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

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

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

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

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

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

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

Some information is provided for courses taught only in the spring term of 2008–2009. Being aware of these courses may influence your choice of courses for fall.

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

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

C: = Corequisite(s), or courses that must be taken at the same time.
P: = Prerequisite(s) needed before taking a course.
R: = Recommended prerequisite(s) to be successful in a course.

See pages 48–53 for lists of course titles by category: Arts & Humanities (A & H), Social and Historical (S & H), Natural and Mathematical Sciences (N & M), and Additional Courses.
African American and African Diaspora Studies (AAAD)

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

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

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

A 141-A 142 Introduction to Writing and the Study of Black Literature (4-4 cr.) (Fall, Spring) (A&H) McElroy This class combines two standard aims: 1) to help students develop their writing skills; and 2) to encourage them to read carefully. At the same time, A 141 offers something unusual: students encounter African American authors of recognized ability whose skillfully crafted statements often are neglected in similar courses. The theme of the course emphasizes the link between the “power” of the word and the quest for social justice. Since the harsh days of slavery, many African Americans have mastered the art of writing to better enhance the possibility of making America be America, i.e., a land of freedom and opportunity. Before students finish the course, they will see a clear relationship between their ability to express themselves in writing and their own prospects as shapers of human destiny. Although A 141 and A 142 do not count toward the major, completion of the A 141 and A 142 sequence fulfills the composition requirement and provides A&H distribution credit in the College of Arts and Sciences. Most students enroll in the full sequence, but students may enroll in either A 141 or A 142.

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

A 154 History of Race in the Americas (3 cr.) (Spring) (S&H) A 158 History of Race in the Americas (3 cr.) (Fall) (S&H) A 198 Special Topics in Social and Historical Studies for African American and African Diaspora Studies (3 cr.) (Spring) (S&H) A 199 Special Topics in Arts and Humanities for African American and African Diaspora Studies (3 cr.) (Fall) (A&H) Focuses on issues that have shaped the diasporic experience of blacks in the United States, the world, and continental Africa in order to provide students with broad content to improve comprehension, writing, and analytical skills in the arts and humanities. May be repeated with a different topic for a maximum of 6 credit hours.

A 203 Studying Blacks of the New World: African Americans and Africans in the African Diaspora (3 cr.) (Spring) (S&H) A 205 African American History of the Modern World (3 cr.) (Fall) (S&H) A 210 Black Women in the Diaspora (3 cr.) (Fall) (S&H) McCluskey Interdisciplinary examination of salient aspects of women’s history, identity, and experience, including policies, cultural assumptions, and knowledge systems that affect black women’s lives. While the primary focus is North America, the lives of black women in other cultural settings within the African diaspora also are examined.

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

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

A 255 The Black Church in America (3 cr.) (Fall) (Second eight weeks) (S&H) A 264 History of Sport and the African American Experience (3 cr.) (Fall) (S&H) Examination of the historical participation and contributions of African Americans in sport. Students study African American sports pioneers and the social conditions affecting their participation. Period studied includes pre-slavery to the civil rights era (1500s to 1960s).

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

A 298 Special Topics in Social and Historical Studies for African American and African Diaspora Studies (3 cr.) (Spring) A 299 Special Topics in Arts and Humanities for African American and African Diaspora Studies (3 cr.) (Fall) (A&H) Focuses on issues that have shaped the diasporic experience of blacks in the United States, the world, and continental Africa in order to provide students with broad content to improve comprehension, writing, and analytical skills in the arts and humanities. May be repeated with a different topic for a maximum of 6 credit hours.

African Studies (AFRI)

L 231 African Civilization (3 cr.) (Spring) (S&H) L 232 Contemporary Africa (3 cr.) (Fall) (S&H) An introduction to current social, economic, and political issues in Africa.

Akan (LING)

See “Foreign Languages.”

American Studies (AMST)

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

A 200 Comparative American Identities (3 cr.) (Fall, Spring) (A&H) Topic: Ethnic Food and Multicultural Identities. Is America a salad bar, in which the ingredients still combine to form a larger whole, with each component retaining its individuality? This course explores how multiculturalism and foodways form a complex image of our nation and of the individuals who form it. As we can clearly see even here in Bloomington, notably on Fourth Street, the cuisine of other cultures has become an integral part of mainstream American culture. But what are the ramifications of this for people from these cultures? We will analyze how identity
is formed and transformed and examine how material cultural artifacts—primarily food—help construct identities. We will explore these and other areas of inquiry as we seek to both define and complicate the ways people in our culture identify themselves as Americans while still retaining individuality and cultural heritage.

A 200 Comparative American Identities (3 cr.) (Fall) (A&H) Inouye What is Asian America? This class explores the increasingly controversial status of Asian America as a legitimate political and social category. Beginning with an examination of the origin and history of the term Asian America, the course focuses in particular on who establishes and maintains this category, who belongs in it, and how its many and varied constituents navigate ethnic, linguistic, regional, and racial differences.

A 201 U.S. Movements and Institutions (3 cr.) (Fall, Spring) (A&H) Topic: New York, New York: Jazz Age and the Harlem Renaissance. During the 1920s and 1930s, New York was a place of constant movement: people of various ethnicities, sexual identities, nationalities, religions, and classes were increasingly interacting with, reacting to, and influencing each other. This exchange, which was accelerated by intellectual, technological, and political forces, prompted a new wave of ideas and trends. To understand all this, we need to take an interdisciplinary approach. How do novels and painting alter the way that we understand newspaper articles and political speeches? What can photographs tell us about New York that we don’t find in written accounts? How did jazz inform New York City’s architecture? Ultimately, how do these questions change the way that we define terms such as “New York,” “modern,” and “America”?

A 201 U.S. Movements and Institutions (3 cr.) (Fall, Spring) Inouye Topic: Race and Labor from World War II to the Present. In this course, we will examine race and labor through the experiences of a variety of groups. Examples of the types of questions we will examine include: Are race and labor defined differently during wartime? How so? What is the relationship between race and labor?

A 202 U.S. Arts and Media (3 cr) (Fall, Spring) (A&H) Topic: “Inventing the Indian”: Representing Native American Identity in Nineteenth-Century America. This course offers an examination of “Indian” imagery from the nineteenth century that contributed to the construction of Native American identity in the United States. We begin from the premise that “Indians” were a construction of the white imagination. In the nineteenth century, Native Americans were turned into “Indians” and represented through symbolic types in painting, sculpture, literature, newspaper illustrations, and other popular media. The nineteenth century was a time of intense national expansion, and in the search for a distinctly American identity, symbolic representations of American Indians emerged as a way to fortify U.S. national heritage. We will examine these symbolic representations of Native Americans to see how they contributed to cultural myths such as the noble savage and the vanishing Indian and consider the role of these images in the way that histories are told in America.

Anthropology (ANTH)

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

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

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

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

E 101 Ecology and Society (3 cr.) (Spring) (S&H) Tucker

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

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

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

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

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

P 240 Archaeology and the Movies (3 cr.) (Fall) (S&H) Sievert The popular cinema abounds with films depicting swashbuckling characters such as Indiana Jones and Lara Croft, as well as fictionalized ancient people. This course is for students who are drawn to films about archaeologists or Egyptian mummies but who question the depictions of archaeologists and other people that the movies present. We will look at archaeologists on film and compare this with the work that archaeologists actually do. We will address modern issues such as looting, exploitation, cultural property, and antiquities trade and see how artifacts can have lives of their own. We will look at themes in the films: discovery, treasure, exotic places, adventuring, danger, and site destruction.
Apparel Merchandising and Interior Design (AMID)

See p. 33 for interior design courses.

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

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

H 209 Apparel Industries (3 cr.) (Fall, Spring)
An overview of the fashion industry as it relates to the economic, social, and business factors involved in various components of the industry. Men’s, women’s, children’s, accessories, and hard line businesses are evaluated, as well as career opportunities in wholesale and retail sectors.

Arabic (NELC)

See “Foreign Languages.”

Astronomy and Astrophysics (AST)

Note: A 100, A 102, A 103, A 105, A 110, and A 115 are introductory astronomy courses of comparable difficulty. No one of them is considered a prerequisite for any other. A 110 is a survey of all modern astronomy in one course. A 100 and A 105 divide the A 110 material into two parts. Taken together, A 100 and A 105 cover essentially the same material as A 110 but in greater depth. A 102 covers selected topics in astronomy with an emphasis on the role of gravity. A 115 is an introduction to cosmology that also covers many topics in basic astronomy. The 100-level courses do not count toward the astronomy and astrophysics major. Up to two 100-level courses may be counted toward the astronomy and astrophysics major. A 100 Basic Accounting Skills (1 cr.) (Fall, Spring, each eight weeks) (Summer)
The course provides a brief but rigorous introduction to the main areas of accounting from an information systems perspective. Topics covered include information users and systems, financial accounting, management accounting, taxation, and integrative activity. This course provides students with the foundation necessary for upper-level accounting courses.

Biology (BIOL)

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

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

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

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

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

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

Business (BUS)

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

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

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

A 202 Introduction to Managerial Accounting (3 cr.) (Fall, Spring) P: A 100. The course covers the concepts associated with accounting and the management of business. Particular emphasis is given to understanding the role of accounting in product costing, costing for quality, cost-justifying investment decisions, performance evaluation, and control of human behavior. (Students will not receive credit for both A 200 and A 202.)
F 260 Personal Finance (3 cr.) (Fall, Spring) Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities. No credit for juniors or seniors in the Kelley School of Business.

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

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

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

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

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

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

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

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

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

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

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

Career Development (ASCIS)

Q 294 Basic Career Development (2 cr.) (Fall, Spring, each eight weeks) Career Development Center and Arts and Sciences Career Services Staff This is an introductory career planning course geared for freshmen and sophomores. In the course, students focus on two important considerations in a career decision: 1) self-understanding; and 2) career exploration. Students will learn the importance of values, interests, abilities, and traits in relation to choice of academic major and occupation. Through group discussions, written exercises, reflection papers, and presentations, students will develop an understanding of the relationship between academic preparation and careers.

Central Eurasian Studies (CEUS)

See also “Foreign Languages.”

U 284 The Civilization of Tibet (3 cr.) (Fall, Spring) (S&H) Sperling This course introduces the student to Tibetan civilization. Making extensive use of slides and other audiovisual materials, it covers, in a general and introductory manner, areas that are dealt with individually and in depth in more specialized courses in the Tibetan Studies Program of the Department of Central Eurasian Studies. Topics that will be treated in this course include Tibet’s literature, art, religion, society, history, and language. The course is strongly recommended for undergraduates intending to take higher-level courses in the department’s Tibetan Studies Program. Meets with INST-I 212.

Chemistry (CHEM)

C 100 The World as Chemistry (3 cr.) (Fall, Spring) (N&M) For non–science majors, a view of the world around us as chemistry. An interpretation of the chemical properties of fuels, polymers, drugs, water, air, pollutants, and living systems in terms of the reactions and architecture of molecules. Lectures will be illustrated by demonstrations, displays, films, slides, and molecular models.

C 101 Elementary Chemistry I (3 cr.) (Fall, Spring) (N&M) C 121. First of a two-semester sequence that meets requirements for students in some preprofessional programs in allied health sciences. An examination of aspects of inorganic and physical chemistry with an introduction to organic chemistry. Among the topics are theories of atomic and molecular structure; reactions of acids, bases, and ionic solutes; chemistry of hydrogen, oxygen, sulfur, nitrogen, halogens, and metals; radiation; and structure and reactions of hydrocarbons. Credit is given for only one of C 101 or C 103.

C 102 Elementary Chemistry II (3 cr.) (Spring) (N&M) P: C 101. See the Web for description: www.indiana.edu/~deanfac/class.html.

C 103 Introduction to Chemical Principles (5 cr.) (Fall, Spring) (N&M) Taken in preparation for C 117 by students with deficiencies in chemistry. Students may be placed into this course based on their Chemistry Placement Exam score, which is available online. For more information about the Chemistry Placement Exam, see page 7 of the University Division Guide. Students who think they need this course before taking C 117 do not have to take the Chemistry Placement Exam. Students who place into MATH-M 025 or lower on the Mathematics Skills Assessment test are advised to take this math course concurrently with C 103, an integrated lecture-
laboratory course. Content includes application of measurement and chemical formula/equation conversions; modern view of the atom; and solution processes that relate to chemical reactions. Emphasis of lectures and discussion sections will be problem-solving strategies. Credit given for only one of C 101-C 121 or C 103.

C 117 Principles of Chemistry and Biochemistry I (5 cr.) (Fall, Spring, Summer) (N&M) P: A year of high school chemistry and a passing score on the Chemistry Placement Exam, which is available online (for more information about the Chemistry Placement Exam, see page 7 of the University Division Guide) and one of the following three math requirements: 1) 17 or higher on the Mathematics Skills Assessment test and 580 or higher on the math SAT; 2) C- or higher in MATH-M 025 or a more advanced math class; or 3) C- or higher in CHEM-C 103. Students may not enroll in C 117 until they have taken and passed the Chemistry Placement Exam. Students who do not meet the above criteria should take CHEM-C 103. Students who place into MATH-M 025 based on their Mathematical Skills Assessment test scores are advised to take this math course before or concurrently with C 117. An integrated lecture-laboratory course that introduces basic principles of chemistry and biochemistry with the applications to physiological (biochemical) functions. Credit given for only one of the following: C 105-C 125, S 105-S 125, C 117, or S 117.

S 117 Principles of Chemistry and Biochemistry I, Honors (5 cr.), (Fall) (N&M) P: Scores on the Chemistry Placement Exam and Mathematics Skills Assessment test and department consent (for more information about the Chemistry Placement Exam, which is available online, see page 7 of the University Division Guide). Students who have taken the CPE and placed into S 117 should enroll in the 9:05 a.m. lecture of C 117 in anticipation of acceptance into S 117. To be considered for acceptance in S 117, students must attend the Chemistry Honors Orientation meeting on Saturday, August 30, 10:00 a.m., room CH 033. An integrated lecture-laboratory course that introduces basic principles of chemistry and biochemistry with the applications to physiological (biochemical) functions. Credit given for only one of the following: C 105-C 125, S 105-S 125, C 117, or S 117.

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

C 121 Elementary Chemistry Laboratory I (2 cr.) (Fall, Spring) P or C: C 101. Introduction to the techniques and reasoning of experimental chemistry. Credit is given for only one of C 101, C 121 or C 103.

C 122 Elementary Chemistry Laboratory II (2 cr.) (Spring) P: C 101-C 121; P or C: C 102. See the Web for description: www.indiana.edu/~deanfac/class.html.

C 341 Organic Chemistry I Lectures (3 cr.) (Fall, Spring, Summer) (N&M) P: C 117 or S 117. Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. Credit not given for both C 341 and S 341.

S 341 Organic Chemistry I Lectures, Honors (3 cr.) (Spring) (N&M) P: S 117 and consent of instructor.

Chinese (EALC)

See “Foreign Languages.”

Classical Studies (CLAS)

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

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

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

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

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

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

Cognitive Science (COGS)

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

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

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

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

X 111 Freshman Interest Group Seminar (1 cr.) (Fall) For first-year students registered for the Freshman Interest Groups Program. Seminar focuses on a successful transition from high school to college. Topics include note-taking, test-taking, critical reading, time management, and motivation for academic success. The seminar is supplemented with outings to various academic and cultural campus locations. The FIGs Seminar meets once a week for 50 minutes and is a pass/fail course. For more information, visit www.indiana.edu/~bulletin/iub/college-seminars.html.

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

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

College of Arts and Sciences Topics Courses (COLL)

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

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

For more information about College of Arts and Sciences Topics courses, please visit the Topics Web site: www.indiana.edu/~bulletin/iub/colleges/topics.html.

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

FALL TERM OPTIONS

COLL-E 103 ARTS AND HUMANITIES

E 103 The Bible and Its Interpreters (3 cr.) (Fall) (A&H) Weitzman Although the Bible was composed thousands of years ago, it remains one of the most influential and relevant texts in our culture. It is also one of the most controversial. How has the Bible managed to remain meaningful for so long and for so many? Why has the search for the Bible’s meaning generated so much disagreement and even conflict?

The Bible and its Interpreters will examine these questions by exploring how Genesis, the first book in the biblical canon, has been read by different interpreters over the centuries—Jews and Christians, ancient exegetes and modern scholars, the powerful and the oppressed, fundamentalists and feminists. Beyond reading Genesis itself, we will also look at novels, poetry, film, and other media through which people interpret the Bible and relate it to their lives. Our goal is to develop a deeper understanding not just of the Bible and what it means, but of the act of reading as a religious, cultural, and even political act.

E 103 Chivalry: Medieval Visions of Good and Evil (3 cr.) (Fall) (A&H) Keller Medieval stories of knights and ladies embody the system of behavior and values that is known as “chivalry.” These stories create a fantastic mixture of the real and the imaginary, appealing to interest in history, myth, sex, love, religion, political thought, and, most of all, to the love of a good tale. They can bewilder the modern reader, however, who may not understand at first why knights seem so dependent on the good opinion of others for self-respect (medieval “honor” is not the same as the modern concept) and why ladies are content to be fought over, carried off, and rescued without ever seeming to direct their own lives. In this course we will learn the kinds of questions to ask of chivalric stories to allow them to speak with the subtlety and depth they possess, and we will read love songs of the troubadours or court minstrels for further insights into the values of the medieval nobility.

E 103 Cloak and Dagger (3 cr.) (Fall) (A&H) Arnaudo The primary focus of this course will be to teach students how to understand the “rules of the game,” the conventions and traditions that govern any literary genre, with specific reference to the “thriller” as exemplified by selected detective and spy stories in both literature and the cinema. It is my hope that students will apply the lessons they learn about genre in this class to any literary genre, not only genres typical of popular culture, but also those associated primarily with “serious” literature (the epic, tragedy, the sonnet, etc.).

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

E 103 The Examined Self (3 cr.) (Fall) (A&H) Senchuck The word “philosophy” means “love of wisdom” and, since its origin among the ancient Greeks, philosophy has claimed to be a way of life, or to have implications for how one lives. What is wisdom, and what would it be like to live in love with wisdom? Can such a life be lived by anyone, or is it exclusively for a gifted elite? Furthermore, what is the value of such a life? Socrates famously said that the unexamined life is not worth living, but is this true? To be sure, the reflective life of philosophy has its costs: as Socrates himself learned, societies and states resent the ways in which philosophers question and criticize traditional beliefs and values, and philosophers have found themselves persecuted, even sentenced to death, by their fellow citizens. In response, they have developed a rich variety of conceptions of the individual’s complex relation to society and a rich variety of ways of living and writing in the face of resentment.
In this course students will be introduced to some central philosophical personalities, texts, problems, and methods. They will learn to discern philosophy in dialogues, plays, letters, treatises, and movies, and they will be invited to draw on their own creative talents in order to explore whether philosophical lives might be lived here and now and what such lives might be like. What are the unexamined assumptions of the society in which we live? How might we question those assumptions and might our conclusions challenge society's foundations? What role might philosophical questioning play in a contemporary democracy? Could we lead examined lives today?

E 103 The Great Wall of China (3 cr.) (Fall) (A&H) Atwood Why was the Great Wall of China built? What made the people of China and Mongolia so hostile that a vast wall had to be built to separate them? Is this wall a symbol of China’s might and glory, or a symbol of tyranny like the Berlin Wall? Did the wall actually keep out the “barbarians”? Can it really be seen from the moon? For almost 2,000 years, how to handle the nomads of Mongolia was the most important foreign policy question for China’s rulers. The wall thus came to symbolize the social, economic, military, political, and cultural clash between China and Mongolia.

To understand this conflict, students will explore fundamental issues of international relations: Is conflict between different societies and cultures inevitable? Does greed always cause war or can economic interests be harnessed to make peace profitable? How much do domestic politics and ideology tie the hands of policy-makers confronting foreign threats? Can smaller powers make peace with larger neighbors without losing their independence and identity?

In the final section of the class, we will look at the new “great wall” of barbed wire that along with contemporary Chinese colonization is fencing off the Inner Mongolian steppe. We will look at how the legacy of past conflicts along the Great Wall is shaping contemporary issues of environmental protection, minority rights, and land use.

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

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

E 103 Language and Thought (3 cr.) (Fall) (A&H) Franks This course examines the nature of human language from a variety of perspectives and explores the complex interrelationship between language and thought. It introduces students to current language-related issues in the social and behavioral sciences, addressing questions such as: How is human language structured? What does it mean to “know” a language? How is this knowledge acquired? What happens when linguistic ability is impaired? To what extent are language and thought independent? Is language a uniquely human capacity? How can human languages differ? What properties do they all share? What are sign languages? How do languages change?

E 103 Power, Politics, and Piety: The Struggle for the Holy Land in Israel/Palestine (3 cr.) (Fall) (A&H) Magid This course will examine the political situation in Israel/Palestine from historical, theological, and cultural perspectives, with special emphasis given to questions of nationalism and territorialism. We will read primary and secondary literature dealing with modern nationalism and territory, the concept of “land” in Judaism and Islam (using primary sources in translation), the history of Zionism and Palestinian nationalism, and the rise of the anti-nationalist Islamist movement, including its roots in British colonialism. We will explore the rise of nationalism in the Middle East more generally, including its secular, Marxist, and Islamist roots, and will read some classical and contemporary Zionist debates on bi-nationalism, militarism and territorial compromise, and the more contemporary discussion in Israel and Palestine in the media and in the academy.

This is not a political science course—we will not debate policy, legislation, and predictions for the future. Rather, we will examine the underlying theological and cultural roots of the political crisis founded on the relationship between territory and national identity. At the end of the semester we will turn to some political commentary on issues of territory and resolution including the Israel Declaration of Independence, Camp David II, the Hamas Charter, the Geneva Accords, and the Saudi Arabia Peace Plan.

E 103 Quantum Mysteries for Everyone (3 cr.) (Fall) (A&H) Hagar Quantum theory is the best theory we have of microscopic things, but it is also extremely hard to understand what exactly the theory is saying. We will begin this course by performing a few simple quantum experiments to see just why the theory is so strange, and then we will begin to look more closely at the philosophical puzzles raised by quantum theory and some proposed solutions to those puzzles. Along the way, we will study what people such as Einstein and Bohr have said on the matter, and we will learn how to think critically and carefully about science and scientific theories.

The course will have both lecture and discussion.

E 103 A Question of Love (3 cr.) (Fall) (A&H) Mickel In this course we explore our understanding of the various emotions and relationships we cover by the word love. As a basis for understanding the different aspects of love in human relationships as represented in western tradition, we shall read and analyze an anthology of fundamental passages from several classical and medieval works ranging from Plato and the Bible to Ovid and the Romance of the Rose. We use our discussion of these texts to analyze the representations of love in two medieval romances, Chrétien’s Erec and Enide and Gottfried’s Tristan; one seventeenth- and one eighteenth-century French novel, The Princess of Cleves and Dangerous Liaisons; and an English novel by Jane Austen, Sense and Sensibility.

E 103 Sacred Places (3 cr.) (Fall) (A&H) Gruber In most parts of the world, religious activity is linked to specific places that have ritual, mythical, or historical significance. These “sacred spaces” become the focus of ritual activity, pilgrimage, and symbolism, and are usually endowed with buildings and art that celebrate the sanctity of the place, create a sense of awe, and accommodate the activities and people who travel to visit them. This course offers an introduction to a representative sample of significant sacred sites and shrines throughout the world. These holy places will be examined in terms of the festivals and religions with which they are associated: Egyptian, Greek, and Mesoamerican religions; Judaism; Christianity; Islam; Buddhism; Hinduism; and Shinto.

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

E 103 The Semiotics of Advertising (3 cr.) (Fall) (A&H) Fowler Semiotics is the science of the sign: anything that functions in communication. In this course we apply semiotic methods to the study of advertising, which must communicate compellingly in a very short time or in a limited space. As a result, advertising is a perfect laboratory for the semiotic methodology because it must use signs very effectively. In fact, the finest advertising approaches poetry in its artistic subtlety and power. Semiotics is an extremely flexible tool that is useful in a wide range of academic fields. Readings are drawn primarily from an introductory textbook on semiotics, while most of the illustrative material used in lectures comes from video and print advertising. A Web page serves as an archive of all the ads viewed in the course lectures. Weekly assignments require students to answer questions based on the readings and to write brief annotations of ads found by each individual student. There is a midterm and a
final exam, and students will write a term paper or course project exploring semiotic themes in advertising texts.

E 103 What is Poetry? (3 cr.) (Fall) (A&H) McDowell This course invites the student to notice and assess a universal poetic impulse, that is, a thoroughly human tendency to create artistic verbal patterns in sound and sense. We challenge the notion that poetry exists mostly in literary tomes, instead pursuing a poetic impulse running through the verbal expressions of the world’s peoples. Students initially develop a toolkit for identifying and describing poetic resources in everyday life. We turn this lens onto our own verbal environments to explore poetic elements in the stories and jests of “ordinary” conversation. Then we embark on a tour of oral poetry traditions in the Andes of South America, in West Africa, and in greater Mexico (including Mexican Americans). Our goal is to recognize and appreciate the techniques, uses, and functions of the poetic impulse in the lives of individuals and communities.

E 103 Who Wrote the Bible? (3 cr.) (Fall) (A&H) Marks More than any work of literature, sacred or profane, the Bible forces us to confront the problem of authorship. Who wrote the Bible? Was it Moses? Was it God? Was it a prophet or priest in the time of King David, or a college of scribes in exile in Babylonia? Or do readers themselves complete the writing of the texts they read? Traditional religious answers to the question of authorship have attempted to defend the Bible’s unity. Modern critical answers, by contrast, stress the composite nature of even the smallest units (individual psalms, brief narrative episodes, and points of law). What does it mean in the age of relativity to entertain multiple, or even conflicting, viewpoints?

The course has three principal aims: to explore the diversity of biblical writing, to introduce students to the excitement of literary analysis and to break apart and everyone scrambles for their shoes tie us together with a whole globe of other people who listen to the same music and watch the same movies. Or is the world entering a period of tribalism and fundamentalism as nations break apart and everyone scrambles for their own piece of territory? Scholars simply don’t agree. We have to look at the evidence, listen to the arguments, and try to figure out what kind of world we will be living in during the next century.

This course will examine the evidence for the spread of global consumer culture, looking at the ways that people around the world have learned to be consumers. We will ask the tough questions about the future, about the environmental impacts of consumption, and the way our own cups of coffee and running shoes tie us together with a whole globe of other producers and consumers.

E 104 Indiana Dialects (3 cr.) (Fall) (S&H) Botne Language differences are inevitable in a society composed of numerous social and ethnic groups. These differences in language serve as one of the most obvious indicators of social and regional variations. Consequently, they affect the impressions we have of those we meet around us every day. In this course students will consider what it means to talk about dialects in general and Indiana dialects in particular. One focus throughout the course will be the speech of young adults in Indiana: how it might be investigated, how it differs from that identified in other studies, and whether current dialect differences match former dialect boundaries.

E 104 Eyes, Optics, Light, and Color: Studies of Vision from the Renaissance through the Twentieth Century (3 cr.) (Fall) (S&H) Schickore Vision is one of the elementary processes of life, but at the same time deeply mysterious: how exactly does vision work? Can we really trust our eyes? What is the mind’s role in seeing? Are our eyes passive receptors or active contributors to sensory perception? How do insects see? And how can we find out what our own eyes and brain are doing when we see? Anatomists and physiologists, philosophers of various stripes, psychologists, mathematicians, physicists, artists, and physicians have grappled with such questions. Beginning in the seventeenth century, this course will survey a wide range of approaches to the study of vision. We will examine what anatomists learned from dissecting eyes and the physicians from pathologies of vision; how telescopes and microscopes revolutionized the understanding of perception; why physiologists cared about pure sensations; how painters employed the science of perspective to create visual effects; why physiologists became interested in kaleidoscopes and stroboscopes; and how all these endeavors have contributed to our understanding of this complex, elusive, and yet so basic activity: seeing. This course will integrate transformations in the study of vision with broader scientific, sociopolitical, and cultural changes in society.

E 104 Global Consumer Culture (3 cr.) (Fall) (S&H) Wilk Does everyone in the world wear Nike and eat at McDonalds? Is the planet going to become one big shopping mall, full of people who listen to the same music and watch the same movies? Or is the world entering a period of tribalism and fundamentalism as nations break apart and everyone scrambles for their own piece of territory? Students simply don’t agree. We have to look at the evidence, listen to the arguments, and try to figure out what kind of world we will be living in during the next century.

This course will examine the evidence for the spread of global consumer culture, looking at the ways that people around the world have learned to be consumers. We will ask the tough questions about the future, about the environmental impacts of consumption, and the way our own cups of coffee and running shoes tie us together with a whole globe of other producers and consumers.

E 104 Social and Historical Studies E 104 Lost Tribes and Sunken Continents (3 cr.) (Fall) (First eight weeks) (S&H) Pyburn This is a class about the mysteries of the past. During the semester several of the most intriguing ideas and questions about the behavior and experiences of ancient humans will be discussed, including the origin of the Moundbuilders, the story of Atlantis, ancient contacts with extraterrestrial, the fates of the Easter Islanders and the Maya, lost cities of the Inca, and the shroud of Turin. The point of covering this popular and sensational material is threefold. First, students will be introduced to the methods of science. Second, students will develop critical skills that will be useful in everyday life. Finally, students will learn to take an anthropological approach to identifying the cultural values promoted by particular claims about the human past.

Students will be exposed to the basic principles of anthropology, the methodology of scientific archaeology, and the most exciting current archaeological research to develop an enlightened perspective on the importance of scientific research to life in the modern world.

E 104 The Mad and the Bad (3 cr.) (Fall) (S&H) Dwyer What are the problems of those with long-term mental illnesses? What happens when they get caught up in the criminal justice system? This course draws on materials from psychology, sociology, law, and criminal justice to answer these questions. It focuses first on the experience, diagnosis, and treatment of serious illnesses such as schizophrenia and then at how the criminal justice system responds to them.
We pay special attention to how people move (and are moved) back and forth between jails and hospitals, prisons and psychiatric units, the community and social control institutions. Typically, students read several first-hand accounts of mental illness written by patients and those who care for them. We also read articles about the criminal justice system and the mentally ill, focusing on issues such as the insanity defense, police handling of the mentally ill, serial killers, and violent sexual offender legislation.

**COLL-E 105 NATURAL AND MATHEMATICAL SCIENCES**

E 105 Physics for Poets: Space and Time (3 cr.) (Fall) (N&M) Evans This course explores some of the biggest ideas in physics with an emphasis on their historical development, experimental verification, and impact on society as a whole. During this course we will follow the progression of our understanding of space and time from Aristotle to Einstein.

E 105 Sister Species: Lessons from the Chimpanzee (3 cr.) (Fall) (N&M) Hunt This course surveys the natural sciences through studies of our closest relative—our sister species, the chimpanzee. In the course of examining chimpanzee behavior, ecology, morphology, physiology, "language," intelligence, genetics, and systematics, we will learn how the scientific method helps us understand the natural world. For anthropologists, chimpanzees are a particularly informative species because they are far enough removed from humans that we can examine them more objectively than we can examine ourselves, yet they are so closely related to us that much of what we learn about our sister species applies to us as well. Through films, labs, and writing assignments we will get an intimate look at every aspect of chimpanzees.

**FRESHMAN SEMINAR (FULFILLS TOPICS REQUIREMENT BUT FOR FRESHMEN ONLY): FALL**

**COLL-S 103 ARTS AND HUMANITIES**

S 103 Leadership: Body, Mind, and Spirit—Lessons from the Aspen Idea (3 cr) (Fall) (A&H) Pugh To many Aspen connotes skiing, celebrities, and the rich. But what is really fascinating and worthy of study is the confluence of thought, creativity, and action that became known as the Aspen Idea. The concept was a cultural renaissance precipitated on a philosophy of fusing and unifying mind, spirit, and body. Men from the Army’s Tenth Mountain Division returned after World War II to develop recreational skiing. Faculty from the University of Chicago brought the Great Books and founded the Aspen Institute as a place to explore and develop leadership. Interaction with the majestic physical surroundings forged a spirit of individual centeredness and peak performance. Though different today than originally envisioned, the Aspen Idea still provides lessons in vision, leadership, and personal success. The goal of this seminar is to identify principles of leadership from the Aspen experience and to permit each participant to develop a personal leadership plan and foundation for achievement.

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

- AAAD-A 150 Survey of the Culture of Black Americans (3 cr.) (A&H)
- FOLK-F 205 Folklore in Video and Film (3 cr.) (A&H)
- GEOG-121 Meteorites and Planets (3 cr.) (N&M)
- GEOG-141 Earthquakes and Volcanoes (3 cr.) (N&M)
- HIST-B 204 Medieval Heroes (3 cr.) (S&H)
- LESA-L 105 Beyond the Sample Gates (3 cr.) (S&H)
- PHIL-P 135 Introduction to Existentialism (3 cr.) (A&H)
- PHYS-P 120 Energy and Technology (3 cr.) (N&M)
- PHYS-P 150 How Things Work (3 cr.) (N&M)
- REL-R 250 Introduction to Buddhism (3 cr.) (A&H)

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

- CLLLC-S 103 Music: Mirror of theMoment (3 cr.) (A&H)
- GLLC-S 103 The Vampire in European and American Culture (3 cr.) (A&H) Holdeman
- LAMP-S 104 Looking for Home inGlobal Times (3 cr.) (S&H)

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

The following three topics courses have discussion sections reserved for HHC students.

- COLL-E 103 Language and Thought (3 cr.) (A&H) Franks
- COLL-E 103 King Arthur of Britain—The Once and Future Hero (3 cr.) (A&H) McGerr
- COLL-E 104 Indiana Dialects (3 cr.) (S&H) Botne

The following courses are open only to HHC students.

- COLL-S 103 Opera and German Culture (3 cr.) (A&H) Weiner
- COLL-S 103 Russian Short Fiction (3 cr.) (A&H) Durkin
- COLL-S 103 The Vampire in European and American Culture (3 cr.) (A&H) Holdeman
- COLL-S 104 Atlaturk: Turkey's Secular Revolution (3 cr.) (S&H) Silay
- COLL-S 104 Lost in Translation (3 cr.) (S&H) Anderson
- COLL-S 105 The Cognitive Science of Eating (3 cr.) (N&M) Todd
- COLL-S 105 This is Your Brain on Media (3 cr.) (N&M) Potter
- HON-H 203 The Bible and the Body in Religious Reform (3 cr.) (A&H)
- HON-H 203 Contemporary Latin American Literature in Translation (3 cr.) (A&H)
- HON-H 203 Medicine, Magic, and Mortality (3 cr.) (A&H)

**HON-H 203 Mozart and His Era (3 cr.) (A&H)**
**HON-H 204 Media, Politics, and Elections (3 cr.) (S&H)**
**HON-H 204 Our “Original” Culture Wars (3 cr.) (S&H)**
**HON-H 204 Politics of Food (3 cr.) (S&H)**
**HON-H 204 The Rhetorical Presidency (3 cr.) (S&H)**
**HON-H 205 Origin and History of the Universe (open to freshman Wells Scholars only) (3 cr.) (N&M)**
**HON-H 205 Rational Decision Making (3 cr.) (N&M)**
**HON-H 211 Ideas & Experience I (3 cr.) (A&H)**
**HON-H 212 Ideas & Experience II (3 cr.) (S&H)**

**SPRING TERM OPTIONS 2009**

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

**TOPICS COURSES: SPRING**

- COLL-E 103 Art and Democracy (3 cr.) (A&H) Bowles
- COLL-E 103 Beauty and the Beast (3 cr.) (A&H) Halloran
- COLL-E 103 Conceptions of the Self, East and West (3 cr) (A&H) Stalnaker
- COLL-E 103 The Ebonics Controversy (3 cr.) (A&H) Davis
- COLL-E 103 The Semiotics of Advertising (3 cr.) (A&H) Fowler
- COLL-E 103 Theism, Atheism, and Existentialism (3 cr) (A&H) Levene
- COLL-E 103 What is Tragedy? (3 cr.) (A&H) Brillaud
- COLL-E 103 Youth Music Scenes (3 cr.) (A&H) Orejuela
- COLL-E 104 Chocolate: Food of the Gods (3 cr.) (S&H) Royce
- COLL-E 104 Gender and Crime (3 cr.) (S&H) Herrera
- COLL-E 104 The Mongol Conquest (3 cr.) (S&H) Atwood
- COLL-E 105 Darwinian Medicine (3 cr.) (N&M) Cook
- COLL-E 105 Science and Revolutions (3 cr.) (N&M) Bertoloni-Meli
DEPARTMENTAL TOPICS–QUALIFIED COURSES: SPRING

AAAD-A 150 Survey of the Culture of Black Americans (3 cr.) (A&H)
AST-A 102 Gravity, the Great Attractor: Evolution of Planets, Stars, and Galaxies (3 cr.) (N&M)
FOLK-F 205 Folklife in Video and Film (3 cr.) (A&H) Johnson
GEOL-G 121 Meteorites and Planets (3 cr.) (N&M)
GEOL-G 141 Earthquakes and Volcanoes (3 cr.) (N&M)
HIST-H 231 The Family in History (3 cr.) (S&H)
LESA-L 105 Beyond the Sample Gates (3 cr.) (S&H) Bergonzì, Schönemann
PHYS-P 150 How Things Work (3 cr.) (S&H) Ogren
REL R 250 Introduction to Buddhism (3 cr.) (ALH)

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

CLLC-S 103 Music: Mirror of the Moment (3 cr.) (A&H)
CLLC-S 103 Memoirs of Madness (3 cr.) (A&H) Capshaw
CLLC-S 104 African Lives (3 cr.) (S&H) Clark
CLLC-S 104 Drum and Music in African Political Criticism (3 cr.) (S&H) Obeng
CLLC-S 105 Biology of Cancer (3 cr.) (N&M) Bender
HON-H 203 Anti-Semitism (3 cr.) (A&H)
HON-H 203 Medicine, Magic, and Mortality (3 cr.) (A&H)
HON-H 203 Reading and Writing Contemporary Poetry (3 cr.) (A&H)
HON-H 203 War and Peace and Brothers Karamazov (3 cr.) (A&H)
HON-H 204 How Law Matters (3 cr.) (S&H)
HON-H 204 Research Ethics (3 cr.) (S&H)
HON-H 204 Visualizing War (3 cr.) (S&H)
HON-H 205 Gas Prices and Petroleum Geology (3 cr.) (N&M)
HON-H 211 Ideas & Experience I (3 cr.) (A&H)
HON-H 212 Ideas & Experience II (3 cr.) (S&H)

Collins Living-Learning Center (CLLC)

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

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

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

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

L 100 Studio Practice with International Visiting Artist (2 cr.) (Fall, Spring) (Second eight weeks) In this course students have the opportunity to take a studio course with an international visiting artist residing at the Collins Living-Learning Center. The specific focus of the course will depend on the area of expertise of the visiting artist and will be announced. This artist is brought to IU through Collins and the Department of Fine Arts, where the visiting scholar will also teach a 3 credit theory course.

L 200 Sex, Dreams, and Altered States (3 cr.) (Fall) Weinstein In this course we will explore fiction writing and develop our abilities to write about sex, dreams, and altered states of consciousness. These three subjects, inherent to life, are often left undiscovered and hence unexplored in fiction-writing classes. This course aims to help writers gain comfort and confidence in writing about these important aspects of life. It is often through these subjects that fictional characters come alive, plot is developed, and more complex themes/emotions emerge. We will read and write throughout the semester, producing short stories, sharing our work with the class, and learning how to edit each other’s writing. No previous writing experience is necessary, only enthusiasm, creativity, and the willingness to fully engage in the art of fiction.

L 210 Nexus: Intersections in Biology and Art (3 cr.) (Fall) (A&H) Nava Art and biology may be two seemingly divergent fields of study; however, in many ways both overlap. In this course we will explore how and why art and biology are indelibly intertwined in our society. This course is meant to challenge historical and contemporary perceptions of the objective/subjective study of life and nature. Some issues we will examine include the relationship between artists and scientists, the co-evolution of art and biology, the diversity of life and the evolutionary process as an aesthetic, ethical issues in bioart, and the functional relationship between aesthetics and the natural world. This course offers a “hands-on-eyes-on” experience of intersections in art and biology observed in our everyday lives: from architecture, advertising, and gardening to fashion and food.

L 210 Puzzles: Play and Paradox (3 cr.) (Fall) (A&H) Rowe Puzzles can be mechanical, mathematical, logical, or spiritual; they can lock up secrets or challenge us to higher achievement. Puzzles are everywhere these days, from The Da Vinci Code to the Sudoku craze. This course will explore the puzzle phenomenon as an entry point to the study of popular culture and a bridge to concepts in psychology and cognitive science. We will look at what kinds of puzzles are out there—visual, mechanical, literary and linguistic, logical and mathematical—see how they work and try making our own. We’ll also look at representations of puzzles in literature, film, and other arts and consider what role puzzles play in the maintenance—and disruption—of power and other social structures.

L 220 On Uncle Sam’s Secret Service (3 cr.) (Fall) (S&H) Baesler The world’s second oldest profession fascinates and appalls Americans equally. Are activities like torture something, as President George W. Bush asserts, “Americans don’t do”? What exactly have American intelligence agencies been doing? In this course we will examine how the United States developed the largest intelligence apparatus in the world. We will discuss the basic outlines of U.S. foreign policy since World War II and specific topics such as the spy wars with the Soviet Union, CIA covert operations in Iran and Guatemala, attempts to establish Congressional oversight over intelligence work, and the role of intelligence in the “War on Terror.” Some basic knowledge of U.S. history since 1945 is a prerequisite for success in this course. More important, however, successful completion depends on careful reading of the weekly assignments, active participation in class, and willingness to work in a small group throughout the semester.
Communication and Culture (CMCL)

C 121 Public Speaking (3 cr.) (Fall, Spring, Summer) A contemporary course in the ancient and practical art of rhetoric founded on the premise that rhetorical action (including the focus of our course, public speaking) is public action. The course is designed to help you recognize situations in which your rhetorical action can contribute to the well-being of a community. C 121 provides you with the tools (both of speech composition and delivery) you need to responsibly prepare a variety of effective presentations. Each assignment and speech is an opportunity to engage a rhetorical situation in order to: 1) create an audience out of a collection of individuals; and 2) invite that audience to understand something in a particular way or motivate its members to help resolve some problem about which you think they should be concerned.

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

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

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

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

C 202 Media in the Global Context (3 cr.) (Fall, Spring) (S&H) Surveys media industries, products, and publics outside the United States context (e.g., Asia, Africa, Europe, Latin America). Analyzes regional media in relation to local/global historical, economic, and social processes.

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

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

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

C 223 Business and Professional Communication (3 cr.) (Fall, Spring, Summer) (S&H) Our lives are shaped in ways seen and unseen by organizational and institutional forces. This course examines some of the vectors along which those forces are communicated. Some of the primary questions addressed include: What is the relationship between individuals and institutions/organizations? How are our behaviors and attitudes influenced by these structures? How are we addressed by organizational structures and how do we in turn address them?
C 228 Argumentation and Public Advocacy (3 cr.) (Fall, Spring) (A&H) Lucaites Practical introduction to the use of reasoning and evidence in argumentation. Develops skills that are useful in becoming a productive citizen and that are essential for achieving success in upper-division courses across the university.

C 229 Ways of Speaking (3 cr.) (Spring) (S&H)
C 290 Hollywood I (3 cr.) (Fall) (S&H) Anderson This course is an introductory survey, suitable for both majors and nonmajors. The class is appropriate for anyone who has an interest in the movies and modern history. The course offers a historical survey of the American motion picture and entertainment industry from its beginnings to 1948. It shows how Hollywood evolved as both an art form and a business. Students are expected to attend lectures and screenings of about 15 representative films, including the work of such major directors as D. W. Griffith, Alfred Hitchcock, and Billy Wilder.

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

Comparative Literature (CMLT)
C 145-C 146 Major Characters in Literature (Fall) and Major Themes in Literature (Spring) (3 cr.) (A&H) This course helps students with any major develop their skills in reading and interpreting literary texts and in articulating their responses through written assignments and class discussion format. Students usually complete five short writing projects based on the texts discussed, for a total of 20-25 pages. C 145 and C 146 each fulfill half of the English composition requirement when the student also registers for the 1 credit hour of ENG-W 143. There are no additional class meetings or assignments in addition to those of C 145 and C 146.

C 145 Major Characters in Literature (3 cr.) (Fall) (A&H) Topic for Fall 2008: Dysfunctional Families. They put the funk in dysfunctional. Get ready to feel really good about your own family as we dive into a semester of sibling rivalry, emotional baggage, dirty secrets, childish adults, and precocious children. All sections will read Euripides’ Hippolytus, Shakespeare’s Titus Andronicus, and Kafka’s Metamorphosis. Each section will read additional works unique to that section that may include short stories, poetry, novels, and drama. Individual sections may also include television, art, music, and film. This course focuses on developing skills in critical thinking, clear communication, and persuasive composition. The workload includes three essays, one revision, and midterm and final exams, as well as shorter writing assignments.

C 146 Major Themes in Literature (3 cr.) (Spring) (A&H) Topic for Spring 2009: To Hell and Back. See the Web for description: www.indiana.edu/~deanfac/class.html.

C 255 Introduction to Popular Culture (3 cr.) (Fall, Spring) (A&H) Explores the scope and methodologies for the serious study of entertainment for mass consumption, including popular theatre and vaudeville, bestsellers, mass circulation magazines, popular music, CDs, and popular aspects of radio, film, and television. Provides the basic background to other popular culture courses in comparative literature. Individual sections focus on specific themes. See the Web for description: www.indiana.edu/~deanfac/class.html.

C 256 Modern Literature and Other Arts (3 cr.) (Fall) (S&H) C 257 Asian Literature and Other Arts (3 cr.) (Spring) (A&H)
C 261 Introduction to the Literatures of Africa (3 cr.) (Fall) (First eight weeks) (A&H) Meets with AAAD-A 297.

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

C 151 Introduction to Popular Culture (3 cr.) (Fall, Spring) (A&H) This course is centered on problem-solving techniques in computer environments. It teaches general problem-solving principles by applying them within particular software applications, such as word processing, Web browsing, and spreadsheets. The class is intended for students with little or no practical computing experience. The major objective is to acquire not only the skills of handling today’s software tools, but also to gain the ability to learn new software applications as they emerge. In addition to providing instruction for each of the software applications, the lectures will examine how the computer and its various components operate and introduce some of the social and cultural implications of widespread computer use. Credit given for only one of CSCI-A 106, A 110, A 111.

A 201 Introduction to Programming I (4 cr.) (Fall, Spring, Summer) (Nonmajors) (N&M) P: Two years of high school algebra or MATH-M 014. Intended for students of all backgrounds and majors (except computer science) who desire a more sophisticated introduction to computers than is given in the 100-level “A” courses. No previous computer experience is assumed. Creative thought and expression are required. Students should be self-motivated since computer time outside of a structured class is necessary to complete the assignments. Although help is readily available from student assistants associated with the course, the material is best learned when students reason a solution for themselves.

The course emphasizes programming style and methodology. User-interface design, programming style, and problem-solving strategies are stressed throughout. Functional decomposition
is introduced early and is a central theme. By the end of the course, students are able to write programs using arrays, files, and classes. Programs are written in Java, the language favored for Web applications. This is the first course in the information technology minor.

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

C 211 Introduction to Computer Science (4 cr.) (Fall, Spring, Summer) (Majors) (N&M) P: Two years of high school algebra or MATH-M 014. A first course in computer science for those intending to take advanced computer science courses. Introduction to the design, programming, and analysis of algorithms. Using the Scheme programming language, this course covers several programming paradigms.

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


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

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

P 200 Theories of Crime and Deviance (3 cr.) (Fall, Spring, Summer) (S&H) This course serves as an introduction to theories of crime and its control. Issues relating to the definition and measurement of crime will be explored, followed by an examination of the biological, psychological, and sociological theories offered to explain criminality. The course will conclude with a discussion of the criminal justice policy implications that are derived from the various theories of criminality.

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

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

Croatian (SLA V)

See also “Foreign Languages.”

Czech (SLAV)

See also “Foreign Languages.”

C 364 Modern Czech Literature and Culture (3 cr.) (Spring) (Second eight weeks) A&H

East Asian Languages and Cultures (EALC)

E 100 East Asia: An Introduction (3 cr.) (Fall, Spring) (A&H) East Asia: traditional, crowded, poor, authoritarian, dirty, and rural. These adjectives are still used by some to describe China, Japan, and Korea, but more often we now hear others: modern, (almost) democratic, dynamic, high-tech, and urban. To what extent did East Asia formerly fit the first group of adjectives and to what extent does it now fit the latter? This course provides a broad overview of East Asia from its earliest recorded history up to the early twenty-first century. Areas covered include these countries’ social structures, arts, economies, and politics. In addition to looking at their internal developments, we consider the effect that East Asia and the rest of the world have had on each other. Readings are from a textbook, literature, a short autobiography, and the popular media. Assignments include two short papers, a midterm, and a final. The course is designed for students with little to no background or knowledge of East Asia. Others are urged to begin with a 200-level survey course in their area of interest.

E 200 Introduction to East Asian Studies (3 cr.) (Spring) Suzuki

E 201 Issues in East Asian Literature (3 cr.) (Fall) (A&H) Sarra This course will introduce students to some of the best known and most influential works of literature from Japan’s classical and early medieval eras. The goal of the course is to introduce students to the literate groups of classical Japan, exploring social, political, and religious contexts as well as the literary conventions created in this period to depict the world of romantic love, norms of masculinity and femininity, and religious aspirations. In addition to exploring Japan’s premodern past, this course aims to teach students basic skills in careful reading and interpretation of literary and critical texts that should be widely applicable to other courses in literature, history, and related pursuits.

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

E 233 Survey of Korean Civilization (3 cr.) (Fall) (A&H) Robinson This course is designed to introduce students to the culture, history, and social practices of Korea. For the last half-century the Korean peninsula has been at the vortex of regional and global power conflicts. Little is known, however, about Korea’s ancient traditions, unique culture, or important contributions to East Asian and global civilization. This course introduces the Korean people, their historical past, language and literary production, contributions of East Asian intellectual traditions, and its fascinating contemporary history as a divided nation—a product of the mid-twentieth century Cold War. We will also have to examine the remarkable rise of South Korea as an important Asian trading economy and its role in reshaping balance of power in East Asia. Of course, the current nuclear crisis involving North Korea will be discussed. The course will use literature, film, historical writing, and contemporary popular cultural artifacts to explore this vibrant and fascinating culture.

E 251 Traditional East Asian Civilization (3 cr.) (Fall) (S&H) See HIST-H 237 p. 32 for description.
Economics (ECON)

E 201 Introduction to Microeconomics (3 cr.) (Fall, Spring) (S&H); E 202 Introduction to Macroeconomics (3 cr.) (Fall, Spring) (S&H)

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

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

Education (EDUC)

See also “Student Academic Center.”

F 200 Examining Self as Teacher (3 cr.) (Fall, Spring) The intent of this course is to offer freshmen and sophomores an opportunity to converse about the exciting field of education, and more specifically, teaching—its challenges and frustrations, its happiness and disappointments, its fun and tears, its art and science. Emphasis will be placed upon the individual teacher and the difference each teacher can make in the lives of students. Students will study the following broad topics: considering a career in education; the teacher’s workplace; and the increasing knowledge base about teaching. Students should have a two-hour block of time between 9 a.m. and 2 p.m. each week for experiences working with students in an area school setting.

F 205 Study of Education and the Practice of Teaching (3 cr.) (Fall, Spring) R: ENG-W 131. This course provides an introduction to the nature of educational studies as an area of inquiry, provides access to a wide range of literature in education, and outlines future possibilities for those who wish to pursue teaching as a profession. The course will emphasize thoughtful, careful, and engaged forms of writing, reading, conversing, and interacting. This course highlights the importance of inquiry for educational studies generally, and for teacher education as one aspect of educational studies. In the process, F 205 locates teacher education at Indiana University within the larger discipline.

G 203 Communication in the Classroom (3 cr.) (Fall, Spring, Summer) Prepares teachers to communicate effectively, engage students in group discussion, and create a classroom in which all members participate and care about each other’s learning. Special topics include active listening, attitudes of respect and genuineness, group dynamics, conflict resolution, and parent-teacher conferences.

K 205 Introduction to Exceptional Children (3 cr.) (Fall, Spring) For Teaching All Learners (special education) majors. Other elementary majors must take K 305. This course focuses on awareness of special populations. It is also a course about law, sociology, medical technology, and ethics. Each of these fields has made possible a different world for special populations—if those in the broader society let it happen. The content of K 205 serves as an introduction to those students who are considering professions within special education. It likewise provides a survey of categories of exceptional populations for those interested in allied fields such as law, medicine, social work, school psychology, physical therapy, therapeutic recreation, general education, and child psychology.

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

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

K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.) (Fall, Spring)

P: Open to sophomores. The purpose of this course is to provide secondary preserve teachers with the understanding and skills to provide appropriate educational programs for students with disabilities in inclusive secondary programs. Each student will spend a minimum of six hours in a secondary inclusion classroom where students with special needs are served.

M 135 Self-Instruction in Art (1–5 cr.) (Fall, Spring) A general interest course in art. Talent and past experience are not important. Students select their own topics from a range of prepared opportunities. Working independently, students submit four projects at regular intervals for each credit hour enrolled. Instructors are available four evenings a week to receive projects and give advice and feedback.

Q 200 Introduction to Scientific Inquiry (3 cr.) (Fall, Spring, Summer) This course is the first of a series of science courses taken by elementary education majors. It should be taken during the freshman year or the first semester of the sophomore year. The course focuses on the basic science skills used by scientists, such as observation, prediction, measurement, classification, controlling variables, and hypothesis formulation, as well as on mathematical skills needed for the sciences. Emphasis is on performing experiments that use the same ideas and equipment found in elementary science programs, but in a more sophisticated manner. Students who have a good background in science (high school biology, chemistry, and physics) are encouraged to review their high school science and test out of the course in the test administered during the first week of fall and spring semesters.

W 200 Using Computers in Education (3 cr.) (Fall, Spring, Summer) Taught in both Windows and Mac platforms—student chooses. Develops proficiency in computer applications and classroom software; teaches principles and specific ideas about appropriate, responsible, and ethical ways to make teaching and learning more effective. The course promotes the development of critical abilities, skills, and self-confidence for professional development.

Note: The following EDUC courses are electives only:

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

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

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

English (ENG)

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

COMPOSITION COURSES

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

Faculty from many disciplines, including English, agree that students’ performance in their courses would be greatly enhanced if they “just knew how to analyze.” Too often, they report, students stop short of analysis by 1) merely recycling what they view as unquestionably true facts or the received conclusions of their sources; 2) simply agreeing or disagreeing with what they understand to be just another opinion; or 3) offering a personal response to a text, phenomenon, issue, or concept that fails to problematize that position or connect it to any significant bigger picture. W131 aims to show students how the use of sources, agreement/disagreement, and personal response can be made to serve independent, purposeful, well-supported analytical writing.
W 170 Projects in Reading and Writing (3 cr.) (Fall, Spring) Staff This course in academic writing is an alternative to W 131 and is designed to offer more intensive writing and reading instruction around some theme or question. Its focus is on sustained inquiry (reading, writing, critical thinking) concerning a single problem or topic throughout the semester. Students learn various strategies for analysis, argument, and research that are relevant for the conduct of the inquiry in order to write and revise academic essays based on sources. Topics vary by section.

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

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

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

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

W 350 Advanced Expository Writing (3 cr.) (Fall, Spring) Staff P: Completion of the English composition requirement. College Intensive Writing Section. This advanced writing course focuses on the interconnected activities of writing and reading. It engages students through a series of writing/reading assignments in the kinds of responding, analyzing, and evaluating that are part of the work in many fields in the university. Students will work closely on a variety of texts, including their own writing, in order to develop an understanding of the assumptions, choices, and techniques that compose the writing process.

COMPOSITION AND LITERATURE COURSES

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

L 141 Introduction to Writing and the Study of Literature I (4 cr.) (Fall) (A&H) Brown Topic: Genius. J. K. Rowling, Matt Groening, Steven Hawking. A recent list of "living geniuses" offered these (and many other) names, citing them for their paradigm shifting, popular acclaim, intellectual power, achievement, and cultural importance. But what is a genius? And how do you become one? In this class, we'll think about the evil genius, the mad genius, the boy (and girl) genius, and the living genius, among others. Who do you consider a genius? Da Vinci? Shakespeare? Einstein? We'll read a variety of works, from the Romantics (who made artistic genius a central concept), to the modernists (who shared the fascination with genius), to more recent work that might include the online comic Girl Genius, Dave Eggers' memoir A Heartbreaking Work of Staggering Genius, the film A Beautiful Mind, and a self-help book How to Think Like Leonardo Da Vinci: Seven Steps to Genius Every Day. Is genius born or made? We'll think about genius as a mark of extraordinary ability and a cultural phenomenon, and we'll see if we can't get closer to it over the course of the semester.

L 141 Introduction to Writing and the Study of Literature I (4 cr.) (Fall) (A&H) Marsh Topic: Monsters. This course examines the fears and anxieties that gave birth to three monstrous classics in the nineteenth century, from biographical misery to scientific megalomania and imperialist fantasy: Mary Shelley's Frankenstein (1818/1831), Robert Louis Stevenson's Dr. Jekyll and Mr. Hyde (1886), and Bram Stoker's Dracula (1897). It will draw on short related texts (philosophical, political, scientific, etc.), romantic poems, short stories, early stage adaptations, private journals, and—most important—an international array of films, from Alfred Hitchcock's dark exploration of doubleness, Psycho (1960), to Ridley Scott's Blade Runner (1982), and from F. W. Murnau's Expressionist masterpiece Nosferatu (1922) to Francis Ford Coppola's 1992 Bram Stoker's Dracula. In doing so it will unravel our strange inheritances from these perennially popular and powerful works, which have become myths by which we still live. Mandatory evening screenings (M/T, maximum of six). Writing instruction: Emphasis on brainstorming, analysis, revision—and how to combine all these in polished essays.

L 141 Introduction to Writing and the Study of Literature I (4 cr.) (Fall) (A&H) Vogel Topic: Nightlife. In the stretch between sunset and sunrise, whole worlds come into being. Nightlife has been denounced, celebrated, and romanticized; legislated, protested, and reformed; written, acted, and sung. This course will take the time and space of the night as a way to introduce the concerns of humanistic study and pose questions about the uses and possibilities of literature, film, visual art, and performance. We will examine how writers, artists, and performers have imagined nightlife—its people and places, its sounds and sights, its ethics and values, its comforts and fears. What themes and issues become most clear in the darkness of nightfall? What activities and practices flourish while most people slumber? What are the genres, settings, and characters that make up the literature of nightlife? How does nightlife contribute to the formation of communities and identities? What goes on after hours, either in the salons and nightclubs of the city or in the dreamscapes of our minds?

CREATIVE WRITING COURSES

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

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

ENG-L 202, L 204, L 205, and many other courses are College Intensive Writing sections. Permissions are available in the English Undergraduate Studies Office, Ballantine 442 (855-9532). L 202 is required of majors but is usually not taken during the first semester of the freshman year. P: English composition requirement or exemption.

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

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

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

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

L 220 Introduction to Shakespeare (3 cr.) (Fall, Spring) (A&H) Staff Rapid reading of at least a dozen of Shakespeare’s plays and poems. May not be taken concurrently with L 313 or L 314.

Estonian (CEUS)
See “Foreign Languages.”

Film Studies (CMCL)
See “Communication and Culture.”

Fine Arts (FINA)

HISTORY OF ART

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

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

A 160 Introduction to East Asian Art (3 cr.) (Fall) (A&H)

A 200 Topics in Art History (3 cr.) (Fall) (A&H) Topic: Central and Latin American Art

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

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

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

STUDIO ART

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

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

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

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

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

N 110 Introduction to Studio Art for Nonmajors (3 cr.) (Fall, Spring) (A&H) This course introduces students to the elements and principles of visual language. Classroom exercises will explore drawing and two-dimensional and three-dimensional design. A primary objective in the course will be the development of composition skills that will result in a more sensitive visual aesthetic and sensibility. The ability to think analytically, crucial to critical thinking, will be stressed in the creative process inherent in solving problems in the visual arts.
N 130 Digital Imagery for Nonmajors (3 cr.) (Fall) Lecture course introduces nonmajors to the fundamental practice of creating art imagery using digital software. Demonstrations and optional hands-on lab sessions emphasize technical production in Photoshop and Illustrator. Art projects created in Photoshop and lecture topics focus on aesthetic approaches and issues facing artists working in contemporary digital imaging.

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

Folklore and Ethnomusicology (FOLK)

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

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

F 131 Introduction to Folklore in the United States (3 cr.) (Fall, Spring) (A&H) This course looks at folklore and traditional expressive behavior in the United States by focusing on creativity in everyday life. Content includes study of examples of traditional arts, ideas, and practices of folk groups in the United States, including ethnic, occupational, regional, and religious groups. Classes focus on specific genres of folklore, utilizing video, slides, and audio recordings. Topics include urban legends, fairy tales, personal narratives, body art, car art, and yard art, among other examples of urban expressive culture.

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

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

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

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

Foreign Languages

AMERICAN SIGN LANGUAGE (SPHS)

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

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

AKAN (LING)

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

ARABIC (NELC)

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

A 160 FirstYear Arabic (4 cr.) (Spring)

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

BAMBARA (LING)

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

CHINESE (EALC)

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

**CROATIAN (SLAV)**

S 101-S 102 Elementary Serbian and Croatian I-II (5-5 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Croatian (reading, writing, aural comprehension, and speaking). No previous knowledge of Croatian is required for S 101. Classes are small and meet in conjunction with Elementary Serbian. Students enrolled in Croatian are expected to read and write in roman script (latinica) and will be taught to read cyrillic script (ćirilica). As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily oral and involves conversation on various topics. Second- and third-year courses are available.

**CZECH (SLAV)**

C 101-C 102 Elementary Czech I-II (5-5 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Czech (reading, writing, comprehension, and speaking). No previous knowledge of Czech is required for C 101. Classes are small. As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily oral and involves conversation on various topics. Second- and third-year courses are available.

**DUTCH (GER)**

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

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

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

**ESTONIAN (CEUS)**

U 111-U 112 Introductory Estonian I-II (4-4 cr) (Fall, Spring) Estonian is the national language of Estonia, a small Baltic nation that has maintained its independence and unique culture despite conquest by Germans, Swedes, and Russians. The course gives a basic knowledge of Estonian pronunciation and grammar (morphology and syntax) and teaches vocabulary and structures needed in everyday conversation. The main approach of the course is communicative, with due attention to the development of the four skills of listening, speaking, reading, and writing. Up-to-date textbooks and audio and videotapes, as well as authentic materials (newspapers, schedules, advertisements, the Internet) will be employed to enhance language learning and provide cultural information. Introductory Estonian is for students with no previous knowledge of the language.

**FINNISH (CEUS)**

U 121-U 122 Introductory Finnish I-II (4-4 cr) (Fall, Spring) Introductory Finnish is for students with no previous knowledge of the Finnish language. The aim is to master general conversational skills that are desirable in everyday situations related to traveling and studying in Finland (e.g. transactional use, informal letters and telephone conversations, asking and giving directions). You will also be able to understand Finnish spoken at normal rate about everyday topics as well as simple written messages and the gist of an easy text, such as a short newspaper article. You will also learn basic aspects of Finnish culture and history. The course is based on engaging in communicative skills. The methods of this course are learner centered, communicative and often problem-based, which means that sometimes, for instance, you will solve grammar rules with your peers and the assistance of your instructor. All basic language skills—speaking, listening, reading and writing—will be included both in class activities and at home. There is also a Finnish coffee hour.

**FRENCH (FRIT)**

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

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

**GERMAN (GER)**

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

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

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

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

G 250 Oral Practice, Writing, and Reading II (3 cr.) (Fall, Spring) P: G 200 or advanced placement/credit test. This course develops further the work done in G 200.

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

GREEK (CLAS)

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

G 150 Elementary Greek II (4 cr.) (Spring) P: G 100 or equivalent. Fundamentals of both classical and koine Greek; develops reading comprehension; selections from classical authors and the New Testament.

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

G 250 Greek Poetry: Homer (3 cr.) (Spring) P: G 200 or equivalent. Selected readings from the Iliad or Odyssey.

MODERN GREEK (WEUR)

E 100 Beginning Modern Greek I (4 cr.) (Fall)
A rapid survey of fundamentals designed to acquaint the student with the oral and written language. Especially useful for those planning to study or travel in Greece and for those planning to read modern Greek literature.

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

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

E 250 Readings in Modern Greek Writers (3 cr.) (Spring)

HEBREW (JSTU)

Students interested in Hebrew may choose between two ways of learning the language: 1) with a focus on modern Hebrew as a spoken language; or 2) with a focus on biblical Hebrew as a reading language leading to a concentration in the literature of the Old Testament/Hebrew Bible. Biblical Hebrew is an excellent choice for serious students interested in rabbinical or cantorial school or seminary. B 100 Introduction to Biblical Hebrew will not be taught until the fall of 2009. Students should waitlist courses if they are full.

Modern Hebrew

Modern Hebrew is taught in a one-year cycle. First (H 100), third (H 200), and fifth (H 300) semester-level Hebrew courses are taught every fall but not during the spring. Second (H 150), fourth (H 250), and sixth (H 350) semester-level courses are taught during the spring. All students with past experience in modern Hebrew should take a Hebrew placement test. No Hebrew placement exams will be given during summer orientation. All incoming students who would like to take modern Hebrew should register for or waitlist a section of JSTU-H 100 Introduction to Elementary Hebrew I. All student enrolled or on the waitlist for JSTU-H 100 will be e-mailed the exact dates/times for Hebrew placement exams to be given the week before and the first days of the fall semester. Students testing higher than JSTU-H 100 on the August placement test will move to a higher level of Modern Hebrew before the end of the first week of fall classes. Students placing out of two semesters of modern Hebrew automatically have these two semesters of Hebrew (4 cr. each) added to their IU transcript. If students test out of courses beyond the first two semesters, they must take the Hebrew language course at the level into which they place to earn further Hebrew language credit.

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

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

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

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

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

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

HINDI (INST)

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

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

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

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

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

HUNGARIAN (CEUS)

U 131-U 132 Introductory Hungarian I-II (4-4 cr.) (Fall, Spring) Introductory-level Hungarian is designed to enable students to converse about simple personal and social topics, meet basic needs, and read and write short texts. This one-year course intends to cover all the basic sentence patterns in present tense and to introduce a wide range of everyday topics. The goal is to make students familiar with the fundamental structure of the Hungarian language, as well as to enable them to use the material covered in class with an appropriate level of comfort and confidence. The material also provides general information about Hungarian lifestyle, society, and culture. No previous knowledge of Hungarian is expected. Coffee hours give students a chance to practice their developing Hungarian.

ITALIAN (FRIT)

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

M 115 Accelerated Elementary Italian (4 cr.) (Fall, Spring) P: Consent of department. M 115 is an accelerated treatment of material covered in M 100 and M 150 designed for superior students who have a strong interest in language study or previous language training. M 115 is especially recommended for students beginning the study of Italian late in their college careers or for students at any level (undergraduate or graduate) who are planning study abroad or wish to move through the language requirement quickly. Students who complete M 115 cannot also receive credit for M 100 or M 150.

M 200 Intermediate Italian I (3 cr.) (Fall, Spring) P: M 115, M 150, or equivalent. M 200 is the first part of the intermediate course sequence
that combines the study of contemporary Italian conversation, grammar, reading, and writing with an introduction to brief literary texts. In M 200 more attention will be paid to oral practice and grammatical review than to composition and reading, although all four skill areas will be treated.

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

**JAPANESE (EALC)**

J 101-J 102 Elementary Japanese I-II (4-4 cr) (Fall, Spring) The goal of J 101 is for students to acquire basic communicative skills in Japanese and to become well-rounded in their overall skills (speaking, listening, reading, and writing). This course will introduce hiragana, katakana, and a few kanji. Each week the class meets in two large-group sessions on Tuesdays and Thursdays (TuTh) and three small-group sessions on Mondays, Wednesdays, and Fridays (MW). The TuTh sessions primarily introduce and explain the lesson; use of Japanese by students is encouraged, but students may use English to ask questions on aspects of grammar or culture. Use of Japanese by both instructors and students is mandatory in the MWF sessions, which are devoted primarily to practicing what has been introduced in the TuTh sessions. J 102 is a continuation of the goals and learning strategies for J 101. In addition, more kanji script will be used. J 101 is offered in the fall only and J 102 in the spring only. Students must earn at least a C grade in a course to go on to the next term of the language. Second-year courses are available.

**KOREAN (EALC)**

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

**LATOKA (ANTH)**

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

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

L 312-L 313 Intermediate Lakota (Sioux) Language I-II (3-3 cr) (Fall 2008, Spring 2009) Study of more complex Lakota grammatical structures, with emphasis on development of active reading, writing, and speaking skills.

**LATIN (CLAS)**

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

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

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

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

**MACEDONIAN (SLAV)**

Q 101-Q 102 Elementary Macedonian I-II (5-5 cr) (Fall, Spring) No previous knowledge of Macedonian language required. Introduction to basic structure of contemporary Macedonian and the culture of Macedonia. Reading and discussion of basic texts.

**MONGOLIAN (CEUS)**

U 141-U 142 Introductory Mongolian I-II (4-4 cr) (Fall, Spring) Mongolian is the national language of Mongolia and the language of the famous conqueror Genghis Khan. It is also spoken along China’s northern border. This class introduces modern Mongolian in the Cyrillic script, as used in the independent State of Mongolia. Introductory Mongolian develops speaking, listening, reading and writing skills at the novice level by introducing the basic elements of Mongolian pronunciation and grammar. No previous knowledge of Mongolian is expected. In the second semester, students continue developing their basic knowledge of Mongolian conversation, grammar, reading, and writing on the base of competencies mastered in the first semester. By the end of the year students will be able to use not only the main cases and verb tenses of Mongolian in their conversation and writing, but also some modals (converbs) and simple kinds of Mongolian compound sentences. During the course, students will also develop their knowledge of Mongolia’s rich culture and traditions and have the chance to talk with native speakers and other Mongolian learners at the regular Mongolian coffee hour.

**NORWEGIAN (GER)**

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

**PERSIAN (CEUS)**

U 177-U 178 Introductory Persian I-II (4-4 cr) (Fall, Spring) Persian is the national language of Iran and is also widely spoken in Afghanistan and Central Asia. This class offers an introduction to basic communication skills in Modern Standard Persian. No previous knowledge is required. Its general goal is to familiarize students with the sounds, alphabet, and basic grammar of the language. Students will learn to read, write, speak, and comprehend simple to moderately complex sentences. Through readings, class conversations, Persian language media programs, film, and cultural activities, students will also develop an awareness of the culture. In the second semester, students will work to develop greater fluency in pronunciation, reading and writing, as they continue their
study of basic sentence structure. Class size in Persian is limited. Enrollment priority is given to majors and graduate students who use Persian to meet a two-year degree requirement. Freshmen wishing to enroll in Persian should contact the department.

POLISH (SLAV)

P 101-P 102 Elementary Polish I-II (5-5 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Polish (reading, writing, comprehension, and speaking). No previous knowledge of Polish is required for P 101. Classes are small. As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily oral and involves conversation on various topics. Second- and third-year courses are available.

PORTUGUESE (HISP)

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

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

P 135 Intensive Portuguese (4 cr.) (Fall, Spring) For students from secondary school placed into the second semester of first-year study or those with prior knowledge of another Romance language. Content of P 100 and P 130 reviewed at an accelerated pace. Credit given for only one of P 135 and P 150. Students who complete P 135 with a grade of B- or higher can skip to P 250. This enables them to complete four terms of course content within two terms.

SANSKRIT (INST)

The four terms of Sanskrit are taught in a two-year sequence; hence, each term is offered only every two years. Students may begin the language (I 339) in the fall of 2008. I 339-I 340 Elementary Sanskrit I-II (5-5 cr.) (Fall 2008, Spring 2009) Introduction to Sanskrit, a classical language of ancient India. Basic grammatical structure and vocabulary in preparation for the reading of both secular and religious texts.

SERBIAN (SLAV)

S 101-S 102 Elementary Serbian and Croatian I-II (5-5 cr.) (Fall, Spring) Introduction to the basic structures of contemporary Serbian (reading, writing, comprehension, and speaking). No previous knowledge of Serbian is required for S 101. Classes are small and meet in conjunction with Elementary Croatian. Students enrolled in Serbian will be taught to read and write in the Cyrillic script (’cirilica) and to read Roman script (’latina). As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily oral and involves conversation on various topics. Second- and third-year courses are available.

SPANISH (HISP)

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

HISP-S 100 Elementary Spanish (4 cr.) (Fall, Spring, Summer) By permission only. Call (812) 855-8612 or e-mail kallgood@indiana.edu.

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

HISP-S 105 First-Year Spanish (4 cr.) (Fall, Spring, Summer) This introductory course is for students with two or more years of high school study and covers the essential grammar and vocabulary of first-year Spanish. This course presents a four-skill approach to Spanish with emphasis on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, participation, attendance, and a cumulative final exam. Homework load is substantial. Credit not given for both HISP-S 105 and HISP-S 100 or HISP-S 105 and HISP-S 150. The next course in this sequence is HISP-S 200.

HISP-S 150 Elementary Spanish II (4 cr.) (Fall, Spring, Summer) P: HISP-S 100. This course continues the work of S 100 with continued emphasis on all four skills and on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, compositions, participation, attendance, and a cumulative final exam. The next course in the sequence is HISP-S 200. Note: HISP-S 150 is for those students who took HISP-S 100 Elementary Spanish here at IUB or took an equivalent course at a regional campus or other university.

HISP-S 200 Second-Year Spanish I (3 cr.) (Fall, Spring, Summer) P: HISP-S 150 or equivalent. This course reviews some of the basic structures studies in the first year and examines them in greater detail. Emphasis remains on the four skills and on critical thinking skills. Short literacy readings are also included. Grades are based on exams, homework, compositions, participation, attendance, and a cumulative final exam. Homework load is substantial. The next course in this sequence is HISP-S 250.

HISP-S 250 Second-Year Spanish II (3 cr.) (Fall, Spring, Summer) P: HISP-S 200 or equivalent. This course continues the work of HISP-S 200 with a continued emphasis on the four skills and on critical thinking skills. Short literacy readings are also included. Grades are based on exams, homework, compositions, participation, attendance, and a cumulative final exam. Homework load is substantial. After successful completion of this course, the foreign language requirement is fulfilled for schools that require a fourth-semester proficiency.
SWAHILI (LING)

S 101-S 102 Elementary Swahili I-II (4-4 cr.) (Fall, Spring) An introduction to Swahili, the predominant language of East Africa. Swahili is a Bantu language spoken in Kenya, Tanzania, Uganda, Burundi, and eastern Congo (Zaire). Estimates of the number of speakers vary from 40 to 80 million. The study of Swahili provides an introduction not only to the major language of East Africa but also to an extensive traditional literature and to Bantu culture in general. The study of Swahili at the introductory level emphasizes conversation in a variety of situations. Students learn basic grammatical structures and vocabulary associated with these situations and are expected to learn to behave linguistically in a characteristically Swahili manner. Second- and third-year courses are available.

TIBETAN (CEUS)

U 151-U 152 Introductory Tibetan I-II (4-4 cr.) (Fall, Spring) Tibetan language is the key to the incredibly rich cultural, religious, and historical tradition of Tibet. Introductory Tibetan provides an initiation to the basics of Tibetan language—no previous knowledge is required. This course objective is to develop all basic language skills: speaking, listening, reading, and writing. The first semester covers the basic features of grammar, builds vocabulary, and develops idiomatic usage needed in basic everyday communication while introducing learners to Tibetan culture and daily life. Introductory Tibetan II is a further introduction to the basics of Tibetan language. Students receive daily written, reading, and audio homework assignments. Conversation preparation is also required. Coffee hours enable students to talk to native speakers.

TURKISH (CEUS)

U 161-U 162 Introductory Turkish I-II (4-4 cr.) (Fall, Spring) Introductory Turkish is a beginning-level language course designed specifically for English-speaking students. This course aims to help students build basic proficiency in modern Turkish and give them the tools to communicate at a beginner's level in many everyday situations (meeting and greeting, describing oneself and one's family and friends, student life, basic shopping and directions, one's likes and dislikes, daily routines, and more). The course sets out to establish a sound linguistic and cultural foundation for future studies of the target language. Students will develop communicative skills as they assimilate the basics of Turkish grammar. All four language skills (listening, speaking, reading, and writing) will be covered in classroom activities and at-home practice. In addition to the textbook, the teaching and learning process incorporates short video clips from Turkish television, songs, and newspaper articles.

UKRAINIAN (SLAV)

U 101-U 102 Elementary Ukrainian I-II (5-5 cr.) (Fall, Spring) No previous knowledge of Ukrainian language required. Introduction to basic structure of contemporary Ukrainian and the culture of Ukraine. Reading and discussion of basic texts.

UYGHUR (CEUS)

U 115-U 116 Introductory Uyghur I-II (4-4 cr.) (Fall, Spring) Uyghur, a language in the Turkic family, is spoken by the Uighur people of Xinjiang region in northwest China (traditionally called East Turkistan), at the heart of the Silk Road. Introductory Uyghur lays a basic groundwork in the Uyghur language for those with no previous exposure to Uyghur or any other Turkic language. During the course students will learn Uyghur script, basic phonetic rules, basic grammar, and develop their knowledge of literary Uyghur language. In the second semester students will develop their skills in listening, reading, speaking, and writing and gain knowledge of literary Uyghur language and culture. The material also provides general information about Uyghur lifestyle, society, and culture. The daily classes focus on the following: listening and conducting simple conversations; pronunciation, vocabulary, and grammar exercises; and writing simple dialogues and reading simple texts. Learners are given the opportunity for personal expression in the form of partner and group work. An Uyghur coffee hour is another chance to practice.

UZBEK (CEUS)

U 171-U 172 Introductory Uzbek I-II (4-4 cr.) (Fall, Spring) Uzbek is the national language of Uzbekistan, the most populous country of Central Asia and the site of historic stops on the Silk Road. It belongs to the Turkic family of languages. The first-year Uzbek course introduces English-speaking students to the basics of the literary language of Uzbekistan. No knowledge of any other Turkic language is assumed. Students will develop their skills in listening, reading, and writing while learning about literary Uzbek and the Uzbek culture. During the course students learn grammar and vocabulary. There will be extensive conversation and reading practice using journals and newspapers that illustrate modern life in Uzbekistan. Students use the Internet and e-mail to watch and listen to authentic Uzbek language materials. They will also have the opportunity to watch Uzbek videos and TV programs and listen to audio tapes made in Tashkent.

YIDDISH (GER)

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

ZULU (LING)

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

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

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

French (FRIT)

See also “Foreign Languages.”

F 300 Reading and Expression in French (3 cr) (Fall, Spring) (A&H) P: F 250. Required of all French majors and minors and any student who intends to enroll in advanced (third- and fourth-year) literature or civilization courses. Taught entirely in French, F 300 gives preparation for more advanced work in French literature and culture. Credit given for only one of F 300, S 300.

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

F 306 Roman et poésie (3 cr) (Fall, Spring) (A&H) P: F 300 or equivalent. This course focuses on novels and poetry from various periods in French literary history. Specific themes vary according to professor. Taught in French.

Gender Studies (GNDR)

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

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

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

G 105 Sex, Gender, and the Body (3 cr) (Fall) (S&H) Examines the diverse and historically varying relationships forged among biological sex, culturally formulated discourses of masculinity and femininity, and the sexed body. With variable title and themes, the course may employ a range of different approaches, depending on the instructor. Specific topics to be announced in the Gender Studies Course Offerings booklet and the Gender Studies Program Web page (www.indiana.edu/~gender). May be repeated with a different topic for a maximum of 6 credits.

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

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

G 215 Sex and Gender: Cross-Cultural Perspective (3 cr) (Spring) (S&H)

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

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

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

Geography (GEOG)

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

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

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

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

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

G 235 Introductory Geographical Methods (3 cr) (Fall, Spring) Introduces geographical methodology in the major fields of study within geography (atmospheric sciences, environmental studies, geographic information sciences, and human geography). Topics include map interpretation, paradigms of inquiry, simple statistical methods, instrumentation, introductory computer methods, fieldwork, and case studies.

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

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

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

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

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

G 112 Historical Geology (3 cr) (Spring) (N&M) P: One high school or college course in chemistry. This course will focus on the origin and evolution of vertebrates, including dinosaurs and their distant relatives such as fish, amphibians, birds, and mammals. Course will focus on dinosaur evolution, paleobiology, paleoecology, and extinction. The scientific methods and quantitative and qualitative methodologies will be presented. Two lectures and one laboratory each week.

G 116 Our Planet and Its Future (3 cr) (Fall, Spring) (N&M) This course is intended to provide the student with a clear understanding of the earth as a system. One of the key elements of the course is the effort in every section to emphasize issues that are relevant to everyday life and present them in a way that captures the imagination of the student. One area of emphasis is the interaction between the public policies we create and how they affect the earth and our relationship to its systems. The course has a substantial Web component designed to assist the student in developing an understanding of each section of the course through multimedia exercises. These exercises allow the student to experience real-world problems and solve them, provide the student with a measure of his or her understanding of the material in the course, and immerse the student in virtual geologic environments. The course is intended for non-science majors who have an interest in the interaction between people and the earth. There is a weekly laboratory.

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

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

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

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

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

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

Germanic Studies (GER)

See also “Foreign Languages.”

For additional course descriptions, visit the Web at www.indiana.edu/~germanic.

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

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

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

G 363 Deutsche Kulturgeschichte (3 cr) (Spring) (A&H) P: G 300 with a grade of C– or higher. R: G 330.

COURSES IN ENGLISH ON GERMANIC CULTURES

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

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

E 352 Topics in Yiddish Culture (3 cr) (Fall) (Second eight weeks) (A&H) See Web for description: www.indiana.edu/~deanfac/class.html.
Global Village Living-Learning Center (GLLC)
The Global Village, opened in 2004, is one of IU’s newest living-learning centers. The community welcomes any globally minded undergraduate student who is studying foreign languages and cultures or other international topics, who is preparing for or returning from study abroad, or who is just curious about global issues. Students enjoy extensive cocurricular activities that enhance their worldview, interaction with peers with global interests, air-conditioned rooms and floor lounges, access to an on-site language/computer lab, and leadership opportunities that will prepare them for the world beyond the United States. With two on-site classrooms, the Village offers its own seminars as well as hosting courses in foreign languages and international topics. Most GLLC courses are open to all IU undergraduates. All Village students are required to enroll in GLLC-Q 199, a 1 credit residential learning workshop that increases residents’ global awareness and introduces them to the Village and IU’s international resources. The Global Village, located in Foster Quad, is open to freshmen through seniors and allows room assignments based on language preference. Information and applications can be found at www.indiana.edu/~college/global/.

G 210 Manifestos: Persuading Unbelievers and Inciting Revolutions (3 cr.) (A&H) Kanczuzewski Usually consisting of relatively few words, the manifesto is a powerful genre that proposes novel ideas, persuades unbelievers, and provokes revolutions. This course will investigate both the destructive and constructive qualities of these texts: although they reject and undermine the dominant systems of beliefs, they also propose new philosophies that aspire to establish new ways of thinking. An interdisciplinary approach will be taken on this international phenomenon: we will draw on literature, politics, economics, sociology, and gender studies to understand these political, literary, and social manifestos. Our class will answer questions such as: How did Marx start a revolution? Why did Marinetti want to burn all the libraries? Why does Huidobro make a bird nest on a rainbow? How does S.C.U.M wish to change patriarchal society? Evaluation will include short response papers, class presentations, and two exams.

G 220 Human Rights, Truth, and Justice (3 cr.) (S&H) Sevosa This course explores how societies across the world historically define, enforce, and violate human rights, and also how states punish the perpetrators of human rights violations and set the foundations for national reconciliation, truth, and justice, using case studies such as post-World War II Europe, the U.S. South in the 1960s, Latin American dictatorships in the 1970s, and post-socialist Eastern Europe. Throughout the course, our main goal will be to think how different societies have constructed mechanisms to protect basic rights to which all humans are entitled. At the conceptual level, we will define human rights, explore how the definition has worked across cultures and time, and analyze the impact of new global actors on the international human rights law. On a broader level, this course will introduce students to fundamental categories of analysis and emphasize the relations between theoretical concepts with specific historical examples.

Greek (CLAS)

Health, Physical Education, and Recreation (HPER)

APPLIED HEALTH SCIENCE

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

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

F 258 Marriage and Family Interaction (3 cr.) (Fall, Spring) The primary focus of this course will be on the ways in which students’ experience of family has affected, is affecting, and will affect them as individuals and members of relationships. Both personal and scholarly perspectives are used for students to examine their attitudes, values, and expectations about family life.
H 172 International Health and Social Issues (3 cr.) (Fall, Spring) Kay The purpose of this course is to sensitize students to world health problems and what worldwide efforts are being made to achieve optimal health for all. Through this course, students will be exposed to non-Western or nondominant cultures and can examine such influences as worldwide politics and economics on the health status of both people and their communities.

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

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

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

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

H 234 Prevention of Cardiovascular Disease (3 cr.) (Spring) An introduction to the physiological, social, cultural, and behavioral aspects of health, weight management and obesity prevention. Topics will also include the impact of obesity on individual, family, and community health.

H 235 Obesity and Health (3 cr.) (Fall, Spring) This course provides an overview of male health issues and addresses the dynamics of male health issues within the broader theoretical framework of the emerging field of men’s health studies. Focuses on critical impact of gender on health, social life, and individual experience. Approach is multidisciplinary, cross-cultural, and international in scope. Also involves students’ personal reflections.

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

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

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

H 321 Human Nutrition (3 cr.) (Fall, Spring) P: CHEM-C 101 or equivalent and a course in biology. This course is for students who are majoring in dietetics, nutrition science, or related areas such as pre-nursing, pre-dentistry, pre-medicine, athletic training, or pre-allied health sciences. The course focuses on the meaning of human nutrition and the nutrients required by the human body for growth and health. Students will need to demonstrate knowledge of general chemical and physical properties of nutrients that nourish the body and of ways in which the body uses these nutrients; they should also be able to assess the relationship between diet and disease. (Spring term advised.)

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

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

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

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

KINESIOLOGY

D 111 Core of Dance Techniques (3 cr.) (Fall) Hamm, Shea Introduction to modern and / or jazz techniques, as well as strengthening, stretching, and alignment work.

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

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

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

D 332 Dance and the Allied Arts II (3 cr.) (Fall) Historical development of dance and related art forms, primitive through contemporary.

P 105 Foundations of Fitness and Wellness (1 cr.) (Fall, Spring) Designed to broaden view of what it means to “live well” by actively pursuing healthy lifestyles. This course utilizes interactive learning activities to help achieve balance in health through physical activity and social interaction. There is a focus on the concept of peer mentoring and goal setting strategies to enhance the fitness and wellness living and learning experience. Required for fitness specialist majors.

P 140 Foundations and Principles of Physical Education (3 cr.) (Fall, Spring) C: P 141. Introduction to kinesiology as a discipline and physical education as a subdiscipline for students interested in teaching physical education. Historical and philosophical perspectives on physical education as a profession. Required for admission to the
Physical Education Teacher Education (PETE) Program

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

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

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

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

P 212 Introduction to Exercise Science (3 cr.) (Fall, Spring, Summer) An introduction to the scientific aspects of exercise and human movement. The subdisciplines of exercise physiology, biomechanics, sports medicine, motor control, and sports psychology will be introduced. Topics may include blood doping, women's sports, exercise and weight control, energy, metabolism, running shoes, the Fosbury flop, coordination, reaction time, motivation, rehabilitation of common sports injuries, tapering, carbohydrate loading, how to run a marathon, mechanics of tennis racquets, and exercise for the aged.

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

P 216 Current Concepts and Applications in Physical Fitness (3 cr.) (Fall, Spring) An introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles, and guidelines for fitness exercise and related activities. Physical fitness assessment data utilized to plan and carry out a personal fitness program. Primarily intended for PETE and fitness specialist majors.

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

P 224 Teaching Dance Activities (2 cr.) (Fall, Spring, Summer) Methods and materials of folk, square, social, modern, and other selected dance forms. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on rhythmic movement progressions and development of materials for unit plans. Required for admission to the Athletic Training Program.

P 280 Principles of Athletic Training and Emergency Care (2 cr.) (Fall, Spring, Summer) Students are introduced to the various techniques and principles used by the athletic trainer to prevent injuries. Included are practical experiences in bandaging, strapping, and splinting. Technique is emphasized. No alternates for physical education majors. Required for admission to the Athletic Training Program.

P 290 Movement Experiences for Preschool and Elementary School Children (2 cr.) (Spring) An introduction to the various dance forms. Terminology, fundamental stunts, tumbling activities, and selected dance forms. Terminology, fundamental skills, selection, and development of materials for unit plans.

P 300 Principles of Athletic Training and Emergency Care (2 cr.) (Fall, Spring, Summer) Students are introduced to the various techniques and principles used by the athletic trainer to prevent injuries. Included are practical experiences in bandaging, strapping, and splinting. Technique is emphasized. No alternates for physical education majors. Required for admission to the Athletic Training Program.

P 341 Introduction to Science in Physical Education (2 cr.) (Fall, Spring) hike-studies in the concepts of scientific research and methodology. Emphasis on the experimental methods used by physical education researchers and the analysis of research results.

PHYSICAL ACTIVITY INSTRUCTION

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

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

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

E 100 Advanced T'ai Chi Ch'uan (1 cr.) (Spring)
E 100 Capoeira Angola (1 cr.) (Spring)
E 100 Beginning Dance (1 cr.) (Fall, Spring)
E 100 Beginning Bowling (1 cr.) (Fall, Spring)
E 100 Elementary Weight Training (1 cr.) (Fall, Spring)
E 100 Intermediate Bowling (1 cr.) (Fall, Spring)
E 100 Intermediate Weight Training (1 cr.) (Fall, Spring)
E 100 Introduction to Sparring (1 cr.) (Spring)
E 100 Lifeguard Instructor Sport/Safety (1 cr.) (Spring)
E 100 Pilates (1 cr.) (Fall, Spring)
E 100 Pre-Yoga (1 cr.) (Fall, Spring)
E 100 Police Defense Tactics (1 cr.) (Spring)
E 100 Techniques of Stress Reduction (1 cr.) (Fall, Spring)
E 100 Intermediate Weight Training (1 cr.) (Fall, Spring)
E 100 Police Defense Tactics (1 cr.) (Spring)
E 102 Group Exercise (1 cr.) (Fall, Spring, Summer) Includes aerobic classes, dance classes, and other classes. Emphasis on fun and variety. Open to police officers, cadets, and martial arts instructors, or with consent of instructor.

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

E 105 Badminton (1 cr.) (Fall, Spring) Beginning instruction in basic skills and techniques of badminton for singles, doubles, and mixed doubles play. Emphasis on basic skills development, rules, and strategy.

E 106 Bass Fishing Techniques (1 cr.) (Fall, Spring) This class emphasizes the importance of fishing conservation and fishing safety skills. It demonstrates casting techniques, spincasting equipment, interpretation of seasonal patterns and effect on weather, proper selection, catch and release policy, and academic excellence in recreational activities.

E 107 Beginner Bowling (1 cr.) (Fall, Spring, Summer) Students learn the rules and patterns in the following six dances: waltz, tango, fox-trot, cha-cha, rumba, and swing/jive. As part of the learning process of social dancing, students will rotate partners during the class period. In order to increase the time spent dancing, female students will also learn to dance the leader's part. For this purpose, students will be rotated alphabetically.

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

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

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

E 117 Bowling (1 cr.) (Fall, Spring, Summer) Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette. Fee charged.
E 119 Personal Fitness (2 cr.) (Fall, Spring, Summer) Personal Fitness helps students understand the basics of physical fitness and how being physically fit relates to healthy living. Emphasis is on developing a personalized program of exercise for a lifetime of beneficial physical activity. This course is geared to all students. The class consists of one classroom lecture along with two or three activity workouts each week. The labs consist of group exercise, aquatic conditioning, fitness and jogging, conditioning, and weight training. Fee charged.

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

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

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

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

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

E 135 Golf (1 cr.) (Fall, First eight weeks; Summer) Beginning instruction in techniques for throwing, blocking, punching, limited free fighting, and self-defense. Student should achieve the technical skill level of Go-kyu or yellow belt.

E 150 Karate (1 cr.) (Fall, Spring) Tae kwon do and shotokan sections. Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense. Students should achieve technical level of yellow belt. Uniform required.

E 151 Self-Defense (1 cr.) (Fall, Spring, Summer) Beginning tae kwon do (Korean karate) instruction in the basic techniques of blocking, kicking, striking, punching, forms, and one-step sparring. Students should achieve technical skill level of yellow belt (eighth kup) in taekwondo by midterm and orange belt (seventh kup) by finals. Uniform required.

E 152 Japanese Ju Jitsu (1 cr.) (Fall, Spring)

E 153 Aikido (1 cr.) (Fall, Spring)

E 154 Beginning Tap Dance (1 cr.) (Fall, Spring, Summer) An introduction to the technique and styles of tap dancing, which focuses on rhythmic accuracy and efficiency of movement.

E 155 Modern Dance (1 cr.) (Fall, Spring) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training. Topics include postural alignment, locomotor movement fundamentals, movement analysis, the elements of dance, modern dance history, and improvisation.

E 156 Introduction to Jazz Technique (1 cr.) (Fall, Spring, Summer) An introduction to the modern jazz style of movement as it integrates with sound biomechanics. Phrasing, dynamics, and other qualities will be discussed.

E 157 Escrima (Filipino Stick Arts) (1 cr) (Fall, Spring) Instruction in basic weapon handling and self-defense using concepts and drills taken from the Inosanto/Kali blend and Lameco Escrima. Students should achieve rudimentary technical skill and learn the philosophy and concepts used in stick-based martial art practice as well as applying these concepts to empty-hand martial art practice. Focus is placed on footwork, posturing, weapon control, flow drills, and disarms.

E 158 Shotokan Karate (1 cr.) (Fall, Spring) Learn elementary striking and kicking concepts and techniques of the Japanese art of Shotokan Karate.

E 159 Racquetball (1 cr.) (Fall, Spring) Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

E 164 Sailing (2 cr.) (Fall, Spring, Summer) Beginning instruction in the principles of sailing. Rigging, proper sailing technique, and other features of small-craft sailing will be discussed. Only S/F grades given. Fee charged.

E 165 Swimming for Nonswimmers (1 cr.) (Fall, Spring, Summer) Beginning instruction in self-rescue remedial swimming skills and several basic strokes. For the student with no swimming skills.

E 185 Volleyball (1 cr.) (Fall, Spring) Instruction in fundamental skills of power volleyball. Emphasis on float and jump serve, pass, set, dig, and attack. Team offensive and defensive strategies included.

E 187 Weight Training (1 cr.) (Fall, Spring, Summer) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Only S/F grades given.

E 190 Yoga I (1 cr.) (Fall, Spring, Summer) General introduction: history and explanation of the system of yoga, along with opening (diaphragmatic) breathing exercises (pranayama) and six basic toning exercises (asanas)—twisting, forward bend, bridge, sitting, balance, and relaxation.

E 197 Ice Skating Instruction (1 cr.) (Fall, Spring) Beginning instruction on mechanics of skating, such as stride, crossover, stopping, and backward skating. S/F grade. Fee charged.

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

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

E 227 Intermediate Fencing (1 cr.) (Fall, Spring) P: E 127 or consent of instructor. Builds upon basic knowledge of fencing. Instruction of advanced skills and new techniques with an emphasis on the tactical aspect of fencing at a competitive level. Fee charged.
E 230 Advanced Army Physical Fitness (2 cr.) (Spring)  P: E 130 or consent of instructor.
E 235 Intermediate Golf (1 cr.) (Fall, Summer)
The course builds on and refines the basic fundamentals of swing motion. Ball flight control is introduced, with more in-depth swing analysis. Students play on championship course. Fee charged.
E 240 Intermediate Brazilian Ju Jitsu (1 cr.) (Fall, Spring)
Instruction in the fundamental skills of intermediate judo. Includes directional one-step sparring, forms, and free fighting drills or ideas. S/F grade.
E 247 Intermediate Hapkido (1 cr.) (Fall, Spring)  P: E 147 Designed to give students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced application of basic hapkido techniques and self-defense. Students should achieve the technical level of purple belt in hapkido.
E 248 Intermediate T’ai Chi Ch’uan (1 cr.) (Fall, Spring)  P: E 148 or consent of instructor. The intermediate class examines the everyday practice of t’ai chi ch’uan. Course presents refinement of William C. C. Chen’s 60-movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic and philosophic concepts.
E 249 Intermediate Judo (1 cr.) (Fall)  P: E 149. Instruction in the fundamental skills of intermediate judo. Includes directional throwing, grappling, and self-defense. Student should achieve the technical skill level of Yonkyu or green belt. Uniform required.
E 250 Intermediate Karate (1 cr.) (Fall, Spring)  P: E 150 and Orange belt technical level or consent of the instructor. Tae kwon do and shotokan sections. Survey course designed to give students increased understanding and appreciation of the art of tae kwon do (Korean karate). Content emphasis involves intermediate applications of basic techniques, one-step sparring, forms, and free fighting drills and combinations. Students should achieve the technical skill level of a purple belt in tae kwon do.
E 254 Intermediate Tap Dance (1 cr.) (Fall, Spring)  P: At least one semester (or equivalent) of previous training. Second-level course in the technique and styles of tap dance and the use of tap steps to create original choreography. Development of tap as a musical and visual art form.
E 255 Intermediate Modern Dance (1 cr.) (Fall, Spring)  P: E 155 or consent of instructor. Intermediate modern dance with emphasis on basic concepts of Laban movement analysis, clarity of technique and style, and composition.
E 256 Intermediate Jazz Dance (1 cr.) (Fall, Spring) A continuation of instruction in the modern jazz style of movement introduced in E 156, with special emphasis on movement efficiency, precision and clarity of movement, coordination, dynamic variety, and movement style.
E 259 Intermediate Racquetball (1 cr.) (Spring)
E 264 Intermediate Sailing (2 cr.) (Spring, Summer)
E 268 Intermediate Swimming (1 cr.) (Fall, Spring) Low-intensity endurance training, stroke mechanics for basic strokes. Grading based on laps swum.
E 270 Introduction to Scientific Scuba (2 cr.) (Fall, Spring, Summer) Introduction to the theory and practical skills for basic scuba. Program designed to give participants knowledge of physics and physiology as applied to breathing with a “self-contained underwater breathing apparatus” (SCUBA). Swimming ability and good health required. A non–certification course. Fee charged.
E 272 Scuba Knowledge Development (1 cr.) (Fall) Beeker This course is intended to help students develop knowledge of scuba diving through an interactive Professional Association of Diving Instructors (PADI) Openwater CD-ROM and IU Web-delivered quizzes and exams. Course content includes all knowledge necessary for safe diving practices and provides PADI Knowledge Development Referral as partial requirement for scuba certification. Course may be taken alone or combined with PADI Confined Water Skills for Openwater Certification Referral.
Students complete five modules using the PADI CD-ROM and the Knowledge Review at the end of each module. After submission of homework via IU Oncourse, students take a quiz on each section. For final evaluation, students will complete the PADI OW exam under the supervision of an IU instructor or a designated IU representative. Successful completion of all materials will result in Openwater Knowledge Development Referral, valid for 12 months, which can be used toward PADI certification in scuba.
E 275 Aquatic Conditioning (1 cr.) (Fall, Spring) Students obtain aerobic capacity using water, equipment, and other useful techniques, skills, or ideas. S/F grade.
E 277 Rowing (Sculling) (1 cr.) (Fall, Summer) Beginning instruction in the principles of singles sculling. Rigging, boat care, safety, and other features of sculls and sweeps. Only S/F grades given. Fee charged.
E 281 Intermediate Tennis (1 cr.) (Fall, Spring)  P: E 181. Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies. Fee charged.
E 285 Advanced Volleyball (1 cr.) (Spring)  P: E 185
E 290 Yoga II (1 cr.) (Fall, Spring)  P: E 190 Continuation of E 190. Emphasis on breath and release work. Energizing and strengthening value of standing poses featured.
E 296 Basic Alpine Skiing (Aspen) (3 cr.) (Fall, Spring) This course provides an introduction to the prerequisites, concepts, and skills of successful downhill skiing for first-timers and advanced beginners. The course combines classroom instruction and a weeklong on-mountain experience in Aspen/Snowmass, Colorado. Preparation includes physical conditioning, apparel, equipment choice, weather variables, mountain navigation, techniques, terms, responsibilities, and readiness. An intensive practicum experience in Aspen, Colorado, will follow classroom instruction. Fee charged.
E 335 Advanced Golf (1 cr.) (Fall, First eight weeks; Summer) Emphasizes stroke refinement, course management, strategy, and self-analysis and correction. Handicap of 15 or less. Fee charged.
E 340 Advanced Brazilian Ju Jitsu (1 cr.) (Fall, Spring)
E 347 Advanced Hapkido (1 cr.) (Fall, Spring)  P: E 147 Gives students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced application of hapkido techniques and self-defense. Students should achieve the technical level of blue belt in hapkido by midterm and brown belt by the end of the semester.
E 348 T’ui Shou (Push Hands) (1 cr.) (Fall, Spring)  P: E 248 or consent of instructor. Introduction to the techniques, skills, and strategies of T’ai Chi Ch’uan T’ui Shou (Push Hands). T’ui Shou was originally designed as a training level between solo forms and high impact interaction. Course provides instruction and practice of Yang Style with additional material from Peter Ralston’s Cheng Hsin and Alternative Directions of Response.
E 350 Advanced Tae Kwon Do (1 cr.) (Fall, Spring)  P: E 250 Gives students an increased understanding and an appreciation of the arts of karate and tae kwon do. Content emphasis involves advanced applications of basic tae kwon do techniques, one-step sparring, forms, and introduction of free fighting. Students should achieve the technical level of blue belt in tae kwon do (Korean karate) by midterm and a brown belt by the end of the semester.
E 354 Advanced Tap Dance (1 cr.) (Fall, Spring)  P: E 254. See the Web for description: www.indiana.edu/~deanfac/class.html.
E 355 Modern Dance I, Advanced (1 cr.) (Fall, Spring)  P: E 255 Allowing the student to develop a higher level of technical proficiency, advanced modern dance places emphasis on the performance of longer, more complex movement patterns and individual creative work.
E 370 Scuba Certification (2 cr.) (Fall, Spring)  P: E 270 or consent of instructor. National scuba certification for recreational divers. E 370 will incorporate highlights of advanced scuba. Includes lectures and pool sessions to enable students to participate in openwater diving experiences and advanced certification.
Swimming ability and scuba medical history form required. S/F grading. Fee charged.

E 448 T’ai Chi Ch’uan Sword (2 cr.) (Fall, Spring) P: E 370 or national scuba certification. Provides students with practical knowledge in advanced scuba. Topics include natural and compass navigation, search and recovery, night or limited visibility, and specialty and deep diving knowledge.

E 374 Keelboat and Powerboat Safety (2 cr.) (Fall) This course provides in-depth presentations on boating safety issues, including boating terminology, design, environmental conditions, operation, navigation, emergency equipment, laws, and rules of the road. Labs provide an on-water experience with keelboats and powerboats. Successful completion of the course will provide a Safe Boating Certification from U.S. Powerboating.

E 457 Jazz Dance Repertory (1 cr.) (Fall) This is a continuation of E 430. The aim of the course is to help students transmit the meditative technique of t’ai chi ch’uan, which develops the awareness of the art of t’ai chi ch’uan. Content emphasis involves advanced applications of t’ai chi ch’uan techniques and self-defense. Students should achieve the technical level of a red belt (second kup) or higher in t’ai chi ch’uan by finals. Uniform required.

E 447 Advanced Hapkido II (1 cr.) (Fall, Spring) P: E 347 and Brown belt (third kup) or higher technical level or consent of instructor. Designed to be a black belt preparation class and to give students an increased understanding and appreciation of the art of t’ai chi ch’uan. Content emphasis involves advanced applications of t’ai chi ch’uan techniques and self-defense. Students should achieve the technical level of a red belt (second kup) or higher in t’ai chi ch’uan by finals. Uniform required.

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

RECREATION AND PARK ADMINISTRATION

R 100 Recreation Leadership Skills (1 cr.) (Fall, Spring) Short courses designed to provide students with leadership skills and teaching techniques necessary to function as leaders in recreation and parks. May be repeated for credit if topic differs. Ask your advisor for fall topics.

R 110 Outdoor Adventure Leadership Skills (1 cr.) (Fall, Spring, Summer) Short courses designed to provide outdoor adventure leadership skills. Students will learn general leadership concepts and have hands-on opportunities for application in a natural setting. May be repeated for credit if topic differs.
understand why law has had such a powerful role in the development of American society and the consequences of the American reliance on law. Students will be asked to complete three short book reports. Readings will include a collection of legal cases and documents, three short books on particular topics such as slavery, economic regulation, and murder, Web sites on major trials, and short stories by authors such as Herman Melville.

B 200 History of Jerusalem: Three Faiths, Three Thousand Years (3 cr.) (Fall) (S&H) Warhman

B 204 Medieval Heroes (3 cr.) (Fall) (S&H) Shopkow Well, heroes are fun, aren’t they? But a society’s heroes can tell you a lot about that society. (Can you imagine Rambo or Forrest Gump being heroes in any society but modern America?) So heroes are a great way to learn about past societies. This course is an introduction to the history of the Middle Ages in Western Europe through its heroes. What made people heroes in the Middle Ages? Who can be a hero? Who can become a heroine? How did changes in medieval society create changes in people’s thinking about heroes? And how do modern people see these medieval heroes? A mix of figures have been chosen to represent the three periods of the Middle Ages. There are all kinds of heroes: saints, outlaws, kings, and legends. We’ll look at what was going on when their stories were written and why they became significant heroes. There will be a textbook, Barbara Rosenwein’s Short History of the Middle Ages, and each week we will read one primary source reading because a central goal of the course is to develop the ability to understand how different kinds of primary sources differ from each other and to begin to approach them in the way an historian would. This course is also approved for College of Arts and Sciences Topics credit.

B 226: Mafia and Other Italian Mysteries (3 cr.) (Fall) (S&H) Ipsen This course focuses on the Italian Mafia since 1870 as well as links to the U.S. Mafia. We also look at related areas of Italian “deep politics” (or Italy’s mysteries), including right-and left-wing terror and strategy of tension. Lecture and discussion plus assorted feature and documentary films.

D 200 Issues in Russian/East European History: Russian History through Films (3 cr.) (Fall) (S&H) Kuromiya This course examines important issues in Russian history through films, both artistic and documentary. Combines lectures with viewing of films and discussion. The requirements include a midterm exam and a final essay. Viewing is mandatory. Films include: Boris Godunov, Andrei Rublev, Ivan the Terrible, Battleship Potemkin, and October.

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

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

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

H 105 American History I (3 cr.) (Fall) (S&H) Dierks This course provides a topical introduction to American history from the era of Columbus’s exploration of the “New World” up through the era of the American Civil War. As our guiding themes, we will focus on cultural tensions between freedom and unfreedom, equality and inequality, and prosperity and poverty. Has it ever, for example, been possible in American history to imagine “equality” without at the same time excluding some people? In examining such cultural tensions, we will look in particular at how notions of gender, class, and race have changed over time, first in a “colonial” context when European peoples sought to transfer ideals and practices to the challenging new environment of North America, and then in a “postcolonial” context when competing social groups struggled for position in the young American nation. Throughout the course, we will situate North America and then the United States not only in a multicultural but also in a global context. Reading assignments feature “primary source” documents written by people in the past; writing assignments entail three short papers and a take-home final exam.

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

H 106 American History II (3 cr.) (Fall) (S&H) McGerr This course surveys the broad sweep of modern U.S. history, the years from the end of Reconstruction in the 1870s down to the present. We will focus particularly on the consequences of two fundamental developments: the development of the United States as an industrial society and as a world power. Looking closely at the evolution of American social structure, culture, and politics, we will analyze such topics as the emergence of consumer culture, the rise and fall of segregation, the shifting meanings and influence of liberalism and conservatism, the origins and end of the Cold War, and the concept of a post-Cold War, post-industrial, post-modern nation.

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

H 205 Ancient Civilization (3 cr.) (Spring) (S&H) Watts

H 206 Medieval Civilization (3 cr.) (Spring) (S&H) Deliyannis

H 211 Latin American Culture and Civilization I (3 cr.) (Fall) (S&H) Diaz This course is part one of a two-course sequence on the history of Latin America from pre-conquest times to the present. It will survey the history of Latin America from its first inhabitation to the independence period in the nineteenth century. Five major themes will be addressed: the development of the great Amerindian civilizations, the encounter between Europeans and Amerindians, the making of a colonial society in Spanish America and Brazil, the struggles leading to the collapse of colonial rule, and the civil wars of independence. The overriding concern of this survey is to provide an understanding of how the complex interaction between the different cultures that met in the Americas shaped these colonial societies and how some elements of this legacy persisted and/or were transformed by different social groups before and after independence. This knowledge of colonial Latin America will help us interpret and understand firsthand accounts of this period, pivotal skills that we should cultivate in order to critically analyze any current event in Latin America, the United States, or the rest of the world. Meets with LIAM-L 210.

H212 Latin American Culture and Civilization II (3 cr.) (Spring) (S&H) Diaz
H 213 The Black Death (3 cr.) (Fall) (S&H) Carmichael This is a lecture course of the history of plague, concentrating on the experience and reactions of Europeans from 1348–1720. One segment of the course examines plague in a modern, global setting. This is an introductory level course that focuses on death and dying and on changes in human responses to disaster. Required texts: Horrox, *The Black Death*; Nabhy and Spicer, *Plague: Black Death and Pestilence in Europe*; and Defoe, *A Journal of the Plague Year*.

H 220 American Military History (3 cr.) (Fall) (S&H) Cullather The United States is today the world’s preeminent military power, and some argue that warfare is the main dynamic of our national history. This course will follow the American military experience from colonial times to the present. We will explore four themes: 1) the distinctively American way of thinking about, planning, and executing wars; 2) the experience of combat in different times and places; 3) the effect of perennial warfare on our national society, economy, and politics; and 4) the impact of U.S. military ventures on societies around the world.

H 227 African Civilizations (3 cr.) (Spring) (S&H) Hanson

H 231 The Family in History (3 cr.) (Spring) (S&H) Ipsen

H 237 Traditional East Asian Civilization (3 cr.) (Fall) (S&H) Struve This course treats the cultural histories of China, Japan, and Korea from the prehistoric times through the seventeenth century. We examine how the cultures of these three regions remained distinct in many ways while also participating in a single East Asian civilization. Attention is especially drawn to political institutions, social values, philosophical and religious thought, and aesthetic sensibilities in the arts and literature. We read from a basic textbook—Schirokauer, *A Brief History of Chinese and Japanese Civilizations*. Supplemental materials on Korea are posted on Oncourse. Translated literature (principally from Birch’s *Anthology of Chinese Literature*, Vol. I, and Keene’s *Anthology of Japanese Literature*) shows us how certain concepts and values are expressed in the original writings of Chinese and Japanese authors. A short paper based on the memoir of a Korean queen, *Lady Hyegyong*, is required, in addition to three essay examinations. Meets with EALC-E 251.

H 251 Jewish History: Bible to Spanish Expulsion (3 cr.) (Fall) (S&H) Veidlinger This course is an introduction to the major themes and developments of the Jewish historical experience from the biblical period to the end of the Middle Ages. Topics include the biblical origins of the Jewish people and the ancient Israelite monarchy; Jewish life in the Land of Israel during the Second Temple period to the revolts against the Romans and the destruction of the Temple; Judaism and Hellenism; the emergence of rabbinic Judaism; and the composition of its major texts, such as the Mishnah and the Talmud; the emergence of Jewish centers in medieval Europe and the origins of Sephardi and Ashkenazi Judaism; the relations between Jews and Christians and between Jews and Muslims; the Jews during the Crusades; and the fate of Spanish Jewry until the expulsion in 1492. Students will be graded on the basis of short writing assignments and tests. Readings are drawn from general textbooks on Jewish history and more specific readings on select topics.

H 252 Jewish History: Spanish Expulsion to Present (3 cr.) (Spring) (S&H) Lehmann

W 200 War and Culture, 1700–2007 (3 cr.) (Spring) (S&H) Guardino

**History and Philosophy of Science (HPSC)**

X 100 Human Perspectives on Science (3 cr.) (Fall, Spring) (A&H) This course is an introduction to the study of science as a human activity. No specific background knowledge of science is presupposed. Issues such as the following are addressed: What is distinctive about scientific reasoning? How did science develop? How do science and technology affect our lives? Each section of X 100 deals with a different topic, and topics may vary each semester. X 100 may be repeated once with a different topic.

X 102 Revolutions in Science: Plato to NATO (3 cr.) (Fall, Spring) (S&H) At critical junctures in the past, the ideas and productions of scientists have radically changed the way we’ve come to view nature, our bodies, and our lives. These changes have been intellectually profound and socially dramatic. Historians often refer to them as scientific revolutions. This course is about such revolutions in Western science. We will consider several so-called “revolutionary” episodes, examining how (or if) the idea of a “revolution” can be applied to each. To get a better sense of the nature, origins, and impact of these “revolutionary” ideas, we will also examine the history of what occurred during these periods of great scientific and social change. For example, we’ll look at the importance of economic changes, political movements, and the role of women in the history of science.

X 123 Perspectives on Science: Social and Historical (3 cr.) (Fall, Spring) (S&H) Individual sections will vary in content and major themes, but all will employ case studies from the history of science to examine the intellectual, cultural, and social impact of science in historical perspective. May be repeated once for credit with different topic.

X 200 Scientific Reasoning (3 cr.) (Fall, Spring) (N&M) People have used scientific arguments to support a variety of claims. Some of these claims seem like common sense to us now, such as the claims that the earth goes around the sun or that germs cause disease. Others still cause heated disputes, such as those about the human origins of global warming, the relative danger of toxic waste incineration, or the dietary benefits of oat bran. The objective of this course is to develop the skills necessary to understand and evaluate scientific reasoning. These skills include identifying the goals of scientific reasoning and recognizing how science manages to succeed or fail at reaching those goals. We will examine both the general features of a good argument and the specific techniques of argumentation used in science. We will pay attention to particular issues such as the use and misuse of statistics and experiments. Examples of scientific reasoning will be drawn from historical sources, current public controversies, and the work of actual scientists. No knowledge of science or mathematics beyond the high school level is assumed.

**Honors Seminars (HON)**

The Hutton Honors College (HHC) sponsors approximately 100 departmental courses for freshmen and sophomores, courses ranging over a wide variety of disciplines and interdisciplinary studies. Enrollment in these honors courses is usually open to all Honors students regardless of intended major. In cooperation with the College of Arts and Sciences, the HHC also offers a set of 100-level Freshman Seminars designed to introduce new students to the kinds of intellectual work central to the university. The Freshman Seminars are small inquiry- and discussion-based courses that are organized around the kinds of questions faculty members study in their own academic work. Freshman Seminars have a maximum enrollment of 20 and count for 3 credit hours. Enrollment in the Freshman Seminars (COLL-103, 104, 105) is open to freshmen only, but, again, the courses are open to all Honors freshmen regardless of intended major. Students may receive credit only once for each numbered course, even if another offering with the same number has a different course topic. The Freshman Seminars count toward the Topics requirement and toward distribution requirements in the College of Arts and Sciences. (S 103 is Arts and Humanities, S 104 is Social and Historical Studies, and S 105 is Natural and Mathematical Sciences.) See p. 9.

The HHC also offers 200-level topical seminars in the areas of Arts and Humanities (H 203), Social and Historical Studies (H 204), and Natural and Mathematical Sciences (H 205). These may also be used to fulfill the Topics requirement of the College of Arts and Sciences. Enrollment is open to all Honors students, regardless of prospective major, and, again, these 3 credit seminars have a maximum enrollment of 20. See p. 9.

In addition, the HHC offers the following seminars:

H 211-H 212 Introductory Honors Seminar (3-3 cr.) (Fall, Spring) Honors students may enroll in either or both terms. H 211 and H 212 count toward the Topics requirement. Enquiries may be directed to the Hutton Honors College, (812) 855-3555.
H 211 Ideas and Experience I (3 cr.) (Fall, Spring) (A&H) College Intensive Writing section
Students read books by authors who have influenced the course of world civilization from antiquity to the Enlightenment, such as Homer, Sophocles, Plato, Epicurus, Virgil, Dante, Boccaccio, Machiavelli, Shakespeare, Montaigne, Galileo, Pascal, Descartes, Hobbes, Locke, and Voltaire.

H 212 Ideas and Experience II (3 cr.) (Fall, Spring) (S&H) College Intensive Writing section
Students study the sources of modern thinking in the works of writers such as Rousseau, Goethe, Wordsworth, Shelley, Darwin, Dickens, Marx, Douglas, Dostoevsky, Nietzsche, Freud, Weber, Einstein, Mead, Kafka, DeBeauvoir, Sartre, and Camus.

BM 299 Gender, Sexuality, and Popular Culture Honors discussion section See p. 23 for description.
For detailed course descriptions and the latest updates on offerings, please see the Hutton Honors College Web site at www.indiana.edu/~iubhonor/, and click on “Course Descriptions.”

Human Biology (HUBI)
B 101 The Human Organism (3 cr.) (Fall, Spring) (N&M) C: HUBI B-102. Integrated study of human physiology, metabolism, genetics, evolution, environment, behavior, and culture examined through cases and collaborative learning to emphasize the scientific method and uncertainty as fundamental to scientific inquiry and discovery. Content will align with the expertise of faculty, student learning interests, and complex problems facing a global society.

B 102 Seminar in the Human Organism (1 Cr.) (Fall, Spring) C: B 101. Interdisciplinary, interactive, and community-building seminar promoting student-guided exploration of questions uncovered in B 101. Students will deepen their understanding through written and oral work and projects. The seminar topics vary each semester.

Hungarian (CEUS)
See “Foreign Languages.”

India Studies (INST)
See also “Foreign Languages.”

I 212 The Civilization of Tibet (3 cr.) (Fall, Spring) (S&H) Sperling This course introduces the student to Tibetan civilization. Making extensive use of slides and other audiovisual materials, it covers, in a general and introductory manner, areas that are dealt with individually and in depth in more specialized courses in the Tibetan Studies Program of the Department of Central Eurasian Studies. Topics that will be treated in this course include Tibet’s literature, art, religion, society, history, and language. The course is strongly recommended for undergraduates intending to take higher-level courses in the department’s Tibetan Studies Program. Meets with CEUS-U 284.

Informatics (INFO)
I 101 Introduction to Informatics (4 cr.) (Fall, Spring) P: This course assumes students have basic computer literacy. Students who need this background are advised to take CSCI-A 110, INFO-I 110, or INFO-I 111. Emphasis on topics in human-computer interaction and human factors, collaborative technologies, group problem solving, ethics, privacy, ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, and futuristic thinking.

I 101 Introduction to Informatics: Honors (4 cr.) (Fall, Spring) This course provides an expanded and enriched treatment of the material in I 101. Credit given for only one of I 101 or H 101.

I 130 Introduction to Cybersecurity (1 cr.) (Fall, Spring) (S&H) (Eight weeks) P: C: INFO-I 101 This course introduces students to cybersecurity. The course will focus on introduction to three core areas (technical, organizational, and legal aspects of security). Through examples of security problems in real life, this course will illuminate fundamental ideas and concepts of information security.

I 201 Mathematical Foundations of Informatics (4 cr.) (Fall, Spring) P: MATH-M 118 and INFO-I 101. An introduction to the suite of mathematical and logical tools used in information sciences, including finite mathematics, automata and computability theory, elementary probability and statistics, and basics of classical information theory. Credit given for either INFO-I 201 or COGS-Q 250.

I 202 Social Informatics (3 cr.) (Fall, Spring) P: INFO-I 101. Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and e-commerce are affecting daily lives, social relations, work, and leisure time.

I 210 Information Infrastructure I (4 cr.) (Fall, Spring) P or C: INFO-I 101. The software architecture of information systems. Basic concepts of systems and applications programming. Cross-listed with CSCI-A 201. Credit given for only one of the following: INFO-I 210, CSNI-N 331 (IUPUI), or CSCI-A 201 (IUB).

I 211 Information Infrastructure II (4 cr.) (Fall, Spring) P: INFO-I 210.

Interior Design (AMID)
H 168 Beginning Interior Design (3 cr.) (Fall, Spring) This course develops an understanding of the elements and principles of design basic to the visual environment. In addition to applying these elements and principles to a variety of spatial problems, the class emphasizes the development of craft skills and the mastery of basic architectural drafting and lettering. The course is laboratory (studio) based, with short lectures. There are six contact hours per week. Prospective students should be aware that because of the nature of the subject, the work is intense, and the cost of supplies is high. Lab fee.

H 191 Design Studies: Form and Function (3 cr.) (Spring)

International Studies (INTL)
I 100 Introduction to International Studies (3 cr.) (Fall, Spring) (S&H) Touhy This introductory, interdisciplinary core course exposes students to the various academic approaches essential to international studies and to the various tracks comprising the major.

I 201 Culture and the Arts: International Perspectives (3 cr.) (Fall, Spring) (A&H) Introduction to approaches and issues in the study of culture and the arts internationally. Central to the course is the theoretical concept of the arts as forms of cultural expression, representation, and transformation. The course explores the relations between culture, arts, and identity, and it examines the mechanisms and sites through which the arts and culture are disseminated globally.

I 202 Health, Environment, and Development (3 cr.) (Fall, Spring) (S&H) This course introduces students to pressing environmental and health changes around the world. The focus is on problems that are interrelated with each other and with economic development, that cross national borders in their causes or impacts, and that require a multinational or global effort to solve.

I 203 Global Integration and Development (3 cr.) (Fall, Spring) (S&H) Focuses on the interaction between social, political, and economic forces and human development conditions at global, national, and subnational scales.

I 204 Human Rights and Social Movements: International Perspectives (3 cr.) (Fall, Spring) (S&H) Introduction to basic issues relating to human rights and social movements, emphasizing the differing ways that these topics are addressed in various disciplines and thought about within various global communities.

I 205 International Communication (3 cr.) (Fall, Spring) (S&H) Examination of global communication as a process governed by culture-specific and institution-specific rules. Semiotic aspects of mediation are covered, as well as audience and state mediation in mass communication (including the setting of policy on language and the arts) and the role played by intent, power, gender, and politics in interethnic and intraethnic interaction.
I 206 Nations, States, and Boundaries
(3 cr.) (Fall, Spring) (S&S) Introduction to the development of the modern state and notions of nationalism that shape the world’s political identities, dominate international relations, and define stateless peoples’ positions, as well as the role of international institutions in mediating and regulating relations among states.

Italian (FRIT)
See “Foreign Languages.”

Japanese (EALC)
See “Foreign Languages.”

Jewish Studies (JSTU)
See “Hebrew (modern)” and “Yiddish” under Foreign Languages and cross-listed courses that are recommended for new students: College of Arts and Sciences Topics courses: COLL-E 103 The Bible and its Interpreters, COLL-E 104 Power, Politics, and Piety: The Struggle for the Holy Land in Israel/Palestine; History HIST-H 251 (Fall), HIST-H 252 (Spring); or Religious Studies REL-R 245 (Spring).

Journalism (JOUR)
To see a list of courses that meet requirements as you prepare for orientation, visit the School of Journalism Web site: www.journalism.indiana.edu. Click on “Academics”; then click on “Undergraduate Academics.” On that page, see “Fall 2008 Freshman Course Selection Guidelines” for the list of courses.

C 201 Topics in Journalism (3 cr.) (Fall, Spring) (Second eight weeks) Topic: Hot Topics in the Media This course will concentrate on specific “hot” topics in the arenas of media ownership, democratic politics, technology, ethics and law, professional media industry codes, consumer culture, and social movements. Using these hot topics as case studies and points of entry into the history and development of the media, the lectures will illuminate the roles of institutions, individuals, and audiences in shaping news, advertising, and entertainment programming. Invited guest speakers will share their areas of expertise in journalism and media studies. Course lectures will include PowerPoint presentations, videos, and brief classroom exercises. Will not count toward journalism major requirement.

J 110 Foundations of Journalism and Mass Communication (3 cr.) (Fall, Spring) The major goal of this core course is to study the structure, functions, and effects of U.S. mass media. It will cover the history, ideas, and theories that have shaped U.S. journalism and mass communications. Current news events will be studied and discussed. Topics will include history of the press, theories of mass communication, and First Amendment issues. Types of media will include newspapers, magazines, radio, television, advertising, photojournalism, public relations, film, entertainment, and the Internet. Study of ethical, gender, and racial issues will also be included. This course may be used for admission to the School of Journalism. It may also be taken by nonmajors and exploratory students.

J 200 Reporting, Writing, and Editing I (3 cr.) (Fall, Spring) P: ENG-W 131 or its equivalent. This core course introduces students to reporting, writing, and editing skills. Students learn to develop story ideas, gather information, combine verbal and visual messages, edit their work, and present their stories for a variety of media. Class is a lab format that mixes discussion and hands-on work using the computer technology in the lab. This course is usually taken concurrently with JOUR-J 155 and may be used for admission to the School of Journalism. It may also be taken by nonmajors and exploratory students.

J 210 Visual Communication (3 cr.) (Fall, Spring) This core course combines lecture and lab. Focus is “visual literacy.” Students acquire knowledge, ideas and values about history, ethics, theory, principles, and the power of visual communication. Through the lab, they learn to tell stories in still photography and videography and create effective print design. This course may be used for admission to the School of Journalism. It may also be taken by nonmajors and exploratory students.

J 155 Research Techniques for Journalists (1 cr.) (Fall, Spring) (Eight weeks) A required 1 credit online course that provides training in techniques of gathering information essential to reporting for the media. This course is usually taken concurrently with JOUR-J 200.

Korean (EALC)
See “Foreign Languages.”

Labor Studies (LSTU)
L 100 Introduction to Unions and Collective Bargaining (3 cr.) (Fall, Spring, Summer) This introductory course examines the many facets of labor studies. We will learn how unions function and the contributions they have made to the American landscape. The course will provide an overview of the U.S. labor movement’s triumphs and tragedies throughout history, as well as the struggles working people face today. Finally, we will examine a contemporary labor struggle as a vehicle to explore changing labor-management relations, the U.S. government’s role, and internal struggles within the labor movement itself.

L 101 American Labor History (3 cr.) (Fall, Spring) A history for the rest of us…. Most history textbooks are crammed with stories of presidents, generals, and captains of industry. Where are the chapters about the working people whose lives and efforts built this country? This course seeks to fill in the gaps and “silences” of American history as most of us have learned it. This course will offer a survey of the origin and development of the American labor movement from colonial times to the present. The struggle of working people to achieve dignity and security will be examined from social, economic, and political perspectives.

L 110 Introduction to Labor Studies: Labor and Society (3 cr.) (Fall, Spring, Summer) This course is an interdisciplinary exploration of the broad range of issues that are included in the discipline of labor studies. Topics may include labor’s role as an advocate of social policy, labor relations in the United States as compared with other countries, the changing nature of work, the relationship of working lives to our non–work lives, and how economic change affects us. Web-based course offered through OnCourse.

L 230 Labor and the Economy (3 cr.) (Fall) Duggan This course is an introduction to the situation of workers and households in the U.S. economy, as well as a framework to understand the global economy. We will analyze techniques of worker control, productivity growth, the determinants of the profit rate, and the effects of social policy and macroeconomic policy on workers’ bargaining power. This course requires no background in economics—we will learn the basic tools necessary for analyzing work and organized labor using both mainstream economics and political economy perspectives.

L 290 Gay Issues in the Workplace (1 cr.) (Fall) (Second eight weeks) Galloway This course will discuss basic workers’ rights issues of anti-gay harassment and discrimination in the workplace and how workers, unionists, and employers can go about making their workplace a harassment-free area. This issue is coming increasingly into the limelight with the recent formation of the AFL-CIO affiliated group Pride At Work.

L 290 Labor and Immigration (2 cr.) (Fall) (Second eight weeks) Siddiqui This course will focus on immigration and immigrant workers in America, including the history of immigration; current legal rights of immigrants; immigrants in unions and community organizations; the effects of current immigration laws and regulations on labor; and related public policy issues. We will examine the impact of immigration policy on immigrant and native workers, looking at several different industries (e.g., agriculture, academia, sports, and high tech industries). We will analyze the current stance on immigration of U.S. unions and trade union federations, as well as the role of businesses in the immigration debate. We will compare U.S. immigration policies to those of other nations.

L 290 Working Class Hollywood: Labor Issues in Popular American Films (1 cr.) (Fall) (Second eight weeks) Yandes Within the contemporary American workplace, the push for unions, the process of globalization, and the possibility of discrimination based upon gender, race, or sexual orientation usually define employees’ relationships with each other, with management, and with society at large. Such issues also shape workers’ conceptions and interpretations of
their workplace culture. This course will use fictional film as a tool with which to examine these matters that are fundamental to American labor. Students will view particular popular films that address efforts to unionize, the effects of global marketing and industrialization, and the threat from gender and sexual discrimination on the job. Class discussions will compare these cinematic representations with the “actual” experiences of ordinary American workers.

Latin (CLAS)
See “Foreign Languages.”

Latino Studies (LATS)
L 101 Introduction to Latino Studies (3 cr.) (Fall, Spring) (S&H) This course is intended to provide an introduction to and overview of Latino issues. The course will begin with a brief overview of the histories of the major Latino national origin groups in the United States. The bulk of the course will examine a number of topics and issues that are key to understanding contemporary Latinos, e.g., immigration, language, education, and employment, and focus on increased awareness of the impact and social needs of this growing population. Required for Latino studies minor. For information about Latino studies, visit www.indiana.edu/~latino.

L 102 Introduction to Latino History (3 cr.) (Fall, Spring) (S&H) General inquiry into the historical and cultural heritage of Latina/os who have lived or are currently living in what is today the United States. Through readings and discussion of major texts, this course studies varied histories of Mexican, Puerto Rican, Cuban, and other Latin American peoples in the United States, with a special view toward convergence and congruencies along political and cultural lines. Students will develop an understanding of the impact and the roles played by Latino men and women in the formation and development of U.S. society. Required for Latino studies minor. For information about Latino studies, visit www.indiana.edu/~latino.

L 104 Latinas in the United States (3 cr.) (Fall) (S&H) This course focuses on the experiences of Latinas in the United States. The course seeks to examine how Latinas’ experiences are shaped by the intersections of race, gender, and class. The course will begin with analytical frameworks that center the perspectives of Latinas. Thereafter, we will focus on how the institutions of health, education, migration, and work perpetuate inequalities.

L 396 Seminar in Latino Studies (3 cr.) (Fall, Spring) (S&H)

Leadership, Ethics, and Social Action (LESA)
L 105 Beyond the Sample Gates (3 cr.) (Fall, Spring) (S&H) This is a service-learning course that focuses on the development of civic skills, and it is the foundations course for the minor in leadership, ethics, and social action. Students will be engaged in structured and unstructured activities in the Bloomington community—in addition to course assignments using reading, reflection, analysis, Web tools, and group and individual work. Education for democracy is work, with real consequences, about real problems. Each student is a citizen with interests, values, needs, and ideas. Can you find your energy and creativity for acting in public life? What do you need to build your voice and leadership ability? You will be encouraged to follow your own questions to a deeper level—to enjoy taking your own ideas seriously enough to work them out in logical detail and to give them the language they deserve for the consideration of others.

For further information, contact lesa@indiana.edu. See the program’s Web site at www.indiana.edu/~lesa. This course is also approved for College of Arts and Sciences Topics credit.

Liberal Arts and Management Program (LAMP)
S 104 Looking for Home in Global Times (3 cr.) (Fall) Ferentinos This section recommended for prospective Liberal Arts and Management Program (LAMP) students. There is more to life than getting a job. More than two-thirds of our adult lives are spent outside of work, and the communities in which we live play a big part in determining the quality of that experience. In this course, we will explore the factors that contribute to quality of life, as viewed through the lens of community. Topics to be covered include: economic development, environmental sustainability, civic engagement, arts and culture, and city planning. Throughout the exploration of these topics, we will use Bloomington as our laboratory, considering the ways these issues play out on a local scale. In this course, students will have the opportunity to develop their skills in class participation, analytical writing, and reading texts for key ideas. And although there is more to life than getting a job, employment is also important, so along the way, the course will introduce students to some of the career opportunities available in the field of community development. This course is also approved for College of Arts and Sciences Topics credit (freshmen only).

Library and Information Science (SLIS)
L 161 Library Skills and Resources (1 cr.) (Fall, Spring) (Eight weeks) Open to any undergraduate, this course provides students with a solid foundation upon which to build their research skills in any field. Students learn to use information resources of all kinds, including the IU Libraries’ online catalog; print and automated indexes for magazine, newspaper, and journal articles; government publications; and automated resources including the World Wide Web. Students will learn efficient research methods, the structure and organization of information resources, and how to find and evaluate information in any library setting for any class and for personal interests. Out-of-class assignments provide practice in planning research for a term paper or speech and in using specific resources to locate information.

Linguistics (LING)
L 103 Introduction to the Study of Language (3 cr.) (Fall, Spring, Summer) (S&H) This course is a general introduction to the nature of language; no previous knowledge of linguistics is assumed. The first part of the course discusses the core areas of language study: the study of words (morphology), sentences (syntax), meaning (semantics), and sounds (phonetics). With this as background, the second part of the course deals with language-related issues. These issues include such topics as dialect, American Sign Language, language acquisition, the brain and language, bilingualism, and the Ebonics controversy. By the end of the semester, the students should be familiar with the systematic methods for studying language and be aware of the fundamental similarities of all human languages that have an impact on our society.

L 303 Introduction to Linguistic Analysis (3 cr.) (Fall, Spring, Summer) (N&M) This course provides students with an introduction to some of the techniques and rationale for linguistic analysis of various aspects of language. The course includes two or three divisions focusing on sound structure (phonology) or word structure (morphology) in various languages, and sentence structure (syntax), with an emphasis on understanding English grammatical structure. The course emphasizes students’ competence in doing analysis of aspects of various languages, including English.

Macedonian (SLAV)
See “Foreign Languages.”

Mathematics (MATH)
M 014 Basic Algebra (4 cr.) (Fall, Spring) R: One year of high school algebra. M 014 starts at the beginning of algebra, but it moves so quickly that it is difficult for a student with no algebra background to keep up. M 014 is designed to provide algebraic skills needed for future mathematics courses such as M 025 or M 118. It discusses operations with algebraic fractions, exponents, and radicals; polynomials; linear equations and inequalities; elementary graphs; and sets. Credit may not be applied toward a degree in most programs.
M 018 Basic Algebra for Finite Mathematics (2 cr.) (Fall, Spring, Summer) (Eight weeks) P: One year of high school algebra. Provides students with basic mathematics skills needed for the successful completion of finite mathematics (M 118 or D 116/D 117). It is a good choice for underprepared students who plan to take finite mathematics but do not need to take a course in precalculus or calculus. (Students who need to prepare for both M 118 and M 119 should take M 014 or M 014/M 025 instead of X 018.)

M 025 Precalculus Mathematics (3 cr.) (Fall, Spring, Summer) P: Two years of high school algebra or M 014, and one year of high school geometry. M 025 covers the material in second-year algebra and precalculus mathematics (college algebra) using a more sophisticated, “function” point of view. A student who does not feel prepared for M 025 may want to take M 014. This course is designed to prepare you for both Calculus/M 119 and Calculus/M 211. (For M 211, you may also need trigonometry, M 026.) Emphasis is placed on the algebra of the real number system, solving equations, graphing functions (linear, general polynomial, and rational), and working with both exponential and logarithmic functions. Credit may not be applied toward a degree in most programs (ask your advisor), and a grade of C– or higher is needed to satisfy the College mathematics fundamentals skill requirement.

M 026 Trigonometric Functions (2 cr.) (Fall, Spring) P: M 025 or a strong high school background in algebra (e.g., two years of algebra with A’s or B’s). M 026 develops the properties of the trigonometric functions to prepare for calculus, M 211. A strong mathematics student may be able to take M 025 and M 026 at the same time. Credit may not be applied toward a degree in most programs.

M 027 Precalculus with Trigonometry (4 cr.) (Fall, Spring) P: Two years of high school algebra or M 014, and one year of high school geometry. This course is designed to prepare students for Calculus/M 211. The general content of both M 025 and M 026 is included, with emphasis placed on exponential, logarithmic, and trigonometric functions at a more sophisticated level and pace. Credit may not be applied toward a degree in most programs, and a grade of C– or higher is needed to satisfy the College mathematics fundamentals skill requirement. Only one additional hour of credit is given for M 027 after M 025 or A 025; only 2 additional hours of credit are given for M 027 after M 026.

A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) (Fall) (N&M) Wheeler P: Two years of high school algebra or M 014. Quantitative reasoning (elementary combinatorics and probability; examples of statistical inference), linear modeling, game models of conflict, and methods and theory of social choice. Applications to genetics, medical diagnosis, law, finance, social science research, ecology, and politics. Credit given for only one of A 118, M 118, or the sequence D 116-D 117.

D 116 Introduction to Finite Mathematics I (2 cr.) (Fall, Spring) P: Two years of high school algebra or M 014. Students should be able to work accurately with fractions and decimals, graph linear equations, and solve two linear equations in two unknowns. Students who lack these skills will want to take M 014. This is the first course in a two-course sequence that covers all material presented in M 118. The sequence is for students who are at least minimally prepared for M 118 but who find it difficult to learn mathematical concepts at a fast pace. Topics covered in D 116 include sets, counting techniques, and basic probability.

Enrollment in D 116 is by authorization only and will be recommended to appropriate students by advisors. No credit is awarded toward graduation in D 116 until D 117 is successfully completed. Students must earn a grade of C– or higher in D 116 to advance to D 117.

D 117 Introduction to Finite Mathematics II (2 cr.) (Fall, Spring) P: Two years of high school algebra or M 014 and a grade of at least C– in D 116. This is the second course in the sequence and covers topics such as linear programming, matrix algebra, and Markov Chains, preceded by a brief review of related topics from algebra. Completion of the D 116-D 117 sequence will fulfill the fundamental skills math requirement for majors in the College of Arts and Sciences and the School of Journalism, and credit for one N&M distribution course will be awarded. Credit is given for only one of the following: the sequence D 116-D 117 or M 118 or A 118. N&M distribution credit given only upon completion of both D 116 and D 117.

M 118 Finite Mathematics (3 cr.) (Fall, Spring, Summer) (N&M) P: Two years of high school algebra or M 014 or M 018. Skill with solving word problems is required. Students should also be able to work accurately with fractions and decimals, graph linear equations, and solve two linear equations in two unknowns. A student who lacks these skills will want to take M 014. M 118 discusses set theory, techniques of counting, probability, linear systems, matrices, and linear programming. M 118 also includes applications to business and the social sciences. Credit given for only one of M 118, S 118, A 118, or D 116-D 117.

S 118 Honors Finite Mathematics (3 cr.) (Fall) (N&M) P: Mastery of two years of high school algebra. Skill with solving word problems is required. R: Mastery of three years of high school algebra and geometry is desirable. S 118 is designed for students who have good mathematical ability. It covers all material in M 118 and additional topics from statistics and game theory. Computers may be used in this course, but no previous experience is assumed. Credit given for only one of M 118, S 118, A 118, or D 116-D 117.

M 119 Brief Survey of Calculus I (3 cr.) (Fall, Spring, Summer) (N&M) P: M 014 and M 026, or M 027, or a good high school background that includes mastery of the material of two years of high school algebra and trigonometry. M 211 covers functions, limits, continuity, derivatives, graphs of functions, definite and indefinite integrals, and applications. A student who has not mastered the material in trigonometry should take M 025 and M 026, or M 027, before taking M 211. Credit given for only one of M 119, M 211, COLL-J 113.

M 212 Calculus II (4 cr.) (Fall, Spring, Summer) (N&M) P: M 211. M 119 is not adequate preparation for M 212. M 212 covers techniques of integration, infinite series, improper integrals, and applications.

S 212 Honors Calculus II (4 cr.) (Fall) (N&M) This is a course for students with excellent mathematical ability and high motivation. The course is designed for two groups of students: 1) entering freshmen who have received credit for M 211 through either the CEEB AP exam or the IUB Calculus Advanced Placement Exam; and 2) students who have just completed M 211 and excelled in it. S 212 covers all of the material in M 212 and additional material of a theoretical nature. The course is taught at a level of mathematical sophistication above that of M 212.

M 213 Calculus for Business (4 cr.) (Fall, Spring, Summer) (N&M) P: A one-year high school calculus course. Admission into the course is based on a placement exam. M 213 is designed for students who took one year of calculus in high school but have not received college credit. M 213 begins with a review of differentiation and integration of functions and the applications that are normally covered in M 211 or a high school calculus course. This review lasts about five weeks. Then the course covers the topics in M 212: techniques of integration, infinite series, improper integrals, and applications. Students completing M 213 with an A or B may receive credit for M 211. Credit given for only one of M 213, M 212.

M 301 Linear Algebra and Applications (3 cr.) (Fall, Spring) (N&M) P: M 212 or both M 211 and CSCI-C 241. R: M 212. Solving systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues, and eigenvectors. Selection of advanced topics. Applications throughout. Computer used for theory and applications. Credit given for only one of M 301, M 303.

M 303 Linear Algebra for Undergraduates (3 cr.) (Fall, Spring, Summer) (N&M) P: M 212 or both M 211 and CSCI-C 241. R: M 212. Class introduces the theory of real and complex vector spaces. It covers coordinate systems, linear dependence, bases, linear transformations and matrix algebra, determinants, and rank.
M 311 Calculus III (4 cr.) (Fall, Spring, Summer) (N&M): M 212. Class covers the elementary geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, and multiple integration.

K 310 Statistical Techniques (3 cr.) (Fall, Spring) (N&M): P: M 119 or equivalent. Introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measures of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, nonparametric methods. Credit given for only one of MATH- or PSY-K 300, K 310; CJUS-K 300; ECON-E 370 or S 370; LAMP-L 316; SOC-S 371; SPEA-K 300; or STAT-S 300.

T 101 Mathematics for Elementary Teachers I (3 cr.) (Fall, Spring, Summer): P: M 014, M 018, or a score of at least 10 on the Math Skills Assessment. Students complete A 215 before enrollment in P 215. This course is team taught by medical sciences faculty. An organ systems approach to the study of human body function. Presentation begins with basic cell function and communication systems of the body, progressing to control systems, defense mechanisms, transport, gas exchange, and balancing of nutrients, water, and electrolytes. Focus for the course is on how organ systems contribute to essential metabolic activity and the maintenance of homeostasis. The laboratory emphasizes the application of material presented during lectures and is a required part of this course.

T 102 Mathematics for Elementary Teachers II (3 cr.) (Fall, Spring, Summer): P: T 101. Sets, operations, and functions. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics. Open only to elementary education majors. Students must keep the 2:30 and 3:30 p.m. evenings from 7 to 8:30 p.m. and perform one concert at the end of each semester. No audition is required for the All-Campus Chorus, but smaller, specialized ensembles often are formed from within the chorus that may require an audition. These ensembles are formed when the enrollment in X 001 is large enough to accommodate specialized groups. Enrollment in X 001 serves the non–music major who wishes to sing while pursuing a degree outside the Jacobs School of Music. While music majors are welcome, X 001 will not satisfy their required Jacobs School of Music ensemble requirement.

X 060 Early Music Ensemble (2 cr., no tuition fee) (Fall, Spring) Concentus is a small vocal and instrumental ensemble specializing in early music. The group performs, without a conductor, music of the Middle Ages, the Renaissance, and the Baroque period. Audition is required. For information call the Early Music Institute, (812) 855-4088.

X 070 Choral Ensembles (2 cr., no tuition fee) All music students registering for X 070 and non–music majors who are interested in singing in one of the Jacobs School of Music’s major ensembles must plan to audition during the August orientation period. Sign-up sheets will be in the Choral Office, Music Annex, Room 051. Students must keep the 2:30 and 3:30 p.m. hours open until ensemble assignments have been made. For further information, please call the Choral Department, Jacobs School of Music, (812) 855-0427, or check their Web site: www.music.indiana.edu/som/choral/. Descriptions of ensembles follow:

X 070 African-American Choral Ensemble (2 cr., no tuition fee) (Fall, Spring) The African American Choral Ensemble is one of three performance groups of the Indiana University African American Arts Institute. The ensemble presents the finest in contemporary and traditional African American choral music. The group’s repertoire includes spirituals, folk forms, traditional and contemporary gospel music, and formally composed works by and about African Americans. Sojourner, Soul-ACE, and God’s Progress—three contemporary gospel groups drawn from the ensemble’s membership—provide a special feature on choral ensemble programs, and frequently perform on programs of their own. Non–music majors interested in the ensemble should enroll in AAAD-A 110 instead of X 070.

X 070 Contemporary Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring) The Contemporary Vocal Ensemble at Indiana University is one of the most progressive performing groups in the United States. Dedicated to the study and performance of the vocal and choral art music of the twentieth and twenty-first centuries, it comprises singers, composers, and instrumentalists chosen for their outstanding musical gifts and for their special interest in current music.

The chorus meets on Tuesday and Thursday evenings from 7 to 8:30 p.m. and performs one concert at the end of each semester. No audition is required for the All-Campus Chorus, but smaller, specialized ensembles often are formed from within the chorus that may require an audition. These ensembles are formed when the enrollment in X 001 is large enough to accommodate specialized groups. Enrollment in X 001 serves the non–music major who wishes to sing while pursuing a degree outside the Jacobs School of Music. While music majors are welcome, X 001 will not satisfy their required Jacobs School of Music ensemble requirement.

Mongolian (CEUS)

See “Foreign Languages.”

Music (MUS)

The Jacobs School of Music offers a wide variety of courses for non–music majors and welcomes their participation in private lessons, courses, and ensembles. For more specific information on special non–music major courses or for general information on the Jacobs School of Music, please direct your questions to the Music Undergraduate Office, Merrill Hall, (812) 855-3743.

BALLET AND JAZZ DANCE

J 100 Ballet Elective (2 cr.) (Fall, Spring) Introductory course open to all students. This course is repeatable. Students wishing to enroll in any course other than J 100 may obtain further information by calling the Department of Ballet, Musical Arts Center 308, (812) 855-6787.

J 210 Jazz Dance (1 cr.) (Fall, Spring) A study of jazz dance, including early jazz and musical comedy as well as contemporary styles.

CHORAL ENSEMBLES

X 001 All-Campus Choruses (Non–music majors only) (1 cr., no tuition fee) (Fall, Spring) The chorus meets on Tuesday and Thursday evenings from 7 to 8:30 p.m. and performs one concert at the end of each semester. No audition is required for the All-Campus Chorus, but smaller, specialized ensembles often are formed from within the chorus that may require an audition. These ensembles are formed when the enrollment in X 001 is large enough to accommodate specialized groups. Enrollment in X 001 serves the non–music major who wishes to sing while pursuing a degree outside the Jacobs School of Music. While music majors are welcome, X 001 will not satisfy their required Jacobs School of Music ensemble requirement.

X 070 International Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring) As a means of
building bridges and understanding cultures through music, the International Vocal Ensemble recreates vocal music from outside the Western classical music tradition. In addition to taking the music of these traditions into their memorized repertory, another objective is to develop an understanding of the music in relation to aspects of the culture from which it comes. Music is learned directly from guest teachers from the cultures being studied, over real-time Internet link-ups, and from recorded video and audio models. The ensemble is open to students university wide.

X 070 Motet Choir (2 cr., no tuition fee) (Fall, Spring) The Motet Choir is conducted by choral conducting graduate students. They perform a variety of repertoire and participate in the large-scale oratorio productions of the Indiana University Jacobs School of Music. Repertoire ranges from music of the Renaissance through the twenty-first century. Many freshman music majors are selected for this chorus.

X 070 Opera Chorus (2 cr., no tuition fee) (Fall, Spring) The Opera Chorus performs and take part exclusively in the operatic repertoire chosen by the IU Opera Theatre. Students may be assigned to two opera productions per semester.

X 070 Pro Arte (2 cr., no tuition fee) (Fall, Spring) The Pro Arte is a chamber choir of 24–32 select singers that performs Medieval, Renaissance, Baroque, and early Classical choral repertory, as well as a small amount of twentieth century music influenced by these styles. The ensemble is associated with the Jacobs School of Music’s Early Music Institute and often collaborates with the Baroque and Classical Orchestras.

X 070 The Singing Hoosiers (2 cr., no tuition fee) (Fall, Spring) The Singing Hoosiers is one of America’s premiere collegiate concert show choirs. Averaging 115 members, the Singing Hoosiers feature collegiate performers from the Jacobs School of Music, as well as students with a variety of other majors, from business to chemistry to political science. They perform American popular music, jazz, and Broadway favorites with choreography. The Singing Hoosiers perform several concerts at home on the campus of IU Bloomington each year, including the Chimes of Christmas concert in December and the Spring Concert. In addition to keeping an active touring schedule, they occasionally perform in opera productions and at athletic events.

X 070 Symphonic Choir (2 cr., no tuition fee) (Fall, Spring) The Symphonic Choir is the foundation for any large-scale works performed at the Indiana University Jacobs School of Music. Comprising approximately 40–70 singers, both undergraduate and graduate, the choir specializes in the oratorios and large choral works from the late-Classical period through the twenty-first century. This ensemble is conducted by Choral Department faculty and doctoral students.

X 070 University Chorale (2 cr., no tuition fee) (Fall, Spring) The University Chorale is a select 24-voice chamber choir. Singers in the University Chorale come from a wide variety of backgrounds, including organ and church music majors, voice majors, piano and instrumental majors, and non-music majors. The University Chorale performs a rich variety of music during the concert season, ranging from Renaissance to contemporary music.

X 070 University Singers (2 cr., no tuition fee) (Fall, Spring) The University Singers is composed of 24–32 of the finest singers carefully selected from the Jacobs School of Music and Indiana University student population. The repertoire has ranged from the Renaissance through the twenty-first century, always delving into the richly varied range of colors available to the virtuoso chamber choir.

X 070 Women’s Chorus (2 cr., no tuition fee) (Fall, Spring) The IU Women’s Chorus performs music from all periods and styles. Ranging in size from 12–30 singers, this ensemble also sings in the annual Christmas performances of Tchaikovsky’s Nutcracker and often joins forces with other ensembles in large-scale choral productions.

**INSTRUMENTAL ENSEMBLES**

X 001 All-Campus Band (Non–music majors only) (1 cr., no tuition fee; laboratory fee for music) (Fall, Spring) No audition required. Rental instruments available. Rehearsals one evening per week; concerts and other special events throughout the semester.

X 001 String Orchestra (Non–music majors only) (1 cr., no tuition fee; laboratory fee for music) (Fall, Spring) No audition required. Rental instruments available. Rehearsals one evening per week; concerts and other special events throughout the semester.

X 040 Jazz Bands (2 cr., no tuition fee) (Fall, Spring) The Jacobs School of Music has four jazz bands. All groups rehearse one and one-half to two hours daily and present a full schedule of concerts. For information on auditions, please consult the instrumental ensembles office, SY 246, (812) 855-9804.

**MUSIC APPRECIATION**

Z 100 The Live Musical Performance (2 cr.) (Fall, Spring) An introduction to music listening through weekly in-class performances. Students have an opportunity to interact with instrumentalists,ingers, dancers, choreographers, conductors, and composers. Musical styles include classical, rock, jazz, and world music.

Z 101 Music for the Listener (3 cr.) (Fall, Spring) The Jacobs School of Music has seven orchestral ensembles—the Philharmonic Orchestra, the Symphony Orchestra, the Concert Orchestra, the University Orchestra, the Chamber Orchestra, the Baroque Orchestra, and the New Music Ensemble. All groups rehearse one and one-half to two hours daily and present a full schedule of concerts. Non–music majors are welcome to audition for membership. For information on auditions, please consult the instrumental ensembles office, SY 246, (812) 855-9804.

X 040 University Concert Wind Band Ensembles (2 cr., no tuition fee) (Fall, Spring) The Jacobs School of Music has three concert wind bands consisting of music majors—the Wind Ensemble, the Symphonic Band and the Concert Band. Each group numbers around 55 musicians. All groups rehearse daily from 2:30 to 3:45 p.m. and present a full schedule of concerts. These outstanding ensembles perform advanced music from current wind ensemble literature and are involved in advocating and performing recently composed works by major contemporary composers. The Wind Ensemble has performed frequently at national and international conventions and similar venues.

X 040 University Orchestras (2 cr., no tuition fee) (Fall, Spring) The Jacobs School of Music has seven orchestral ensembles—the Philharmonic Orchestra, the Symphony Orchestra, the Concert Orchestra, the University Orchestra, the Chamber Orchestra, the Baroque Orchestra, and the New Music Ensemble. All groups rehearse one and one-half to two hours daily and present a full schedule of concerts. Non–music majors are welcome to audition for membership. For information on auditions, please consult the instrumental ensembles office, SY 246, (812) 855-9804.
Z 120 Music in Multimedia (3 cr.) (Fall, Spring) (A&H) Focuses on learning to use music creatively and effectively in multimedia. Each student will complete a project that combines music with another type of media, e.g., animation, video, pictures. The software emphasis is on Macromedia & Director.

Z 171 Opera Theatre I (3 cr.) (Fall) (A&H) Discover the passion and drama of the operatic stage through its stories, characters, and music. The course focuses on the Beatles’ music and aims to heighten student listening skills as well as foster a deeper appreciation of the Beatles’ music.

Z 401 The Music of the Beatles (3 cr.) (Fall) (A&H) A song-by-song look at the music, lives, and times of this extraordinary group and songwriting partnership. The course focuses on the Beatles’ music and aims to heighten student listening skills as well as foster a deeper appreciation of the Beatles’ music.

Z 402 The Music of Frank Zappa (3 cr.) (Fall, Spring) (A&H) A detailed survey of the musical career of rock’s most avant-garde composer. Traces Zappa’s creative output from his early days through his solo projects, his “big band” period, his orchestral productions, and finally his groundbreaking work with the Synclavier. All of Zappa’s commercially released albums are discussed, and students are responsible for a listening list of materials from these releases.

Z 403 The Music of Jimi Hendrix (3 cr.) (Fall) (A&H) This course offers a detailed look at the life, music, and career of rock music’s best and most influential guitarist. Jimi’s audio and video performances document his meteoric rise from obscurity to master musician in the few short years before his untimely death.

MUSIC EDUCATION

E 130 Introduction to Music Learning (2 cr.) (Fall, Spring) Introduction to the philosophy, sociology, and psychology of music. Survey of careers in music, including teaching (school and private), performing, scholarship, publishing, and technical fields. This course fulfills the pedagogy requirement for B.M. degrees.

E 131 Freshman Colloquium in Music Education (2 cr.) (Fall, Spring) A study of the organizational procedures, principles, and practices of teaching music in grades K–12. Required of all music education majors during the freshman year.

E 241 Introduction to Music Fundamentals (2 cr.) (Fall, Spring) Designed to aid elementary education majors in the School of Education in learning to sing and read music. This course is a prerequisite to EDUC-M 323 Teaching Music in the Elementary School. Students with a musical background can be exempted with credit from E 241 by taking the examination during the first two class days. The exam consists of two parts: a written/aural test and a practical test.

MUSIC RECORDING ARTS

A 101 Introduction to Audio Technology (3 cr.) (Fall) An introduction to the equipment and techniques employed in audio recording and reinforcement, including basic audio theory, analog recording, and an introduction to digital audio. Students interested in the Associate of Science or the Bachelor of Science in Recording Arts should take this course.

A 111 Basic Electricity (3 cr.) (Fall) P: Two years of high school algebra and MATH-M 025 or its equivalent; majors only. The course addresses the fundamental principles of electricity and magnetism with a review of the necessary algebra.

MUSIC THEORY

Students with background in music theory must take a test for exemption and placement. Contact the Music Theory Office at (812) 855-5716, Simon Hall 225.

T 109 Rudiments of Music I (3 cr.) (Fall, Spring) Fundamentals of notation, including scales, key signatures, meter signatures, and rhythmic notation. Ear training and music reading are emphasized. This is a theory course required of music majors. However, it may be taken as an elective by non–music majors with substantial music backgrounds.

T 151 Music Theory and Literature I (3 cr.) (Fall) P: T 109 (or exemption) for music majors and minors. T 109 may be taken concurrently with T 151. Nonmajors should contact the Music Theory Office before enrolling. Introduction to the literature and analysis of music through detailed study of representative compositions. Introduction to diatonic harmony.

T 152 Music Theory and Literature II (3 cr.) (Spring) P: For accepted or intended music majors and minors, T 151; for non–music majors, a grade of at least C in T 151.

VOCAL AND INSTRUMENTAL INSTRUCTION

Vocal and instrumental instruction is available to non–music majors as an elective in the areas listed below. Private lesson fees include tuition for a minimum of 2 credit hours plus an applied music fee ($495 per course). Class instruction, available in piano, guitar, and voice, is exempt from the applied music fee. Except in class piano, guitar, and voice, music reading ability is considered a necessary prerequisite for performance study. Students with no music reading background are encouraged to learn music notation through the course Z 111 Introduction to Music Theory; through the class piano series, P 110-P 120-P 130; or through the guitar class L 101.

GUITAR

L 101, L 102, L 103 Guitar Classes I, II, III (2 cr.) (Fall, Spring) There are three levels for guitar offered for those interested in nonclassical techniques. Some sections meet in residence halls in the evenings. No auditions are necessary for guitar classes. Students must have an appropriate instrument.

L 101 Beginning Guitar Class (2 cr.) (Fall, Spring) Introduction to acoustic and classical guitar techniques employed in contemporary guitar finger style and chordal structured music playing, including basic music theory and note reading. No previous experience required.

L 102 Intermediate Guitar Class (2 cr.) (Fall, Spring) Prerequisites: L 101 and/or ability to read music and play chord structures proficiently. Expanding on acoustic and classical guitar techniques employed in contemporary guitar playing with emphasis on finger-style playing, note reading, and guitar music theory.
L 103 Advanced Guitar Class (2 cr.) (Fall, Spring) It is generally assumed that students in the advanced class are highly self-motivated and that they have a solid working knowledge of the entire fingerboard. Course content consists of music and techniques related to solo and ensemble classical guitar playing. A nylon string guitar is recommended but not required.

PIANO AND VOICE

P 100 Piano Elective/Secondary (2 cr.) (Fall, Spring) P: P 130 or equivalent. For Jacob's School of Music Majors. Weekly private piano lessons with an associate instructor. Students may demonstrate preparation for P 100 by passing P 130 or by receiving a teacher recommendation for P 100 from a previous class teacher. For information, call the secondary piano coordinator at (812) 855-9009.

P 110 Beginning Piano Class 1 (2 cr.) (Fall, Spring) For non–music majors who have had no previous background in piano. Ability to read music notation is not assumed, and students wishing to learn music reading are encouraged to enroll in this course. Study during this semester emphasizes fundamentals of music reading, coordination on the keyboard, and playing of beginning pieces. The basic approach teaches chord patterns that may be used to harmonize right-hand melodies.

P 120 Beginning Piano Class 2 (2 cr.) (Fall, Spring) P: P 110 or equivalent. This semester continues drill in basic fundamentals and introduces the study of slightly more advanced pieces.

P 130 Beginning Piano Class 3 (2 cr.) (Fall, Spring) P: P 120 or equivalent. This semester serves as a transition from class to private study and includes study of repertoire at appropriate levels of difficulty.

V 101 Voice Class (2 cr.) (Fall, Spring) An introductory course for beginners designed to familiarize students with the use of the voice, develop vocal technique, and practice sight reading. During the semester students will explore different styles of singing, practice vocal control and breath management exercises, and memorize and present to the class at least three songs. Students will be graded on individual progress, class participation, and preparation.

PRIVATE PERFORMANCE STUDY

Private performance study for non–music majors is offered under the following titles:

Z 110 Bassoon, Cello, Clarinet, Double Bass, Euphonium, Flute, Guitar (classical), Harp, Horn, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice Instruction consists of one weekly one-hour lesson scheduled by mutual arrangement between student and teacher. Students should consult the list posted outside of Merrill Hall, room 117, the first week of classes to learn their teacher assignment. It is the student's responsibility to contact the assigned teacher to schedule lesson times.

Near Eastern Languages and Cultures (NELC)

N 204 Topics in Middle Eastern Culture and Society (3 cr.) (Fall) (S&H) Topic: Contemporary Middle East in World Politics.

N 204 Topics in Middle Eastern Culture and Society (3 cr.) (Fall) (S&H) Topic: Islamic Communities in the United States and Europe. This is an interdisciplinary survey course that will look at the political, social, and cultural aspects of contemporary Muslim communities in the West and their interaction with other Muslim communities and cultures in Europe and the United States.

N 205 Topics in Middle Eastern Literature (3 cr.) (Fall) (A&H) Topic: The Making of the Modern Middle East.

N 265 Introduction to Islamic Civilization (3 cr.) (Fall) (S&H) An introduction to medieval Islamic history and culture, emphasizing the historical role of the Islamic religion. Course covers the origins, rise, and middle periods of Islamic civilization to approximately 1800 CE. Topics include pre-Islamic Arabia, the life and times of Muhammad, the Koran and the basic teachings of Islam, the Islamic conquests and the caliphate, and the major aspects of mature Islamic civilization such as law, sects, theology, science, philosophy, mysticism, literature, art, and the relationship between state and religion. Will discuss relevance of these topics for the modern Islamic world.

NURSING (NURS)

B 106 Exploring Careers in Nursing (3 cr.) (Fall) Hrisomalos Open to prenursing students only. This course serves to introduce prenursing students to the profession of nursing. It is meant to offer insight into career path availability, roles and responsibilities of nurses in both the acute and non-acute areas, economics of nursing, general nursing issues, patient safety issues, and ethical dilemmas that nurses may face in their careers.

Norwegian (GER)

See “Foreign Languages.”

Optometric Technology/Opticianry (TOPT)

V 111 Basic Optics (5 cr.) (Fall) Gerstman This course begins with a study of basic optical principles as related to spectacle lenses and leads into how these lenses are used in the correction of visual problems. There are lectures and laboratory exercises in geometrical/theoretical optics. Exercises in geometrical optics include the study of the paths of light in refraction and reflection. Selected optical instruments commonly found in ophthalmic practice are introduced. Examples of optical instruments covered in the laboratory portion are those for viewing the interior of the eye, for determining the curvature of the front corneal surface of the eye, and for finding the power of spectacle lenses.

V 151 Ophthalmic Procedures 1 (4 cr.) (Fall) Kovach This course includes techniques and theory used in ophthalmic practice to prepare the student to carry out diagnostic testing procedures. Examples of course content are case history, visual acuity, refraction errors, keratometry and ophthalmometry, visual fields, color vision, eye movements, binocular vision, accommodation, convergence and divergence, visual axis deviation, strabismus, visual pathway, and pupillary reflexes.

V 153 Ophthalmic Dispensing (4 cr.) (Spring) Pickel See the Web for description: www.indiana.edu/~deanfac/class.html.

V 174 Office Procedures (4 cr.) (Fall) Pickel Students learn skills necessary to manage an ophthalmic practice. Lecture topics include letter writing, filing, telephone etiquette, appointment systems, recalls, bookkeeping, payroll records, resume writing, and third-party payment plans. In lab, students learn basic skills in e-mail, word processing, using the Internet, spreadsheets, database management, PowerPoint, ophthalmic software, and developing Web pages.

V 201 Anatomy and Physiology of the Eye (3 cr.) (Fall) Rivron This course provides an overview of the anatomy and physiology of the human visual system, with particular emphasis on the anatomy of the eye and visual pathway. The brain and nervous system, skull and orbit, and extraocular muscles and eye movements are also discussed. Laboratory work includes microscopic study of the monkey eye, examination of the human skull and brain, and dissection of a mammalian eye.

Persian (CEUS)

See “Foreign Languages.”

Philosophy (PHIL)

The following descriptions are for illustrative purposes only. See the Web for descriptions of individual sections: www.indiana.edu/~deanfac/class.html.

P 100 Introduction to Philosophy (3 cr.) (Fall, Spring) (A&H) Can I doubt everything I think I know? Is there any meaningful freedom of action? Does God (or, for that matter, anyone or anything other than me) exist? Is there even a real world external to our senses? These are just a few of the questions philosophers have pondered. This course approaches such questions via a critical study of classic and contemporary writings, but you will also learn to engage in philosophical reflection of your own. This course offers a broad introduction to many fundamental concepts of philosophy. The course...
will also develop your abilities to think and to write carefully and clearly. Topics planned for fall semester include Appearance and Reality, Divine and Human Nature.

P 105 Thinking and Reasoning (3 cr.) (Fall, Spring) (A&H) Savion Open to freshmen and sophomores only. In what circumstances does one have to give reasons for one’s claims and beliefs? What does the giving of reasons achieve? What are the ways in which reasons can give support for a claim? What makes some reasons strong while others are shaky, and how may one learn to distinguish them?

In this course we undergo, by examining the actual practice of argumentation in various contexts and fields of inquiry, a careful discussion of the nature of good reasoning and critical analysis. Our aim is to help you develop a habit of thought—a skill that will not only enable you to evaluate arguments critically, including the presentations you find in everyday discourse, but will also provide you with the ability to reason by presenting arguments in a sound and intellectually honest way.

P 135 Introduction to Existentialism (3 cr.) (Fall) (A&H) Spade Philosophical themes in nineteenth- and twentieth-century existentialism. Topics may include free choice and human responsibility, the nature of values, the influence of phenomenology on existentialism, and existentialism as illustrated in literature. Readings from some or all of de Beauvoir, Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, and Sartre. No prior knowledge of philosophy is presupposed. This course is also approved for College of Arts and Sciences Topics credit.

P 140 Introduction to Ethics (3 cr.) (Fall, Spring) (A&H) Baron, Tob, Shapshay This course is designed to stimulate reflection about a number of issues in ethics and political philosophy. Readings will include great classics and contemporary philosophical writings as well as excerpts of legal cases. Topics will include abortion, free speech, oppression, tolerance, capital punishment, and the relationship between morality and the law.

This course demands critical thinking, close reading, and clear expository writing. While designed as an introduction, the material is by nature often demanding and difficult.

Students will take one midterm exam, write one paper, and take an essay final exam, in addition to completing some short homework assignments. Required text: On Liberty by J. S. Mill.

P 150 Elementary Logic (3 cr.) (Fall, Spring) (A&H) McCarty This course provides students with a first introduction to basic techniques in modern logic. The bulk of our attention will be directed toward propositional logic—the logic of statements and their interrelations. The principal techniques students encounter here include analysis of statements via symbolization, evaluation of arguments with truth tables, and the representation of inferences using natural deduction derivations. Our treatment of propositional logic will be followed by a brief excursion into predicate logic—the logic of quantifiers. There, simple symbolizations and natural deduction derivations also play a leading role. Credit is not given for both P 150 and P 250 if P 150 is taken concurrently with P 250 or if P 150 is taken after P 250. In order to earn credit for both, P 150 must be taken before P 250.

P 201 Ancient Greek Philosophy (3 cr.) (Fall) (A&H) All of Western philosophy owes an incalculable debt to Plato and Aristotle. Their writings continue to provoke and stimulate students to this day. The modern student learns from them what it means to think philosophically. What better place to begin the philosophical enterprise than with ancient Greek philosophers? The Ionian cosmologists, the Eleatics, the Sophists, Socrates, Plato and Aristotle are the very sources of Western philosophy and, indeed, much of Western culture and thought.

P 211 Early Modern Philosophy (3 cr.) (Fall) (A&H) Abramson

P 250 Introductory Symbolic Logic (3 cr.) (Fall, Spring) (N&M) This is an introductory course in modern formal logic. The course teaches how to translate informal arguments from English into symbolic logic and then how to use formal tools to assess their validity. Students will be taught how to construct proofs for valid arguments and counter-examples to invalid arguments. Symbolic logic is not only useful for improving reasoning skills, but it is a formal tool used in many disciplines outside of philosophy. P 150, which is a more elementary treatment of similar topics, is not a prerequisite for this course. Credit is not given for both P 150 and P 250 if P 150 is taken concurrently with P 250 or if P 150 is taken after P 250. In order to earn credit for both, P 150 must be taken before P 250.

P 270 Introductory Topics in Philosophy (3 cr.) (Spring) (A&H) Hanson Topics vary.

**Physics (PHYS)**


P 105 Basic Physics of Sound (3 cr.) (N&M) (Fall) Van Kooten, (Spring) Urheim This course is intended for students with an interest in sound, its production (musical instruments, electronic sound, and voice), and reception (hearing). It provides a foundation in the physics of vibrating systems, resonance, waves, and sound and emphasizes modern electronic applications such as microphones, amplifiers, phonographs, loudspeakers, and analog and digital recording methods. This course is intended for non-science majors and requires no prior training in physics. The mathematics used in this course is limited to a small amount of high school algebra.

P 108 Intermediate Acoustics Laboratory (2 cr.) (Fall) Kesmodel P or C: P 105 or MUSS-T 593 or consent of instructor. An optional laboratory course designed to complement P 105. Included are experiments on the basic properties of sound waves and the synthesis and analysis of musical sounds, as well as experiments on more modern and advanced topics such as room acoustics, transducers, microelectronics (integrated circuits and amplifiers), and digital sound. Intended for students majoring in audio technology and telecommunications.

P 109 Speech and Hearing Acoustics Lab (2 cr.) (Fall, Spring) Kesmodel, Urheim: R: P 105 or SPHS-S 302. An audio laboratory that serves the needs of prospective speech and hearing majors.

P 110 Energy (2 cr.) (Fall) Baxter Meets for 10 weeks with PHYS-P 120. A study of various aspects of energy consumption, demand, supply, environmental impact, and alternative energy sources.

P 114 Understanding the Invisible Universe (3 cr.) (Spring) (N&M) Evans

P 120 Energy and Technology (3 cr.) (Fall) (N&M) Baxter An appropriate course for undergraduates in the Schools of Business and Education, SPEA, and the College of Arts and Sciences. This course provides a wealth of applications of the powerful concepts of physics, very real and demanding problems of the production of energy, the consequences of this energy production, and the fast-moving development of new technologies. The course will broaden your base of attack strategies for this complex array of problems. This course is approved for College of Arts and Sciences Topics credit.

P 150 How Things Work (3 cr.) (Fall, Spring) (N&M) Ogren Crack open one of the technological wonders that we take for granted, and you will find a miniature world of physics. For example, inside a digital camera are several systems of lenses and filters (optics), a light sensor (quantum mechanics), electronics to measure the light and store the results (electricity and magnetism), internal and external communication pathways (electromagnetic waves), a display (complex electro-optical material), a computer, and a power supply. Though this side of physics is often not explored in introductory courses, which emphasize fundamental laws and their applications in (mostly) idealized circumstances, an appreciation for the issues involved in integrating many interacting subsystems should be one of the essential elements of scientific literacy in students. This course is approved for College of Arts and Sciences Topics credit.
P 201-P 202 General Physics I-II (5-5 cr.) (Fall, Spring) (N&M) P: Knowledge of high school-level mathematics (algebra, trigonometry). This is a two-semester sequence; both courses are taught each semester. These courses are intended primarily for students majoring in the biological, life, mathematical, and physical sciences. A wide variety of topics is covered—mechanics, wave motion, thermodynamics, electricity, magnetism, optics, and atomic and nuclear physics. Special attention is given to the application of physical principles to other scientific disciplines. Credit given for only one of P 201 or P 221; P 202 or P 222.

P 221-P 222 Physics I-II (5-5 cr) (Fall, Spring) (N&M) P or C: MATH-M 211 (for P 221), M 212 (for P 222), or consent of instructor. This is a two-semester calculus-based sequence; both courses are taught each semester. These courses are recommended for students who wish to obtain a rigorous background in physics, such as majors in astrophysics, biochemistry, chemistry, computer science, mathematics, and physics. Topics covered include mechanics, wave motion, thermodynamics, electricity, magnetism, optics, and modern physics. Credit given for only one of P 201 or P 221; P 202 or P 222.

There is a special honors section for freshmen particularly interested in majoring in physics or pursuing research careers in another area of science. Interested students are encouraged to contact the physics academic advisor for more information. The honors sections of P 221 and P 222 are taught only in the fall and spring, respectively.

Q 202 Physical Science: Elementary Teachers (3 cr.) (Fall, Spring) Olmer P: EDUC-Q 200. This course is part of an integrated sequence of science courses for elementary education majors. Enrollment is limited to majors in the School of Education. The course provides an introduction to physical science in which topics such as motion, forces, energy, states of matter, electricity, magnetism, and light are discussed.

Polish (SLAV)
See also “Foreign Languages.”

P 364 Survey of Polish Literature and Culture II (3 cr.) (Fall) (A&H)
P 366 Polish Film (3 cr) (Spring) (A&H)

Political Science (POLS)
Y 100 American Political Controversies (3 cr.) (Fall, Spring) (S&H) (First 10 weeks) Introduction to current or past American political controversies. The course content presents multiple sides of complex issues. Topics vary from semester to semester. The course may be repeated once for credit; however, the course may be counted only once toward a political science major.

Y 103 Introduction to American Politics (3 cr.) (Fall, Spring, Summer) (S&H) Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

Y 105 Introduction to Political Theory (3 cr.) (Fall, Spring) (A&H) Perennial problems of political philosophy, including relationships between rulers and ruled, nature of authority, social conflict, character of political knowledge, and objectives of political action. Credit not given for both Y 105 and Y 215.

Y 107 Introduction to Comparative Politics (3 cr) (Fall, Spring, Summer) (S&H) Similarities and differences in political processes, governmental institutions, and policy issues across major contemporary states. Cases for comparison include industrial democratic states (such as countries of Western Europe and the United States), communist states (such as the former Soviet Union and China), and developing countries. Credit not given for both Y 107 and Y 217.

Y 109 Introduction to International Relations (3 cr) (Fall) (S&H) Thompson This course is an introduction to international politics. No previous background is assumed. We will examine the historical evolution of international politics and how its structures and processes interact to shape the world in which we live. Equal attention will be paid to patterns of conflict and cooperation, international political economy, and international policy problems. Credit not given for both Y 109 and Y 219.

Y 200 Contemporary Political Problems (3 cr.) (Fall, Spring, Summer) (S&H) Extensive analysis of selected contemporary political problems. Topics vary from semester to semester. May be repeated once for credit.

Y 202 Politics and Citizenship in the Information Age (3 cr.) (Spring) (S&H)

Y 205 Analyzing Politics (3 cr) (Fall, Spring) (S&H) Introduces the approaches and techniques used to study politics. Includes an introduction to social science language, concepts, and critical research skills. Overview of political science research approaches, including case study, surveys, and model-building. Emphasizes skills such as interpreting the presentation of data in charts, graphs, and tables and elementary analysis of qualitative and quantitative data.

Y 211 Introduction to Law (3 cr) (Fall) (S&H) An introduction to law as a method for dealing with social problems and as an aspect of the social and political system. An introduction to legal reasoning, procedures, and materials. Usually includes comparison of the United States to other societies’ approaches to law. Mock court situations usually included.

Y 249 Religion, Politics, and Public Policy (3 cr.) (Spring) (S&H)

Portuguese (HISP)
See “Foreign Languages.”

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Psychological and Brain Sciences (PSY)

Students majoring in psychology should take P 155. Nonmajors should enroll in P 101 and P 102. Majors must also complete P 211 and may enroll in it after completing P 155.

P 101 Introductory Psychology I (3 cr.) (Fall, Spring) (N&M) An introductory course in psychology with a strong emphasis on the biological and behavioral aspects of psychology. The course will cover the history of psychology, the experimental methods of psychology, the brain and the nervous system, learning, memory and cognition, sensation and perception, and emotion and motivation. Credit given for only one of P 101, P 151, or P 155. Majors should take P 155.

P 102 Introductory Psychology II (3 cr.) (Fall, Spring) (S&H) P: P 101. This course covers developmental psychology, social psychology, assessment, personality, abnormal psychology, stress, and psychotherapy. Credit given for only one of P 102 or P 152. Majors should enroll in P 152.

P 155 Introduction to Psychological and Brain Sciences (3 cr.) (Fall, Spring) (N&M) An introduction to psychological and brain sciences for psychology majors. Introduces students to the history of psychology and its place in science, the experimental method, and the broad range of topics studied by psychological scientists. Credit given for only one of P 101, P 151, or P 155.

P 211 Methods of Experimental Psychology (3 cr) (Fall, Spring) P: P 101, P 106, P 151, or P 155. Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports.

STATISTICS COURSES

K 300 Statistical Techniques (3 cr.) (Fall, Spring) (N&M) P: MATH-M 118 or M 119. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, and elementary probability. Concepts of statistical inference and decision; estimation and hypothesis testing. Special topics include regression and correlation, analysis of variance, non-parametric methods. Credit given for only one of MATH- or PSY-K 300, K 310, CJUS-K 300; ECON-E 370 or S 370; LAMP-L 316; SOCS-S 371; SPEA-K 300; or STAT-S 300.

K 310 Statistical Techniques (3 cr.) (Fall) (N&M) P: MATH-M 119 or equivalent.

Public and Environmental Affairs (SPEA)

A 450 Art Worlds: Management, Markets, and Policy (3 cr.) (Fall, Spring) An overview of the management of arts organizations, including public policy in the arts, the economic structure of arts markets, and issues facing arts
administrators. At the heart of each of these topics is the question of what makes cultural goods—literature, recorded music, live opera, paintings, films, and so on—different from goods such as socks, apples, and auto insurance. Register for section A 450 #27141 for fall; A 163 for spring.

E 162 Environment and People (3 cr.) (Fall, Spring) This is an ideal course for students interested in the environment. The course explores how people affect the environment and how the environment affects people in turn. Case material examines global warming, water pollution, and pressure on natural resources caused by population growth. The approach is interdisciplinary, integrating principles from biology, natural history, policy, and management. Course strives to promote “environmental literacy” among students in any major and is required for many public and environmental affairs majors.

E 262 Environmental Problems and Solutions (3 cr.) (Spring)

E 272 Introduction to Environmental Sciences (3 cr.) (Fall, Spring) Students participate in an interdisciplinary exploration of environmental science and its application to the physical world using concepts and methods from chemistry, geology, biology, and physics. Students explore real-world problems by using critical-thinking skills and applying the scientific method. Topics may include energy flow in natural systems, biological responses to environmental stress, and urban air pollution. This course is required for environmental management majors.

H 320 Health Systems Administration (3 cr.) (Fall, Spring) This course is an overview of the U.S. health care delivery system. Students examine the structures and functions of the current system and enduring challenges that health administrators confront. Topics include affordable health care, employer-mandated insurance, AIDS funding, and comparisons with health care systems in other countries.

V 160 National and International Policy (3 cr.) (Fall, Spring) This course focuses on the great policy debates of our time and the means for clarifying these debates through public policymaking. A major theme in the course is the role of democratic citizenship in public affairs. Topics may include social security, poverty alleviation, health care, education, environmental protection, government regulation, and the national budget. This course appeals to students interested in business, journalism, telecommunications, economics, political science, history, and sociology.

V 161 Urban Problems and Solutions (3 cr.) (Fall, Spring) For centuries people have flocked to cities seeking freedom and economic opportunity. But cities have also been criticized as havens for criminals, corrupt politicians, and socially inappropriate ideas. This course considers the major challenges that cities face and potential policy remedies. Students will study the evolution of cities; contemporary social, economic, and political forms and functions in urban areas; and the forces shaping life in the city.

V 220 Law and Public Policy (3 cr.) (Fall, Spring) This course provides a basic understanding of the origins, process, and impact of law and lawmaking in the public arena. Students will study the fundamental concepts of the judicial system and law in its various forms, the role of the courts in public life, and key statutes and court decisions that form the foundation of American jurisprudence in the public sector.

V 241 Management Foundations and Approaches (3 cr.) (Fall, Spring) Students examine core functions of management in the public and private sectors. The course has five parts—what management entails, approaches to the study of management, contextual factors, major issues, and management functions. The course concludes with a capstone experience.

V 261 Computers in Public Affairs (3 cr.) (Fall, Spring) Students examine the core concepts driving information technology today and how these concepts relate to public affairs and management. The course covers how computers and networks function, why computers have become so pervasive, and how information technology is used in the business and public sectors. This practical, hands-on course focuses on Microsoft Word, Access, PowerPoint, and Excel.

Religious Studies (REL)

R 102 Religion and Popular Culture (3 cr.) (Spring) (A&H) Lofton

R 152 Religions of the West (3 cr.) (Fall, Spring) (A&H) Magid This course will survey and analyze the impact Genesis 22 (the binding of Isaac) has had on the Jewish, Christian, and Muslim traditions. We will read texts and secondary literature from the three traditions chronologically. We will use Genesis 22 as an occasion to talk about Jewish, Christian, and Muslim methods of exegesis, as well as more general issues and methods in comparative religion. The hope is that this course will serve to widen students’ understanding of their own religious traditions in light of and in spite of another tradition that shares its scripture. Moreover, it will enable students to become more intimately familiar with another tradition’s use of the Bible as the foundation for its religious identity.

R 153 Religions of the East (3 cr.) (Fall, Spring) (A&H) This course is an introduction to the major religious traditions of South and East Asia; Hinduism, Buddhism, Confucianism, Daoism, and Shinto. Religion in South and East Asia has influenced the intellectual climate of these regions as extensively as it has in the West. The understandings of self, society, and cosmos that religious traditions transmit affect many aspects of culture, including art, literature, economics, and politics. Despite sturdy claims of continuity, however, these understandings vary considerably, depending on place and time.

We will examine some of the outstanding texts, concepts, places, events, practices, and people involved in each of these traditions. There are no prerequisites for taking this course.

R 160 Religion and American Culture (3 cr.) (Fall) (A&H) Brown How does religion influence American culture, and how does American culture shape religion? This course explores the complex relationships among religious beliefs, values, and practices and American cultural formation. We will focus on specific intersections between religion and culture such as church and state, social reform, and popular culture. Assignments and classroom activities will draw upon a wide variety of cultural artifacts, including fiction, poetry, autobiography, art, music, television, film, ethnography, and food. Religious traditions considered include Protestantism, Catholicism, Islam, and Judaism. There are no prerequisites to enrollment. The course will develop skills in critical thinking, written and oral communication, and analysis of primary and secondary documents. Evaluation will be based on participation in sectional discussions, two short papers, and midterm and final examinations.

R 170 Religion, Ethics, and Public Life (3 cr.) (Fall) (A&H) Siders This is an introductory course in religion and ethics focusing on social responsibility and moral reasoning. We begin by examining basic methods and tools in ethics, after which we will examine six topics: abortion, war and peace, death and dying in medicine, economic justice, discrimination, and environmental ethics. The chief goal of the course is to explore the complexity of these topics and to understand how religious thought, belief, and practice inform moral discussion in American public life today. Along the way, we will ask whether individuals or groups have a responsibility to protect the interests of vulnerable, or “at-risk,” populations: fetuses, political communities under attack, women in the economic and cultural marketplace, sick and dying patients, the poor, racial minorities, and nonhuman lives. These groups, and the issues that surround their needs, stand at the center of debates in public culture today. With each topic we will examine different arguments and points of view. We will close the semester by studying some religious themes that inform most of the readings, focusing on creation and covenant. Sources draw from Judaism, Christianity, and contemporary social thought.

R 204 Introduction to Religions in Africa (3 cr.) (Fall) (A&H) Schulz The class introduces students to the diversity of religious thought and practice in Africa. Readings cover the belief systems, symbols, rituals, and myths of traditional religions of Africa and how they have changed through their response to colonial rule. The course also examines the integration of Islam and Christianity into African societies.

R 220 Introduction to the New Testament (3 cr.) (Spring) (A&H)

R 245 Introduction to Judaism (3 cr.) (Spring) (A&H) Magid
R 271 American Religion and Politics (3 cr.) (Spring) (A&H) Johnson

Reserve Officers Training Corps (ROTC)

AEROSPACE STUDIES (AERO)—AIR FORCE

All courses are taught by Air Force officers. To earn a minor in aerospace studies, students must complete 13 semester hours of AFROTC courses with a minimum of 6 upper-division hours in 300- or 400-level courses. Scholarship opportunities are available. For more information contact the department at 1-800-IUB-ROTC or (812) 855-4191.

A 101 Introduction to the Air Force Today (2 cr.) (Fall) This course serves as a familiarization tool for students with little or no knowledge about the U.S. Air Force. Course covers key topics related to the Air Force and Department of Defense. It focuses on the organizational structure and missions of Air Force organizations, officership, and professionalism and includes an introduction to communications skills. Simultaneous enrollment in A 201 is allowed. No military obligation is incurred. Tuition free.

A 201 Evolution of USAF Air and Space Power I (2 cr.) (Fall) This course covers the history of air power from the first balloons and dirigibles through World War II. Simultaneous enrollment in A 101 is allowed. No military obligation is incurred. Tuition free.

A 202 Evolution of USAF Air and Space Power II (2 cr.) (Spring) Continuation of topics taught in A 201.

MILITARY SCIENCE (MIL)—ARMY

The Army Reserve Officer Training Corps (ROTC) is a program of leadership and military skills training. It prepares students to be leaders and to serve as officers in the active Army, Army Reserve, or Army National Guard upon graduation. Indiana University Army ROTC enhances any IU major by instilling the confidence, self-discipline, and leadership skills critical to a lifetime of success. The 100- and 200-level courses are open to any student and do not entail any commitment to military service. For more information about this world-class leadership development program, call (812) 855-7682 or visit our Web site at www.indiana.edu/~rotc.

G 101 Leadership and Personal Development (2 cr.) (Fall) This course examines the unique duties and responsibilities of Army officers. Topics include the organization and role of the Army, basic communication skills, fitness training, an analysis of Army values and ethical behavior, and a discussion of leadership principles and techniques.

G 201 Innovative Tactical Leadership (2 cr.) (Fall) This course develops self-confidence and individual leadership. Students will learn problem-solving and critical-thinking skills. In addition, they will be given opportunities to apply communication, feedback, and conflict resolution techniques. Tuition free.

G 202 Leadership and Ethics (2 cr.) (Spring) Continuation of topics taught in G 201.

Romanian (SLAV)

See “Foreign Languages.”

Russian (SLAV)

See also “Foreign Languages.”

Sanskrit (INST)

See “Foreign Languages.”

Second Language Studies (SLST)

T 101 English Language Improvement (0–12 cr.) (Fall, Spring) (Eight weeks) A series of courses in academic literacy and oral proficiency development for international undergraduate students. For students already admitted to IUB who need additional English language proficiency for academic success. These courses may be taken concurrently with other courses, and these credit hours count toward full-time student status. But credit hours from T 101 classes do not count toward the total number of credit hours required for a degree. These courses are not for native English speakers.

Serbian (SLAV)

See “Foreign Languages.”

Social Work (SWK)

S 100 Topics in Social Work: Understanding Diversity in a Pluralistic Society (3 cr.) (Fall, Spring) This course covers theories and models that enhance understanding of our diverse society. Content includes differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relationship to the majority group. These groups include, but are not limited to, people of color; women; and gay, lesbian, and bisexual persons. In addition, the course analyzes the
and the nature of professional function and ideological perspectives of the profession characteristics, function, and requirements sociology or psychology course.

S 100 Introduction to Sociology (3 cr.) (Fall, Spring, Summer) (S&H) This course has two purposes. First, it will introduce students to the central concepts, methods, and theoretical orientations of sociology. Specific topics covered include the sources and consequences of class, racial, and gender inequality; the origins of popular beliefs and values; life in utopian communities; problems of family life; and the future of U.S. society. Although the focus of the course is on U.S. society, materials on other societies will be introduced to show which societal attributes are unique to the United States and which are common to all societies. Second, the course will seek to develop in students a critical attitude toward societal institutions—one that does not simply take things as they exist for granted, but instead asks why institutions exist and in whose interest they are maintained.

S 101 Social Problems and Policies (3 cr.) (Fall, Spring, Summer) (S&H) Cornell Topic: Envisioning the City. Houses, roads, school buildings, street trees, shopping malls, interstate highways, hedges: all of these elements make up what scholars of urban planning, architecture, landscape architecture, and the environment call “built environment.” You will learn how to identify the various components of the built environment, how to analyze them, and how to use the knowledge you gain through this analysis to design landscapes that respond to specific social problems. Because this is a studio-style course, you will spend your time visiting sites in Bloomington, drawing maps and graphs of those sites, analyzing yours and others’ work, and presenting your work in class. Two of the three portfolio projects involve designing new environments for those sites that respond to specific social problems.

In addition, we will discuss contemporary issues of immigration, assimilation, education, community, and identity among Asian Americans.

S 101 Social Problems and Policies (3 cr.) (Fall, Spring) (S&H) Pescosolido Topic: Medicine in America: Physicians, Patients, and Their Problems. The United States has the costliest health care system in the world, yet it is criticized for its failure to cure society’s ills such as cancer, heart disease, and AIDS. When people do get sick, many do not have the financial means to pay for needed services, or they may receive inferior care because of their inability to pay for more effective but costly treatment. All of these issues deal with health and medical care that all of us experience in one form or another.

This course explores basic questions about a wide range of topics dealing with the providers of care, the recipients of care, and the larger context of health, illness, and disease. What is health? What is illness? Who is most likely to get ill? How are race, ethnicity, and social class related to the experience of illness? How do people seek care, and what factors lead some to see a doctor soon after experiencing symptoms while others wait until they must seek emergency services? What are “alternative” medical systems, and who uses such treatments as acupuncture, chiropractic, and homeopathy? How do physicians decide who will live and who will die?

S 101 Social Problems and Policies (3 cr.) (Fall, Spring) (S&H) Vonderhaar Topic: Media and Society. The link between media and society is nowhere more evident than on the pages of a newspaper. In fact, the parts of a paper—the layout—actually reflect the key components of the social structure. Major sections are fully devoted to certain social institutions: politics, the economy, the justice system, the family, religion, education, and, of course, sports.

Studying the relationship between the media and society is challenging and extends far beyond the scope of this course. While we will not limit our imaginations in an examination of media and society, we will divide our attention into three main areas. First, we will consider ideas about how the media influences society. Second, we will examine specific relationships between the media and three institutions: politics, the law, and business (advertising). Finally, we will look at the relationship between the media and popular culture (television, movies, and music).

S 110 Charts, Graphs, and Tables (3 cr.) (Fall, Spring) (N&M) Social scientists attempt to better understand the social world. Almost always, numbers are used to illustrate and convey relationships interesting to researchers. These numbers must be presented in an accessible and interpretable fashion. Charts, graphs, and tables are effective ways to present empirical results. At each stage in the research process, errors can be made, accidentally or purposefully, that ultimately may lead to inappropriate and/or misleading results and conclusions. This course will prepare you to be a knowledgeable and critical consumer of research findings. Perhaps more important, you will also become a good producer of scientific knowledge.

This is not a math course. Rather, it is a class that focuses on quantitative reasoning. Throughout the semester we will focus less on the mathematics behind producing numbers and more on the underlying logic of the mathematical procedures. Accordingly, you will learn some elementary statistical techniques, how and when to use them, and various techniques available for presenting your results. Finally, you will apply what you have learned and be able to make correct conclusions about aspects of our social world.

S 210 The Economy, Organizations, and Work (3 cr.) (Fall, Spring) (S&H) Explores the transformation of capitalism and industrialized societies; the evolution of organizations such as corporations, government agencies, educational systems, and others; and the changing world of work.

S 215 Social Change (3 cr.) (Fall) (S&H) Brooks

S 217 Social Inequality (3 cr.) (Fall, Spring) (S&H) Why are income, wealth, and status distributed unequally? Is social inequality good for society? Explores the economic basis of social class, education and culture, social mobility, and social inequality in comparative and historical perspective.

S 230 Society and the Individual (3 cr.) (Fall, Spring, Summer) (S&H) This course examines the influence of society on the individual’s thoughts, feelings, and behaviors. Specifically, we will examine social influences on a person’s attitudes toward self (identity and self-concept) and toward others (stereotypes, prejudices) and the ways in which those attitudes can be changed. We will examine how society structures the values, health, and satisfaction of its members. We will study the social origins of emotions such as love and anger and patterns of interpersonal attraction. We will examine aspects of small groups that promote conflict or cooperation and the ways in which group members jockey for status and power. Students will obtain a basic foundation in social psychological theory and findings that can be applied to their own lives as well as to further study of topics such as deviance, socialization, interpersonal relationships, and community.

South Slavic (SLAV)
See “Croatian” and “Serbian” in “Foreign Languages.”

Spanish (HISP)
See “Foreign Languages.”
Speech and Hearing Sciences (SPHS)

See “Foreign Languages” for American Sign Language courses.

S 110 Survey of Communication Disorders (3 cr.) (Fall, Spring) (S&H) This course is designed as an introduction to normal and disordered communication and the professions of speech-language pathology and audiology. In addition to a general overview of these professions, topics include normal communication development and adult functions; cultural differences; and a variety of speech, language, and hearing disorders with an emphasis on the anatomical, physiological, behavioral, and social aspects of those disorders. General approaches to rehabilitation are also discussed. Developed with both majors and nonmajors in mind, S 110 provides a brief survey of the many aspects of communication disorders encountered by speech-language pathologists, audiologists, and other professionals.

S 111 Introduction to Phonetics for Speech and Hearing Sciences (3 cr.) (Fall, Spring) (N&M) Scientific study of speech production based on the International Phonetic Alphabet. Weekly exercises in transcription of the sounds. Skill development is cumulative during the semester and culminates in the transcription of longer units of speech, as well as the identification of errors typically heard in the speech of children and adults with articulation disorders.

Statistics (STAT)

S 100 Statistical Literacy (3 cr.) (Fall, Spring) (N&M) Tran P: MATH M014 or equivalent. How to be an informed consumer of statistical analysis. Experiments and observational studies, summarizing and displaying data, relationships between variables, quantifying uncertainty, drawing statistical inferences. S 100 cannot be taken for credit if credit has already been received for any statistics course (in any department) numbered 300 or higher.

S 300 Introduction to Applied Statistical Methods (4 cr) (Fall, Spring) (N&M) Marks P: MATH M014 or equivalent. Introduction to methods for analyzing quantitative data. Graphical and numerical descriptions of data, probability models of data, inferences about populations from random samples. Regression and analysis of variance. Lecture and laboratory. Credit given for only one of the following: S 300, CJUS-K 300, ECON-E 370 or S 370, LAMP-L 316, MATH-K 300 or K 310, PSY-K 300 or K 310, SOC-S 371, SPEA-K 300.

S 320 Introduction to Statistics (3 cr.) (Spring) (N&M) Troset P: MATH-M 212, M 301, or M 303. Credit given for only one of S 320 or MATH-M 365.

Student Academic Center (EDUC)

Students who want to strengthen their reading, study, and critical-thinking skills to meet the demands of college-level academic work should consider enrolling for credit in one of the following courses offered by the Student Academic Center. (Please note—Students may take only one course offered by the Student Academic Center during a semester, with the following exception: Students who enroll in EDUC-X 156 College and Lifelong Learning for 1 credit may take one additional 1 or 2 credit course such as X 101 or X 150.) Visit the center on the Web: www.indiana.edu/~sac

X 101 Learning Strategies for History (2 cr.) (Fall, Spring) (Grade: A–F) P: Must also co-enroll in a course offered by the history department. Designed to help students improve reading efficiency; analyze their own thinking and learning; learn, adapt, and apply reading and writing strategies when reading texts; work collaboratively with other students; become more active learners; and gain a better understanding of the discipline of history.

X 101 Learning Strategies for Mathematics (2 cr.) (Fall, Spring) (Grade: A–F) P: Must be currently enrolled in any section of MATH-M 118. This course is designed to help students become active, independent problem solvers who understand the mathematical concepts in contrast to a passive approach that relies on memorization, learning step-by-step procedures, and outside authority. Course activities will guide students to focus more on the processes being used rather than focusing entirely on finding the “right” answer to the problem. This course is appropriate for all students; however, particularly good candidates include students who have not taken a mathematics course in several years or who have apprehension about learning math.

X 150 Managing Resources for Learning (2 cr.) (Fall, Spring) (Eight weeks) (Grade: A–F) Open to freshmen and sophomores only. Students in X 150 participate in individually tailored programs for academic and personal development, choosing among a wide range of areas, including time management, goal setting, stress management, book and lecture note-taking, exam preparation and test taking, and comprehension. Activities include research, reflection, and sharing of a self-designed program of study about learning and learning resources. Good candidates for this course are those students who desire to enhance their learning strategies and skills, those who anticipate having more problems managing time, or using study or class time effectively, and/or those who may feel overwhelmed by the responsibility of meeting the academic demands of college.

X 152 Right Start Seminar (2 cr) (Fall) (15 weeks) (Grade: A–F) Open to freshmen only. This course is designed to help freshmen learn more about college culture, campus resources, and the kinds of study skills needed at the college level. Students will explore the campus and its many academic and cultural resources in small groups led by both graduate and undergraduate instructors. Each seminar is designed to build a sense of community and collegiality as students learn important study strategies that are vital for success in college.

X 156 College and Life-Long Learning (1 cr.) (Fall, Spring) (15 weeks) (Grade: S/F) This course is for students of all levels of ability who want help with reducing stress experienced at college by integrating learning skills with stress management. This learning experience requires 1) attendance at weekly one-hour Tuesday or Wednesday evening Student Academic Center workshop series; and 2) meeting for one hour weekly with an honor undergraduate peer mentor who attends all workshops. The goal of such meetings will be to help students process the information and knowledge gained from the workshop activities and to incorporate it into their own lives and learning styles as they handle the academic demands of their other courses. Not only will students learn more about themselves as learners and about how to handle academic stressors, they will also be encouraged to change unproductive behaviors.

Swahili (LING)

See “Foreign Languages.”

Telecommunications (TEL)

T 101 Media Life (3 cr.) (Fall, Spring) (S&H) Media are everywhere and have many and various effects. This course examines the role media play in our lives—at work; at school; at home; among family members, friends, and lovers. It provides students with a broad understanding of the impact of communication technologies and analyzes pressing issues in media and society today, such as privacy, globalization, and convergence. It also encourages original thinking about the media and prepares students to become effective communicators. Recommended to be completed before T 205, T 206, or T 207.

T 160 Videogames: History and Social Impact (3 cr.) (Fall) This course explores the origins of video games and their growing influence on daily life. Students can expect to learn how games affect individual thinking, learning, and socializing and how they affect society as a whole.

T 191 Race, Ethnicity, and Media (3 cr.) (Fall) (S&H) This course examines how the social construction of race affects media content, audiences, and employment/access. In examining these issues, the course will consider efforts to overcome media racism in the United States.

T 192 Women and the Media (3 cr.) (Spring) (S&H) T 205 Introduction to Media and Society (3 cr.) (Fall, Spring) (S&H) This course is about the
Impact of the electronic media on individuals, groups, and societies. It also deals with how and why people use the electronic media. T 205 uses principles derived from psychology and sociology as it examines the various uses and effects of electronic media. The course also considers what can or should be done about the effects of these media. T 205 is required for telecommunications majors but is also open to minors and nonmajors.

T 206 Introduction to Design and Production (3 cr.) (Fall, Spring) (A&H) As engineers design a computer or architects plan a building, a media production team plans an album, movie, television show, or software program. In this course students learn how the planning and production processes work, how these media products are actually put together, and what qualities make them artistically and financially successful. Required for majors but also open to minors and nonmajors. A high-demand class. Those with design and production interests should take it as soon as possible.

T 207 Introduction to Telecommunications Industry and Management (3 cr.) (Fall, Spring) (S&H) This course provides an overview of various electronic media operations in the United States. It covers radio, television, cable television, satellite services, telephone systems, the Internet, and other developing systems. Students prepare case studies that instruct them on the economics, technology, and operations of these exciting and evolving media. Required for majors but also open to minors and nonmajors.

Theatre and Drama (THTR)

T 100 Introduction to Theatre (3 cr.) (Fall, Spring) (A&H) Exploration of theatre as collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers, and critics.

T 101 Script Analysis for the Theatre (3 cr.) (Fall, Spring) Close analysis and study of both traditional and nontraditional play texts in terms of structure, genre, style, character, themes, language, dramatic action, and dramatic event. Plays are examined from the point of view of the actor, director, designer, producer, critic, scholar, and audience. Required of all theatre majors; should be taken in the freshman year.

T 120 Acting I: Fundamentals of Acting (3 cr.) (Fall, Spring) (A&H) Introduction to theories and methodology through sensory awareness, physical and vocal exercises, improvisation, and scene study. Credit given for only one of T 120 or T 121.

T 125 Introduction to Theatrical Production (3 cr.) (Fall, Spring) Introduction to the methods, practices, and materials used in theatrical design and production. Focuses on stagecraft and theatrical design with introductions to lighting and costuming and an emphasis on scenic design.

Tibetan (CEUS)

See “Foreign Languages” and “Central Eurasian Studies.”

Topics Courses

See pp. 6–10.

Ukrainian (SLAV)

See “Foreign Languages.”

Uyghur (CEUS)

See “Foreign Languages.”

Uzbek (CEUS)

See “Foreign Languages.”

West European Studies (WEUR)

See “Foreign Languages” for Modern Greek course descriptions.

W 301 Modern European Politics and Society (3 cr.) (Fall, Spring) (S&H) The politics, economics, and social structures of Western European countries. Examination of selected domestic and international issues, including the welfare state, the European community, and West-East European relations. Meets with POLS-Y 335.

W 304 Model European Union (1 cr.) (Spring) (S&H)

Yiddish (GER)

See “Foreign Languages.”

Zulu (LING)

See “Foreign Languages.”
Course Titles by Category

Listed below are the titles of fall semester courses grouped into categories.

The first three categories used (Arts and Humanities, Social and Historical, and Natural and Mathematics Sciences) are assigned by the College of Arts and Sciences. Please note again that other IUB schools may count courses for general education in different ways.

The fourth category used is Additional Courses. These courses fulfill key degree requirements for certain majors or they may count as elective credit toward your degree.

Arts and Humanities (A&H)

AAAD-A 141 Introduction to Writing and the Study of Black Literature I p. 1
AAAD-A 150 Survey of the Culture of Black Americans p. 1
AAAD-A 199 Special Topics in Arts and Humanities for African American and African Diaspora Studies p. 1
AAAD-A 249 Afro-American Autobiography p. 1
AAAD-A 295 Survey of Hip-Hop p. 1
AAAD-A 299 Special Topics in Arts and Humanities for African American and African Diaspora Studies p. 1
AMST-A 100 What is America? p. 1
AMST-A 200 Comparative American Identities p. 1, 2
AMST-A 201 U.S. Movements and Institutions p. 2
AMST-A 202 U.S. Arts and Media p. 2
CLAS-C 101 Ancient Greek Culture p. 5
CLAS-C 102 Roman Culture p. 5
CLAS-C 205 Classical Mythology p. 5
CLAS-C 206 Classical Art and Archaeology p. 5
CLLC-L 210 Nexus: Intersections in Biology and Art p. 10
CLLC-L 210 Puzzles: Play and Paradox p. 10
CLLC-S 103 Music: Mirror of the Moment p. 11
CMCL-C 190 Introduction to Media p. 11
CMCL-C 205 Introduction to Communication and Culture p. 11
CMCL-C 222 Democratic Deliberation p. 11
CMCL-C 228 Argumentation and Public Advocacy p. 12
CMLT-C 145 Major Characters in Literature p. 12
CMLT-C 147 Images of the Self—East and West p. 12
CMLT-C 151 Introduction to Popular Culture p. 12
CMLT-C 155 Culture and the Modern Experience: An Interdisciplinary and International Approach p. 12
CMLT-C 205 Comparative Literary Analysis p. 12
CMLT-C 216 Science Fiction, Fantasy, and the Western Tradition p. 12
CMLT-C 252 Literary and Television Genres p. 12
CMLT-C 255 Modern Literature and Other Arts: An Introduction p. 12
CMLT-C 261 Introduction to African Literature p. 12
COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences p. 5
COLL-E 103 The Bible and Its Interpreters p. 6
COLL-E 103 Chivalry: Medieval Visions of Good and Evil p. 6
COLL-E 103 Cloak and Dagger p. 6
COLL-E 103 The Examined Self p. 6
COLL-E 103 The Great Wall of China p. 7
COLL-E 103 King Arthur of Britain – The Once and Future Hero p. 7
COLL-E 103 Language and Thought p. 7
COLL-E 103 Power, Politics, and Piety: The Struggle for the Holy Land in Israel/Palestine p. 7
COLL-E 103 Quantum Mysteries for Everyone p. 7
COLL-E 103 A Question of Love p. 7
COLL-E 103 Sacred Places p. 7
COLL-E 103 The Semiotics of Advertising p. 7
COLL-E 103 What is Poetry? p. 8
COLL-E 103 Who Wrote the Bible? p. 8
COLL-E 103 Leadership: Body, Mind, and Spirit p. 9
COLL-S 103 Opera and German Culture (Honors only) p. 9
COLL-S 103 Russian Short Fiction (Honors only) p. 9
COLL-S 103 The Vampire in European and American Culture (Honors only) p. 9
EALC-E 100 East Asia: An Introduction p. 13
EALC-E 201 Issues in East Asian Literature p. 13
EALC-E 233 Survey of Korean Civilization p. 13
ENG-L 141 Introduction to Writing and the Study of Literature p. 15
ENG-L 202 Literary Interpretation p. 16
ENG-L 203 Introduction to Drama p. 16
ENG-L 204 Introduction to Fiction p. 16
ENG-L 205 Introduction to Poetry p. 16
ENG-L 220 Introduction to Shakespeare p. 16
FINA-A 160 Introduction to East Asian Art p. 16
FINA-A 206 Classical Art and Archaeology p. 16
FINA-A 280 The Art of Comics p. 16
FINA-F 100 Fundamental Studio—Drawing p. 16
FINA-F 101 Fundamental Studio—3D p. 16
FINA-F 102 Fundamental Studio—2D p. 16
FINA-H 100 Art Appreciation p. 16
FINA-N 110 Introduction to Studio Art for Nonmajors p. 16
FOLK-F 101 Introduction to Folklore p. 17
FOLK-F 111 World Music and Culture p. 17
FOLK-F 131 Introduction to Folklore in the United States p. 17
FOLK-F 205 Folklore in Video and Film p. 17
FOLK-F 295 Survey of Hip Hop p. 17
FRIT-F 300 Reading and Expression in French p. 23
FRIT-F 306 Roman et poésie p. 23
FRIT-S 300 Reading and Expression in French (Honors) p. 23
GER-E 352 Topics in Yiddish Culture p. 24
GER-G 305 Introduction to German Literature: Types p. 24
GLLC-G210 Manifestos: Persuading Unbelievers and Inciting Revolutions p. 25
GLLC-S103 The Vampire in European and American Culture p. 25
GNDR-G 101 Gender, Culture, and Society p. 23
GNDR-G 225 Gender, Sexuality, and Popular Culture p. 23
HON-H 203 The Bible and the Body in Religious Reform (Honors only) p. 9
HON-H 203 Contemporary Latin American Literature in Translation (Honors only) p. 9
### Course Titles

- **HON-H 203** Mozart and His Era (Honors only) p. 9
- **HON-H 203** Medicine, Magic, and Mortality (Honors only) p. 9
- **HON-H 211** Ideas and Experience I (Honors only) p. 33
- **HPSC-X 100** Human Perspectives on Science p. 32
- **INTL-I 201** Culture and the Arts: International Perspective p. 33
- **MUS-Z 101** Music for the Listener p. 38
- **MUS-Z 104** Introduction to Music Theory p. 38
- **MUS-Z 120** Music in Multimedia p. 39
- **MUS-Z 171** Opera Theatre I p. 39
- **MUS-Z 201** History of Rock ‘n Roll Music I p. 39
- **MUS-Z 211** Music Theory II p. 39
- **MUS-Z 301** Rock Music in the 70s and 80s p. 39
- **MUS-Z 390** Jazz for Listeners p. 39
- **MUS-Z 395** Contemporary Jazz and Soul Music p. 39
- **NELC-N 205** Topics in Middle Eastern Literature p. 40
- **PHIL-P 100** Introduction to Philosophy p. 40
- **PHIL-P 105** Thinking and Reasoning p. 41
- **PHIL-P 135** Introduction to Existentialism p. 41
- **PHIL-P 140** Introduction to Ethics p. 41
- **PHIL-P 150** Elementary Logic p. 41
- **PHIL-P 201** Ancient Greek Philosophy p. 41
- **PHIL-P 211** Early Modern Philosophy p. 41
- **POL-S-Y 105** Introduction to Political Theory p. 42
- **REL-R 152** Religions of the West p. 43
- **REL-R 153** Religions of the East p. 43
- **REL-R 160** Religion and American Culture p. 43
- **REL-R 170** Religion, Ethics, and Public Life p. 43
- **REL-R 204** Introduction to Religions of Africa p. 43
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- **SLAV-C 363** History of Czech Literature and Culture p. 14
- **SLAV-P 364** Survey of Polish Literature and Culture p. 42
- **SLAV-R 223** Introduction to Russian Culture p. 44
- **SLAV-R 263** Russian Literature: Pushkin to Dostoevsky p. 44
- **TEL-T 206** Introduction to Design and Production p. 47
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- **THTR-T 120** Acting I: Fundamentals of Acting p. 47
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### Social and Historical (S&H)

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- **AAAD-A 264** History of Sport and the African American Experience p. 1
- **AFRL-1 232** Contemporary Africa p. 1
- **ANTH-A 105** Human Origins and Prehistory p. 2
- **ANTH-E 105** Culture and Society p. 2
- **ANTH-E 200** Social and Cultural Anthropology p. 2
- **ANTH-P 200** Introduction to Archaeology p. 2
- **ANTH-P 240** Archaeology and the Movies p. 2
- **CEUS-U 284** The Civilization of Tibet p. 4
- **CJUS-P 100** Introduction to Criminal Justice p. 13
- **CJUS-P 200** Theories of Crime and Deviance p. 13
- **CJUS-P 202** Alternative Social Control Systems p. 13
- **CLLC-L 220** On Uncle Sam’s Secret Service p. 10
- **CLLC-L 320** The Ecology of Eating p. 11
- **CMCL-C 122** Interpersonal Communication p. 11
- **CMCL-C 201** Race and the Media p. 11
- **CMCL-C 202** Media in the Global Context p. 11
- **CMCL-C 203** Gender, Sexuality, and the Media p. 11
- **CMCL-C 223** Business and Professional Communication p. 11
- **CMCL-C 290** Hollywood I p. 12
- **COLL-E 104** Brains and Minds, Robots and Computers p. 8
- **COLL-E 104** Global Consumer Culture p. 8
- **COLL-E 104** Indiana Dialects p. 8
- **COLL-E 104** Language and Gender p. 8
- **COLL-E 104** Lost Tribes and Sunken Continents p. 8
- **COLL-E 104** The Mad and the Bad p. 8
- **COLL-S 104** Ataturk: Turkey’s Secular Revolution (Honors only) p. 9
- **COLL-S 104** Lost in Translation (Honors only) p. 9
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- **FINA-A 101** Ancient and Medieval Art p. 16
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- **GEOG-G 110** Introduction to Human Geography p. 23
- **GEOG-G 120** World Regional Geography p. 23
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- **GER-G 362** Introduction to Contemporary Germany p. 24
- **GLLC-G 220** Human Rights, Truth, and Justice p. 25
- **GNDR-G 105** Sex, Gender, and the Body p. 23
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- **HIST-A 222** Law in America p. 30
- **HIST-B 204** Medieval Heroes p. 31
- **HIST-B 226** The Mafia and Other Italian Mysteries p. 31
- **HIST-D 100** Issues in Russian and East European History: The Fall of Communism p. 31
- **HIST-D 101** Icon and Axe: Russia through the Ages p. 31
- **HIST-D 200** Issues in Russian/East European History: Russian History through Films p. 31
- **HIST-H 101** The World in the Twentieth Century I p. 31
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- **HIST-H 251** Jewish History: Bible to Spanish Expulsion p. 32
- **HON-H 204** Media, Politics, and Elections p. 9
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WEB SITES OF INTEREST TO IUB STUDENTS

STUDENT SUPPORT

Academic Advising—University Division
www.iub.edu/~udiv

Academic Support Center
www.indiana.edu/~acadsupp/ASChome.shtml

Admissions
www.admit.indiana.edu

Bureau of Evaluation Studies and Testing
www.indiana.edu/~best

Bursar
www.indiana.edu/~blbursar

Career Development Center (CDC)
www.indiana.edu/~career

Center for English Language Training
iep.indiana.edu

Counseling and Psychological Services (CAPS)
healthcenter.indiana.edu/caps

Dean of Students
www.dsa.indiana.edu/dos.html

Disability Services for Students
www.dsa.indiana.edu/dss.html

Exploratory Student Resources—University Division
www.iub.edu/~udiv/html/explore.html

Health Professions and Prelaw Center
www.indiana.edu/~udivhpp

Hoosier Help Online (H2O)
www.h2o.iub.edu

Indiana University Bloomington campus
www.iub.edu

International Admissions
www.admit.indiana.edu/international/welcome

International Services
www.indiana.edu/~intiserv

Orientation Programs
www.indiana.edu/~orient

Overseas Study
www.indiana.edu/~overseas

Registrar
www.indiana.edu/~registra

Student Financial Assistance
www.iub.edu/~sfa

Student Academic Center
www.indiana.edu/~sac

Student Advocates
www.dsa.indiana.edu/adv.html

ACADEMIC UNITS

College of Arts and Sciences
www.indiana.edu/~college

Kelley School of Business
www.bus.indiana.edu

Continuing Studies
www.indiana.edu/~scs

Education
www.education.indiana.edu

Health, Physical Education, and Recreation
www.hper.indiana.edu

Informatics
www.informatics.indiana.edu/academics

Journalism
www.journalism.indiana.edu

Labor Studies
www.labor.iu.edu

Medicine Health Professions Programs
msa.iusm.iu.edu/hpp

Jacobs School of Music
www.music.indiana.edu

Nursing
www.indiana.edu/~iubnurse

Optometry
www.opt.indiana.edu

Public and Environmental Affairs
www.indiana.edu/~speaweb

Social Work
www.socialwork.iu.edu