305: Constitutional Rights and Liberties
- POLS-Y 320: Judicial Politics
- POLS-Y 367: International Law
- PSY-B 375: Psychology and Law
- SPEA-V 376: Law and Public Policy
- SPEA-V 408: Community and the Constitution
- WGSS-W 300/POLS-Y 300: Topics in Women's Studies: Women and the Law*

*These course numbers are also used for other course titles, which do not count toward the minor. Only the course number and title combinations shown here are approved to count toward the minor. Some of these courses are offered only occasionally.

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Medical Humanities and Health Studies

Minor in Medical Humanities and Health Studies

The interdisciplinary minor in medical humanities and health studies seeks to promote an increased awareness of the human, 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. Relevant issues to be addressed during the course of study in the minor include human values and ethics in decision making; patient care as an art form and scientific endeavor; impact of ecology and economy upon health care practice; the relationship between cultural and social systems and public health and access to 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 human dimensions of patient care, the meanings of suffering, illness, and dying; and technology's role in improving care but creating a legacy of patient dehumanization.

A **minor in Medical Humanities and Health Studies (MHHS)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- no more than two (2) courses in any one disciplinary area (except MHHS)
- only one (1) course can be double-counted for the MHHS minor and another minor or major, unless formally established exceptions have been granted,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- MHHS-M 301: Perspectives on Health, Disease, and Healing (3 cr.)

3 credits from the Humanities Perspectives on Health Care, chosen from the following:

- COMM-C 392: Health Communication (3 cr.)
- COMM-C 410: Health Provider–Consumer Communication (3 cr.)
- ENG-L 431: TOPICS: Illness Narrative (3 cr.)
- HIST-H 364: History of Medicine and Public Health (3 cr.)
- HIST-H 374: History of Science and Technology II (3 cr.)
- HIST-H 418: History of Humanitarian Assistance (3 cr.)
- MHHS-M 420: Culture of Mental Illness
- MHHS-M 492: Perspectives on Medicine in Film
- MHHS-M 492: Literature of Addiction
- PHIL-P 393: Biomedical Ethics (3 cr.)
- REL-R 368: Religion and Healing (3 cr.)
- REL-R 384: Religions, Ethics and Health (3 cr.)
- SOC-R 327: Sociology of Death and Dying (3 cr.)

3 credits from the Health Social Science course, chosen from the following:

- ANTH-A 460: Bioarcheology
- ANTH-A 460: Forensic Anthropology
- ANTH-B 370: Human Variation (3 cr.)
- ANTH-B 480: Human Growth and Development (3 cr.)
- ANTH-E 421: The Anthropology of Aging (3 cr.)
- ANTH-E 445: Medical Anthropology (3 cr.)
- ECON-E 307: Health Economics (3 cr.)
- ECON-E 387: Health Economics (3 cr.)
- GEOG-G 410: Medical Geography (3 cr.)
- SOC-R 321: Women and Health (3 cr.)
- SOC-R 381: Social Factors in Health and Illness (3 cr.)
- SOC-R 382: Social Organization of Health Care (3 cr.)
- SOC-R 385: AIDS and Society (3 cr.)
- SOC-R 410: Alcohol, Drugs, and Society (3 cr.)
- SOC-R 415: Sociology of Disability (3 cr.)
- SOC-R 485: Sociology of Mental Illness (3 cr.)

3 credits chosen from the above categories or from the following electives:

- MHHS-M 201: Introduction to Medical Humanities and Health Studies (3 cr.) **OR** a course chosen from the above lists.

AND a second Upper-level MHHS-M course (3 cr.)

- MHHS-M 420: Culture of Mental Illness
- MHHS-M 492: Topics in Medical Humanities and Health Studies (3 cr.)
- MHHS-M 498: Readings in Medical Humanities and Health Studies (1-3 cr.)
- MHHS-M 420: Culture of Mental Illness
- MHHS-M 492: Perspectives on Medicine in Film
- MHHS-M 492: Literature of Addiction

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undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Medical Sociology

Minor in Sociology, Medical

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.

A **minor in Medical Sociology (SOC)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- no more than one course may "double count" toward multiple minors.
- 6 credits must be completed at IUPUI.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- SOC-R 100: Introduction to Sociology (3 cr.)

AND

- SOC-R 381: Social Factors in Health and Illness (3 cr.)

OR

- SOC-R 382: Social Organization of Health Care (3 cr.)

9 additional credit hours of sociology courses selected from the following:

- SOC-R 320: Sexuality and Society (3 cr.)
- SOC-R 321: Women and Health (3 cr.)
- SOC-R 327: Sociology of Death and Dying (3 cr.)
- SOC-R 385: AIDS and Society (3 cr.)
- SOC-R 415: Sociology of Disability (3 cr.)
- SOC-R 485: Sociology of Mental Illness (3 cr.)

If you would like **more coursework** from the **sociological perspective** than a minor provides, we would encourage you to consider the **Liberal Arts Accelerated Second Degree Advantage**. Talk to an advisor today.

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Native American and Indigenous Studies

Minor in Native American and Indigenous Studies

Students who complete the minor in Native American Studies will develop an intermediate level of knowledge of Native American issues including the culture, history, economic, and political development as well as issues of identity and sovereignty. Students will be able to connect this knowledge with other disciplines and develop an appreciation for other cultures that will help equip them for success in a globalized world.

A **minor in Native American and Indigenous Studies (NAIS)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements (6 cr.):

- NAIS-N 101: Introduction to Native American Studies (3 cr.)
- NAIS-N 396: Seminar of Native American Studies (3 cr.)

Approved Interdisciplinary Courses (9 cr.)-choose four of the following**:**

- ANTH-A 320: Indians of North American
- COMM-C 309: Native American Culture and Communication
- ENG-L 364: Native American Literature
- NAIS-N 309: Native American Culture and Communication
- NAIS-N 320: Indians of North American
- NAIS-N 330: Native American Religions
- NAIS-R 336: Native American Women
- NAIS-N 356: Native American Philosophy
- NAIS-N 364: Native American Literature
- NAIS-N 399: Topics in Native American Studies
- PHIL-P 356: Native American Philosophy
- REL-R 330: Native American Religions

- REL-R 336: Native American Women

Other courses may be approved by the director of the program.

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Philosophy

Minor in Philosophy

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. Students in philosophy 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.

A **minor in Philosophy (PHIL)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

One course from each of at least two of these three groups of basic courses (6 cr.)

- PHIL-P 110: Introduction to Philosophy **OR** PHIL-S 110: Introduction to Philosophy – Honors
- PHIL-P 120: Ethics **OR** PHIL-S 120: Ethics – Honors
- PHIL-P 162: Logic **OR** PHIL-P 265: Introduction to Symbolic Logic

A minimum of 6 credit hours at the 300-400 level. Current course list (3 cr. each)**:**

- PHIL-P 307: Classical Philosophy
- PHIL-P 385: Metaphysics
- PHIL-P314: Modern Philosophy
- PHIL-P 393: Biomedical Ethics
- PHIL-S 314: Philosophy and Modern Times-Honors
- PHIL-P 394: Feminist Philosophy
- PHIL-P 316: Twentieth-Century Philosophy (variable title)
- PHIL-P 414: Philosophy and Culture
- PHIL-P 317: Nineteenth-Century Philosophy
- PHIL-P 418: Seminar in the History of Philosophy (variable title)
- PHIL-P 322: Philosophy of Human Nature
- PHIL-P 433: Social Origins of Philosophy
- PHIL-P 323: Society and State in the Modern World
- PHIL-P 448: Seminar in American Philosophy
- PHIL-P 325: Social Philosophy (variable title)
- PHIL-P 458: American Philosophy
- PHIL-P 326: Ethical Theory
- PHIL-P 468: Seminar in the Philosophy of Mind
- PHIL-P 328: Philosophies of India
- PHIL-P 488: Research in Philosophy I
- PHIL-P 330: Marxist Philosophy
- PHIL-P 489: Research in Philosophy II
- PHIL-P 331: Philosophy of Science
- PHIL-P 334: Buddhist Philosophy

Additional Electives to reach the minimum 15 credits for the minor. Current course list (3 cr. each)

- PHIL-P 335: Phenomenology and Existentialism
- PHIL-P 348: Philosophy and Literature
- PHIL-P 349: Philosophies of China
- PHIL-P 208: Causality and Evidence
- PHIL-P 355: Philosophy of Film
- PHIL-P 237: Environmental Ethics
- PHIL-P 356: American Indian Philosophies
- PHIL-P 280: Philosophical Problems (topics vary)
- PHIL-P 360: Philosophy of Mind
- PHIL-P 365: Intermediate Symbolic Logic
- PHIL-P 367: Philosophy of Art
- PHIL-P 368: Philosophy of Language
- PHIL-P 369: Epistemology
- PHIL-P 371: Philosophy of Religion
- PHIL-P 374: Early Chinese Philosophy
- PHIL-P 375: Philosophy of Law
- PHIL-P 381: Religion and Human Experience
- PHIL-P 382: Philosophy of History
- PHIL-P 383: Topics in Philosophy (topics vary)

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a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Political Science

Political science (POLS) is a social science which deals with systems of governance, and the analysis of political activities, political thoughts and political behavior. It deals extensively with the theory and practice of politics which is commonly thought of as determining of the distribution of power and resources.
A **minor in Political Science (POLS)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course
- Completion of at least 6 of the minor's credit hours must be completed at IUPUI
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

CORE COURSES

Complete two of the following:

- POLS-Y 103: Introduction to American Politics
- POLS-Y 213: Introduction to Public Policy
- POLS-Y 215: Introduction to Political Theory
- POLS-Y 217: Introduction to Comparative Politics
- POLS-Y 219: Introduction to International Relations

Complete any three other Political Science courses, two of which must be 300 or 400-level courses. The third elective may come from the list of Core Courses.
Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Religious Studies

Minor in Religious Studies

Religious Studies explores the diversity and history of the world's religions from the perspectives of the academic study of religion. The history of religions is marked by remarkable change and variety. Studying religions reveals people's deepest desires and beliefs. Our courses explore how religious communities perform worship, shape moral norms and gender roles, wage war and make peace, influence what people eat, how they dress, and how they live and die. Studying religions is also personally meaningful as students and faculty reflect together on big ethical and philosophical questions.

A minor in Religious Studies is flexible to fit students' interests. It complements many areas of study. Students can complete Concentrations in (1) Religion and Health, (2) Religion and International Studies, (3) Religion, Gender, and Sexuality, (4) Religion, Ethics, and Politics, (5) American Religious History and Diversity, and (6) Christianity and Culture. With a minor in Religious Studies, students will develop their skills of critical thinking, cultural analysis, moral imagination, and persuasive writing and oral communication, along with an ability to understand and work with people from different backgrounds.

A **minor in Religious Studies (REL)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours of Religious Studies courses, with a minimum grade of C in each course,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- 3 credits at the 100/ 200 level
- 6 credits at the 300/ 400 level
- 6 credits of any level

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Sociology

Minor in Sociology

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.

A **minor in Sociology (SOC)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, distributed as indicated below, with a minimum grade of C in each course,
- no more than one course may "double count" toward multiple minors,
- 6 credits must be completed at IUPUI,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

- SOC-R 100: Introduction to Sociology (3 cr.)

12 additional credit hours of Sociology courses, with 6 of those credit hours at the 200-400 level

Select from the following courses:

- SOC-R 121: Social Problems (3 cr.)
- SOC-R 234: Social Psychology (3 cr.)
- SOC-R 240: Deviance and Social Control (3 cr.)
- SOC-R 295: Topics in Sociology (3 cr.)
- SOC-R 305: Population (3 cr.)
- SOC-R 312: Sociology of Religion (3 cr.)
- SOC-R 314: Families and Society (3 cr.)
- SOC-R 315: Political Sociology (3 cr.)
- SOC-R 316: Society and Public Opinion (3 cr.)
- SOC-R 317: Sociology of Work (3 cr.)
- SOC-R 320: Sexuality and Society (3 cr.)
- SOC-R 321: Women and Health (3 cr.)
- SOC-R 325: Gender and Society (3 cr.)
- SOC-R 327: Sociology of Death and Dying (3 cr.)
- SOC-R 329: Urban Sociology (3 cr.)
- SOC-R 330: Community (3 cr.)
- SOC-R 333: Sports and Society (3 cr.)
- SOC-R 335: Sociological Perspectives on the Life Course (3 cr.)
- SOC-R 338: Comparative Social Systems (3 cr.)
- SOC-R 344: Juvenile Delinquency and Society (3 cr.)
- SOC-R 345: Crime and Society (3 cr.)
- SOC-R 346: Control of Crime (3 cr.)
- SOC-R 349: Practicum in Victimology (3 cr.)
- SOC-R 351: Social Science Research Methods (3 cr.)
- SOC-R 359: Introduction to Sociological Statistics (3 cr.)
- SOC-R 355: Social Theory
- SOC-R 356: Foundations of Social Theory (3 cr.)
- SOC-R 357: Contemporary Sociological Theory (3 cr.)
- SOC-R 381: Social Factors in Health and Illness (3 cr.)
- SOC-R 382: Social Organization of Health Care (3 cr.)
- SOC-R 385: AIDS in Society (3 cr.)
- SOC-R 410: Alcohol, Drugs and Society (3 cr.)
- SOC-R 415: Sociology of Disability (3 cr.)
- SOC-R 420: Sociology of Education (3 cr.)
- SOC-R 425: Gender and Work (3 cr.)
- SOC-R 430: Families and Social Policy (3 cr.)
- SOC-R 461: Race and Ethic Relations (3 cr.)
- SOC-R 463: Inequality and Society (3 cr.)
- SOC-R 467: Social Change (3 cr.)
- SOC-R 476: Social Movements (3 cr.)
- SOC-R 478: Formal Organizations (3 cr.)
- SOC-R 480: Sociology and Social Policy (3 cr.)
- SOC-R 481: Evaluation Research Methods (3 cr.)
- SOC-R 485: Sociology of Mental Illness (3 cr.)
- SOC-R 490: Survey Research Methods (3 cr.)
- SOC-R 493: Practicum in Sociological Fieldwork (3 cr.)
- SOC-R 495: Topics in Sociology (3 cr.)

If you would like **more coursework** from the **sociological perspective** than a minor provides, we would encourage you to consider the **Liberal Arts Accelerated Second Degree Advantage**. Talk to an advisor today.

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Spanish

Minor in Spanish

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 translation and applied language studies.

The introductory and intermediate sequences of courses are designed to provide non-majors 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.

Considering the rapidly growing Spanish-speaking population in the United States, Spanish is becoming increasingly desirable in the workplace. The minor in Spanish can be beneficial to students pursuing 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.

A **minor in Spanish (SPAN)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- completion of 15 credit hours, with a minimum grade of C in each course.
- 6 credits must be completed on the IUPUI campus.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html
- the required distribution of courses may NOT be waived or substituted, but equivalent courses from study abroad programs or transferred from other universities may be accepted with the consent of the lead faculty mentor.

Minor Requirements:

- SPAN-S 311: Spanish Grammar (3 cr.)
- SPAN-S 313: Writing Spanish* (3 cr.) **or** SPAN-S318 for Native or Heritage Speakers
- SPAN-S 317: Spanish Conversation and Diction*(3 cr.)

Six additional credit hours from the 300 or 400 level, choose from the following:

- SPAN-S 315: Spanish in the Business World (3 cr.)
- SPAN-S 319: Spanish for Health Care Personnel (3 cr.)
- SPAN-S 323: Introduction to Translating Spanish & English (3 cr.)
- SPAN-S 326: Introduction to Spanish Linguistics (3 cr.)
- SPAN-S 360: Introduction to Hispanic Literature (3 cr.)
- SPAN-S 363: Introduction to Hispanic Culture (3 cr.)
- SPAN-S 407: Survey of Spanish Literature I (3 cr.)
- SPAN-S 408: Survey of Spanish Literature II (3 cr.)
- SPAN-S 411: Spanish Culture and Civilization (3 cr.)
- SPAN-S 412: Latin American Culture and Civilization (3 cr.)
- SPAN-S 419: Spanish for Law Enforcement (3 cr.)
- SPAN-S 421: Advanced Grammar and Composition (3 cr.)
- SPAN-S 423: The Craft of Translation (3 cr.)
- SPAN-S 425: Spanish Phonetics (3 cr.)
- SPAN-S 426: Introduction to Spanish Linguistics (3 cr.)
- SPAN-S 427: The Structure of Spanish (3 cr.)
- SPAN-S 428: Applied Spanish Linguistics (3 cr.)
- SPAN-S 429: Medical Interpreting (3 cr.)
- SPAN-S 430: Legal Spanish (3 cr.)
- SPAN-S 431: Survey of Spanish Poetry I (3 cr.)
- SPAN-S 432: Survey of Spanish Poetry II (3 cr.)
- SPAN-S 440: Hispanic Sociolinguistics (3 cr.)
- SPAN-S 441: The Acquisition of Spanish (3 cr.)
- SPAN-S 445: Major Dramatists of the Golden Age I (3 cr.)
- SPAN-S 450: Cervantes' Don Quixote I (3 cr.)
- SPAN-S 455: Modern Spanish Drama I (3 cr.)
- SPAN-S 457: Modern Spanish Novel I (3 cr.)
- SPAN-S 461: Contemporary Spanish Literature I (3 cr.)
- SPAN-S 470: Women and Hispanic Literature (3 cr.)
- SPAN-S 471: Spanish-American Literature I (3 cr.)
- SPAN-S 472: Spanish-American Literature II (3 cr.)
- SPAN-S 477: 20th-Century Spanish-American Fiction (3 cr.)
- SPAN-S 493: Internship Program in Spanish (3 cr.)
- SPAN-S 494: Individual Readings in Hispanic Studies (1-3 cr.)
- SPAN-S 495: Hispanic Colloquium (3 cr.)
- SPAN-S 496: Foreign Study in Spanish (3-6 cr.)

*Note for Native speakers of Spanish: SPAN-S 313 and SPAN-S 317 are not open to native speakers. SPAN-S 313 must be substituted with SPAN-S 318, and SPAN-S 317 must be substituted by another course at the 300 or 400 level.

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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 is interdisciplinary. In such a program, the student approaches the complexity of urban life from the perspective of economics, geography, history, political science, sociology, and anthropology.

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:

- ANTH-E 380: Urban Anthropology (3 cr.)
- ECON-E 323: Urban Economics (3 cr.)
- GEOG-G 314: Urban Geography (3 cr.)
- HIST-A 347: American Urban History (3 cr.)
- POLS-Y 308: Urban Politics (3 cr.)
- SOC-R 329: Urban Sociology (3 cr.)
- SOC-R 330: Community (3 cr.)

Other courses may be acceptable, with prior permission.

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Women's, Gender, and Sexuality Studies

Minor in Women's, Gender, and Sexuality Studies (WGSS)

The Women's, Gender, and Sexuality Studies (WGSS) Program at IUPUI provides undergraduate students the opportunity to pursue a sequence of courses in a growing academic discipline. 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 WGSS lies both in its interdisciplinary approach and in the timely opportunity it offers for the study of issues often neglected by scholarship. Completion of the WGSS minor may provide an additional basis for pursuing further education in law, psychology, history, literature, communication studies, social work, and business administration, among many other fields. For students who do not continue professional or graduate work in an academic discipline, specializing in WGSS may provide a useful background in careers that require understanding of women, gender roles, and sexual identity, such as paralegal and probation work, secondary and elementary school counseling, journalism, and community agency service.

A **minor in Women's, Gender, and Sexuality Studies (WGSS)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 16 credit hours, with a minimum grade of C in each course,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html
- approval of the Director of WGSS

Minor Requirements:

- WGSS-W 105: Introduction to Women's, Gender, and Sexuality Studies (3 cr.)

12 credits in WGSS or cross listed classes chosen with Director approval (divided among the humanities, natural sciences, social sciences, and/ or other), see list below

- WGSS-W 499: Senior Colloquium in Women's, Gender, and Sexuality Studies (1 cr.) This course is an indeppendent study that is arranged with a full-time faculty member and approval of the Director, a semester in advance.

Choose twelve credit hours (12 cr.) from the following courses:

- AFRO-A 303: Topics in African American and African Diaspora Studies: Deconstructing Barbie*
- AFRO-A 303: Topics in African American and African Diaspora Studies: Women of the African Diaspora*
- AMST-A 303: Topics in American Studies: Gender and Family in American Culture*
- ANTH-E 391: Women in Developing Countries
- ANTH-E 403: Women of Color in the U.S.
- BIOL-N 200: Biology of Women
- COMM-C 395: Gender and Communication
- COMM-R 350: Women Speak: American Feminist Rhetoric
- ECON-E 307: Current Economic Issues: Family Economics Issues*
- ENG-L 207: Women and Literature
- ENG-L 378: Studies in Women and Literature: Literature of Domesticity*
- ENG-L 406: Topics in African American Literature: Caribbean Women Writers*
- ENG-L 440: Senior Seminar in English and American Literature: Austen and Wharton*
- FILM-C 390: The Film and Society: Woman and Film*
- FOLK-F 363 Women's Folklore, Folklife, and Music
- HER-H 304: Advanced Topics in Art History: Gender & Power in African Art*, Women in Art*
- HER-H 400: Topics and Methods in Art History: Feminism and Art: History, Philosophy and Practice*
- HIST-A 342: U.S. Women's History II
- HIST-B 421: Topics in European History: Women in Medieval Europe*, Women in Europe, 1500-Present*
- HPER-F 255: Human Sexuality
- JOUR-J 475: Race, Gender and the Media
- LSTU-L 290: Sexual Harassment*
- LSTU-L 385: Class, Race, Gender and Work
- LSTU-L 390: Topics in Labor Studies: Women and Development*
- MUS-Z 320: Special Topics in Music: Women Musicians*
- OLS 45400: Gender and Diversity in Management
- PHIL-P 367: Philosophy and Art

- PHIL-P 394: Feminist Philosophy
- POLS-Y 324: Women and Politics
- POLS-Y 380: Selected Topics in Democratic Government: Women and the Law*
- PSY-B 376: The Psychology of Women
- REL-R 301: Women and Religion
- REL-R 398: Women in American Indian Religions
- SOC-R 321: Women and Health
- SOC-R 325: Gender and Society
- SOC-R 495: Topics in Sociology: (with approval of Director)*
- SOC-R 425: Gender & Work
- SPEA-V 260: Topics in Public Affairs: Sex and Public Policy
- WLAC-F 400: Islam, Gender, and Conflicts
- WGSS-W 300: Topics in Women's, Gender, and Sexuality Studies: Women and the Law

*Only the titles listed in these topics courses will be counted toward the minor.

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American Sign Language

Minor in American Sign Language

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 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.

A **minor in American Sign Language/English Interpreting (ASL**) requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours, with a minimum grade of C in each course,
- all course work must be above the 200 level or above,
- 6 credits must be completed at IUPUI,
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

Students choose 15 credits from the following list (with the prerequisite of finishing the first and second year of ASL or having reached the same language proficiency level). Courses are all 3 credit hours:

- ASL-A 215: Advanced Fingerspelling and Numbering Systems in ASL
- ASL-A 219: The History and Culture of the American Deaf Community
- ASL-A 221: Linguistics of ASL
- ASL-A 311: Third Year ASL 1
- ASL-A 312: Third Year ASL 2
- ASL-I 250: Introduction to Interpreting
- ASL-I 303: ASL for Interpreters
- ASL-I 305: Text Analysis
- ASL-I 361: Theory and Processing 1
- ASL-I 363: Theory and Processing 2
- ASL-I 365: Theory and Processing 3
- ASL-I 409: Special Topics in Interpreting
- ASL-L 340: Interpreting Discourse: ASL to English
- ASL-L 342: Interpreting Discourse: English to ASL

Other courses may be acceptable with the consultation and approval of the director of the program.

Communication Studies

Minor in Communication Studies: Corporate and Organizational Communication

The minor in corporate and organizational communication provides students with the opportunity to develop knowledge and communication competencies applicable in a wide variety of profit and nonprofit organizations. 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.

A **minor in Corporate Organizational Communication (COMM)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of 15 credit hours in the minor, with a minimum grade of C in each course,
- 9 credits must be completed at IUPUI, 6 hours must be completed at the 300/400 level
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

- Communication Studies majors cannot complete this minor.

Minor Requirements:

- COMM-C 380: Organizational Communication (3 cr.)

12 credit hours elected from the following:

3 credits must be at the 300 level or above

- COMM-C 108: Listening (3 cr.)
- COMM-C 180: Introduction to Interpersonal Communication (3 cr.)
- COMM-C 223: Business and Professional Communication (3 cr.)
- COMM-C 228: Introduction to Group Communication (3 cr.)
- COMM-C 316: Human Communication in a Digital Age (3 cr.)
- COMM-C 325: Interviewing Principles and Practices (3 cr.)
- COMM-C 328: Advanced Topics in Small Group Communication (3 cr.)
- COMM-C 383: Female Leadership: Yeah, Right! (3 cr.)
- COMM-C 394: Communication and Conflict (3 cr.)
- COMM-C 481: Current Issues in Organizational Communication (3 cr.)
- COMM-C 482: Intercultural Communication (3 cr.)
- COMM-M 210: Media Message Design (3 cr.)
- COMM-G 391: Seminar (1-3 cr.)
- COMM-G 499: Research Seminar (3 cr.)
- COMM-R 110: Fundamentals of Speech Communication (3 cr.)
- COMM-R 320: Advanced Public Communication (3 cr.)
- COMM-R 321: Persuasion (3 cr.)

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Creative Writing

Minor in English, Creative Writing

The minor in creative writing is designed for students interested in producing original poetry, fiction, creative nonfiction, or screenwriting. It is also useful for those contemplating careers in the teaching of writing.

A **minor in Creative Writing (ENG)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- 9 credit hours must be at the 300 level or above.
- One course may be shared between the English minor and the English major.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Electives-choose 15 credit hours from the following:

- ENG-W 206: Introduction to Creative Writing (3 cr.)
- ENG-W 207: Introduction to Fiction Writing (3 cr.)
- ENG-W 208: Introduction to Poetry Writing (3 cr.)
- ENG-W 280: Literary Editing and Publishing (3 cr.)
- ENG-W 301: Writing Fiction (3 cr.)
- ENG-W 302: Screenwriting (3 cr.)
- ENG-W 303: Writing Poetry (3 cr.)
- ENG-W 305: Writing Creative Nonfiction (3 cr.)
- ENG-W 401: Writing Fiction (3 cr.)
- ENG-W 403: Advanced Poetry Writing (3 cr.)
- ENG-W 407: Advanced Creative Nonfiction Writing (3 cr.)
- ENG-W 408: Creative Writing for Teachers (3 cr.)
- ENG-W 411: Directed Writing (1-3 cr.) (W411 may be repeated once for credit)

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English

Minor in English, 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.

A **minor in Film Studies (FILM)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- One course may be shared between the English minor and the English major.

- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Required:

- FILM-C 292: Introduction to Film (3 cr.)

Electives-choose twelve credit hours (12 cr.) from the following list:

- COMM-M 373: Film and Video Documentary (3 cr.)
- ENG-W 260: Film Criticism (3 cr.)
- ENG-W 302: Screenwriting (3 cr.)
- FILM-C 350: Film Noir (3 cr.)
- FILM-C 351: Musicals (3 cr.)
- FILM-C 352: Biopics (3 cr.)
- FILM-C 361: Hollywood Studio Era: 1930-1949 (3 cr.)
- FILM-C 362: Hollywood in the 1950s (3 cr.)
- FILM-C 380: French Cinema (3 cr.)
- FILM-C 390: The Film and Society: Topics (Variable Title) (3 cr.)*
- FILM-C 391: The Film: Theory and Aesthetics (3 cr.)
- FILM-C 392: Genre Study of Film (Variable Title) (3 cr.)*
- FILM-C 393: History of European and American Films I (3 cr.)
- FILM-C 394: History of European and American Films II (3 cr.)
- FILM-C 491: Authorship and Cinema (Variable Title) (3 cr.)
- FILM-C 493: Film Adaptations of Literature (3 cr.)
- GER-G 370: German Cinema (3 cr.)
- GER-G 371: Der deutsche Film (3 cr.)

*FILM-C 390 and FILM-C 392 may be repeated for credit with different topics

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Communication Studies

Minor in Communication Studies, Health Communication

This minor is for students who seek to improve their understanding and skills that would help them communicate as health advocates; educate communities about important health issues; design persuasive health messages; and advise healthcare organizations and providers how to communicate with patients, promote services, and relate with the public.

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.

A **minor in Health Communication (COMM)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of **15** credit hours in the minor, with a minimum grade of C in each course,
- 9 credits must be completed at IUPUI, 6 credits must be from the 300-level or higher,
- COMM-R 110 may not count towards this minor
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/declare-major.html
- Communication Studies majors cannot complete this minor.

Minor Requirements (9 credit hours):

- COMM-C 180 Interpersonal Communication (3 cr.)
  OR
- COMM-M 150 Mass Media and Contemporary Society (3 cr.)

AND

- COMM-C 392 Health Communication (3 cr.)
- COMM-C 400 Health Provider-Consumer Communication (3 cr.)

6 additional hours, elected from the following:

- COMM-C 322: Advanced Interpersonal Communication (3 cr.) (P: COMM-C 180 or instructor permission)
- COMM-C 345: Restorative Communication (3 cr.)
- COMM-C 482: Intercultural Communication (3 cr.) (P: COMM-C 180 or instructor permission)
- COMM-G 310: Introduction to Communication Research (3 cr.)
- COMM-G 391: Seminar (1-3 cr.)
- COMM-M 210: Media Message Design (3 cr.)
- COMM-R 321: Persuasion (3 cr.) (P: COMM-R 110)

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English

Minor in English, Linguistics

The minor in linguistics is intended for students who wish to expand their knowledge of language structure and use. This program of study provides an excellent foundation in linguistic theory and application.

A **minor in Linguistics (ENG)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- At least 9 credit hours must be at the 300-400 level.
- No more than 6 credit hours can be from departments other than English.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Required:

- ENG- Z 205: Introduction to the English Language (3 cr.)

Electives-choose 12 credit hours from the following courses:

Anthropology

- ANTH-L 300: Language and Culture (3 cr.)
- ANTH-L 401: Language, Power, and Gender (3 cr.)

American Sign Language/ Interpretation

- ASL-L 340: Discourse Analysis: English (3 cr.)
- ASL-L 342: Disclosure Analysis: ASL (3 cr.)

Philosophy

- PHIL-P 265: Introduction to Symbolic Logic (3 cr.)
- PHIL-P 368: Philosophy of Language (3 cr.)

English

- ENG-Z 205: Introduction to the English Language (Core course) (3 cr.)
- ENG-Z 206: Introduction to Language Use (3 cr.)
- ENG-Z 301: History of the English Language (3 cr.)
- ENG-Z 302: Understanding Language Structure: Syntax (3 cr.)
- ENG-Z 303: Understanding Language Meaning: Semantics (3 cr.)
- ENG-Z 310: Language in Context: Sociolinguistics (3 cr.)
- ENG-Z 400: Teaching English for Specific Purposes (3 cr.)
- ENG-Z 405: Topics in the Study of Language (Topics may vary each semester) (3 cr.)
- ENG-Z 432: Second Language Acquisition (3 cr.)
- ENG-Z 434: Introduction to Teaching English as a Second Language (3 cr.)
- ENG-Z 441 Materials Preparation for ESL Instruction (3 cr.)
- ENG-W 310 Language and the Study of Writing (3 cr.)

World Languages and Cultures

- FREN-F 402: Introduction to French linguistics (3 cr.)
- FREN-F 421: Fourth- Year French (3 cr.)
- FREN-F 423: The Craft of Translation (3 cr.)
- GER-G 340: German language and Society: Past and Present (3 cr.)
- GER-G 465: The Structure of German (3 cr.)
- GER-G 333: German translation Practice (3 cr.)
- GER-G 423: The Craft of Translation (3 cr.)
- SPAN-S 323: Introduction to Translation Spanish and English (3 cr.)
- SPAN-S 326: Introduction to Spanish Linguistics (3 cr.)
- SPAN-S 409: Hispanic Sociolinguistics (3 cr.)
- SPAN-S 410: The Acquisition of Spanish (3 cr.)
- SPAN-S 423: the Craft of Translation (3 cr.)
- SPAN-S 425: Spanish Phonetics (3 cr.)
- SPAN-S 427: the Structure of Spanish (3 cr.)
- SPAN-S 428: Applied Spanish Linguistics (3 cr.)
- WLAC-F 350: Introduction to Translation Studies and Interpreting (3 cr.)
- WLAC-F 330: Introduction to Translating French and English (3 cr.)
- WLAC-F 450: Computers in Translation (3 cr.)

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.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

English

Minor in English, Literature

The minor in literature introduces students to the skills of interpretation and critical thinking and provides some familiarity with a broad spectrum of literature in English.

A **minor in Literature (ENG)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of **15** credit hours, with a minimum grade of C in each course,
- **9 credit hours must be at the 300 level or above**.

- one course may be shared between the English minor and the English major.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Select 15 credit hours (15 cr.) from the following:

- ENG-L 202: Literary Interpretation
- ENG-L 203: Introduction to Drama
- ENG-L 204: Introduction to Fiction
- ENG-L 205: Introduction to Poetry
- ENG-L 207: Women and Literature
- ENG-L 213: Literary Masterpieces I
- ENG-L 214: Literary Masterpieces II
- ENG-L 220: Introduction to Shakespeare
- ENG-L 245: Introduction to Caribbean Literature
- ENG-L 301: Critical and Historical Survey of English Literature I
- ENG-L 302: Critical and Historical Survey of English Literature II
- ENG-L 315: Major Plays of Shakespeare
- ENG-L 348: Nineteenth-Century British Fiction
- ENG-L 351: Critical and Historical Study of American Literature, 1800-1865
- ENG-L 352: Critical and Historical Study of American Literature, 1870-1920
- ENG-L 354: Critical and Historical Study of American Literature since 1914
- ENG-L 357: Twentieth-Century American Poetry
- ENG-L 358: Twentieth-Century American Fiction
- ENG-L 364: Native American Literature
- ENG-L 370: Recent Black American Writing
- ENG-L 372: Contemporary American Fiction
- ENG-L 373: Interdisciplinary Approaches to English and American Literature (Variable Topics)
- ENG-L 376: Literature for Adolescents
- ENG-L 378: Studies in Women and Literature
- ENG-L 379: American Ethic and Minority Literature
- ENG-L 381: Recent Writing: Indiana Authors
- ENG-L 382: Fiction of the Non-Western World: 20th-Century African Fiction
- ENG-L 384: Studies in American Culture (Variable Topics)
- ENG-L 385: Science Fiction
- ENG-L 390: Children's Literature
- ENG-L 406: Topics in African American Literature
- ENG-L 411: Literature and Society (Variable Topics)
- ENG-L 431: Topics in Literary Study
- ENG-L 433: Conversations with Shakespeare
- ENG-L 440: Senior Seminar in English and American Literature

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Communication Studies

Minor in Communication Studies: Media Arts & Studies

The **minor in Media Arts and Studies** is 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. 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.

A **minor in Media Arts and Studies (COMM)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of **15** credit hours in the minor, with a minimum grade of C in each course,
- 9 credits must be completed at IUPUI, 6 credit hours must be at the 300 level or above
- COMM-R 110 may not count toward the minor
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html
- Communication Studies majors cannot complete this minor.

Minor Requirements:

- COMM-M 150: Mass Media and Contemporary Society (3 cr.)

12 credit hours elected from the following:

- COMM-M 210: Media Message Design (3 cr.)
- COMM-M 215: Media Literacy (3 cr.)
- COMM-M 220: Electronic Graphic Production (3 cr.)
- COMM-M 221: Electronic Media Production (3 cr.)
- COMM-M 290: Video Production Workshop (1 cr.)
- COMM-M 370: History of Television (3 cr.)
- COMM-M 373: Film and Video Documentary (3 cr.)
- COMM-G 391: Seminar (1-3 cr.)
- COMM-M 461: Production Problems in Communication Media (3 cr.)
- COMM-M 462: Television Aesthetics and Criticism (3 cr.)
- COMM-M 463: Advanced Graphic Technique (3 cr.)
- COMM-M 464: Advanced Audio Technique (3 cr.)
- COMM-M 465: Television Direction (3 cr.)

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI

General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

English

Multicultural Literature

The minor in multicultural literature is designed for students who are interested in the rich literature originating from and reflective of the experiences of women, minorities, indigenous people, and immigrants in the United States, as well as literatures from the Western and non-Western worlds.

A **minor in Multicultural Literature (ENG)** requires satisfactory completion of the following **requirements**:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- 9 credit hours must be at the 300 level or above.
- 9 credit hours must be in English courses.
- One course may be shared between the English minor and the English major
- to declare the certificate, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Electives-choose 5 courses (15 credit hours) from the following:

- ENG-L 207 Women and Literature (3 cr.)
- ENG-L 245 Introduction to Caribbean Literature (3 cr.)
- ENG-L 364 Native American Literature (3 cr.)
- ENG-L 370 Recent Black Writing (3 cr.)
- ENG-L 378 Studies in Women and Literature (3 cr.)
- ENG-L 379 Minority and Ethnic Literature of the United Sates (3 cr.)
- ENG-L 382 Fiction of the Non-Western World: 20th Century African Literature (3 cr.)
- ENG-L 406 Topics in African American Literature (3 cr.)
- ENG-L 411 Working Class Literature (3 cr.)
- ENG-L 411 South African Literature and Society (3 cr.)
- SPAN-S 360 Introduction to Hispanic Literature
- SPAN-S 470 Women and Hispanic Literature (3 cr.)
- SPAN-S 472 Spanish American Literature 2 (3 cr.)
- SPAN-S 477 Twentieth-Century Spanish-American Prose Fiction (3 cr.)

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

English

The **minor in professional and digital writing** helps prepare students for the communicative demands of their future careers, focusing on the kinds of writing practiced across a range of contexts and in a variety of media. These courses will guide students into a deeper understanding of writing and composing practices and provide authentic writing experiences.

A **minor in Professional and Digital Writing (ENG)** requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours in Writing and Literacy courses, with a 2.5 or higher grade point average in the 15 credit hours of the minor and a minimum grade of C in each course in the minor.
- At least 9 credit hours must be at the 300-400 level.
- 10 credit hours must be in the English department; only one course may be shared between the major and minor.
- Work with an advisor in planning your courses; contact Andy Buchenot, Director of Professional and Public Writing, buchenot@iupui.edu for a list of those faculty and for more information
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html.

Gateway Courses (3 cr.)**:**
Choose one course from the following:

ENG-W 231: Professional Writing
ENG-W 210: Literacy and Public Life
In some cases, an equivalent course may be substituted if approved by the Director of Professional and Public Writing.

Professional Writing Electives (3 cr.)**:**
Choose one course from the following:

ENG-W 210: Literacy and Public Life if not already taken as gateway
ENG-W 230: Writing in the Sciences
ENG-W 231: Professional Writing if not already taken as gateway
ENG-W 326: Writing Nonfiction: Preparing for Publication
ENG-W 331: Business and Administrative Writing
ENG-W 365: Theories and Practices of Editing
ENG-W 377: Writing for Social Change
ENG-W 390: Topics in Writing, with approval
ENG-W 398: Writing Internship: The News Bureau
ENG-W 426: Writing Nonfiction: Popular and Professional Publication

Digital Composing Electives (3 cr.):
Choose one course from the following:

ENG-W 315: Writing for the Web
ENG-W 318: Finding your E-Voice
ENG-W 367: Writing for Multiple Media
ENG-W 412: Technology and Literacy

Additional Electives (6 cr.):
Choose two courses from either list above and/or the following:

ENG-W 262: Style and Voice for Writers
ENG-W 270: Argumentative Writing
ENG-W 312: Writing Biography
ENG-W 313: The Art of Fact: Writing Nonfiction Prose
ENG-W 320: Advanced Writing in the Arts and Sciences
ENG-W 366: Written Englishes: Living Cultural Realities
ENG-W 390: Topics in Writing, with permission
ENG-W 397: Writing Center Theory and Practice
ENG-W 400: Issues in Teaching Writing
ENG-W 496: Writing Tutor Training Seminar (P: ENG-W 131 and permission of instructor)
ENG-E 498: Internship
ENG-Z 204: Rhetorical Issues in Grammar and Usage

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

English

The Professional and Public Writing Minor

The minor in professional and public writing, combined with various majors, introduces you to writing in the workplace and/or public sphere. You will find such writing valuable in occupations that include business, education, public affairs, government, health fields, and not-for-profit organizations, as well as in civic life.

A minor in Professional and Public Writing (ENG) requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours in Writing and Literacy courses.
- Students must have a 2.5 or higher grade point average in the 15 credit hours of the minor and a minimum grade of C in each course in the minor.
- At least 9 credit hours must be at the 300-400 level.
- Work with an advisor in planning your courses; contact Andy Buchenot, Director of Professional and Public Writing, bushenot@iupui.edu for a list of those faculty and for more information.
- One course may be shared between the English minor and the English major.

Gateway Courses (3 Credits): Choose one course from the following:

For a professional focus: ENG-W 231 Professional Writing

For a public focus: ENG-W 210 Literacy and Public Life
ENG-W 270 Argumentative Writing

Electives: Choose four courses (12 credits) from the following:

ENG-W 210 Literacy and Public Life if not already taken as gateway
ENG-W 230 Writing in the Sciences
ENG-W 231 Professional Writing if not already taken as gateway
ENG-W 262 Style and Voice for Writers
ENG-W 270 Argumentative Writing
ENG-W 313 The Art of Fact: Writing Nonfiction Prose
ENG-W 315 Writing for the Web
ENG-W 318 Finding your E-Voice
ENG-W 320 Advanced Writing in the Arts and Sciences
ENG-W 326 Writing Nonfiction: Preparing for Publication
ENG-W 331 Business and Administrative Writing
ENG-W 365 Theories and Practices of Editing
ENG-W 366 Written Englishes: Living Cultural Realities
ENG-W 377 Writing for Social Change
ENG-W 390 Topics in Writing, with approval
ENG-W 397 Writing Center Theory and Practice
ENG-W 398 Writing Internship: The News Bureau
ENG-W 412 Technology and Literacy
ENG-W 426 Writing Nonfiction: Popular and Professional Publication
ENG-W 496 Writing Tutor Training Seminar (P: W131 and permission of instructor)
ENG-Z 204 Rhetorical Issues in Grammar and Usage
ENG-E 498 Internship
With permission from the Director of Writing, one course from a related program, such as Technical Communications, Communications Studies, or Journalism can be approved as counting toward this minor.

To officially declare the minor, complete an English minor form available in CA401. Return the form to CA401.

For a PDF of the Minor in Professional and Public Writing Checksheet, click here.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Communication Studies

Minor in Communication Studies, Public Communication and Persuasion

Students who minor in public communication and persuasion 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.

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.

A **minor in Public Communication and Persuasion (COMM)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of **15** credit hours in the minor, with a minimum grade of C in each course,
- 9 credits must be completed at IUPUI, at least 6 hours must be 300/400 level
- to declare the minor, complete the School of Liberal Arts online declaration page: https://liberalarts.iupui.edu/admissions/declare-major.html
- Communication Studies majors cannot complete this minor.

Minor Requirements:

- COMM-R 110: Fundamentals of Speech Communication (3 cr.)

AND

- 9 credit hours from COMM-R classes

3 additional credits elected from the following:

- an additional COMM-R course
- COMM-M 210: Media Message Design (3 cr.)
- COMM-G 391: Seminar (1-3 cr.) (with department approval)
- COMM-G 300: Independent Study (1-8 cr.) (with Department approval)

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Communication Studies

Minor in Communication Studies: Theatre

The minor in Theatre provides knowledge and skills for teaching and lays the basis for further study in acting, theatre directing, youth theatre, and playwriting. 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.

A **minor in Theatre (COMM)** requires satisfactory completion of the following requirements:

- completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
- completion of **15** credit hours in the minor, with a minimum grade of C in each course,
- 9 credits must be completed at IUPUI, 6 credits must be 300/400 level
- COMM-R 110 may not count towards this minor
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/declare-major.html
- Communication Studies majors cannot complete this minor.

Minor Requirements:

- COMM-T 130: Introduction to Theatre (3 cr.)

12 additional credit hours elected from the following:

- Any COMM-T course
- COMM-G 391: Seminar (1-3 cr.) (with Department approval)
- COMM-G 300: Independent Study (1-8 cr.) (with Department approval)

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

English

The **minor in writing** will help students develop their abilities to write for personal, civic, professional, and academic purposes. The minor introduces students to:
• the discipline of writing studies
• the professional possibilities for writers
• the public uses of writing
• the social issues implicated in language use.

A minor in writing complements many majors and can help you use writing to enhance your career in various professions, business, non-profit and government work,

as well as graduate study in the humanities and social sciences, law, and library and information sciences.

A **minor in Writing (ENG)** requires satisfactory completion of the following requirements:

- Satisfactory progress toward completion of the baccalaureate degree in the student's home school.
- Completion of 15 credit hours.
- 9 credit hours must be at the 300-400 level.
- Students must have a 2.5 or higher grade point average in the 15 credit hours of the minor and a minimum grade of C in each course in the minor.
- Only one course may be shared between the minor and the English major
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html.

Gateway Course:
Choose one course (3 credits) from the following:

ENG-W 210: Literacy and Public Life
ENG-W 231: Professional Writing
ENG-W 270: Writing Argument

Electives: Choose 4 courses (12 credit hours) from the following:

ENG-W 210: Literacy and Public Life (3 cr.)
ENG-W 230: Writing in the Sciences (3 cr.)
ENG-W 231: Professional Writing (3 cr.)
ENG-W 262: Style and Voice for Writers (3 cr.)
ENG-W 270: Writing Argument (3 cr.)
ENG-W 280: Literary Editing and Publishing (3 cr.)
ENG-W 310: Language and the Study of Writing (3 cr.)
ENG-W 312: Writing Biography (3 cr.)
ENG-W 313: The Art of Fact: Writing Nonfiction Prose (3 cr.)
ENG-W 315: Writing for the Web (3 cr.)
ENG-W 318: Finding Your E Voice (3 cr.)
ENG-W 320: Advanced Writing in the Arts and Sciences
ENG-W 326: Writing Nonfiction: Preparing for Publication
ENG-W 331: Business and Administrative Writing (3 cr.)
ENG-W 365: Theories and Practices of Editing (3 cr.)
ENG-W 366: Written Englishes: Living Cultural Realities (3 cr.)
ENG-W 377: Writing for Social Change
ENG-W 390: Topics in Writing (3 cr.)
ENG-W 398: Writing Internship: The News Bureau (3 cr.)
ENG-W 400: Issues in Teaching Writing (3 cr.)
ENG-W 412: Literacy and Technology (3 cr.)
ENG-W 426: Writing Nonfiction: Popular and Professional Publication (3 cr.)
ENG-W 496: Writing Tutor Training Seminar (3 cr.)
ENG-Z 204: Rhetorical Issues in Grammar and Usage (3 cr.)
ENG-Z 301: History of the English Language (3 cr.)

With permission from the Director of Writing, one course from a related program, such as Technical Communications, Communications Studies, or Journalism, can be approved as counting toward the minor.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

History of Science, Technology, Environment, and Medicine (HSTEM)

The minor in History of Science, Technology, Environment, and Medicine (HSTEM) requires

- students to complete 15 credit hours from the departmental curriculum with a minimum grade of C in each course.
- Six credit hours must be completed at IUPUI.

The course work must be distributed as follows:

- 9 credit hours in courses on the History of Science, Technology, Environment, and Medicine course list. Alternative courses may be selected in coordination with the History Department faculty mentor.
- 3 credit hours in either U.S. History (A-prefix courses), or European History (B-C-D-prefix courses), or African/Asian/Latin American History (E-F-G-prefix courses).
- 3 credit hours: in a second regional concentration (either U.S. History, European History, or African/Asian/Latin American History) not selected above.

History of Science, Technology, Environment, and Medicine courses include

- HIST-H 364: History of Medicine and Public Health
- HIST-H 373: History of Science and Technology I
- HIST-H 374: History of Science and Technology II
- History of Consciousness and Human Evolution
- HIST-E 432: History, Environment, & the Global Anthropocene
- HIST-B 421: TOPICS: Scientific Revolutions, 1400-1800
- History of Computing
- HIST-H 375: Machines and the Age of Invention
- HIST-A410: American Environmental History

East Asian Studies

Minor in East Asian Culture

The Minor in East Asian Studies provides a comprehensive understanding of Eastern Asian countries by covering their culture, history, arts, philosophy, and traditional health maintenance standpoints. By taking courses in the minor, students will have the opportunity to build on knowledge of Eastern Asian civilization, improve their analytical and critical thinking skills, increase problem-solving abilities, and gain multiple perspectives of the world. Consequently, students will be trained to become creative innovators and problem solvers with issues related to Eastern Asian countries, reliable community contributors incorporating

Eastern Asian perspectives, and effective communicators with Eastern Asian peoples.

A **minor in Chinese Studies (EALC)** requires satisfactory completion of the following requirements:

- Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
- Completion of 15 credit hours, with a minimum grade of C in each course.
- Students cannot double count any course toward the 15 credit hours required for the minor.
- to declare the minor, complete the School of Liberal Arts online declaration form: https://liberalarts.iupui.edu/admissions/update-major-form.html

Required courses:

EALC-E 396 Chinese Culture and Civilization: the I Ching (3 cr.)

Choose 12 more credits from the following list:

- EALC-C 131 First Semester Chinese (4 cr.)
- EALC-E 231 Japan: The Living Tradition (3 cr.)
- EALC-E 232 China Past and Present: Culture in Continuing Evolution (3 cr.)
- EALC-E 282 East Asian Calligraphy (3 cr.)
- EALC-E# 301 Chinese Language and Culture (3#cr.)
- EALC-E 334 Contemporary Chinese Cinema (3 cr.)
- EALC-E 335 Studies in Chinese Martial Arts Culture (3 cr.)
- EALC-E 351 Studies in East Asian Culture (3 cr.)
- EALC-E 384 East Asian Nationalism and Cultural Identity (3 cr.)
- EALC-E 396 East Asian Culture and Civilization: the I Ching (3 cr.)
- EALC-E 397 Tradiational Chinese Medicine (3 cr.)
- HIST-G 451 The Far East I (3cr.)
- HIST-G 452 The Far East II (3cr.)
- HIST-G 461 Imperial China (3cr.)
- HIST-G 485 Modern China (3cr.)
- HPER-E 148 T'ai Chi Ch'uan(1 cr.)
- HPER-E 248 T'ai Chi Ch'uan(1 cr.)
- HPER-E 260 Karate-Intermediate (1 cr.)
- PHIL-P 349 Philosophies of China (3cr.)

Other courses may be acceptable with the consultation and approval by the program director of the East Asian Culture program.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Teaching English to Speakers of Other Languages (TESOL)

Minor in Teaching English to Speakers of Other Languages (TESOL)

The minor in Teaching English as a Second Language (TESOL) is a 15-credit hour course of study for undergraduate students who might want to work in English language programs in the United States or English language programs abroad before beginning a more in-depth professional preparation as graduate students. The program of study for the TESOL minor develops students' understanding of language acquisition patterns, teaching methods, curriculum design, and sociocultural factors that influence teaching and learning. This practice-oriented minor supports majors who contemplate becoming an English/adult English as a Second Language/English as a Foreign Language professional in the future.

The minor will consist of a minimum of 15 credit hours in courses distributed as indicated below.

Group A: Core Courses (9 cr)

- ENG Z 205 Introduction to the English Language (3 cr)
- ENG Z 432 Second Language Acquisition (3 cr)
- ENG Z 434 Introduction to Teaching English as a Second Language (3 cr)

Group B: Elective Courses-Choose two of the following (6 cr)

- ENG Z 206 Introduction to Language Use (3 cr) OR ENG Z 310 Language in Context: Sociolinguistics (3 cr)
- ENG Z 370 Second Language Writing (3 cr)
- ENG Z 441 Materials Preparation for ESL Instruction (3 cr.)
- ENG Z 405 Topics in the Study of Language (ex.: Generation 1.5, Second Language Learning and Technology, other)
- ENG E 398 Internship in English (meets Capstone requirement for English majors)

Substitute courses

Students may petition, either before or after taking a course, to count a course toward the minor. Students will petition the faculty member coordinating the TESOL minor.

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate

competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Ethics

Minor in Ethics

The ethics minor is administered through the philosophy department. Ethics considers how we conduct our lives and how we relate to others as community members, professionals, citizens, and inhabitants of this planet. The study of ethics is, therefore, especially relevant to personal and professional activities within the university and in one's career and community. Many businesses, professions, and public service opportunities require a high standard of personal and professional conduct. A minor in ethics will demonstrate that the student has spent serious academic time considering questions of conduct, right and wrong, the good society, and the importance of engaging in ethical practices. The academic prospects of students will be enhanced by the thoughtful commitment to critical thinking that is called for by the required and elective courses in the **Ethics Minor**.

A **minor in Ethics** requires satisfactory completion of the following requirements:

• completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school,
• completion of 15 credit hours, with a minimum grade of C in each course,
• to declare the minor, complete the School of Liberal Arts online declaration form:https://liberalarts.iupui.edu/admissions/update-major-form.html

Minor Requirements:

• PHIL-P 120 Ethics (3 cr.)
• PHIL-P 326 Ethical Theory (3 cr.)

One Ethical, Political and Social Traditions course. (3 cr.) For example, any of the following would count:

• PHIL-P 240 Business and Morality: Ethics in Context
• PHIL-P 323 Society and State in the Modern World
• POLS-Y 215 Introduction to Political Theory
• REL-R 257 Introduction to Islam
• REL-R 367 American Indian Religions
• REL-R 369 Love, Sex, and Justice
• REL-R 393 Comparative Religious Ethics

At least **two Values/Ethics** oriented courses from **within the School of Liberal Arts**. (6 cr.) For example, any of the following would count:

• PHIL-P 110 Introduction to Philosophy
• PHIL-P 237 Environmental Ethics
• PHIL-P 393 Biomedical Ethics
• ANTH-E 300 Culture Areas and Ethnic Groups
• ANTH-E 411 Wealth, Exchange, and Power in Anthropological Perspective
• ANTH-A 462 Truth & Reconciliation
• COM-M 150 Mass Media and Contemporary Society
• COM-C 394 Communication and Conflict
• COM-C 481 Current Issues in Organizational Communication
• ENG-W 377 Writing for Social Change
• GEO-G 310 Human Impact on Environment
• HIST-A 402 Readings in American Environmental History
• HIST-B 426 Genocide and its Origins
• JOUR-J 361 Issues in Sports Journalism
• JOUR-J 410 The Media as Social Institutions
• JOUR-J 475 Race, Gender & the Media
• POLS-Y 215 Introduction to political theory
• POLS-Y 305 Constitutional Rights and Liberties
• REL-R 314 Religion and Racism
• REL-R 383 Religions, Ethics, U.S. Society
• REL-R 384 Religion, Ethics, and Health
• REL-R 386 Consumption, Ethics, and the Good Life
• REL-R 393 Comparative Religious Ethics
• SOC-R 121 Social Problems
• SOC-R 240 Deviance and Social Control
• SOC-R 461 Race and Ethnic Relations
• SOC-R 463 Inequality and Society
• SOC-R 467 Social Change

Students taking Values/Ethics courses from outside the School of Liberal Arts may count one of those courses (3 cr.) towards the ethics minor in place of one of the Values/Ethics courses above. For example, any of the following would count:

• EDUC-E 201 Multicultural Education/Global Awareness
• EDUC-H 341 American Culture and Education
• CEMT 30200 Construction Law and Ethics (Pre-requisite: CEMT 12000)
• GEOL-G 132 Environmental Problems
• HPER-P 402 Ethics in Sport
• INFO-I 453 Computer and Information Ethics
• LSTU-L 314 Ethical Dilemmas in the Workplace
• LSTU-L 385 Class, Race, Gender & Work
• NURS-S 474 Applied Health-Care Ethics
• OLS 26300 Ethical Decisions in Leadership
• PBHL-H474 Health Administration Ethics Seminar
• PHST-P 401 Ethics & Values of Philanthropy
• PSY-B203 Ethics and Diversity in Psychology
• SPEA-J201 Theoretical Foundations of Criminal Justice

Accelerated Second Degree: The Liberal Arts baccalaureate competencies are waived for undergraduate students whose first major is outside the School of Liberal Arts and whose second major is a Bachelor of Arts degree from the IU School of Liberal Arts at IUPUI. Students are only required to complete the courses in their major of choice in Liberal Arts. The IUPUI General Education Core or the Indiana transferable general education core must be successfully completed. Students must complete the degree outside Liberal Arts in order to have the Liberal Arts baccalaureate competencies waived for degree completion. The Liberal Arts baccalaureate competencies are only waived for students who actively pursue and complete another degree program outside of Liberal Arts.

Pathways Minors

- Liberal Arts Perspective on Culture and Health Minor
- Diversity and Inclusion Pathways Minor
- Social Justice and Civic Engagement
- Storytelling Pathways Minor in Liberal Arts

Pathways Minor Perspectives on Culture and Health

The Pathway Minor is a 15-credit program of study intended to add *depth* to the learning experience within

the *general education core* by integrating knowledge and praxis around themes of relevance to the students' college and professional experiences from the perspectives of the humanities and the social sciences.

Liberal Arts Perspectives on Culture and Health

The Liberal Arts Perspectives on Culture and Health is a 15-credit program focused on equipping students with the tools to understand health and healing from multiple perspectives and the ability to understand and communicate with diverse communities. As part of the minor requirements, student will participate in an engaged experience that enables them to demonstrate their ability to interact and communicate with people from different cultures. This minor will benefit any student with an interest in cultural issues around health, and those who plans to pursue a career in health, counseling, and human or social services.

As part of the urban research and health campus, the IU School of Liberal Arts at IUPUI has a commitment to preparing students to serve an increasingly global and multicultural populace. In particular, the School of Liberal Arts has identified health and medicine as an area of excellence with a deep well of faculty expertise. The interdisciplinary Liberal Arts Perspectives on Culture and Health Pathway Minor will help students improve the knowledge and skills to work with people from different cultures with the goal of enhancing the health and well-being of individuals and communities.

Pathway Minor Learning Objectives: Liberal Arts Perspectives on Culture and Health

- Describe how differences in regionality, socioeconomic status, access to resources, race, ethnicity, gender, age, ability, and other categories affect the health of individuals and communities around the world. This objective correlates to the Problem Solver category of the Profiles.
- Demonstrate how to participate in public conversations about health, communicating and collaborating with others to expand understanding of health concerns in a variety of contexts. This objective correlates with the Communicator category of the Profiles.
- Compare the experiences of individuals and groups whose experiences with health, illness, and wellness differ from one's own, and recognize how such differences affect personal and professional experiences. This objective correlates with the Communicator and Community Contributor categories of the Profiles.
- Apply understanding of key issues in health studies to an engaged learning experience or project using a high-impact practice that allows the student to make a contribution to broader public understanding of health. This objective correlates with the Innovator and Community Contributor categories of the Profiles.

Prerequisites and Required Courses:

Required courses for the minor (with minimum grades required): minimum grade of C. Students will complete 15 credit hours of approved Pathways courses, including 9 credit hours of:

- two foundational courses: ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
- one introductory Thematic Concentration course: MHHS-M 201 Introduction to Medical Humanities

Elective courses for the minor (with minimum grades required): minimum grade of C Students will also complete elective courses including:

- 6 additional credit hours of approved courses from the following categories (see approved courses below):
- intermediate Thematic Concentration and
- advanced Engaged Learning Experience.

Approved Courses for Liberal Arts Perspectives on Health and Human Culture Pathway Minor:

: To ensure a robust interdisciplinary experience, students should not take more than two courses from any one department/program as part of the 15-credit pathway minor.

- ANTH-E 445: Medical Anthropology
- COMM-G 391: Global Health
- EALC-E 397: Traditional Chinese Medicine Culture
- ECON-E 307/E387: Health Economics
- FREN-F 334: French for the Medical & Technical World
- GEOG-G 410: Medical Geography
- MHHS-M 492: Ethics and Policy in Organ Transplantation
- REL-R 300: Yoga, Health, and Mindfulness
- SOC-R 381: Social Factors in Health & Illness

- COMM-C 482: Intercultural Communication (Health-Focused) (Study Abroad-Poland)
- EALC-E 351: Intercultural Understanding across the Health Care Disciplines (Study Abroad-Japan)
- ENG-L 478: Illness Narrative (Faculty-Lead Research/Artistic Work)
- HIST-H 418: History of International Humanitarian Assistance (Faculty-Lead Research)
- REL-R 384: Religion, Ethics, and Health (Service Learning)
- SOC-R 385: AIDS and Society (Service Learning)

:

1. Students may petition to have any 300-/400-level Liberal Arts elective with a RISE designation and health focus count toward their engaged experience. For example, a student may complete an internship, individual research project, service learning project, or study abroad with a health focus.
2. Students may petition to have one course from outside of the School of Liberal Arts count toward their pathway minor, if it meets the learning objectives. Examples of courses that can be petitioned to count include:
    1. **General Education Core Courses:**
        1. HLSC-H 250 Health & Rehabilitation Systems Across World

2. HLSC-H 264 Disability & Society
3. PBHL-S 120 Introduction to Community Health

2. **Thematic Electives:**
    1. PBHL S315 Community Health
    2. PBHL S340 Cultural Competency in the Promotion of Health

3. **Engaged Experiences:**
    1. Study Abroad (Public Health).

Students may petition, either before or after taking a course, to count a course toward the minor. They will include:

- course number, title, instructor and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- completed assignments (if course is finished) that best demonstrate Learning Outcomes

Diversity and Inclusion Pathways Minor in Liberal Arts

The Diversity and Inclusion Pathway Minor is an interdisciplinary program of study allowing students to develop an understanding of the components of diversity, inclusion, power, and privilege, which include intersectional identities impacted by race, ethnicity, culture, gender, sexuality, religion, language, social class, aging, and disability. This minor not only aids students in understanding the scholarship of diversity and inclusion but prioritizes applied knowledge through engaged learning experiences involving how diversity and inclusion can be examined and fostered within various personal and professional environments and interactions. This minor supports any major/profession that involves encounters, interactions, and work with diverse populations.

Professional fields in which a working and practical knowledge of how to respect and collaborate with those who have differing intersectional identities than one's own include education, business, industry, social work, community and service organizations, government, law, and all of the health-related fields, such as medicine, nursing, dentistry, rehabilitation, and health administration. Providing students with the ability to be conscious and reflective in regard to their own implicit biases and potential microaggressions can be extremely important to the success of our students, for example, in health-related fields where their care decisions can mean life or death for those they serve.

Students will complete 15 credit hours of approved Pathways courses, including 6 credit hours of:

- two foundational courses: ENG-W 131 or ENG-W 140 and COMM-R 110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes

Students will also complete elective courses including 9 additional credit hours of approved courses from the following categories with a minimum grade of C (see approved courses below):

- introductory Thematic Concentration,
- intermediate Thematic Concentration and
- advanced Engaged Learning

- AFRO-A 140: African American Experience
- ANTH-A 104: Introduction to Cultural Anthropology
- COMM-C 282: Experiencing Intergroup Dialogue on Social Identity
- COMM-C 299: Communicating Queer Identity
- NAIS-N 101: Introduction to Native American and Indigenous Studies
- WGSS-W 105: Introduction to Women's, Gender, and Sexuality Studies

INTERMEDIATE THEMATIC CONCENTRATION (3 cr.:

- AFRO-A 326: Race, Beauty and Culture or ENG-L 378 Race, Beauty and Culture
- ANTH-E 353: Global Migration
- ANTH-E 457: Ethnic Identity
- ENG-L 364: Native American Literature
- NAIS-C 209: Native American Culture and Communication
- NAIS-N 398: American Indian Women in Religion or REL-R 398 American Indian Women in Religion
- POLS-Y 324: Gender and Politics
- REL-R 328: Afro-Diaspora Religions
- WGSS-R 350: American Feminist Rhetoric

ADVANCED ENGAGED EXPERIENCE (3 cr.):

- *AFRO-A 303: Introduction to Caribbean Literature (only this title under 303 number will count here) or ENG-L 245: Introduction to Caribbean Literature (Study Abroad)
- AFRO-A 311: Religion and Racism or REL-R 314 Religion and Racism (Community Engaged Research)
- ANTH-E 404: Fieldwork in Ethnography (Community Collaborative Research)
- ENG-W 397: Writing Center Theory & Practice Practicum (Knowledge in Practice)
- SOC-R 461: Race and Ethnic Relations (Service Learning)

* Students taking this course will be encouraged to enroll under this 300-level number. Students who take this course as ENG-L245 should request an exception from an advisor since this is currently the only one where the high impact practice is study abroad.

Other requirements and options:

- Students must take a minimum of 3 credit hours of Thematic Concentration courses at the 300-level or
- Students may opt to complete two courses from the intermediate Thematic Concentration list in lieu of the introductory Thematic Concentration
- Students are required to take 3 credits from the approved list of Engaged Experience courses, which will be 300- or 400-level and feature a high impact practice (internship, service learning, research intensive, collaborative project, study abroad, e-portfolio,).

- Students who opt not to apply foundational courses to fulfill their 15 credits towards their minor must still complete a Pathways

Substitute courses

Students may petition, either before or after taking a course, to count a course toward the minor. Students will petition the Director of the Liberal Arts Pathways Minor Program. They will include the following information in their petition:

- course number, title, instructor and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- completed assignments (if course is finished) that best demonstrate Learning Outcomes

Storytelling Pathways Minor in Liberal Arts

The Storytelling Pathway Minor in Liberal Arts is a 15-credit program of study that aims to give students experience in understanding storytelling from a variety of viewpoints, including their own; they will use the concepts and practices of storytelling as a way to understand culture and society, as well as the differing modes of sharing stories in and across different cultures. The ways that stories are made, told, shaped, and produced will factor into the learning experience for students in the minor.

As part of a well-rounded university education, the Liberal Arts play a vital role in students' lives. Liberal Arts courses allow students to contextualize their experiences and how they fit in the world around them, and to empathize with the experiences of others, understanding those experiences as just as vital and necessary as their own. Storytelling is the chief means of conveying what it means to be a human being in the world. The Pathway Minor in Storytelling delivers courses that concentrate on this subject matter, correlating with the IUPUI PLUS Learner Profiles of Innovator, Communicator, Problem Solver, and Community Contributor.

Learning Objectives:

- Understanding narrative structures, including different modes, terminologies, and the relationship between speaker and story. This correlates with the Problem Solver and Communicator categories of the Profiles.
- Differentiate between genres and linguistic modes to grasp usage and context. This objective correlates with the Problem Solver and Communicator categories of the Profiles.
- Understanding cultural context and difference, and the larger structures that produce societal positions. This objective correlates with the Community Contributor category of the Profiles.
- Developing an awareness of visual literacy in reference to narrative, particularly as it relates to reading and analyzing comics and graphic novels. This objective correlates with the Innovator and Communicator categories of the Profiles.
- Build a growing awareness of the theory and criticism of narrative, in order to decode the stories of others. This objective corrlates with the Problem Solver and Communicator categories of the Profiles.
- Consider narrative production at different skill levels, analyzing and engaging the form in a variety of modes and methods. This objective corresponds with the Innovator, Communicator, and Problem Solver categories of the Profiles.

Required Courses:

Students will complete 15 credit hours of approved Pathways courses, including 6 credit hours of:

- **Two foundational courses:** ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
- **Elective courses for the minor**: minimum grade of C

Students will also complete elective courses including 9 credit hours of approved courses from the following categories (see approved courses below):

- introductory Thematic Concentration
- intermediate Thematic Concentration
- advanced Engaged Learning Experience

NOTE: To ensure a robust interdisciplinary experience, students should not take more than two courses from any one department/program as part of the 15-credit pathway minor.

- ENG L115 Literature for Today
- ENG L204 Introduction to Fiction: Literature and the Arts
- ENG W206 Introduction to Creative Writing
- ENG W207 Introduction to Fiction Writing
- ENG W208 Introduction to Poetry Writing
- COMM M150 Mass Media and Contemporary Society
- JOUR J110 Foundations of Journalism and Mass Communication

- ENG W301 Writing Fiction (Prerequisite: ENG-W206 or ENG-W207, each with a grade of C or higher.)
- ENG W302 Screenwriting (Prerequisite: Eng-W206 or W207 with a grade of C or higher.)
- COMM R330 Communication Criticism (Prerequisite: COMM-G 100 or COMM-R 110 and reading placement of at least 80.)
- REL R312 Prophets, Captives, and Converts: American Religious Lives
- JOUR J315 Feature Writing (Prerequisite: JOUR-J 200 or permission of instructor.)
- ANTH E404 Field Work in Ethnography/Research Methods in Cultural Anthropology
- MHHS M410 Addiction Narratives

- COMM T431 Introduction to Playwriting (Experiential Learning)
- ANTH E457 Ethnic Identity (Diversity Experience)

- COMM M462 Television Aesthetics and Criticism (Prerequisite: COMM-M 150 or permission of instructor.) (Collaborative project)
- MHHS M492/592 Narrative Medicine (Faculty-led Research)
- MHHS M420/520 Culture of Mental Illness (Faculty-led Research)

NOTES:

1. Students may petition the director of the Pathway Minor program to have any 300-/400-level elective with a RISE designation and storytelling focus count toward their engaged experience. For example, a student may complete an internship, individual research project, service learning project, or study abroad with a storytelling focus.
2. Students may petition, either before or after taking a course, to have one course from outside of the School of Liberal Arts count toward their pathway minor, if it meets the learning objectives. Examples of courses that can be petitioned to count include:

- HER-D 304: Drawing/Illustration – Narrative Imagery
- HER-H 222: History of American Comics and Graphic Fiction
- NEWM-N 202: Digital Storytelling

Petitions should be sent to the Director of the Pathways Minor Program and will include:

- course number, title, instructor and term of instruction
- a copy of the syllabus
- statement of how the course meets specific Learning Outcomes of the minor
- completed assignments (if course is finished) that best demonstrate Learning Outcomes

Social Justice and Civic Engagement

The **Pathway Minor** is a 15-credit program of study intended to add *depth* to the learning experience within the *general education core* by integrating knowledge and praxis around themes of relevance to the students' college and professional experiences from the perspectives of the humanities and the social sciences.

The **Social Justice and Civic Engagement (SJCE) Pathway Minor** gives tomorrow's community leaders the knowledge and practical skills you need to build viable democratic institutions and contribute to social and economic justice. The interdisciplinary minor combines classroom instruction with active engagement in local communities, featuring high-impact practices, such as service learning and community-based research.

As part of a well-rounded university education, the Liberal Arts play a vital role in students' lives. **Liberal Arts** courses allow you to contextualize your experiences and see how they fit in the world around you, to question the status quo and come up with innovative solutions to persistent problems. The **Social Justice and Civic Engagement Pathway Minor** will also complement careers that you may pursue in many of IUPUI's Schools, including Health and Human Sciences, Philanthropic Studies, Public and Environmental Affairs, Public Health, and Social Work.

Prerequisites and Required Courses

Required courses (with minimum grades required)

With a minimum grade of C, students will complete 15 credit hours of approved Pathway Minors courses, including 9 credit hours of:

- **Two foundational courses:** ENG-W131 or ENG-W140 and COMM-R110 in which students in the Pathway Minor program will be required to complete modules and signature assignments designed to introduce them to Pathway Minor themes
- **Elective courses**

Elective courses for the minor (with minimum grades required)

With a minimum grade of C, students will also complete elective courses including 9 additional credit hours of approved courses from the Introductory Thematic Concentration, Intermediate Thematic Concentration and Advanced Engaged Learning Experience categories.

To ensure a robust interdisciplinary experience, students should not take more than two courses from any one department/program as part of the 15-credit pathway minor.

Approved Courses

Introductory Thematic Concentration (3 credits)

- **ANTH-A 104:** Introduction to Cultural Anthropology
- **COMM-M 150:** Mass Media and Contemporary Society
- **ENG-W 210:** Literacy and Public Life
- **NAIS-N 101:** Intro to Native American & Indigenous Studies
- **POLS-Y 103:** Introduction to American Politics

Intermediate Thematic Concentration (3 credits)

- **AFRO-A 311/REL-R 314:** Religion and Racism
- **ANTH-A 407:** Indigenous Cultural Heritage
- **COMM-C 391:** Communications and Social Justice
- **COMM-R 478:** Persuasion and Media in Social Movements
- **ECON-E 387:** Health Economics
- **ENG-W 377:** Writing for Social Change
- **HIST-A 328:** History of Work in America
- **HIST-A 329:** American Dissent
- **INTL-I 300/POLS-Y 371:** Human Rights
- **MSTD-A 403:** Introduction to Museum Studies
- **POLS-Y 303:** Policy Making in the United States
- **POLS-Y 304:** Constitutional Law
- **POLS-Y 317:** Voting, Elections, and Public Opinion
- **POLS-Y 324:** Women and Politics
- **REL-R 378:** Revolution and Revolutionaries
- **REL-R 383:** Power, Sex and Money

Advanced Engaged Learning Experiences (3 credits)

- **AMST-A 341:** Organizing for Social Action
- **ANTH/MSTD-A 477:** Community Collaboration & Curation

- **ANTH-E 380:** Urban Anthropology
- **NAIS-N 396:** Experiential Seminar
- **POLS-Y 481:** Field Experience
- **REL-R 375:** Religion Behind Bars
- **REL-R 386:** Consumption, Ethics, and the Good Life

Additional Information

Students may petition, either before or after taking a course, to count a course toward the minor. Students will petition the Director of the Liberal Arts Pathways Minor Program.

Advising

Schedule your in-person or online appointment using the Student Appointment Scheduler or by calling 317-274-3976. Online appointments are available via Zoom and your advisor will provide you with the Zoom link via email prior to your appointment.

Student Outcomes

Bachelor of Arts (B.A.)

A Bachelor of Arts (BA) degree in the School of Liberal Arts (SLA) includes at least two components: **General Education** courses (required and elected) **and** courses in **a declared major** (required and elected). Both components reflect IUPUI's Profiles of Learning for Undergraduate Success. Detailed articulation of Student Learning Outcomes, including their assessment, for individual degrees and certificates are part of the SLA's department and program websites and are included in this Campus Bulletin. Students completing the Bachelor of Arts degree program will:

- **Know-**about their place and time in society and culture from a variety of perspectives (such as anthropology, economics, history, philosophy, political science, religious studies, sociology, and science), and through having a second language.
- **Understand-**appreciate, and respect the variety and complexity of other societies and cultures—across time and place—as the basis for successful interaction in the global context of the 21S century.
- **Be able to**
  - find, analyze, evaluate, summarize, and apply information, drawing effectively on a variety of information sources and tools;
  - pose general as well as particular questions and propose creative solutions to those problems in different contexts—working independently and as members of teams;
  - communicate effectively in English to peers and professionals making effective use of a variety of communication modes, methods, and technologies, and have functional competency in one other language; and
  - exercise ethically sound judgment in personal and professional situations and demonstrate responsible behavior as leaders as well as being able to work effectively in group or team projects.

Graduate Programs

The anthropology, communication studies, economics, english, geography, history, journalism, medical humanities and health studies, museum studies, philosophy, sociology, and spanish programs presently offer master's degrees.

Students will not receive graduate credit without the written approval of a graduate advisor and the instructor of the course. Acceptable performance in the courses is also a condition for receiving graduate credit. In addition, other departments offer graduate course work. In addition, several departments and programs offer graduate certificate programs and minors.

Programs	MA/MS	Certificate	Ph.D.
American Studies			Ph.D.
Anthropology	MA		Minor
Communication Studies, Applied Communication	MA		
Communication Studies, Communicating Science			Minor
Communication Studies, Health Communication			Ph.D.
Communication Studies, Health Communication			Minor
Economics	MS		Ph.D.
Economics of Nonprofits			Ph.D.
Economics, Health			Ph.D.
English	MA		
Geographic Information Science	MS	Certificate	
History	MA		Minor
History, European	MA		
History, Public	MA		
History, U.S.	MA		
Journalism, Public Relations	MA		
Journalism, Sports Journalism	MA		
Medical Humanities and Health Studies		Certificate	Minor
Museum Studies	MA	Certificate	

Philosophy	MA	Certificate	Minor
Philosophy, American	MA	Certificate	
Philosophy, Bioethics	MA	Certificate	
Philosophy, International Research Ethics	MA		
Professional Editing		Certificate	
Sociology	MA		Minor
Sociology, Medical	MA		
Spanish	MAT		
Teaching English as a Second Language (TESOL)	MA	Certificate	
Teaching Literature		Certificate	
Teaching Writing		Certificate	
Translation Studies		Certificate	
Women's, Gender, and Sexuality Studies			Minor

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Certificate Programs

- Geographic Information Science
- Medical Humanities and Health Studies
- Museum Studies
- Philosophy
- Professional Editing
- Teaching English Speakers of Other Languages (TESOL)
- Teaching Literature
- Teaching Writing
- Translation Studies

American Philosophy and Bioethics

The **Department of Philosophy offers graduate certificates in either American Philosophy or Bioethics**. We invite you to review the information on this page. We also invite you to contact the Graduate Director, Chad Carmichael (crcarmic@iupui.edu) if you have further questions about the program, its curriculum, opportunities for financial support, or application requirements.

Admissions

Philosophy

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 scale of 4) and at least 3.0 in the student's major. There is no specific major requirement, but applicants must show a record of coursework (or equivalent experience) demonstrating that they are sufficiently prepared to do graduate work in philosophy. Acceptable coursework includes an undergraduate degree in philosophy. For applicants interested in the Bioethics or International Research Ethics concentrations, professional training or experience that involved health care ethics could be accepted in lieu of coursework. Applicants must also show an appropriate level of achievement on the Graduate Record Examination (GRE) General Test.

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL). They must also take the IUPUI English (ESL) examination prior to their first semester of coursework and may be required to take additional classes in English as a second language.

Students not seeking a degree, and students not qualified for full admission, may be admitted as Graduate Non-Degree students. In some cases, degree-seeking students who do not meet all admissions requirements will be admitted on condition that specified deficiencies be remedied within a certain time.

Application Deadlines

Deadlines for receipt of **completed** applications are as follows:

- **January 15 –** For applicants who wish to be considered for a University Fellowship.
- **March 1 –** For applicants seeking admission in the summer or fall semesters.
- **October 15 –** For applicants seeking admission for the spring semester.

If you wish to apply after any of these deadlines, please contact the graduate director.

Application Materials

1. Graduate School Application form with Application Fee
2. Three Letters of Recommendation
3. Statement of Purpose
4. GRE Scores*
5. TOEFL Scores (non-native English speakers only)
6. Official Transcripts (required from all institutions attended or currently attending)**
7. Writing Sample**

* LSAT or MCAT scores may be accepted in lieu of GRE scores for students applying for the Bioethics or International Research Ethics concentrations. No test scores are required for applicants who already hold an advanced degree.

**Please send directly to: Graduate Director Department of Philosophy CA 331, 425 University Blvd. Indianapolis, IN 46202

NOTE: A writing sample may not be required for applicants to either the Bioethics or International Research Ethics concentrations if they are, or have been, professionally employed in a relevant field. In such cases, a resume may be submitted in lieu of a writing sample.

American Philosophy Certificate

The certificate in American philosophy gives students the opportunity to study in a one-year program at one

of the world's premier places for studying American philosophy and especially the thought of Charles Sanders Peirce. IUPUI is home of the Institute for American Thought, which contains the Peirce Edition Project, the Santayana Edition, the Josiah Royce Papers, and the Max H. Fisch Library. Because of the Peirce Edition Project, the Santayana Edition, and the Josiah Royce Papers, three large-scale scholarly ventures to publish the writings of an important American philosopher, IUPUI has extensive resources in American philosophy and a substantial contingent of faculty specializing in this area. The Max H. Fisch Library is a non-lending library specializing in American philosophy and other resources essential for a better understanding of this chapter in philosophy. It attracts a number of scholars each year, as well as graduate students from other institutions who are working on their thesis or Ph.D. dissertation. The Institute for American Thought also houses the Frederick Douglass Papers and the Center for Ray Bradbury Studies.

Student Learning Outcomes

Students completing the Philosophy graduate certificate curriculum will:

- Know and understand important figures, theories, and arguments related to the certificate subject area: bioethics or American philosophy.
- Comprehend interpret, analyze, and evaluate complex philosophical concepts, claims, and arguments.
- Write and speak clearly and competently on philosophical topics related to the certificate subject area.

Bioethics Certificate

The **certificate in bioethics** offers a one-year program of study in a rapidly growing field that requires educated and trained theorists and practitioners. IUPUI is home to one of the nation's largest health-profession complexes, with the nation's second largest school of medicine and largest multi-purpose school of nursing. In addition, the Indiana University Center for Bioethics provides a forum for interdisciplinary research and public outreach.

Students who pursue the graduate certificate in bioethics will have a number of employment opportunities. Some may choose to continue on to a terminal degree (M.A. or Ph.D.) program in philosophy or bioethics, after which they can be expected to compete for research or faculty positions. Others may choose to complete the certificate in concert with a professional degree in medicine, science, nursing, health sciences, or law. Professionals already employed in health-related fields can expect that the certificate will enhance their professional credentials. A graduate certificate in bioethics will be useful to those responsible for policy analysis and development (e.g., on ethics committees), compliance (e.g., in risk management or institutional review-board positions), or teaching and education (e.g., in continuing education programs). This certificate will also be useful to professionals working in legislative or other policy positions.

Student Learning Outcomes

Students completing the Philosophy graduate certificate curriculum will:

- Know and understand important figures, theories, and arguments related to the certificate subject area: bioethics or American philosophy.
- Comprehend interpret, analyze, and evaluate complex philosophical concepts, claims, and arguments.
- Write and speak clearly and competently on philosophical topics related to the certificate subject area.

Student Consumer Information for the Bioethics Certificate. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at, http://apps.usss.iu.edu/disclosures/?plan=IN04.51.3201.

Prospective Students

The graduate certificate program is designed to accommodate a wide variety of students, including:

- International students with an interest in American philosophy or bioethics who have recently completed their M.A. in their home country and are exploring their academic options, like a Ph.D. in philosophy.
- International students who want to do a one-year abroad program at the graduate level. The certificate program can be completed concurrently with research for an M.A. thesis or dissertation.
- Graduate students from other universities who are willing to take a year off from their regular program or who have reached the A.B.D. stage. Most Ph.D. programs have only one specialist in American philosophy or bioethics, making a certificate in either specialty an attractive option for students busy writing their Ph.D. dissertation.
- Students who have completed undergraduate degree and do not yet want to commit themselves to a degree program in philosophy or who want to increase their chances of being admitted into the IUPUI philosophy M.A. or a first-tier graduate program elsewhere.
- People who seek to broaden their philosophical horizon without aiming for a full-fledged graduate degree. A certificate gives graduate non-degree students a well-defined focus of study.
- Students who are enrolled in other graduate programs or post-baccalaureate professional programs at Indiana University and have an interest in philosophy.
- Students in programs that have an (international) exchange program with the IUPUI Philosophy Department or the Institute for American Thought.

The certificate in bioethics also provides a continuing education opportunity for individuals who are already gainfully employed and may have no real need for a full M.A. For example, nurses wishing to move into administrative positions on a hospital ethics committee or institutional review board.

Students enrolled in the IUPUI Philosophy M.A. program are automatically eligible to enroll in either of the graduate certificate programs, thus combining their M.A. degree with a certificate.

Admissions Requirements and Procedures

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 scale of 4) and at least 3.0 in the student's major. There is no specific major requirement, but applicants must show a record of coursework (or equivalent experience) demonstrating that they are sufficiently prepared to do graduate work in philosophy. Acceptable coursework includes an undergraduate degree in philosophy. For their application, students are required to submit in addition to the Graduate School application form: official transcripts, at least one letter of recommendation, and a statement of purpose. Documents not included with the online application form can be sent directly to the Philosophy Department: CA 331, 425 University Blvd., Indianapolis, IN 46202.

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL). They must also take the IUPUI English (ESL) examination prior to their first semester of coursework and may be required to take additional classes in English as a second language.

Deadlines for receipt of **completed** applications are as follows:

March 1– For applicants seeking admission for the summer or fall semesters.

October 15 – For applicants seeking admission for the spring semester.

If you wish to apply after either deadline, please contact the graduate director.

Completion Requirements and Procedures for Certification

To complete the certificate, students should take fifteen (15) credit hours in the IU system, at least nine (9) of which must be taken at the IUPUI campus and at least nine (9) of which must be offered by the IUPUI Philosophy Department. Unless otherwise stated all courses must be at the 500-level or higher and be completed with a grade B or higher. Students taking the bioethics certificate are required to take P547; students taking the American philosophy certificate are required to take P558. Both are offered each academic year. In addition, students should take nine (9) credit hours in concentration specific courses, while taking the remaining three credit hours either in concentration specific courses or in courses that fall within the M.A. core. Courses taken more than five years prior to completion of the certificate must be retaken or revaluated.

Sample Curricula

American Philosophy

Fall semester
PHIL-P 558: American Philosophy (3 cr.)
PHIL-P 560: Metaphysics (3 cr.)
PHIL-P 701: Peirce Seminar (3 cr.)

Spring semester
PHIL-P 507: American Philosophy and the Analytic Tradition (3 cr.)
PHIL-P 748: Josiah Royce Seminar (3 cr.)

Bioethics

Fall semester
PHIL-P 547: Foundations of Bioethics (3 cr.)
PHIL-P 540: Contemporary Ethical Theories (3 cr.)
PHIL-M 504: Introduction to Research Ethics (3 cr.)

Spring semester
PHIL-P 555: Ethical and Policy Issues in International Research (3 cr.)
PHIL-P 696: Topics in Biomedical Ethics: Genethics (3 cr.)

Literature

The graduate **Certificate in Teaching Literature** is a structured, 20-hour program designed for licensed middle school and high school teachers, current M.A. students, and university and college faculty in literature and other subject areas who wish to enhance their professional teaching careers. Credits earned toward the certificate can be applied to an MA in English upon acceptance into that degree program.

The certificate offers students an opportunity to explore the theories and best practices that promote learning and strengthen professional mentorship of area teachers. The certificate requires completion of five graduate courses including two core courses and three electives.

Student Learning Outcomes

Students completing the certificate in teaching literature will able to:

- **Recognize and define** major theories and historical perspectives in the teaching of literature.
- **Analyze** the complexities of literature and its application in personal, public, and professional contexts.
- **Create, design, and produce** effective evaluations of literature assignments and supporting activities.
- **Demonstrate** knowledge of a reflective, research-based approach to major issues in the teaching of literature.
- **Articulate** an informed, practical pedagogy for the teaching of literature.
- **Write** a clear and persuasive research-based argument that adheres to conventions of documentation.
- **Evaluate** the impact of culture, gender, race, and history on the writing, reception, and teaching of literature.
- **Demonstrate** an ability to accept and offer critical feedback to and from peers.

Admission Requirements

Admission to the certificate program requires only one of the following:

1. State certification in middle school or high school teaching;
2. Current enrollment as a graduate student at IUPUI;
3. Successful completion of an M.A. degree or higher at an accredited university;
4. Successful completion of a B.A. with a minimum GPA of 3.0 (on a scale of 4.0) or the equivalent from an accredited institution.

An online application with instructions is available via the English Department's website. For more information on how to apply, see the contact information.

Program Requirements

Students will earn the certificate by satisfactorily completing five graduate courses, or a minimum of 20 credit hours. The five courses consist of two core course and three elective courses. Major topics include instructional issues in language learning; socio-psycholinguistic applications for reading instruction, theories of literary analysis, methods of literary research and study, surveys of American and British literature, additional surveys of adolescent and children's literature, multicultural literature, colonial and postcolonial literature, and women's literature.

Curriculum

Core course (12 credit hours/3 courses)

- ENG-L 503: Teaching of Literature
- ENG-L 506: Introduction to Methods of Criticism and Research
- ENG-L 508: Practicum of Teaching Literature

Elective courses (8 credit hours total, up to 6 credits of which may be School of Education courses)
English electives (4 credits each):

- ENG-L 606: Topics in African American Literature
- ENG-L 625: Readings in Shakespeare
- ENG-L 635: Readings in American Ethnic Literature and Culture
- ENG-L 641: Studies in British Literature before 1900
- ENG-L 643: Readings in Colonial and Post-Colonial Literature
- ENG-L 649: Studies in British Literature since 1900
- ENG-L 650: Studies in American Literature before 1900
- ENG-L 655: Studies in American Literature since 1900
- ENG-L 657: Readings in Literary and Critical Theory
- ENG-L 666: Survey of Children's Literature
- ENG-L 673: Studies in Women and Literature
- ENG-L 680: Special Topics in Literary Study and Theory

Variable credit hour courses (1-4 credits):

- ENG-L 695: Individual Readings in Literature

School of Education electives (3 credits each, up to 6 credits total)

- EDUC-L 500: Instructional Issues in Language Learning
- EDUC-L 502: Socio-Psycholinguistic Applications for Reading Instruction
- EDUC-L 535: Teaching Adolescent Literature

Other graduate courses in literature or related fields as approved by certificate director.

For more information, please contact the English Department Graduate Certificate Coordinator.

Medical Humanites and Health Studies

The Graduate Program in Medical Humanities offers an interdisciplinary course of study drawn from the humanities and social sciences disciplines of Liberal Arts, as well as courses and participation of faculty from other schools. The field of Medical Humanities provides students with the qualitative humanistic and socio-cultural perspectives on health care, in contrast to the clinical/objective approach traditionally taken in biomedicine.

The science, study, and practice of medicine and health are multi-faceted in scope and impact. Many factors affect the outcome of health practice, which in turn, affect patients, families, and the greater public. This graduate program is interdisciplinary in nature and health-related in focus. It permits graduate students to study more comprehensively, and in-depth, the social, cultural, and humanistic determinants and consequences of human health, illness, and care. It takes advantage of the unique wealth of health-related graduate courses already offered by the School of Liberal Arts, the whole of which is even greater than the sum of its parts.

This program will be of great interest to students whether they go on to specialized training – i.e., in medicine, allied health professions, and graduate-level disciplinary or interdisciplinary studies – or for those entering (or continuing in) the health workforce.

Admission Requirements

- Undergraduate degree from an accredited institution required.
- Minimum GPA of 3.0 required
- Personal statement
- Two letters of recommendation

Graduate Certificate in Medical Humanities

The primary goal of the Graduate Certificate in Medical Humanities (15 credit hours) is to enrich students' humanities-based education and professional development as they prepare for graduate work in the health professions, or to supplement and enrich their existing degree and/or health-related career. The program provides graduate students with the opportunity to study, in-depth, medicine, health, and illness from the perspective of such disciplines as literature, philosophy, history and social science. Students view past, present, and future problems in health care from multiple and varied standpoints and work to resolve them using narrative, visual, ethical, historical, and social science methods. Through this approach, students gain greater insight into the human condition, the value of human life, the nature of suffering, and efforts to alleviate it.

In additional, the inclusion of the social sciences in the curriculum allows students the opportunity to focus on the investigation of the social and cultural construction of health, illness, and provision of healthcare using the tools of social science research. This includes understanding the cultural definitions of life/death and health/illness, the geographic and economic provision and constraints to medical and healthcare, the social and power structures that impact access to healthcare, and a familiarity with the analysis, application and limitations of social science research methods. In this way, this program develops informed graduates with analytical skills, cultural awareness, and ethical sensitivity through application, evaluation, critical analysis and synthesis.

For specific requirements and options for cross-listed courses, see the Medical Humanities web site or meet with an academic advisor. Students in other graduate

programs who wish to add the Graduate Certificate to their program of study must formally apply to the Medical Humanities program separately.

Required Courses in Medical Humanities Graduate Certificate (15 credit hours)

The **Medical Humanities and Health Studies Graduate Certificate** consists of 15 credit hours of course work, including a required introductory course (3 cr.), a clinical practicum (3 cr.), and a choice of three courses (9 cr.) from a list of approved electives.

All courses must be passed with a grade of B or above to count for the certificate or the minor. The Clinical Practicum must be approved by a faculty advisor prior to registration. For students currently engaged in a clinical practice, a substantial research and writing project based on their clinical practice, or an additional elective, may be substituted for the practicum. Those students will register for and enroll in the Clinical Practicum, but will not be required to undertake additional clinical time to complete the course. In either case, students will work closely with a faculty mentor to complete the practicum.

Graduate Certificate requirements (15 cr.)

- MHHS M501 The Human Condition (3 cr.)
- MHHS M595 Clinical Practicum in Medical Humanities (3 cr.)
- Approved Electives (9 cr.)

Museum Studies

The **Graduate Certificate in Museum Studies** (18 credit hours) provides students with interdisciplinary training in museum practice and 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, curatorial practices, philanthropy, and nonprofit management by combining Museum Studies course work with curriculum in other IU schools (e.g., Public History, Philanthropic Studies, Education, SPEA, Library Science). 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. Because it offers an opportunity to focus on specific areas of museum practice, 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. Students in other graduate programs who wish to add the Graduate Certificate to their program of study must formally apply to the Museum Studies program separately.

Students in the Public History Program who add the Museum Studies Certificate can combine certain Public History Courses with Museum Studies offerings to complete the certificate with just one additional course. Students should consult with advisors in both programs to establish their program plan.

Course Requirements

The Museum Studies Graduate Certificate consists of 18 credit hours of course work, including an introductory course MSTD-A 503 (3 cr.), an internship MSTD-A 508 (3 cr.), four core courses from list of approved core courses (6 cr.), and a choice of elective courses from list of approved elective courses (6 cr.) from the Museum Studies electives or approved courses from outside the program including those in Public History, Anthropology, Education, Sociology, Public Relations, Philanthropic Studies, Non-Profit Administration (SPEA) and Herron School of Art and Design. All these courses must be passed with a grade of B– or above in order to count for the certificate. Internships must be approved by a faculty advisor prior to registration. Certificates are only awarded in the months of May, August and December.

All students should file a curriculum plan with the Museum Studies office before the end of their first semester.

Graduate Certificate requirements (18 cr.)

- MSTD-A 503 Introduction to Museum Studies (3 cr.)
- MSTD-A 508 Museum Internship (3 cr.)
- Core courses (6 cr.)
- Elective (6 cr.)

For students in the Museum Studies Graduate Certificate program and M.A. History program who choose public history as their area of concentration (18 cr.):

In order to complete the certificate while simultaneously completing the M.A. in History (Public History concentration), students must apply and be admitted to both the History MA program and Museum Studies Graduate Certificate program and complete the requirements for both the degree and the certificate. Students should consult with advisors in both programs to establish their program plan to follow the approved course of study within both programs. The certificate must be awarded before or at the same time as the master's degree in History. Certificates are only awarded in the months of May, August and December.

The following courses fulfill requirements in both programs:

- Taking HIST-H 543 Internship: Practicum in Public History *when focused on museums* counts as an equivalent for MSTD-A 508
- Taking HIST-H 542 Introduction to Public History may count as an equivalent for MSTD-A 503
- Any HIST-H 547 Special Topics in Public History (3 cr.) classes are approved electives for the museum studies graduate certificate curriculum
- History MA (Public History concentration) students may use up to two museum studies courses to count as the "6 credits outside the department of History" requirement.

Professional Editing

An interdisciplinary 15 credit hour research certification covering the fundamental theories and methods involved in the practice of scholarly editing and other more general applications of professional editing. The interdepartmental

curriculum includes editing concentrations in English and History and is administered by graduate faculty of the Institute for American Thought within the School of Liberal Arts.

Student Learning Outcomes

Students completing the **Professional Editing certificate** will:

- **Know** the techniques and consequences of traditional editing procedures, learn how corrupted texts of the past can be recovered and disseminated for readers today, and explore how these procedures are evolving in reaction to the rapidly changing technical communications environment of the information age.
- **Understand** that editing is an historical discipline.
- **Be able to** examine how texts have been edited in the past;
- **Be able to** recognize the steps involved in editorial procedures, analyze and categorize the various types of errors that are the result of hand press and machine press printing;
- **Be able to** demonstrate their understanding of book production by writing analytical and descriptive bibliographies, reconstruct textual genealogies of the transmission of a work, evaluate current editions of the same work; and
- **Be able to** discern what paradigms of editing held sway in different historical periods, analyze and respond to arguments about the best ways to present to the modern reader both public and private documents of historical significance, and design ways to present and preserve document quality in electronic environments

Special Program Requirements

(See also general University Graduate School requirements.)

Admission Requirements

Students already admitted into Indiana University or Purdue University graduate degree programs are eligible to earn a certificate. In addition to re-submitting their degree admission materials such students must declare their current participation in the program and also submit a statement of interest. Continuing graduate nondegree students must meet the following requirements: (1) a bachelor's degree from an accredited college or university, with the expectation of a minimum 3.0 overall GPA (on a scale of 4.0) and a minimum 3.0 average GPA in the student's major, (2) a statement of interest, and (3) three letters of recommendation. There is no specific major requirement, but candidates should have a record of course work to demonstrate sufficient writing and research experience. International students from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL) examination and score above 79 on the iBT version of the test or score at least a 6.56 on the International applicants who use International English Language Testing System (IELTS). Unless they hold a degree from an English-speaking institution or scored above 100 on the iBT version of the TOEFL, they will need to take the EAP examination upon arrival at IUPUI. If any language courses are required on the basis of the examination, these must be started during the first term at IUPUI and finished within the first year.

Foreign Language/Research-Skill Requirement

None.

Grades

Certificate students must maintain at least a 3.0 (B) grade point average.

Course Requirements

A minimum of 14-15 credit hours (dependent on the concentration chosen), which include completion of any one of several three-course core concentrations (11–12 credit hours) and one or more open electives (3–6 credit hours). Normally, 9 credit hours can be taken before admission to the certificate program, provided that all course work is completed within a four-year period. For course descriptions, see the course listings for the Departments of English and History at Indiana University–Purdue University Indianapolis.

Core Options

Three courses (11-12 credit hours) in one of the following field concentrations or, with permission from the program director, putting together an individual core from either track:

Scholarly Editing Concentration I: Critical (Eclectic) Texts (12 credit hours)

- ENG-L 501: Professional Scholarship in Literature (4 cr.)
- ENG-L 680: Topics: Textual Theory and Textual Criticism (4 cr.)
- ENG-L 701: Descriptive Bibliography and Textual Problems (4 cr.)

Scholarly Editing Concentration II: Documentary Texts (11 credit hours)

- HIST-H 501: Historical Methodology (4 cr.)
- HIST-H 543: Internship: Practicum in Public History (4 cr.)
- HIST-H 547 Topics in Public History: Historical Editing (3 cr.)

Open Elective Course(s)

One course (3–4 credit hours. Any of the core options listed previously (outside of the student's chosen field concentration) may be counted as an open elective, as well as any of the following courses and, with permission of the director, any course that is related but not listed below (for course descriptions, see the course listings for the Departments of English and History at Indiana University–Purdue University Indianapolis).

- LIS-S 505: Organization and Representation of Knowledge and Information (3 cr.)
- LIS-S 681: The Book 1450 to the Present (3 cr.)
- ENG-L 590: Internship in English (4 cr.)
- NEWM-N 500: Principles of Multimedia Technology (3 cr.)

Student Consumer Information for the Professional Editing Certificate. For more information about our graduation rates, the median debt of students who completed the program, and other important information,

please visit our website at, http://apps.usss.iu.edu/disclosures/?plan=IN04.23.1301.

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 the director in the certificate in teaching writing program.

Student Learning Outcomes

Students completing the **certificate in teaching writing** will able to:

- **Recognize and define** major theories and historical perspectives in the teaching of writing.
- **Analyze** the complexities of writing and its uses in personal, public, and professional contexts.
- **Create, design, and produce** effective evaluations of writing assignments and supporting activities.
- **Demonstrate** knowledge of a reflective, research-based approach to major issues in the teaching of writing.
- **Articulate** an informed, practical pedagogy for the teaching of writing.
- **Write** a clear and persuasive research-based argument that adheres to conventions of documentation.
- **Evaluate** impact of culture, gender, race, and history on texts and ideas as well as language use and structure.
- **Demonstrate** an ability to accept and offer critical feedback to and from peers.

Admission Requirements

- Successful completion of a B.A. with a minimum GPA of 3.0 (out of 4.0) or the equivalent from an accredited institution; or
- Current enrollment as a Graduate student at IUPUI; or
- Successful completion of an M.A. degree or higher at an accredited institution; or
- State certification in middle school of high school teaching.

Student Consumer Information for the Certificate in Teaching Writing. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at, http://apps.usss.iu.edu/disclosures/?plan=IN04.23.1304.

Instructions for applying to the Certificate in Teaching Writing can be found on the English Department's website.

Curriculum Requirements

Core course (4 cr.):

- ENG-W 509: Introduction to Writing and Literacy Studies (4 cr.)

Elective courses: (16 cr.)

- ENG-W 500: Teaching Writing: Issues and Approaches (4 cr.)
- ENG-W 508: Graduate Creative Writing for Teachers (4 cr.)
- ENG-W 510: Computers in Composition (4 cr.)
- ENG-W 531: Designing and Editing Visual Technical Communication (4 cr.)
- ENG-W 590: Teaching Composition: Theory and Practice (4 cr.)
- ENG-W 600: VariableTopics in Rhetoric and Composition (4 cr.)
  - Assessing Writing
  - Qualitative Research
  - Basic Writing Pedagogy
  - Written Englishes: Living Cultural Realities
  - Teaching Technical and Professional Writing
- ENG-W 605: The Writing Project Summer Institute (4 cr.)
- ENG-W 609: Individual Writing Projects (1-4 cr.)
- ENG-W 615: Graduate Creative Non-fiction Writing (4 cr.)
- ENG-W 697: Independent Study in Writing (1-3 cr.)

Writing Project Advanced Institute

TESOL

The graduate **Certificate in Teaching English to 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. 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.

Student Learning Outcomes

Students completing the **TESOL certificate** will able to:

- **Describe** the features of both second language and first language discourse.
- **Explain** the theoretical principles of second language learning from linguistic, psychological, and social perspectives.
- **Explain** the principles, strategies, and features of second language teaching in a variety of contexts.
- **Describe** how learning a second language differs from learning one's first language.

- **Exemplify** the theory-to-praxis connection in second language teaching in a variety of contexts, modes, and genres.
- **Devise and use** instruments for adequately and appropriately assessing language learners' educational needs and language development in diverse contexts.
- **Design and implement** pedagogically-sound lesson plans, teaching materials, courses, and curricula for second language learners in a variety of contexts with respect to reading, writing, listening, speaking, and culture.
- **Evaluate and refine** (one's own) teaching practices on the basis of second language learning research and specific students' learning outcomes using the tools of self-reflection and classroom observation.

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.

Student Consumer Information for the Certificate in Teaching English to Speakers of Other Languages (TESOL) . For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://apps.usss.iu.edu/disclosures/?plan=IN04.13.1401.

Course Requirements

The TESOL certificate requires 19 credits, including 16 credits of "core" courses and 3 credits of electives. The **core courses are**:

- ENG-G 500 Introduction to the English Language (4cr)
- ENG-Z 520 Second Language Development (3cr)
- ENG-Z 523 TESOL Methods (3cr)
- ENG-Z 541 English for Specific Purposes (ESP) and Materials Development (3cr)
- ENG-Z 545 TESOL Practicum (3cr)

Elective courses (At least 3 credit hours)

- ENG-G 625 Discourse Analysis and Introduction to Research (4cr)
- ENG-G 652 Sociolinguistics (4cr)
- ENG-Z 536 Pedagogical Grammar (3cr)
- ENG-Z 570 Second Language Writing (3cr)
- ENG-Z 575 Second Language Learning and Technology (3cr)
- ENG-Z 598 TESOL Internship (3cr)
- ENG-Z 600 Seminar in TESOL (variable topics) (3cr)
- ENG-Z 690 Advanced Readings in TESOL (1-4cr)
- ENG-Z 699 M.A. Thesis – TESOL (3cr)

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.

Translation Studies

Globalization of business, law and trade relations and the changing US demographics have increased demand for translation skills in many fields especially: educational, medical, legal and technical. The current demand for skilled translators far outweighs the supply available.

The Graduate Certificate in Translation Studies builds on a set of successfully implemented undergraduate translation courses by a cadre of faculty experts in the field in a context of increased demand for higher credentialed professionals and academic specialists.

The Graduate Certificate in Translation Studies offers coursework leading to a Graduate Certificate in Translation Studies. Additional coursework in Interpreting is also offered.

Student Learning Outcomes

Students completing the **Translation Studies certificate** will:

- Know the basic premises of translation and work within a framework that assists them in effectively conveying a written text from one language into another.
- Know the basic theoretical concepts supporting translation studies and be able to apply those theories to the practice of translation.
- Understand the complexities of the task of translation, as well as the role it plays in the dissemination of ideas and cultures.
- Understand the differences between translation and interpretation and the different skill sets required for.
- Understand the ethical responsibilities that go along with the profession and practice of translation.
- Be able to effectively translate a variety of texts into both Spanish and English, taking into consideration the specific circumstances related to both the source and target languages and cultures.
- Be able to demonstrate the necessary skills to effectively translate a variety of discourse typologies such as commercial, legal, technical, medical and literary.
- Be able to appropriately use the fundamental tools for translation such as dictionaries (monolingual, bilingual, terminology specific, glossaries and Internet resources) and Computer Assisted Translation programs.
- Be able to demonstrate superior proofreading and editing skills for crafting and evaluating translations.
- Be able to discuss translation and interpretation in a professional and academic manner.

- Be able to continue to graduate work for those who intend to pursue research in translation studies.

Completion Requirements

This is an, 18 credit-hour graduate certificate program, or a total of six courses, distributed among two core courses in the history and theory of translation, and the application of computer-assisted translation technologies, followed by two

language-specific translation courses in Spanish, French or German, a linguistics course and a final internship or individual project. Courses are offered on a rotational basis, so students in the program need to make an advising appointment as soon as possible to plan their coursework to assure they are progressing towards completion of the degree. Twelve credit hours of coursework must be completed at IUPUI.

Admission Requirements

Admission to the program requires:

- **Fall admission only**

• Undergraduate degree requirement: baccalaureate degree in second language (Spanish, French, German) from an accredited institution; or B. A. degree in English with native proficiency in a second language; or B.A. or B.S. degree related to intended field of translation with native proficiency in a second language.

(GPA requirement: 3.0 or higher; 3.3 in major)

• Standardized Test Scores: official GRE scores are required if undergraduate GPA is below 3.0; non-native English speakers must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examinations, unless they have completed their undergraduate degree in the US. (Minimum score on the TOEFLL iBT is 79 and minimum score on the IELTS is 6.5.)

• Narrative statement: Applicants will submit a narrative statement of 400-500 words in both English and Spanish, French or German outlining relevant background and their reasons for pursuing a graduate certificate in Translation Studies

• Three letters of recommendation, one which can attest to the applicant's oral and written language proficiency in both English and the second language.

• Sample translation:, Applicants will be asked to write a sample translation into their primary language to submit with their application.

Applicants who have not completed any formal educational language training at the undergraduate level may be granted provisional admission based on completion of undergraduate coursework in English or the second language as deemed necessary by the admission committee.

- **Not for students on international student visas.**

Student Consumer Information for the Graduate Certificate in Translation Studies. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at, http://apps.usss.iu.edu/disclosures/?plan=IN04.23.1304.

Instructions for applying to the Graduate Certificate in Translation Studies can be found on the Department of World Languages and Cultures's website.

Curriculum Requirements

list of Translation courses

Core courses (6 credits):

- WLAC-F 550: Introduction to Translation Studies (3 cr. hrs).
- WLAC-F 560: Computer-Assisted Translation and Localization (3 cr. hrs)

Language-specific courses (9 credits):

- FREN-F 575: Introduction to French Linguistics or ENG G500 (3 cr.)
- GER-G 551: The Structure of German (3 cr.) or ENG G500 (3 cr.)
- SPAN-S 511: Spanish Syntactic Analysis (3 cr.) or SPAN S513 Introduction to Hispanic Sociolinguistics (3 cr.)
- SPAN-S 528/FREN-F 528/GER-G 528: Comparative Stylistics and Translation (3 cr. hrs)
- SPAN-S 529/FREN-F 529/GER-G 529: Specialized Translation I: Business/Legal/Governmental(3 cr. hrs)
- SPAN-S 530/FREN-F 530/GER-G 530: Specialized Translation II: Scientific/Technical/Medical (3 cr. hrs)

Applied course and fieldwork (3cr):

- WLAC-F 693: Internship in Translation (3 cr. hr.)
- WLAC-F 694: Final Translation Project (3 cr. hr.)
- WLAC-F 696: Final Interpretation Project (3 cr. hrs)

Additional courses:

- SPAN-S 502: Introduction To Medical Interpreting
- SPAN-S 602: Advanced Medical Interpreting
- SPAN-S 501: Introduction To Legal Interpreting
- SPAN-S 601: Advanced Legal Interpreting

Degree Programs

Master's Degree Programs

- Anthropology
- Applied Communication
- Economics
- English
- Geographic Information Science
- History
- Museum Studies
- Philosophy
- Public Relations
- Sociology
- Spanish
- Sports Journalism
- TESOL (Teaching English to Speakers of Other Languages)

PhD Programs

- American Studies

- Applied Health Economics
- Economics
- Health Communication

American Studies PhD

The **Doctor of Philosophy (Ph.D) in American Studies** provides an academic infrastructure for a collaborative and applied graduate school experience that addresses contemporary problems through theories and methods from a variety of discplines.

Program Goal

The program provides skill sets by requiring students to take courses from varying faculty, in varying disciplines, that emphasize studies encompassing aspects of the US-based “American experience,” broadly defined. Students will also be expected to accumulate significant experience collaborating with organizations and institutions throughout the city and region. By mandating a related internship of at least one full year in such agencies, the program will promote the students’ application of academic research outside of the academy. The program also will seek to expose students to the best available set of innovative and interdisciplinary mix of methods courses so as to provide them with the knowledge and skills required to thrive in related environments.

Student Learning Outcomes

- Demonstrate logical problem solving by integrating philosophical and scientific methods
- Summarize literature in a particular field or concentration
- Integrate philosophical and scientific methods in a research design
- Summarize and critique assumptions that prevail in the study of the United States and its institutions
- Analyze and compare different case studies
- Coordinate a project and interact with a team within a non-academic environment as part of an internship
- Produce a project design that integrates web-based material within an interactive
- Contrast institutional differences between the United States and other countries through experiences made possible by study in international centers of American Studies
- Demonstrate applicability of project design
- Test and evaluate research project with a team of experts
- Defend and refine research project

Admission Requirements

Recruitment of candidates for this program will present opportunities that are somewhat atypical for doctoral programs in the liberal arts. Traditionally, doctoral programs attract students who wish to work with specific faculty members within specific disciplines in order to build expertise and future careers in that discipline. The program proposed here seeks to attract students who believe contemporary problems require understanding and analysis that a research degree anchored in the liberal arts provides. Rather than recruit students to become future academics, this program uses academic training to develop expertise that can be applied primarily outside of classrooms. To that end, the recruitment of students will depend on establishing clear connections between external partners for internships, research centers at IUPUI, and faculty who will mentor students by helping them build programs that prepare them for fields in which they will intern.

Candidates are not required to hold advanced degrees in any particular discipline but this program will most likely attract students holding either a B.A. or M.A. in liberal arts disciplines or related degrees. Candidates should have a GPA of 3.5 or higher and are required to take the Graduate Record Examination (GRE) General Test (Quantitative, Verbal, and Analytical Writing). While we do not expect to institute a fixed minimum requirement, students shall be advised that successful candidates typically have scores above the 70th percentile in the verbal, quantitative, and analytic writing sections.

For those applicants whose native language is not English, IUPUI requires a 79 on the Internet- based TOEFL or 550 on the paper-based TOEFL or a 6.5 on the IELTS or a G011 or higher on the IUPUI EAP Placement Exam taken from within the last two years. However, because of the importance of writing skills on a program with a dissertation requirement applicants should typically score above the 70th percentile (i.e., 94 on the Internet-based TOEFL). Final decisions on admission shall be made by the American Studies Advisory Committee.

Beyond these measures for admission, the applicants shall submit a written statement of purpose for entering the Ph.D. program, three letters of recommendation from individuals in professional positions able to judge success (at least one from a tenured or tenure-track faculty), original transcripts, and a curriculum vitae.

Applicants should submit the following:

1. Completed application form for Indiana University Graduate School.
2. Personal Statement.
3. Official transcripts of all college level coursework.
4. Three letters of recommendation (from university instructors and/or professional associates) sent directly to the Director of Graduate Studies.
5. *GRE scores are not required for admission to the program if the applicant has a graduate degree; however GRE scores are required for those applicants who have not completed a graduate degree or who feel their scores will enhance their application.
6. International students must submit TOEFL scores. Information about TOEFL can be obtained from the International Affairs Office, 902 W. New York Street, ES 2126, Indianapolis, IN 46202 or 317- 274-7000.

The following deadlines must be observed in order to receive consideration for admission:

- January 15—priority consideration for fall semester and to be considered for University Fellowships and other financial support
- May 15—Fall regular admission

Degree Requirements

90 total hours; 60 hours beyond a M.A. or M.S.

Core courses (6 hours)

- AMST-A 601: American Studies in Theory
- AMST-A 602: American Studies in Practice
- AMST Doctoral Seminar (Research blog and in person seminar for students)

Methods courses (18 hours)
Most departments consistently teach methods courses as part of their graduate programs. As proposed here, such courses will comprise the foundation for the doctoral program in American Studies. The courses are distributed across three categories: analytical, digital, and quantitative/qualitative. Consultation between a student, the chair of the student's committee, and, if possible, input from the internship director will help determine which courses necessary.

Minor Concentration (12 credits)

Every student will have at least one minor concentration, the list below covers those areas in which minors either already exist or can be easily created. Students also have the option of creating, in consultation with their committee, a minor that brings together courses from a few disciplines.

Electives (24 credit hours)

Because of the interdisciplinary nature of this Ph.D., the student will choose elective courses that compliment this applied doctoral program. The student will work with her/his faculty committee to identify those courses that best complement the research questions of the Ph.D. concentration and that supplement the theories and areas of cultural study within American Studies. Electives can also be satisfied by coursework already completed prior to acceptance in the doctoral program such as a Masters degree or other applicable graduate level work.

International Coursework

Ideally, each student will be strongly encouraged to have at least 6-9 hours in coursework from a foreign university. Such coursework can involve a minor field, methods courses or elective credits.

Qualifying Exam—Written

All students shall take a written qualifying examination that aims to assess the student knowledge and readiness to carry out successful research. This exam will be completed by the semester prior to the start of the student's internship.

Internship and Applied Dissertation (30 credit hours)

Internship

Among the chief aims of the program is to provide doctoral students in the humanities and social sciences with opportunities to train for careers outside of academia. The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate full-time in the substantive work of an organization. The AMST program works with the external organization to cover costs associated with graduate training, including health insurance and monthly stipends. The doctoral internship serves as part of the research for student dissertations and therefore must be guided by the student's research committee.

Dissertation

The American Studies doctoral program encourages a student to investigate problems connected with the internship; therefore, the final product will be an applied dissertation. The applied dissertation will contribute to the literature in a student's concentration area. The dissertation must be an original contribution to knowledge and of high scholarly merit. The candidate's research must reveal critical ability and powers of imagination and synthesis. The dissertation is written under the supervision of a research director and a research committee and cannot be a collection of unrelated published papers. There must be a logical connection between all components of the dissertation, and these must be integrated in a rational and coherent fashion. It is the responsibility of the student's research committee to determine the kind and amount of published material that may be included in a dissertation.

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.

American Studies Courses

- **AMST-B 597 Overseas Study, Newcastle, UK (1-5 cr.)**Students participating in the exchange program with the Newcastle University, UK, must register for sections of this course to receive credit for their work at the partner institution. The title of the course taken at Newcastle will appear on the student's transcript under this course number. Consent of instructor required.
- **AMST-A 601 American Studies in Theory (3 cr.)**This course examines theoretical approaches to the meaning of 'America' by asking students to master theories in the field of American Studies, including: post-structuralism, queer studies, and post-colonialism as well as race, gender, sexuality, class, and religion. Students will apply them to a particular question or problem of academic interest.
- **AMST-A 602 American Studies in Practice (3 cr.)**P: AMST A601 The course examines case studies in three different contexts local (Indianapolis), national (Detroit), and international (Copenhagen) to illustrate different types of urban development. Students will combine American Studies theories with the practical methods derived from case studies to distinguish characteristics and conditions dependent on geographic and cultural differences.
- **AMST-A 801 American Studies Doctoral Internship (1-6 cr.)** The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate in the substantive work of an organization. The doctoral internship serves as a significant part of the research for student dissertations and therefore must be guided by the student's research committee.
- **AMST-A 805 American Studies PhD Thesis (1-12 cr.)** Authorization required.
- **AMST-G 751 Seminar in American Studies (3 cr.)**Intensive study of specific topics in American culture and history with emphasis on developing

skills in interdisciplinary research. These seminars will culminate in a 20+-page research paper. Topics and instructors will change each time the seminar is offered.

- **AMST-G 753 Independent Study (3 cr.)** Authorization required.

Anthropology

The **Master of Arts in Applied Anthropology** offers students the opportunity to use anthropological theories and methods toward the goals of solving real-world problems. The program is constructed around a set of core courses together with mentored research projects and internships with community stakeholders. The degree takes advantage of our long-standing departmental strengths in Public Archaeology, Urban Anthropology, International Development, Globalization, Medical Anthropology and Museum Studies. Students may choose to follow a targeted curriculum, focusing on a particular aspect of the discipline; all students will also be well-trained in a broad range of anthropological approaches.

Student Learning Outcomes

Students completing the Anthropology Master's program will demonstrate the following outcomes:

- **Knowledge Base of Anthropology:** All students are required to demonstrate knowledge of the history of the discipline of Anthropology and of the key theoretical models that have informed the field.
- **Research Methods in Anthropology:** The student will be required to demonstrate their mastery of basic anthropological research methods.
- **Ability to Design a Research Proposal:** Students will identify a key question for investigation, define its anthropological dimensions, link it to anthropological scholarly trends, and design an appropriate methodology with which to execute that research.
- **Ability to Carry Out Applied Research:** Students will design and carry out approved research in collaboration with an agency or organization.
- **Diversity:** Students will have an understanding of human diversity in culture based on cross-cultural comparison.
- **Civic Engagement:** Students will be expected to work collaboratively with a number of community-based organizations in collaborative relationships; students will be expected to produce work that, in addition to its scholarly merit, serves the interests and needs of a range of communities.
- **Writing Skills:** Students are expected to write at a scholarly level appropriate for publication in a peer-reviewed journal.
- **Speaking Skills:** Students are expected to be able to present their work in a range of scholarly settings including academic conferences, symposia and other fora.
- **Technology:** Students are expected to be able to use computers for a range of purposes including: statistical calculations (when appropriate), creation of academic posters, use of software for transcription of interviews, qualitative analysis of data.
- **Human Subjects Protection:** All students working with human subjects will take and pass the human subjects CITI test for Social/Behavioral Researchers (Stage 1) and have their individual research projects approved by the appropriate IRB body.

Admission

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 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 50th percentile in verbal reasoning, 30^{t}percentile in quantitative reasoning, and a 4.0 for the analytical writing score; students who demonstrate other strengths and good preparation for the program may be accepted at the discretion of the Anthropology Department's 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, all undergraduate transcripts, and GRE scores. Admission decisions will be made by the Anthropology Department's Graduate Committee, and approved by the Graduate Office at IUPUI on behalf of the IU Graduate School.

Course Requirements:

A total of 36 credit hours, including a core curriculum consisting of six credits of required core courses (ANTH-E 501; ANTH-A 565); three credits of a methods course in the student's sub-disciplinary area; 21 credits of elective courses; and six internship or thesis credits (ANTH-A 699). 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, such as Museum Studies, Urban Policy (SPEA), Urban Education, Geographic Information Systems (GIS), Community Nursing, and Public History.

Capstone: To earn the M.A., students are required to complete 1) an internship involving the submission of a report for the organization or agency, 2) an article for peer review to a reputable academic journal, or 3) a traditional M.A. thesis.

Internship Option (6 cr.) 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 a project that will be mutually agreed upon by the student's committee in the Anthropology Department and the organization. Note: The internship may be taken for variable credits over one or two semesters, utilizing ANTH-A 699: Master's Project in Applied Anthropology, for six credit hours in total. Depending on the amount of contact hours, a student should anticipate 50 hours of interning per credit hour unless constructed as a graduate assistantship in accordance with Anthropology

Department policy in which case the contact hours may be greater.

Thesis Option (6 cr.) A student would develop and write a thesis supervised by a three-member committee of full-time faculty, enrolling in ANTH-A 699: Master's Project in Applied Anthropology for six credit hours over one or two semesters. In most cases, the thesis would explore a research question related to some aspect of the urban setting of greater Indianapolis and Central Indiana or archaeology and heritage management in the Midwest, 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.

Evidence of Publishable and Professional Research Option (6 cr.) Rather than producing a traditional M.A. 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 contributed significantly to a policy issue in Indianapolis or Central Indiana. Student articles may be submitted for publication to a variety of peer-reviewed journals and the intellectual merit of the manuscript will be assessed by the student's committee. Note: The research paper option may be taken for variable credits over one or two semesters, utilizing ANTH-A 699: Master's Project in Applied Anthropology, for six credit hours in total.

Ph.D. Minor in Anthropology

Students who are candidates for the Ph.D. degree in other programs or departments may obtain a minor in Anthropology at IUPUI. The intent of the minor is to develop interdisciplinary skills, exposing students to theories and methods outside of their major department. The Ph.D. minor in Anthropology has a semi-structured curriculum that can provide students with a foundation in basic areas in Anthropology and the opportunity to study advanced anthropological theory and research methods.

Requirements for the Ph.D. minor in Anthropology consists of completing 12 credits including:

- ANTH-E 501: Fundamentals of Applied Anthropology.
- An additional three courses at the 500 level or above.
- An average grade of B (3.0 on a 4.0 scale) or above in all four courses.
- All of these courses must be taken in the Anthropology Department on the IUPUI campus.

Students wanting to minor in Anthropology should initially meet with an advisor in their home department and should then contact the Director of Graduate Studies in Anthropology. For more information, please contact our departmental Web page at: https://liberalarts.iupui.edu/anthropology/

Applied Communication

Program Goal

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 educate professionals who grasp the complexities of communication problems and who are able to develop and execute strategies and create programs to address such issues.

Student Learning Outcomes

Students completing the **Applied Communication M.A.** curriculum will:

- communicate both orally and in writing for professional and academic audiences
- synthesize, critique, and apply theoretical constructs in communication studies
- select and evaluate appropriate methodologies for conducting communication research
- propose and justify solutions to real-world communication problems
- design and conduct guided communication research

Admission Requirements

Our Department prides itself on the diversity of majors from which students enter our program of study. Prior to entering our master's program, students should have (1) a baccalaureate degree from an accredited institution, (2) an introduction to research methods, (3) experience in the analysis of communication phenomena, and (4) experience with writing in an academic context. Students who do not have this preparatory work may be admitted provisionally with additional coursework required prior to admission, and/or additional credit hour requirements imposed as a part of the minimum requirements for the Master of Arts degree.

The Admissions Committee will evaluate an applicant's preparation and goals to ensure that the applicant meets the requirements of Indiana University Graduate School and that the applicant's needs and goals are compatible with the Department's program. The Department seeks applicants who have strong analytical and writing skills, a strong liberal arts background, an interest in communication, and applicable work-related experiences. Generally, successful applicants will have cumulative grade point averages of 3.0 or higher at the undergraduate level. The Admissions Committee considers all indicators of the applicant's ability to complete the degree successfully.

Applicants should submit the following:

1. Completed application form for Indiana University Graduate School.
2. Personal Statement.
3. Official transcripts of all college level coursework.

4. Three letters of recommendation (from university instructors and/or professional associates) sent directly to the Director of Graduate Studies.
5. *GRE scores are not required for admission to the program; however GRE scores may be submitted if an applicant feels the scores will enhance his/her application and an applicant wishing to be considered for scholarships or fellowship support should note that strong scores on the GRE General Test ARE REQUIRED and may have a positive impact on his/her application.
6. International students must submit TOEFL scores. Information about TOEFL can be obtained from the International Affairs Office, 902 W. New York Street, ES 2126, Indianapolis, IN 46202 or 317-274-7000.

The following deadlines must be observed in order to receive consideration for admission:

- January 15—Priority consideration for fall semester
- May 15—Fall regular admission

Degree Requirements

Completion of **30** credit hours including:

- 15 credit hours of core requirements. These include:
  - COMM-C 500: Advanced Communication Theory
  - COMM-C 501: Applied Quantitative Research Methods
  - One of COMM-C 502, COMM-C 530, COMM-C 531, or COMM-C 680
  - COMM-C 503: Applied Learning Project, or COMM-C 597: Thesis
  - COMM-C504: Pro-Seminar in Communication Graduate Studies
- 15 additional credit hours
- Each student may take 3 credit hours of interdisciplinary electives from outside of the Department of Communication Studies, as approved by the student's advisor. However, this is not required.
- The student must maintain a B+ average (3.3) or higher to graduate.
- The student must complete either a thesis or an applied learning project to complete the degree requirements.

The Master of Arts in Applied Communication is also offered to Communication Studies undergraduate students as a 5-year BA/MA. See the Communication Studies Undergraduate Programs for details.

Health Communication

Department of Communications StudiesE-mail: commdept@iupui.eduhttp://liberalarts.iupui.edu/comm/

(Please note that when conferring University Graduate School degrees, minors, certificates, and sub-plans, The University Graduate School's staff use those requirements contained only in The University Graduate School Bulletin).

Program Goal

The **Doctor of Philosophy (Ph.D) program in Health Communication** includes the following main program objectives. Students will:

- Obtain competency for teaching and research in areas that include: health and interpersonal relationships, intercultural health, and mediated communication in healthcare contexts including health campaign development. Ethical questions regarding each of these health communication contexts will be explored as well.
- Initiate, participate, and develop competency in research on health and medical communication issues.
- Gain skills in understanding clinical problems affected by communication.
- Develop the capabilities necessary to translate research on clinical problems impacted by communication into practice.
- Receive training for academic jobs and healthcare professional positions.

Admission Requirements

Required Coursework

- Students entering the program must have at least a Master's degree (minimum of 30 credit hours) in Communication or a related social science or health discipline. Preference will be given to those students with degrees from communication studies programs.
- Students should have a GPA of 3.5 or higher in their Master's coursework.
- Students are expected to have taken some foundational coursework in Communication. For students entering the program with no background in Communication, additional preparatory coursework in the discipline may be required as a condition of admission.

Required Testing

- Applicants are required to take the Graduate Record Examination (GRE) Revised General Test (Quantitative, Verbal, and Analytical Writing). While the Department of Communication Studies has not instituted a fixed minimum GRE-score requirement.
- Successful candidates typically have scores between 150-170 in Verbal Reasoning and in Quantitative Reasoning and a score between 4.0-6.0 in Analytical Writing.
- In addition, non-native English speakers who did not complete a degree at a college or university in the U.S. must take an English competency test. The student may complete either of the following:
  - Test of English as a Foreign Language (TOEFL). The expectation for admission is a minimum score of 88 on the TOEFL iBT (internet based test). Please note that this score represents the minimum that will be considered. In practice, we look for scores above 100.
  - International English Language Testing System (IELTS). 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, not the *general training* reading and writing modules. Please note that this score represents the minimum that will be considered. In practice, we look for scores above 7.

Additional Required Materials

- A written statement of purpose for entering into this Ph.D. program,
- Three letters of recommendation from individuals in professional positions able to judge success
- Curriculum vitae
- Graduate and undergraduate transcripts
- A writing sample demonstrating academic writing ability

Undergraduate Record

Graduate School 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.

Applications will be viewed in their entirety. A candidate's outstanding qualifications in one area can be balanced against more marginal qualifications in another dimension. Keep in mind that admission is competitive and financial support even more competitive. Most of the students admitted and supported will exceed the minimal requirements

Program Requirements

IU requires a minimum of 90 credit hours of approved graduate coursework beyond the Bachelor's degree. A maximum of 30 credit hours of approved graduate work completed with a grade of B or better may be transferred with the approval of the advisory committee and the Dean of the University Graduate School. All coursework taken for the Ph.D. must be completed within seven years prior to the passing of qualifying exams, including any transfer courses. Coursework that does not meet this criterion may be revalidated.

Students entering the program must have at least a Master's (minimum of 30 credit hours) in a related social science or health discipline, with preference given to those students with degrees from communication studies programs. Overall, the requirements include core courses (15 credit hours), seminars in content areas focused on (but not limited to) interpersonal relationship communication, intercultural communication, mediated/ campaign communication (at least 15 credit hours), minor (9-12 credit hours), field work/research (6-9 credit hours), and dissertation credits (12 credit hours).

Core Courses (18 credit hours) required of all students

- COMM-C 500 Advanced Communication Theory (3)
- *COMM-C 504 Pro-Seminar in Communication Graduate Studies (3)
- COMM-C 592 Advanced Health Communication (3)
- COMM-C 680 Doctoral Qualitative Research Methods (3)
- COMM-C 690 Doctoral Quantitative Methods (3)
- COMM-C 695 Seminar in Communication and Healthcare (3)

Seminars in Content Areas (at least **15 credit hours**)

- Students may select from the courses offered within Communication Studies. In addition, other cross-listed seminars from affiliated faculty in departments or programs such as the Indiana Center for Intercultural Communication (I.C.I.C.). Medical Humanities, Medical Sociology, and other health-related areas may count toward the student's degree with approval from the student's advisor.

Minor Area of Emphasis (9-12 credit hours): All students must complete a minor in an area related to their primary health communication focus. For example, a student hoping to work in a non-profit health organization might pursue a minor area of emphasis in public health, health informatics, or philanthropic studies. Students hoping to work in the government sector might pursue law and health, industrial organizational psychology, or public health. Minor areas of Ph.D. study might also include bioethics, nursing, bioinformatics, clinical psychology, medical sociology, marketing, social work, health economics, science, or any area in the health and life sciences disciplines or the Liberal Arts disciplines connected to the student's area of primary focus. An interdisciplinary minor can be developed in consultation with the student's advisor and advisory committee as well as a minor in research methods/tools. The minor area of emphasis must be approved by the student's advisor and advisory committee and contain a minimum of three graduate level courses (9 credit hours) in accordance with the department or unit in which the minor is housed. Some departments require a 12 credit hour minor.

Comprehensive Examinations: All students must take written examinations that cover both broad knowledge of the health communication field as well as specialized knowledge of a chosen area of health communication. Comprehensive exams are taken after the student has completed a minimum of 39 credit hours (beyond the Master's) including the required core, seminars, and minor coursework.

Fieldwork /Research (up to 9 credit hours): All students are required to initiate or participate in original research with the approval of advisor. This field/research work is geared to focus the student's research interest to serve as a spring-board for the dissertation work.

Ph.D. Dissertation (up to 12 credit hours): Dissertation credits are structured so that the student is unencumbered with completing coursework and can focus completely on conducting research and writing the dissertation for completion of the degree.

Courses

- **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 Quantitative Research Methods in Communication (3 cr.)** The course is designed to offer an opportunity to examine, assess, and conduct quantitative research that employs communication theory and qualitative 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 502 Applied Qualitative Research Methods in Communication (3 cr.)** Inductive (data-to-theory) approach to knowledge, and associated sequential and non-sequential methods for studying communication in applied everyday situations, e.g. friendships and other close personal dyads, families, small groups, organizations, and public, media, historical, computer mediated, or health-related contexts.
- **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 504 Pro-seminar in Communication Graduate Studies (3 cr.)** This course provides an orientation to graduate school expectations and a stronger grasp of diverse approaches (methods) to constructing knowledge via Communication Studies Research. Students will be expected to perform at graduate level standards in writing for an academic audience, thinking and arguing critically, and analyzing/synthesizing published research.
- **COMM-C 505 Pro-seminar in Communication Pedagogy (1 cr.)** This course is designed to provide students with a survey of the concepts and strategies for effective pedagogy in communication. Emphasis is placed on building skills and confidence in designing lessons, using appropriate instructional and assessment strategies, and developing a unique and coherent teaching philosophy.
- **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 521 Family Communication in Health Contexts (3 cr.) This interdisciplinary seminar focuses on communication involving families in health care settings, addressing significant issues for graduate/professional students who will work with families, including students in Comm. Studies, Nursing, Psychology, Social Work, Public Health, and Medicine. Topics include communication with families about health care concerns and family-patient-health provider systems.
- **COMM-C 526 Effective Media Strategies (3 cr.)** This course specifically focuses on the effective use of media as a means of persuasion. This course explains how ideas are expressed through techniques unique to the language of radio, television, film, and the Internet.
- **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 533 Improvisation for Scientists (1 cr.)** Students will learn to communicate effectively and responsively through a series of exercises drawn from the methods of improvisational theater. Students will practice connecting to an audience, paying dynamic attention to others, reading nonverbal cues, and responding appropriately.
- **COMM-C 534 Distilling the Message (1 cr.)** Students learn to communicate clearly and vividly about complex scientific research and why it matters, in terms non-scientists can understand. Students practice finding common ground with lay audiences and adjusting levels of message complexity for different audiences.
- **COMM-C 535 Using Electronic Media (1 cr.)** Given the significant gaps in understanding between the public and scientists, this course trains students in the sciences and health professions to format and structure formatted and structured complex, scientific information for a variety of new, electronic communication platforms including social media. Students will collate, synthesize, and translate scientific evidence into information that a non-expert audience can access, understand, and act on.
- **COMM-C 536 Connecting with the Community (1 cr.)** Students will theorize and develop techniques for shared meaning-making with community partners. They test methods to develop common ground between experts and community members including the lay public and policy makers. Activities focus on developing trust, open communication, and sharing expertise that values and respects lived experiences of community members.
- **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.)** Exploration of issues related to the intercultural communication process. Consideration of the role of social, cultural, and historical contexts in intercultural interactions. Examination of the relationship between culture and communication from the socio-psychological, interpretive, and critical perspectives.
- **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. May be repeated for credit.
- **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.)** Applied communication students who choose the thesis option will identify a research topic and develop it under the guidance of the student's thesis director (IUPUI professor). The thesis topic will be related to the field of applied communication in its foci and method.
- **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.
- **COMM-C 621 Persuasion (3 cr.)** Takes a rhetorical/critical approach to persuasion in its broadest sense, how it affects our lives everyday and how we can find evidence of persuasive tactics in unexpected places. We will look broadly at theories of persuasion and their application across contexts and fields.
- **COMM-C 644 Political Communication (3 cr.)** Examines the public communication involved in various political contexts. We will consider the communication involved in political campaigns, advertising, and oratory; social media, technology, and popular culture; the news, framing, and political media; citizenship, public deliberation, and decision making in what some argue is a divided political culture. We will read and discuss state of the art research in political communication and meet individuals who are currently working in a communication capacity in public political campaigns.
- **COMM-C 650 Health Communication in Media (3 cr.)** Focus on the effect of media on health behavior. Theories of health behavior change and media effects examined; applications of theory to health campaigns evaluated. Examples of mediated health campaigns and effectiveness discussed. Considerations include: interplay among theory, research, practice; how theory informs practice; how research aids in theory construction/refinement.
- **COMM-C 680 Qualitative Research Methods (3 cr.)** An introduction to qualitative research methods in communication studies, with an emphasis on health communication research. Provides an overview of several techniques for gathering and analyzing qualitative data.
- **COMM-C 690 Doctoral Quantitative Methods (3 cr.)** Course focuses on the principles and theory of descriptive and inferential statistics within the context of health communication research. Topics include ttest, ANOVA, MANOVA, ANCOVA, correlation, multiple regression, and SEM. Students will gain proficiency using SPSS to analyze novel data sets, and will conduct their own health

communication research projects and report the results.

- **COMM-C 695 Seminar in Communication and Healthcare (3 cr.)** This seminar offers an interface between learning from practicing providers and experts in medical care specialties and becoming enmeshed in health communication research. The course is structured so that the student gains insights from experts in the medical field while also gaining an overview of research issues through reading and engaging in health communication research.
- **COMM-C 700 Fieldwork/Research (1 - 9 cr.)** This course is designed to allow PhD students to complete independent research projects prior to enrollment in the dissertation course. Students can enroll in 1-9 credit hours in any given semester, depending on the nature of the project. The fieldwork/research course is designed to focus the student's research interests and to serve as a spring-board for dissertation work. Students must have ample preparation in some theoretical area and in one or more research methods prior to registration for the course. The course will allow students to initiate or conduct a research study, including the collection and examination of data (broadly defined), to answer a question or to test a hypothesis related to communication theory. May be repeated for credit.
- **COMM-C 810 Dissertation (1 - 12 cr.)** This course is eligible for a deferred grade.

Economics-M.S. and Ph.D.

The **Master of Science (M.S.) in Economics** 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 a Ph.D. in economics or a related field. The program has four different specialties: General Econometrics, Health Economics, PhD Preparation, and Monetary and Financial Economics. There is substantial overlap in the courses required for graduation under the four curricula. Nevertheless, the incoming student should have selected his or her area of specialization prior to entering the program.

Student Learning Outcomes

Students completing the Economics M.S. curriculum will:

- Know a wide variety of economic issues.
- Understand the current state of economic thought with regard to these issues
- Be able to use mathematical and/or statistical models based on economic theory-including models that are computable-to help understand and address important economic issues.
- Be able to understand the limitations of statistical data analysis, particularly in regard to detecting causal relationships between economic variables and be familiar with techniques for addressing these limitations.
- Be familiar with computer programs for manipulating large data sets and for conducting statistical analysis using these data sets.

(See also general University Graduate School requirements.)

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 (ECON-E 321 and ECON-E 322), statistics (ECON-E 270), differential and integral calculus (the IUPUI equivalent is MATH-M 16500 offered by the mathematics department). Students with deficiencies in economics and/or mathematics may be admitted on a conditional basis.

The verbal, quantitative, and analytical portions of the Graduate Record Examination (GRE) are required, and applicants are urged to complete the examination by December of the year before admission. Requests to substitute GMAT scores for GRE scores will be considered.

Three letters of recommendation are required, preferably from those familiar with the applicant's academic career. Foreign applicants are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Testing System (IELTS). The minimum requirements for admission are 79 on the TOEFL or 6.5 on the IELTS. Students with scores of less than 100 on the TOEFL or 7.5 on the IELTS are required to take an on-campus exam for English proficiency prior to their first semester of course work and may be required to take additional classes in English as a second language. We also accept successful completion of ELS 112 in lieu of a TOEFL or IELTS score for admission.

Course Requirements

Students must complete a minimum of 30 credit hours of graduate work. Of the 30 credit hours, 24 come from courses offered within the economics department and the remaining 6 hours are generally outside electives taken in other departments depending on the student's interest and long-term plans upon completion of the M.A.

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.

5-year Dual B.A./M.S. Degree

Students entering their senior year as undergraduate economics majors may apply for the 5-year B.A./M.S. degree. The M.S. component also requires 30 credit hours of coursework (10 courses). But since there is a 12-credit-hour (four-course) overlap between the courses required for the M.S. degree and courses that satisfy the B.A. degree requirements, the additional credit-hour requirement is only 6 courses. Requirements for admission are the same as those for the standard M.S. program, except that GRE scores are not required. The course requirements and overlaps are described elsewhere.

Doctor of Philosophy (Ph.D.) Degree

The **Ph.D. program in Economics** specializes in the study of health economics and applied econometrics. It is is designed to (i) advance knowledge concerning applied health economics; (ii) develop the skills essential for our graduates to conduct independent research in this areas.

STUDENT LEARNING OUTCOMES

Students completing the Economics Ph.D. curriculum will:

- Demonstrate a high level of understanding of economic theory, and of statistical theory especially relevant for health economics.
- Demonstrate a thorough understanding of the state of knowledge in applied health economics, including theoretical models, research methodologies, and empirical results.
- Demonstrate the ability to critically assess economic issues, and to integrate economic theory and statistical/econometric analysis in order to evaluate these issues.
- Demonstrate the ability to assemble, organize and analyze economic data, in order to conduct advanced econometric analysis ability to conduct independent, original research in economics.

Ph.D. 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 the major. Before undertaking Ph.D. graduate study in economics, a student is required to have completed coursework covering undergraduate univariate and multivariate calculus (equivalent to MATH-M 16500, MATH-M 16600, and MATH-M 26100 at IUPUI), a calculus-based statistics course or a course in Statistics and one in Econometrics (equivalent to ECON-E 270 and ECON-E 470 at IUPUI), Intermediate Microeconomic Theory (equivalent to ECON-E 321 at IUPUI) and Linear Algebra (equivalent to MATH-M 35100 at IUPUI). The verbal, quantitative, and analytical portions of the Graduate Record Examination (GRE) are required, and applicants are urged to complete the examination by December of the year before admission is desired. Requests to substitute GMAT scores for GRE scores will be considered. Three letters of recommendation are required. Students with English as a second language who have not attended school in the U.S. are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For IELTS, applicants must take the academic reading and writing modules. A minimum TOEFL score of at least 88 is required though successful applicants generally score at least 100. The minimum acceptable IELTS score is 6.5 though successful applicants generally score at least 7.5.

Fields of Study

As noted above, the program specializes in health economics and applied econometrics.

Course Requirements

A total of 90 credit hours:

- includes the theory sequence: ECON-E 520, ECON-E 521, ECON-E 522, ECON-E 611, ECON-E 621, and the econometrics-statistics sequence ECON-E 571, ECON-E 573, ECON-E 577, ECON-E 578, ECON-E 670, and ECON-E 673.
- In addition, starting in their third year, students must formally enroll in a workshop course for a minimum of four semesters. Student may cease to register for the workshop seminar after four semesters if they have either accumulated the required 90 credits or defended their PhD thesis.

There is a minimum requirement of 61.5 credit hours of course work, including standard Economics courses, Economics workshop courses, and minor courses. The remaining courses will be taken as thesis credits.

Minor

In addition to the formal coursework in Economics the prospective Ph.D. candidate must complete a structured minor in a related area. The minor usually will relate to the health and life sciences disciplines. A minor obtained in areas such as behavioral health sciences, biostatistics, environmental health sciences, epidemiology, or health policy and management would be appropriate, for example. The minor must be approved by the student's Advisor or the graduate director of the program. The minor must contain a minimum of three graduate level courses (9 credits) in the chosen area and it must comply with the minor requirements of the respective department/unit. Typically departments require 12 credit hours for a Ph.D. Minor. In cases where it is appropriate, an interdepartmental minor can be arranged with the consent of the DGS. When appropriate, a student may, with the consent of his/her advisor and/or the DGS, substitute a research tool skill of at least 9 credit hours for the Minor. These research tool skills credits will count toward the 90 credit requirement as long as the courses are approved for graduate credit.

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.

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Economics Ph.D. specializing in Applied Health Economics

The **Doctor of Philosophy (Ph.D.) in Economics** specializes in the study of health economics and applied econometrics. It is is designed to (i) advance knowledge concerning applied health economics; (ii) develop the skills essential for our graduates to conduct independent research in this areas.

STUDENT LEARNING OUTCOMES

Students completing the Economics Ph.D. curriculum will:

- Demonstrate a high level of understanding of economic theory, and of statistical theory especially relevant for economics.
- Demonstrate a thorough understanding of the state of knowledge in their fields of specialization within economics, including theoretical models, research methodologies, and empirical results.
- Demonstrate the ability to critically assess economic issues, and to integrate economic theory and

statistical/econometric analysis in order to evaluate these issues.
- Demonstrate the ability to assemble, organize and analyze economic data, in order to conduct advanced econometric analysis ability to conduct independent, original research in economics.

Ph.D. 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 the major. Before undertaking Ph.D. graduate study in economics, a student is required to have completed coursework covering undergraduate univariate and multivariate calculus (equivalent to MATH-M 16500, MATH-M 16600, and MATH-M 26100 at IUPUI), a calculus-based statistics course or a course in Statistics and one in Econometrics (equivalent to ECON-E 270 and ECON-E 470 at IUPUI), Intermediate Microeconomic Theory (equivalent to ECON-E 321 at IUPUI) and Linear Algebra (equivalent to MATH-M 35100 at IUPUI). The verbal, quantitative, and analytical portions of the Graduate Record Examination (GRE) are required, and applicants are urged to complete the examination by December of the year before admission is desired. Requests to substitute GMAT scores for GRE scores will be considered. Three letters of recommendation are required. Students with English as a second language who have not attended school in the U.S. are required to take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For IELTS, applicants must take the academic reading and writing modules. A minimum TOEFL score of at least 88 is required though successful applicants generally score at least 100. The minimum acceptable IELTS score is 6.5 though successful applicants generally score at least 7.5.

Fields of Study

As noted above, the program specializes in health economics and applied econometrics.

Course Requirements

A total of 90 credit hours:

- includes the theory sequence ECON-E 520, ECON-E 521, ECON-E 522, ECON-E 611, ECON-E 621,
- and the econometrics-statistics sequence ECON-E 571, ECON-E 573, ECON-E 577, ECON-E 578, ECON-E 670, and ECON-E 673.
- In addition, starting in their third year, students must formally enroll in a workshop course for a minimum of four semesters. Student may cease to register for the workshop seminar after four semesters if they have either accumulated the required 90 credits or defended their PhD thesis.

There is a minimum requirement of 61.5 credit hours of course work, including standard Economics courses, Economics workshop courses, and minor courses. The remaining courses will be taken as thesis credits.

Minor

In addition to the formal coursework in Economics the prospective Ph.D. candidate must complete a structured minor in a related area. For those with a primary field in health economics, the minor will usually relate to the health and life sciences disciplines. A minor obtained in areas such as behavioral health sciences, biostatistics, environmental health sciences, epidemiology, or health policy and management would be appropriate, for example. The minor must be approved by the student's Advisor or the graduate director of the program. The minor must contain a minimum of three graduate level courses (9 credits) in the chosen area and it must comply with the minor requirements of the respective department/unit. Typically departments require 12 credit hours for a Ph.D. Minor. In cases where it is appropriate, an interdepartmental minor can be arranged with the consent of the DGS. When appropriate, a student may, with the consent of his/her advisor and/or the DGS, substitute a research tool skill of at least 9 credit hours for the Minor. These research tool skills credits will count toward the 90 credit requirement as long as the courses are approved for graduate credit.

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.

English

IUPUI's graduate English program has been designed to prepare students for careers in the analysis and production of "texts." To this end, the program covers issues and skills in reading and writing, in the richest sense of these words, 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 Master of Arts programs, which place heavy emphasis on literary history, the IUPUI **Master of Arts in English** focuses on the application of English studies to contemporary situations and problems. Because of IUPUI's urban, nonresidential setting, its English graduate program will strive, in its curriculum and scheduling, to meet the special needs of part-time, nonresidential students.

Student Learning Outcomes

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. Students completing the English M.A. curriculum will be able to:

- **Identify and define** fundamental concepts, terms, and theories in two areas of graduate-level English studies (writing, creative writing, literature, linguistics).
- **Critically read**, **write** about, and **evaluate** issues in English Studies.
- **Demonstrate** advanced skills in reading, writing, and evaluating issues in the discipline of English Studies.
- **Apply** various critical perspectives to a wide range of texts, including historical, theoretical, and literary material.

- **Demonstrate** a working knowledge of the cultural diversity of language and literatures.
- **Plan and present** coherent, persuasive, and original oral and written arguments.
- **Design and conduct** independent research.
- **Produce** through a reflective writing process manuscripts suitable for publication.

Special Departmental Requirements

(See also general University Graduate School requirements.)

Master of Arts in English

Admission Requirements

1. 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 grading scale in the student's undergraduate major, documented by an official transcript. Applicants are normally expected to have been English majors, but admission will be considered also for those who otherwise demonstrate the competency necessary for successful graduate work in English.
2. Applicants must have taken the Graduate Record Examination (GRE) General Test; preference is given to those who have earned a score of 160 on the Verbal exam. Applicants seeking financial support are encouraged to take the examination by December of the year prior to admission.
3. Applicants must submit three letters of recommendation.
4. Applicants must submit a 500-750 word personal statement.

Foreign Language Requirements

None, but M.A. students continuing on for the Ph.D. are encouraged to validate their reading proficiency in a foreign language according to University Graduate School standards.

Grades

M.A. students must maintain a 3.0 (B) grade point average.

Course Requirements

Students may select one of the two options outlined below after consulting with the Director of Graduate Studies (DGS) in English and/or other faculty advisors in English. Students will then submit a brief written statement to the DGS that presents a rationale for their choice. As can be seen in the following outline of the two alternative courses of study, students who choose not to write a thesis will be required to take eight additional credit hours of course work, for a total of 40 credit hours.

Core Courses:

At the beginning of your graduate career, you will take two core courses that provide an introduction to major areas in the discipline of English:

- Language: G500: Introduction to the English Language, 4 credits
- Literature: L506: Introductory Methods of Criticism/ Research, 4 credits
- Writing: W509: Introduction to Writing and Literacy Studies, 4 credits

Thesis Option:

- Required Courses: Students must take two of the program's three core courses for a total of 8 credit hours.
- Electives: Students choose 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.
- Required: MA thesis. 4 credit hours.
- Total: 36 credit hours

Non-thesis Option:

- Required Courses: Students must take two of the program's three core courses for a total of 8 credit hours
- Electives: Students choose eight courses in consultation with a faculty advisor for a total of 32 credit hours. These 32 credit hours may include a third core course and up to 8 credit hours of Internship.
- Total: 40 credit hours

The three core courses, which carry 4 credit hours each, provide an introduction to three major areas in the discipline of English: language (ENG-G 500: Introduction to the English Language), writing (ENG-W 509: Introduction to Writing and Literacy Studies), and literature (ENG-L 506: Introduction to Methods of Criticism and Research). All students are required to take two of the three core courses, preferably at the beginning of the graduate program.

Courses

- **ENG-G 500 Introduction to the English Language (4 cr.)** An introduction to the English language: its nature, structure, and development.
- **ENG-G 513 Academic Writing Graduate Students (3 cr.)** Designed to meet the academic writing needs of ESL graduate students from multiple disciplines, this course focuses on a variety of academic writing styles and disciplinary approaches to producing research papers and professional documents. Students practice paraphrasing, summarizing, critiquing discipline-related articles, as well as writing research proposals and a comprehensive research paper.
- **ENG-G 520 Communication Skills for Graduate Students and Internationals (3 cr.)** Designed for graduate students who are non-native speakers of English, this course provides instruction on oral communication skills, academic presentation skills and basic teaching strategies for the U.S. classroom. The primary focus is on oral language skills necessary to present academic materials in English to an American audience. Language skills, teaching skills, and knowledge about the U.S. classroom culture will be developed through discussions and classroom observations/simulations. Presentations, teaching practice and regular conferences will focus on individual needs.
- **ENG-G 541 Materials Preparation for ESL (4 cr.)**

- **ENG-G 625 Discourse Analysis and Introduction to Research (4 cr.)** This course introduces students to current approaches to text and discourse coherence, including recent theories of cognitive and interactional text modeling.
- **ENG-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.)** Instruction in the materials, tools, and methods of research. The course is especially designed to familiarize beginning graduate students with the research expectations associated with graduate study in literature.
- **ENG-L 503 Teaching of Lit in College (2-4 cr.)** Classroom teaching of literature in the light of current approaches.
- **ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.)** The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.
- **ENG-L 508 Practicum on Teaching Literature in College (2-4 cr.)** Topics include syllabus construction, lecture and discussion techniques, use and evaluation of written work. Offered in two formats: as a practicum in course and syllabus design for a future undergraduate course; or as a practicum for AIs running concurrently with the related undergraduate course.
- **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 590 Internship in English (1-4 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 Readings in Shakespeare (4 cr.)** Critical analysis of selected tragedies, comedies, history plays, and poetry.
- **ENG-L 635 Readings in American Ethnic Literature and Culture (4 cr.)** In-depth or comparative study of African-American, Asian American, Latino/a, Chicano/a, Native American, and/or other American ethnic literature and culture.
- **ENG-L 641 English Literature 1790-1900 (4 cr.)** The course will explore the nexus between English literature, history, and print culture from the late sixteenth- to the early seventeenth century, using as our starting point England's unexpected (yet, perhaps, divinely inspired!) victory over the Spanish Armada in 1588 - the event that established England as a naval, military, and commercial power on par with continental Europe. From this triumphant moment, we will follow the nation through several succession crises, religious controversies, economic turmoil, struggles over theatrical and print censorship, and violently contested debates about the nature of Kingship itself, all of which led to a Civil War, the closing of the public theaters, the beheading of Charles I, and the eventual Restoration of the monarchy after an uncomfortable period of Parliamentarian and Protectorate rule.
- **ENG-L 643 Readings in Colonial and Postcolonial Literatures (4 cr.)** Study of literature within the historical, cultural and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of particular nations, or postcolonial theory.
- **ENG-L 650 Studies in American Literature to 1900 (4 cr.)** Intensive study of one writer, a group of writers, or a theme or form significant in the period.
- **ENG-L 657 Readings in Literature and Critical Thinking (4 cr.)** Study of major movements, figures, or topics in literary and/or critical theory.
- **ENG-L 666 Survey of Children's Literature (3-4 cr.)** A survey of literature written for children and adolescents from the medieval period to the present.
- **ENG-L 673 Studies in Women and Literature (4 cr.)** Women's literary accomplishments and representations of women in English from the sixteenth century to the present.
- **ENG-L 680 Special Topics in Literary Study and Theory (4 cr.)** Reading in sociological, political, psychological, and other approaches to literature.
- **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.)** A. Thesis.
- **ENG-L 701 DESC BIBLIOGRAPHY/TEXTUAL PROB (4 cr.)**
- **ENG-W 500 Teaching Writing: Issues and Approaches (4 cr.)** Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.
- **ENG-W 501 Practicum on Teaching of Composition (1-4 cr.)** Practical teaching of composition; current theories and policies.
- **ENG-W 508 Creative Writing for Teachers (4 cr.)** Offers current and future teachers insights into the creative writing process, teaches them to

think as writers do, suggest strategies for critiquing creative work, and provide guidance in developing creative-writing curriculum. Emphasis on hands-on writing activities in three genres, adaptable for use with students at entry level.

- **ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.)** This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.
- **ENG-W 510 Computers and Composition (4 cr.)** Based in current theories about the process of writing, this course surveys the use of computer programs (such as word processing) as writing tools, computer-assisted instruction as teaching aids and computer programs as research aids to study writing.
- **ENG-W 511 Writing Fiction (4 cr.)** A graduate-level fiction writing workshop. Seminar study of advanced techniques in the writing of fiction, both short stories and the novel. Workshop discussion of advanced student work in progress.
- **ENG-W 513 Writing Poetry (4 cr.)** Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members.
- **ENG-W 533 Science Writing (1 cr.)** C: COMM-C 533; COMM-C 534. With an emphasis on shorter forms of writing, students discover voices, messages, and forms appropriate for bringing scientific expertise to non-science readers. They practice processes of response, revision, and editing to shape presentations for various readers, contexts, and paths of publication.
- **ENG-W 535 Advanced Science Writing (1 cr.)** Each student identifies a complex project that includes long-forms and/or multi-genres of writing to deliver scientific expertise to non-science readers in a specific community or context. Collaborating through peer-critique and role-playing relevant readerships, students adjust their messages and modes of delivery.
- **ENG-W 590 Teaching Writing: Theories and Applications (4 cr.)** Drawing on current scholarship and relevant statements from the rhetorical tradition, this course examines theoretical assumptions in the design of classroom practices.
- **ENG-W 597 Writing Center: Theory and Practice (4 cr.)** Writing Center Theory & Practice is designed to examine the techniques of consulting with writers, as well as the various theories that guide and inform consulting. The course will focus on the practical components of writing center work and how writing center and composition theories can be applied to a variety of settings, including but not limited to college, middle school, high school, professional, and other community settings. In particular, this course will train students to consult with writers in the IUPUI University Writing Center. Specific topics will include writing process, collaborative learning, approaches to consulting, consultant roles, consulting strategies for multiple populations of students (including but not limited to multilingual writers, first-generation students, returning students), cultural divides in writing centers, the use of technology and multimodal composing in writing centers, online consulting, assessment and research in writing centers, and composition and learning theories that influence writing center work and resource development.
- **ENG-W 600 Topics in Rhetoric and Composition (4 cr.)** Covers selected issues in current composition and rhetorical theory
- **ENG-W 605 Writing Project Summer Institute (3-6 cr.)** By application and invitation only. For teachers from K-university, who together consider major issues involved in the teaching of writing and explore the pedagogical approaches inherent in these issues. The institute explores current theories of writing and their application in the classroom. Preference given to active classroom teachers.
- **ENG-W 609 Directed Writing Projects (1-4 cr.)** Individual creative or critical writing projects negotiated with the professor who agrees to offer tutorial assistance. Credit hours will vary according to the scope of the project.
- **ENG-W 615 Graduate Creative Nonfiction Writing (4 cr.)** Writing workshop in such modes as personal essay, autobiography, and documentary.
- **ENG-W 697 Independent Study in Writing 1 (3 cr.)**
- **ENG-Z 520 Second-Language Development (3 cr.)** Introduction to linguistic, psychological, cognitive, social, and sociocultural approaches to second language development. Explores relationship between second language development and such topics as age, gender, motivation, cognition, and cross-linguistic and sociological influences.
- **ENG-Z 523 TESOL Methods (3 cr.)** This course is designed to help teachers understand, recognize and address the language acquisition challenges of non-native English speakers, both in the U.S. and abroad. The course stresses the development and use of practical techniques and materials to teach ESL based on second-language acquisition principles.
- **ENG-Z 536 Pedagogical Grammar (3 cr.)** The focus of this course is on understanding the functions that grammar fulfills in oral and written communication, analyzing those aspects of grammar most problematic for English language learners, and exploring approaches to helping learners understand and use those structures in meaningful communicative contexts. The course combines theoretical discussion about various aspects of grammar with consideration of how to prepare effective lessons for teaching grammar to learners of different ages, proficiency levels and needs.
- **ENG-Z 545 TESOL Practicum (3 cr.)** P: ENG-Z 520 and ENG-Z 523. Students will be placed with a supervising teacher in a class for adult learners of English as a second language. Students will observe and assist the teacher, and then have the opportunity to create, teach and assess lessons.
- **ENG-Z 541 English for Specific Purposes (ESP) and Materials Development (3 cr.)** P: ENG-Z 523 or instructor's permission. English for Specific Purposes (ESP) focuses on the analysis and teaching of English, including the development of

appropriate materials, that meet specific language needs of non-native speakers in specific contexts for specific purposes. This course explores and applies the theoretical principles for identifying the needs, developing curricula and preparing teaching materials for ESP contexts.

- **ENG-Z 570 Second Language Writing (3 cr.)** This course explores theories and practices in the teaching and evaluation of second language writing (SLW) as well as connections between first and second language writing, literacy, and culture. Students learn how to identify writing needs, design tasks, and assess writing, and form a philosophy of teaching SLW.
- **ENG-Z 575 Second Language Learning and Technology (3 cr.)** Explores the theory, use, and issues of using technology in second language instruction, focusing specifically on the acquisition of intercultural competence, culture, and pragmatics.
- **ENG-Z 598 TESOL Internship (3 cr.)** P: Completion of ENG-Z 520 and ENG-Z 523, or instructor's approval, and placement by TESOL Program into an approved internship site. The TESOL Internship is designed to provide students with a supervised internship experience in a professional ESL or EFL context. Interns will gain practical, hands-on experience in TESOL, including teaching, research, and/or program administration.
- **ENG-Z 600 Seminar in TESOL (3 cr.)** Topics in this course will vary, but will focus on current issues in TESOL and applied linguistics. May be taken more than once with different topics. Up to 9 credit hours.
- **ENG-Z 690 Advanced Readings in TESOL (1-4 cr.)** P: Approval of Instructor. Directed reading on a focused topic in TESOL and applied linguistics that students initiate, plan, and complete under the direction of an English department faculty member. Credit hours depend on scope of project. May be repeated for up to 6 credit hours.
- **ENG-Z 699 MA Thesis - TESOL (3 cr.)** P: Approval of instructor. MA thesis on an issue in TESOL/ applied linguistics.

Geographic Information Science

Master of Science in Geographic Information Science

Student Learning Outcomes

The Master of Science in Geographic Information Science prepares students for professional careers or advanced graduate studies in the field through seminars, lectures, laboratory, internship, and faculty-supervised research. Students completing the Geographic Information Science M.S. curriculum will:

- Understand key foundational concepts, methodological processes, and analytical skills in Geographic information science.
- Be able to demonstrate an in-depth understanding of the literature in at least one subfield or application area of geographic information science.
- Be able to develop a research proposal and carry out a research project under faculty supervision.
- Be able to demonstrate the ability to professionally communicate research findings in oral, written and graphic forms.

Special Departmental Requirements

(See also general University Graduate School requirements.)

Grades

B (3.0) average or higher.

Master of Science in Geographic Information Science

Admission Requirements

Undergraduate degree in geography or related discipline. Recommended minimum undergraduate GPA of 3.0. Appropriate work experience will also be taken into account when making decisions about admission. Satisfactory scores on the Graduate Record Examinations, three letters of recommendation, and personal statement.

Course Requirements

A minimum of 30 credit hours including core requirements in GIS theory and methods from three of the following four courses: G535, G537, G538, G588. All students must take G560 and G639.

Thesis or Research Papers

Students have the option of writing a thesis (G850) or two research papers (G845). Up to 6 credit hours are allowed for a thesis and up to 3 credit hours are given for each research paper.

Course Requirements

All students must complete a minimum of 30 credit hours as follows:

Any 3 of the following courses (9 credits):

- GEOG-G 535: Introduction to Remote Sensing (3 cr.)
- GEOG-G 537: Computer Cartography and Graphics (3 cr.)
- GEOG-G 538: Introduction to Geographic Information Systems (3 cr.)
- GEOG-G 588: Spatial Statistics (3 cr.)

Two required courses (7 credits):

- GEOG-G 639: Seminar in Geographic Information Science (3 cr.)
- GEOG-G 560: Internship in Geographic Analysis (4 cr.)

An independent research project or a thesis (3-6 credits):

- GEOG-G 845: Research Papers in Geography (3 cr.) or
- GEOG-G 850: Masters Thesis (6 cr.)

Electives in GIS or complementary field (8-11 credits)

Courses

- **GEOG-G 502 Introduction to Transportation Analysis (3 cr.)** An examination of movement of people, goods, and information over space using spatial analysis and planning techniques.
- **GEOG-G 535 ENVIRONMENTAL REMOTE SENSING (3 cr.)** Principles of remote sensing of the earth and its atmosphere, emphasizing satellite data in visible, infrared, and microwave portions of the

electromagnetic spectrum. Emphasis on practical applications and digital image analysis. A satellite data analysis project is required.

- **GEOG-G 536 Advanced Remote Sensing (3 cr.)** P: GEOG-G 535 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 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. Laboratory exercises will provide significant hands-on experience. Lecture and laboratory.
- **GEOG-G 539 Advanced Geographic Information Systems (3 cr.)** P: GEOG-G 538 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 Geography Internship (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 578 Global Change, Food and Farming Systems (3 cr.)** P: 6 credits in geography or consent of instructor. Introduction to food production and consumption systems, emphasizing linkages to land use and social change on food/farming system sustainability. Topics include: urbanization population growth and economic liberalization; farming livelihoods, gender and poverty; biotechnology; agro-ecology; global health.
- **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 590 Graduate Topics in Geography (3 cr.)** An examination of selected problems and issues in geography or from a geographic perspective. Topics vary from semester to semester.
- **GEOG-G 602 TOPICS SEMINAR: Climate, Land, and Environmental Change (3 cr.)** P: Consent of instructor. Topics will vary to consider aspects of climate, land and environmental change.
- **GEOG-G 639 GIS and Environmental Analysis (3 cr.)** P: GEOG-G 535, GEOG-G 538, and GEOG-G 536 or GEOG-G 539. 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: GEOG-G 538. 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 817 Seminar in Regional Geography (3 cr.)**
- **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 845 Research Papers in Geography (3 cr.)** P: Admission to MS GIS Program and permission of major advisor. Research papers under the supervision of a faculty committee. Graduate students in the MS in Geographic Information Science program who choose the research papers option (as opposed to the thesis) will develop two research papers under supervision of their major advisor and two additional faculty members.
- **GEOG-G 850 Master's Thesis (1-6 cr.)** Directed research and writing under the supervision of a faculty committee.

For additional information about Geographic Information Science programs at IUPUI, please refer to the IUPUI Geography Web site (https://liberalarts.iupui.edu/geography/pages/graduate-folder/index.php) or contact:

Graduate Director
Department of Geography
Indiana University – Purdue University Indianapolis
E-mail: geogdept@iupui.edu@

History

The **Master of Arts program in History** in the IU School of Liberal Arts in Indianapolis offers three areas of concentration: United States history, European history, and public history. United States and European history are traditional areas of concentration and will serve the needs of persons intending to pursue a doctoral program, those seeking a collateral degree to complement other fields such as education or library science, and individuals seeking personal fulfillment. Public history is designed to prepare persons interested in pursuing careers as historians in such settings as historical societies, museums, historic preservation organizations, historic

parks, governmental agencies, and business corporations. With its proximity to a large number of such institutions, the Indianapolis campus is an ideal location at which to pursue a degree in public history.

Student Learning Outcomes

Students completing the History M.A. curriculum will:

- Know the importance and critical perspective of historical knowledge for understanding contemporary society.
- Demonstrate an advanced level of factual knowledge in their field of historical study (U.S., European, Public).
- Demonstrate mastery of the historiography of their field of historical study.
- Demonstrate competence in the methodologies commonly employed in the discipline.
- Demonstrate a high level of clarity, accuracy, and sophistication in written and oral communication.
- Carry out a research project (M.A. thesis) that employs both primary and secondary sources, is completed in conformity with the conventions and standards of the discipline, and makes a significant contribution to knowledge.

Special Departmental Requirements

(See also general University Graduate School requirements.)

Admission Requirements

1. Bachelor's degree from an accredited college or university, with an overall undergraduate grade point average of at least 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 coursework in history at the undergraduate level as a condition for acceptance into the program);
2. Appropriate level of achievement on the Graduate Record Examination General Test (applicants with a post-graduate degree should consult with the Director of Graduate Studies to determine whether they are required to submit GRE scores); and
3. Three letters of recommendation.

Foreign Language

There is no foreign language requirement for the degree per se. However, those students who will incorporate foreign language documents in their graduate work (especially those concentrating on European history) will be expected to translate non-English sources. They must therefore 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 thesis 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 coursework 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.

Grades

No grade below B– (2.7) in graduate courses will be counted toward this degree.

Course Requirements

Students pursuing any one of the three concentration areas must take HIST-H 501. With the consent of the Director of Graduate Studies, students may take as many as six (6) credits of electives outside the Department of History.

Those electing United States history must take at least one graduate colloquium and one graduate seminar in United States history and at least one graduate course in non-United States history. Students electing European history must take a graduate colloquium and seminar in that area and at least one graduate history course outside their regional concentration. Six (6) 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 in European history. With the permission of the Director of Graduate Studies, HIST-H 500 (when offered) may be substituted for HIST-H 501.

Students choosing public history as their area of concentration must take (1) HIST-H 542, (2) a colloquium, (3) a seminar, and (4) enroll in HIST-H 543 and do an internship. Four (4) credits will be granted upon satisfactory completion of the internship project. Public history students must also take at least one graduate course outside their area of regional concentration. Two (2) credits will be granted upon successful completion of the required master's thesis. A minimum of 36 credit hours is required for students concentrating in public history.

Students admitted to the program after completing courses "graduate non-degree" will be allowed, at the discretion of the Director of Graduate Studies, to transfer up to three (3) graduate-level courses (9-12 credit hours) toward their degree requirements.

With the permission of the Director of Graduate Studies, it may be possible to transfer up to eight (8) graduate credits from another university.

Indiana University's Graduate School limits the total number of credits that can be taken outside the History master's program to 12 credits. A grade of B (3.0) or higher must have been earned in any course for which a transfer of credit is being requested.

Dual Degree: 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 if taken separately. Students take 23 credit hours in history, which must include HIST-H 547 (Archives), one graduate seminar and one graduate colloquium. No thesis is required for students earning an M.A. degree in history who are also earning a Master of Library Science (M.L.S.) under this dual degree program. No area of concentration is required, but students wishing to focus on public history for the M.A. in history must also include HIST-H 542 among the required 23 credits

of history course work. Such students may, if they wish, do a public history internship and count a maximum of 2 credit hours of HIST-H 543 toward the degree. (Students may enroll in HIST-H 543 only after having taken or while taking HIST-H 542.)

The remaining 30 credit hours are taken in the Department of Library and Information Science (IUPUI).

For more information on those requirements, go to http://soic.iupui.edu/lis/

Dual Degree: Master of Arts in History and Master of Arts in Philanthropic Studies

The dual M.A. in History and M.A. in 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 (1) common courses and (2) 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 history courses with philanthropic studies topics HIST H509 (History of Philanthropy in the West) or HIST H516 (History of American Philanthropy) may be taken to meet the history requirement for a history elective. Required courses PHIL P542 Ethics and Values of Philanthropy, or PHST P512 Human and Financial Resources for Philanthropy, may be taken to meet 3 credits 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.

Students in other departments may minor in history by completing, with a grade point average no lower than B (3.0), at least 12 credit hours of course work in history. A minimum of 6 credit hours must be taken on the Indianapolis campus. This course work shall include:

- HIST-H 501: Historical Methodology (4 cr.)
- Either a 600-level colloquium (e.g., HIST-H 620, HIST-H 650) (4 cr.) or a 700-level seminar (e.g., HIST-H 730, HIST-H 750) (4 cr.)
- At least 4 additional credit hours (which may include a maximum of 3 credits of HIST-H 575: Graduate Readings in History)

Courses

- **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 with a different topic.
- **HIST-H 511 Special Topics in American History (3 cr.)**Study of topics in American history. May be repeated with a different topic.
- **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 518 History of International Humanitarian Assistance (3 cr.)**This course covers the history of international humanitarian assistance during the 19th and 20th centuries. Its focus is on the movements and activities that developed in wealthier countries (Europe and the U.S.) which attempted to help those in other lands in need of assistance (e.g., food, shelter, medical care), as a result of a variety of causes, both natural and man-made, such as famine, flood, epidemics, earthquakes and volcanoes as well as wars and government oppression. The responses took many forms, governmental and nongovernmental, in a world that underwent very dramatic changes during the nineteenth and twentieth centuries.
- **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. May be repeated once for credit with a different topic.
- **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.)**P: or C: HIST-H 542. 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, material history, local and community

history, digital humanities, 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 (1-5 cr.)**Only three (3) credit hours will count toward the Ph.D. Minor in History. May be repeated with different readings.

Colloquia

- **HIST-H 615 Colloquium: Early Modern Western European History (4 cr.)**These colloquia are 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 study becomes knowledgeable in history at a professional level and prepares for the doctoral qualifying Examination.
- **HIST-H 620 Colloquium: Modern Western European History (4 cr.)**These colloquia are 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 and prepares for the doctoral Qualifying Examination.
- **HIST-H 630 Colloquium: British Imperial History (4 cr.)**These colloquia are 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 and prepares for the doctoral Qualifying Examination.
- **HIST-H 650 Colloquium: United States History (4 cr.)** These colloquia are 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 and prepares for the doctoral Qualifying Examination

Seminars

- **HIST-H 715 Seminar: Early Modern Western European History (4 cr.)**These courses involve research of 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.
- **HIST-H 720 Seminar: Modern Western European History (4 cr.)**These courses involve research of 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.
- **HIST-H 730 Seminar: British Imperial History (4 cr.)**These courses involve research of 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.
- **HIST-H 750 Seminar in United States History (4 cr.)** These courses involve research of 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.

Thesis

- **HIST-H 898 M.A. Thesis (1-6 cr.)**

Sports Journalism

The **Master of Arts in Sports Journalism** is a program of 30 credit hours of courses designed to produce highly qualified and educated graduates to fill positions with traditional mass media corporations as well as new-media outlets locally, nationally and internationally.

The degree has core courses to which specialized course work will be added. In addition, the program includes courses taken in other departments designed to provide graduates with a basic understanding of the general role of sports and journalism in society.

The program, ideal for graduating seniors and professionals with a few years of experience, focuses on the converging worlds of print journalism, electronic media, public relations, advertising, documentary and emerging technologies as expressed in the new commercial reality of sport.

Courses are offered in the evenings on IUPUI's downtown Indianapolis campus, which is within easy walking distance of major sporting venues and a short drive of the state's major newspaper, television and radio headquarters. No thesis is required and the program can be completed within two years.

Master of Arts in Public Relations, Master of Arts in Sports Journalism.

The M.A. program in Public Relations has three tracks: general management, sports management, and health. Both the Public Relations and the Sport Journalism programs are intended to prepare students for work in the field, across a variety of media, corporations, organizations and institutions.

Student Learning Outcomes

Upon completion of this program, graduates will be able to:

- Demonstrate excellent oral and written communication skills using print, broadcast, digital, and social media.
- Appraise and apply journalistic values and ethical standards and their use in both traditional news media and the evolving field of digital sports media.
- Analyze and write about sports in a larger social context involving economic, legal, social, and political issues.
- Evaluate the symbiotic relationship between sports and the media from historical and contemporary perspectives.

- Assess the strategic differences used in communicating with news audiences on print, broadcast, and digital platforms.
- Manage and implement new forms of sports journalism online, including blogging, tweeting, and streaming audio and video.

Special Departmental Admission Requirements

1. Bachelor's degree from an accredited college or university, with an overall undergraduate point average of at least 3.0; an undergraduate major in journalism is not required, but applicants without such a background are required to take additional course work in journalism and public relations as part of their master's program;
2. Appropriate level of achievement on the Graduate Record Examination General Test (applicants with a post-graduate degree are not required to submit GRE scores);
3. Three letters of recommendation; and
4. A personal statement explaining how a master's degree will fit into the applicant's career goals.

Foreign language

There is no foreign language requirement for the degrees.

Completion of 30 credit hours including:

Fall Semester

- JOUR-J 510: Media & Society Seminar (3 cr.)
- JOUR-J 540: Business of Sports Media (3 cr.)
- JOUR-J 541: Digital Sports Journalism (3 cr.)
- JOUR-J 620: Media Coverage of Sports (3 cr.)

Spring Semester

- JOUR-J 542: Sports Journalism and Society (3 cr.)
- JOUR-J 545: Sports Writing (3 cr.)
- JOUR-J 546: Sports Journalism Research (3 cr.)
- JOUR-J 547: Sports Broadcast Journalism (3 cr.)

Summer Session I Semester

- JOUR-J 501: Public Affairs Reporting, Capstone Course (3 cr.)
- JOUR-J 543: Sports Journalism Law (3 cr.)

Grades

No grade below B- (2.7) will be counted toward this degree.

Students who do not have an undergraduate degree in journalism or a related field are required to take two undergraduate courses in sports writing and communication law (JOUR-J 345 and JOUR-J 300, respectively).

Courses

- **JOUR-J 501 Public Affairs Reporting (3 cr.)** This course includes lectures and roundtable discussion of problems in covering public affairs issues at the national, state, and local levels. Emphasis is on reporting on government, social welfare agencies, elections, political parties, special interest groups and other areas of general public interest.
- **JOUR-J 510 Media and Society Seminar (3 cr.)** Probing examination of structure and functions of mass media, stressing interaction among communication agencies and other social institutions. Critical analysis of media performance and policies in light of current economic, political, social, and intellectual thought. Comparative case studies of U.S. media with other national press systems.
- **JOUR-J 540 Business of Sports Media (3 cr.)** This course will provide a history of how sports media have evolved from radio, network television and magazines into the multi-dimensional world of regional and national cable, the Internet, the networks and other entities. Students will also explore how decisions get made and the financial implications of those decisions.
- **JOUR-J 541 Digital Sports Journalism (3 cr.)** Students will learn how to adapt their skills in traditional journalistic platforms to the new multimedia environment, including websites and mobile devices. The course will teach students the fundamentals of writing, editing, shooting video and recording audio content for a sports website.
- **JOUR-J 542 Sports Journalism and Society (3 cr.)** This course provides a broad understanding of how social issues impact sports and how sports impacts society. Included will be a historical overview of sports, athletes' rights, race and gender in sports, the Olympics and international sports, youth sports, the commercialization of sports and the influence of the media on sports.
- **JOUR-J 543 Sports Law (3 cr.)** Students will develop a basic understanding of the relationship between sports and the law and of the basic concepts of major legal issues—antitrust, labor, contract and intellectual property—in sports today, while translating that knowledge into analytical reporting on those subjects.
- **JOUR-J 545 Sports Writing (3 cr.)** This course is an intensive, in-depth and practical instruction on reporting and writing for print, magazines and the Web. This course will include a broad range of sports writing, from long-form narrative for magazines to twittering on the Web. It also will explore the essentials of beat reporting, with experiential learning at live press conferences and events.
- **JOUR-J 546 Sports Journalism Research (3 cr.)** This course is all about learning the reporting techniques necessary to conduct effective research, and then distilling, evaluating and interpreting information to provide an accurate public service to readers. The topic is sports, but these reporting, research and advanced analytical skills are necessary for any journalist aspiring to excellence. The research results and database will be published by the end of the semester.
- **JOUR-J 547 Sports Broadcast Journalism (3 cr.)** Sports Broadcasting has been an essential part of traditional media, but its skills are now transitioning into new forms of an on-line reporting through video and audio reports and features. This class will examine the best practices of television and radio reporting, and analyze how those skills can

be effectively translated to digital mediums. It will focus on the differences between writing for audio and video broadcasts, examining how to use word pictures to develop imagery in radio, and developing narratives to complement video, not duplicate it.

- **JOUR-J 620 Media Coverage of Sports (3 cr.)** This course will study sport policies, trends and issues. From March Madness to the BCS, to Coach Crean, Coach Calipari, Mark Ingram and Brittney Griner, this course will examine athletes, coaches, events and sports media coverage. It will focus on current events and controversies such as amateurism, competitive balance, debate over school mascots, gambling and problems in recruiting and the ensuing media coverage.

Museum Studies

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. The program offers a master's degree and a graduate certificate. Students considering application to the certificate or degree program are welcome to take classes prior to formal admission. Students admitted to the graduate program may apply to count credits earned as a non-degree student toward their graduate credential (up to 6 credits toward the graduate certificate and up to 9 credits toward the Master's degree). Please see the Web site for admissions deadlines and current course offerings.

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 Museum Studies Program has an extensive network of adjunct faculty and guest lecturers who bring state-of-the-art museum practice to the curriculum. The program also offers 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 projects; collections research; 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 **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, a choice of elective courses that allow the student to develop a particular specialty, and a capstone colloquium course preparing students for entry into the museum workforce. 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.

Student Learning Outcomes

Students completing the Museum Studies M.A. curriculum will:

- Develop their abilities as critical thinkers by questioning the role of museums in society and think critically and creatively to evaluate and improve that role.
- Develop self-reflective understanding of their own vocations and professional ethics in the museum field.
- Develop mastery of professional skills through using a variety of approaches to create original products, such as educational programs, exhibit concepts, strategic plans, of relevance to museums in the community.
- Develop necessary knowledge and skills to meet professional standards in one or more areas of museum practice including collections, education, exhibit development, administration, curatorial practices, evaluation, and interpretive planning.
- Engage in and conduct creative research problems that, over time, yield new insights into museums, their missions, their collections, and their engagements with communities and
- Engage in hands-on learning in an area of the museum field through an internship experience.
- Become skilled at effectively presenting their work through oral presentations and in written work in formats relevant to the museum profession (ex. exhibit concept documents, object labels, press releases, research papers, catalogue entries, curriculum).

Program requirements (36 cr.)

The Master's degree program consists of 36 credit hours of course work.

Core courses (18 credits):

- MSTD-A 503: Introduction to Museum Studies (3 cr.)
- MSTD-A 510: Museum Education (3 cr.)
- MSTD-A 512: Exhibit Planning and Design (3 cr.)
- MSTD-A 516: Collections Care and Management (3 cr.)
- MSTD-A 548: Museum Administration (3 cr.)

Internship (6 credits): Proposals must be approved by internship advisor prior to registration.

- MSTD-A 508: Museum Internship (1-6 credits)

Capstone (3 cr.) MSTD-A 530: Museum colloquium

Electives (12 credits)
Select 4 courses from the following list of approved courses. Electives not included in the list below must be approved by your academic advisor.

- MSTD-A 509: Applied research in museums (3 cr.)

- MSTD-A 514: Museums and Technology (3 cr.)
- MSTD-A 518: Museums and Audiences (3 cr.)
- MSTD-A 511: Object-based learning (3 cr.)
- MSTD-A 513: Curatorial Practices (3 cr.)
- MSTD-A 521: Museum Theatre (3 cr.)
- MSTD-A 531: Critical Approaches to Museum Education (3 cr.)
- MSTD-A 540: Issues in Cultural Heritage (3 cr.)
- MSTD-A 560: Current Topics in Museum Studies (3 cr.) (may be repeated under different title); Titles include things like: Community Curation, Caring for Native Objects, Museum Communication Strategies, Museum Education Research Methods, Museum Ethics
- MSTD-A 595: Indep.. Learning in Museum Studies (1-4 cr.) (may be repeated)

Approved electives from other departments

Please discuss electives with your advisor or other faculty member.

Anthropology

- ANTH-A 560: Variable Topics in Anthropology
- ANTH-A 565: Anthropological Thought
- ANTH-E 501: Fundamentals of Applied Anthropology
- ANTH-E 509: Modern Material Culture
- ANTH-E 521 Indians of North America
- ANTH-P 501

Journalism/Public Relations

- JOUR-J 528: Public Relations Management
- JOUR-J 531: Public Relations for NonProfits

Library and Information Science

- LIS-S 502: Acquisitions and Management of Knowledge and Information
- LIS-S 511: Database Design
- LIS-S 548: Archives and Records Management

Herron

- HER-H 560: Visual Culture: A Visual Studies Approach
- HER-H 590 Topics in Art History
- HER-H 610: Art Theory and Criticism
- HER-V 501: Intro to Design Thinking (1.5 cr)
- HER-V 502 Introduction to Human Factors in Design (1.5 cr.)
- HER-V 511: People-Centered Design Research (1.5 cr)
- HER-Z 508: Issues in Art Education

NonProfit Management

- SPEA-V 522: Human Resource Management in Nonprofit Organizations
- SPEA-V 525: Management in the Nonprofit Sector
- SPEA-V 526: Financial Management for Nonprofit Organizations (V525 pre-req recommended)
- SPEA-V 557: Proposal Development and Grant Administration
- SPEA-V 558: Fund Development for Nonprofit Organizations
- SPEA-V 652: Managing Workforce Diversity

History

- HIST-H 542: Introduction to Public History
- HIST-H 546: Topics in History
- HIST-H 547: Special Topics in Public History: Historic Preservation
- HIST-H 547: Special Topics in Public History: Archival Practices
- HIST-H 547: Special Topics in Public History: Historic Site Interpretation
- HIST-H 547: Special Topics in Public History: Digital Public History

Philanthropic Studies

- PHST-P 521: The Nonprofit and Voluntary Sector
- PHST-P556: Grant Making and the Role of Foundations
- PHST-P558: Principles and Practices of Fundraising

Sociology

- SOC-R 551: Quantitative Methods in Sociology
- SOC-S 659: Qualitative Research Methods in Sociology

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. Course counts toward the Graduate Certificate but not toward the Master's Degree.
- **MSTD-A 508 Museum Internship (1-6 cr.)**P: MSTD-A 503 and two other museum studies courses or consent of the instructor. 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 credit.
- **MSTD-A 509 Applied Research in Museums (1-6 cr.)** An interdisciplinary research practicum conducted in collaboration with museum studies students, faculty and museum partners. The course provides students with an opportunity to work in conjunction with museum professionals to conduct research and carry out public projects in museum settings. The course may focus on exhibition planning, public programs and symposia, curatorial projects, and national collaborations.
- **MSTD-A 510 Museum Education (3 cr.)Core course.** P: MSTD-A 503 or consent of the instructor. 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 511 Object-Based Learning (2-3 cr.)** The class will examine the multiple ways that people learn from and with objects in museums using a range of disciplines including education, history, semiotics, material culture, anthropology, and psychology.
- **MSTD-A 512 Exhibit Planning and Design (3 cr.)Core course.** P: MSTD-A 503 or consent of the instructor. 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 513 Curatorial Practices (3 cr.)** This seminar course will examine current and historical curatorial practices in museums and other exhibition contexts. Case studies will introduce a range of approaches to the storytelling practices involved in curatorial work. Over the course of the semester students will also develop and execute their own curatorial project.
- **MSTD-A 514 Museums and Technology (3 cr.)** P: MSTD-A 503 or consent of the instructor. 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 516 Collections and Care 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 ethics and legal issues. The course also covers the physical care and conservation of collections.
- **MSTD-A 517 Preventative Conservation (3 cr.)** This course offers theoretical and practical investigations of preventive conservation of artifacts which aims to eliminate or modify conditions that encourage deterioration. Topics include measures that prevent or reduce the potential for damage and loss including proper storage, environmental management, agents of deterioration, risk and analysis, emergency preparedness, and planning.
- **MSTD-A 518 Museum and Audiences (3 cr.)** This course examines the ways museums seek to better understand their audiences, serve them more effectively, and strive to reach new audiences. The course looks at a broad range of visitor studies and the ways in which museums and audiences interact.
- **MSTD-A 521 Museum Theatre (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 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 531 Critical Approaches to Museums (3 cr.)** P: MSTD-A 503 or consent of the instructor. This class examines the potential of applying critical pedagogical methods to curatorial practices, interpretation, museum education, and exhibition development as a way to focus on engaging the visitor with artifacts, opening up civic discourse, and promoting deeper connection to community.
- **MSTD-A 540 Cultural Heritage (3 cr.)** This course explores a variety of issues related the stewardship of cultural property on a local, national, and global scale. Through readings, case studies, discussion, and a semester-long project, students will explore ethical, economic, legal, political, and pragmatic issues related to tangible and intangible heritage and will increase their understanding of the practices and processes of cultural heritage management.
- **MSTD-A 548 Museum 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 cultured resource agencies. Topics, speakers, and readings are focused on issues that are unique to agencies that collect, preserve, and interpret historical resources.
- **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 up to 9 credit hours.
- **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.

Philosophy

The **Department of Philosophy Master of Arts degree** offers two distinct paths to the M.A. degree: a general

track that covers historical and topical areas of the discipline, and a bioethics track that integrates theory with practice to address an urgent need both in medical science and in the health care industry. Students who pursue the general track may take a number of elective courses focused on classical American philosophy, which is an area in which the department has particular strength.

Student Learning Outcomes

Students completing the Philosophy M.A. curriculum will:

- **Know and understand** important figures, theories, and arguments in core areas of classical and contemporary philosophy.
- **Know and understand** important figures, theories, and arguments related to a specific subject area: American philosophy, bioethics, or international research ethics.
- **Comprehend, interpret, analyze, and evaluate** complex philosophical concepts, claims, and arguments.
- **Conduct** mentored philosophical research leading to competent, well-researched, in-depth argumentative essays on specific topics.
- **Develop and deliver** clear, accurate, informative research presentations for academic or professional audiences.

Special Departmental Requirements Admission Requirements

Applicants to the M.A. program 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 concentration, professional training or experience that involved health care or research ethics could be accepted in lieu of coursework. Applicants must also show an appropriate level of achievement on the Graduate Record Examination (GRE) General Test unless they already hold an advanced degree.

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL). They must also take the IUPUI English (ESL) examination prior to their first semester of coursework and may be required to take additional classes in English as a second language.

Deadlines for receipt of **completed applications** are as follows:

January 15th – For applicants who wish to be considered for a University Fellowship.
March 1st – For applicants seeking admission in the summer or fall semesters.
October 15th – For applicants seeking admission for the spring semester.

A complete application includes the following materials:

1. Graduate School Application form with Application Fee
2. Three Letters of Recommendation
3. Statement of Purpose
4. GRE Scores*
5. TOEFL Scores (non-native English speakers only)
6. Official Transcripts (required from all institutions attended or currently attending)
7. Writing Sample†

Transcripts and writing sample should be sent directly to:

Philosophy Department
ATTN Graduate Admissions
425 University Blvd., CA 331
Indianapolis, IN 46202
USA

Program Requirements

Students are required to take a minimum of 30 credit hours. Students must complete a set of core courses as well as a set of open or concentration-specific electives. Students may apply to write a 6 cr. thesis in place of two 3 cr. graduate courses. Students must attend and complete these courses at IUPUI, except those courses accepted for transfer. At least 15 credit hours must be taken at IUPUI and at least 18 credit hours must be philosophy courses. No course with a grade lower than a B will count toward the degree.

General M.A. Curriculum

Philosophy Core (15 cr. required)

1. History (6 cr. required)

- PHIL-P 515: Medieval Philosophy (3 cr.)
- PHIL-P 522: Topics in History of Modern Philosophy (3 cr.)
- PHIL-P 536: Topics in the History of Contemporary Philosophy (3 cr.)
- PHIL-P 558: Classical American Philosophy (3 cr.)

2. Topics (6 cr. required)

- PHIL-P 514: Pragmatism (3 cr.)
- PHIL-P 540: Contemporary Ethical Theories (3 cr.)
- PHIL-P 543: Social and Political Philosophy (3 cr.)
- PHIL-P 553: Philosophy of Science (3 cr.)
- PHIL-P 560: Metaphysics (3 cr.)
- PHIL-P 562: Theory of Knowledge (3 cr.)

Electives (15 cr. required)

- Any course from the Philosophy Core (above)
- PHIL-P 503: Semiotics of C.S. Peirce (3 cr.)
- PHIL-P 507: American Philosophy and the Analytic Tradition (3 cr.)
- PHIL-P 520: Philosophy of Language (3 cr.)
- PHIL-P 525: Topics in the History of Philosophy (3 cr.)
- PHIL-P 542: Ethics and Values of Philanthropy (3 cr.)
- PHIL-P 545: Legal Philosophy
- PHIL-P 552: Philosophy of Logic
- PHIL-P 561: Philosophy of Mind
- PHIL-P 572: Philosophy of Religion
- PHIL-P 600: Topics in Philosophy (3 cr.)
- PHIL-P 650: Topics in Semiotic Philosophy (3 cr.)
- PHIL-P 701: Peirce Seminar (3 cr.)

- PHIL-P 730: Seminar in Contemporary Philosophy (3 cr.)
- PHIL-P 748: Seminar in American Philosophy (3 cr.)
- Any PHIL course offered in the Bioethics concentration

Thesis option: Students may petition to write a thesis (P803, 6 cr.) under certain circumstances. They must secure permission from their graduate director and three faculty members who are willing to constitute a thesis committee. Students who receive permission to write a thesis need only take 9 cr. of electives.

Bioethics Concentration Curriculum

Philosophy Core (6 cr. required)

1. Required foundational course (3 cr.)
   - PHIL-P 540: Contemporary Ethical Theories (3 cr.)
2. Core electives (3 cr. required)
   - PHIL-P 514: Pragmatism (3 cr.)
   - PHIL-P 515: Medieval Philosophy (3 cr.)
   - PHIL-P 522: Topics in the History of Modern Philosophy (3 cr.)
   - PHIL-P 536: Topics in the History of Contemporary Philosophy (3 cr.)
   - PHIL-P 543: Contemporary Social and Political Philosophy (3 cr.)
   - PHIL-P 553: Philosophy of Science (3 cr.)
   - PHIL-P 558: Classical American Philosophy (3 cr.)
   - PHIL-P 560: Metaphysics (3 cr.)
   - PHIL-P 562: Theory of Knowledge (3 cr.)

Concentration-specific Courses (18 cr. required)

1. Required foundational course (3 cr.)

- PHIL-P 547: Foundations of Bioethics (3 cr.)

2. Concentration-specific electives (15 cr. required)

2a. Areas of central importance (5 cr. required)

- PHIL-P 548: Clinical Ethics Practicum (3 cr.)
- LAW-DN 838: Bioethics and Law (2 cr.)
- MHHS-M 504: Introduction to Research Ethics (3 cr.)

2b. Specialized electives (9 cr. required)

- ANTH-E 445: Medical Anthropology (3 cr.)
- COMM-C 510: Health Provider-Consumer Communication (3 cr.)
- HIST-H 546: History of Medicine (3 cr.)
- LAW-DN 761: Law and Public Health (2 cr.)
- LAW-DN 845: Financing and Regulating Health Care (3 cr.)
- NURS-N 534: Ethical and Legal Perspectives in Advanced Nursing Practice (2 cr.)
- PHIL-P 549: Bioethics and Pragmatism (3 cr.)
- PHIL-P 555: Ethical and Policy Issues in International Research (3 cr.)
- PHIL-P 600: Topics in Philosophy (3 cr.) [When content is track-specific]
- PHIL-P 696: Topics in Biomedical Ethics (3 cr.)
- PHIL-P 730: Seminar in Contemporary Philosophy (3 cr.) [When content is track-specific]
- SOC-R 515: Sociology of Health and Illness (3 cr.)
- SOC-S 560: Topics: Death and Dying (3 cr.)

Thesis or Research Project (6 cr. required)

- PHIL-P 803: Master's Thesis in Philosophy (6 cr.)

In lieu of a thesis students may opt to complete a research project under the guidance of an appropriate faculty committee. Examples of admissible research projects: research that leads to a paper of sufficient length and quality to be considered for publication in a peer-reviewed journal; a comprehensive briefing paper for a legislative hearing; and analysis of a hospital, institutional, or research policy.

In lieu of the above, students may also opt for six credits of general electives; i.e., any graduate-level philosophy course offered by the IUPUI Philosophy Department that falls within the General M.A. Curriculum or the Bioethics Concentration Curriculum.

Joint Degrees

Master of Arts in Philosophy and Doctor of Jurisprudence in the School of Law

This joint degrees program, in which 12 hours of course work may be creditable toward both degrees (provided the degrees are received simultaneously), affords the opportunity to earn both a **Doctor of Jurisprudence** (with an optional concentration in health law) and a **Master of Arts in Philosophy** (with a concentration in bioethics) while completing a total of only 108 credit hours. Program requirements include:

1. 90 hours credited in the School of Law, including all its required course work; and
2. 30 hours credited in the Department of Philosophy, including all of its required course work; and
3. a cumulative grade point average of at least 2.3 on all work done in the School of Law and at least 3.0 on all work done in fulfillment of the requirements for the M.A.

Master of Arts in Philosophy and Doctor of Medicine in the School of Medicine

The Department of Philosophy and the IU School of Medicine offer combined degrees in **Medicine (M.D.) and Philosophy (M.A.)**, with a concentration in **Bioethics**. Through the combined degrees program, the two degrees can be obtained with a total of 181 credits of coursework rather than the 194 credits required if the two degrees are obtained independently. Furthermore, the IU School of Medicine requires students to achieve a level 3 (the mastery level of competence) in three of the nine competencies that comprise the IUSM curriculum in order to be eligible for graduation. The combined degrees program provides participating students with the opportunity to achieve a level 3 in the Moral Reasoning and Ethical Judgment competency.

Master of Arts in Philosophy and Master of Public Health Degree

Students completing this joint degree program will receive a **Master of Public Health** (M.P.H.) degree and a **Master of Arts (M.A.) degree in Philosophy**, with a concentration in **Bioethics**. Through the dual degrees program, the two degrees can be obtained with a total of

60 earned credits, as compared with the 75 cr. required if the degrees are obtained separately.

- PBHL-P 602: Public Health Internship (3 cr.) will be counted in place of PHIL P548: Clinical Ethics Practicum (3 cr.).
- Students must complete a capstone research project which will be counted for both degrees by receiving 3 cr. under P702/704/705 and 3 cr. under PHIL P803; the 6 cr. total will be counted toward both degrees.
- Students may also select up to 6 cr. of the following electives from either the M.A. or the M.P.H. curricula (no more than 3 cr. from each) which will be counted for both degrees:

M.A. Electives

- LAW-DN 761: Law and Public Health
- LAW-DN 838: Bioethics and Law
- SOC-R 515: Sociology of Health and Illness (Cross-listed course)
- PHIL-P 548: Bioethics and Pragmatism
- PHIL-P 555: Ethical and Policy Issues in International Research
- PHIL-P 696: Topics in Biomedical Ethics

M.P.H. Electives

- PBHL-R 515: Sociology of Health and Illness (Cross-listed course)
- PBHL-P 611: Policy Development, Implementation and Management
- PBHL-P 613: Public Health and Emergency Preparedness
- PBHL-P 631: Maternal, Child, and Family Health
- PBHL-P 632: History of Public Health

Courses

- **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 514 Pragmatism (3 cr.)**The origins of contemporary philosophical analysis. An examination of the most important philosophical writings of Gottlob Frege and Bertrand Russell, as well as the Tractatus Logico-Philosophicus of Ludwig Wittgenstein.
- **PHIL-P 520 Philosophy of Language (3 cr.)**Advanced study of selected topics.
- **PHIL-P 522 Topics in the History of Modern Philosophy (3-9 cr.)**A variable-title course. Selected topics from key movements, figures, or controversies in modern (17th/18th century) Western philosophy.
- **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 536 Topics in Contemporary Philosophy (3 cr.)** A study of one or more contemporary (mainly 20th-century) schools of Western philosophy (e.g., analytic philosophy, phenomenology, existentialism) or a selection of influential thinkers related to a specific contemporary topic.
- **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 Social and Political Philosophy (3 cr.)**Advanced study of central issues, theories, and topics in social/political philosophy, such as property rights, distributive justice, political liberty, and the limits and foundations of state authority.
- **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 IU Health.
- **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.)**The aim of this course is to gain a thorough understanding of the basic issues in the philosophy of science. Attention will be given to issues such as the cognitive significance of theories, the scientific method (hypothesis formation, theory construction, and testing), research paradigms, reductivism, and social epistemology.
- **PHIL-P 554 Practicum in International Research Ethics (4-8 cr.)** The Practicum in International Research Ethics involves a combination of observation and discussion with mentors while conducting an individual research project that will serve as the capstone for the student's master's degree.
- **PHIL-P 555 Ethical and Policy 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 561 Philosophy of Mind (3 cr.)**In-depth treatment of central issues, problems, and theories (both classical and contemporary) in philosophy of mind, such as mental causation, the nature of consciousness, and dualism.
- **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. May be repeated for credit if topics vary.
- **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. May be repeated for credit if topics vary.
- **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 748 Seminar in American Philosophy (3 cr.)**Advanced study of a principal philosopher or a set of selected topics in classical American philosophy. May be repeated for credit if topics vary.
- **PHIL-P 803 Master's Thesis in Philosophy (6 cr.)**
- **PHIL-P 561 Philosophy of Mind (3 cr.)**In-depth treatment of central issues, problems, and theories (both classical and contemporary) in philosophy of mind, such as mental causation, the nature of consciousness, and dualism.

Public Relations

The **Master of Arts in Public Relations** is designed to prepare students for public relations management positions in a wide variety of industries. The degree is ideal for those with professional experience who are ready to advance their careers and for professionals from allied disciplines who wish to transition to public relations or further enhance their knowledge and skills.

This is a professional graduate program with all coursework offered at night and on IUPUI's downtown Indianapolis campus in modern, state-of-the-art facilities. The program is specifically designed for working professionals with three to seven years of experience. The degree requires 34 credit hours and selected coursework is online. No thesis is required, although it is optional. The degree may be completed in two or three years.

This interdisciplinary graduate degree requires courses from the IU Department of Journalism.

Graduates are prepared for management positions in public relations firms, corporations, government agencies, nonprofit organizations, associations, and health and life sciences organizations.

Students may specialize in three different areas of management:

- **General Public Relations Management**-This focused area of study prepares graduates for public relations positions that require an increased amount of managerial knowledge and ability. The courses in this area of study are designed to focus on general management skills and experience, paired with an advanced public relations curriculum.
  - **Student Learning Outcomes - Management Concentration** Upon completion of this program, graduates will be able to:
    - Apply formative and evaluative research in public attitudes and behaviors.
    - Design and develop strategic goals and objectives for public relations.
    - Apply the underlying theories of communication to public relations programs and campaigns.
    - Apply basic business accounting and finance principles to the management of public relations programs and campaigns.
    - Apply basic marketing techniques practiced by businesses.
    - Explain and describe business marketing activities, economics, business law, and global business practices.
    - Effectively evaluate public relations campaigns and programs.
    - Summarize management theory and practice in public relations.

- **Public Relations in Health Care and Life Sciences**-This unique area of study prepares graduates for positions in today's rapidly growing fields of health care and life sciences. This is a vital and growing business sector in Indiana with multiple organizations in the health care, life sciences and biotechnology, major hospitals and pharmaceutical industries. This track of study includes an advanced curriculum in public relations and business courses, with distinctive coursework concentrated in health care and life sciences public relations.
  - **Student Learning Outcomes- Health Care and Life Sciences Concentration** In addition to the learning outcomes for the Public Relations Management Concentration, graduates will be able to:
    - Describe and explain the operation of health care systems and communication as it relates to those systems.
    - Demonstrate and plan public relations in the regulated communications environment of life sciences companies and organizations.

- **Sports Public Relations Management**-This focused area of study prepares graduates for public relations positions in sports organizations both professional and amateur ranging from sports teams to sports leagues and sports federations nationwide. Specific courses focus on various unique aspects of sports public relations at all levels.

- **Student Learning Outcomes - Sports Concentration** In addition to the learning outcomes for the Public Relations Management Concentration, graduates will be able to:
  - Describe and explain the operation of amateur and professional athletic organizations and communication as it relates to those systems.
  - Describe and explain the regulated communications environment of both amateur and professional sports.

Special Departmental Admission Requirements

1. Bachelor's degree from an accredited college or university, with an overall undergraduate point average of at least 3.0; an undergraduate major in journalism is not required, but applicants without such a background are required to take additional course work in journalism and public relations as part of their master's program;
2. Appropriate level of achievement on the Graduate Record Examination General Test (applicants with a post-graduate degree are not required to submit GRE scores);
3. Three letters of recommendation; and
4. A personal statement explaining how a master's degree will fit into the applicant's career goals.

Foreign language

There is no foreign language requirement for the degrees.

Grades

No grade below B- (2.7) will be counted toward these degrees

Prerequisites
Within the first year of the program, if not previously taken or accounted for by professional experience, the student must have completed:

- JOUR-J 219: Introduction to Public Relations (3 cr.)
- JOUR-J 390: Public Relations Writing (3 cr.)
- JOUR-J 300: Communications Law (3 cr.)

Degree Requirements for the M.A. in Public Relations
A total of 30 credit hours, including five Journalism and Public Relations core courses (JOUR-J 528, JOUR-J 529, and three topics courses in public relations theory, research and evaluation, and planning).

Electives: (5 courses)

- **PR Management Track** In addition to the core, students take five general electives in Journalism and Public Relations or Communication Studies.
- **PR Sports Track** In addition to the general core, students take three core sports courses (JOUR-J 543, JOUR-J 540, and JOUR-J 542) and two electives in Journalism and Public Relations or Communication Studies.
- **PR Healthcare and Life Sciences Track** In addition to the general core, students take two core topics courses (public relations in the life sciences and integrated marketing communication in healthcare) and three electives in Journalism and Public Relations or Communication Studies.

Courses

- **JOUR-J 501 Public Affairs Reporting (3 cr.)** This course includes lectures and roundtable discussion of problems in covering public affairs issues at the national, state, and local levels. Emphasis is on reporting on government, social welfare agencies, elections, political parties, special interest groups and other areas of general public interest.
- **JOUR-J 510 Media and Society Seminar (3 cr.)** Probing examination of structure and functions of mass media, stressing interaction among communication agencies and other social institutions. Critical analysis of media performance and policies in light of current economic, political, social, and intellectual thought. Comparative case studies of U.S. media with other national press systems.
- **JOUR-J 528 Public Relations Management (3 cr.)**Designed to enable students to manage a public relations department. Theories and principles relevant to public relations practiced in agency, corporate, and not-for-profit organizations will be covered. This will include developing goals and objectives, working with clients, developing budgets, and research methods.
- **JOUR-J 531 Public Relations for Non-Profits (3 cr**.) The course provides a theoretical and practical foundation in public relations for those considering careers in nonprofit organizations or in fundraising. Specific coursework will involve the public relations campaign process and its relationship to organizational goals and to the specifics of organizational development and fundraising. An additional focus will involve the communications efforts required to maintain relationships with donors, volunteers and key community and industry officials.
- **JOUR-J 540 Business of Sports Media (3 cr.)** This course will provide a history of how sports media have evolved from radio, network television and magazines into the multi-dimensional world of regional and national cable, the Internet, the networks and other entities. Students will also explore how decisions get made and the financial implications of those decisions.
- **JOUR-J 541 Digital Sports Journalism (3 cr.)** Students will learn how to adapt their skills in traditional journalistic platforms to the new multimedia environment, including websites and mobile devices. The course will teach students the fundamentals of writing, editing, shooting video and recording audio content for a sports website.
- **JOUR-J 542 Sports Journalism and Society (3 cr.)** This course provides a broad understanding of how social issues impact sports and how sports impacts society. Included will be a historical overview of sports, athletes' rights, race and gender in sports, the Olympics and international sports, youth sports, the commercialization of sports and the influence of the media on sports.
- **JOUR-J 543 Sports Law (3 cr.)** Students will develop a basic understanding of the relationship

between sports and the law and of the basic concepts of major legal issues—antitrust, labor, contract and intellectual property—in sports today, while translating that knowledge into analytical reporting on those subjects.

- **JOUR-J 545 Sports Writing (3 cr.)** This course is an intensive, in-depth and practical instruction on reporting and writing for print, magazines and the Web. This course will include a broad range of sports writing, from long-form narrative for magazines to twittering on the Web. It also will explore the essentials of beat reporting, with experiential learning at live press conferences and events.
- **JOUR-J 546 Sports Journalism Research (3 cr.)** This course is all about learning the reporting techniques necessary to conduct effective research, and then distilling, evaluating and interpreting information to provide an accurate public service to readers. The topic is sports, but these reporting, research and advanced analytical skills are necessary for any journalist aspiring to excellence. The research results and database will be published by the end of the semester.
- **JOUR-J 547 Sports Broadcast Journalism (3 cr.)** Sports Broadcasting has been an essential part of traditional media, but its skills are now transitioning into new forms of an on-line reporting through video and audio reports and features. This class will examine the best practices of television and radio reporting, and analyze how those skills can be effectively translated to digital mediums. It will focus on the differences between writing for audio and video broadcasts, examining how to use word pictures to develop imagery in radio, and developing narratives to complement video, not duplicate it.
- **JOUR-J 560 Topics Colloquium (1-4 cr.)**Topical seminar dealing with changing subjects and material from semester to semester. May be repeated twice for credit with a different topic. **JOUR-J 563 Computerized Publication Design I (3 cr.)** This publishing design course incorporates typesetting, electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.
- **JOUR-J 620 Media Coverage of Sports (3 cr.)** This course will study sport policies, trends and issues. From March Madness to the BCS, to Coach Crean, Coach Calipari, Mark Ingram and Brittney Griner, this course will examine athletes, coaches, events and sports media coverage. It will focus on current events and controversies such as amateurism, competitive balance, debate over school mascots, gambling and problems in recruiting and the ensuing media coverage.
- **JOUR-J 660 Topics Colloquium (3 cr.)**Topical seminar dealing with changing subjects and material from semester to semester.
- **JOUR-J 804 Read and Research in Journalism (1-9 cr.)**

Sociology

Offered by the Department of Sociology at IUPUI and granted by the Indiana University Graduate School, the Master of Arts degree is designed to prepare students for conducting applied, policy-oriented, and basic research; to provide thorough training in the discipline's basics for those who wish to pursue a doctoral degree elsewhere; and to equip those already in the workforce with the critical skills necessary for assessing and applying sociological knowledge in their everyday responsibilities.

Currently, the program features a general sociology degree with the option to focus one's studies in Medical Sociology.

Student Learning Outcomes

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. We also offer a course only option to finishing the degree. The program is designed to accommodate the needs of both full- and part-time students. Currently, the program features one formal area of concentration: medical sociology and a general sociology degree. Students completing the Sociology M.A. curriculum will:

- Collect and analyze data on social phenomena.
- Apply sociological knowledge and methods in community projects.
- Organize and conduct independent projects.
- Present and defend their analyses of social phenomena.
- Gain mastery of medical sociology or a general understanding of sociology as well as increase diversity of disciplinary specialties and backgrounds of those involved in programs be prepared for doctoral studies.

Admission Requirements

DEGREE REQUIREMENTS Students complete 36 credit hours of coursework. Core courses include Theory, Quantitative and Qualitative Research Methods and Sociological Statistics. The program of study culminates in either an internship or thesis experience.

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

A small number of renewable teaching and research assistantships as well as first-year fellowships are available to graduate students on a competitive basis. Some include stipends or hourly pay plus tuition remission. Information is available from the department

and the IUPUI Graduate Office. Students may also apply for loans or work study through the Office of Financial Aid.

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. Course explores how work is being restructured in the "new economy". Topics include the changing meaning of work, the quest for dignity in the workplace, the plight of the working poor, and prospects for the labor movement (among other items).
- **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. In-depth study of classical sociological theorists, particularly Marx, Durkheim, and Weber. Examines their roles in defining the discipline of sociology.
- **SOC-R 557 Advanced Sociological Theory II (3 cr.)**P: graduate standing or consent of instructor. In-depth study of contemporary sociological theories (e.g., social conflict, structural functionalist, symbolic interactionist) as a continuation of the issues raised by the classical sociological theorists as well as a response to the epistemological and social changes of the late twentieth century.
- **SOC-R 559 Intermediate Sociological Statistics (3 cr.)**P: SOC-R 359 or equivalent, graduate standing or consent of instructor. SOC-R 359 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 569 Thesis (3 cr.)** P: SOC-R 359 or equivalent, graduate standing or consent of instructor. Thesis
- **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 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 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 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 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 612 Political Sociology (3 cr.)**P: Graduate standing and/or consent of instructor. Possible topics include experimental studies of power relationships, political socialization, political attitudes, political participation, voting behavior, decision-making processes, theories of social power, organizational power systems and structures, 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 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.

Master of Arts in the Teaching of Spanish (M.A.T.)

General Description

The **Master of Arts in Teaching Spanish** has been designed specifically for teachers or future teachers of Spanish. It offers 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 aims toward career advancement. Graduates of the program will in turn contribute to better teaching of Spanish in schools, improving the language skills and the cultural awareness of students who study Spanish.

Student Learning Outcomes

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. Students completing the M.A.T. in Spanish curriculum will:

- Know a variety of theories on the process of second language acquisition.
- Know effective methods and techniques of Teaching Spanish.
- Know main cultural manifestations of the language in literature.
- Know social practices and perspectives in Spain and Latin America and among U.S Hispanics.
- Know structural and cultural differences between Spanish and English and between the communities that use these languages.
- Understand second language (Spanish) grammars.
- Understand second language production and comprehension, input processing, and the acquisition of pragmatic and sociolinguistic competence.
- Understand the formal properties of The Spanish language.
- Understand the relationship between language and society in the Spanish-speaking world.
- Understand the value of different methods to teach languages and cultures.
- Understand the importance of critical thinking in examining other cultures and comparing them with one's own.
- Understand their place within multilingual international communities.
- Understand the connections between language studies (language, literature, culture and translation/interpreting) with other disciplines.
- Be able to identify and implement effective pedagogical practices.
- Be able to identify appropriate teaching objectives, techniques, materials and outcomes.
- Be able to contribute to the improved teaching of Spanish in schools by fostering strong language skills and deep cultural awareness among their students.
- Be able to apply the knowledge of the language system and culture to function effectively as teaching professionals, and in intercultural settings at home and abroad.
- Be able to interact within multilingual international communities here and abroad in ethically and culturally sensitive ways.
- Be able to reflect on their teaching practice and seek professional development opportunities.

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. Undergraduate degree in Spanish is expected, but related degrees are also considered (additional *undergraduate courses may be required).*
2. Official transcript.
3. Proficiency in the Spanish language. There are two options:
    1. Nivel Intermedio (B2) in the Diploma in Spanish (DELE) issued by the Spanish Ministry of Education, Culture and Sport.
    2. OR 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.
4. Three letters of recommendation. At least two of these should be from professors.
5. For international students, the university requires a minimum TOEFL iBT score of 79. Send scores to Institution Code 1325, Department Code 2608. Per university policy, students who are admitted with TOEFL iBT of 79-99 or IELTS of 6.5-7.0 will take the English for Academic Purposes (EAP) placement test. Depending on your EAP test results, you may need to take EAP courses. While taking these courses students will be allowed to register for a maximum of six credit hours in the Master of Arts for Teachers of Spanish. International graduate students who are being considered for a teaching role are also required by university policy to take the SPEAK test and complete any required supplemental EAP courses recommended based on that test.

- 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.)

6. Online application. Please access the online portion of the application.

- 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.

Main Objectives

The course of study for the program is intended to equip students with knowledge of theories of second language acquisition and effective methods of teaching, as well as the main cultural manifestations of the language in literature. Students will understand the relationship between language and society in the Spanish-speaking world and the connections between language studies (language, literature, culture and translation/interpreting) with other disciplines, and they will be able to apply the knowledge of the language system and culture to function effectively as teaching professionals.

Design

The degree program consists of 36 credit hours of which 30 must be completed in residence at IUPUI. The Master of Arts in the Teaching of Spanish may be completed in four semesters at IUPUI or three semesters and two summer sessions. M.A. students must maintain a minimum grade point average of 3.0 (B). Only students taking advantage of the summer program in Salamanca (Summer Institute for Teachers of Spanish) can complete and transfer up to 12 credit hours (6 credits per summer) towards the degree. Any other students interested in transferring credits (6 maximum) from other institutions should keep in mind that this is acceptable as long as the contents of those courses are equivalent to any of the courses offered in the MAT, and prior approval by the Graduate Studies Committee.

Core Required Courses (9 cr.)

- SPAN-S 515: Acquisition of Spanish as a Second Language (3 cr.)
- SPAN-S 517: Methods of Teaching College Spanish (3 cr.)
- SPAN-S 519: Practicum in the Teaching of Spanish (3 cr.)

Elective Coursework (27 cr.)

Choose at least 27 credits in consultation with a faculty advisor. See list of courses here.

Students may select from the following options for the course of study:

Thesis Option: Includes 30 hours of coursework plus a Master's Thesis (6 credit hours).

Coursework Option: Requires 36 credit hours of coursework.

Study Abroad Option: Students may complete one or two summers at the University of Salamanca, Spain. Students who complete a summer study in Salamanca receive a Certificate from the University of Salamanca attesting to their completion of the summer program(s) 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* receives a high level of academic prestige internationally. Other study abroad credit must be approved by the graduate director.

Courses

- **SPAN-S 507 Foreign Language Institute (3 cr.)**P: Graduate standing in Spanish or consent of instructor. Intended primarily for teachers. 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. May be repeated for a maximum of 6 credit hours.
- **SPAN-S 508 Varieties of Spanish (3 cr.)**This course is an advanced descriptive analysis of the varieties of Spanish spoken around the globe. A detailed analysis of the phonetic, lexical and morphosyntactic aspects of such varieties is provided with an aim to define its different macrodialectal areas, including Spanish in the US and Creole languages.
- **SPAN-S 511 Spanish Syntactic Analysis (3 cr.)**P: SPAN-S 326 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: SPAN-S 326, 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 in Spanish.
- **SPAN-S 515 The Acquisition of Spanish as a Second Language (3 cr.)**P: SPAN-S 326 and SPAN-S 428, or consent of instructor. Surveys the empirical research conducted on Spanish in order to address the question: How does a nonnative linguistic system develop? The course is organized around four topics: morpheme acquisition studies, interlanguage development, input processing, and Universal Grammar.
- **SPAN-S 517 Methods of Teaching College Spanish (3 cr.)**P: SPAN-S 428 or consent of instructor. Trains graduate students to teach the freshman and intermediate college courses in Spanish.
- **SPAN-S 518 Studies in Latino and Spanish American Culture (3 cr.)**P: SPAN-S 412 or consent of instructor. Introduction to themes and topics in the study of the cultural phenomena produced in Latin

America and among Hispanics in the United States: popular culture, colonialism, the Other, etc.

- **SPAN-S 519 Practicum in the Teaching of Spanish (3 cr.)**P: SPAN-S 517 or consent of instructor. Practical application of the teaching methodology explored in SPAN-S 517. 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 SPAN-S 524.
- **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 SPAN-S 525.
- **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 SPAN-S 521.
- **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 SPAN-S 523.
- **SPAN-S 527 Graduate Internship in Spanish (3-6 cr.)**P: SPAN-S 517 and consent of instructor. A supervised internship on the application of Spanish studies in educational work settings. Each intern will be assigned a project supervised by a graduate faculty member in Spanish. Interns will complete a portfolio of workplace learning and self-evaluation; they will also be visited by a faculty coordinator and evaluated in writing by their on-site supervisors.
- **SPAN-S 529 Specialized Translation I (Business/ Legal/Governmental) (3 cr.)** P: SPAN-S 528 or Equivalent or Consent of Program. This class provides an overview of the methods and terminology resources for the translation of commercial, economic, financial, legal, and governmental documents as well as intensive practice in these areas of translation.
- **SPAN-S 528 Translation Practice and Evaluation (3 cr.)**P: Graduate standing or consent of instructor. This is an introductory course to the practice and evaluation of translation. Students will get hands-on experience with many different text types from a variety of areas and professions and develop skills to translate them into both English and Spanish. At the same time, students will have the opportunity to discuss some of the theoretical and professional issues involved in translation as a profession.
- **SPAN-S 627 Individual Readings in Spanish (3-6 cr.)**Enables students to work on a reading project that they initiate, plan, and complete under the direction of a department faculty member in Spanish. Credit hours depend on scope of project.
- **SPAN-S 650 Topics in the Teaching of Spanish (3 cr.)**P: Graduate Standing or consent of instructor. Seminar in selected topics related to the teaching of Spanish, such as assessment, teaching materials development, the teaching of specific linguistic skills. May be repeated for credit when topic varies.
- **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.

Master of Arts in the Teaching English to Speakers of Other Languages (TESOL)

The 31-credit hour **Master of Arts in Teaching Speakers of Other Languages (TESOL)** is a professional degree that prepares graduate students to become effective teachers of English to adult learners who speak other native languages, both in the U.S. and abroad. Far more than just a program for “teaching grammar,” the M.A. in TESOL degree provides both a strong theoretical foundation as well as hands-on practical experiences.

Student Learning Outcomes

Students completing the TESOL M.A. will able to:

- **Describe** the features of both second language and first language discourse.
- **Explain** the theoretical principles of second language learning from linguistic, psychological, and social perspectives.
- **Explain** the principles, strategies, and features of second language teaching in a variety of contexts.
- **Describe** how learning a second language differs from learning one's first language.
- **Exemplify** the theory-to-praxis connection in second language teaching in a variety of contexts, modes, and genres.
- **Devise and use** instruments for adequately and appropriately assessing language learners’ educational needs and language development in diverse contexts.
- **Design and implement** pedagogically-sound lesson plans, teaching materials, courses, and curricula for

second language learners in a variety of contexts with respect to reading, writing, listening, speaking, and culture.
- **Evaluate and refine** (one's own) teaching practices on the basis of second language learning research and specific students' learning outcomes using the tools of self-reflection and classroom observation.

Admission Requirements

1. 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 grading scale in the student's undergraduate major, documented by an official transcript. Applicants are normally expected to have been English majors, but admission will be considered also for those who otherwise demonstrate the competency necessary for successful graduate work in English.
2. Applicants must submit three letters of recommendation.
3. Applicants must submit a 500-750 word **personal statement.**

Foreign Language Requirements

TOEFL or IELTS official scores are required for *nonnative speaking applicants only* and must be reported directly to IUPUI. *Test scores are not required if the applicant has earned (or will earn) a bachelor's or master's degree from a country where English is the official language (please refer to the Office of International Affairs website.)* The department will only consider applications once the required minimum score is met and does not offer admission to applicants not meeting the required minimum scores.

- The IUPUI *Institution Code* for ETS is: *#1325*
- Recommended minimum scores for applicants who are nonnative speakers of English: **100** TOEFL iBT; **7.0** IELTS.

Grades

M.A. students must maintain a 3.0 (B) grade point average.

Course Requirements

The 31-credit hour M.A. in TESOL is comprised of core courses, elective courses, and the completion of either a thesis or internship. Please click on the tabs above for more information.

Core Courses (16 credit hours/5 courses)

At the beginning of your graduate career, you will take two core courses that provide an introduction to major areas in the discipline of English:

- ENG-G 500: Introduction to the English Language (4cr)
- ENG-Z 520: Second Language Development (3cr)
- ENG-Z 523: TESOL Methods (3cr)
- ENG-Z 541: English for Specific Purposes (ESP) and Materials Development (3cr)
- ENG-Z 545: TESOL Practicum (3cr)

Elective Courses (At least 15 credit hours/5 courses)

- ENG-G 625: Discourse Analysis and Introduction to Research (4cr)
- ENG-G 652: Sociolinguistics (4cr)
- ENG-Z 536: Pedagogical Grammar (3cr)
- ENG-Z 570: Second Language Writing (3cr)
- ENG-Z 575: Second Language Learning and Technology (3cr)
- ENG-Z 598: TESOL Internship (3cr)
- ENG-Z 600: Seminar in TESOL (variable topics) (3cr)
- ENG-Z 690: Advanced Readings in TESOL (1-4cr)
- ENG-Z 699: M.A. Thesis – TESOL (3cr)
- Other graduate courses in literature, writing, and literacy, or related fields as approved by the director. No more than six credits may be transferred from or taken outside the department.

Students should select one of two program options:

Thesis Option

Required Courses: Students must take the *five core courses* for a total of 16 credit hours, as well as ENG-Z 690: Advanced Reading in TESOL (1-4 credits) and ENG-Z 699: M.A. Thesis (3 credits)

- Electives: Students choose at least three courses (at least 8-11 credits)
- Total: 31 credit hours

Internship Option

Required Courses: Students must take the *five core courses* for a total of 16 credit hours, as well as ENG-Z 598: TESOL Internship (3 credits)

- Electives: Students choose at least four courses (at least 12 credits)
- Total: 31 credit hours

Courses

Graduate Minors

- Anthropology and Health
- Communicating Science
- Health Communication
- History
- Medical Humanities and Health Studies
- Philosophy
- Sociology
- Women's, Gender, and Sexuality Studies

Anthropology

Students who are candidates for the Ph.D. degree in other program or departments may obtain a minor in Anthropology at IUPUI. The intent of the mnor is to develop interdisciplinary skills, exposing students to theories and methods outside of their major department.

The Ph.D. minor in Anthropology has an unstructured curriculum that can provide students with a foundation in basic areas in Anthropology and the opportunity to study advanced anthropological theory and research methods.

Requirements for the Ph.D. minor in Anthropology consists of completing 12 credit hours including:

- ANTH-E 501: Fundamentals of Applied Anthropology

- An additional three courses at the 500 level or above
- An average grade of B (3.0 on a 4.0 scale) or above in all courses.
- All of these courses must be taken in the Anthropology Deprtment on the IUPUI campus.

Students wanting a minor in Anthropology should initially meet with an advisor in their home department and should then contact the Director of Gradate Studies in Anthropology. For more information, please visit our departmental web page.

Communicating Science

COMMUNICATING SCIENCE GRADUATE MINOR

Rationale

- The graduate minor in communicating science addresses two primary problems.
- First, scientists and health professionals today need to connect to and to engage with the lay public, policy makers, funders, students, and professionals from other disciplines. Therefore, they increasingly need to tailor their communication for a variety of audiences who are not (or not yet) scientific experts or researchers.
- Second, instead of assuming traditional PI roles and post-docs, many PhD-level scientists and health professionals are turning frequently to careers in business and industry, public policy, science reporting, and other fields. These emerging roles require the ability to communicate specific scientific knowledge to broad audiences (Funk & Rainie, 2015).
- In both cases, current graduate programs in the sciences provide limited preparation for these communication expectations. As a result, this minor seeks to fill that educational gap for future scientists and health professionals.

About the Minor

The graduate minor in communicating science is designed for masters and doctoral students in the sciences and health professions to develop audience-centered communication, distill scientific concepts into meaningful narratives, and connect effectively with collaborators and funders.

The program brings together communication and rhetorical theory with the techniques of applied improvisation to enhance students' career prospects, help them secure funding, and serve as effective teachers.

COURSES

The graduate minor in communicating science consists of 12 hours of courses. Students are required to take two semesters of 3, one-credit hour co-requisite courses.

Co-Requisite Block 1 (3 cr hrs):

- COMM-C 534: Distilling Your Message: Communicating Science (1 cr)
- COMM-C 533: Improvisation for Scientists: Communicating Science (1 cr)
- ENGL-W 533: Science Writing for Public Readers: Communicating Science (1 cr)

Co-Requisite Block 2 (3 cr hrs):

- COMM-C 535: Using Electronic Media: Communicating Science (1 cr)
- ENGL-W 535: Science Writing for Public Readers II: Communicating Science (1 cr)
- COMM-C 536: Connecting with the Community: Communicating Science (1 cr, Program Capstone)

Students will chose two courses (6 credit hours) from the following list:

- COMM-C 510: Health Provider-Consumer Communication (3 cr.)
- COMM-C 521: Family Communication in Health Contexts (3 cr.)
- COMM-C 591: Topics in Applied Communication (3 cr.) with relevant topics in science/health
- COMM-C 592: Advanced Health Communication (3 cr.)
- COMM-C 650: Health Communication in Mediated Contexts (3 cr.)
- COMM-C 695: Seminar in Communication and Healthcare (3 cr.)
- ENG-W 600: Topics in Rhetoric and Composition (3 cr.), with relevant topics in science/health
- HIST-H 546: History of Science, Medicine, and Technology (3 cr.)
- IBMG-G 655: Research Communications (3 cr.)
- JOUR-J 528: Public Relations Management (3 cr.)
- JOUR-J 560: Public Relations Research and Evaluation (3 cr.), with topics in Public Relations in the Life Sciences and Integrating Marketing Communication in Health Care
- PBHL-H 612: Marketing for Health Services Delivery (3 cr.)
- PBHL-S 625: Applied Public Health Campaigns and Social Marketing Strategies (3 cr.)
- PBHL-S 622: Coaching for Health Behavior Change (3 cr.)
- PBHL-E 606: Grant Writing: From Befuddlement to Brilliance (3 cr.)

Note:

The Communicating Science minor is not open to Health Communication PhD students or Applied Communication MA students.

History

Students in other departments may minor in history by completing, with a grade point average no lower than B (3.0), at least 12 credit hours of course work in history. A minimum of 6 credit hours must be taken on the Indianapolis campus. This course work shall include:

- HIST-H 501: Historical Methodology (4 cr.)
- Either a 600-level colloquium (e.g., HIST-H 620, HIST-H 650) (4 cr.) or a 700-level seminar (e.g., HIST-H 730, HIST-H 750) (4 cr.)
- At least 4 additional credit hours (which may include a maximum of 3 credits of HIST H575 Graduate Readings in History)

Medical Humanites and Health Studies

The **PhD Minor in Medical Humanities and Health Studies** offers an interdisciplinary course of study drawn

from the social science and humanities disciplines of liberal arts, as well as courses and participation of faculty from other schools. The field of Medical Humanities and Health Studies provides students with the qualitative humanistic and socio-cultural perspectives on medicine and health care, in contrast to the clinical/objective approach traditionally taken in biomedicine.

The Doctoral Minor consists of 12 credit hours of course work, including a required introductory course (3 cr.), and a choice of three courses (9 cr.).

All courses must be passed with a grade of B or above to count for the certificate or the minor. The Clinical Practicum must be approved by a faculty advisor prior to registration. For students currently engaged in a clinical practice, a substantial research and writing project based on their clinical practice, or an additional elective, may be substituted for the practicum. Those students will register for and enroll in the Clinical Practicum, but will not be required to undertake additional clinical time to complete the course. In either case, students will work closely with a faculty mentor to complete the practicum.

Doctoral Minor requirements (12 cr.)

- MHHS-M 501: The Human Condition (3 cr.)
- Approved Electives (9 cr.)

Philosophy

Although IUPUI does not offer a doctoral major in philosophy, it offers a doctoral minor in philosophy to students pursuing doctoral degrees in other fields. The requirements for a doctoral minor in philosophy include: 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*. The Philosophy Core consists of these six 3 cr. courses:

- PHIL-P 525: Topics in the History of Philosophy
- PHIL-P 540: Contemporary Ethical Theories
- PHIL-P 543: Contemporary Social and Political Philosophy
- PHIL-P 553: Philosophy of Science
- PHIL-P 560: Metaphysics
- PHIL-P 562: Theory of Knowledge

Sociology

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 for the Ph.D. minor in Sociology:

- Four Sociology courses at the 500-level or above, totaling twelve 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 lease half of these courses must be taken at the IUPUI campus.

Students wanting to minor in Sociology should initially meet with an advisor in their home department, and then contact the Director of Graduate Studies in Sociology.

Women's, Gender, and Sexuality Studies

Requirements for a graduate minor (12 Cr.):

- One of the following introductory Women's, Gender, and Sexuality Studies courses:
  - WGSS-W 601: Survey of Contemporary Research in Women's, Gender, and Sexuality Studies: The Social and Behavioral (3 cr.)
  - WGSS-W 602: Contemporary Research in Women's, Gender, and Sexuality Studies: The Humanities (3 cr.)

- One of the following supplemental Women's, Gender, and Sexuality Studies courses:
  - WGSS-W 695: Graduate Readings and Research in Women's, Gender, and Sexuality Studies (3-6 cr.)
  - WGSS-W 701: Graduate Topics in Women's, Gender, and Sexuality Studies (3-4 cr.)

-And-

At least 6 credit hours in WGSS courses (including cross-listed courses) approved by the WGSS Program.

Health Communication

PhD Minor in Health Communication

The Department of Communication Studies is excited to offer a new PhD minor in Health Communication! Health communication is a rapidly growing field that contributes to the knowledge of and improvement in delivery of healthcare. Important work focuses on areas such as patient advocacy, empowerment, and activation; patient-provider communication; shared decision-making; patient-caregiver communication; successful transfers of care among clinicians; communicative approaches to reducing healthcare disparities; and addressing clinician burnout. The work of health communication scholarship adds unique and important dimensions to the study of healthcare and its delivery in a variety of fields, including public health, nursing, psychology, biomedical informatics, rehabilitation science, and other disciplines.

COURSES

The PhD Minor in Health Communication consists of 12 hours of courses.

Two courses are required: COMM-C 592: Advanced Health Communication, and COMM-C 500: Advanced Communication Theory.

Students select two electives including:

- COMM-C 695: Communication and Healthcare
- COMM-C 650: Health Communication Media
- COMM-C 510: Health Provider-Consumer Communication
- COMM-C 591: Topics/Seminar in Applied Communication (rotating seminar topics)

Master of Arts (M.A.)

A **Master of Arts (MA) degree** in the **School of Liberal Arts** reflect **IUPUI's Principles of Graduate and Professional Learning.** Detailed articulation of Student Learning Outcomes, including their assessment, for individual graduate degrees and certificates are part of the School of Liberal Arts's department and program websites. Students completing the Masters of Arts degree program will:

- Know how to explain the specifics of having an advanced degree in the field of study.
- Be able to discuss contemporary issues in a specialized field of study.
- Be able to explain the interconnections between variants within the discipline of study;
- Be able to complete research with faculty supervision;
- Be able to give presentations at professional meetings, symposia and other fora;
- Be able to plan and conduct research in a specialized field of study; and
- Be able to be prepared to continue on to doctoral level study in the discipline and/or to enter the workforce in the specific area of study, applying theoretical and practical skills to tasks through a social base in critical thinking skills.

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.) The culture of blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science.

AFRO-A 152 Introduction to African Studies (3 cr.) This course provides students with an interdisciplinary, introductory perspective on African continuities and changes. The course will focus on contemporary African societies while considering the lessons learned through the vestiges of slavery, colonization, aparteid and liberation struggles on the continent.

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 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.) Interdisciplinary study of various figures and/or issues in Afro-American studies.

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 310 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 religion, the presence of conjure, black Methodism, black Baptist women's leadership, Islam, and new religious movements.

AFRO-A 311 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.

AFRO-A 316 Women of the Diaspora: Race, Culture, and Education (3 cr.) Introduce students to film, music, poetry, literature, and writing dealing with the experiences of women throughout the African Diaspora, with emphasis on Sub Saharan Africa, Central America, North America, and the Caribbean. Students will be required to read four books in addition to short stories, poetry, and scholarly articles on the topic.

AFRO-A 319 Business of Black Popular Music (3 cr.) This course explores the evolution of the marketing of black popular music in the 20th century and beyond. It will engage the student in a dialogue that relates the subject to other aspects of the Afro-American experience. The course will utilize audio and video recordings along with the text.

AFRO-A 323 The Rise of Hip Hop Entrepreneurship (3 cr.) This course examines the historical evolution of hip hop and the cultural, socio-political, and linguistic expressions that it spawned in the 1970's and beyond. It

also examines strategies used by hip hop professsionals to become successful entrepreneurs and generate products and services to sell in the capitalist world economy.

AFRO-A 324 South Africa in the Global Economy (3 cr.) Examines South Africa's movement from apartheid system of government to one that now embraces democracy and political pluralism. Also examines various theoretical frameworks explaining why apartheid developed in South Africa, discussing imperialism and the decolonization processes, the denigration of indigenous ethnic groups and communities, and the establishment of the political order.

AFRO-A 326 Race, Beauty, and Popular Culture (3 cr.) This course explores and contextualizes the popular cultural meanings and implications of Western beauty standards as they relate to women and/or men of color. Considerations for the course can include discourses involving ideologies of femininity, masculinity, and beauty or attractiveness as they impact issues of race, class, gender, and sexuality. This course addresses questions such as: how are women and/or men of color represented in multimedia, popular culture, and literature? What have been the consequences of applying Western standards of beauty or attractiveness to women and men of color? And how do these standards affect men's and women's attitudes and understandings of how they should look, act, feel, and behave--both past and present?

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 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 tool (both qualitative and quantitative) to analyze contemporary economic problems and prospects.

AFRO-A 369 The African American Experience (3 cr.) One of the main goals of this course is to expose students to broad themes in African-American history, while providing the tools to analyze contemporary economic problems and prospects facing the African-American population in the United States.

AFRO-A 402 Seminar in Afro-American Studies (3 cr.) Intensive examination with a seminar orientation searching out the ways in which the black experience has affected and been affected by the society at large.

AFRO-A 414 Seminar in African American and African Diaspora Studies (3 cr.) Senior capstone course in African American and African Diaspora Studies. Involves intensive discussion of selected themes/topics related to AAADS. Students are expected to engage in in-depth library and/or field research to apply diasporic theory concepts and analysis to real life, peoples, events, and/or issues impacting people of African descent.

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 169 Introduction to African American Literature (3 cr.) Representative Afro-American writings including poetry, short story, sermons, novel, drama.

American Studies (AMST)

AMST-A 101 Introduction to American Studies (3 cr.) This course introduces the interdisciplinary methods of American Studies and how they enable better understanding of American cultures and ideas. Questions of race, ethnicity, nation, nationality, class, gender, sexuality, and religion are considered in relation to American identities and communities.

AMST-A 102 Asian-American Studies (3 cr.) This course seeks to foster an understanding of issues related to race in general and to Asians Americans in particular. Contributing to this understanding will be discussions of Asian American history, stereotypes, racism and oppression, refugees, racial identity development, and diversity within the Asian communities of the U.S. Discussions of the varied, lived experiences of Asians in the U.S. will be utilized to gain insights into how Asian Americans fit into the racial narrative of American culture.

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. Usually, but not always, coordinated with symposia and/or conferences sponsored by the IUPUI Program for American Studies.

AMST-A 341 Organizing for Social Action (3 cr.) In this course we will study the social movements of the past and meet the activists who are working for social justice today. We will learn about the history of American protest from pre-Revolutionary days to the present in order to understand how mass organizations are created and how they can be used to realize the American ideals of liberty, equality, justice, peace, and opportunity for all. Emphasis throughout is on bridging the academic perspective of the classroom with the practical concerns of different communities. This will be a traveling seminar, moving between the classroom and the world outside. Our class may meet at the site of a labor, senior, or other community organization, hosted by a representative of that organization. Other weeks, the organizers will come to us. Students have the option of participating in a service-learning project and reflecting on the connections between assigned readings and the practice of organizing. Our central question will be: what can the social-action organizations of the past and present teach us about the possibilities for progressive social change in our world today?

AMST-A 354 Literature of Rock 'N Roll (3 cr.) What constitutes the literature of rock music? Some would say that a three-paragraph review of the latest CD in Rolling Stone is the best and perhaps only example. But what about the countless books, essays, articles and other extended works that have been written about this music? How (and why?) is it possible, for example, to use rock music as the framework for a written discourse on American history (and in such discourse, suggest a logical, relevant connection between Abraham Lincoln and Elvis Presley?) How could an extended review of a rock 'n' roll album transform itself (logically and correctly) into first-rate political and social commentary? All of these questions and many more will be addressed in this course, as we explore the "written word of rock 'n' roll" in all its wonderfully complex and fascinating permutations.

AMST-A 355 Beat Generation (3 cr.) Get hip and be cool with "The Beat Generation". Explore a uniquely American literary and cultural movement that sought to defy societal rules in an explosive mixture of music, literature and art. Setting precedents the hippies of the 1960's would later follow, the "Beats" were the original American rebels. Go "on the road" as you take a semester-length virtual road trip across America, a mind-expanding journey into emotion, sensation, music, art and the philosophy of experience. Dig it!

AMST-A 356 American Supernatural (3 cr.) Belief in the supernatural has been an important component of American culture since the founding of the country. From the Salem Witch Trials to The Amityville Horror and from the stories of Edgar Allen Poe to the television series Lost, there seems to be no limit to Americans appetite for myths and legends that deal with the fantastic, otherworldly or otherwise unbelievable. This course will examine several aspects of this cultural fascination with the supernatural, from the mystery of "Area 51" to the legends of the delta blues singers. Along the we'll examine larger questions, such as: Why is belief in the supernatural of continuing relevance to American culture? How does the popular and new media (especially the Internet) perpetuate this belief, and is there a danger in doing so? To what extent are the American character and its definition of identity shaped by the belief in the supernatural?

AMST-A 363 American Cyber Identity (3 cr.) This course examines the blurred lines between not just the physical and virtual world, but our physical and virtual selfidentification. It considers challenging questions-and intriguing possibilities-about how we define ourselves when the physical, spatial and temporal limitations of "the real world" are lifted. It will look at the processes or strategies we use to define ourselves as we spend more time online by means of increasingly sophisticated technology, what level of importance are we giving to our sense of American selfidentity in the online world (from a historical, social and cultural perspective)? Is it possible to interpret the Constitution to help adjudicate virtual "property disputes"? Are the rights of avatars "self-evident"? And, when we "jack in" (to borrow a term from Gibson¿s Neuromancer) to the Internet, how much of our American history and culture do we take with us?

AMST-A 497 Overseas Study, Derby, UK (1-4 cr.) Students participating in the exchange program with the University of Derby, UK, must register for sections of this course to receive credit for their work at the partner institution. The title of the course taken at Derby will appear on the student's transcript under this course number. Consent of instructor required.

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.

AMST-A 601 Theories of Public Problem Solving (3 cr.) This course examines theoretical approaches to the meaning of America by asking students to master theories in the field of American Studies, including: post-structuralism, queer studies, and post-colonialism as well as race, gender, sexuality, class, and religion. Students will apply them to a particular question or problem of academic interest.

AMST-A 602 American Studies in Practice (3 cr.) P: AMST A601 The courses examines case studies in three different contexts local (Indianapolis), national (Detroit), and international (Copenhagen) to illustrate different types of urban development. Students will combine American Studies theories with the practical

methods derived from case studies to distinguish characteristics and conditions dependent on geographic and cultural differences.

AMST-B 497 Overseas Study, Newcastle, UK (1-5 cr.) Students participating in the exchange program with the Newcastle University, UK, must register for sections of this course to receive credit for their work at the partner institution. The title of the course taken at Newcastle will appear on the student's transcript under this course number. Consent of instructor required.

AMST-G 751 Seminar in American Studies (3-4 cr.) Intensive study of specific topics in American culture and history with emphasis on developing skills in interdisciplinary research. These seminars will culminate in a 20+-page research paper. Topics and instructors will change each time the seminar is offered.

AMST-G 753 Independent Study (1-4 cr.) Authorization required.

AMST-G 805 PhD Thesis (1-12 cr.) Authorization required.

AMST-G 801 Doctoral Internship (1-6 cr.) The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate in the substantive work of an organization. The doctoral internship serves as a significant part of the research for student dissertations and therefore must be guided by the student's research committee.

AMST-A 801 PHD Internship (1-6 cr.) P: Must be admitted to the AMST PHD program. The doctoral internship required of this program places interns in non-profit, for-profit, and government agencies where they participate in the substantive work of an organization. The doctoral internship serves as a significant part of the research for student dissertations and therefore must be guided by the student's research committee.

Anthropology (ANTH)

Introductory Undergraduate Courses

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.

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.

ANTH-A 201 Survey of Applied Anthropology (3 cr.) P: ANTH-A 104 or ANTH-A 304, and ANTH-A 103 or ANTH-A 303, or permission of the 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 ANTH-A 103.)

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 ANTH-A 104.)

Advanced Undergraduate Courses

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 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 412 Anthropology Senior Capstone (3-6 cr.) P: Consent of instructor. Only anthropology seniors may enroll. This is a capstone course required of all anthropology majors that is designed to allow students to reflect back on their training as an anthropologist at IUPUI and to explore the ways in which an anthropological perspective might inform their future careers after graduation. Students will learn how to search and apply for jobs in the public and private sectors that draw on the training and expertise received during their undergraduate careers.

ANTH-A 413 Senior Seminar (1 cr.) This course covers strategies for career development and issues involved in using and applying anthropology following graduation. It is designed to be taken by Anthropology majors second semester junior year or either semester in the senior year. Registration is by instructor authorization.

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-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 (1-4 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-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 426 Human Osteology (3 cr.) This course explores the types of information that can be recovered from bones, including age, sex, size, pathology, diet, and demography as well as how this information can be utilized to obtain and integrated picture of an individual. The skills learned are applicable to forensic anthropology, archaeology, human evolution and anatomy.

ANTH-B 468 Bioarchaeology (3 cr.) Bioarchaeology introduces students to the interdisciplinary field that asks- what can we learn from the analysis of human skeletal remains from archaeological sites? As such, bioarchaeology is the contextual analysis of human remains. Skeletal and dental tissues are often overlooked as being innate and unchanging, when in fact they respond to the external environment and stressors like soft tissues that exist within and around them. The natural and built environments can have a profound impact on human biological variation. As a result, bioarchaeological research emphasizes biocultural interactions and the impact of culture on the human condition (and vice versa). Topics covered in this class include demography, health, growth and development, diet, infectious and non-infectious diseases, occupational markers of stress, migration, and population affinity. The course starts with a historical survey of the field, moves into a discussion of ethics in bioarchaeological research, and introduces important theoretical considerations that influence practice in the subdiscipline. Two subsequent weeks will be spent reviewing basic human osteology, age and sex estimation, and taphonomic factors that can influence and, ultimately, bias research findings. Weeks 6 through 16 will be spent surveying the core areas of investigation in contemporary bioarchaeological research. The lectures and discussions will be supplemented with time in the laboratory, during which students will have the opportunity to examine, describe, score, and analyze human remains, as well as interpret bioarchaeological data. In addition, students are expected to produce an annotated bibliography on a bioarchaeological topic of their choice.

ANTH-B 474 Forensic Anthropology, Archaeology, and Taphonomy (3 cr.) P: junior/senior standing required Forensic Anthropology introduces students to the sub-discipline of Biological Anthropology that addresses human skeletal remains recovered during medico-legal investigations. Forensic Anthropology is an inherently applied field within Anthropology and compliments the focus of IUPUI's Department of Anthropology. Forensic anthropologists are often consulted in investigations when a visual identification of human remains cannot be made by a medical examiner or law enforcement. The goals of a forensic anthropologist's involvement in medico-investigations often includes excavation and recovery (i.e., forensic archaeology), estimation of the post-mortem interval, the construction of a biological profile (e.g., age-at-death, sex, stature, etc.), positive identification, and providing conclusions and an opinion about the cause and manner of death. Practitioners routinely find themselves working in a variety of contexts from local cases of missing persons to mass disasters and international human rights projects involving the exhumation of mass graves.

ANTH-B 480 Human Growth and Development (3 cr.) Characteristics of normal growth and development from birth to maturity, establishment of constitutional qualities, aging. Anthropology of individual considered from standpoint of causal factors, patterns of expression, and methods of assessment.

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 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.) Ethnographic survey of culture areas from the Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.

ANTH-E 335 Ancient Civilizations of Mesoamerica (3 cr.) Historical ethnography of the major pre-Columbian civilizations including the Olmec, Mayan and Aztec. Emphasis on the social life, cultural achievements, religion, worldview and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest.

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 380 Urban Anthropology (3 cr.) Urban social organization in cross-cultural perspective. Theoretical perspectives on urbanism and urbanization. Problems focused on include kinship and social networks, politico-economic factors, and cultural pluralism. Strategies of anthropological research in urban settings.

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 404 Field Methods in Ethnography (3 cr.) Introduction to the methods and techniques anthropologists use in ethnographic research. Preparation of a research proposal, interviewing, and the use of the life histories and case studies.

ANTH-E 411 Wealth, Exchange, and Power in Anthropological Perspective (3 cr.) The course will examine cultural patterns in technology and economic behavior, with an emphasis on non-Western societies and how these patterns influence economic development in the Third World.

ANTH-E 419 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.

ANTH-E 445 Medical Anthropology (3 cr.) This advanced seminar in medical anthropology focuses on theoretical approaches to understanding the body and notions of health, illness, and diseases across cultures. Concentrates on interpretive and critical (political economy) approaches to issues of health, and includes critical study of Western biomedicine.

ANTH-E 457 Ethnic Identity (3 cr.) Nature of ethnic groups and identity viewed in cross-cultural perspective: effects of colonialism and nationalism on ethnic groups; sue of identity as an adaptive strategy; stereotypes and stereotyping; symbols and styles of ethnic identity; and retention and elaboration of local styles.

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-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 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-P 406 LABORATORY MTHD IN ARCHAELOGY (1-6 cr.) Specialized training in laboratory procedures and analysis of archaeological materials. Major categories of material culture to be studied include lithics, ceramics, faunal and floral remains. Emphasis is on processing, sorting, identifying, and analyzing material recovered from the previous Field School in Archaeology (ANTH-P 405).

ANTH-E 354 Global Migration (3 cr.) This course examines the lived experiences of migrants, immigrants, and refugees in global contexts. Case studies will analyze contemporary mobilities through lenses of political economy, culture, identity, human rights and social justice.

ANTH-A 353 Global Migration (3 cr.) This course examines the lived experiences of migrants, immigrants, and refugees in global contexts. Case studies will analyze contemporary mobilities through lenses of political economy, culture, identity, human rights and social justice.

ANTH-A 407 Indigenous Cultural Heritage (3 cr.) P: Consent of instructor. Students from anthropology, archaeology, history, museum studies, Native American and Indigenous studies will explore the deeper meanings of Indigenous cultural heritage expressed in both tangible culture and intangible customs, values, practices, artistic expressions, oral tradition, ritual, memory, sense of place, and identity. Students will consider deeper meanings embedded in heritage and the relationships, past and present, that define meaning within contemporary Indigenous communities and complex historical relationships with settler cultures. Relying heavily on the scholarship of Indigenous authors, this course also considers the theoretical, ethical, respectful, and practical implications of knowledge production, intellectual property, and appropriation.

Graduate Courses

ANTH-A 560 Variable Topics-Anthropology (3 cr.) A conceptual examination of selected topics in the field of anthropology.

ANTH-A 565 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 594 Independent Learning in Applied Anthropology (1-6 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-A 699 Master's Project in Applied Anthropology (1-6 cr.) P: Permission of Graduate Advisor. The completion of a scholarly applied project is an essential element of the MA in Applied Anthropology. This project will be carried out and completed under the direction of the students graduate advisor.

ANTH-B 526 Human Osteology (3 cr.) Descriptive and functional morphology of the human skeleton with emphasis on the identification of fragmentary remains.

Determination of age, sex, and stature; craniology; and research methods in skeletal biology. Guided research project in the identification of skeletal material required.

ANTH-E 501 Fundamentals of Applied Anthropology (3 cr.) This course is required of all incoming M.A. level students in the Anthropology Department. It will introduce MA students both to the history of applied anthropology as a distinctive sub-discipline as well as the contemporary issues regarding the application of anthropological knowledge to social concerns.

ANTH-E 507 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 509 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-E 521 Indians in North America (3 cr.) Assesses the complexities of the academic study of the Indigenous peoples of North America, emphasizing the diversity of Nativecultures, representations of them by the public and by scholars, and examining cultural adaptations from Pre-Contact to Contemporary.

ANTH-E 606 Research Methods in Cultural Anthropology (3 cr.) This course provides an introduction to the use of ethnographic field work methods, including participant-observation, semi-structured interviewing, and use of mapping, among others. Every year this course will focus on a community-based research project.

ANTH-P 501 Community Archaeology (3 cr.) Community archaeology implies direct collaboration between a community and archaeologists. Collaboration implies substantial adjustment in archaeological methods and epistemologies incorporating community members in setting research agendas, working on excavations, and interpreting results. This course examines a wide range of issues and looks at both successful and unsuccessful projects to arrive at an assessment of best practices.

ANTH-A 507 Indigenous Cultural Heritage (3 cr.) P: Consent of instructor. Students will explore the deeper meanings of Indigenous cultural heritage expressed in both tangible culture and intangible customs, values, practices, artistic expressions, oral tradition, ritual, memory, sense of place, and identity. Students will consider deeper meanings embedded in heritage and the relationships. Relying heavily on the scholarship of Indigenous authors.

Folklore (FOLK)

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 252 Folklore and the Humanities (3 cr.) Basic theoretical approaches to the study of folklore, emphasizing the relationship to other humanistic disciplines such as literary and religious studies and history.

Communication Studies

- General Communication (These courses with a G prefix include courses required in the major as well as variable topic courses, internships, and independent study.)
- Communication (These courses with a C prefix include courses in interpersonal, group, organizational, intercultural, and health communication.)
- Media (These courses with an M prefix include courses in media studies and media production.)
- Rhetoric (These courses with an R prefix include courses in rhetorical studies, public communication, social movements, and political communication.)
- Theatre (These courses with a T prefix include courses in theatre studies, applied theatre, and performance.)
- Graduate Courses in Applied Communication

General Communication

COMM-G 100 Introduction to Communication Studies (3 cr.) 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.) P: COMM-G 100 or C: COMM-G 100, or permission of the instructor. 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.) 45 clock hours = 1credit hour, no more than 9 credit hours of COMM G300 and COMM G491 together 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.

COMM-G 310 Introduction to Communication Research (3 cr.) P: COMM-G 100 or C: COMM-G 210, or permission of the instructor. 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 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 Advanced Topics in Communication Studies (1-6-8 cr.) P: Permission of instructor. Topic announced in prior semester; oriented to current topics in communication and/or theatre.

COMM-G 480 Senior Capstone in Communication Studies (3 cr.) P: Senior Standing, COMM-G 100, COMM-G 201, and COMM-G 310, or permission of the instructor. As your capstone course, this class is designed to help you reflect back on and synthesize your training as a Communication Studies major at IUPUI and to explore ways in which a communication perspective might inform your career after graduation. All Communication Studies majors are required to complete this class, which will address questions such as: What does it mean to approach problems from a communication perspective? What skills and competencies have you acquired through your training as a Communication Studies major? How can you communicate what you have learned and what you can do to future employers?

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 COMM-G 300 and COMM-G 491.

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.

Core Communication

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

COMM-C 108 Listening (3 cr.) This course will provide a theory-based understanding of the process of listening, introduce the unique characteristics/challenges of listening within a variety of contexts (i.e., organizational listening, listening in health care, relational listening), and increase proficiency as a listener.

COMM-C 180 Introduction to Interpersonal Communication (3 cr.) Examines basic verbal and nonverbal concepts affecting the communication processes involved in interpersonal contexts. Theoretical models help clarify communication topics and illustrate the process for effective communication in family, personal, and professional situations. Concepts covered may include self-concept, relationship and conversation management, listening, conflict, and cultural/gender differences in interpersonal communication.

COMM-C 223 Business and Professional Communication (3 cr.) P: R110 or equivalent. Introductory survey of organizational communication processes; preparation and presentation of interviews, speeches, and oral reports appropriate to business and professional organizations; group discussion and decision-making. This is an intermediate skills course with survey characteristics.

COMM-C 228 Introduction to Group Communication (3 cr.) This class focuses on developing competencies in collaborating and communicating in groups. Emphasis is placed on group formation, building cohesiveness, developing a supportive climate within a group, decision-making and problem-solving, leadership, and conflict management within groups.

COMM-C 282 Let's Talk: Communicating Across Social Identities (3 cr.) Effective communication among people of different genders, races, religions, sexual orientations, and other social identities is critical. In today's global and highly - connected world, we must be able to understand and interact with those different from ourselves. Using the principles of Intergroup Dialogue, students will learn to build trust, understand differences in their own and others' social identities, engage in meaningful discussion of difficult topics, and build alliances across differences to ultimately affect positive change in our society.

COMM-C 299 Communicating Queer Identity (3 cr.) Discuss queer sexual identity formation, implications and controversies surrounding the intersectionality of LGBTQ+ and contextual factors such as age, gender, race, and ethnicity. Communicative-behavioral lives of sexual orientation and gender minorities come into focus by employing a critical perspective to explore self-concept, coming out, heteronormativity, socio-cultural norms, privacy disclosure, and identity management.

COMM-C 316 Human Communication and the Internet (3 cr.) P: R110, C180 or equivalent. Explores the role of digital technology in public and private human communication. The focus is on how human communication is impacted by digital technologies in a variety of contexts, including interpersonal, group, health, intercultural, and organizational communication. Emphasis is placed on effectively integrating technology into human interaction.

COMM-C 322 Advanced Interpersonal Communication (3 cr.) P: COMM-C 180 or permission of the instructor. This course provides an advanced examination of interpersonal communication theory and research. Communication processes are explored across multiple relational stages including initiation, maintenance, and termination, and within multiple relational contexts (e.g., family, workplace, romantic, friendship, etc.).

COMM-C 325 Interviewing Principles and Practices (3 cr.) P: COMM-R 110 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 Group Communication (3 cr.) P: COMM-C 228 or permission of instructor. This course provides an advanced examination of group communication theory and research. Emphasis is placed on groups and collaborations as tools for bringing about positive social change.

COMM-C 345 Restorative Communication (3 cr.) P: COMM C180 The course focuses on healing communication -- healing individuals and relationships. Specific topics include healing communication basics, family, couple, group (e.g. support groups) and community healing (restorative justice; peace building). There is a strong focus on research theory and practice. Some assignments involve community participation.

COMM-C 375 Nonverbal Communication (3 cr.) This course surveys nonverbal communication theory and research to help students learn how to be effective communicators by understanding the meanings, functions and influences of nonverbal behavior in various contexts.

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 382 Dialogue Facilitator Training (3 cr.) P: COMM C290 or permission of the instructor; This course is designed to provide students with both a theoretical and practical foundation in the knowledge, understanding, and skills to effectively facilitate intergroup dialogues. Students will be trained to facilitate intergroup dialogues in a number of campus and community settings.

COMM-C 383 Female Leadership: Yeah, Right! (3 cr.) Women, although still behind in the number of leadership positions held as compared to men, do become leaders. One of the central questions of this course is whether or not the many theories of leadership that were developed based on a patriarchal model offer real insight into the leadership of women. In this advanced seminar, students will examine and apply several seminal and contemporary theories of leadership to current female leaders' communication behavior. Along with an examination of current research about female leadership, students will assess the degree to which leadership theories apply and the potential for developing new, more inclusive and accurate theories of leadership.

COMM-C 392 Health Communication (3 cr.) P: 3 credit hours of communication or consent of instructor. This course surveys theory and research in health communication. It focuses on how health is communicated and meanings created around health in different contexts (e.g., intrapersonal, interpersonal, group, organizational, and mass communication contexts).

COMM-C 393 Family Communication (3 cr.) P: COMM-C 180 or permission of instructor. This course provides an overview of family communication theory and research to help students learn about how family members interact, develop, and maintain family relationships.

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 395 Gender and Communication (3 cr.) This course examines how gender is created, maintained, repaired, and transformed through communication in relational, cultural, social and historical contexts. It explores topics such as gender and verbal/ nonverbal communication; gender differences in communication in public and private settings; gender and communication in families, schools, organizations, and the media.

COMM-C 400 Patient-Provider Communication (3 cr.) This course is designed to provide an in depth focus on the communication skills and practices related to the interpersonal dialogue between health care providers and patients, with a special concern for its impact on health outcomes.

COMM-C 401 Speech Communication of Technical Information (3 cr.) P: COMM-R 110 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.) For nonmajors only. Principles of communication as related to the information-gathering interview, the employment interview, and problem-solving discussion; practice in using these principles.

COMM-C 481 Current Issues in Organizational Communication (3 cr.) P: COMM-C 380 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: COMM-C 180 or permission of instructor. Explores the relationships between communication and culture, with special emphasis on cultural differences in communication in a variety of contexts (i.e., health, education, business). Focuses on developing intercultural communication competencies.

COMM-C 233 Acting 2 (3 cr.)

COMM-C 330 Stage Lighting (3 cr.) This course has a lecture and laboratory format. The basic theories and techniques of stage lighting are taught, with practical experience in theatrical lighting.

Media

COMM-M 150 Mass Media and Contemporary Society (3 cr.) 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 Introduction to Television Studio Production (3 cr.) This is an introductory course in the fundamentals of video production technology, theory and practical application. The course covers a broad range of production elements including crew/production positions, pre-production process, technology and operation of production equipment, and the teamwork required to successfully produce video programming.

COMM-M 290 Video Production Workshop (1 cr.) P: or C: COMM-M 221. 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: COMM-M 150, C 190, 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: COMM-M 150 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: COMM-M 220 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: COMM-M 221 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: COMM-M 221 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: COMM-M 221, COMM-M 290, 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.

Rhetoric

COMM-R 110 Fundamentals of Speech Communication (3 cr.) 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 5 speaking situations.

COMM-R 227 Argumentation and Debate (3 cr.) Discussion and application of argumentative analysis, audience, logic, and refutation. Study of debate structures and formats, including an overview of competitive collegiate debate. In-class debates on a general topic.

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, Society, and Culture (3 cr.) P: COMM-R 110 or equivalent. Explores the persuasion process by examining the historical development of persuasion theory and practice in the Western world, and by studying and applying rhetorical concepts in contemporary culture to our everyday lives. Students become more critical consumers and practitioners of communication.

COMM-R 320 Public Communication (3 cr.) P: COMM-R 110 or equivalent. Critical analysis of the public communication efforts of individuals and organizations; emphasis on research, clarity of organization, application of argument strategies, and development and presentation of public communication messages.

COMM-R 321 Persuasion (3 cr.) P: COMM-R 110 or equivalent. Examines classical and current theories and research related to persuasion and social influence; considers variables affecting implementation of persuasion principles with special emphasis on media and persuasion. Designed to help students become critical consumers and effective, ethical producers and presenters of persuasive messages.

COMM-R 330 Communication Criticism (3 cr.) P: COMM-G 100 or COMM-R 110 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-R 390 Political Communication (3 cr.) Provides an opportunity to study, understand, and participate in political communication. Topics covered include the rhetoric of politics, campaign discourse, political advertising, the role of the media and public opinion, the impact of new technology, and the place of interpersonal communication.

COMM-R 478 Persuasion and Media in Social Movements (3 cr.) Social movements require understandings of persuasion and the limitations and opportunities of media for the goals of the movement. This course explores how people mobilize to transform and improve society by applying theories from rhetoric and media studies to social movements both historical and contemporary.

Theater

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.) 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.) 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: COMM-T 205. C: COMM-C 104. 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: COMM-T 133 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 to 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 COMM-T 337, beginning with the Renaissance. May be taken separately.

COMM-T 339 Play Directing (3 cr.) P: COMM-T 130; COMM-T 133 or permission of the instructor. Introduction to theories, 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: COMM-T 130 or permission of the 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.) 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.

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.

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 Quantitative Research Methods in Communication (3 cr.) The course is designed to offer an opportunity to examine, assess, and conduct quantitative research that employs communication theory and qualitative 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 502 Applied Qualitative Research Methods in Communication (3 cr.) P: 6 credits (at any level) of coursework in Communication Studies. Inductive (data-to-theory) approach to knowledge, and associated sequential and non-sequential methods for studying communication in applied everyday situations; e.g., friendships and other close personal dyads, families, small groups, organizations, and public, media, historical, computer mediated, or health-related contexts.

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 504 Professional Seminar in Communication Graduate Studies (3 cr.) The course provides an orientation to graduate school expectations and a stronger grasp of the diverse approaches (methods) to constructing knowledge via Communication Studies Research. Students will be expected to perform at graduate level standards in writing for an academic audience, thinking and arguing critically, and analyzing/ synthesizing published research.

COMM-C 505 Proseminar in Communication Studies Pedagogy (1 cr.) This course is designed to provide students with a survey of the concepts and strategies for effective pedagogy in communication. Emphasis is placed on building skills and confidence in designing lessons, using appropriate instructional and assessment strategies, and developing a unique and coherent teaching philosophy.

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 521 Family Communication in Health Contexts (3 cr.) This interdisciplinary seminar focuses on communication involving families in health care settings, addressing significant issues for graduate and professional students who will work with families, including students in Comm. Studies, Nursing, Psychology, Social Work, Public Health, and Medicine. Topics include communication with families about health care concerns and family-patient-health provider systems.

COMM-C 526 Effective Media Strategies (3 cr.) This course specifically focuses on the effective use of media as a means of persuasion. This course explains how ideas are expressed through techniques unique to the language of radio, television, film, and the Internet.

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 533 Improvisation for Scientist (1 cr.) Students will learn to communicate effectively and responsively through a series of exercises drawn from the methods of improvisational theater. Students will practice connecting to an audience, paying dynamic attention to others, reading nonverbal cues, and responding appropriately.

COMM-C 534 Distilling Your Message (1 cr.) Students learn to communicate clearly and vividly about complex

scientific research and why it matters, in terms non-scientists can understand. Students practice finding common ground with lay audiences and adjusting levels of message complexity for different audiences.

COMM-C 535 Using Electronic Media (1 cr.) Given the significant gaps in understanding between the public and scientists, this course trains students in the sciences and health professions to format and structure formatted and structured complex, scientific information for a variety of new, electronic communication platforms including social media. Students will collate, synthesize, and translate scientific evidence into information that a non-expert audience can access, understand, and act on.

COMM-C 536 Connecting with the Community (1 cr.) Students will theorize and develop techniques for shared meaning-making with community partners. They test methods to develop common ground between experts and community members including the lay public and policy makers. Activities focus on developing trust, open communication, and sharing expertise that values and respects lived experiences of community members.

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.) Exploration of issues related to the intercultural communication process. Consideration of the role of social, cultural, and historical contexts in intercultural interactions. Examination of the relationship between culture and communication from the socio-psychological, interpretive, and critical perspectives.

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. May be repeated for credit.

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.) Applied communication students who choose the thesis option will identify a research topic and develop it under the guidance of the student's thesis director (IUPUI professor). The thesis topic will be related to the field of applied communication in its foci and method.

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.

COMM-C 621 Persuasion (3 cr.) Takes a rhetorical/ critical approach to persuasion in its broadest sense, how it affects our lives everyday and how we can find evidence of persuasive tactics in unexpected places. We will look broadly at theories of persuasion and their application across contexts and fields.

COMM-C 644 Political Communication (3 cr.) Examines the public communication involved in various political contexts. We will consider the communication involved in political campaigns, advertising, and oratory; social media, technology, and popular culture; the news, framing, and political media; citizenship, public deliberation, and decision making in what some argue is a divided political culture. We will read and discuss state of the art research in political communication and meet individuals who are currently working in a communication capacity in public political campaigns.

COMM-C 650 Health Communication in Mediated Contexts (3 cr.) Focus on the effect of media on health behavior. Theories of health behavior change and media effects examined; applications of theory to health campaigns evaluated. Examples of mediated health

campaigns and effectiveness discussed. Considerations include: interplay among theory, research, practice; how theory informs practice; how research aids in theory construction/refinement.

COMM-C 680 Qualitative Research Methods (3 cr.) An introduction to qualitative research methods in communication studies, with an emphasis on health communication research. Provides an overview of several techniques for gathering and analyzing qualitative data.

COMM-C 690 Doctoral Quantitative Methods (3 cr.) Course focuses on the principles and theory of descriptive and inferential statistics within the context of health communication research. Topics include ttest, ANOVA, MANOVA, ANCOVA, correlation, multiple regression, and SEM. Students will gain proficiency using SPSS to analyze novel data sets, and will conduct their own health communication research projects and report the results.

COMM-C 695 Seminar in Communication and Healthcare (3 cr.) This seminar offers an interface between learning from practicing providers and experts in medical care specialties and becoming enmeshed in health communication research. The course is structured so that the student gains insights from experts in the medical field while also gaining an overview of research issues through reading and engaging in health communication research.

COMM-C 700 Fieldwork/Research (1 - 9 cr.) This course is designed to allow PhD students to complete independent research projects prior to enrollment in the dissertation course. Students can enroll in 1-9 credit hours in any given semester, depending on the nature of the project. The fieldwork/research course is designed to focus the student's research interests and to serve as a spring-board for dissertation work. Students must have ample preparation in some theoretical area and in one or more research methods prior to registration for the course. The course will allow students to initiate or conduct a research study, including the collection and examination of data (broadly defined), to answer a question or to test a hypothesis related to communication theory. May be repeated for credit.

COMM-C 810 Dissertation (1 - 12 cr.) This course is eligible for a deferred grade.

COMM-C 540 Rhetorical Theory (3 cr.) Despite the prevalence and significance of persuasion in both our personal and professional lives, many people know little about the persuasion process. It is the goal of this course to explore the persuasion process by examining the historical development of rhetorical theory and practice in the Western world, and by studying and applying rhetorical concepts in contemporary culture to our everyday lives.

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: ECON-E 201. 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 ECON-E 414.)

ECON-E 515 Institutional Setting for Health Economics in the U.S. (3 cr.) P: or C: ECON-E 521 and ECON-E 571. Overview of the structure fo the U.S. health care system including health care financing, health care delivery, and government programs. Private and public financing mechanisms as well as government regulation. Comparison of the U.S. system to the health care systems of other countries.

ECON-E 516 Institutional Setting for Nonprofit/ Philanthropic Economics (3 cr.) P: or C: ECON-E 521 and ECON-E 571. This course provides a broad overview of nonprofit institutions and philanthropic practices, along with a discussion of available data sources on each. We discuss the size and scope of nonprofit organizations, revenues, goverance, regulation and taxation, intersectoral relations, patterns of philanthorpy, and public policies that affect giving behaviors.

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 520 Optimization Theory in Economic Analysis (3 cr.) P: Calculus and Linear Algebra. Introduction to concepts and techniques of optimization theory applied in modern micro and macroeconomics. Theory and application of Lagrange multipliers, comparative statics analysis, valve functions and envelope theorems. Elements of dynamic programming and other methods of economics dynamics.

ECON-E 521 Theory of Prices and Markets (3 cr.) P: ECON-E 504 or consent of instructor. Develops the methodology of economic analysis and teaches the tools and language of price theory. Fundamental elements of consumer theory, producer theory and economics of uncertainty. Emphasis on comparative statics and the duality theory. Topics on welfare analysis, the theory of price indices, quality of goods, revealed preferences, the theory of derived demand, expected utility theory, attitudes toward risk, and various measures of riskiness.

ECON-E 522 Macroeconomic Theory 1 (3 cr.) P: ECON-E 520. Introductory course on macroeconomic dynamics; covers growth models and asset pricing theories, endogenous growth theories, optiomal growth problems,

and competitive dynamic equilibrium models. Dynamic programming tools introduced as needed. All models are cast in discrete time setup; presents deterministic and stochastic theories.

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 545 Applied Labor Economics (3 cr.) P: ECON-E 321 or ECON-E 470 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 568 Public Finance I (3 cr.) P: ECON-E 308 and ECON-E 470. 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: ECON-E 568. 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 571 Econometrics I-Statistical Foundations (3 cr.) P: Calculus and Linear Algebra. The probability bases for statistical estimation and testing are introduced in the context of issues, theories, and data found in economics. The classical linear regression model is presented as the starting point for multivariate analyses in econometrics. Students work with various computer programs in and out of the scheduled class periods.

ECON-E 573 Econometrics II (3 cr.) P: ECON-E 571. Estimation and inference in linear regression model, basic asymoptotic theory, heteroskedasticity, measurement error, generalized least squares, instrumental variable model, maximum likelihood estimation, generalized method of moments, qualitative response models.

ECON-E 574 Applied Econometrics and Forecasting (3 cr.) P: ECON-E 570. 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 577 Computer Methods and Data Analysis (3 cr.) P: ECON-E 570 or ECON-E 573. The first of a two-semester sequence in computer methods and data analysis. ECON-E 577 teaches students to use large datasets in an econometric analysis to answer a research question, to program in Stata, and to organize a complicated data project. The course also will complete students' introduction to the Stata programming language. The course prepares students to carry out their own large-scale research project and/or efficiently work within an organization that uses large data files to achieve its objectives.

ECON-E 578 Advanced Computer Methods and Complex Datasets (3 cr.) P: ECON-E 577. In ECON-E 578 students learn to conduct empirical research with advanced computer methods and complex datasets. In the first half of the course students will learn the process by which empirical research is conducted by critiquing several published research articles and replicating the research from a previously published journal article. The replication will involve critical assessment of the research question, specific aims, innovation, significance, methodological approach, as well as learning the computer methods and datasets necessary to replicate the results. In the second half of the course students will use their acquired knowledge of research process to write a detailed proposal for an original research project. The course culminates with an oral presentation of the proposal, followed by critical peer assessment of the project's research question, aims, innovation, significance, and methods. In addition to learning the process of research, students will acquire advanced Stata programming skills (e.g., ado-file programming, Mata, maximum-likelihood programming), and be introduced to several complex data sets that are important in health economics research. At the culmination of the course, students will be prepared to execute their first original research project. That execution will commence during the summer following completion of E578.

ECON-E 581 Topics in Applied Microeconomics I (3 cr.) P: ECON-E 521. This course is a graduate-level introduction to theoretical and empirical applications in one or more areas of microeconomics. We will demonstrate how economic concepts can be usefully applied to understanding problems in the subdiscipline under study and discuss and apply estimation techniques appropriate for problems in the area.

ECON-E 582 Topics in Applied Microeconomics II (3 cr.) P: ECON-E 521 and ECON-E 570 or consent of the instructor. This course is a second graduate-level introduction to theoretical and empirical applications in two areas of microeconomics. We will demonstrate how economic concepts can be usefully applied to understanding problems in the subdiscipline under study, and discuss and apply estimation techniques appropriate for problems in the area.

ECON-E 583 Topics in Applied Macroeconomics (3 cr.) P: ECON-E 522 and ECON-E 570 or equivalents and consent of the instructor. This course is a graduate-level introduction to theoretical and empirical applications in two areas of macroeconomics. We will demonstrate how economic theories can be usefully applied to understanding problems in the subdiscipline under study and discuss and apply estimation and calibration techniques appropriate for problems in the area. May be repeated once for credit.

ECON-E 600 Research in Economics (arr. cr.) Individual readings and research.

ECON-E 611 Information Economics and Theories of Incentives and Contracts (3 cr.) P: ECON-E 521. The course covers topics in the theories of incentives and contracts that study situations in which there are explicit or implicit contractual obligations. It explores the role and influence of asymmetric information in determining outcomes with special emphases on moral hazard and adverse selection.

ECON-E 621 Theories of Prices and Market (3 cr.) P: ECON-E 520. Analysis of equilibrium, first- and second-orderconditions; statistical derivation of demand and cost curves; activity analysis; general equilibrium; welfare economics; microeconomics of capital theory; pure oligopoly and gave theory.

ECON-E 643 Health Economics I (3 cr.) P: ECON-E 515, ECON-E 573, and ECON-E 611. E643 will provide students with the theoretical knowledge and make them familiar with current research on key issues in health economics, including the production of and demand for health, determinants of health and health disparities, change in health technology, and the economic evaluation of health and health care.

ECON-E 644 Health Economics II (3 cr.) P: ECON-E 515, ECON-E 573, and ECON-E 611. This course builds on the core theory, econometrics and health economics courses to provide an in depth knowledge of key issues related to markets and market failure in the supply of health care services, the impact of insurance on the demand for health care services, response of consumers to insurers' financial incentives, the role of government in health care markets, the labor market behavior of physicians; hospital ownership, competition, and reimbursement. In addition to introducing theoretical concepts the course aims at familiarizing students to current research on these topics by means of review of seminal journal articles. It will provide a foundation for understanding key dimensions in health care markets, appreciate contributions of past literature on the subject and initiate constructive critical thought on the existing work and future directions of research in the field.

ECON-E 670 Econometrics 3-System and Panel Econometric Models (3 cr.) P: ECON-E 573 or equivalent. Simultaneous equation models (2SLS, 3SLS), time series concepts for panel data analysis and serial correlation, pooled cross-section methods, linear panel data models [First Differences, Fixed Effects (FE) and Random Effects (RE)], nonlinear panel data models (ML and GMM).]

ECON-E 673 Econometrics 4-Microeconometrics (3 cr.) P: ECON-E 573 or equivalent. Microeconometrics with applications to labor, health, and public economics. Extensive coverage of limited dependent variable and panel data models. Empirical implementation is an essential component of the course.

ECON-E 744 Seminar/Workshop in Health Economics (3 cr.) P: ECON-E 644. The Seminar in Health Economics introduces students to current working papers in health economics by leading scholars who present their work in a seminar format at IUPUI. It also provides the opportunity for PhD students to present their own work to faculty and peers.

ECON-E 800 Research in Economics (arr cr.)

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

ECON-E 809 Thesis (PhD) (arr. cr.)

Non-Honors Courses

ECON-E 101 Survey of Current Economic Issues and Problems (3 cr.) This course provides a basic introduction to economic concepts and principles along with a survey of important economic issues. It is intended for students who do not plan to major or minor in Economics. No previous instruction in economics is necessary.

ECON-E 102 Economics of Personal Finance (3 cr.) 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 201 Introduction to Microeconomics (3 cr.) An analysis of evolution of market structure using the analytical concepts of supply and demand, opportunity cost, and marginal analysis. Applications include a variety of concurrent microeconomic issues.

ECON-E 202 Introduction to Macroeconomics (3 cr.) 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-M 118. This course reviews basic concepts of probability and statistics, using them to study the properties of statistical samples, summary statistics for those samples and their use to test statistical hypotheses. It also studies basic statistical decision theory and the use of statistical techniques to study relationships between variables: regression and correlation analysis, analysis of variance.

ECON-E 303 Survey of International Economics (3 cr.) P: ECON-E 201-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 ECON-E 430 many not enroll in ECON-E 303 for credit.

ECON-E 304 Survey of Labor Economics (3 cr.) P: ECON-E 201. This course studies the operation of the market for labor, including how wage rates are determined, how the level of employment is determined, and how and why wage rates and employment levels

differ across different industries and different types of jobs. Other important topics include the role of labor unions, and the role of the government in taxing or subsidizing labor and in regulating labor market practices (including imposing minimum wages). The course also studies wage contracting behavior and why it may cause wage rates to be relatively inflexible over time.

ECON-E 305 Money and Banking (3 cr.) P: ECON-E 201 or ECON-E 202. This course studies money, banks, financial markets and government monetary and financial policy. Monetary topics include the role of money in the economy, different types of money, the measurement of the money supply, the nature of monetary institutions and the conduct and impact of monetary policy. Other important topics are the special monetary and financial role of banks and the nature and goals of bank regulation. On the finance side, the main focus is the organization of financial markets, the determination of interest rates and bond prices, and the nature and purpose of government regulation of the financial system.

ECON-E 307 Current Economic Issues (3 cr.) P: ECON-E 201 or permission of instructor. This is a variable-topics course whose current topic is selected by the department and the instructor. The instructor provides a topic and semester-specific class description. In recent years E307 course topics have included: history of economic thought, health economics, mathematical economics, applied microeconomics. Typically there are no prerequisites, although the instructor may recommend for students to have taken particular economics and/or mathematics courses.

ECON-E 321 Intermediate Microeconomic Theory (3 cr.) P: ECON-E 201 This course studies basic topics from Introduction to Microeconomics (E201) more thoroughly and in a more rigorous way. A key topic is consumer theory, which helps economists understand and try to predict how consumers allocate their incomes over different goods and services including in situations where the consequences of different decisions are uncertain and/or depend on the action of others (game theory). Another common topic is the theory of the firm, which is the theory of how firms operating in different types of market environments - competition, monopoly, oligopoly, etc. - make decisions about production, employment, purchases of other inputs, investment in plant and equipment, etc.

ECON-E 322 Intermediate Macroeconomic Theory (3 cr.) P: ECON-E 201-E202. Theory of income, employment, and price level. Study of countercyclical and other public policy measures. National income accounting.

ECON-E 327 Game Theory (3 cr.) P: ECON-E 201-E202 or permission of instructor. MATH-M 119 or equivalent recommended. Mathematical analysis of strategic interaction. Noncooperative games played once or repeatedly, with perfect or imperfect information. Necessary condition for a solution (equilibrium) as well as sufficient conditions (refinements) cooperative games, such as bargaining and market games. Numerous applications, including experimental games.

ECON-E 337 Economic Development (3 cr.) P: ECON-E 201, ECON-E 202, 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 375 Introduction to Mathematical Economics (3 cr.) Optimization problems, which are common in economic analysis, are most often formulated using mathematics. Calculus is very useful for solving mathematical optimization problems, and graphs are often used to illustrate them. This course combines calculus, linear algebra, graphs and verbal/written descriptions to explain mathematical optimization theory and its economic applications.M119 or the equivalent strongly recommended

ECON-E 385 Economics of Industry (3 cr.) P: ECON-E 201 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: ECON-E 201. Americans spend more on healthcare per person than anyone else, yet millions remain uninsured with minimal access to basic care. We examine how health care and health insurance differ from other goods, and show how economics can identify policies to help contain costs and increase health gained from healthcare dollars.

ECON-E 406 Senior Seminar (3 cr.) P: ECON-E 321 and ECON-E 322 or permission of instructor. This is the capstone course for an Economics major. It is intended to help you review and assess the usefulness of the things you have learned as an economics major, and to acquaint you with some of the economic questions and issues you'll confront after you graduate. The precise nature of the curriculum for the course depends on the instructor: different instructors often teach very different versions of the course.

ECON-E 408 Undergraduate Readings in Economics (3 cr. maximum cr.) P: Permission of instructor. ECON majors only.
This is an independent study course. You may register for 1-3 credits. In order to register for this course you need to obtain the permission of an Economics faculty member who will serve as your course supervisor. You and your supervisor will work out a plan of study. Typically, a student begins the process by proposing a topic area, and we try to connect him with a member of our faculty who has expertise and interest in that area.

E201 and E202 recommended

ECON-E 410 Selected Topics in U.S. Economic History (3 cr.)
This course focuses on Western European and early American monetary history, including the history of coin and paper money and the monetary clauses of the U.S. Constitution. Links between monetary history and political history are emphasized, as are links between monetary history and monetary theory. ECON-E 201 and ECON-E 202 are recommended.

ECON-E 420 History of Economic Thought (3 cr.)
P: ECON-E 201-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 450 Business Conditions Analysis and Forecasting (3 cr.) P: ECON-E 270. This course studies econometric forecasting and time series analysis. It provides hands-on experience with business and economic forecasting techniques and data sources. It also examines the sources of economic instability in national economies (business cycles). It's quite technical in nature; some knowledge of basic statistical and economic principles is required.

ECON-E 470 Introduction to Econometrics (3 cr.)
P: ECON-E 270
Econometrics is the statistical analysis of economic data, although the same techniques are commonly used to study business data, medical data, political data, etc. The foundations for econometrics are statistical theory and (in particular) regression analysis, which students should have been introduced to in E270. Topics include estimation of linear and nonlinear regression models, hypothesis testing, properties of parameter estimates, and techniques for handling problems with the data being analyzed problems that include serial correlation or heteroskedasticity of the regression residuals, correlation among explanatory variables or between those variables and the residuals, errors or missing observations in the data, etc. Another common topic is simultaneous-equations models in which relationships between many independent and dependent variables are estimated jointly.
MATH-M 119 or the equivalent recommended.

ECON-E 187 Introduction to Health Economics (3 cr.)
The course covers key components of the health care industry and provides an excellent overview of the health care market and its challenges. It is particularly of interest to students looking to work in health care fields and wanting to get an insight of the industry. It is freshman appropriate.

Honors Courses

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

English (ENG)

Concentrations

Creative Writing

ENG-W 206 Introduction to Creative Writing (3 cr.)
Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry and drama.

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 ENG W301, ENG W302,or ENG W305. This course is recommended for English majors pursuing a concentration in creative writing.

ENG-W 208 Introduction to Poetry Writing (3 cr.)
One of three introductory creative writing courses, the course focuses on the fundamentals of poetry writing exclusively, including the image, the line, metaphor, sound play, and poetic meter. Students will practice a variety of techniques, will engage in weekly reading and writing, and will learn to revise their own poems and to help edit their classmates' work.

ENG-W 280 Literary Editing and Publishing (3 cr.)
P: Any literature course; ENG-W 206, ENG-W 207, or ENG-W 208. Principles of editing and publishing literary writing. Kinds of journals, varieties of formats (including print and e-zine), introduction to editing and production processes. Possible focus on genre publishing (fiction, poetry, non-fiction prose), grant writing, web publishing, etc.

ENG-W 301 Writing Fiction (3 cr.) P: ENG-W 206 or ENG-W 207 or permission of the instructor. Further exploration in the art of fiction writing. May be repeated once for credit.

ENG-W 302 Screenwriting (3 cr.) P: ENG-W 206 or ENG-W 207, 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: ENG-W 206 or ENG-W 208 or permission of the instructor. Further exploration in the art of poetry writing.

ENG-W 305 Writing Creative Nonfiction (3 cr.) P: ENG-W 206, ENG-W 207, ENG-W 208, or permission of the instructor. 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 310 Language and the Study of Writing (3 cr.)
An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 365 Theories and Practices of Editing (3 cr.)
Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-W 401 Writing Fiction (3 cr.) P: ENG-W 301. 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: ENG-W 303. 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: ENG-W 305. An advanced workshop in the craft of creative nonfiction, with special attention given to defining the genre and its craft.

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 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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

ENG-Z 301 History of the English Language (3 cr.) P: ENG-Z 205 is recommended. A study of the origins of the English language, focusing on how and why English has changed over time. Topics include: the process of language standardization and its impact on education and literacy, relationships between language and literature, and the changing role of English around the world.

ENG-Z 302 Understanding Language Structure: Syntax (3 cr.) R: ENG-Z 205 is recommended. An introduction to how language is organized at the sentence level, focusing on what it means to know how to produce and understand grammatical sentences. The acquition of syntax by children learning their first language and non-native speakers learning a second language will be studied.

ENG-Z 310 Language in Context: Sociolinguistics (3 cr.) R: ENG-Z 206 is recommended. This course explores the relationships among language, society, and culture. The interplay between social factors such as age, sex, status, class, and education and language use are discussed within the framework of various theoretical and methodological approaches. Perceptions of several varieties of English are investigated.

English Electives

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

ENG-L 214 Literary Masterpieces II (3 cr.) ENG-L 214 covers major Western literary works from the Renaissance to the twentieth century. Texts are selected from a variety of genres and nations, with an emphasis on works that have been particularly famous and influential. Works by Cervantes, Voltaire, Flaubert, Dostoevsky, Mann, Ibsen, Kafka, and others are typically included. Emphasis will be on making the literature accessible and interesting, relating it to historical events and contexts, and working on important reading and writing skills. Non-English works will be read in English translation.

ENG-L 245 Introduction to Caribbean Literature (3 cr.) This course will introduce students to the basic themes of Caribbean literature. Specifically, we will examine the ways in which Caribbean writers present a colonial past and its effect on Caribbean culture in their attempts to "write back" to imperial thought. We will examine the politics of decolonization and how writers construct/reconstruct Caribbean cultures and identities.

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

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

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 372 Contemporary American Fiction (3 cr.) American fiction of the last twenty years, including such writers as Bellow, Barth, Didion, Malamud, Pynchon, and Updike.

ENG-L 373 Interdisciplinary Approaches to English and American Literature I (3 cr.) Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 376 Literature for Adolescents (3 cr.) A survey of the challenging, sometimes controversial, literature written about and for young adult readers. A wide range of readings, with discussion topics that include "problem" fiction, fantasy and escapism, and censorship. This course is for future teachers and for others interested in the complex phenomenon of coming of age.

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 384 Studies in American Culture (3 cr.) Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Depression), with attention to the relations between literature, the other arts, and the intellectual milieu. May be repeated once for credit.

ENG-L 385 Science Fiction (3 cr.) A survey of the literary and cultural developments in British and American science fiction from its origins to the present with emphasis upon such Golden Age writers as Asimov and Heinlein, such post-World War II writers as Sturgeon and Clarke, and such New Wave writers as Ellison and Moorcock.

ENG-L 390 Children's Literature (3 cr.) Survey of a wide range (folk tales, fantasy, realistic fiction, poetry and picture books) of literature for children from the early years to junior high school. Readings from the classics of previous centuries and from the best modern works will be treated from the literary-critical perspective, from which pedagogical conclusions follow. Intended for English majors, for the general students, for teachers past and future, and for parents and librarians.

ENG-L 394 Film as Literature (3 cr.) The course approaches the analysis of films through the cinematic equivalents of the tools of literary criticism. It will introduce students to the elements of filmmaking and the methods of literary analysis as a way of reaching an understanding of how films mean.

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

ENG-W 230 Science Writing (3 cr.) Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in CBE documentation and style.

ENG-W 260 Writing for Film Criticism (3 cr.) Viewing and critiquing currently playing films, with emphasis on genre, authorship, and cinematic and narrative values. Attention to cultural, historical, and ideological contexts. Students view contemporary films. This is a writing course, which teaches the writing of film criticism; students produce first drafts, present them to classmates for peer reviewing, and complete a final draft for grading. Essays spanning film history serve as models for review writing.

ENG-W 262 Style and Voice for Writers (3 cr.) This multi-genre course focuses on developing students' ability to develop strong written voices by examining published authors stylistic strategies, applying them to students' own work. Students built awareness thereby of unique features of their own stylistic decision-making which stamp their written voices.

ENG-W 310 Language and the Study of Writing (3 cr.) An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 313 The Art of Fact: Writing Nonfiction Prose (3 cr.) P: At least one 200-level writing course or excellent performance in ENG-W 131 and/or ENG-W 132 (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 318 Finding your E-Voice (3 cr.) P: ENG-W 131. This course helps students understand and negotiate the creation of a successful e-voice with academic, personal, and professional applications. Reading, exploration, discussions, activities and practice help students transition from an academic to an "e-voice."

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 326 Nonfiction Writing (3 cr.) This course will introduce students to nonfiction writing genres, including feature writing, profiles, reviews, speechwriting, memoir, opinion, blogs, travel writing, and more. Assigned readings will represent multiple genres; students will identify and analyze rhetorical strategies present in those genres. This course will prepare students for W426 and for writing nonfiction in real world settings.

ENG-W 331 Business and Administrative Writing (3 cr.) Emphasis on proposals, presentations, collaborative and individual reports needed within a business, administrative, or organizational setting. Students discover how the process and products of writing shape organizational culture by studying documents organizations use, from hiring to setting ethical standards, as they communicate both internally and globally.

ENG-W 365 Theories and Practices of Editing (3 cr.) Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-W 366 Written Englishes and Cultures (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 367 Writing for Multiple Media (3 cr.) Introduces principles and practices of multimedia design and implementation, with emphasis on writing in multimedia contexts. Students will consider ways that new media affect the production and reception of writing and its relationship to other forms of communication.

ENG-W 377 Writing for Social Change (3 cr.) This course examines how writing is used to promote social change, particularly in the United States. Students apply theoretical perspectives learned in the course to analyze the rhetorical nature of texts associated with organizing and social action and to create their own texts, including texts directed to public officials, the media and organizational texts.

ENG-W 390 Topics in Writing and Literacy (3 cr.) Various topics in writing and literacy studies. Each offering will specify how the course counts in the major in writing and literacy. May be repeated once for credit.

ENG-W 396 Writing Fellows Training Seminar (3 cr.) Course prepares experienced undergraduate writers to peer tutor in the Writing Center.

ENG-W 397 Writing Center Theory and Practice (3 cr.) This course will introduce student tutors to research and theory on the writing process, revision, and writing centers, which assumed an important place in composition studies, as writing centers have been an entry point into the field for many scholars/teachers. Areas of focus are scholarship and pedagogy, politics of literacy education and development of reflective tutoring practices.

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 and department chair. Individual critical or creative project worked out in collaboration with a member of the staff who agrees before registration to serve as a consultant. 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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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-L 220 Introduction to Shakespeare (3 cr.) Shakespeare's best-know plays and poems.

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

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

ENG-L 315 Major Plays of Shakespeare (3 cr.) Close reading of at least seven later plays of Shakespeare.

ENG-L 348 19th 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 American Literature 1800-1865 (3 cr.) Study of a range of texts from the formative period of the republic to the end of the Civil War. Special attention paid to the shifting definitions and constructions of U.S. American national and cultural identity, as affected by issues of race, environment, transatlantic exchanges, scientific discourse, and the emergence of women writers.

ENG-L 352 American Literature 1865-1914 (3 cr.) Surveys American literature through the development of realism, regionalism, naturalism, and the beginnings of modernism. Considers literature's relation to social and cultural phenomena of this era, such as urbanization, industrialization, immigration, racial tensions, labor strife, changing gender roles, and the spread of mass media and consumer culture.

ENG-L 354 American Literature since 1914 (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 364 Native American Literature (3 cr.) A survey of traditional and modern literature by American Indians, especially of the high plains and southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

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

ENG-L 378 Studies in Women and Literature (3 cr.) British and American authors, such as George Eliot, Gertrude Stein; groups of authors, such as the Bronte sisters, recent women poets; or genres and modes, such as autobiography, film, criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.) A survey of representative authors and works of American ethnic and minority literature with primary focus on Black, Hispanic, and Native Americans.

ENG-L 382 Fiction of 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.

ENG-L 406 Topics in African American Literature (3 cr.) Focuses on a particular genre, time period, or theme of African-American literature. Examples: 20th-century AA women's novels, black male identity in literature, kinship in AA literature, AA autobiography. May be repeated once for credit.

ENG-L 411 Literature and Society (3 cr.) Influence of political, social, and technological trends on literary works. Topics will vary from semester to semester.

English Studies

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.

ENG-W 206 Introduction to Creative Writing (3 cr.) Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry and drama.

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 ENG W301, ENG W302,or ENG W305. This course is recommended for English majors pursuing a concentration in creative writing.

ENG-W 208 Introduction to Poetry Writing (3 cr.) One of three introductory creative writing courses, the course focuses on the fundamentals of poetry writing exclusively, including the image, the line, metaphor, sound play, and poetic meter. Students will practice a variety of techniques, will engage in weekly reading and writing, and will learn to revise their own poems and to help edit their classmates' work.

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 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-Z 205 Introduction to the English Language (3 cr.) This course is an introduction to how language, and English in particular, is structured, including sounds (phonetics and phonology), words (morphology), sentences (syntax) and meaning (semantics). Discussions focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning.

ENG-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

Film Studies (FILM)

FILM-C 292 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 350 Film Noir (3 cr.) Private detectives, femmes fatales, dark, shadowy criminal underworlds. But what, really, is Film Noir? A genre? A historical cycle? Film scholars don't agree. Ironic noirs of the1940's and 1950's lurk here alongside international examples, precursors, and contemporary neo-noirs.

FILM-C 351 Musicals (3 cr.) A study of the genre from the dawn of "talkies" to the Glee era; the film musical in its folk, fairy tale, and show business variants; the "organic" musical; Busby Berkeley; Astaire and Rogers; the Freed Unit at M-G-M; Broadway adaptations; revisionist musicals; revival in the 2000s: All will be covered.

FILM-C 353 History of Animated Cinema (3 cr.) This course will explore one of the most popular and durable of all film genres, animation. We will look at the development of animation in all its aspects-as short subjects shown before features, animation as modern art, and the competition in the 1930s between the Walt Disney Studio in Bur-bank, California and the New York-based and more adult-oriented Fleischer Studios. We will see how Disney's move to features changed the medium even as the anarchic shorts from Warner Bros.- "Termite Terrace" influenced popular culture for many years. We will see the evolution of animation from a drawn, cel-based medium to the three-dimensional computer animation of Pixar, Dream-Works, and other animation studios of today. We will also look at animation internationally, with particular attention to Japanese animation and animation as modern art, as well as the effects of computer generated imagery (CGI) on live-action films. There will be regular class screenings.

FILM-C 361 Hollywood Studio Era 1930-1949 (3 cr.) Hollywood's "Golden Age"; "pre-Code" era; genres, auteurs, and stars; "House style"; "mass audience" when that meant something; the House Un-American Activities Committee and the Hollywood Ten; the U.S. vs. Paramount decision and other factors that ended the era.

FILM-C 362 Hollywood in the 1950s (3 cr.) A period of transition and reinvention. Television, the blacklist, widescreen, Method acting, psychological realism, the decline of the Production Code, the influence of art cinema; iconic films from Sunset Blvd. to Some Like It Hot, Singin' in the Rain to The Searchers, Rebel Without a Cause to On the Waterfront.

FILM-C 364 The Hollywood Renaissance: 1967-80 (3 cr.) Survey of an era of great change in American Cinema: the Civil Rights movement, the Vietnam War, and second-wave feminism, and international art cinemas impacted genres and conventions, in a crucial time of creative experimentation. The Hollywood Renaissance can still be felt in American independent as well as mainstream cinemas.

FILM-C 380 French Cinema (3 cr.) Arguably the world's most fervid and versatile film culture; the first public film showings; the first fantasy/science fiction films; the wide-screen lens; the idea of film noir, the Auteur Theory, the New Wave; philosophy and aesthetics, culture and politics; the cross-pollenation between French and U.S. cinemas.

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 from its beginnings in 1895 to approximately 1949. We will see classic films in their historical, political, and social contexts. The class includes the silent era, the coming of sound in the late 1920s, the Golden Age of Hollywood, Film Noir, and world cinema before, during, and immediately after World War II, including movements such as French Poetic Realism and Italian postwar Neo-Realism.

FILM-C 394 History of European and American Films II (3 cr.) C394 is a survey of world cinema since 1950. Particular attention will paid to representative work of leading filmmakers, the emergence of film movements and the development of national trends, the diversification of film industries, and the growth of cinema internationally, from European countries such as Italy, France, and Germany, to Japan to China to Hong Kong to Iran and South America. We study the impact of changing technologies, such as television, home video, and the digital revolution.

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.

ENG-W 260 Writing of Film Criticism (3 cr.) Viewing and critiquing currently playing films, with emphasis on genre, authorship, and cinematic and narrative values. Attention to cultural, historical, and ideological contexts. Students view contemporary films. This is a writing course, which teaches the writing of film criticism; students produce first drafts, present them to classmates for peer reviewing, and complete a final draft for grading. Essays spanning film history serve as models for review writing.

ENG-W 302 Screenwriting (3 cr.) P: ENG-W 206 or ENG-W 207, 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.

Internship

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.

Language and Linguistics

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.

ASL-L 340 Interpreting Discourse: ASL to 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.

ENG-W 310 Language and the Study of Writing (3 cr.) An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-Z 104 Language in our World (3 cr.) This course explores the power and importance of language in our everyday lives and looks at how language unites and separates us culturally, politically, socially, and psychologically.

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.) This course is an introduction to how language, and English in particular, is structured, including sounds (phonetics and phonology), words (morphology), sentences (syntax) and meaning (semantics). Discussions focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning.

ENG-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

ENG-Z 301 History of the English Language (3 cr.) P: ENG-Z 205 is recommended. A study of the origins of the English language, focusing on how and why English has changed over time. Topics include: the process of language standardization and its impact on education and literacy, relationships between language and literature, and the changing role of English around the world.

ENG-Z 302 Understanding Language Structure: Syntax (3 cr.) R: ENG-Z 205 is recommended. An introduction to how language is organized at the sentence level, focusing on what it means to know how to produce and understand grammatical sentences. The acquisition of syntax by children learning their first language and non-native speakers learning a second language will be studied.

ENG-Z 303 Understanding Language Meaning: Semantics (3 cr.) Examines the question of meaning, with a focus on the English language. After introducing various approaches to the study of meaning, the course examines how linguistic semantics analyzes such concepts as entities, events, time, space, possibility, and negation, and how these relate to human culture and cognition.

ENG-Z 310 Language in Context: Sociolinguistics (3 cr.) R: ENG-Z 206 is recommended. This course explores the relationships among language, society, and culture. The interplay between social factors such as age, sex, status, class, and education and language use are discussed within the framework of various theoretical and methodological approaches. Perceptions of several varieties of English are investigated.

ENG-Z 370 Second Language Writing (3 cr.) R: ENG-Z 206 is recommended. The course will consider theories and practices in the teaching and evaluation of second language writing (SLW). It will explore connections between first and second language writing, literacy, culture, and a variety of purposes. Students will learn how to identify writing needs, design tasks, and assess writing, and will form a philosophy of teaching SLW.

ENG-Z 405 Topics in the Study of Language (3 cr.) This is a variable topics course in the study of the English Language.

ENG-Z 432 Second Language Acquisition (3 cr.) P: ENG-Z 205. 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-Z 434 Introduction to Teaching English as a Second Language (3 cr.) P: ENG-Z 432 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.

Literary Study

ENG-L 105 Appreciation of Literature (3 cr.) An introduction to drama, fiction, and poetry, stressing the enjoyment and the humane values of each form. The course will provide experiences 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 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.) A basic course that will enable students to talk and write about poetry.

ENG-L 202 Literary Interpretation (3 cr.) Students in this course develop critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

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

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

ENG-L 220 Introduction to Shakespeare (3 cr.) Shakespeare's best-know plays and poems.

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

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

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 American Literature 1800-1865 (3 cr.) This course surveys a range of texts from the formative period of the republic to the end of the Civil War. Special attention paid to the shifting definitions and constructions of U.S. American national and cultural identity, as affected by issues of race, environment, transatlantic exchanges, scientific discourse, and the emergence of women writers and writers of color.

ENG-L 352 American Literature 1865-1914 (3 cr.) This course surveys American literature through the development of realism, regionalism, naturalism, and the beginnings of modernism. We consider literature's relation to social and cultural phenomena of this era, such as urbanization, industrialization, immigration, racial tensions,

labor strife, changing gender roles, and the spread of mass media and consumer culture.

ENG-L 354 American Literature since 1914 (3 cr.) This course surveys modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

ENG-L 364 Native American Literature (3 cr.) A survey of traditional and modern literature by American Indians, especially of the high plains and southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

ENG-L 370 Recent Black American Writing (3 cr.) A study of the major black American writers, with special emphasis on recent writing. Writers such as Morrison, Mosely, Ward, Whitehead and Coates may be included.

ENG-L 378 Studies in Women and Literature (3 cr.) This course engages in an in-depth focus on major British and American authors such as George Eliot, Gertrude Stein, or Tori Morrison; groups of authors such as the Bronte 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.) A survey of representative authors and works of American ethnic and minority literature with primary focus on African American, Latinx, Asian American, and Native Americans writers.

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. May be repeated once for credit.

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 411 Literature and Society (3 cr.) Influence of political, social, and technological trends on literary works. Topics will vary from semester to semester.

ENG-W 280 Literary Editing and Publishing (3 cr.) P: Any literature course; ENG-W 206, ENG-W 207, or ENG-W 208. Principles of editing and publishing literary writing. Kinds of journals, varieties of formats (including print and e-zine), introduction to editing and production processes. Possible focus on genre publishing (fiction, poetry, non-fiction prose), grant writing, Web publishing, etc.

ENG-W 365 Theories and Practices of Editing (3 cr.) Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-Z 205 Introduction to the English Language (3 cr.) This course is an introduction to how language, and English in particular, is structured, including sounds (phonetics and phonology), words (morphology), sentences (syntax) and meaning (semantics). Discussions focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning.

ENG-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

ENG-Z 301 History of the English Language (3 cr.) P: ENG-Z 205 is recommended. A study of the origins of the English language, focusing on how and why English has changed over time. Topics include: the process of language standardization and its impact on education and literacy, relationships between language and literature, and the changing role of English around the world.

ENG-Z 302 Understanding Language Structure: Syntax (3 cr.) R: ENG-Z 205 is recommended. An introduction to how language is organized at the sentence level, focusing on what it means to know how to produce and understand grammatical sentences. The acqusiition of syntax by children learning their first language and non-native speakers learning a second language will be studied.

ENG-Z 310 Language in Context: Sociolinguistics (3 cr.) R: ENG-Z 206 is recommended. This course explores the relationships among language, society, and culture. The interplay between social factors such as age, sex, status, class, and education and language use are discussed within the framework of various theoretical and methodological approaches. Perceptions of several varieties of English are investigated.

ENG-L 245 Introduction to Caribbean Literature (3 cr.) This course will introduce students to the basic themes of Caribbean literature. Specifically, we will examine the ways in which Caribbean writers present a colonial past and its effect on Caribbean culture in their attempts to "write back" to imperial thought. We will examine the politics of decolonization and how writers construct/ reconstruct Caribbean cultures and identities.

ENG-L 372 Contemporary American Fiction (3 cr.) American fiction of the last twenty years, including such writers as Bellow, Barth, Didion, Malamud, Pynchon, and Updike.

ENG-L 373 Interdisciplinary Approaches to English and American Literature I (3 cr.) Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 376 Literature for Adolescents (3 cr.) A survey of the challenging, sometimes controversial, literature written about and for young adult readers. A wide range of readings, with discussion topics that include "problem" fiction, fantasy and escapism, and censorship. This course is for future teachers and for others interested in the complex phenomenon of coming of age.

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

ENG-L 214 Literary Masterpieces II (3 cr.) This course introduces students to major Western literary works from the Renaissance to the twenty-first century. Texts are selected from a variety of genres and nations, with an emphasis on works that have been particularly famous and influential. Works by Cervantes, Voltaire, Flaubert, Dostoevsky, Mann, Ibsen, Kafka, and others are typically included. Emphasis will be on making the literature accessible and interesting, relating it to historical events and contexts, and working on important reading and writing skills. Non-English works will be read in English translation.

ENG-L 384 Studies in American Culture (3 cr.) Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Depression), with attention to the relations between literature, the other arts, and the intellectual milieu. May be repeated once for credit.

ENG-L 385 Science Fiction (3 cr.) A survey of the literary and cultural developments in science fiction from its origins to the present with emphasis upon Golden Age writers such as Asimov and Heinlein, post-World War II writers such as Bradbury and Clarke, and New Wave and contemporary writers such as LeGuin, Butler and Gaiman.

ENG-L 387 Queer Literary Studies (3 cr.) This course offers an exploration of poetry, fiction, drama, and creative non-fiction with attention to queer style, themes, and literary histories. The course theme is the history and influence of queer identity in canonical British and American literature. Topics include queer theory, representations of LGBTQ+ experience in various literary movements, and queer poetics.

ENG-L 390 Children's Literature (3 cr.) Survey of a wide range (folk tales, fantasy, realistic fiction, poetry and picture books) of literature for children from the early years to junior high school. Readings from the classics of previous centuries and from the best modern works will be treated from the literary-critical perspective, from which pedagogical conclusions follow. Intended for English majors, for the general students, for teachers past and future, and for parents and librarians.

ENG-L 394 Film as Literature (3 cr.) The course approaches the analysis of films through the cinematic equivalents of the tools of literary criticism. It will introduce students to the elements of filmmaking and the methods of literary analysis as a way of reaching an understanding of how films produce and convey meaning.

ENG-L 433 Conversations with Shakespeare (3 cr.) An interdisciplinary and intertextual study of Shakespeare's work and its influence through the present day. Students will compare Shakespeare plays with more recent 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.) This course engages students in an in-depth study of one or more major writers or of one significant theme or form. Subject varies each semester. May be repeated once for credit.

ENG-L 478 Illness Narrative (3 cr.) This course explores the world of medical storytelling in literature and the arts. We study interpretations of the experience of illness as narrated across a range of genres including nonfiction, fiction, poetry, drama, and film.

ENG-L 495 Individual Readings in English (3 cr.) P: Consent of instructor or department chair. May be repeated once for credit.

Professional and Public Writing

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-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 230 Science Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher) Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in various styles of scientific documentation.

ENG-W 262 Style and Voice for Writers (3 cr.) This multi-genre course focuses on developing students' ability to develop strong written voices by examining published authors stylistic strategies, applying them to students' own work. Students built awareness thereby of unique features of their own stylistic decision-making which stamp their written voices.

ENG-W 310 Language and the Study of Writing (3 cr.) An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 313 The Art of Fact: Writing Nonfiction Prose (3 cr.) P: At least one 200-level writing course or excellent performance in ENG-W 131 and/or ENG-W 132 (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 318 Finding your E-Voice (3 cr.) P: ENG-W 131. This course helps students understand and negotiate the creation of a successful e-voice with academic, personal, and professional applications. Reading, exploration,

discussions, activities and practice help students transition from an academic to an "e-voice."

ENG-W 331 Business and Administrative Writing (3 cr.) Emphasis on proposals, presentations, collaborative and individual reports needed within a business, administrative, or organizational setting. Students discover how the process and products of writing shape organizational culture by studying documents organizations use, from hiring to setting ethical standards, as they communicate both internally and globally.

ENG-W 365 Theories and Practices of Editing (3 cr.) Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-W 366 Written Englishes and Cultures (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 377 Writing for Social Change (3 cr.) This course examines how writing is used to promote social change, particularly in the United States. Students apply theoretical perspectives learned in the course to analyze the rhetorical nature of texts associated with organizing and social action and to create their own texts, including texts directed to public officials, the media and organizational texts.

ENG-W 390 Topics in Writing and Literacy (3 cr.) Various topics in writing and literacy studies. Each offering will specify how the course counts in the major in writing and literacy. May be repeated once for credit.

ENG-W 397 Writing Center Theory and Practice (3 cr.) This course will introduce student tutors to research and theory on the writing process, revision, and writing centers, which assumed an important place in composition studies, as writing centers have been an entry point into the field for many scholars/teachers. Areas of focus are scholarship and pedagogy, politics of literacy education and development of reflective tutoring practices.

ENG-W 398 Internship in Writing (1-3 cr.) Combines study of writing with practical experience of working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor.

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 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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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-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 370 Second Language Writing (3 cr.) R: ENG-Z 206 is recommended. The course will consider theories and practices in the teaching and evaluation of second language writing (SLW). It will explore connections between first and second language writing, literacy, culture, and a variety of purposes. Students will learn how to identify writing needs, design tasks, and assess writing, and will form a philosophy of teaching SLW.

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing reviews, critical bibliographies, research and technical reports, proposals and papers.

ENG-W 270 Argumentative Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

Capstone

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-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-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-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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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 496 Writing Tudor Training Seminar (3 cr.) P: ENG-W 131 and permission of instructor. Internship in University Writing Center. ENG-W 496 is an internship that prepares undergraduates to tutor in the University Writing Center.

Programs

English for Academic Purposes (EAP)

ENG-G 101 Special Topics in EAP (1-4 cr.) Designed for EAP students, this course provides an introduction to English for Academic Purposes. The students will study the grammatical structures of the English language,EAP vocabulary, and their use in EAP speaking, listening, and reading.

ENG-G 15 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 109 Intermediate EAP: Listening and Speaking (3 cr.) C: 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.

ENG-G 110 Intermediate EAP: Reading, Writing, and Grammar (3 cr.) C: ENG G109 This course introduces and reviews basic English grammatical structures; presents basic reading strategies and vocabulary development; and focuses on functional language use and study skills.

ENG-G 111 Academic English Reading: Perspectives on Culture/Society (3 cr.) In this course, non-native English speaking students will develop their academic reading, (cross) cultural understanding, and critical thinking skills through indepth reading. Students will read academic texts about current socio-cultural issues and explore their meaning in U.S. and global context. The students will learn how to critically analyze, interpret, and synthesize texts they read. They will demonstrate their reading and cultural analysis skills in discussions, oral presentations, and written responses and analyses of academic readings. Vocabulary building for college-level communication is integrated into the instruction.

ENG-G 112 Listening and Speaking Skills for Academic Purposes (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 114 EAP Grammar (1 cr.) C: ENG G111 This course introduces and reviews English grammatical structures for EAP students. As a co-requisite of G111 (Academic English Reading), the course provides practice in and clarification of grammatical structures in academic texts at high-intermediate levels of EAP. Students from other EAP courses may be identified as needing additional EAP grammar support based on an instructor-led evaluation and can, therefore, be required to complete the course, as well. The class is conducted as a lab in which students will meet face to face with an instructor part of the time and then complete work on assigned grammar units outside of class. In class additional instruction and practice will be given, and students will complete assessments (quizzes and exams) focused on EAP grammar.

ENG-G 130 Principles of Composition for English for Academic Purposes (3 cr.) Adapted for EAP students, ENG G130, which will be the EAP equivalent of ENG W130, is for students who have taken the EAP placement test and who subsequently need a semester of writing instruction before taking ENG G131, which is the credit-bearing equivalent of ENG W131. Like ENG W130, G130 will provide practice in writing papers for a variety of purposes and audiences and attention to sentence and paragraph structure.

ENG-G 131 Reading, Writing, and Inquiry (3 cr.) Adapted for EAP students, ENG G131, which will be the EAP equivalent of ENG W131 and satisfy the freshman writing requirement, teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

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.) A language skills course focusing on (1) grammatical structures and reading strategies required to understand legal texts and material, and (2) listening skills needed for the law school classroom. Instruction in fundamental organizational patterns in writing is provided as needed.

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 115 English Pronunciation for Academic Purposes (1 cr.) This course provides instruction and practice in English pronunciation. The objective is to help non-native English speakers achieve clear communication skills for their academic work and beyond. Through focused input and practice, students will be trained to perceive and produce the sounds, rhythm, intonation, and stress patterns of English.

ENG-G 434 TESOL Methods (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.

ENG-G 515 English Pronunciation for Academic Purposes (1 cr.) This course provides instruction and practice in English pronunciation. To help non-native English speakers achieve clear communication skills for their academic work and beyond. Through focused input and practice, trained to perceive and produce the sounds and linking of sounds in English and the native-like rhythm, intonation, and stress patterns.

ENG-G 441 Materials Prep for ESL Instruction (3 cr.) 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. tapes, videotapes, computer and software programs) in order to evaluate their usefulness and will learn to evaluate ESL materials for adequacy.

ENG-G 500 Introduction to the English Language (3 cr.) An introduction to the English language: its nature, structure, and development.

ENG-G 541 Materials Preparation for ESL (3 cr.)

Writing Program

ENG-W 131 Reading, Writing, And Inquiry (3 cr.) ENG-W 131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

ENG-W 140 Reading, Writing, and Inquiry: Honors (3 cr.) Offers an introductory writing course for advanced first-year writers. Like W131, W140 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

ENG-W 230 Science Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in various styles of scientific documentation.

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131 (with a grade of C or higher). To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing reviews, critical bibliographies, research and technical reports, proposals and papers.

ENG-W 270 Argumentative Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

ENG-W 250 Writing in Context (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). An intermediate-level expository writing course. During each five-week segment students will read on a contemporary issue and write a seven-to-ten page paper on that issue. Topics will vary from year to year.

Graduate

Masters Degree and Certificate Courses

ENG-D 600 History to the English Language (4 cr.) Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

ENG-G 500 Introduction to the English Language (4 cr.) An introduction to the English language: its nature, structure, and development.

ENG-G 513 Academic Writing Graduate Students (3 cr.) Designed to meet the academic writing needs of ESL graduate students from multiple disciplines, this course focuses on a variety of academic writing styles and disciplinary approaches to producing research papers and professional documents. Students practice paraphrasing, summarizing, critiquing discipline-related articles, as well as writing research proposals and a comprehensive research paper.

ENG-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-G 520 Communication Skills for Graduate Students and Internationals (3 cr.) Designed for graduate students who are non-native speakers of English, this course provides instruction on oral communication skills, academic presentation skills and basic teaching strategies for the U.S. classroom. The primary focus is on oral language skills necessary to present academic materials in English to an American audience. Language skills, teaching skills, and knowledge about the U.S. classroom culture will be developed through discussions and classroom observations/ simulations. Presentations, teaching practice and regular conferences will focus on individual needs.

ENG-G 625 Discourse Analysis and Introduction to Research (4 cr.) This course introduces students to current approaches to text and discourse coherence, including recent theories of cognitive and interactional text modeling.

ENG-L 501 Professional Scholarship in Literature (4 cr.) Instruction in the materials, tools, and methods of research. The course is especially designed to familiarize beginning graduate students with the research expectations associated with graduate study in literature.

ENG-G 541 Materials Preparation for ESL (4 cr.)

ENG-L 503 Teaching of Lit in College (2-4 cr.) Classroom teaching of literature in the light of current approaches.

ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.) The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

ENG-L 508 Practicum on Teaching Literature in College (2-4 cr.)
Topics include syllabus construction, lecture and discussion techniques, use and evaluation of written work. Offered in two formats: as a practicum in course and syllabus design for a future undergraduate course; or as a practicum for AIs running concurrently with the related undergraduate course.

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 (1-4 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 Readings in Shakespeare (4 cr.) Critical analysis of selected tragedies, comedies, history plays, and poetry.

ENG-L 635 Readings in American Ethnic Literature and Culture (4 cr.) In-depth or comparative study of African-American, Asian American, Latino/a, Chicano/a, Native American, and/or other American ethnic literature and culture.

ENG-L 643 Readings in Colonial and Postcolonial Literatures (4 cr.) Study of literature within the historical, cultural and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of particular nations, or postcolonial theory.

ENG-L 650 Studies in American Literature to 1900 (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant in the period.

ENG-L 666 Survey of Children's Literature (3-4 cr.) A survey of literature written for children and adolescents from the medieval period to the present.

ENG-L 641 English Literature 1790-1900 (4 cr.) The course will explore the nexus between English literature, history, and print culture from the late sixteenth- to the early seventeenth century, using as our starting point England's unexpected (yet, perhaps, divinely inspired!) victory over the Spanish Armada in 1588 - the event that established England as a naval, military, and commercial power on par with continental Europe. From this triumphant moment, we will follow the nation through several succession crises, religious controversies, economic turmoil, struggles over theatrical and print censorship, and violently contested debates about the nature of Kingship itself, all of which led to a Civil War, the closing of the public theaters, the beheading of Charles I, and the eventual Restoration of the monarchy after an uncomfortable period of Parliamentarian and Protectorate rule.

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.

ENG-L 657 Readings in Literature and Critical Thinking (4 cr.) Study of major movements, figures, or topics in literary and/or critical theory.

ENG-L 701 DESC BIBLIOGRAPHY/TEXTUAL PROB (4 cr.)

ENG-W 500 Teaching Writing: Issues and Approaches (4 cr.) Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG-W 501 Practical Teaching of Composition (4 cr.) Practical teaching of composition; current theories and policies.

ENG-W 508 Creative Writing for Teachers (4 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggest strategies for critiquing creative work, and provide guidance in developing creative-writing curriculum. Emphasis on hands-on writing activities in three genres, adaptable for use with students at entry level.

ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.) This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 510 Computers and Composition (4 cr.) Based in current theories about the process of writing, this course surveys the use of computer programs (such as word processing) as writing tools, computer-assisted instruction as teaching aids and computer programs as research aids to study writing.

ENG-W 511 Writing Fiction (4 cr.) A graduate-level fiction writing workshop. Seminar study of advanced techniques in the writing of fiction, both short stories and the novel. Workshop discussion of advanced student work in progress.

ENG-W 513 Writing Poetry (4 cr.) Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members.

ENG-W 525 Research Approaches for Technical and Professional Writing (4 cr.) Students focus on how to learn about content, audiences in their situations, and document design in order to produce high quality publications.

ENG-W 531 Designing and Editing Visual Technical Communication (4 cr.) Students learn principles of designing publications that communicate both visually and verbally.

ENG-W 532 Managing Document Quality (4 cr.) This course will examine and apply principles of planning, researching audience and content, designing publications, drafting, obtaining reviews, conducting user testing, and negotiating within organizational cultures in order to produce effective technical and professional documents.

ENG-W 533 Science Writing (1 cr.) C: COMM-C 533; COMM-C 534. With an emphasis on shorter forms of writing, students discover voices, messages, and forms appropriate for bringing scientific expertise to non-science readers. They practice processes of response, revision, and editing to shape presentations for various readers, contexts, and paths of publication.

ENG-W 535 Advanced Science Writing (1 cr.) Each student identifies a complex project that includes long-forms and/or multi-genres of writing to deliver scientific expertise to non-science readers in a specific community or context. Collaborating through peer-critique and role-playing relevant readerships, students adjust their messages and modes of delivery.

ENG-W 590 Teaching Writing: Theories and Applications (4 cr.) Drawing on current scholarship and relevant statements from the rhetorical tradition, this course examines theoretical assumptions in the design of classroom practices.

ENG-W 597 Writing Center: Theory and Practice (4 cr.) Writing Center Theory & Practice is designed to examine the techniques of consulting with writers, as well as the various theories that guide and inform consulting. The course will focus on the practical components of writing center work and how writing center and composition theories can be applied to a variety of settings, including but not limited to college, middle school, high school, professional, and other community settings. In particular, this course will train students to consult with writers in the IUPUI University Writing Center. Specific topics will include writing process, collaborative learning, approaches to consulting, consultant roles, consulting strategies for multiple populations of students (including but not limited to multilingual writers, first-generation students, returning students), cultural divides in writing centers, the use of technology and multimodal composing in writing centers, online consulting, assessment and research in writing centers, and composition and learning theories that influence writing center work and resource development.

ENG-W 600 Topics in Rhetoric and Composition (4 cr.) Covers selected issues in current composition and rhetorical theory.

ENG-W 605 Writing Project Summer Institute (3-6 cr.) By application and invitation only. For teachers from K-university, who together consider major issues involved in the teaching of writing and explore the pedagogical approaches inherent in these issues. The institute explores current theories of writing and their application in the classroom. Preference given to active classroom teachers.

ENG-W 609 Directed Writing Projects (1-4 cr.) Individual creative or critical writing projects negotiated with the professor who agrees to offer tutorial assistance. Credit hours will vary according to the scope of the project.

ENG-W 615 Graduate Creative Nonfiction Writing (4 cr.) Writing workshop in such modes as personal essay, autobiography, and documentary.

ENG-W 697 Independent Study in Writing 1 (3 cr.)

ENG-Z 520 Second Language Development (3 cr.) Introduction to linguistic, psychological, cognitive, social, and sociocultural approaches to second language development. Explores relationship between second language development and such topics as age, gender, motivation, cognition, and cross-linguistic and sociological influences.

ENG-Z 523 TESOL Methods (3 cr.) This course is designed to help teachers understand, recognize and address the language acquisition challenges of non-native English speakers, both in the U.S. and abroad. The course stresses the development and use of practical techniques and materials to teach ESL based on second-language acquisition principles.

ENG-Z 536 Pedagogical Grammar (3 cr.) The focus of this course is on understanding the functions that grammar fulfills in oral and written communication, analyzing those aspects of grammar most problematic for English language learners, and exploring approaches to helping learners understand and use those structures in meaningful communicative contexts. The course combines theoretical discussion about various aspects of grammar with consideration of how to prepare effective lessons for teaching grammar to learners of different ages, proficiency levels and needs.

ENG-Z 541 English for Specific Purposes (ESP) and Materials Development (3 cr.) P: ENG-Z 523 or instructor's permission. English for Specific Purposes (ESP) focuses on the analysis and teaching of English, including the development of appropriate materials that meet specific language needs of non-native speakers in specific contexts for specific purposes. This course explores and applies the theoretical principles for identifying the needs, developing curricula and preparing teaching materials for ESP contexts.

ENG-Z 545 TESOL Practicum (3 cr.) P: ENG-Z 520 and ENG-Z 523. Students will be placed with a supervising teacher in a class for adult learners of English as a second language. Students will observe and assist the teacher, and then have the opportunity to create, teach and assess lessons.

ENG-Z 570 Second Language Writing (3 cr.) This course explores theories and practices in the teaching and evaluation of second language writing (SLW) as well as connections between first and second language writing, literacy, and culture. Students learn how to identify writing needs, design tasks, and assess writing, and form a philosophy of teaching SLW.

ENG-Z 575 Second Language Learning and Technology (3 cr.) Explores the theory, use, and issues of using technology in second language instruction, focusing specifically on the acquisition of intercultural competence, culture, and pragmatics.

ENG-Z 598 TESOL Internship (3 cr.) P: Completion of ENG-Z 520 and ENG-Z 523, or instructor's approval, and placement by TESOL Program into an approved internship site. The TESOL Internship is designed to provide students with a supervised internship experience in a professional ESL or EFL context. Interns will gain practical, hands-on experience in TESOL, including teaching, research, and/or program administration.

ENG-Z 600 Seminar in TESOL (3 cr.) Topics in this course will vary, but will focus on current issues in TESOL and applied linguistics. May be taken more than once with different topics. Up to 9 credit hours.

ENG-Z 690 Advanced Readings in TESOL (1-4 cr.) P: Approval of Instructor. Directed reading on a focused topic in TESOL and applied linguistics that students initiate, plan, and complete under the direction of an English department faculty member. Credit hours depend on scope of project. May be repeated for up to 6 credit hours.

ENG-Z 699 MA Thesis - TESOL (3 cr.) P: Approval of instructor. MA thesis on an issue in TESOL/applied linguistics.

Capstone

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-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-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-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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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 496 Writing Tudor Training Seminar (3 cr.) P: ENG-W 131 and permission of instructor. Internship in University Writing Center. ENG-W 496 is an internship that

prepares undergraduates to tutor in the University Writing Center.

Creative Writing

ENG-W 206 Introduction to Creative Writing (3 cr.) Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry and drama.

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 ENG W301, ENG W302,or ENG W305. This course is recommended for English majors pursuing a concentration in creative writing.

ENG-W 208 Introduction to Poetry Writing (3 cr.) One of three introductory creative writing courses, the course focuses on the fundamentals of poetry writing exclusively, including the image, the line, metaphor, sound play, and poetic meter. Students will practice a variety of techniques, will engage in weekly reading and writing, and will learn to revise their own poems and to help edit their classmates' work.

ENG-W 280 Literary Editing and Publishing (3 cr.) P: Any literature course; ENG-W 206, ENG-W 207, or ENG-W 208. Principles of editing and publishing literary writing. Kinds of journals, varieties of formats (including print and e-zine), introduction to editing and production processes. Possible focus on genre publishing (fiction, poetry, non-fiction prose), grant writing, web publishing, etc.

ENG-W 301 Writing Fiction (3 cr.) P: ENG-W 206 or ENG-W 207 or permission of the instructor. Further exploration in the art of fiction writing. May be repeated once for credit.

ENG-W 302 Screenwriting (3 cr.) P: ENG-W 206 or ENG-W 207, 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: ENG-W 206 or ENG-W 208 or permission of the instructor. Further exploration in the art of poetry writing.

ENG-W 305 Writing Creative Nonfiction (3 cr.) P: ENG-W 206, ENG-W 207, ENG-W 208, or permission of the instructor. 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 310 Language and the Study of Writing (3 cr.) An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 365 Theories and Practices of Editing (3 cr.) Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-W 401 Writing Fiction (3 cr.) P: ENG-W 301. 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: ENG-W 303. 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: ENG-W 305. An advanced workshop in the craft of creative nonfiction, with special attention given to defining the genre and its craft.

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 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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

ENG-Z 301 History of the English Language (3 cr.) P: ENG-Z 205 is recommended. A study of the origins of the English language, focusing on how and why English has changed over time. Topics include: the process of language standardization and its impact on education and literacy, relationships between language and literature, and the changing role of English around the world.

ENG-Z 302 Understanding Language Structure: Syntax (3 cr.) R: ENG-Z 205 is recommended. An introduction to how language is organized at the sentence level, focusing on what it means to know how to produce and understand grammatical sentences. The acquition of syntax by children learning their first language and non-native speakers learning a second language will be studied.

ENG-Z 310 Language in Context: Sociolinguistics (3 cr.) R: ENG-Z 206 is recommended. This course explores the relationships among language, society, and culture. The interplay between social factors such as age, sex, status, class, and education and language use are discussed within the framework of various theoretical and methodological approaches. Perceptions of several varieties of English are investigated.

English Electives

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

ENG-L 214 Literary Masterpieces II (3 cr.) ENG-L 214 covers major Western literary works from the Renaissance to the twentieth century. Texts are selected from a variety of genres and nations, with an emphasis on works that have been particularly famous and influential. Works by Cervantes, Voltaire, Flaubert, Dostoevsky, Mann, Ibsen, Kafka, and others are typically included. Emphasis will be on making the literature accessible and interesting, relating it to historical events and contexts, and working on important reading and writing skills. Non-English works will be read in English translation.

ENG-L 220 Introduction to Shakespeare (3 cr.) Shakespeare's best-know plays and poems.

ENG-L 245 Introduction to Caribbean Literature (3 cr.) This course will introduce students to the basic themes of Caribbean literature. Specifically, we will examine the ways in which Caribbean writers present a colonial past and its effect on Caribbean culture in their attempts to "write back" to imperial thought. We will examine the politics of decolonization and how writers construct/ reconstruct Caribbean cultures and identities.

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

ENG-L 302 English Literature Survey 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.) Close reading of at least seven later plays of Shakespeare.

ENG-L 348 19th 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 American Literature 1800-1865 (3 cr.) Study of a range of texts from the formative period of the republic to the end of the Civil War. Special attention paid to the shifting definitions and constructions of U.S. American national and cultural identity, as affected by issues of race, environment, transatlantic exchanges, scientific discourse, and the emergence of women writers.

ENG-L 352 American Literature 1865-1914 (3 cr.) Surveys American literature through the development of realism, regionalism, naturalism, and the beginnings of modernism. Considers literature's relation to social and cultural phenomena of this era, such as urbanization, industrialization, immigration, racial tensions, labor strife, changing gender roles, and the spread of mass media and consumer culture.

ENG-L 354 American Literature since 1914 (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 363 American Drama (3 cr.) Main currents in American drama to the present.

ENG-L 364 Native American Literature (3 cr.) A survey of traditional and modern literature by American Indians, especially of the high plains and southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

ENG-L 370 Recent 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.) American fiction of the last twenty years, including such writers as Bellow, Barth, Didion, Malamud, Pynchon, and Updike.

ENG-L 373 Interdisciplinary Approaches to English and American Literature I (3 cr.) Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 376 Literature for Adolescents (3 cr.) A survey of the challenging, sometimes controversial, literature written about and for young adult readers. A wide range of readings, with discussion topics that include "problem" fiction, fantasy and escapism, and censorship. This course is for future teachers and for others interested in the complex phenomenon of coming of age.

ENG-L 378 Studies in Women and Literature (3 cr.) British and American authors, such as George Eliot, Gertrude Stein; groups of authors, such as the Bronte sisters, recent women poets; or genres and modes, such as autobiography, film, criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.) A survey of representative authors and works of American ethnic and minority literature with primary focus on Black, Hispanic, and Native Americans.

ENG-L 382 Fiction of 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.

ENG-L 384 Studies in American Culture (3 cr.) Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Depression), with attention to the relations between literature, the other arts, and the intellectual milieu. May be repeated once for credit.

ENG-L 385 Science Fiction (3 cr.) A survey of the literary and cultural developments in British and American science fiction from its origins to the present with emphasis upon such Golden Age writers as Asimov and Heinlein, such

post-World War II writers as Sturgeon and Clarke, and such New Wave writers as Ellison and Moorcock.

ENG-L 390 Children's Literature (3 cr.) Survey of a wide range (folk tales, fantasy, realistic fiction, poetry and picture books) of literature for children from the early years to junior high school. Readings from the classics of previous centuries and from the best modern works will be treated from the literary-critical perspective, from which pedagogical conclusions follow. Intended for English majors, for the general students, for teachers past and future, and for parents and librarians.

ENG-L 394 Film as Literature (3 cr.) The course approaches the analysis of films through the cinematic equivalents of the tools of literary criticism. It will introduce students to the elements of filmmaking and the methods of literary analysis as a way of reaching an understanding of how films mean.

ENG-L 406 Topics in African American Literature (3 cr.) Focuses on a particular genre, time period, or theme of African-American literature. Examples: 20th-century AA women's novels, black male identity in literature, kinship in AA literature, AA autobiography. May be repeated once for credit.

ENG-L 411 Literature and Society (3 cr.) Influence of political, social, and technological trends on literary works. Topics will vary from semester to semester.

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

ENG-W 230 Science Writing (3 cr.) Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in CBE documentation and style.

ENG-W 260 Writing for Film Criticism (3 cr.) Viewing and critiquing currently playing films, with emphasis on genre, authorship, and cinematic and narrative values. Attention to cultural, historical, and ideological contexts. Students view contemporary films. This is a writing course, which teaches the writing of film criticism; students produce first drafts, present them to classmates for peer reviewing, and complete a final draft for grading. Essays spanning film history serve as models for review writing.

ENG-W 262 Style and Voice for Writers (3 cr.) This multi-genre course focuses on developing students' ability to develop strong written voices by examining published authors stylistic strategies, applying them to students' own work. Students built awareness thereby of unique features of their own stylistic decision-making which stamp their written voices.

ENG-W 310 Language and the Study of Writing (3 cr.) An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 313 The Art of Fact: Writing Nonfiction Prose (3 cr.) P: At least one 200-level writing course or excellent performance in ENG-W 131 and/or ENG-W 132 (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 318 Finding your E-Voice (3 cr.) P: ENG-W 131. This course helps students understand and negotiate the creation of a successful e-voice with academic, personal, and professional applications. Reading, exploration, discussions, activities and practice help students transition from an academic to an "e-voice."

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 326 Nonfiction Writing (3 cr.) This course will introduce students to nonfiction writing genres, including feature writing, profiles, reviews, speechwriting, memoir, opinion, blogs, travel writing, and more. Assigned readings will represent multiple genres; students will identify and analyze rhetorical strategies present in those genres. This course will prepare students for W426 and for writing nonfiction in real world settings.

ENG-W 331 Business and Administrative Writing (3 cr.) Emphasis on proposals, presentations, collaborative and individual reports needed within a business, administrative, or organizational setting. Students discover how the process and products of writing shape organizational culture by studying documents organizations use, from hiring to setting ethical standards, as they communicate both internally and globally.

ENG-W 365 Theories and Practices of Editing (3 cr.) Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-W 366 Written Englishes and Cultures (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 367 Writing for Multiple Media (3 cr.) Introduces principles and practices of multimedia design and implementation, with emphasis on writing in multimedia contexts. Students will consider ways that new media affect the production and reception of writing and its relationship to other forms of communication.

ENG-W 377 Writing for Social Change (3 cr.) This course examines how writing is used to promote social

change, particularly in the United States. Students apply theoretical perspectives learned in the course to analyze the rhetorical nature of texts associated with organizing and social action and to create their own texts, including texts directed to public officials, the media and organizational texts.

ENG-W 390 Topics in Writing and Literacy (3 cr.) Various topics in writing and literacy studies. Each offering will specify how the course counts in the major in writing and literacy. May be repeated once for credit.

ENG-W 396 Writing Fellows Training Seminar (3 cr.) Course prepares experienced undergraduate writers to peer tutor in the Writing Center.

ENG-W 397 Writing Center Theory and Practice (3 cr.) This course will introduce student tutors to research and theory on the writing process, revision, and writing centers, which assumed an important place in composition studies, as writing centers have been an entry point into the field for many scholars/teachers. Areas of focus are scholarship and pedagogy, politics of literacy education and development of reflective tutoring practices.

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 and department chair. Individual critical or creative project worked out in collaboration with a member of the staff who agrees before registration to serve as a consultant. 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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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-L 355 American Novel: Cooper to Dreiser (3 cr.) Representative nineteenth-century American novels.

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 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.

English Studies

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.

ENG-W 206 Introduction to Creative Writing (3 cr.) Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry and drama.

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 ENG W301, ENG W302,or ENG W305. This course is recommended for English majors pursuing a concentration in creative writing.

ENG-W 208 Introduction to Poetry Writing (3 cr.) One of three introductory creative writing courses, the course focuses on the fundamentals of poetry writing exclusively, including the image, the line, metaphor, sound play, and poetic meter. Students will practice a variety of techniques, will engage in weekly reading and writing, and will learn to revise their own poems and to help edit their classmates' work.

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 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-Z 205 Introduction to the English Language (3 cr.) This course is an introduction to how language, and English in particular, is structured, including sounds (phonetics and phonology), words (morphology),

sentences (syntax) and meaning (semantics). Discussions focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning.

ENG-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

Film Studies

FILM-C 292 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 350 Film Noir (3 cr.) Private detectives, femmes fatales, dark, shadowy criminal underworlds. But what, really, is Film Noir? A genre? A historical cycle? Film scholars don't agree. Ironic noirs of the1940's and 1950's lurk here alongside international examples, precursors, and contemporary neo-noirs.

FILM-C 351 Musicals (3 cr.) A study of the genre from the dawn of "talkies" to the Glee era; the film musical in its folk, fairy tale, and show business variants; the "organic" musical; Busby Berkeley; Astaire and Rogers; the Freed Unit at M-G-M; Broadway adaptations; revisionist musicals; revival in the 2000s: All will be covered.

FILM-C 353 History of Animated Cinema (3 cr.) This course will explore one of the most popular and durable of all film genres, animation. We will look at the development of animation in all its aspects-as short subjects shown before features, animation as modern art, and the competition in the 1930s between the Walt Disney Studio in Bur-bank, California and the New York-based and more adult-oriented Fleischer Studios. We will see how Disney's move to features changed the medium even as the anarchic shorts from Warner Bros.- "Termite Terrace" influenced popular culture for many years. We will see the evolution of animation from a drawn, cel-based medium to the three-dimensional computer animation of Pixar, Dream-Works, and other animation studios of today. We will also look at animation internationally, with particular attention to Japanese animation and animation as modern art, as well as the effects of computer generated imagery (CGI) on live-action films. There will be regular class screenings.

FILM-C 361 Hollywood Studio Era 1930-1949 (3 cr.) Hollywood's "Golden Age"; "pre-Code" era; genres, auteurs, and stars; "House style"; "mass audience" when that meant something; the House Un-American Activities Committee and the Hollywood Ten; the U.S. vs. Paramount decision and other factors that ended the era.

FILM-C 362 Hollywood in the 1950s (3 cr.) A period of transition and reinvention. Television, the blacklist, widescreen, Method acting, psychological realism, the decline of the Production Code, the influence of art cinema; iconic films from Sunset Blvd. to Some Like It Hot, Singin' in the Rain to The Searchers, Rebel Without a Cause to On the Waterfront.

FILM-C 364 The Hollywood Renaissance: 1967-80 (3 cr.) Survey of an era of great change in American Cinema: the Civil Rights movement, the Vietnam War, and second-wave feminism, and international art cinemas impacted genres and conventions, in a crucial time of creative experimentation. The Hollywood Renaissance can still be felt in American independent as well as mainstream cinemas.

FILM-C 380 French Cinema (3 cr.) Arguably the world's most fervid and versatile film culture; the first public film showings; the first fantasy/science fiction films; the wide-screen lens; the idea of film noir, the Auteur Theory, the New Wave; philosophy and aesthetics, culture and politics; the cross-pollenation between French and U.S. cinemas.

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 from its beginnings in 1895 to approximately 1949. We will see classic films in their historical, political, and social contexts. The class includes the silent era, the coming of sound in the late 1920s, the Golden Age of Hollywood, Film Noir, and world cinema before, during, and immediately after World War II, including movements such as French Poetic Realism and Italian postwar Neo-Realism.

FILM-C 394 History of European and American Films II (3 cr.) C394 is a survey of world cinema since 1950. Particular attention will paid to representative work of leading filmmakers, the emergence of film movements and the development of national trends, the diversification of film industries, and the growth of cinema internationally, from European countries such as Italy, France, and Germany, to Japan to China to Hong Kong to Iran and South America. We study the impact of changing technologies, such as television, home video, and the digital revolution.

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.

ENG-W 260 Writing of Film Criticism (3 cr.) Viewing and critiquing currently playing films, with emphasis on genre, authorship, and cinematic and narrative values. Attention to cultural, historical, and ideological contexts. Students view contemporary films. This is a writing course, which teaches the writing of film criticism; students produce first drafts, present them to classmates for peer reviewing, and complete a final draft for grading. Essays spanning film history serve as models for review writing.

ENG-W 302 Screenwriting (3 cr.) P: ENG-W 206 or ENG-W 207, 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.

Internship

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.

Linguistics

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.

ASL-L 340 Interpreting Discourse: ASL to 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.

ENG-W 310 Language and the Study of Writing (3 cr.) An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-Z 104 Language in our World (3 cr.) This course explores the power and importance of language in our everyday lives and looks at how language unites and separates us culturally, politically, socially, and psychologically.

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.) This course is an introduction to how language, and English in particular, is structured, including sounds (phonetics and phonology), words (morphology), sentences (syntax) and meaning (semantics). Discussions focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning.

ENG-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

ENG-Z 301 History of the English Language (3 cr.) P: ENG-Z 205 is recommended. A study of the origins of the English language, focusing on how and why English has changed over time. Topics include: the process of language standardization and its impact on education and literacy, relationships between language and literature, and the changing role of English around the world.

ENG-Z 302 Understanding Language Structure: Syntax (3 cr.) R: ENG-Z 205 is recommended. An introduction to how language is organized at the sentence level, focusing on what it means to know how to produce and understand grammatical sentences. The acquisition of syntax by children learning their first language and non-native speakers learning a second language will be studied.

ENG-Z 303 Understanding Language Meaning: Semantics (3 cr.) Examines the question of meaning, with a focus on the English language. After introducing various approaches to the study of meaning, the course examines how linguistic semantics analyzes such concepts as entities, events, time, space, possibility, and negation, and how these relate to human culture and cognition.

ENG-Z 310 Language in Context: Sociolinguistics (3 cr.) R: ENG-Z 206 is recommended. This course explores the relationships among language, society, and culture. The interplay between social factors such as age, sex, status, class, and education and language use are discussed within the framework of various theoretical and methodological approaches. Perceptions of several varieties of English are investigated.

ENG-Z 370 Second Language Writing (3 cr.) R: ENG-Z 206 is recommended. The course will consider theories and practices in the teaching and evaluation of second language writing (SLW). It will explore connections between first and second language writing, literacy, culture, and a variety of purposes. Students will learn how to identify writing needs, design tasks, and assess writing, and will form a philosophy of teaching SLW.

ENG-Z 405 Topics in the Study of Language (3 cr.) This is a variable topics course in the study of the English Language.

ENG-Z 432 Second Language Acquisition (3 cr.) P: ENG-Z 205. 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-Z 434 Introduction to Teaching English as a Second Language (3 cr.) P: ENG-Z 432 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.

Literature

ENG-L 105 Appreciation of Literature (3 cr.) An introduction to drama, fiction, and poetry, stressing the enjoyment and the humane values of each form. The course will provide experiences 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.) Students in this course develop critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

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.) A basic course that will enable students to talk and write about poetry.

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 engages students 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 reading, appreciation of aesthetic values, enjoyment of reading.

ENG-L 214 Literary Masterpieces II (3 cr.) This course introduces students to major Western literary works from the Renaissance to the twenty-first century. Texts are selected from a variety of genres and nations, with an emphasis on works that have been particularly famous and influential. Works by Cervantes, Voltaire, Flaubert, Dostoevsky, Mann, Ibsen, Kafka, and others are typically included. Emphasis will be on making the literature accessible and interesting, relating it to historical events and contexts, and working on important reading and writing skills. Non-English works will be read in English translation.

ENG-L 220 Introduction to Shakespeare (3 cr.) Shakespeare's best-know plays and poems.

ENG-L 245 Introduction to Caribbean Literature (3 cr.) This course will introduce students to the basic themes of Caribbean literature. Specifically, we will examine the ways in which Caribbean writers present a colonial past and its effect on Caribbean culture in their attempts to "write back" to imperial thought. We will examine the politics of decolonization and how writers construct/reconstruct Caribbean cultures and identities.

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

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

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 American Literature 1800-1865 (3 cr.) This course surveys a range of texts from the formative period of the republic to the end of the Civil War. Special attention paid to the shifting definitions and constructions of U.S. American national and cultural identity, as affected by issues of race, environment, transatlantic exchanges, scientific discourse, and the emergence of women writers and writers of color.

ENG-L 352 American Literature 1865-1914 (3 cr.) This course surveys American literature through the development of realism, regionalism, naturalism, and the beginnings of modernism. We consider literature's relation to social and cultural phenomena of this era, such as urbanization, industrialization, immigration, racial tensions, labor strife, changing gender roles, and the spread of mass media and consumer culture.

ENG-L 354 American Literature since 1914 (3 cr.) This course surveys modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

ENG-L 364 Native American Literature (3 cr.) A survey of traditional and modern literature by American Indians, especially of the high plains and southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

ENG-L 370 Recent Black American Writing (3 cr.) A study of the major black American writers, with special emphasis on recent writing. Writers such as Morrison, Mosely, Ward, Whitehead and Coates may be included.

ENG-L 372 Contemporary American Fiction (3 cr.) American fiction of the last twenty years, including such

writers as Bellow, Barth, Didion, Malamud, Pynchon, and Updike.

ENG-L 373 Interdisciplinary Approaches to English and American Literature I (3 cr.) Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 376 Literature for Adolescents (3 cr.) A survey of the challenging, sometimes controversial, literature written about and for young adult readers. A wide range of readings, with discussion topics that include "problem" fiction, fantasy and escapism, and censorship. This course is for future teachers and for others interested in the complex phenomenon of coming of age.

ENG-L 378 Studies in Women and Literature (3 cr.) This course engages in an in-depth focus on major British and American authors such as George Eliot, Gertrude Stein, or Tori Morrison; groups of authors such as the Bronte 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.) A survey of representative authors and works of American ethnic and minority literature with primary focus on African American, Latinx, Asian American, and Native Americans writers.

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. May be repeated once for credit.

ENG-L 384 Studies in American Culture (3 cr.) Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Depression), with attention to the relations between literature, the other arts, and the intellectual milieu. May be repeated once for credit.

ENG-L 385 Science Fiction (3 cr.) A survey of the literary and cultural developments in science fiction from its origins to the present with emphasis upon Golden Age writers such as Asimov and Heinlein, post-World War II writers such as Bradbury and Clarke, and New Wave and contemporary writers such as LeGuin, Butler and Gaiman.

ENG-L 387 Queer Literary Studies (3 cr.) This course offers an exploration of poetry, fiction, drama, and creative non-fiction with attention to queer style, themes, and literary histories. The course theme is the history and influence of queer identity in canonical British and American literature. Topics include queer theory, representations of LGBTQ+ experience in various literary movements, and queer poetics.

ENG-L 390 Children's Literature (3 cr.) Survey of a wide range (folk tales, fantasy, realistic fiction, poetry and picture books) of literature for children from the early years to junior high school. Readings from the classics of previous centuries and from the best modern works will be treated from the literary-critical perspective, from which pedagogical conclusions follow. Intended for English majors, for the general students, for teachers past and future, and for parents and librarians.

ENG-L 394 Film as Literature (3 cr.) The course approaches the analysis of films through the cinematic equivalents of the tools of literary criticism. It will introduce students to the elements of filmmaking and the methods of literary analysis as a way of reaching an understanding of how films produce and convey meaning.

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 411 Literature and Society (3 cr.) Influence of political, social, and technological trends on literary works. Topics will vary from semester to semester.

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 through the present day. Students will compare Shakespeare plays with more recent 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.) This course engages students in an in-depth study of one or more major writers or of one significant theme or form. Subject varies each semester. May be repeated once for credit.

ENG-L 478 Illness Narrative (3 cr.) This course explores the world of medical storytelling in literature and the arts. We study interpretations of the experience of illness as narrated across a range of genres including nonfiction, fiction, poetry, drama, and film.

ENG-L 495 Individual Readings in English (3 cr.) P: Consent of instructor or department chair. May be repeated once for credit.

ENG-W 280 Literary Editing and Publishing (3 cr.) P: Any literature course; ENG-W 206, ENG-W 207, or ENG-W 208. Principles of editing and publishing literary writing. Kinds of journals, varieties of formats (including print and e-zine), introduction to editing and production processes. Possible focus on genre publishing (fiction, poetry, non-fiction prose), grant writing, Web publishing, etc.

ENG-W 365 Theories and Practices of Editing (3 cr.) Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-Z 205 Introduction to the English Language (3 cr.) This course is an introduction to how language, and English in particular, is structured, including sounds (phonetics and phonology), words (morphology), sentences (syntax) and meaning (semantics). Discussions

focus on examples from everyday language and the application of these basic concepts to real world contexts, including language teaching and learning.

ENG-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context in language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines.

ENG-Z 301 History of the English Language (3 cr.) P: ENG-Z 205 is recommended. A study of the origins of the English language, focusing on how and why English has changed over time. Topics include: the process of language standardization and its impact on education and literacy, relationships between language and literature, and the changing role of English around the world.

ENG-Z 302 Understanding Language Structure: Syntax (3 cr.) R: ENG-Z 205 is recommended. An introduction to how language is organized at the sentence level, focusing on what it means to know how to produce and understand grammatical sentences. The acqusiition of syntax by children learning their first language and non-native speakers learning a second language will be studied.

ENG-Z 310 Language in Context: Sociolinguistics (3 cr.) R: ENG-Z 206 is recommended. This course explores the relationships among language, society, and culture. The interplay between social factors such as age, sex, status, class, and education and language use are discussed within the framework of various theoretical and methodological approaches. Perceptions of several varieties of English are investigated.

Professional and Public Writing

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-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 230 Science Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher) Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in various styles of scientific documentation.

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing reviews, critical bibliographies, research and technical reports, proposals and papers.

ENG-W 262 Style and Voice for Writers (3 cr.) This multi-genre course focuses on developing students' ability to develop strong written voices by examining published authors stylistic strategies, applying them to students' own work. Students built awareness thereby of unique features of their own stylistic decision-making which stamp their written voices.

ENG-W 270 Argumentative Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

ENG-W 310 Language and the Study of Writing (3 cr.) An introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 313 The Art of Fact: Writing Nonfiction Prose (3 cr.) P: At least one 200-level writing course or excellent performance in ENG-W 131 and/or ENG-W 132 (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 318 Finding your E-Voice (3 cr.) P: ENG-W 131. This course helps students understand and negotiate the creation of a successful e-voice with academic, personal, and professional applications. Reading, exploration, discussions, activities and practice help students transition from an academic to an "e-voice."

ENG-W 331 Business and Administrative Writing (3 cr.) Emphasis on proposals, presentations, collaborative and individual reports needed within a business, administrative, or organizational setting. Students discover how the process and products of writing shape organizational culture by studying documents organizations use, from hiring to setting ethical standards, as they communicate both internally and globally.

ENG-W 365 Theories and Practices of Editing (3 cr.) Students will examine textual and literary approaches to editing given particular rhetorical contexts. Emphasis will be placed on how to make editorial judgments that promote editorial standards without violating authorial intent.

ENG-W 366 Written Englishes and Cultures (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 377 Writing for Social Change (3 cr.) This course examines how writing is used to promote social change, particularly in the United States. Students apply theoretical perspectives learned in the course to analyze the rhetorical nature of texts associated with organizing and social action and to create their own texts, including texts directed to public officials, the media and organizational texts.

ENG-W 390 Topics in Writing and Literacy (3 cr.) Various topics in writing and literacy studies. Each offering will specify how the course counts in the major in writing and literacy. May be repeated once for credit.

ENG-W 397 Writing Center Theory and Practice (3 cr.) This course will introduce student tutors to research and theory on the writing process, revision, and writing centers, which assumed an important place in composition studies, as writing centers have been an entry point into the field for many scholars/teachers. Areas of focus are scholarship and pedagogy, politics of literacy education and development of reflective tutoring practices.

ENG-W 398 Internship in Writing (1-3 cr.) Combines study of writing with practical experience of working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor.

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 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 in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing. Application of this "real-life" writing comes when ENG-W 426 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-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 370 Second Language Writing (3 cr.) R: ENG-Z 206 is recommended. The course will consider theories and practices in the teaching and evaluation of second language writing (SLW). It will explore connections between first and second language writing, literacy, culture, and a variety of purposes. Students will learn how to identify writing needs, design tasks, and assess writing, and will form a philosophy of teaching SLW.

English for Academic Purposes

ENG-G 101 Special Topics in EAP (1-4 cr.) Designed for EAP students, this course provides an introduction to English for Academic Purposes. The students will study the grammatical structures of the English language,EAP vocabulary, and their use in EAP speaking, listening, and reading.

ENG-G 109 Intermediate EAP: Listening and Speaking (3 cr.) C: 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.

ENG-G 110 Intermediate EAP: Reading, Writing, and Grammar (3 cr.) C: ENG G109 This course introduces and reviews basic English grammatical structures; presents basic reading strategies and vocabulary development; and focuses on functional language use and study skills.

ENG-G 111 Academic English Reading: Perspectives on Culture/Society (3 cr.) In this course, non-native English speaking students will develop their academic reading, (cross) cultural understanding, and critical thinking skills through indepth reading. Students will read academic texts about current socio-cultural issues and explore their meaning in U.S. and global context. The students will learn how to critically analyze, interpret, and synthesize texts they read. They will demonstrate their reading and cultural analysis skills in discussions, oral presentations, and written responses and analyses of academic readings. Vocabulary building for college-level communication is integrated into the instruction.

ENG-G 112 Listening and Speaking Skills for Academic Purposes (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 114 EAP Grammar (1 cr.) C: ENG G111 This course introduces and reviews English grammatical structures for EAP students. As a co-requisite of G111 (Academic English Reading), the course provides practice in and clarification of grammatical structures in academic texts at high-intermediate levels of EAP. Students from other EAP courses may be identified as needing additional EAP grammar support based on an instructor-led evaluation and can, therefore, be required

to complete the course, as well. The class is conducted as a lab in which students will meet face to face with an instructor part of the time and then complete work on assigned grammar units outside of class. In class additional instruction and practice will be given, and students will complete assessments (quizzes and exams) focused on EAP grammar.

ENG-G 115 English Pronunciation for Academic Purposes (1 cr.) This course provides instruction and practice in English pronunciation. The objective is to help non-native English speakers achieve clear communication skills for their academic work and beyond. Through focused input and practice, students will be trained to perceive and produce the sounds, rhythm, intonation, and stress patterns of English.

ENG-G 130 Principles of Composition for English for Academic Purposes (3 cr.) Adapted for EAP students, ENG G130, which will be the EAP equivalent of ENG W130, is for students who have taken the EAP placement test and who subsequently need a semester of writing instruction before taking ENG G131, which is the credit-bearing equivalent of ENG W131. Like ENG W130, G130 will provide practice in writing papers for a variety of purposes and audiences and attention to sentence and paragraph structure.

ENG-G 131 Reading, Writing, and Inquiry (3 cr.) Adapted for EAP students, ENG G131, which will be the EAP equivalent of ENG W131 and satisfy the freshman writing requirement, teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

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.) A language skills course focusing on (1) grammatical structures and reading strategies required to understand legal texts and material, and (2) listening skills needed for the law school classroom. Instruction in fundamental organizational patterns in writing is provided as needed.

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 515 English Pronunciation for Academic Purposes (1 cr.) This course provides instruction and practice in English pronunciation. To help non-native English speakers achieve clear communication skills for their academic work and beyond. Through focused input and practice, trained to perceive and produce the sounds and linking of sounds in English and the native-like rhythm, intonation, and stress patterns.

Writing

ENG-W 131 Reading, Writing, And Inquiry (3 cr.) ENG-W 131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

ENG-W 140 Reading, Writing, and Inquiry: Honors (3 cr.) Offers an introductory writing course for advanced first-year writers. Like W131, W140 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

ENG-W 230 Science Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). Instruction in preparing scientific reports, proposals, visuals, and research projects with instruction in various styles of scientific documentation.

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131 (with a grade of C or higher). To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing reviews, critical bibliographies, research and technical reports, proposals and papers.

ENG-W 270 Argumentative Writing (3 cr.) P: ENG-W 131 or ENG-W 140 (with a grade of C or higher). Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

English (ENG, EAP, FILM, LING)

ENG-D 600 History to the English Language (4 cr.) Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

ENG-G 500 Introduction to the English Language (4 cr.) An introduction to the English language: its nature, structure, and development.

ENG-G 625 Discourse Analysis and Introduction to Research (4 cr.) This course introduces students to current approaches to text and discourse coherence, including recent theories of cognitive and interactional text modeling.

ENG-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.) Instruction in the materials, tools, and methods of research. The course is especially designed to familiarize beginning graduate students with the research expectations associated with graduate study in literature.

ENG-L 503 Teaching of Lit in College (2-4 cr.) Classroom teaching of literature in the light of current approaches.

ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.) The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

ENG-L 508 Practicum on Teaching Literature in College (2-4 cr.) Topics include syllabus construction, lecture and discussion techniques, use and evaluation of written work. Offered in two formats: as a practicum in course and syllabus design for a future undergraduate course; or as a practicum for AIs running concurrently with the related undergraduate course.

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 (1-4 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 Readings in Shakespeare (4 cr.) Critical analysis of selected tragedies, comedies, history plays, and poetry.

ENG-L 635 Readings in American Ethnic Literature and Culture (4 cr.) In-depth or comparative study of African-American, Asian American, Latino/a, Chicano/a, Native American, and/or other American ethnic literature and culture.

ENG-L 643 Readings in Colonial and Postcolonial Literatures (4 cr.) Study of literature within the historical, cultural and political context of European colonialism and anti- or post-colonial resistance. Topics might include the role of literature in the formation of nations and national consciousness, literatures of particular nations, or postcolonial theory.

ENG-L 650 Studies in American Literature to 1900 (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant in the period.

ENG-L 666 Survey of Children's Literature (3-4 cr.) A survey of literature written for children and adolescents from the medieval period to the present.

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.

ENG-L 701 DESC BIBLIOGRAPHY/TEXTUAL PROB (4 cr.)

ENG-W 500 Teaching Writing: Issues and Approaches (4 cr.) Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG-W 501 Practical Teaching of Composition (4 cr.) Practical teaching of composition; current theories and policies.

ENG-W 508 Creative Writing for Teachers (4 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggest strategies for critiquing creative work, and provide guidance in developing creative-writing curriculum. Emphasis on hands-on writing activities in three genres, adaptable for use with students at entry level.

ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.) This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study.

Special emphasis will be placed on research methods in this field.

ENG-W 510 Computers and Composition (4 cr.) Based in current theories about the process of writing, this course surveys the use of computer programs (such as word processing) as writing tools, computer-assisted instruction as teaching aids and computer programs as research aids to study writing.

ENG-W 511 Writing Fiction (4 cr.) A graduate-level fiction writing workshop. Seminar study of advanced techniques in the writing of fiction, both short stories and the novel. Workshop discussion of advanced student work in progress.

ENG-W 513 Writing Poetry (4 cr.) Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members.

ENG-W 525 Research Approaches for Technical and Professional Writing (4 cr.) Students focus on how to learn about content, audiences in their situations, and document design in order to produce high quality publications.

ENG-W 531 Designing and Editing Visual Technical Communication (4 cr.) Students learn principles of designing publications that communicate both visually and verbally.

ENG-W 532 Managing Document Quality (4 cr.) This course will examine and apply principles of planning, researching audience and content, designing publications, drafting, obtaining reviews, conducting user testing, and negotiating within organizational cultures in order to produce effective technical and professional documents.

ENG-W 533 Science Writing (1 cr.) C: COMM-C 533; COMM-C 534. With an emphasis on shorter forms of writing, students discover voices, messages, and forms appropriate for bringing scientific expertise to non-science readers. They practice processes of response, revision, and editing to shape presentations for various readers, contexts, and paths of publication.

ENG-W 535 Advanced Science Writing (1 cr.) Each student identifies a complex project that includes long-forms and/or multi-genres of writing to deliver scientific expertise to non-science readers in a specific community or context. Collaborating through peer-critique and role-playing relevant readerships, students adjust their messages and modes of delivery.

ENG-W 590 Teaching Writing: Theories and Applications (4 cr.) Drawing on current scholarship and relevant statements from the rhetorical tradition, this course examines theoretical assumptions in the design of classroom practices.

ENG-W 597 Writing Center: Theory and Practice (4 cr.) Writing Center Theory & Practice is designed to examine the techniques of consulting with writers, as well as the various theories that guide and inform consulting. The course will focus on the practical components of writing center work and how writing center and composition theories can be applied to a variety of settings, including but not limited to college, middle school, high school, professional, and other community settings. In particular, this course will train students to consult with writers in the IUPUI University Writing Center. Specific topics will include writing process, collaborative learning, approaches to consulting, consultant roles, consulting strategies for multiple populations of students (including but not limited to multilingual writers, first-generation students, returning students), cultural divides in writing centers, the use of technology and multimodal composing in writing centers, online consulting, assessment and research in writing centers, and composition and learning theories that influence writing center work and resource development.

ENG-W 600 Topics in Rhetoric and Composition (4 cr.) Covers selected issues in current composition and rhetorical theory.

ENG-W 605 Writing Project Summer Institute (3-6 cr.) By application and invitation only. For teachers from K-university, who together consider major issues involved in the teaching of writing and explore the pedagogical approaches inherent in these issues. The institute explores current theories of writing and their application in the classroom. Preference given to active classroom teachers.

ENG-W 609 Directed Writing Projects (1-4 cr.) Individual creative or critical writing projects negotiated with the professor who agrees to offer tutorial assistance. Credit hours will vary according to the scope of the project.

ENG-W 615 Graduate Creative Nonfiction Writing (4 cr.) Writing workshop in such modes as personal essay, autobiography, and documentary.

ENG-W 697 Independent Study in Writing 1 (3 cr.)

ENG-Z 520 Second Language Development (3 cr.) Introduction to linguistic, psychological, cognitive, social, and sociocultural approaches to second language development. Explores relationship between second language development and such topics as age, gender, motivation, cognition, and cross-linguistic and sociological influences.

ENG-Z 523 TESOL Methods (3 cr.) This course is designed to help teachers understand, recognize and address the language acquisition challenges of non-native English speakers, both in the U.S. and abroad. The course stresses the development and use of practical techniques and materials to teach ESL based on second-language acquisition principles.

ENG-Z 536 Pedagogical Grammar (3 cr.) The focus of this course is on understanding the functions that grammar fulfills in oral and written communication, analyzing those aspects of grammar most problematic for English language learners, and exploring approaches to helping learners understand and use those structures in meaningful communicative contexts. The course combines theoretical discussion about various aspects of grammar with consideration of how to prepare effective lessons for teaching grammar to learners of different ages, proficiency levels and needs.

ENG-Z 541 English for Specific Purposes (ESP) and Materials Development (3 cr.) P: ENG-Z 523 or instructor's permission. English for Specific Purposes (ESP) focuses on the analysis and teaching of English, including the development of appropriate materials that meet specific language needs of non-native speakers

in specific contexts for specific purposes. This course explores and applies the theoretical principles for identifying the needs, developing curricula and preparing teaching materials for ESP contexts.

ENG-Z 545 TESOL Practicum (3 cr.) P: ENG-Z 520 and ENG-Z 523. Students will be placed with a supervising teacher in a class for adult learners of English as a second language. Students will observe and assist the teacher, and then have the opportunity to create, teach and assess lessons.

ENG-Z 570 Second Language Writing (3 cr.) This course explores theories and practices in the teaching and evaluation of second language writing (SLW) as well as connections between first and second language writing, literacy, and culture. Students learn how to identify writing needs, design tasks, and assess writing, and form a philosophy of teaching SLW.

ENG-Z 575 Second Language Learning and Technology (3 cr.) Explores the theory, use, and issues of using technology in second language instruction, focusing specifically on the acquisition of intercultural competence, culture, and pragmatics.

ENG-Z 598 TESOL Internship (3 cr.) P: Completion of ENG-Z 520 and ENG-Z 523, or instructor's approval, and placement by TESOL Program into an approved internship site. The TESOL Internship is designed to provide students with a supervised internship experience in a professional ESL or EFL context. Interns will gain practical, hands-on experience in TESOL, including teaching, research, and/or program administration.

ENG-Z 600 Seminar in TESOL (3 cr.) Topics in this course will vary, but will focus on current issues in TESOL and applied linguistics. May be taken more than once with different topics. Up to 9 credit hours.

ENG-Z 690 Advanced Readings in TESOL (1-4 cr.) P: Approval of Instructor. Directed reading on a focused topic in TESOL and applied linguistics that students initiate, plan, and complete under the direction of an English department faculty member. Credit hours depend on scope of project. May be repeated for up to 6 credit hours.

ENG-Z 699 MA Thesis - TESOL (3 cr.) P: Approval of instructor. MA thesis on an issue in TESOL/applied linguistics.

Geography (GEOG)

Lower-Division Courses

GEOG-G 107 Physical Systems of the Environment (3 cr.) Explores the physical processes of the Earth--its weather, climate, landforms, oceans and ecosystems--and analyzes a range of environmental issues.

GEOG-G 108 Physical Systems of the Environment: Laboratory (2 cr.) P: or C: GEOG-G107. Laboratory to complement G107. Practical and applied aspects of Meterology, Climatology, Vegetation, Soils and Landforms.

GEOG-G 110 Human Geography in Changing World (3 cr.) How do languages, religions, customs, and politics change from local to global scales? Learn how humans shape geographic patterns of migration, agriculture, industry, and urbanization.

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 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 soils 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 208 Environment and Society (3 cr.) Just as we shape the environment, the environment shapes us. From globalization to food production to climate change, learn how humans and environments interact.

Upper-Division Courses

GEOG-G 300 The World of Maps (3 cr.)

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 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.) A geographic introduction to Latin America: the Caribbean, Mexico, Central America, South America. Focus is on elements that give coherence and identity to geographic space in Latin America. Topics include the natural environment, settlement, the agrarian sphere, urbanization and industrialization, regional development issues and geopolitical themes.

GEOG-G 324 Geography of the Caribbean (3 cr.) Geographic introduction to the Caribbean, stressing global and regional political and economic relation-ships, 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 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.) Introduction to the principles and applications of computer-based geographic information systems (GIS).

GEOG-G 344 Urbanization: A Geographic Perspective (3 cr.) Global evolution of cities. Theories and policies dealing with the location, growth, size, interrelationships and spatial functions of urban areas.

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 viniculture 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 viniculture 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.

GEOG-G 404 Soils Geography (3 cr.) Soils, 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 410 Medical Geography (3 cr.) An examination of the ecology of human disease and the distributional patterns of disease of the earth.

GEOG-G 418 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: GEOG-G 336 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: GEOG-G 338 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 GIS & Environmental Analysis (3 cr.) P: GEOG-G 336, GEOG-G 338, and GEOG-G 436 or GEOG-G 438. 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 GEOG-G 491 capstone course.

GEOG-G 446 Cultural Biogeography (3 cr.) P: GEOG-G 307. 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.) P: GEOG-G 303. 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 478 GLOBAL CHANGE, FOOD, AND FARMING SYSTEMS (3 cr.) P: Junior or Senior Status; Consent of the instructor. Introduction to food production and consumption systems, emphasizing linkages to land use and social change on food/farming system sustainability. Topics include urbanization population growth and economic liberalization; farming livelihoods, gender and poverty; biotechnology; agroecology, global health.

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 non-majors with appropriate preparation, including GEOG-G 309 and GEOG-G 311. May be taken alone or concurrently with another course.

Graduate Courses

GEOG-G 502 Introduction to Transportation Analysis (3 cr.) An examination of movement of people, goods, and information over space using spatial analysis and planning techniques.

GEOG G535 ENVIRONMENTAL REMOTE SENSING (3 cr.) Principles of remote sensing of the earth and its atmosphere, emphasizing satellite data in visible, infrared, and microwave portions of the electromagnetic spectrum. Emphasis on practical applications and digital image analysis. A satellite data analysis project is required.

GEOG-G 536 Advanced Remote Sensing (3 cr.) P: GEOG-G 535 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 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. Laboratory exercises will provide significant hands-on experience. Lecture and laboratory.

GEOG-G 539 Advanced Geographic Information Systems (3 cr.) P: GEOG-G 538 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 Geography Internship (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 578 Global Change, Food and Farming Systems (3 cr.) P: 6 credits in geography or consent of instructor. Introduction to food production and consumption systems, emphasizing linkages to land use and social change on food/farming system sustainability. Topics include: urbanization population growth and economic liberalization; farming livelihoods, gender and poverty; biotechnology; agro-ecology; global health.

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 590 Graduate Topics in Geography (3 cr.) An examination of selected problems and issues in geography or from a geographic perspective. Topics vary from semester to semester.

GEOG-G 602 TOPICS SEMINAR: Climate, Land, and Enironmental Change (3 cr.) P: Consent of instructor. Topics will vary to consider aspects of climate, land and environmental change.

GEOG-G 639 GIS and Environmental Analysis (3 cr.) P: GEOG-G 535, GEOG-G 538, and GEOG-G 536 or GEOG-G 539. 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: GEOG-G 538. 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 845 Research Papers in Geography (3 cr.) P: Admission to MS GIS Program and permission of major advisor. Research papers under the supervision of a faculty committee. Graduate students in the MS in Geographic Information Science program who choose the research papers option (as opposed to the thesis) will develop two research papers under supervision of their major advisor and two additional faculty members.

GEOG-G 850 Masters Thesis (1-6 cr.) Directed research and writing under the supervision of a faculty committee.

Individualized Major Program (SLA)

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: SLA 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.

Global and International Studies (INTL)

INTL-I 100 Introduction to International Studies (3 cr.) This introductory, interdisciplinary course exposes students to the various academic approaches essential to international studies and to the various concentrations that comprise the major.

INTL-I 300 Topics in International Studies (3 cr.) This course focuses on the intensive study and analysis of selected international problems and issues within an interdisciplinary format. Topics will vary but will cut across fields, regions, and periods.

INTL-I 400 International Studies Capstone Seminar (3 cr.) This required seminar is designed for senior majors who have completed all of the International Studies degree requirements to consolidate their studies. Students complete a project that addresses an issue appropriate to their concentration.

INTL-I 415 Individual Readings in International Studies (3 cr.) Students conduct individual research projects on an international issue under the direction of a faculty member.

Student and faculty member should develop a project and submit a "contract" to the department for approval.

Courses

Undergraduate Courses

JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) Survey of the institutions of journalism and mass communication, their philosophical foundations, history, processes, economic realities and effects.

JOUR-J 150 An Introduction to Sports Journalism (3 cr.) This course will explore the state and practice of sports journalism through a variety of avenues including case studies, prominent sports journalists, executives and athletes. The course will provide an opportunity for students to learn the craft of sports media by examining some of the most controversial sports stories of this decade. And, to ask the questions about fairness in coverage, economics behind story, societal issues, and portraying characters as real people.

JOUR-J 200 Reporting, Writing and Editing I (3 cr.) P: ENG-W 131 or ENG-W 140. and fundamental computer skills. Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 210 Visual Communication (3 cr.) Theories of visual communications including human perception, psychology of color and principles of design. Application of those theories to photography, video and graphic design in news communication.

JOUR-J 219 Introduction to Public Relations (3 cr.) Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, media relations, measurement and assessment methods, ethics, and law.

JOUR-J 300 Communications Law (3 cr.) P: Sophomore standing or above. History and philosophy of laws pertaining to free press and free speech. Censorship, libel, contempt, obscenity, right of privacy, copyright, government regulations, and business law affecting media operations. Stresses responsibilities and freedoms in a democratic communications system.

JOUR-J 315 Feature Writing (3 cr.) P: JOUR-J 200. or permission of instructor. Emphasis on developing story ideas, identifying sources, organizing materials, planning, and outlining the story. Techniques for capturing the reader's interest.

JOUR-J 320 Principles of Creative Advertising (3 cr.) Analysis of strategy employed in developing creative advertising, with emphasis on role of the copywriter. Research, media, legal aspects, and ethical standards as they apply to the copywriting functions. Place of the creative function within the advertising agency and the retail business.

JOUR-J 335 Advertising Copywriting (3 cr.) P: JOUR-J 200, JOUR-J 320, or permission of the instructor. A study of the principles and practices of writing effective commercial messages for media such as magazines, newspapers, billboards, direct mail, directories, and other promotional copy. It includes studies of message elements: the role of research in developing message strategies: the creative process: and clear, effective, and persuasive copywriting. Application of creative strategy for print and electronic media. Emphasis placed on the development of creative concepts. Requires preparation of advertisements including rough layouts and storyboards.

JOUR-J 340 Public Relations Tactics and Techniques (3 cr.) P: JOUR-J 219. Planning and using a wide variety of public relations tactics and techniques is the cornerstone of an entry-level public relations practitioner's skill set. This course provides extensive hands-on learning and practice in those basic techniques. The course allows students to apply theory and research to actual problem solving.

JOUR-J 341 Newspaper Reporting (3 cr.) P: JOUR-J 200 and JOUR-J 210. Techniques of gathering, analyzing, and writing news and features for newspapers. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 343 Broadcast News (3 cr.) P: JOUR-J 200 and JOUR-J 210. Techniques of gathering, analyzing and writing news and features for broadcast. Practice in interviewing, observation and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 344 Photojournalism Reporting (3 cr.) P: JOUR-J 200 and JOUR-J 210. This is an introductory photojournalism course focusing on the basics of light, camera operation, and the use of chemical and digital darkrooms. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy and law.

JOUR-J 345 Sports Journalism Writing (3 cr.) P: JOUR-J 150, JOUR-J 200 and JOUR-J 210. The class offers overview from its origins to its current status in the twenty-first century. The course will enable students to learn fundamentals of the sports writing process from information gathering and interviewing to writing and editing copy. Students will gain skills necessary for working in today's sports departments and newsrooms.

JOUR-J 351 News Editing (3 cr.) P: JOUR-J 200 and JOUR-J 210. Workshop in fundamentals of editing daily news for both print and online formats. Emphasis on news judgment, fairness, accuracy, editorial balance, grammar, style, language fluency, leadership skills, legal concerns and ethics in the newsroom. Practice in editing copy, writing headlines and cutlines, designing print and online pages, working with multimedia features and making sound, ethical decisions on deadline.

JOUR-J 352 Magazine Editing (3 cr.) P: JOUR-J 200 and JOUR-J 210. Workshop in fundamentals of editing specialized and general interest publications. Individual and team functions are stressed. Attention is given to editorial voice and judgment, fairness, accuracy, and language usage. Practice in writing headlines and titles, layout, design, and use of computer editing technology.

JOUR-J 353 Advanced Broadcast News (3 cr.) P: JOUR-J 200, JOUR-J 210, and JOUR-J 343. Continuing workshop in reporting, writing and editing for broadcast. Individual and team functions are stressed. Emphasis on news judgment, fairness, accuracy, editorial balance and language usage. Practice in editing copy, audio and video tape.

JOUR-J 360 Journalism Specialites (1-3 cr.) Topical course dealing with changing subjects and material from semester to semester. Course may be repeated once for credit.

JOUR-J 361 Issues in Sports Journalism (3 cr.) P: JOUR-J 150. This course will study sports journalism's key policies, trends and issues. It will approach sport from a socio-cultural-historical perspective as well as a contemporary position. It will examine sociological, political, ethical and technological issues. Additionally it will focus on current events and controversies in the world of sports journalism.

JOUR-J 390 Public Relations Writing (3 cr.) P: JOUR-J 200 and JOUR-J 219. or permission of the instructor. A comprehensive survey of corporate publications from newsletters to corporate magazines, tabloids and annual reports with an emphasis on layout and design. Includes refreshing writing skills with review on interviewing and editing.

JOUR-J 400 Careers in Public Relations (1 cr.) P: Junior Standing. Course provides public relations majors and certificate candidates an understanding of the nature of the public profession in preparation for entering the workforce. The course is focused specifically on the tools and techniques needed for a successful job search and successful initial employment.

JOUR-J 402 Careers in Journalism (1 cr.) P: Junior standing or above. Course provides journalism majors and certificate candidates an understanding of the nature of the new and traditional media profession in preparation for entering the work force. The course is focused on the tools and techniques needed for a successful job search and successful initial employment.

JOUR-J 409 Media Management (3 cr.) Research seminar that examines techniques and processes used in managing media organizations. Through discussions, case analysis, and group projects, the course explores organizational missions and social responsibilities, market analysis techniques, personnel management issues, and budgeting.

JOUR-J 410 The Media as Social Institutions (3 cr.) P: JOUR-J 300. and Junior standing or above Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic and cultural factors on the operation of the media.

JOUR-J 414 International News-Gathering Systems (3 cr.) Structure and function of international communication systems and barrier to flow of information among nations. Emphasis on gathering and disseminating information around the world. Study of the major newspapers of the world, international news agencies, and international broadcasting and satellite networks.

JOUR-J 420 Advertising Concepts and Copywriting (3 cr.) P: JOUR-J 320 and JOUR-J 335. Intensive practice in producing effective advertising concepts, copy, and design prototypes for newspaper, magazine, direct mail, outdoor, radio, television, and converged campaigns.

JOUR-J 428 Public Relations Planning & Research (3 cr.) P: JOUR-J 340 and JOUR-J 390. Theories and principles relevant to public relations practices in agency, corporate and nonprofit organizations, including development of goals and objectives, client relationships, budgets and research methods.

JOUR-J 431 Public Relations for Nonprofits (3 cr.) This seminar focuses on how a nonprofit organization creates images and how it shapes its programs and goals to gain public support. Assignments and readings are designed to foster a practical understanding of promotional techniques and campaigns using journalistic and other media. (Offered in summer only.)

JOUR-J 438 Advertising Issues & Research (3 cr.) P: JOUR-J 300, JOUR-J 320, JOUR-J 335, and JOUR-J 420. Seminar on current developments and problems concerning advertising as an economic and social force. Stresses independent investigation on topics such as politics and advertising and advertising and public taste.

JOUR-J 450 History of Journalism (3 cr.) American social-intellectual history integrated with the story of news media development, emphasizing the historical relationship of the mass media to American social, economic, and cultural patterns and developments. Origin, growth, shortcomings, and achievements of media. Impact of society on the media and vice versa.

JOUR-J 460 Topics Colloquium (1-3 cr.) P: Junior or Senior standing. Topical seminar dealing with changing subjects and material from semester to semester. May be repeated once for credit with a different topic.

JOUR-J 463 Graphic Design I (3 cr.) P: JOUR-J 200 and JOUR-J 210. This design course incorporates electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.

JOUR-J 475 Race, Gender, and the Media (3 cr.) Survey and analysis of how news and entertainment media represent issues of race and gender. History of women and people of color as media professionals and media consumers. Discussion of contemporary problems and potential solutions.

JOUR-J 492 Media Internship (1 cr.) P: Prior approval of the faculty member; journalism majors only. (S/F Grading) Supervised professional experience in communications media. May be repeated, but a student may take no more than three credit hours total of internship credit for the journalism degree.

JOUR-J 499 Honors Research in Journalism (1-3 cr.) Opportunity for independent reading, research, and experimentation on relevant issues in mass communications. Work with faculty member on individual basis.

Sports Journalism

JOUR-J 150 An Introduction to Sports Journalism (3 cr.) This course will explore the state and practice of sports journalism through a variety of avenues including case studies, prominent sports journalists, executives and athletes. The course will provide an opportunity for students to learn the craft of sports media by examining some of the most controversial sports stories of this decade. And, to ask the questions about fairness in coverage, economics behind story, societal issues, and portraying characters as real people.

JOUR-J 345 Sports Writing (3 cr.) P: J150, J200, J210. This class will offer an overview of sports writing from its origins to its current status in the twenty-first century. The course will teach students fundamentals of the sports-writing process from information gathering and interviewing to writing and editing copy. Students will gain requisite skills for working in today's sports departments and will write and publish stories on IUPUI athletics and area professional teams and events.

JOUR-J 361 Issues in Sports Journalism (3 cr.) P: J150. This course will study sports journalism's key policies, trends and issues. It will examine sociological, political, legal, ethical and technological issues in college and professional sports. It will focus on current events and controversies in the world of sports journalism. This course will discuss the symbiotic relationship between sport media and race, gender, doping, steroids, sexuality and homophobia, politics and nationalism, sports fans, loyalty, violence, disability in sport, and other provocative issues.

JOUR-J 501 Public Affairs Reporting (3 cr.)
This course includes lectures and roundtable discussion of problems in covering public affairs issues at the national, state, and local levels. Emphasis is on reporting on government, social welfare agencies, elections, political parties, special interest groups and other areas of general public interest.

JOUR-J 510 Media and Society Seminar (3 cr.)
Probing examination of structure and functions of mass media, stressing interaction among communication agencies and other social institutions. Critical analysis of media performance and policies in light of current economic, political, social, and intellectual thought. Comparative case studies of U.S. media with other national press systems.

JOUR-J 540 Business of Sports Media (3 cr.)
This course will provide a history of how sports media have evolved from radio, network television and magazines into the multi-dimensional world of regional and national cable, the Internet, the networks and other entities. Students will also explore how decisions get made and the financial implications of those decisions.

JOUR-J 541 Digital Sports Journalism (3 cr.)
Students will learn how to adapt their skills in traditional journalistic platforms to the new multimedia environment, including websites and mobile devices. The course will teach students the fundamentals of writing, editing, shooting video and recording audio content for a sports website.

JOUR-J 542 Sports Journalism and Society (3 cr.)
This course provides a broad understanding of how social issues impact sports and how sports impacts society. Included will be a historical overview of sports, athletes' rights, race and gender in sports, the Olympics and international sports, youth sports, the commercialization of sports and the influence of the media on sports.

JOUR-J 543 Sports Law (3 cr.)
Students will develop a basic understanding of the relationship between sports and the law and of the basic concepts of major legal issues—antitrust, labor, contract and intellectual property—in sports today, while translating that knowledge into analytical reporting on those subjects.

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JOUR-J 545 Sports Writing (3 cr.)
This course is an intensive, in-depth and practical instruction on reporting and writing for print, magazines and the Web. This course will include a broad range of sports writing, from long-form narrative for magazines to twittering on the Web. It also will explore the essentials of beat reporting, with experiential learning at live press conferences and events.

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JOUR-J 546 Sports Journalism Research (3 cr.)
This course is all about learning the reporting techniques necessary to conduct effective research, and then distilling, evaluating and interpreting information to provide an accurate public service to readers. The topic is sports, but these reporting, research and advanced analytical skills are necessary for any journalist aspiring to excellence. The research results and database will be published by the end of the semester.

JOUR-J 547 Sports Broadcast Journalism (3 cr.)
Sports Broadcasting has been an essential part of traditional media, but its skills are now transitioning into new forms of an on-line reporting through video and audio reports and features. This class will examine the best practices of television and radio reporting, and analyze how those skills can be effectively translated to digital mediums. It will focus on the differences between writing for audio and video broadcasts, examining how to use word pictures to develop imagery in radio, and developing narratives to complement video, not duplicate it.

JOUR-J 620 Media Coverage of Sports (3 cr.)
This course will study sport policies, trends and issues. From March Madness to the BCS, to Coach Crean, Coach Calipari, Mark Ingram and Brittney Griner, this course will examine athletes, coaches, events and sports media coverage. It will focus on current events and controversies such as amateurism, competitive balance, debate over school mascots, gambling and problems in recruiting and the ensuing media coverage.

Graduate Courses

JOUR-J 501 Public Affairs Reporting (3 cr.) This course includes lectures and roundtable discussion of problems in covering public affairs issues at the national, state, and local levels. Emphasis is on reporting on government, social welfare agencies, elections, political parties, special interest groups and other areas of general public interest.

JOUR-J 510 Media and Society Seminar (3 cr.) Probing examination of structure and functions of mass media, stressing interaction among communication agencies and other social institutions. Critical analysis of media performance and policies in light of current economic, political, social, and intellectual thought. Comparative case studies of U.S. media with other national press systems.

JOUR-J 528 Public Relations Management (3 cr.) Designed to enable students to manage a public relations department. Theories and principles relevant to public relations practiced in agency, corporate and not-for-profit organizations will be covered. This will include developing goals and objectives, working with clients, developing budgets, and research methods.

JOUR-J 529 Public Relations Campaigns (3 cr.) Designed to provide students with the opportunity to develop and execute a PR campaign for a local not-for-profit organization. Students will be exposed to relevant PR theory and in-depth case study analysis.

JOUR-J 531 Public Relations for Non-Profits (3 cr.) Provides a theoretical and practical background in public relations capable of meeting graduate student interest in persuasion, internal and external communications, and tactics for not-for-profit organizations.

JOUR-J 540 Business of Sports Media (3 cr.) This course will provide a history of how sports media have evolved from radio, network television and magazines into the multi-dimensional world of regional and national cable, the Internet, the networks and other entities. Students will also explore how decisions get made and the financial implications of those decisions.

JOUR-J 541 Digital Sports Journalism (3 cr.) Students will learn how to adapt their skills in traditional journalistic platforms to the new multimedia environment, including websites and mobile devices. The course will teach students the fundamentals of writing, editing, shooting video and recording audio content for a sports website.

JOUR-J 542 Sports Journalism and Society (3 cr.) This course provides a broad understanding of how social issues impact sports and how sports impacts society. Included will be a historical overview of sports, athletes rights, race and gender in sports, the Olympics and international sports, youth sports, the commercialization of sports and the influence of the media on sports.

JOUR-J 543 Sports Law (3 cr.) Students will develop a basic understanding of the relationship between sports and the law and of the basic concepts of major legal issues: antitrust, labor, contract and intellectual property in sports today, while translating that knowledge into analytical reporting on those subjects.

JOUR-J 545 Sports Writing (3 cr.) This course will provide intensive field experience and training in sports reporting and writing. This class will give students the basic tools they need to report or write sports for print and online publications. Students will cover beats chronicling one of Indiana's sports teams or organizations. And, they will become proficient in generating story ideas, writing game stories, notebooks, features and enterprise pieces with substance and depth. The class will explore ethical decisions and new judgments also.

JOUR-J 546 Sports Journalism Research (3 cr.) This course is all about learning the reporting techniques necessary to conduct effective research, and then distilling, evaluating and interpreting information to provide an accurate public service to readers. The topic is sports, but these reporting, research and advanced analytical skills are necessary for any journalist aspiring to excellence. The research results and database will be published by the end of the semester.

JOUR-J 547 Sports Broadcast Journalism (3 cr.) Sports Broadcasting has been an essential part of traditional media, but its skills are now transitioning into new forms of an on-line reporting through video and audio reports and features. This class will examine the best practices of television and radio reporting, and analyze how those skills can be effectively translated to digital mediums. It will focus on the differences between writing for audio and video broadcasts, examining how to use word pictures to develop imagery in radio, and developing narratives to complement video, not duplicate it.

JOUR-J 560 Topics Colloquium (1-4 cr.) Topical seminar dealing with changing subjects and material from semester to semester. May be repeated twice for credit with a different topic.

JOUR-J 563 Computerized Publication Design I (3 cr.) This publishing design course incorporates typesetting, electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.

JOUR-J 620 Media Coverage of Sports (3 cr.) This course will study sport policies, trends and issues. From March Madness to the BCS, to Coach Crean, Coach Calipari, Mark Ingram and Brittney Griner, this course will examine athletes, coaches, events and sports media coverage. It will focus on current events and controversies such as amateurism, competitive balance, debate over school mascots, gambling and problems in recruiting and the ensuing media coverage.

JOUR-J 660 Topics Colloquium (3 cr.) Topical seminar dealing with changing subjects and material from semester to semester.

JOUR-J 804 Read and Research in Journalism (1-9 cr.)

Undergraduate

JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) Survey of the institutions of journalism and mass communication, their philosophical foundations, history, processes, economic realities and effects.

JOUR-J 150 An Introduction to Sports Journalism (3 cr.) This course will explore the state and practice of sports journalism through a variety of avenues including case studies, prominent sports journalists, executives and athletes. The course will provide an opportunity for students to learn the craft of sports media by examining

some of the most controversial sports stories of this decade. And, to ask the questions about fairness in coverage, economics behind story, societal issues, and portraying characters as real people.

JOUR-J 200 Reporting, Writing and Editing I (3 cr.) P: ENG-W 131 or ENG-W 140. and fundamental computer skills. Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 210 Visual Communication (3 cr.) Theories of visual communications including human perception, psychology of color and principles of design. Application of those theories to photography, video and graphic design in news communication.

JOUR-J 219 Introduction to Public Relations (3 cr.) Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, media relations, measurement and assessment methods, ethics, and law.

JOUR-J 300 Communications Law (3 cr.) P: Sophomore standing or above. History and philosophy of laws pertaining to free press and free speech. Censorship, libel, contempt, obscenity, right of privacy, copyright, government regulations, and business law affecting media operations. Stresses responsibilities and freedoms in a democratic communications system.

JOUR-J 315 Feature Writing (3 cr.) P: JOUR-J 200. or permission of instructor. Emphasis on developing story ideas, identifying sources, organizing materials, planning, and outlining the story. Techniques for capturing the reader's interest.

JOUR-J 320 Principles of Creative Advertising (3 cr.) Analysis of strategy employed in developing creative advertising, with emphasis on role of the copywriter. Research, media, legal aspects, and ethical standards as they apply to the copywriting functions. Place of the creative function within the advertising agency and the retail business.

JOUR-J 335 Advertising Copywriting (3 cr.) P: JOUR-J 200, JOUR-J 320, or permission of the instructor. A study of the principles and practices of writing effective commercial messages for media such as magazines, newspapers, billboards, direct mail, directories, and other promotional copy. It includes studies of message elements: the role of research in developing message strategies: the creative process: and clear, effective, and persuasive copywriting. Application of creative strategy for print and electronic media. Emphasis placed on the development of creative concepts. Requires preparation of advertisements including rough layouts and storyboards.

JOUR-J 340 Public Relations Tactics and Techniques (3 cr.) P: JOUR-J 219. Planning and using a wide variety of public relations tactics and techniques is the cornerstone of an entry-level public relations practitioner's skill set. This course provides extensive hands-on learning and practice in those basic techniques. The course allows students to apply theory and research to actual problem solving.

JOUR-J 341 Newspaper Reporting (3 cr.) P: JOUR-J 200 and JOUR-J 210. Techniques of gathering, analyzing, and writing news and features for newspapers. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 343 Broadcast News (3 cr.) P: JOUR-J 200 and JOUR-J 210. Techniques of gathering, analyzing and writing news and features for broadcast. Practice in interviewing, observation and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 344 Photojournalism Reporting (3 cr.) P: JOUR-J 200 and JOUR-J 210. This is an introductory photojournalism course focusing on the basics of light, camera operation, and the use of chemical and digital darkrooms. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy and law.

JOUR-J 345 Sports Journalism Writing (3 cr.) P: JOUR-J 150, JOUR-J 200 and JOUR-J 210. The class offers overview from its origins to its current status in the twenty-first century. The course will enable students to learn fundamentals of the sports writing process from information gathering and interviewing to writing and editing copy. Students will gain skills necessary for working in today's sports departments and newsrooms.

JOUR-J 351 News Editing (3 cr.) P: JOUR-J 200 and JOUR-J 210. Workshop in fundamentals of editing daily news for both print and online formats. Emphasis on news judgment, fairness, accuracy, editorial balance, grammar, style, language fluency, leadership skills, legal concerns and ethics in the newsroom. Practice in editing copy, writing headlines and cutlines, designing print and online pages, working with multimedia features and making sound, ethical decisions on deadline.

JOUR-J 352 Magazine Editing (3 cr.) P: JOUR-J 200 and JOUR-J 210. Workshop in fundamentals of editing specialized and general interest publications. Individual and team functions are stressed. Attention is given to editorial voice and judgment, fairness, accuracy, and language usage. Practice in writing headlines and titles, layout, design, and use of computer editing technology.

JOUR-J 353 Advanced Broadcast News (3 cr.) P: JOUR-J 200, JOUR-J 210, and JOUR-J 343. Continuing workshop in reporting, writing and editing for broadcast. Individual and team functions are stressed. Emphasis on news judgment, fairness, accuracy, editorial balance and language usage. Practice in editing copy, audio and video tape.

JOUR-J 360 Journalism Specialites (1-3 cr.) Topical course dealing with changing subjects and material from semester to semester. Course may be repeated once for credit.

JOUR-J 361 Issues in Sports Journalism (3 cr.) P: JOUR-J 150. This course will study sports journalism's key policies, trends and issues. It will approach sport from a socio-cultural-historical perspective as well as a contemporary position. It will examine sociological, political, ethical and technological issues. Additionally it

will focus on current events and controversies in the world of sports journalism.

JOUR-J 390 Public Relations Writing (3 cr.) P: JOUR-J 200 and JOUR-J 219. or permission of the instructor. A comprehensive survey of corporate publications from newsletters to corporate magazines, tabloids and annual reports with an emphasis on layout and design. Includes refreshing writing skills with review on interviewing and editing.

JOUR-J 400 Careers in Public Relations (1 cr.) P: Junior Standing. Course provides public relations majors and certificate candidates an understanding of the nature of the public profession in preparation for entering the workforce. The course is focused specifically on the tools and techniques needed for a successful job search and successful initial employment.

JOUR-J 402 Careers in Journalism (1 cr.) P: Junior standing or above. Course provides journalism majors and certificate candidates an understanding of the nature of the new and traditional media profession in preparation for entering the work force. The course is focused on the tools and techniques needed for a successful job search and successful initial employment.

JOUR-J 409 Media Management (3 cr.) Research seminar that examines techniques and processes used in managing media organizations. Through discussions, case analysis, and group projects, the course explores organizational missions and social responsibilities, market analysis techniques, personnel management issues, and budgeting.

JOUR-J 410 The Media as Social Institutions (3 cr.) P: JOUR-J 300. and Junior standing or above Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic and cultural factors on the operation of the media.

JOUR-J 414 International News-Gathering Systems (3 cr.) Structure and function of international communication systems and barrier to flow of information among nations. Emphasis on gathering and disseminating information around the world. Study of the major newspapers of the world, international news agencies, and international broadcasting and satellite networks.

JOUR-J 420 Advertising Concepts and Copywriting (3 cr.) P: JOUR-J 320 and JOUR-J 335. Intensive practice in producing effective advertising concepts, copy, and design prototypes for newspaper, magazine, direct mail, outdoor, radio, television, and converged campaigns.

JOUR-J 428 Public Relations Planning & Research (3 cr.) P: JOUR-J 340 and JOUR-J 390. Theories and principles relevant to public relations practices in agency, corporate and nonprofit organizations, including development of goals and objectives, client relationships, budgets and research methods.

JOUR-J 431 Public Relations for Nonprofits (3 cr.) This seminar focuses on how a nonprofit organization creates images and how it shapes its programs and goals to gain public support. Assignments and readings are designed to foster a practical understanding of promotional techniques and campaigns using journalistic and other media. (Offered in summer only.)

JOUR-J 438 Advertising Issues & Research (3 cr.) P: JOUR-J 300, JOUR-J 320, JOUR-J 335, and JOUR-J 420. Seminar on current developments and problems concerning advertising as an economic and social force. Stresses independent investigation on topics such as politics and advertising and advertising and public taste.

JOUR-J 450 History of Journalism (3 cr.) American social-intellectual history integrated with the story of news media development, emphasizing the historical relationship of the mass media to American social, economic, and cultural patterns and developments. Origin, growth, shortcomings, and achievements of media. Impact of society on the media and vice versa.

JOUR-J 460 Topics Colloquium (1-3 cr.) P: Junior or Senior standing. Topical seminar dealing with changing subjects and material from semester to semester. May be repeated once for credit with a different topic.

JOUR-J 463 Graphic Design I (3 cr.) P: JOUR-J 200 and JOUR-J 210. This design course incorporates electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.

JOUR-J 475 Race, Gender, and the Media (3 cr.) Survey and analysis of how news and entertainment media represent issues of race and gender. History of women and people of color as media professionals and media consumers. Discussion of contemporary problems and potential solutions.

JOUR-J 492 Media Internship (1 cr.) P: Prior approval of the faculty member; journalism majors only. (S/F Grading) Supervised professional experience in communications media. May be repeated, but a student may take no more than three credit hours total of internship credit for the journalism degree.

JOUR-J 499 Honors Research in Journalism (1-3 cr.) Opportunity for independent reading, research, and experimentation on relevant issues in mass communications. Work with faculty member on individual basis.

Sports

JOUR-J 150 An Introduction to Sports Journalism (3 cr.) This course will explore the state and practice of sports journalism through a variety of avenues including case studies, prominent sports journalists, executives and athletes. The course will provide an opportunity for students to learn the craft of sports media by examining some of the most controversial sports stories of this decade. And, to ask the questions about fairness in coverage, economics behind story, societal issues, and portraying characters as real people.

JOUR-J 345 Sports Writing (3 cr.) P: J150, J200, J210. This class will offer an overview of sports writing from its origins to its current status in the twenty-first century. The course will teach students fundamentals of the sports-writing process from information gathering and interviewing to writing and editing copy. Students will gain requisite skills for working in today's sports departments

and will write and publish stories on IUPUI athletics and area professional teams and events.

JOUR-J 361 Issues in Sports Journalism (3 cr.) P: J150. This course will study sports journalism's key policies, trends and issues. It will examine sociological, political, legal, ethical and technological issues in college and professional sports. It will focus on current events and controversies in the world of sports journalism. This course will discuss the symbiotic relationship between sport media and race, gender, doping, steroids, sexuality and homophobia, politics and nationalism, sports fans, loyalty, violence, disability in sport, and other provocative issues.

JOUR-J 501 Public Affairs Reporting (3 cr.)
This course includes lectures and roundtable discussion of problems in covering public affairs issues at the national, state, and local levels. Emphasis is on reporting on government, social welfare agencies, elections, political parties, special interest groups and other areas of general public interest.

JOUR-J 510 Media and Society Seminar (3 cr.)
Probing examination of structure and functions of mass media, stressing interaction among communication agencies and other social institutions. Critical analysis of media performance and policies in light of current economic, political, social, and intellectual thought. Comparative case studies of U.S. media with other national press systems.

JOUR-J 540 Business of Sports Media (3 cr.)
This course will provide a history of how sports media have evolved from radio, network television and magazines into the multi-dimensional world of regional and national cable, the Internet, the networks and other entities. Students will also explore how decisions get made and the financial implications of those decisions.

JOUR-J 541 Digital Sports Journalism (3 cr.)
Students will learn how to adapt their skills in traditional journalistic platforms to the new multimedia environment, including websites and mobile devices. The course will teach students the fundamentals of writing, editing, shooting video and recording audio content for a sports website.

JOUR-J 542 Sports Journalism and Society (3 cr.)
This course provides a broad understanding of how social issues impact sports and how sports impacts society. Included will be a historical overview of sports, athletes' rights, race and gender in sports, the Olympics and international sports, youth sports, the commercialization of sports and the influence of the media on sports.

JOUR-J 543 Sports Law (3 cr.)
Students will develop a basic understanding of the relationship between sports and the law and of the basic concepts of major legal issues—antitrust, labor, contract and intellectual property—in sports today, while translating that knowledge into analytical reporting on those subjects.

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JOUR-J 545 Sports Writing (3 cr.)
This course is an intensive, in-depth and practical instruction on reporting and writing for print, magazines and the Web. This course will include a broad range of sports writing, from long-form narrative for magazines to twittering on the Web. It also will explore the essentials of beat reporting, with experiential learning at live press conferences and events.

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JOUR-J 546 Sports Journalism Research (3 cr.)
This course is all about learning the reporting techniques necessary to conduct effective research, and then distilling, evaluating and interpreting information to provide an accurate public service to readers. The topic is sports, but these reporting, research and advanced analytical skills are necessary for any journalist aspiring to excellence. The research results and database will be published by the end of the semester.

JOUR-J 547 Sports Broadcast Journalism (3 cr.)
Sports Broadcasting has been an essential part of traditional media, but its skills are now transitioning into new forms of an on-line reporting through video and audio reports and features. This class will examine the best practices of television and radio reporting, and analyze how those skills can be effectively translated to digital mediums. It will focus on the differences between writing for audio and video broadcasts, examining how to use word pictures to develop imagery in radio, and developing narratives to complement video, not duplicate it.

JOUR-J 620 Media Coverage of Sports (3 cr.)
This course will study sport policies, trends and issues. From March Madness to the BCS, to Coach Crean, Coach Calipari, Mark Ingram and Brittney Griner, this course will examine athletes, coaches, events and sports media coverage. It will focus on current events and controversies such as amateurism, competitive balance, debate over school mascots, gambling and problems in recruiting and the ensuing media coverage.

Graduate

JOUR-J 501 Public Affairs Reporting (3 cr.) This course includes lectures and roundtable discussion of problems in covering public affairs issues at the national, state, and local levels. Emphasis is on reporting on government, social welfare agencies, elections, political parties, special interest groups and other areas of general public interest.

JOUR-J 510 Media and Society Seminar (3 cr.) Probing examination of structure and functions of mass media, stressing interaction among communication agencies and other social institutions. Critical analysis of media performance and policies in light of current economic, political, social, and intellectual thought. Comparative case studies of U.S. media with other national press systems.

JOUR-J 528 Public Relations Management (3 cr.)
Designed to enable students to manage a public relations department. Theories and principles relevant to public relations practiced in agency, corporate and not-for-profit organizations will be covered. This will include developing goals and objectives, working with clients, developing budgets, and research methods.

JOUR-J 529 Public Relations Campaigns (3 cr.) Designed to provide students with the opportunity to develop and execute a PR campaign for a local not-for-profit organization. Students will be exposed to relevant PR theory and in-depth case study analysis.

JOUR-J 531 Public Relations for Non-Profits (3 cr.) Provides a theoretical and practical background in public relations capable of meeting graduate student interest in persuasion, internal and external communications, and tactics for not-for-profit organizations.

JOUR-J 540 Business of Sports Media (3 cr.) This course will provide a history of how sports media have evolved from radio, network television and magazines into the multi-dimensional world of regional and national cable, the Internet, the networks and other entities. Students will also explore how decisions get made and the financial implications of those decisions.

JOUR-J 541 Digital Sports Journalism (3 cr.) Students will learn how to adapt their skills in traditional journalistic platforms to the new multimedia environment, including websites and mobile devices. The course will teach students the fundamentals of writing, editing, shooting video and recording audio content for a sports website.

JOUR-J 542 Sports Journalism and Society (3 cr.) This course provides a broad understanding of how social issues impact sports and how sports impacts society. Included will be a historical overview of sports, athletes rights, race and gender in sports, the Olympics and international sports, youth sports, the commercialization of sports and the influence of the media on sports.

JOUR-J 543 Sports Law (3 cr.) Students will develop a basic understanding of the relationship between sports and the law and of the basic concepts of major legal issues: antitrust, labor, contract and intellectual property in sports today, while translating that knowledge into analytical reporting on those subjects.

JOUR-J 545 Sports Writing (3 cr.) This course will provide intensive field experience and training in sports reporting and writing. This class will give students the basic tools they need to report or write sports for print and online publications. Students will cover beats chronicling one of Indiana's sports teams or organizations. And, they will become proficient in generating story ideas, writing game stories, notebooks, features and enterprise pieces with substance and depth. The class will explore ethical decisions and new judgments also.

JOUR-J 546 Sports Journalism Research (3 cr.) This course is all about learning the reporting techniques necessary to conduct effective research, and then distilling, evaluating and interpreting information to provide an accurate public service to readers. The topic is sports, but these reporting, research and advanced analytical skills are necessary for any journalist aspiring to excellence. The research results and database will be published by the end of the semester.

JOUR-J 547 Sports Broadcast Journalism (3 cr.) Sports Broadcasting has been an essential part of traditional media, but its skills are now transitioning into new forms of an on-line reporting through video and audio reports and features. This class will examine the best practices of television and radio reporting, and analyze how those skills can be effectively translated to digital mediums. It will focus on the differences between writing for audio and video broadcasts, examining how to use word pictures to develop imagery in radio, and developing narratives to complement video, not duplicate it.

JOUR-J 560 Topics Colloquium (1-4 cr.) Topical seminar dealing with changing subjects and material from semester to semester. May be repeated twice for credit with a different topic.

JOUR-J 563 Computerized Publication Design I (3 cr.) This publishing design course incorporates typesetting, electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.

JOUR-J 620 Media Coverage of Sports (3 cr.) This course will study sport policies, trends and issues. From March Madness to the BCS, to Coach Crean, Coach Calipari, Mark Ingram and Brittney Griner, this course will examine athletes, coaches, events and sports media coverage. It will focus on current events and controversies such as amateurism, competitive balance, debate over school mascots, gambling and problems in recruiting and the ensuing media coverage.

JOUR-J 660 Topics Colloquium (3 cr.) Topical seminar dealing with changing subjects and material from semester to semester.

JOUR-J 804 Read and Research in Journalism (1-9 cr.)

Latino Studies (LATS)

LATS-L 101 Introduction to Latino Studies (3 cr.) General inquiry into the historical and cultural heritage of Latinos who have lived or currently live in what is today the United States. Through readings and discussions, the course studies the varied histories of Mexican, Puerto Rican, Cuban and other Latin American peoples in the United States.

LATS-L 350 Contemporary Issues in Latino Studies: Latinos in the US: Origins and Prospects (3 cr.) Seeks to provide a thorough understanding of the questions of "who, why, when, and what (can we expect)" that underlies the Latino population's arrival and experience in the United States. The class aims to illuminate such questions about Latinos as to where do they come from, why are they here, where have they settled in the US (and why there), what has been their experience, and what can they expect in the future. We will find that while, by definition, they come from a common part of the world (Central and South America, the Caribbean, or more basically, Latin America) their origins are more disparate than commonly conceived and their prospects are uncertain. What is eminently clear is that they are here to stay, can be an enormous force for good or ill, and will play an increasingly critical role in our nation's political, social, and economic life.

LATS-L 228 AN INTERDISCIPLINARY LOOK AT U.S. LATINO/A IDENTITIES (3 cr.) Exploration of historical and contemporary constructions of Latino/a identities and experiences in the U.S. Emphasizes trans-cultural social contexts, racial formations, and intersections with other identities, including class, sexuality, and gender.

LATS-L 396 Contemporary Issues in Latino Studies: Latinos in the US: Origins and Prospects (3 cr.) Study of historical and current issues affecting Latino communities and Latino integration into U.S. mainstream society. Topics may vary.

Medical Humanities and Health Studies (MHHS)

MHHS-M 201 Introduction to Medical Humanities and Health Studies (3 cr.) This survey course is an interdisciplinary introduction to Medical Humanities & Health Studies examining the contributions of humanities and social science disciplines to health care and medicine.Bio-ethical issues, socio-cultural factors of health, literary and historical perspectives, and examples of current research are covered.

MHHS-M 301 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 art and science of healing.

MHHS-M 390 A Body of Law: Medicine, Humanities, & Law (3 cr.) P: Student must have at least sophomore status. An introductory course into the intersection of law and medicine as viewed through the lens of the humanities. This course will focus on subtopics of law and medicine, including the legal bases of the doctor-patient relationship, bioethics and law, medical malpractice, and medical professionalization. Its purpose is to introduce students to the way the practice of medicine from both the physician and the patient perspectives is shaped by Constitutional, statutory, and common law.

MHHS-M 410 Addiction Narratives (3 cr.) This course explores the ways in which, through literature, certain understandings of addiction are constructed, represented, and proliferated throughout our culture. We will explore the ways in which the experience of addiction is represented in various cultural forms and in specific texts. Additionally, we will look closely at the relationship between the idea of addiction and other categories such as gender, sexuality, normalcy, race and creativity. In this course we will compare various literary texts and films to see if some seem more "realistic" than others, and explore, through writing and discussion, the possibilities for why this may be so. We will consider how we as individuals and as a society are affected by various representations of addiction, and how this translates into everyday interaction with others. Are some representations dangerous? Students will explore the possibility that representation plays a significant role in our understanding of the experience of addiction and will be encouraged to think critically about the ways various media (film, popular texts, memoir, poetry, biography) affect the way we live our lives and the relationships we develop with others.

MHHS-M 420 The Culture of Mental Illness (3 cr.) This course will consider how mental illness is represented in literature and film by exploring the following: Is there a relationship between the way we understand and perceive mental illness, and the way it is portrayed through pop culture? Have literary and film portrayals of mental illness aided our construction of how we think about mental illness today? How has our understanding of mental illness changed in the last century? We will consider the ways certain understandings of mental illness are constructed, represented and proliferated throughout culture. What are the different representational strategies, in particular the representation of the therapeutic encounter between doctor and patient?

MHHS-M 480 MH Hospice Patient Volunteer Experience (1 cr.) A course to enhance the learning experiences as a patient visitor volunteer for an organized hospice program through selected literature and peer group discussions.

MHHS-M 492 Topics in Medical Humanities and Health Studies (1-3 cr.) Intensive study and analysis of selected issues and problems in Medical Humanities and Health Studies. Topics will ordinarily cut across fields and disciplines. May be repeated once for credit on a different topic.

MHHS-M 495 Independent Project/Seminar in Medical Humanities and Health Studies (3 cr.) P: Requires a minimum of 9 credit hours in the minor. A seminar or research project on a subject in Medical Humanities and Health Studies.

MHHS-M 498 Readings in Medical Humanities and Health Studies (1-3 cr.) Individual readings and research. May be repeated once for credit on a different subject.

MHHS-M 501 Medical Humanities & The Illness Experience: Exploring the Human Condition (3 cr.) This course will proceed as an in-depth scrutiny of the philosophy and empiricism of medical science. The nature of Medical Humanities will be explored by debating issues affecting the human condition in general, and the illness experience in particular. These issues include evolutionary biology and the beginning of life; questions of artificial life and intelligence; the nature of consciousness; genetics and cloning; the pain of the nation over abortion and euthanasia; alternative and experimental medical techniques; organ donation and transplantation; redefining mental health; and the art and science involved in caring for the patient.

MHHS-M 504 Introduction to Research Ethics (3 cr.) Introduction to the basic concepts of research ethics. The course covers the historical development of concern with ethics in science as well as practical information needed by students working in science today. Format is lecture and discussion.

MHHS-M 510 Addiction Narratives (3 cr.) This course explores the ways in which, through literature, certain understandings of addiction are constructed, represented, and proliferated throughout our culture. We will explore the ways in which the experience of addiction is represented in various cultural forms and in specific texts. Additionally, we will look closely at the relationship between the idea of addiction and other categories such as gender, sexuality, normalcy, race and creativity. In this course we will compare various literary texts and films to see if some seem more "realistic" than others, and explore, through writing and discussion, the possibilities for why this may be so. We will consider how we as individuals and as a society are affected by various representations of addiction, and how this translates into everyday interaction with others. Are some representations dangerous? Students will explore the

possibility that representation plays a significant role in our understanding of the experience of addiction and will be encouraged to think critically about the ways various media (film, popular texts, memoir, poetry, biography) affect the way we live our lives and the relationships we develop with others.

MHHS-M 520 The Culture of Mental Illness (3 cr.) This course explores the ways in which our understanding of mental illness is constructed, represented, and proliferated throughout our culture, by examining text and film. We will consider how we as individuals and as a society are affected by different representations of mental illness, and how this translates into everyday interaction with others.

MHHS-M 592 Graduate Topics in Medical Humanities (3 cr.) Study of topics in Medical Humanities. May be repeated once for credit on a different topic.

MHHS-M 595 Clinical Practicum in Medical Humanities (3 cr.) The Clinical Practicum will allow students the opportunity to not only gain a better understanding of clinical medicine, but also develop a better understanding of how the humanities can inform and enrich the practice of medicine in particular and healthcare in general. The clinical experience is individualized based on the students' interests. Students will be provided a list of clinical opportunities from which they may design their practicum experience with guidance from the director.

MHHS-M 598 Graduate Readings in Medical Humanities (1-3 cr.) P: Permission of the Program Director required. Focused readings on selected topics in medical humanities by arrangement with the instructor.

MHHS-M 325 Ancient Medicine Medical Terms (3 cr.) Develops understanding of medical terminology and the Greco-Roman healing practices in which much of this terminology developed. Covers medical terminology spelling, pronunciation, abbreviations, analyzing words based on their etymology, especially as related to their cultural context. Designed especially for students in medicine, nursing, dentistry, health sciences, microbiology, or related fields.

Motorsports Studies (MSPT)

MSPT-Z 100 Motorsports Studies (3 cr.) A course designed to introduce students to the many different kinds of motorsports, their history and the motorsports industry.

MSPT-Z 444 Motorsports Studies Capstone Seminar (3 cr.) The Motorsports studies Capstone Seminar is an intensive individual project, that draws on the student's chosen area of emphasis in the Motorsports Studies; Communication and Public Relations; Business Finance and Management; and Tourism and event Management. The project will involve an in depth research project, and internship with a motorsports organization or both.

MSPT-Z 445 Motorsports Studies Capstone Internship (3 cr.) The Motorsports Studies Capstone Internship is an intensive individual project that draws on the student's chosen area of emphasis in the Motorsports Studies Curriculum; Motorsports Studies; Communication and Public Relations: Business Finance and Management; and Tourism and Event Management. The project will involve an in depth research project, and internship with a motorsports organization or both.

Museum Studies (MSTD)

Undergraduate Courses

MSTD-A 101 Understanding Museums (3 cr.) Museums are among the most complex, but trusted, sources for education, entertainment, and lifelong learning. This course surveys museum types, missions, and histories, then introduces the skills needed to read objects and exhibitions competently and critically as well as to draw upon a museum's holdings and services purposefully and independently.

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: MSTD-A 403 and MSTD-A 405, or consent of instructor; anthropology majors may register for MSTD-A 412 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 413 Curatorial Practices (3 cr.) This seminar will examine current and historical curatorial practices in museums and other exhibition contexts.

MSTD-A 416 Collections Care and Management (3 cr.) A survey of museum 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 collections.

MSTD-A 417 Preventative Conservation (3 cr.) P: MSTD-A 416. This course offers a theoretical and practical investigation of preventative conservation of

artifacts which aims to eliminate or modify conditions that encourage deterioration.

MSTD-A 418 Museums and Audiences (3 cr.) This course examines the ways museums seek to better understand their audiences, serve them more effectively, and strive to reach new audiences. The course looks at a broad range of visitor studies and the ways in which museums and audiences interact.

MSTD-A 421 Museums Theatre (3 cr.) P: MSTD-A 403 or MSTD-A 410. 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 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 440 Cultural Heritage (3 cr.) This course explores a variety of issues related to the stewardship of cultural property on a local, national, and global scale. Through readings, case studies, discussion, and a semester-long project, students will explore ethical, economic, legal, political, and pragmatic issues related to tangible and intangible heritage and will increase their understanding of the practices and processes of cultural heritage management.

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 494 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.

MSTD-A 407 Indigenous Cultural Heritage (3 cr.) Students from anthropology, archaeology, history, museum studies, Native American and Indigenous studies will explore the deeper meanings of Indigenous cultural heritage expressed in both tangible culture and intangible customs, values, practices, artistic expressions, oral tradition, ritual, memory, sense of place, and identity. Course considers theoretical, ethical, respectful, and practical implications.

Graduate Courses

MSTD-A 503 Introduction to Museum Studies (3 cr.) Core course. 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. Course counts toward the Graduate Certificate but not toward the Master's Degree.

MSTD-A 508 Museum Internship (1-6 cr.) P: MSTD-A 503 and two other museum studies courses or consent of the instructor. 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 credit.

MSTD-A 509 Applied Research in Museums (1-6 cr.) Elective. P: MSTD-A 503 or consent of the instructor. An interdisciplinary research practicum conducted in collaboration with museum studies students, faculty and museum partners. The course provides students with an opportunity to work in conjunction with museum professionals to conduct research and carry out public projects in museum settings. The course may focus on exhibition planning, public programs and symposia, curatorial projects, and national collaborations. May be repeated for credit.

MSTD-A 510 Museum Education (3 cr.) Core course. P: MSTD-A 503 or consent of the instructor. 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 511 Museum Education (3 cr.) Elective. The class will examine the multiple ways that people learn from and with objects in museums using a range of disciplines including education, history, semiotics, material culture, anthropology, and psychology.

MSTD-A 512 Exhibit Planning and Design (3 cr.) Core course. P: MSTD-A 503 or consent of the instructor. 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 513 Curatorial Practices (3 cr.) This seminar course will examine current and historical curatorial practices in museums and other exhibition contexts.Case studies will introduce a range fo approaches to the storytelling practices involved in curatorial work. Over the course of the semester students will also develop and execute their own curatorial project.

MSTD-A 514 Museums and Technology (3 cr.) Elective. P: MSTD-A 503 or consent of the instructor. 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 516 Collections Care and Managements (3 cr.) Core course. P: MSTD-A 503 or consent of the

instructor. 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 collections.

MSTD-A 517 Preventative Conservation (3 cr.) This course offers a theoretical and practical investigation of preventive conservation of artifacts which aims to eliminate or modify conditions that encourage deterioration. Preventative Conservation is the broadcast technique by which preservation of museum objects and collections is acheived. Emphasis is placed on measures that prevent or reduce the potential for damage and loss. Central to preventative conservation methodology, topics include handling procedures, proper storage, and environmental management, agents or deterioration, risk and analysis, emergency preparedness, and planning.

MSTD-A 518 Museums and Audiences (3 cr.) Elective. This course examines the ways museums seek to better understand their audiences, serve them more effectively, and strive to reach new audiences. The course looks at a broad range of visitor studies and the ways in which museums and audiences interact.

MSTD-A 521 Museum Theatre and Live Interpretation (3 cr.) Elective. 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 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 531 Critical Approaches to Museums (3 cr.) Elective. P: MSTD-A 503 or consent of the instructor. This class examines the potential of applying critical pedagogical methods to curatorial practices, interpretation, museum education, and exhibition development as a way to focus on engaging the visitor with artifacts, opening up civic discourse, and promoting deeper connection to community.

MSTD-A 540 Cultural Heritage (3 cr.) Elective. This course explores a variety of issues related the stewardship of cultural property on a local, national, and global scale. Through readings, case studies, discussion, and a semester-long project, students will explore ethical, economic, legal, political, and pragmatic issues related to tangible and intangible heritage and will increase their understanding of the practices and processes of cultural heritage management.

MSTD-A 548 Museum Administration (3 cr.) Core course. 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 cultured resource agencies. Topics, speakers, and readings are focused on issues that are unique to agencies that collect, preserve, and interpret historical resources.

MSTD-A 560 Current Topics in Museum Studies (3 cr.) Elective. Intensive graduate-level study and analysis of selected topics in museum studies. Topics will vary from semester to semester. May be repeated for up to 9 credit hours.

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.

MSTD-A 507 Indigenous Cultural Heritage (3 cr.) Students will explore the deeper meanings of Indigenous cultural heritage expressed in both tangible culture and intangible customs, values, practices, artistic expressions, oral tradition, ritual, memory, sense of place, and identity. Students will consider deeper meanings embedded in heritage and the relationships. Relying heavily on the scholarship of Indigenous authors.

Undergraduate

MSTD-A 101 Understanding Museums (3 cr.) Museums are among the most complex, but trusted, sources for education, entertainment, and lifelong learning. This course surveys museum types, missions, and histories, then introduces the skills needed to read objects and exhibitions competently and critically as well as to draw upon a museum's holdings and services purposefully and independently.

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 407 Indigenous Cultural Heritage (3 cr.) Students from anthropology, archaeology, history, museum studies, Native American and Indigenous studies will explore the deeper meanings of Indigenous cultural heritage expressed in both tangible culture and intangible customs, values, practices, artistic expressions, oral

tradition, ritual, memory, sense of place, and identity. Course considers theoretical, ethical, respectful, and practical implications.

MSTD-A 408 Museum Internship (1-6 cr.) P: MSTD-A 403 and MSTD-A 405, or consent of instructor; anthropology majors may register for MSTD-A 412 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 413 Curatorial Practices (3 cr.) This seminar will examine current and historical curatorial practices in museums and other exhibition contexts.

MSTD-A 416 Collections Care and Management (3 cr.) A survey of museum 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 collections.

MSTD-A 417 Preventative Conservation (3 cr.) P: MSTD-A 416. This course offers a theoretical and practical investigation of preventative conservation of artifacts which aims to eliminate or modify conditions that encourage deterioration.

MSTD-A 418 Museums and Audiences (3 cr.) This course examines the ways museums seek to better understand their audiences, serve them more effectively, and strive to reach new audiences. The course looks at a broad range of visitor studies and the ways in which museums and audiences interact.

MSTD-A 421 Museums Theatre (3 cr.) P: MSTD-A 403 or MSTD-A 410. 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 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 440 Cultural Heritage (3 cr.) This course explores a variety of issues related to the stewardship of cultural property on a local, national, and global scale. Through readings, case studies, discussion, and a semester-long project, students will explore ethical, economic, legal, political, and pragmatic issues related to tangible and intangible heritage and will increase their understanding of the practices and processes of cultural heritage management.

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 494 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.

Graduate

MSTD-A 503 Introduction to Museum Studies (3 cr.) Core course. 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. Course counts toward the Graduate Certificate but not toward the Master's Degree.

MSTD-A 507 Indigenous Cultural Heritage (3 cr.) Students will explore the deeper meanings of Indigenous cultural heritage expressed in both tangible culture and intangible customs, values, practices, artistic expressions, oral tradition, ritual, memory, sense of place, and identity. Students will consider deeper meanings embedded in heritage and the relationships. Relying heavily on the scholarship of Indigenous authors.

MSTD-A 508 Museum Internship (1-6 cr.) P: MSTD-A 503 and two other museum studies courses or consent of the instructor. 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 credit.

MSTD-A 509 Applied Research in Museums (1-6 cr.) Elective. P: MSTD-A 503 or consent of the instructor. An interdisciplinary research practicum conducted in collaboration with museum studies students, faculty and museum partners. The course provides students with an opportunity to work in conjunction with museum professionals to conduct research and carry out public projects in museum settings. The course may focus on exhibition planning, public programs and symposia, curatorial projects, and national collaborations. May be repeated for credit.

MSTD-A 510 Museum Education (3 cr.) Core course. P: MSTD-A 503 or consent of the instructor. 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 511 Museum Education (3 cr.) Elective. The class will examine the multiple ways that people learn from and with objects in museums using a range of disciplines including education, history, semiotics, material culture, anthropology, and psychology.

MSTD-A 512 Exhibit Planning and Design (3 cr.) Core course. P: MSTD-A 503 or consent of the instructor. 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 513 Curatorial Practices (3 cr.) This seminar course will examine current and historical curatorial practices in museums and other exhibition contexts.Case studies will introduce a range fo approaches to the storytelling practices involved in curatorial work. Over the course of the semester students will also develop and execute their own curatorial project.

MSTD-A 516 Collections Care and Managements (3 cr.) Core course. P: MSTD-A 503 or consent of the instructor. 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 collections.

MSTD-A 517 Preventative Conservation (3 cr.) This course offers a theoretical and practical investigation of preventive conservation of artifacts which aims to eliminate or modify conditions that encourage deterioration. Preventative Conservation is the broadcast technique by which preservation of museum objects and collections is acheived. Emphasis is placed on measures that prevent or reduce the potential for damage and loss. Central to preventative conservation methodology, topics include handling procedures, proper storage, and environmental management, agents or deterioration, risk and analysis, emergency preparedness, and planning.

MSTD-A 518 Museums and Audiences (3 cr.) Elective. This course examines the ways museums seek to better understand their audiences, serve them more effectively, and strive to reach new audiences. The course looks at a broad range of visitor studies and the ways in which museums and audiences interact.

MSTD-A 521 Museum Theatre and Live Interpretation (3 cr.) Elective. 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 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 531 Critical Approaches to Museums (3 cr.) Elective. P: MSTD-A 503 or consent of the instructor. This class examines the potential of applying critical pedagogical methods to curatorial practices, interpretation, museum education, and exhibition development as a way to focus on engaging the visitor with artifacts, opening up civic discourse, and promoting deeper connection to community.

MSTD-A 540 Cultural Heritage (3 cr.) Elective. This course explores a variety of issues related the stewardship of cultural property on a local, national, and global scale. Through readings, case studies, discussion, and a semester-long project, students will explore ethical, economic, legal, political, and pragmatic issues related to tangible and intangible heritage and will increase their understanding of the practices and processes of cultural heritage management.

MSTD-A 548 Museum Administration (3 cr.) Core course. 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 cultured resource agencies. Topics, speakers, and readings are focused on issues that are unique to agencies that collect, preserve, and interpret historical resources.

MSTD-A 560 Current Topics in Museum Studies (3 cr.) Elective. Intensive graduate-level study and analysis of selected topics in museum studies. Topics will vary from semester to semester. May be repeated for up to 9 credit hours.

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.

MSTD-A 514 Museums and Technology (3 cr.) Elective. P: MSTD-A 503 or consent of the instructor. 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.

Native American and Indigenous Studies (NAIS)

NAIS-N 101 Introduction to Native American and Indigenous Studies (3 cr.) Introduction to Native American and Indigenous Studies is an interdisciplinary approach to the study of the many components that combine to create the contemporary American Indian and Indigenous experiences across North America, with a focus within the United States. This course is an introduction to the historic and contemporary perspectives on the social, political, and cultural issues of the Indigenous Peoples of North America. Through readings, lectures, discussion, multi-media presentations, critical thinking assignments and reflection exercises, students will be exposed to the many unique challenges faced by contemporary Native Americans. A primary objective of this course is to examine the structural and disciplinary constraints systemically placed on Native Americans and Indigenous cultures from a Native American perspective and students will examine identity, sovereignty, Indian-White relations, federal Indian law and policy, tribal government, art, literature, and film from a Native American perspective. A primary goal for students this term is to explore dominant academic and media representation and research practices and compare and contrast those offered by contemporary Native American scholars, artists, and educators. Students will be encouraged to engage in the process of inquiry and be pushed to think critically and independently.

NAIS-N 364 NATIVE AMERICAN LITERATURE (3 cr.) A survey of traditional and modern literature by American Indians, especially of the high plains and southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

NAIS-N 209 Native American Culture and Communication (3 cr.) This course is designed to provide students with the tools for understanding Native American culture and communication in a variety of contexts. Through readings, lectures, discussion, assignments and reflection, students will be exposed to the fundamental definitions, concepts and theories used in the intellectual approach for analysis and reflection of Native American rhetoric and communication processes. A primary objective of this course is to empower students as they work to understand the extent to which cultural differences influence the interpretation and expression of events, ideas, and experiences. A primary goal for students this term is to learn as much as possible about the contributions of Native American cultures and communication in order to achieve a greater sense of awareness of how attitude and behavior can affect situational outcomes.

NAIS-N 320 Indians of North America (3 cr.) The intent of this course is to introduce you to the academic study of American Indians and Native peoples. The emphasis is on "introduce" because the subject is extremely complex, and in one semester you really will only receive some basics. The perspective to be taken here is one of scholarship, not an approach that is personal or political, though certainly these approaches will enter into lectures, readings, videos and discussions. You'll be looking at the way in which academic disciplines have examined American Indian and Native cultures, traditions and histories. The viewpoints primarily will be from anthropology, but perspectives also will come from museum studies, literature, history, law, political science, and a range of other disciplines.

NAIS-N 480 Comparative Native American History (3 cr.) Course examines history of Native peoples in North American during both the colonial and republican periods through a comparative perspective of the Spanish/French/British empires and then the post-colonial periods of U. S. and Mexican history.

NAIS-N 356 American Indian Philosophies (3 cr.) An examination of the philosophical views, themes, and implications of North American Indian traditions, with applications to a variety of cross-cultural and philosophical issues.

NAIS-N 396 American Indian Philosophies (3 cr.) The experiential seminar is designed to demonstrate your accumulated training in Native American Studies in a single original project of your choice, subject to the instructor's approval and under the additional supervision of a faculty mentor. Although the most common way of completing this course is the writing of a research thesis of approximately 8000 words, alternate projects can be explored in consultation with the instructor of the course and the Native American Studies Director. The completed thesis or project should synthesize your learning throughout your Native Studies courses as well as an intentional and designed experience working with or for a specific Native population. The Capstone necessitates multiple drafts of your research that are subjected to heightened peer review and regular feedback from your instructor, your peers and your mentor.

NAIS-N 207 Introduction to Native American History (3 cr.) This introductory course surveys the history of Native peoples of North America from the earliest times to the present. It seeks to provide students with a broad understanding of Native American history, prepare students for more advanced course work in Native studies, and enhance students' understanding of colonialism and American history.

NAIS-N 398 Women in American Indian Religions (3 cr.) Women in American Indian Religions is a course designed to examine the roles of women in America, Indian religions and practice, and the expression the feminine aspects in their world views.

NAIS-N 399 Studies in NAIS (3 cr.) Specialized and intensive studies in Native American and Indigenous Studies with an interdisciplinary emphasis.

NAIS-N 300 Topics in NAIS (1-3 cr.) Specialized topics in Native American and Indigenous Studies with a multidisciplinary emphasis.

Overseas Studies (OVST)

OVST-B 490 Overseas Study in Canada (0 cr.)

OVST-B 491 Overseas Study-IU Program (0 cr.)

OVST-B 492 OVST-Student Teaching Abroad (0 cr.)

OVST-L 491 Overseas Study in UK-Derby Exchange Program (0 cr.)

OVST-M 490 Overseas Study in UK-Newcastle Exchange Program (0 cr.)

OVST-Y 496 Overseas Study/Non-IU Program (0 cr.)

OVST-Y 498 Overseas Study/Non-IU Program II (0 cr.)

OVST-C 591 Overseas Study-Teach Abroad (0 cr.)

OVST-M 592 Overseas Study Worldwide-Social Work Field Practice (0 cr.)

Paralegal Studies (POLS)

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-P 324 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-P 325 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-P 326 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-P 327 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-P 328 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-P 329 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. PUL=4

POLS-P 330 Bankruptcy Law for Paralegal Studies (3 cr.) P: Y211 and Y221. Understanding of the basic substance of consumer bankruptcy law and the process that debtors and creditors must use for discharge or recovery of debts. Particular focus is on the role of the legal assistant in aiding clients and counsel in these cases.

POLS-P 431 Advanced Legal Writing for Paralegal Studies (3 cr.) P: Y211 and Y221. This course builds upon legal skills learned in Legal Research and Writing, POLS Y221 and will focus on the major forms of legal writing as well as finding, reading, analyzing and applying the law. This course is comprised of assigned readings, lectures, library and computer research time and your own independent research and writing. Classroom time will be comprised of class discussion and group work in a seminar format. Students will also reflect on past paralegal assignments and create a portfolio of paralegal work.

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-P 333 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 stduents to enroll in a legal intesnhip for credit. Students will work with various employers and agencies.

Philosophy (PHIL)

Honors Courses

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.

Regular Courses

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 240 Business and Morality: Ethics (3 cr.) Fundamental issues of moral philosophy in a business context. Application of moral theory to issues such as ethics of investment, assessment of corporations, duties of vocation.

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 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: PHIL-P 265. 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. PUL will vary with 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, Whitehead or Santayana, 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, Santayana, 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 when topics vary.

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.

PHIL-P 355 Philosophy of Film (3 cr.) Philosophic topics, themes, and issues raised by and in film. Special emphasis on viewing film as a visual text with philosophical import.

PHIL-P 356 American Indian Philosophies (3 cr.) An examination of the philosophical views, themes, and implications of North American Indian traditions, with applications to variety of cross-cultural and philosophical issues.

PHIL-P 329 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 335 Phenomenology and Existentialism (3 cr.) Selective survey of central themes in phenomenology and existentialism. Readings from such philosophers as Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Beauvoir, and Sartre.

PHIL-P 371 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 374 Early Chinese Philosophy (3 cr.) Origins of Chinese philosophical traditions in the classical schools of Confucianism, Taoism, Mohism, and Legalism. Explores contrasting agendas of early Chinese and Western traditions.

PHIL-P 375 Philosophy of Law (3 cr.) Selective survey of philosophical problems concerning law and the legal system. Includes such topics as the nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

PHIL-P 381 Religion and Human Experience (3 cr.) An attempt to understand religious experience in light of interpretations and insights from various fields, e.g., anthropology, psychology, value theory, and sociology of knowledge.

PHIL-P 208 Causality and Evidence (3 cr.) A study of the principles of evidence-based reasoning with a strong emphasis on induction and causality. Among the topics covered are observing vs. intervening, causal graphs, underdetermination, confounders, d-separation, and causal path analysis.

PHIL-P 360 Introduction to Philosophy of Mind (3 cr.) Selected topics from among the following: the nature of mental phenomena (e.g. thinking, volition, perception, emotion); the mind-body problem (e.g. dualism, behaviorism, functionalism), connections to cognitive science issues in psychology; linguistics, and artificial intelligence; computational theories of mind.

PHIL-P 331 Philosophy of Science (3 cr.) An introductory study of theories with regard to the nature, purpose, and limitations of science.

Graduate Courses

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.) The origins of contemporary philosophical analysis. An examination of the most important philosophical writings of Gottlob Frege and Bertrand Russell, as well as the Tractatus Logico-Philosophicus of Ludwig Wittgenstein.

PHIL-P 520 Philosophy of Language (3 cr.) Advanced study of selected topics.

PHIL-P 522 Topics in the History of Modern Philosophy (3-9 cr.) A variable-title course. Selected topics from key movements, figures, or controversies in modern (17th/18th century) Western philosophy. 2

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 Social and Political Philosophy (3 cr.) Advanced study of central issues, theories, and topics in social/political philosophy, such as property rights, distributive justice, political liberty, and the limits and foundations of state authority.

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 IU Health.

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.) The aim of this course is to gain a thorough understanding of the basic issues in the philosophy of science. Attention will be given to issues such as the cognitive significance of theories, the scientific method (hypothesis formation, theory construction, and testing), research paradigms, reductivism, and social epistemology.

PHIL-P 555 Ethical and Policy 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. May be repeated for credit if topics vary.

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. May be repeated for credit if topics vary.

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 748 Seminar in American Philosophy (3 cr.) Advanced study of a principal philosopher or a set of selected topics in classical American philosophy. May be repeated for credit if topics vary.

PHIL-P 803 Master’s Thesis in Philosophy (6 cr.)

PHIL-P 554 Practicum in International Research in Ethics (3 cr.) The Practicum in International Research Ethics involves a combination of observation and discussion with mentors while conducting an individual research project that will serve as the capstone for the student's master's degree.

PHIL-P 545 Legal Philosophy (3 cr.) An introduction to major legal philosophers and fundamental legal philosophical questions.

PHIL-P 515 Medieval Philosophy (3 cr.) Selected study of key medieval philosophers, including Augustine and/or Aquinas.

PHIL-P 536 Topics in the Contemporary Philosophy (3 cr.) A study of one or more contemporary (mainly 20th-century) schools of Western philosophy (e.g., analytic

philosophy, phenomenology, existentialism) or a selection of influential thinkers related to a specific contemporary topic.

PHIL-P 561 Philosophy of Mind (3 cr.) In-depth treatment of central issues, problems, and theories (both classical and contemporary) in philosophy of mind, such as mental causation, the nature of consciousness, and dualism.

Political Science (POLS)

POLS-Y 101 Introduction to Political Science (3 cr.) Introductory survey of the discipline of political science: integrates basic elements of American politics, political theory, comparative politics, and international relations. Intended especially for actual or prospective majors.

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 Elements of Political Analysis (3 cr.) P: Math 11000 or higher. Introduces the approaches and techniques used to study politics. Includes an introduction to social science language, concepts and critical research skills. Overview of political science research and approaches, including case study, surveys, and model-building. Emphasizes skills such as interpreting the presentation of data in charts, graphs, and tables, and elementary analysis of qualitative and quantitative data.

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 (3 cr.) American political powers and structures; selected Supreme Court decisions interpreting American constitutional system.

POLS-Y 305 Constitutional Rights and Liberties (3 cr.) Extent and limits of constitutional rights; selected Supreme Court decisions interpreting 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 Gender and Politics (3 cr.) Analysis of gender and sexual orientation 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 different genders and the impact of people with different genders or sexual orientations on the system(s). Topics vary by semester.

POLS-Y 332 Russian Politics (3 cr.) Political process and government structure in the independent Russian state. Political institutions inherited from tsarist empire and USSR (1917-1991), history of political reform, Gorbachev regime (1985-1991). Political problems of ethnic conflict, creating democratic institutions, transition from socialism to market economy.

POLS-Y 333 Chinese Politics (3 cr.) Explores contemporary politics and policy issues in the People's Republic of China. Influence of revolutionary practice and ideology; analysis of contemporary economic, political and social organizations; examination of policy issues including social reforms, economic growth, and democratization and globalization.

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.) The nature of war. Theories and evidence on the causes of war. Discussion of the ways in which war has been conceived and perceived across time and of methods employed to study the phenomenon of war.

POLS-Y 377 Globalization (3 cr.) This course is designed to introduce you to globalization. Amongst other topics, it examines the cultural, economic, environmental, political, security and technological dimensions of globalization. No prior knowledge is assumed.

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. Certain internship experiences may require research skills.

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.) P: 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 390 Political Communication (3 cr.) Provides an opportunity to studey, understand, and participate in political communication. Topics covered include the rhetoric of politics, campaign discourse, political advertising, the role of the media in public opinion, the impact of new technology, and the place of interpersonal communication.

POLS-Y 392 Problems in Contemporary Political Philosophy (3 cr.) This course will provide the opportunity for an in-depth study of some particularly important questions in contemporary political philosophy. In the process of examining contemporary literature, such as communicationism, we will shed light on questions like - has political philosophy gone silent on the critical events of our times? Subject will vary.

POLS-Y 371 Workshop in International Topics (3 cr.) Title varies. Includes such topics as development of the international system, politics of food and populations, law of the sea, human rights, trade, U.S. foreign policy, United Nations issues, etc. May be repeated once for credit.

POLS-Y 325 African American Politics (3 cr.) Examines the African American political condition, with special emphasis on political thought and behavior. Analyzes not only how the political system affects African Americans, but also the impact African Americans have on it. Themes for this course may vary.

POLS-Y 350 Politics of the European Union (3 cr.) Study of the politics of the European Union (EU). Assesses past and present dynamics of economic and political integration in Europe, the structure and work of EU institutions, and EU public policies such as the Single Market, the common currency, common foreign and security policy, and trade.

POLS-Y 367 International Law (3 cr.) Sources and consequences of international law; relationship to international organizations and world order; issues of national sovereignty, human rights, conflict resolution, international property rights, world trade, environmental change, and other topics.

POLS-Y 370 The Politics of Isalm (3 cr.) This course will examine the principles of the politics of Islam, its impact on contemporary world politics, and its impact on selected national and regional politics around the world.

POLS-Y 388 Marxist Theory (3 cr.) Origin, content, and development of Marxist system of thought, with particular reference to philosophical and political aspects of Russian Marxism.

POLS-Y 394 Public Policy Analysis (3 cr.) Place of theory and method in examining public policies in relation to programs, institutional arrangements and constitutional problems with particular reference to American political experience.

POLS-Y 406 Problems in Political Philosophy (3 cr.) Centers on conflicting interpretations of justice, liberty, and equality, as well as certain problems of democracy, including the tension between majority rules and minority rights, and the correlation of rights and duties. Topics vary. May be taken for a total of 6 creidt hours under different topics.

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 374 International Organizations (3 cr.) Examines the structure, role and effects of international organizations and non-state actors in a range of policy areas. Includes a particular focus on the work of the United Nations and of regional bodies such as the European Union.

Public Relations (JOUR)

JOUR-J 219 Introduction to Public Relations (3 cr.) Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, media relations, measurement and assessment methods, ethics, and law.

JOUR-J 340 Public Relations Tactics and Techniques (3 cr.) P: J219. Covers a wide variety of knowledge and skills needed by entry-level public relations practitioners. Topics include media relations, community relations and internal communications.

JOUR-J 390 Public Relations Writing (3 cr.) P: J200, J219. A comprehensive survey of corporate publications from newsletters to magazines, tabloids and annual reports with an emphasis on layout and design. Includes refreshing writing skills with review on interviewing and editing.

JOUR-J 400 Careers in Public Relations (1 cr.) P: Junior Standing Prepare for job or internship searches. Polish your resume and portfolio. Learn how to write impressive cover letters. Practice interviewing skills. Understand how to articulate your abilities and experiences to market yourself to potential employers.

JOUR-J 428 Public Relations Planning & Research (3 cr.) P: J340 and J390. Theories and principles relevant to public relations practices in agency, corporate and nonprofit organizations, including development of goals and objectives, client relationships, budgets and research methods.

JOUR-J 431 Public Relations for Nonprofits (3 cr.) This seminar focuses on how a nonprofit organization creates images and how it shapes its programs and goals to gain public support. Assignments and readings are designed to foster a practical understanding of promotional techniques and campaigns using journalistic and other media. (Offered in summer only)

Graduate Courses

JOUR-J 528 Public Relations Management (3 cr.) Designed to enable students to manage a public relations department. Theories and principles relevant to public relations practiced in agency, corporate, and not-for-profit

organizations will be covered. This will include developing goals and objectives, working with clients, developing budgets, and research methods.

JOUR-J 560 Topics Colloquium (1-4 cr.)
Topical seminar dealing with changing subjects and material from semester to semester. Topics offered may include but will not be limited to the following:

Public Relations Research and Evaluation-This course is a survey of simple and scientific research and evaluation techniques for use in organizational social environment research including target public analysis, initial research for public relations campaign and program planning, public relations program effectiveness evaluation, and continuous implementation evaluation for the purpose of facilitating periodic adjustment. This course focuses on applied research techniques such as surveys, both printed and online, interviews, focus groups, Q Sorts, secondary research techniques and others. (Required.)

Public Relations Theory-Theory is the backbone of public relations. This course examines both the historical and emerging theories underlying the practice of public relations. (Required.)

Public Relations Planning-This course provides students with an opportunity to explore and learn the advanced management techniques for public relations programs and campaigns focusing on the use of research and evaluation techniques, development of goals and objectives, segmentation of audiences, development of strategies and tactics, and creation of timelines and budgets. The course also uses the case study method to illuminate and illustrate these concepts. The course provides theoretical and practical experience in public relations project planning and execution. (Required.)

Agencies and Entrepreneurs-This course covers organizational structures, management approaches and problems commonly encountered in establishing and managing public relations, advertising, marketing and related communications firms. What you learn is relevant to those who might work in (as an employee) or with (as a client) an agency. It also covers the steps needed to establish, maintain and grow an agency or independent consultancy.

Managing Online Public Relations-From blogs to Twitter, Facebook to websites and from Myspace to all of the emerging online tools available to communications professionals today, public relations managers must be able not only to use these tools, but to be able to integrate them into a coherent strategy. This course discusses not only the tools social media of Web 3.0, but also how to manage those tools and techniques.

Issues and Crisis Communication-Identification and management of various issues impacting organizations are critical to their success. Of course, when issues become crises, or crisis strikes, management of that crisis via effective communication with key constituent public is critical to the success and even survival of the organization. This course examines the techniques of issues management and the management tools available. It also examines from a practical perspective how to manage the public relations for organizations in crisis.

Public Relations in the Life Sciences-The medical product industry, including pharmaceuticals, medical devices and medical research, including genetic research, is a special industry that demands unique public relations activities. In addition, it is highly regulated and a complete understanding of that regulatory environment and the restrictions and requirements on public relations is critical for success of any organization. This course focuses on the unique elements of this industry and provides students not only with an understanding of the industry and its regulatory environment, but also with special understanding of the conduct of public relations in the industry and the management of communication in such organizations.

Integrating Marketing Communication in Health Care-This course is designed to prepare students for senior management positions in hospitals, health care organizations, and the health support industry. It focuses on counseling senior management on unique issues regarding health care communication, unique health care communication problems and challenges, managing the public relations function in health care organizations, and orchestrating public relations campaigns in support of health care organizational goals.

Managing Public Relations Tactics and Techniques-The mastery of a public relations tactics and techniques is the cornerstone of a public relations practitioner's skill set. This course provides extensive hands-on learning and practice in some essential tactics and techniques. This course is designed to apply theory to actual problem solving.

May be repeated twice for credit with a different topic.

JOUR-J 563 Computerized Publication Design I (3 cr.)
Institutional and industrial publications are an important means of internal and external communications. This course looks at the principles of design and production techniques. Students are provided with opportunities to create a variety of different public relations products while using state of the art desktop publishing applications.

JOUR-J 804 Read and Research in Journalism (1-9 cr.)

JOUR-J 529 Public Relations Campaigns (3 cr.)
This capstone course provides students with an opportunity to apply campaign model methodology to public relations planning so that they will be able to apply the research, theories, planning, and evaluation processes in working conditions which may not provide them with the time to deliberate on and evaluate each step in the way that the classroom provides.

JOUR-J 531 Public Relations for Non-Profits (3 cr.)
The course provides a theoretical and practical foundation in public relations for those considering careers in nonprofit organizations or in fundraising. Specific coursework will involve the public relations campaign process and its relationship to organizational goals and to the specifics of organizational development and fundraising. An additional focus will involve the communications efforts required to maintain relationships with donors, volunteers and key community and industry officials.

Religious Studies (REL)

REL-R 101 Religion and Culture (3 cr.) Fulfills Cultural Understanding General Education Core requirement. An introduction to the diversity of human cultures from the perspective of religious studies. The course uses a case study approach to understand how religion shapes, and is shaped by, culture and society.

REL-R 103 The Bible and Culture (3 cr.) Fulfills Cultural Understanding General Education Core requirement. A cultural introduction to this central text of Western civilization. Explores some of the Bible's major themes and literatures in their original context. Examines how the Bible's Jewish and Christian parts relate to each other and how biblical stories, concepts, and ethics have been interpreted and have influenced later culture.

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.) Fulfills Arts and Humanities General Education Core requirement. 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 173 American Religion (3 cr.) Fulfills Arts and Humanities General Education Core requirement. 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.) Fulfills Arts and Humanities General Education Core requirement. 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 212 Comparative Religions (3 cr.) Fulfills Arts and Humanities General Education Core requirement. Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

REL-R 243 Introduction to the New Testament (3 cr.) Fulfills Arts and Humanities General Education Core requirement. A critical examination of the history, culture, and literature of the New Testament period with special emphasis on the emergence of early Christian beliefs.

REL-R 257 Introduction to Islam (3 cr.) Fulfills Arts and Humanities General Education Core requirement. 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.) Consent of Instructor. 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 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 308 Arab Histories (3 cr.) Explores how Arab people have commemorated, debated, and interpreted their shared past. Topics may include role of Arab identity in early Islamicate societies; Arab nationalism; and the modern Arab diaspora.

REL-R 312 Prophets, Captives, and Converts: Autobiographies in American Religion (3 cr.) This course uses religious autobiography as a way to explore American religious history. We will read autobiographies from a wide range of Americans, both well known and relatively obscure. Autobiographies allow a unique and intimate view of religion in America. Through these texts we will explore such questions as the role of religion in colonial encounters of Europeans and Indians, the intersection of race and religion in the formation of American identities, the development of new religious traditions, and the forms and practices of religion in America.

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. **Fulfills Liberal Arts Pathway Minors in Diversity and Inclusion and Social Justice and Civic Engagement.**

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 323 Yuppie Yogis and Global Gurus (3 cr.) This course will trace the history of encounters and dialogues between Asian religious figures and products and American culture beginning with the eighteenth and nineteenth century missionary ventures to Asia by Americans and ending with present-day emergent religious movements. The course material is weighted toward the late twentieth century to the present. We will explore the moments of discovery and renewal as well as those of domination and exclusion in the encounters between American culture and Asian religious figures and products. A central concern throughout the course will be identifying how encounters and dialogues permanently

affected and continue to affect the religious landscape in the United States. The course will focus on Hindu, Buddhist, and Sikh traditions in their encounters and dialogues with American culture. Both missionaries to Asia and missionary gurus from Asia will be subjects of analysis along with Asian immigrant communities and new religious movements. In addition to looking at important figures such as Emerson, Vivekananda, The Beatles, and Bikram Choudhury, we will also evaluate certain religious institutions and movements, such as ISKCON and postural yoga. We will ask: how have Asian religious gurus and products, such as yoga, transformed American religious consciousness and practice? To what extent are Asian religious products constructed anew in the context of globalization? How have religious products been re-defined and re-interpreted as a consequence of global encounters? When have there been moments of violence, intolerance, and discrimination against practitioners of Asian religions in the United States?

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 328 Religions of the African Diaspora (3 cr.) Surveys the origin, history, organizational structures, beliefs, and devotional practices of the religions that developed among African slaves and their descendants in the new world (including Brazil, Haiti, Cuba, and the United States). **Fulfills Liberal Arts Pathway Minor in Diversity and Inclusion.**

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 333 Religion and Literature (3 cr.) This course examines some of the issues raised by modern literature that challenge and critique religious conventions. The focus is on the modern era, since the last two centuries saw the emergence of the literary imagination as a major cultural force while traditional religious systems came under greater and greater scrutiny. We will consider a handful of prominent works of fiction by some familiar and perhaps not so familiar literary masters. All of the assigned texts raise questions of religious and personal identity over and against other persons and/or groups. Almost all of the assigned texts emerge out of, and challenge, the European Christian milieu. As you read them, therefore, you are to consider how each text may force the reader to raise basic but large religious questions, such as: Who/what am I? Who/what am I not? What must I do? What must I know? How ought I live to live well? To whom do I have obligations?

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 348 Religion and Its Monsters (3 cr.) What can we learn about religion when we approach it through its monsters? What do monstrous stories--whether myth, legend, or fiction--reveal about the sacred? In what ways is a monster sacred and the sacred monstrous? This class explores the monster as the apotheosis of the horror of human existence. Our emphasis will be upon Western religious traditions (Judaism and Christianity), but the course will cover a very diverse range of imaginative expressions, including ancient myths of chaos gods, Greek myth and Latin tragedy, Jewish legends, medieval Christian epic poetry, 19th c. Gothic novels, as well as paintings, sculpture, architecture, music, and modern film.

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. **Fulfills Liberal Arts Pathway Minor in Diversity and Inclusion.**

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 368 Religion and Healing (3 cr.) This course explores how different religions and cultures understand illness and healing. Attention will be given to the diverse understandings of selfhood, health, wellbeing, and illness present in different cultures as well as the various practices these cultures have developed to address the root causes of illness. Although we will talk about biomedicine, the primary healing system of the West, the focus is on nonwestern cultures, and may include units on East Asian, South Asian, Native American, Latin American, and African traditions of healing.

REL-R 369 Love, Sex, and Justice (3 cr.) Do we owe anything to anyone? Is life worth living without love or justice, or both? Are they not fundamental virtues of human relations, unconditionally necessary for us to live well? If justice must be blind, is there room for compassion or desire? Is justice truly "love gone public?" What happens when there is one without the other, or when they appear to be in conflict? What are their limits? This course seeks to address these questions by examining some of the foremost contributors to how we have come to think about love, sex, and justice in American culture in light of certain contemporary public disputes.

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 372 Inter-Religious Cooperation (3 cr.) How do you cooperate with people from different religious backgrounds? This course examines inter-religious cooperation among professionals, social activists, political adversaries, and others. Topics may include religious freedom in the workplace, the interfaith youth movement, and inter-religious peacemaking in conflict zones.

REL-R 373 Pilgrimage in World Religions (3 cr.) Pilgrimage is one of the most ancient practices of humankind and is associated with a great variety of religious and spiritual traditions. This class explores all aspects of the practice of pilgrimage or sacred journeying, from its nationalistic aspects, as with Medjugorje in Croatia, to its economic development aspects, the impact of the internet and globalization, pilgrimage an protest (as with Gandhi's famous salt march), and so on. The similarities and differences in the practice of pilgrimage in Islam, Hinduism, Buddhism, Christianity, and other religions and spiritual traditions, all the way to Graceland can be considered. What are the points of commonality? The reasons for pilgrimage vary greatly and were most famously described by Chaucer in his classic book The Canterbury Tales. Our class will explore the many dimensions of sacred travels.

REL-R 375 Religion Behind Bars (3 cr.) This course will explore punishment, prison, and the prison industrial complex's relationship to religion. The course will examine the development of the prison in the Western world, specifically the United States, and its relationship to religious norms, values, and institutions. In addition to the historical evolution of prison and the prison industrial complex, this course will also address the current prison system and the role of religion in the contemporary moment. Finally, this course will look at how religion is shaped in and by the prison system and the prison industrial complex. **Fulfills Liberal Arts Pathway Minor in Social Justice and Civic Engagement.**

REL-R 378 Revolution and Revolutionaries (3 cr.) From the founding of the United States to the current uprisings identified as the "Arab Spring," religion and political and social revolution often seem to be curious yet common travel partners. This course will ask why and how religion and political revolution travel together. How do religious language, symbols, and identities shape writing and other forms of discourse? How has religion or a critique of religion informed many of the larger social movements of the modern era (slave resistance, black power, feminism, workers' rights, democratic participation and citizenship)? This course will focus on works that foreground the interaction between religion and revolutionary movements throughout the modern era. **Fulfills Liberal Arts Pathway Minor in Social Justice and Civic Engagement.**

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. PUL=5

REL-R 383 Power, Sex, and Money (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. **Fulfills Liberal Arts Pathway Minor in Social Justice and Civic Engagement.**

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. **Fulfills Liberal Arts Pathway Minor in Culture and Health.**

REL-R 386 Consumption, Ethics, and the Good Life (3 cr.) What is the good life? Do consumers have moral responsibilities for a sustainable environment, worker justice and good societies? This course draws from religious and philosophical ethics, economics, public policy, social criticism and cultural studies to explore how people can lead good lives and build healthy communities through consumer choices and social advocacy. **Fulfills Liberal Arts Pathway Minor in Social Justice and Civic Engagement.**

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 394 Militant Religion (3 cr.) Examines the various ways Jewish, Christian, and Muslim apocalyptic literature has shaped, fostered, and contributed to the current rise in global militant religion. Themes include cosmic warfare, just war traditions, jihad, ancient and modern apocalypticism, messianism, millennialism, and the new wars of religion.

REL-R 395 Religion, Death, and Dying (3 cr.) Death is life's most inescapable reality; it is also inseparable from religion. This course surveys the death-related beliefs and practices of the world's major religious traditions, exploring how they deal with the reality of death on both the practical and spiritual level. The course also examines religious debates about the afterlife and considers cross-cultural questions of meaning related to death and dying.

REL-R 397 Mormonism and American Culture (3 cr.) Introduction to the history, beliefs, and practices of the Latter-day Saints (Mormons); exploration of the Book of Mormon and other LDS scriptures; exploration of Mormonism's relationship to American culture.

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 (1-3 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. Fulfills Religious Studies senior capstone. Offered fall semesters only.

REL-R 532 Studies of Religion and American Culture (3 cr.) Consent of Instructor. Study of selected topics in the history of religious life and thought in America.

REL-R 533 Theories of Religion (3 cr.) Consent of Instructor. Graduate seminar. See REL-R 433 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.) Consent of Instructor. Specialized Graduate Studies in Religion.

Sociology (SOC)

Undergraduate Courses

SOC-R 100 Introduction to Sociology (3 cr.) P: ENG-W 131 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 the light of value choices involved in various solutions.

SOC-R 234 Social Psychology (3 cr.) 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.) 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 295 Topics in Sociology (3 cr.) 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.) 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 314 Families and Society (3 cr.) 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.) 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.) 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.) 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.) Provides a basic conceptual scheme for dealing with human sexuality in a sociological manner.

SOC-R 321 Women and Health (3 cr.) 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.) 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.) An analysis of historical, social and psychological forces influencing human mortality. Topics include: changing images of death and dying, technology's dehumanization of dying, hospices, funerals, grief, widowhood, children's death, suicide, genocide, and the social structure's influence on the death and dying process.

SOC-R 329 Urban Sociology (3 cr.) 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.) 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.) 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.) 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.) 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.) 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.) 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.) This course introduces students to the real world of criminal victimization through readings and required observation of victim service agencies in operation. Students will have the opportunity to learn the circumstances of victimization, to experience victims' reactions to their violation, and to observe agency responses to victims.

SOC-R 351 Social Science Research Methods (3 cr.) 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.) 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.) 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.) 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.) 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: SOC-R 100 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: SOC-R 100 or consent of instructor. This course examines disability from the point of view of a variety of sociological perspectives and theories, concentrating on that of symbolic interaction. Attention will also be given to disability in history and the media and to the disability rights movement.

SOC-R 420 Sociology of Education (3 cr.) P: SOC-R 100 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: SOC-R 100 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: SOC-R 100 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: SOC-R 100 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: SOC-R 100 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: SOC-R 100 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: SOC-R 100 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: SOC-R 100 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: SOC-R 100 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: SOC-R 100, SOC-R 351, SOC-R 359, 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: SOC-R 100 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: SOC-R 100, SOC-R 351, SOC-R 359, 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: SOC-R 100 and SOC-R 351, 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: SOC-R 100, 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.) 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: SOC-R 100, SOC-R 351, SOC-R 355 (or SOC-R 356 or SOC-R 357) 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.

SOC-R 312 Sociology of Religion (3 cr.) 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 385 Aids and Society (3 cr.) 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 333 Sports and Society (3 cr.) This course will examine the importance sports and leisure activities play in society. From local examples such as Indiana motorsports and high school basketball, to international examples such as the Olympics and World Cup, we will examine sports from the perspective of athletes and fans, look at sports as an increasingly important business, and discuss how sports have been a significant agent for social change (including Title Nine, and the integration of major league baseball).

SOC-R 300 Topics in Applied Sociology (1-3 cr.) This course shows the application of sociological theory and methods to topics of current interest. Topics include gambling, elder abuse, evaluation of anti-aids programs, etc.

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. Course explores how work is being restructured in the "new economy". Topics include the changing meaning of work, the quest for dignity in the workplace, the plight of the working poor,

and prospects for the labor movement (among other items).

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. In-depth study of classical sociological theorists, particularly Marx, Durkheim, and Weber. Examines their roles in defining the discipline of sociology.

SOC-R 557 Advanced Sociological Theory II (3 cr.) P: graduate standing or consent of instructor. In-depth study of cotemporary sociological theories (e.g., social conflict, structural functionalist, symbolic interactionist) as a continuation of the issues raised by the classical sociological theorists as well as a response to the epistemological and social changes of the late twentieth century.

SOC-R 559 Intermediate Sociological Statistics (3 cr.) P: SOC-R 359 or equivalent, graduate standing or consent of instructor. SOC-R 359 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 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 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 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 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 612 Political Sociology (3 cr.) P: Graduate standing and/or consent of instructor. Possible topics include experimental studies of power relationships, political socialization, political attitudes, political participation, voting behavior, decision-making processes, theories of social power, organizational power systems and structures, 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 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 569 Thesis (3 cr.) P: SOC-R 359 or equivalent, graduate standing or consent of instructor. Thesis

Womens Gender and Sexuality Studies

Undergraduate Courses

WGSS-W 105 Introduction to Women's, Gender, and Sexuality Studies (3 cr.) Students will learn concepts from the perspectives of Women's, Gender, and Sexuality Studies, beginning with a focus on how inequalities between women and men, as well as among women, have been explained and critiqued. This course explores how the intersections of gender, race, class, sexual orientation, ability/disability, and age influence interpersonal, national, transnational, and international contexts.

WGSS-W 300 Topics in Women's, Gender, and Sexuality Studies: (variable title) (1-3 cr.) An interdisciplinary study of selected themes, issues, and

methodologies in Women's, Gender, and Sexuality Studies. May be repeated for up to 6 credit hours.

WGSS-W 480 Women's, Gender, and Sexuality Studies Practicum (3-6 cr.) P: WGSS-W 105 and consent of instructor and program director. Internships in the Women's, Gender, and Sexuality 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, gender, and sexuality status and experience in organizations.

WGSS-W 495 Readings and Research in Women's, Gender, and Sexuality Studies (1-6 cr.) Individual readings and research. May be repeated twice for credit with a different topic.

WGSS-W 499 Senior Colloquium in Women's, Gender, and Sexuality Studies (1 cr.) P: Consent of instructor. Must be approved by the WGSS Director prior to the semester in which the student plans to take the course. Reserved for students who are pursuing a Women's, Gender, and Sexuality Studies minor. 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, Gender, and Sexuality Studies. Participants will be expected to read and evaluate the presentations of other students and participating faculty.

WGSS-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.

WGSS-W 300 Topics in Women's, Gender, and Sexuality 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.

Graduate Courses

WGSS-W 601 Survey of Contemporary Research in Women's, Gender, and Sexuality Studies: The Social and Behavioral (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.

WGSS-W 602 Contemporary Research in Women's, Gender, and Sexuality 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.

WGSS-W 695 Graduate Readings and Research in Women's, Gender, and Sexuality Studies (3-6 cr.) An opportunity for graduate students in various programs at IUPUI to explore specific issues within the field of Women's, Gender, and Sexuality 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, Gender, and Sexuality 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.

WGSS-W 701 Graduate Topics in Women's, Gender, and Sexuality Studies (3-4 cr.) Advanced investigation of selected research topics in Women's, Gender, Sexuality Studies. Topics to be announced.

World Languages and Cultures (WLAC, ASL, CLAS, EALC, FREN, GER, NELC, SPAN)

Arabic (NELC)

NELC-A 131 Basic Arabic I (4 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 (4 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: NELC-A 131-A132, or consent of instructor. This course will focus on the mastery of grammar, including more complex structures, acquisition and expansion of vocabulary, and the development of reading, writing, listening and speaking skills. These objectives are achieved through intensive oral/aural practice using audio and video materials.

NELC-A 250 Intermediate Arabic II (3 cr.) P: NELC-A 200, or consent of instructor. This course will focus on the mastery of grammar, including more complex structures, acquisition and expansion of vocabulary, and the development of reading, writing, listening and speaking skills. These objectives are achieved through intensive oral/aural practice using audio and video materials.

NELC-A 300 Advanced Arabic I (4 cr.) P: NELC-A 200-A250, or consent of instructor. Modern standard/classical Arabic syntax and morphology. Development of advanced language skills in reading, writing, and aural comprehension. Translation and active vocabulary development. Readings in a variety of genres and periods.

NELC-A 350 Advanced Arabic II (4 cr.) P: NELC-A 300, or consent of instructor. Modern standard/classical Arabic syntax and morphology. Development of advanced language skills in reading, writing, and aural comprehension. Translation and active vocabulary development. Readings in a variety of genres and periods.

NELC-N 397 Peoples/Cultrs of Middle East (3 cr.) General anthropological introduction to social institutions and cultural forms of the Arab countries of North Africa and the Near East, Israel, Turkey, Iran, and Afghanistan. Topics include ecology, development of Islam and Muslim empires, traditional adaptive strategies, consequences of colonialism, independence and rise of nation-states, impact of modernization, changing conceptions of kinship, ethnicity, and gender.

NELC-N 308 Arab Histories (3 cr.) Explores how Arab people have commemorated, debated, and interpreted their shared past. Topics may include role of Arab identity in early Islamicate societies; Arab nationalism; and the modern Arab diaspora.

NELC-A 220 Arabic Calligraphy: History & Styles (3 cr.) P: Knowledge of the Arabic Alphabet The history of Arabic calligraphy origins & development. A study of the characteristics of Arabic letters which allows the creation of calligraphy art. Survey the different styles of Arabic calligraphy (Naskh, Ruq'ah, Thuluth, Kufi, Diwany, and Farsi), where each style is usually used and the main characteristics of each style. The classical method used by calligraphers in practicing how to write the letters by measuring the dimensions of each stroke in the letter by a number of adjacent dots made by the pen of the writer. Practicing the rules of writing one style of calligraphy to enable students write a short sentence in it. Displaying, analyzing and evaluating some calligraphy artwork in the six different styles made by the instructor and by prominent calligraphers and practicing reading them.

Chinese (EALC)

EALC-C 131 Beginning Chinese I (4 cr.) Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture.

EALC-C 132 Beginning Chinese II (4 cr.) P: EALC-C 131 or equivalent. Continuation of 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.) P: EALC-C 132 or equivalent. Both spoken and written aspects stressed, completing major grammatical patterns.

EALC-C 202 Second-Year Chinese II (3 cr.) P: EALC-C 201 or equivalent. Both spoken and written aspects stressed, completing major grammatical patterns.

EALC-C 301 Third-Year Chinese I (3 cr.) P: EALC-C 201-EALC-C 202 or equivalent. Emphasis on practice in understanding the difference between oral and written expression, building up discourse-level narration skills, and developing reading strategies for coping with authentic texts.

EALC-C 302 Third-Year Chinese II (3 cr.) P: EALC-C 201-EALC-C 202 or equivalent. A further expansion on vocabulary and grammatical patterns focusing on reading and oral communication.

EALC-C 320 Business Chinese (3 cr.) P: EALC-C 201-EALC-C 202 or equivalent. For student who want to acquire skills for business interactions with Chinese-speaking communities. Classroom activities such as mock negotiation in international trade, business letter writing, and oral presentation, help students acquire skills for business interactions with Chinese-speaking communities.

EALC-C 401 Fourth Year Chinese I (3 cr.) P: EALC-C 301-EALC-C 302 or equivalent. Emphasis on understanding and appreciating Chinese literary genres and prose.

EALC-C 402 Fourth Year Chinese II (3 cr.) P: EALC-C 301-EALC-C 302 or equivalent. A further improvement of language proficiency.

EALC-C 495 Improve Chinese Proficiency through Chinese Linguistics and Translation (1-3 cr.) P: EALC-C 301 Improve Chinese Proficiency through Chinese Linguistics and Translation explores Chinese grammar, Chinese pronunciation, and Chinese characters on the framework of Chinese thinking patterns. In addition, this course introduces common discourse patterns for students to practice. Furthermore, this course introduces basic principles of translation between Chinese and English. Specifically, translation is used both as a way for students to grasp the unique features of the Chinese language and as a subject to study. After taking this course, students will be able to consciously apply Chinese thinking patterns to guide the learning of the Chinese language.

EALC-E 232 China Past and Present: Culture in Continuing Evolution (3 cr.) Chinese culture and its modern transformations. Intellectual, artistic, and literary legacies of the Chinese people.

EALC-E 301 Chinese Language and Culture (3 cr.) The relationship of Chinese language to its culture and society. Four topics emphasized: (1) unique characteristics of Chinese; (2) influence of language structure on thought patterns and social behavior; (3) traditional conception of life as it affects verbal behavior; and (4) interaction between linguistic and other factors in social life.

EALC-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.

EALC-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.

EALC-E 334 Contemporary Chinese Cinema (3 cr.) This course introduces representative films from mainland China, Hong Kong and Taiwan since the 80s. Students analyze film form, meaning and style in social and cultural contexts, get acquainted with Chinese literary and aesthetic standards, and observe the changes in value and belief systems and China moves into modernity.

EALC-E 335 Chinese Martial Arts Culture (3 cr.) This course surveys the history and style of Chinese martial arts and explores their theoretical bases of Confucianism, Daoism, Buddhism, Chinese medicine, and health preservation practices. Students also study the literary tradition and aesthetic conventions of martial arts fiction and analyze cinematic expression of martial arts skills, chivalry, and love.

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 396 East Asian Culture and Civilization: The I Ching (3 cr.) The objective of the course is to help students gain an understanding of Chinese culture and civilization from its roots. This course studies the I Ching (i.e., Book of Changes), and its influence on Chinese culture and civilization. The I Ching is the most influential

ancient Chinese classic. No other book can match its influence in shaping Chinese thought, traditional Chinese medicine, Chinese written language, and popular Chinese cultural behaviors.

EALC-E 384 East Asian Naturalism and Cultural Identity (3 cr.) Exploration of impact of the metaphor of nation and Western nationalism theory on Western literature dealing with modern East Asia. Emphasis on how Western notions of political identity shape and, sometimes, obscure our understanding of East Asian cultural and political identity.

EALC-E 282 East Asian Calligraphy (3 cr.) As a distinct category of art, East Asian calligraphy greatly influences East Asian painting and sculpture. It continues as a modern art in East Asian countries. To fully understand its meaning and aesthetical values, East Asian calligraphy needs to be integrated with its historical, cultural, and social contexts.

EALC-E 397 East Asian Culture and Civilization: The I Ching (3 cr.) Traditional Chinese medicine was originated from China thousands of years ago and was spread to East Asian countries. Today, it is still actively practiced in East Asia. Also, it has spread to the West as an alternative medicine. Because of its wide application and great influence to people's lives, traditional Chinese medicine warrants a study of its own. Being heavily influenced by Chinese intellectual ideas, traditional Chinese medicine approaches body and the treatment of ailments from a unique Chinese perspective. In order to fully understand traditional Chinese medicine, it is important to bring out its unique outlook on body, ailments, diagnoses, treatments, and health maintenance practices. Also, it is important to study Chinese medical terminologies in their cultural contexts.

Classical Studies (CLAS)

Courses in Classical Civilization

CLAS-B 311 Sex and Gender in the Ancient World (1 cr.) This class serves as an introduction to sex and gender in ancient Greece and Rome. By the end of the class, students will be able to answer the following questions: How did ancient Mediterranean societies conceptualize sex and gender? How did such conceptions evolve and function within the specific context of the ancient Mediterranean world? What social roles did sex and gender play? How did societies shape ideas of sex and gender, and how did sex and gender shape societies? How are sex and gender reflected in the literature and art of both ancient societies and our modern culture?

CLAS-B 312 Evil, Crime, and Terrorism in the Ancient World (1 cr.) B312 serves as an introduction to how the cultures of ancient Greece and Rome conceptualized, dealt with, and discussed concepts such as evil, crime, and the politicized use of terror. Topics include: How did ancient Mediterranean societies conceptualize evil, crime, and terrorism? How did such conceptions evolve and function within the specific context of the ancient Mediterranean world? How did societies shape ideas of evil, crime, and terrorism, and how did evil, crime, and terrorism shape societies? How are ancient evil, crime, and terrorism reflected in the literature and art of both ancient societies and our modern culture?

CLAS-C 101 Ancient Greek Culture (3 cr.) CLAS-C101 is an historical and topical introduction to ancient Greek culture. From prehistorical to Hellenistic cultures, CLAS-C101 surveys the geography, economics, politics, philosophy, religion, society, technology, and daily lives of ancient Greeks by studying representative works of art, architecture, and literature.

CLAS-C 102 Roman Culture (3 cr.) CLAS-C102 explores the culture and history of ancient Rome, both as a distinct past society, and as a cultural force that continues to shape modern life. We will focus on several questions: How was Roman society organized? How did Rome's particular history shape how Roman society developed? What was daily life like for various social classes (elite and poor, free and slave, etc.)? What was the role of religion? How do we interpret different types of evidence about the past, including written and archaeological sources? How does ancient Rome continue to shape the world we inhabit today?

CLAS-C 205 Classical Mythology (3 cr.) Introduction to Classical Mythology, the myths of Ancient Greece and Rome. Learn about these important societies through the lens of the stories they told about themselves. Discover the influences that resonatethroughout literature (Dante, Shakespeare, Elliott), art (Michelangelo, Picasso), film (Disney, Coen Brothers), government (Hamilton, Jefferson) and more to shape modern society.

CLAS-C 210 Ancient Medicine and Modern Terminology (2-3 cr.) This course develops understanding of medical terminology and the Greco-Roman healing practices in which much of this terminology developed. For medical terminology, the course covers spelling, pronunciation, abbreviations, analyzing words based on their root, prefix, and suffix, and identifying common mistakes in medical terminology. With the study of ancient conceptions of medicine and healing, the course reveals the richness of ancient healing practices beyond a simple doctor-patient relationship. Designed for any student interested in the ancient world, but especially those intending to specialize in or understand medicine, nursing, dentistry, health sciences, microbiology, or related fields.

CLAS-C 213 Sport and Competition in the Ancient World (3 cr.) An introduction to athletics in Greek and Roman societies and the Classical World. With historical and comparative analysis of ancient literature, art, architecture, and other material artifacts, C213 studies the origins and developments of classical competitions of strength, speed, stamina, and skill within the contexts of ancient Mediterranean cultures, and draws connection to modern competition.

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 321 Classical Myth and Culture in Film (3 cr.) Examines depictions of ancient Greece and Rome in modern cinema and television. Questions to be asked: How historically accurate are these onscreen versions of antiquity? What conventions and stereotypes appear? How has classical mythology been treated? How do these films reflect the period in which they were made?

CLAS-C 350 Greek Literature in Translation (3 cr.)
Survey of Greek literature through selected literary works of such authors as Homer, Herodotus, Thucydides, Sophocles, Euripides, Aristophanes, and Plato.

CLAS-C 351 The Golden Age of Athens (3 cr.)
Explores the intellectual, cultural, and political world of democratic Athens, through the lens of literary and artistic masterpieces. This unparalleled period saw an astonishing florescence in architecture (the Parthenon), sculpture (Phidias), theater (Euripides, Sophocles), and more, as well as monumental historic developments (the Persian and Peloponnesian Wars, the Athenian Empire) that would shape the world to come.

CLAS-C 360 Roman Literature in Translation (3 cr.)
Survey of Latin literature from its beginnings to the middle of the second century after Christ. Among authors read are Plautus, Terence, Catullus, Cicero, Horace, Vergil, Ovid, Petronius, Juvenal, Tacitus, and Apuleius.

CLAS-C 361 The Golden Age of Rome (3 cr.)
Explores the intellectual, cultural, and political world of Augustan Rome through the lens of literary and artistic masterpieces. This unparalleled period saw an astonishing florescence in architecture (the Forum of Augustus), sculpture (the Altar of Peace), literature (Virgil, Ovid), and more, as well as monumental historic developments (the fall of the Republic, the rise of the Roman Empire) that would shape the world to come.

CLAS-C 386 Greek History (3 cr.) C386 explores the history of Ancient Greece from the time of the Mycenaean Kings (1600 BC) to the final conquest by Rome (30 BC). This critical period of history covers (a) the Bronze Age collapse (b) the rise and fall of Troy, Athens, Sparta, and Thebes; (c) the birth of democracy, theater, and the jury system; (d) the career of Alexander the Great and the Hellenistic Age. Reading a selection of primary sources allows students to hear the ancient Greeks in their own words, and encourages critical analysis of historical sources.

CLAS-C 387 Roman History (3 cr.) C387 explores the history of Ancient Rome from the time of the Etruscan Kings (750 BC) to the last days of the Empire (350 AD). This critical period of history covers (a) the rise of Rome from village to empire; (b) the Civil Wars of Pompey, Julius Caesar, Marc Antony and Cleopatra, and the first emperor Augustus; (c) the reigns of 'bad' emperors (Caligula, Nero, Commodus) and 'good' (Titus, Trajan, Marcus Aurelius); (d) the establishment of Christianity under Constantine. Reading a selection of primary sources allows students to hear the ancient Romans in their own words, and encourages critical analysis of historical sources.

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 CLAS-C 396 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 414 Art and Archaeology of Roman World (3 cr.)
Explores the material culture of the Roman world in its cultural and socio-political contexts from the beginning through the fourth century CE. Includes the study of ancient Roman architecture, sculpture, painting as well as evidence from geoarchaeology and archaeological survey.

CLAS-C 419 Art and Archaeology of Pompeii (3 cr.)
Survey of archaeological evidence of the best-preserved ancient city, buried under the ashes of Mt. Vesuvius in AD 79. Learn about everyday life in a Roman seaside town. Topics including urban development, gladiators, theater, the lives of women and slaves, commerce, religion, art history, the ethics of preserving disaster sites, and more.

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-C 491 Classics in Focus Euripides' Medea (3 cr.)
D470 serves as an in-depth examination of Euripides' tragedy Medea, a rightfully legendary work that explores concepts such as the nature of heroism and justice, the struggle for personal agency, the destruction of the family, and the role of women in society. Topic include: How does Euripides' Medea interact with and help shape the larger Graeco-Roman mythological tradition? What does Medea tell us about women, both real and fictive, in ancient societies? What does the Medea tell us about heroic virtues? How does the Medea reflect ancient social tensions, and how are those connected to modern cultures?

CLAS-B 311 Classical Drama (1 cr.) This class serves as an introduction to sex and gender in ancient Greece and Rome. By the end of the class, students will be able to answer the following questions: How did ancient Mediterranean societies conceptualize sex and gender? How did such conceptions evolve and function within the specific context of the ancient Mediterranean world? What social roles did sex and gender play? How did societies shape ideas of sex and gender, and how did sex and gender shape societies? How are sex and gender reflected in the literature and art of both ancient societies and our modern culture?

CLAS-B 313 Extraordinary Women in the Ancient World (1 cr.) B313 serves as an introduction to how the cultures of ancient Greece and Rome conceptualized, dealt with, and discussed women who were extraordinary, for either good or ill. Topics include: How did ancient Mediterranean societies conceptualize extraordinary women? How did such conceptions evolve and function within the specific context of the ancient Mediterranean world? How did societies shape ideas of female lives and how did female lives shape societies? How are extraordinary women reflected in the literature and art of both ancient societies and our modern culture?

CLAS-B 313 The Environment and the Ancient World (1 cr.) Introduction to how ancient Greek and Roman cultures conceptualized, dealt with, and discussed

the natural world. Students explore how societies conceptualize their environment within the specific context of the ancient Mediterranean world, and how ancient conceptions of natural forces affected the literature and art of both ancient and modern societies.

Courses in Classical Archaeology

CLAS-A 301 Classical Archaeology (3 cr.) The past is a puzzle with no instructions and mostly missing pieces. Come find out how archaeologists put together what pieces we do have to reconstruct the cultures of Ancient Greece and Rome. Learn how to draw connections using a variety of evidence, including excavation, coins, and sculpture. Explore numerous issues for the study of ancient and modern societies, such as environmental practices and the expression of personal identity. Most importantly, learn to think critically about how societies work, change, and interact over time.

CLAS-A 418 Myth and Reality in Classical Art (3 cr.) Introduction to Classical iconography (the study of images) that explores approaches to narration and representation in Ancient Greece and Rome. The course examines the illustration of myth, history, and everyday life in Classical art in relation to ancient society. Why and how did ancient societies represent stories in art? What can pottery and sculpture tell us about the role of storytelling in ancient life? How did visual art serve as a means of powerful communication across cultures and centuries?

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 the Roman World (3 cr.) Come explore the material culture of Ancient Rome, a world of gladiators, gods, and generals, emperors, priests, and slaves. Learn how the Roman army conquered an empire that stretched from Scotland to Syria, Romania to Morocco. Delve into architectural and artistic achievements that would not be matched for millennia. Evaluate how archaeologists draw their conclusions from artifacts. Most importantly, look into the material remains of the past to see how we are still connected to the Romans today.

Courses in Latin

CLAS-L 131 Beginning Latin I (4 cr.) L131 provides an introduction to the basics of Latin vocabulary and grammar with an eye to developing direct reading comprehension. Students also will learn about Ancient Roman society, literature, religion, and culture.

CLAS-L 132 Beginning Latin II (4 cr.) L132 provides further experience in Latin vocabulary and grammar. Students also continue their study of Ancient Roman society, literature, religion, and culture. Previous experience (equivalent to one semester) in Latin is necessary for this course; see current prerequisites for information.

CLAS-L 200 Second-Year Latin I (3 cr.) L200 provides further understanding of Latin vocabulary and grammar, with emphasis placed on reading the original texts of Latin authors. Students also continue their study of Ancient Roman society, literature, religion, and culture. Previous experience (equivalent to two semesters) in Latin is necessary for this course; see current prerequisites for information.

CLAS-L 250 Second-Year Latin II (3 cr.) L250 provides further understanding of Latin vocabulary and grammar, with emphasis placed on reading the original texts of Latin authors. Students also continue their study of Ancient Roman society, literature, religion, and culture. Previous experience (equivalent to three semesters) in Latin is necessary for this course; see current prerequisites for information.

CLAS-L 495 Individual Reading in Latin (1-3 cr.) P: Consent of department. May be repeated once for credit.

Courses in Latin

CLAS-G 131 Elementary Ancient Greek I (4 cr.) The essentials of ancient Greek grammar, vocabulary, and syntax that will allow students to begin study of classical and Biblical texts.

CLAS-G 132 Elementary Ancient Greek II (4 cr.) P: CLAS-L 131 or placement (please email Program Director or wlac@iupui.edu). The essentials of ancient Greek grammar, vocabulary, and syntax that will allow students to begin study of classical and Biblical texts.

CLAS-L 200 Second-Year Latin I (3 cr.) P: CLAS-L 132 or placement (please email Program Director or wlac@iupui.edu). L200 provides further understanding of Latin vocabulary and grammar, with emphasis placed on reading the original texts of Latin authors. Students also continue their study of Ancient Roman society, literature, religion, and culture. Previous experience (equivalent to two semesters) in Latin is necessary for this course; see current prerequisites for information.

CLAS-L 250 Second-Year Latin II (3 cr.) P: CLAS-L 200 or placement (please email Program Director or wlac@iupui.edu). L250 provides further understanding of Latin vocabulary and grammar, with emphasis placed on reading the original texts of Latin authors. Students also continue their study of Ancient Roman society, literature, religion, and culture. Previous experience (equivalent to three semesters) in Latin is necessary for this course; see current prerequisites for information.

CLAS-L 495 Individual Reading in Latin (1-3 cr.) P: Consent of department. May be repeated once for credit.

French (FREN)

Undergraduate Courses

FREN-F 131 First-Year French I (4 cr.) Introductory French language course. This is the first course for beginning students of French with no experience in the language. Native speakers of French may **NOT** take this course. Start here to learn to communicate with others in French! If you have previous experience learning French, please take the placement exam: http://tc.iupui.edu/testing students/. Placing into and successfully completing language courses above the 131 level (132 or above) may allow you to request special credits for the skipped courses at a greatly reduced fee.

FREN-F 132 First-Year French II (4 cr.) This is the second course for beginning students of French and

follows FREN-F 131 with emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. This course is NOT open to native speakers of French. If you have previous experience learning French, please take the placement exam: http://tc.iupui.edu/testing/students/. Placing into and successfully completing language courses above the FREN-F 131 level (FREN-F 132 or above) may allow you to request special credits for the skipped courses at a greatly reduce fee. RECOMMENDED: Successful completion of F131, placement test score, or by consultation with the department.

FREN-F 203 Second-Year Composition, Conversation, and Reading I (3 cr.) This is the third course in the French-language sequence and follows F132. Composition, conversation, and grammar coordinated with the study of expository and literary texts. This course is NOT open to native speakers of French. If you have previous experience learning French, please take the placement exam: http://tc.iupui.edu/testing/students. Placing into and successfully completing language courses above the FREN-F 131 level (FREN-F 132 or above) may allow you to request special credits for the skipped courses at a greatly reduce fee. RECOMMENDED: Successful completion of F132, placement test score, or by consultation with the department.

FREN-F 204 Second-Year Composition, Conversation, and Reading II (3 cr.) This is the fourth course in the French-language sequence and follows F203. Composition, conversation, and grammar coordinated with the study of expository and literary texts. This course is NOT open to native speakers of French. If you have previous experience learning French, please take the placement exam: http://tc.iupui.edu/testing/students. Placing into and successfully completing language courses above the FREN-F 131 level (FREN-F 132 or above) may allow you to request special credits for the skipped courses at a greatly reduce fee. RECOMMENDED: Successful completion of F203, placement test score, or by consultation with the department.

FREN-F 271 Topics in Francophone Cultures (1-3 cr.) Culture matters. This variable topics course will address particular aspects of Francophone cultures throughout the world and how identities and cultural formations occur. Class taught in English -- no knowledge of French is required – and does not count toward the French Minor or Major.

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 300 Lectures et analyses littéraires (3 cr.) 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." Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department.

FREN-F 307 Masterpieces of French Literature (3 cr.) Includes material from both classical and modern periods. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department.

FREN-F 315 FRENCH CONVERSATN & DICTION 1 (3 cr.) Combined lectures on problems of pronunciation and phonetic transcription, and oral practice sessions. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department.

FREN-F 326 French in the Business World (3 cr.) Introduction to the language and customs of the French-speaking business world. Designed to help prepare students to take the examination for the business French Certificate offered by the Paris Chamber of Commerce. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department.

FREN-F 328 Advanced French Grammar and Composition (3 cr.) Study and practice of French thinking and writing patterns. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department

FREN-F 330 Introduction to Translating French and English (3 cr.) 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. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department

FREN-F 331 French Pronunciation and Diction (3 cr.) Thorough study of French phonetics and intonation patterns. Corrective drill. Includes intensive class and laboratory work. Oral interpretation of texts. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department.

FREN-F 334 French for the Medical and Technical World (3 cr.) This course addresses the French language and francophone cultural specifics for communicating in medical and technical settings. The objectives of this class are to provide vocabulary in the domain of the health-related fields in contextualized situations while reviewing the basics of French grammar. Students are to achieve an advanced level of proficiency in the target language in both production and receptive skills (speaking, writing, listening, reading) as well as to gain awareness of the range of health care and technology issues as related to the francophone patient. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department.

FREN-F 336 Structure of French (3 cr.) P: FREN-F 204. This course will introduce major themes in linguistics, the scientific study of language. Topics to be covered include the development and spread of human language and the acquisition of native languages during

childhood as well as a brief overview of each branch of linguistics: phonetics (sounds), morphology (words), syntax (phrases), semantics (meaning), and pragmatics (interpretation), with a focus on the French language. This course is taught in French.

FREN-F 350 Structure of French (3 cr.) Emphasis in this class is on a topic, author or genre within francophone studies that will be included as a subtitle each time the course is offered. Class is taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department. Class is taught in French.

FREN-F 352 Structure of French (3 cr.) This course invites post-intermediate students of French to improve their language skills while exploring the complex history and culture of Quebec. Drawing on cultural products from the earliest days of exploration to the present day, this course introduces students to an array of texts that sample Quebecois literature, popular culture, art, music, and politics. The interdisciplinary approach will challenge students to improve their French language skills while learning about one of our closest French-speaking neighbors: Quebec. Readings for the course are thematically organized to delve into issues central to understanding the many facets of contemporary Quebecois identity, while prompting students to search for a range of materials online. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department

FREN-F 360 Introduction socio-culturelle à la France (3 cr.) P: FREN-F 204 or equivalent, or by authorization of the Program. 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. Does not count towards the major. May be taken twice for credit if topic differs.

FREN-F 380 French Conversation (3 cr.) For non-native speakers of French. Designed to develop conversational skills through reports, debates, and group discussions with an emphasis on vocabulary building, mastery of syntax, and general oral expression. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department

FREN-F 391 Studies in French Cinema (3 cr.) Analysis of major French art form, introduction to modern French culture seen through medium of film art, and study of relationship of cinema and literature in France. Class taught in French. RECOMMENDED: Successful completion of F204 or equivalent placement test score, or by consultation with the department

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.

FREN-F 402 Introduction to French Linguistics (3 cr.) Introduction to the structure of the French language: phonology, morphology, and syntax. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 421 Fourth-Year French (3 cr.) Advanced work in language with a focus on syntax. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 423 Craft of Translation (3 cr.) 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. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 430 Modern Short Narratives (3 cr.) P: FREN-F 328, FREN-F 330 or equivalent, or by authorization of the Program. 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 434 Advanced French for the Medical and Technical World (3 cr.) P: FREN-F 204. This course addresses the French language and francophone cultural specifics for communicating in medical and technical settings. The objectives of this class are to provide vocabulary in the domain of the health-related fields in contextualized situations while reviewing the basics of French grammar. Students are to achieve an advanced level of proficiency in the target language in both production and receptive skills (speaking, writing, listening, reading) as well as to gain awareness of the range of health care and technology issues as related to the francophone patient. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 450 Colloquium in French Studies (2-3 cr.) Emphasis is on topic, author, or genre. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 451 Le francais des affaires (3 cr.) Investigates in depth some of the topics touched on in FREN-F 326. Designed to help prepare students to take the examination for the Diplome francais profesionnel by the Paris Chamber of Commerce. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 452 Culture and Literature of Quebec (3 cr.) 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. Class taught in French. RECOMMENDED: Successful completion

of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 453 Littérature contemporaine I (3 cr.) P: FREN-F 328, FREN-F 330 or equivalent, or by authorization of the Program. Twentieth-century French literature.

FREN-F 454 Contemporary French Literature II (3 cr.) Twentieth-and twentiy-first century French literature. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 460 French Fiction in Film (3 cr.) 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. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 461 La France Contemporaine (3 cr.) France since 1945: political, social, economic, and cultural aspects. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

FREN-F 480 French Conversation (3 cr.) 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 FREN-F 380 and FREN-F 480 may be taken for credit. Class taught in French. RECOMMENDED: Successful completion of FREN-F 328, FREN-F 330, or FREN-F 336 or by consultation with the department.

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 497 Capstone in French (1-3 cr.) P: Authorization of the Program. 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.

FREN-F 316 FRENCH CONVERSATN & DICTION 2 (3 cr.) P: FREN-F 315 or equivalent, or by authorization of the Program. Combined lectures on problems of pronunciation and phonetic transcription, and oral practice sessions.

Graduate Courses

FREN-F 528 Comparative Stylistics and Translation (3 cr.) This is an introductory course to the practice and evaluation of translation. Students will get hands-on experience with many different text types from a variety of areas and professions and develop skills to translate them into both English and French. At the same time, students will have the opportunity to discuss some of the theoretical and professional issues involved in translation as a profession.

FREN-F 529 Specialized Translation I (Business/ Legal/Governmental) (3 cr.) This class provides an overview of the methods and terminology resources for the translation of commercial, economic, financial, legal, and governmental documents as well as intensive practice in these areas of translation.

FREN-F 530 Specialized Translation II (Scientific/ Technical/Medical) (3 cr.) This class provides an overview of the methods and resources for the translation of technical, scientific and medical documents, as well as intensive practice in these areas of translation.

FREN-F 575 Introduction to French Linguistics (3 cr.) An introduction to phonological, morphological, and syntactic structures of French, and to recent linguistic developments.

German (GER)

Undergraduate Courses

GER-G 131 First-Year German I (4 cr.) Introductory German language course. Emphasis on developing basic speaking, writing, listening and reading skills as well as awareness of German-speaking countries and cultures.

GER-G 132 First-Year German II (4 cr.) Continuation of introductory German language course. Emphasis on developing basic speaking, writing, listening and reading skills as well as awareness of German-speaking countries and cultures.

GER-G 203 Second-Year German I (3 cr.) P: GER-G 132, 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 204 Second-Year German II (3 cr.) P: GER-G 203 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-E 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 300 Fifth Semester German (3 cr.) P: GER-G 204 or placment. Comprehensive review of grammatical points introduced in G100 through G250. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignment of short literary texts and one novel or play. 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 Schreiben and Sprechen (3 cr.) P: GER-G 204 or equivalent or consent of instructor 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 GER-G 371. 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 382 Classicism and Romanticism in German Literature (3 cr.) P: GER-G 204
Introduces students to major works of German literature around 1800. The course covers the cultural contexts of periods such as the Enlightenment, Storm and Stress, Classicism, and Romanticism. Authors include Schiller, Goethe, Kleist, Tieck, and Eichendorff. Taught in German.

GER-G 383 19th Century German Literature (3 cr.)
P: GER-G 204
Nineteenth-Century German Literature (3 cr.). Introduces students to major works of German literature written between 1830 and 1900, an age of tremendous social and industrial transformation. Literary concepts such as Realism and Naturalism will be analyzed alongside theories of genre, modernity, and gender. Authors include the Brothers Grimm, Buechner, Marx, Nietzsche, Hauptmann, Fontane, and Wedekind. Taught in German.

GER-G 384 Modern German Literature (3 cr.) P: GER-G 204 Introduces students to major works of German literature from the turn of the twentieth century to the present. Topics include the trauma of war and exile, changing gender roles, globalization, migration, and the German idea of Heimat. Authors include Thomas Mann, Kafka, Seghers, Celan, Grass, Özdemir, and Erpenbeck. Taught in German.

GER-E 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: GER-G 300 or consent of instructor. Advanced undergraduate course. Provides an overview of the cultural heritage of German-Americans and assists 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.) P: GER-G 300 or consent of instructor. 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: GER-G 300 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 German Myths, Fairy Tales and Social Transformation (3 cr.) P: GER-G 300, GER-G 340 or consent of instructor. Survey of literary representations of nineteenth-century German life at a time of change from rural to urban transformation. Text selection includes a variety of shorter forms: fairy tales, short stories, novella, satire and drama. Taught in German.

GER-G 410 LANGUAGE AND IDENTITY IN MODERN GERMAN LITERATURE (3 cr.) P: GER-G 300, GER-G 340 or consent of instructor. Survey of cultural and intellectual life of the German-speaking countries of the 20th century, through the reading of exemplary literary works. Discussion of literary movements from the turn of the century until the present. Texts will be 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: GER-G 300, GER-G 340 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.

GER-G 431 Advanced Business German (3 cr.)
P: GER-G 300, GER-G 340 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: GER-G 300, GER-G 340 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 Structure of German (3 cr.) P: GER-G 300, GER-G 340 or consent of instructor. The course introduces students to the core disciplines of linguistics: phonetics, phonology, syntax, morphology, and semantics. While the approach is generally a cross-linguistic one, special emphasis is placed on examples from German.

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 493 Internship in German (1-6 cr.) P: Consent of program director. A field experience in the applied use of German in a professional work place environment. Previous course work and language knowledge are integrated in professional application locally and/or in a German-speaking country. Directed journal, report, final investigative project. Minimal length of internship linked to weekly work schedule.

GER-G 498 Individual Studies in German (1-6 cr.) P: Consent of program director. 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.

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 528 Comparative Stylistics and Translation (3 cr.) This is an introductory course to the practice and evaluation of translation. Students will get experience with many different text types from a variety of areas and professions and develop skills to translate them into both English and German. Discussion of the theoretical and professional issues involved in translation as a profession.

GER-G 529 Specialized Translation I (Business/ Legal/Governmental) (3 cr.) This class provides an overview of the methods and terminology resources for the translation of commercial, economic, financial, legal, and governmental documents well as intensive practice in these areas of translation.

GER-G 530 Specialized Translation II (Scientific/ Technical/Medical) (3 cr.) This class provides an overview of the methods and resources for the translation of technical, scientific, and medical documents, as well as intensive practice in these areas of translation.

GER-G 551 Structure of Modern German (3 cr.) Taught concurrently with GER G465. 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 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 (1-3; 9 max. cr.) Selected Topics in German Studies.

Japanese Studies (EALC-J)

EALC-J 131 Beginning Japanese I (4 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 132 Beginning Japanese II (4 cr.) P: EALC-J 131 or equivalent. 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: EALC-J 132 or equivalent. Continuation of emphasis on communicative skills. Increased attention to reading and writing skills.

EALC-J 202 Second-Year Japanese II (3 cr.) P: EALC-J 201 or equivalent. Continuation of emphasis on communicative skills. Increased attention to reading and writing skills.

EALC-J 301 Third-Year Japanese I (3 cr.) P: EALC-J 202 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: EALC-J 201-EALC-J 202 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: EALC-J 202 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: EALC-J 202 or equivalent. Emphasis on acquisition and use of business vocabulary, idiom, and style. Oral practice is emphasized.

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: EALC-J 302 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: EALC-J 401 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.

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-E 271 Modern and Contemporary Japanese Culture (3 cr.) Examination of a range of Japanese culture expressions of the twentieth and twenty-first centuries, such as literature, theater, film, popular culture, and their historical contexts.

EALC-J 495 Japanese Translation Seminar (3 cr.) P: EALC-J 301 or equivalent This course is designed to provide students ample opportunities to practice literal translation from Japanese to English (or English to Japanese) using machine translation tools. Students will develop the ability to recognize structural differences between Japanese and English, cross-cultural differences in stylistics, and common translation problems. Japanese culture and its aesthetic expressions will be explored through a variety of literary forms such as haiku, senryuu, tanka and short story. Through in class discussion and close readings of translated texts, students will further enhance their translation and analytical writing skills. Using ePortfolio, each student will produce several polished translations and write several short reflective essays that discuss the linguistic and cultural issues and challenges that arose during the translation process.

EALC-J 496 Overseas Studies, Hakuoh University., Japan (1.5 cr.) P: Permission of instructor. Available for students who are accepted at the Japanese Language and Culture study abroad program through Hakuoh University and IUPUI.

Spanish (SPAN)

Undergraduate Courses

SPAN-S 131 First-Year Spanish I (4 cr.) Introductory language sequence of courses. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures.

SPAN-S 132 First-Year Spanish II (4 cr.) P: SPAN-S 131, or transfer equivalent, or placement by testing. Continuation introductory language sequence of courses. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures.

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.) P: SPAN-S 142. 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.) P: SPAN-S 160. 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 (3 cr.) P: SPAN-S 132, or 8-10 credit hours of college-level Spanish or placement by testing. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings. Attendance in language laboratory required. Practice in composition.

SPAN-S 204 Second-Year Spanish II (3 cr.) P: SPAN-S 203 or 10-14 credit hours of college-level Spanish or placement by testing. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings. Attendance in language laboratory required. Practice in composition.

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 204 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. Sentence exercises will be corrected and discussed in class.

SPAN-S 313 Writing Spanish (3 cr.) P: SPAN-S 204 or equivalent. Not open to heritage or native speakers of Spanish. Grammar review, composition, and themes in Spanish.

SPAN-S 315 Spanish in the Business World (3 cr.) P: SPAN-S 204 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: SPAN-S 204 or equivalent. Not open to heritage or native speakers of Spanish. Intensive controlled conversation correlated with readings, reports, debates, and group discussions. May be repeated once for credit.

SPAN-S 318 Writing Spanish for Heritage Speakers (3 cr.) P: SPAN-S 204 (passed with a C or better) or transfer equivalent, or placement by testing. Focus on developing the literacy and writing skills of students who need additional practice and accuracy with standard written Spanish. Designed for native speakers and/or heritage speakers of Spanish. "Native" speakers are students who graduated from a high school in a Spanish-

speaking country. "Heritage" speakers are students whose fominant language is English but who have had significant expsure to Spanish at home or in a Spanish-speaking country. This course is specifically required for native speakers who wish to earn special credit (SPAN-S 298) in Spanish.

SPAN-S 319 Spanish for Health Care Personnel (3 cr.) P: SPAN-S 204 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: SPAN-S 313 or equivalent, 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: SPAN-S 313 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 330 Studies in Hispanic Cultures (3 cr.) P: ENG-W 131, advanced level reading and writing skills in English Introduction to the varied cultures of the Spanish-speaking peoples to English-speaking students, with a main focus on the belief and knowledge systems, the customs and other socio-cultural behaviors, and the artistic and cultural products of the Spanish-speaking peoples of the world. Taught in English. Credit not applicable to the Spanish major or minor.

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) P: SPAN-S 313 or equivalent. 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: SPAN-S 313 or equivalent. 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: SPAN-S 313 or equivalent, and SPAN-S 360, 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: SPAN-S 313 or equivalent, and SPAN-S 360, 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, Perez Galdes, Unamuno, Garcia Lorca, and other representative writers.

SPAN-S 411 Spain: The Cultural Context (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 363, or consent of instructor. A course to integrate historical, social, political, and cultural information about Spain.

SPAN-S 412 Spanish America: The Cultural Context (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 363, 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: SPAN-S 313 or equivalent, 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: SPAN-S 311 and SPAN-S 313 or equivalent, 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: SPAN-S 313 or equivalent, and SPAN-S 323, 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: SPAN-S 326 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: SPAN-S 313 or equivalent, and SPAN-S 326 or consent of instructor. This course analyzes the structure of the Spanish language, including word and sentence formation, and how the language is used employed to produce specific meanings. This course will help students recognize the patterns underlying the Spanish language, and improve their grammatical accuracy.

SPAN-S 428 Applied Spanish Linguistics (3 cr.) P: SPAN-S 326, 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 SPAN-S 319, or consent of instructor. This is a course for advanced students who are considering a career in medical interpreting in the various health care fields. Students get in-depth oral and comprehension practice in the primary areas of sight translation and consecutive interpreting and focus on medical terminology to reduce errors in interpreting

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 440 Hispanic Sociolinguistics (3 cr.) P: SPAN-S 326 or equivalent. Examines current topics in Hispanic sociolinguistic/pragmatics. 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 441 The Acquisition of Spanish (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 360, or consent of instructor. 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 445 Major Dramatists of the Golden Age I (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 360, 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 Alarcon, Calderan.

SPAN-S 450 Cervantes' Don Quixote I (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 360, 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 468 Varieties of Spanish (3 cr.) P: SPAN-S326 Introduction to Hispanic Linguistics. This course is an advanced descriptive analysis of the varieties of Spanish spoken around the globe. A detailed analysis of the phonetic, lexical and morphosyntactic aspects of such varieties is provided with an aim to define its different macrodialectal areas, including Spanish in the US and Creole languages.

SPAN-S 470 Women and Hispanic Literature (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 360, 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: SPAN-S 313 or equivalent, and SPAN-S 360, or consent of instructor. Introduction to Spanish-American literature.

SPAN-S 472 Spanish-American Literature II (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 360, or consent of instructor. Introduction to Spanish-American literature from the beginning of the twentieth century to the present.

SPAN-S 477 Twentieth-Century Spanish-American Prose Fiction (3 cr.) P: SPAN-S 313 or equivalent, and SPAN-S 360, 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 demonstrate academic progress through a portfolio, discussions with the faculty capstone directory, and an internship report. The report is presented in Spanish in writing and orally.

SPAN-S 493 Internship Program in Spanish (3 cr.) P: Junior standing with authorization. Open to IUPUI students only. 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.

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.) P: SPAN-S 313 or equivalent, with authorization. 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. Topic to be selected by the student with the consent of the Director. Topic may not duplicate the content of an already existing course.

SPAN-S 495 Hispanic Colloquium (3 cr.) P: SPAN-S 313 or equivalent, 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.

Graduate Courses

SPAN-S 507 Foreign Language Institute (3 cr.) P: Graduate standing in Spanish or consent of instructor. Intended primarily for teachers. 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. May be repeated for a maximum of 6 credit hours.

SPAN-S 508 Varieties of Spanish (3 cr.) This course is an advanced descriptive analysis of the varieties of Spanish spoken around the globe. A detailed analysis of the phonetic, lexical and morphosyntactic aspects of such varieties is provided with an aim to define its different macrodialectal areas, including Spanish in the US and Creole languages.

SPAN-S 511 Spanish Syntactic Analysis (3 cr.) P: SPAN-S 326 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: SPAN-S 326, 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 in Spanish.

SPAN-S 515 The Acquisition of Spanish as a Second Language (3 cr.) P: SPAN-S 326 and SPAN-S 428, or consent of instructor. Surveys the empirical research conducted on Spanish in order to address the question: How does a nonnative linguistic system develop? The course is organized around four topics: morpheme acquisition studies, interlanguage development, input processing, and Universal Grammar.

SPAN-S 517 Methods of Teaching College Spanish (3 cr.) P: SPAN-S 428 or consent of instructor. Trains graduate students to teach the freshman and intermediate college courses in Spanish.

SPAN-S 518 Studies in Latino and Spanish American Culture (3 cr.) P: SPAN-S 412 or consent of instructor. Introduction to themes and topics in the study of the cultural phenomena produced in Latin America and among Hispanics in the United States: popular culture, colonialism, the Other, etc.

SPAN-S 519 Practicum in the Teaching of Spanish (3 cr.) P: SPAN-S 517 or consent of instructor. Practical application of the teaching methodology explored in SPAN-S 517. 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 SPAN-S 524.

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 SPAN-S 525.

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 SPAN-S 521.

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 SPAN-S 523.

SPAN-S 527 Graduate Internship in Spanish (3-6 cr.) P: SPAN-S 517 and consent of instructor. A supervised internship on the application of Spanish studies in educational work settings. Each intern will be assigned a project supervised by a graduate faculty member in Spanish. Interns will complete a portfolio of workplace learning and self-evaluation; they will also be visited by a faculty coordinator and evaluated in writing by their on-site supervisors.

SPAN-S 528 Comparative Stylistics and Translation (3 cr.) P: Graduate standing or consent of instructor. This is an introductory course to the practice and evaluation of translation. Students will get hands-on experience with many different text types from a variety of areas and professions and develop skills to translate them into both English and Spanish. At the same time, students will have the opportunity to discuss some of the theoretical and professional issues involved in translation as a profession.

SPAN-S 529 Specialized Translation I (Business/Legal/Governmental) (3 cr.) P: SPAN-S 528 or Equivalent or Consent of Program. This class provides an overview of the methods and terminology resources for the translation of commercial, economic, financial, legal, and governmental documents as well as intensive practice in these areas of translation.

SPAN-S 530 Specialized Translation I (Scientific/Technical/Medical) (3 cr.) P: SPAN-S 528 or Equivalent or Consent of Program. This class provides an overview of the methods and terminology resources for the translation of technical,scientific, and medical documents as well as intensive practice in these areas of translation.

SPAN-S 627 Individual Readings in Spanish (3-6 cr.) Enables students to work on a reading project that they initiate, plan, and complete under the direction of a department faculty member in Spanish. Credit hours depend on scope of project.

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 650 Topics in the Teaching of Spanish (3 cr.) P: Graduate Standing or consent of instructor. Seminar in selected topics related to the teaching of Spanish, such as assessment, teaching materials development, the teaching of specific linguistic skills. May be repeated for credit when topic varies.

World Langauges and Cultures (WLAC)

WLAC-F 100 Immersion Abroad Experience (1-6 cr.) This course designation applies to interdisciplinary immersion experiences outside of the United States,

including language study in a formal academic setting, cultural exposition and immersion, guided tours, and international service learning. Credit hours (1 to 6) are awarded on the basis of duration of program and classroom contact hours but do not fulfill language requirements.

WLAC-F 200 Cross-Cultural Encounters (3 cr.) P: ENG-W 131. This course develops intercultural awareness and understanding through comparative study of the relationship between selected texts and their specific cultural context. One theme is examined in literature and other media by a team of experts in a variety of literatures from around the world.

WLAC-F 350 Introduction to Translation Studies and Interpreting (3 cr.) P: 300-level language competence. This course offers an overview in the history and theory of translation studies and interpreting, beginning practice in translation and interpreting. This course is taught in English but is designed for students who have 300-level competence in languages offered in the department.

WLAC-F 360 Women and Islam (3 cr.) The course examines the status of women in the main Islamic sources and its historical evolution. It adopts a multidisciplinary approach to study women's role in different regions of the world and the main challenges they faced and still encounter in the present time.

WLAC-F 450 Computers in Translation (3 cr.) P: 300-level language class. This course is designed to prepare translators in computer technology as it relates to translation: translations in electronic form, accessing electronic dictionaries, researching on the World Wide Web, terminology management, machine translation, and computer-assisted translation. Taught in English, but designed for students who have competence in languages offered in the department.

WLAC-F 400 Islam, Gender, and Conflicts (3 cr.) This course investigates cultural and religious differences, as well as women's issues in the Muslim world.

WLAC-F 550 Introduction to Translation Studies (3 cr.) This course introduces the main issues that have dominated Western translation discourse for two millennia, as well as contemporary trends in Translation Studies that call them into;question. Students will learn to evaluate critically the complex dynamics involved in translation and, in turn, apply this theoretical base to their practice. Class is conducted in English.

WLAC-F 560 Computer Assisted Translation & Localization (3 cr.) Computers are an essential part of the translating activity. This course introduces students to the uses, applications, and evaluation of technologies, such as terminology management, translation memory systems and machine translation in the translation field. Course also includes an assessment of productivity gain, current usability and quality outcomes. Taught in English, with practice translation in second language.

WLAC-F 693 Internship in Translation (3 cr.) P: Permission of the Program. Students apply the skills learned in the translation coursework in an intensive work program in the target language, through placement in area of specialization supervised by program faculty member. Students must complete a minimum of 60 hours of work or equivalent. Requirements include a translation portfolio based on work products. Internship will be supervised by a faculty member and an internship supervisor.

WLAC-F 694 Final Translation Project (3 cr.) P: Permission of the Program. Students apply the translation and writing skills acquired in the translation coursework to the completion of a larger translation project in chosen field of specialization under the supervision of a faculty project director in their language discipline. The source text of the final translation project will be selected by the student in consultation with the project director. Project evaluation will include a second faculty reviewer. The final translation project should be undertaken in the semester prior to program completion.

American Sign Language (ASL)

ASL-A 131 First Year ASL I (4 cr.) Intensive introductory language sequence of courses. Recommended for students with prior training in American Sign Language or for prospective majors in Interpreting. Emphasis on developing basic conversational skills as well as awareness of deaf culture.

ASL-A 132 First Year ASL II II (4 cr.) P: ASL-A 131 or placement. Continuation of introductory ASL language course. Emphasis on receptive and expressive ASL skills as well as awareness of American Deaf Culture.

ASL-A 211 Second Year American Sign Language I (3 cr.) P: ASL-A 132 or placement. A continuation of training in ASL conversational skills and American Deaf culture.

ASL-A 212 Second Year American Sign Language II (3 cr.) P: ASL-A 211 or placement. A continuation of training in ASL conversational skills and American Deaf culture.

ASL-A 215 Advanced Fingerspell & Number Use in ASL (3 cr.) P: ASL-A 212 or placement. This course is an advanced class in fingerspelling, ASL's unique number systems and other advanced grammatical features. Emphasis is on expressive and receptive clarity and accuracy through intensive practice in comprehension and production.

ASL-A 219 History and Culture of the American Deaf Community (3 cr.) This course is designed for students who have completed ASL 211 or a Sign Language Proficiency Interview Placement since this course will be taught in ASL only. During the course, students will be introduced to American Deaf culture and components of the American Deaf community including history, norms, rules of social interactions, values, traditions, and dynamics during the 19th and 20th centuries. Educational, social, and political factors unique to the Deaf community will be explored, as well as community organizations, impact of technology, and emerging issues/ trends.

ASL-A 221 Linguistics of ASL (3 cr.) This course introduces the scientific study of American Sign Language structure, history, and use. Topics include American Sign Language and the structure of signs, words, sentences, and meanings; language use in culture and society; language changes over time; language acquisition and process; and structural variations in language.

ASL-A 311 Third Year American Sign Language I (3 cr.) P: ASL-A 212 or placement. This is first part of two courses in the advanced study of American Sign Language. Emphasis is placed on narrative, receptive and expressive skill development. This course will encourage vocabulary review, clear articulation of the language, continued practice of grammatical structures, spontaneous dialogue, and exposure to a variety of signing styles. Students will explore the syntactic similarities and differences between the English and ASL and learn how to find functional equivalence between the two languages.

ASL-A 312 Third Year American Sign Language II (3 cr.) P: ASL-A 311 or placement. This is second part of two courses in the advanced study of American Sign Language. Continued emphasis is placed on narrative, receptive and expressive skill development. This course will encourage vocabulary review as well as the addition of new vocabulary, clear articulation of the language, continued practice of grammatical structures, spontaneous dialogue, and exposure to a variety of signing styles. Students will explore the syntactic similarities and differences between the English and ASL and learn how to find functional equivalence between the two languages.

ASL-A 321 Linguistics of American Sign Language (3 cr.) Through readings, video materials, exercises, and peer discussions, students will learn to analyze ASL linguistically. We will explore the building blocks of American Sign Language: phonemic analysis, phonology, morphology, syntax, and semantics. The application of these concepts to a visual rather than spoken language will be a focus of the course. We will investigate how ASL grammar functions and then move into how cultural and social factors interact with the use of ASL. Some background in general linguistics is expected. This course will be of use to students of ASL, linguists, interpreting students, and working interpreters, among others.

ASL-I 250 Introduction to Interpreting (3 cr.) This course is for ASL/EI Majors and ASL Minors. 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 305 Text Analysis (3 cr.) This course provides students with an introduction to cognitive processing, theory of translation, text analysis and models of interpretation.

ASL-I 361 Theory and Process of Interpreting I (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 Theory and Process of Interpreting II (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 inter-lingual mapping exercises. The greatest change is from an unlimited to a limited time for preparation and production of texts.

ASL-I 365 Theory and Process of Interpreting III (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 370 Interpreting in the Healthcare Setting (3 cr.) P: ASL A212 or equivalent language skills This course will provide specific information on the interpreter's role in the Healthcare setting. Emphasis is on exploring the following: requisite responsibilities, skills, and aptitudes for interpreters in the healthcare setting, as well as cultural issues and laws pertinent to healthcare interpreting. Students will develop a working ASL medical vocabulary, procedures and tests as well as a basic understanding of body systems There is also the possibility that students will be able to experience mock situations in the healthcare setting through collaboration with the School of Nursing and/or potentially observe actual healthcare interpreting with the instructor or other qualified interpreters.

ASL-I 405 Practicum (3 cr.) Students must be registered in ASL/EI Program and have program approval from director. 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-I 409 Topics in Interpreting (3 cr.) Focuses on a particular setting or genre, certification preparation, specialized area or discourse in interpreting. Topics may include interpreting medical texts, preparing deaf interpreters, deaf blind interpreting and others. Topics may vary from year to year. May be repeated up to 4 times (12 credit hours) under different topics.

ASL-I 425 Independent Study (1-6 cr.) Students must be registered in ASL/EI Program and have program approval from director. Individual projects determined in consultation with instructor. Credit varies with scope of project.

ASL-L 340 Interpreting Discourse: ASL to 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 Interpreting Discourse: English to 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.

ASL-I 303 American Sign Language for Interpreters (3 cr.) This course is designed for students to continue improving their fluency in American Sign Language. Emphasis is on the ability to appropriately compose and produce a variety of discourse genres in ASL such as narratives, explanations, descriptions, expository talks, and others. There is an equal emphasis on comprehension. Students focus on features of language such prosody, markers, cohesive devices, involvement strategies and others.