

INDIANA UNIVERSITY

2006–2007

UNIVERSITY
DIVISION

Course Descriptions

Bloomington Campus



PLANNING

UNIVERSITY DIVISION PLANNER 2006–2007

COURSE DESCRIPTIONS

INDIANA UNIVERSITY BLOOMINGTON

The course descriptions included in this booklet are those that are most appropriate for a majority of new students. This booklet does not include *all* courses offered at IUB. It is meant to be used as a companion piece with the *University Division Planner* 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. Using a Web browser such as Netscape (from any networked computer) go to this address: www.iub.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. You must know this information for each course you take when you register. 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 2006-2007. 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.

African American and African Diaspora Studies (AAAD)

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

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

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

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 201 Introduction to African American and African Diaspora Studies (3 cr.) (Fall) (S&H) Grim Introduction to African American and African Diaspora studies as a field of study, including epistemological considerations, theories, and methods that have come to form what is called Africana studies.

A 210 Black Women in the Diaspora (3 cr.) (Spring) (S&H) McCluskey

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

A 249 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 265 Sports and the Afro-American Experience (3 cr.) (Fall, Spring) (S&H) Sailes This course explores the historical and contemporary sociocultural experiences of the African American athlete. The course will examine both men and women athletes from a critical perspective. Course format will include lecture, video, guest speakers, panel discussions, and individual and group exercises.

A 278 Contemporary Black Film (3 cr.) (Fall) (A&H) Issues raised by proliferation of films acted in, authored, directed, or produced by African Americans. Exploration of the “black film aesthetic” and its reception by various segments of the black community.

The instructor encourages students to conduct research into experiences and contributions of artists and filmmakers in a medium so long closed to significant participation by African Americans. The general format of the course includes viewing of different film genres: original screenplays, films based on plays, films based on novels, documentaries, and Hollywood and independent films. During some semesters visiting filmmakers will lecture and screen their works. Additional readings of works adapted to film from other genres, e.g., *The Color Purple*.

A 290 Sociocultural Perspective of Afro-American Music (3 cr.) (Fall) (A&H) Survey of cultural, social, and political attitudes that influenced blacks in the development of and participation in blues, jazz, urban black popular music, and “classical” music.

African Studies (AFRI)

L 231 African Civilization (3 cr.) (Fall) (S&H) A historical introduction to Africa.

L 232 Contemporary Africa (3 cr.) (Spring) (S&H) See the Web for description: www.iub.edu/~deanfac/class.html

American Studies (AMST)

A 100 Democracy in the Americas (3 cr.) (Fall) Guterl This is the new “gateway” course into the interdisciplinary American Studies undergraduate curriculum. Using film, art, literature, history, music, food, and culture, students will compare ideas about citizenship, national identity, and the social contract in the broader Americas, focusing on the most basic building blocks of the national identity and the formal terms of membership in civil society. What makes a person a U.S. citizen? A Mexican citizen? A Brazilian citizen? A Canadian citizen? What, moreover, is an American? How broadly can we use this term? And how narrowly? Is there such a thing as a Pan-American identity? What does the United States share with Central and South America? Or with Canada and the Caribbean? Lastly, how can we best answer these questions using high art, popular culture, and other cultural forms?

A 200 Comparative American Identities (3 cr.) (Spring) (A&H) Maxwell *Topic: The North in the American Imagination.*

A 201 U.S. Movements and Institutions (3 cr.) (Fall, Spring) (A&H) McConnell *Topic: From Diaries to Graffiti: Reading and Writing America.* In this course we will study a variety of reading and writing practices, including political pamphlets, spelling bees, graffiti, cookbooks, diaries, romance novels, yearbooks, blogs, chatrooms, and zines. Our aim is to understand the role these practices play in the on-going effort to imagine and sustain American identities. In the name of democracy, the American school system demands that we learn standardized English so we can communicate common interests. Despite continual efforts to realize a unified American identity through teaching standardized English, reading and writing practices more often generate varying and competing literacies. Through a survey of these practices, this course investigates two defining American values, assimilation and diversity, and considers their possible future configurations. Rather than seek a means of eliminating “illiteracy,” the goal of this course is to challenge the persistent belief that there is only one way to be literate and to entertain the possibility of “literacies.”

A 201 U.S. Movements and Institutions (3 cr.) (Fall, Spring) (A&H) Higgins *Topic: Crisis and American Democracy.* What are the relationships between American democracy and crisis? How do disasters (such as terrorist attacks) and emergencies (including natural disasters) threaten democracy and to what extent are responses to crises in America truly democratic? What are the ethical stakes involved in suspending democratic rights in a time of crisis, especially when these rights are suspended in the name of democracy itself? What are the relationships between terror and excitement, and how do they frame our responses to political

decisions and cultural values? This course will consider these questions (and many others) in an attempt to open critical conversations about American democracy and its shape in our contemporary world. Our inquiry will focus on the relationships between political philosophies, current events, and popular media representations. Each week we will examine critical texts (drawn from history, philosophy, political science, psychology, journalism, and anthropology) alongside fictional sources (including books, films, television shows, and graphic novels) to question the interrelations between fictions and contemporary realities. Our major goal will be to question the ways in which democracy both depends on and is threatened by crisis, fear, and emergency. Course requirements will consist of a 3–4 page midterm paper, a 7–8 page final paper, and a short weekly informal response to class discussion.

A 202 U.S. Arts and Media (3 cr.) (Fall, Spring) (A&H) Lindquist *Topic: Home/Made: Crafting Gender and Power in the United States.* The rise in do-it-yourself programs on cable television is only the latest manifestation of Americans' longstanding investment in the homemade. This class investigates housework and handwork in the United States, approaching these topics not only as they relate to economics and aesthetics, but also as they advance a range of social and political goals, from the creation of a distinct national identity to the social roles and status of women. How, for instance, have housework and handicraft been praised or condemned in the United States, when, and by whom? How have domestic or homemade images and processes been used to promote or to critique ideologies of gender, nation, and culture? How can a set of beliefs or assumptions be mobilized for radically different ends? And what can we learn about life in America through primary texts, secondary research, and firsthand observation of things and behaviors? In exploring these questions, we'll consider the status of domestic and handcrafted work in history and today, looking at how attendant ideas and practices may isolate or connect, empower or disempower, on the basis of gender, class, and other factors. Course materials draw upon folktales, comics, written records and literature, foodways, material culture, customary behavior, and students' firsthand experiences. In addition to in-class activities, a midterm exam, and a 7-page research paper, assignments will include interviewing a community worker/artist, analyzing a contemporary or historical periodical, and learning a new craft or skill through extended participant-observation.

A 202 U.S. Arts and Media (3 cr.) (Fall, Spring) (A&H) Aldred *Topic: Bugs Bunny: American Folk Icon.* Few fictional characters are as broadly recognizable as Bugs Bunny. However, there has recently been a movement to examine Bugs as more than simply a neutral childhood amusement, and recognize his position as an American trickster figure. This course proposes to use the tools of folklore to examine the ways in which Bugs Bunny reflects a number of important issues in American Studies including

issues of identity, worldview, and history. This course will include the viewing and analysis of individual cartoons in class as well as independent written analysis by students.

Anthropology (ANTH)

A 105 Human Origins and Prehistory (3 cr.) (Fall, Spring) (S&H) Pickering, Sept 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 a biological and social perspective. We can learn a lot about ourselves by studying the behavior of living primates, like chimpanzees. And we can look at fossils and archaeological sites for the evidence that reveals when and where humans first began to behave like “odd animals”: to walk upright, eat and cook unusual foods, invent tools and art, speak languages, and enjoy social and cultural practices that we consider so “human” today.

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

A 150 Freshman Seminar in Anthropology: African Lives (3 cr.) (Spring) (S&H) Clark See the Web for description: www.iub.edu/~deanfac/class.html

A 200 Topics in Anthropology: Chanting Down Babylon (3 cr.) (Fall) (S&H) Sterling This course explores Afro-Caribbean popular culture as political protest. The forms of protest examined particularly include those directed against colonialism, local political corruption, and economic globalization. Roots reggae, for instance, is considered in part as musical critique of Jamaica's afflicted inner-city life. Cuban Santería is examined as religious, self-affirming identification with the African continent. Locally produced fiction, nonfiction, and film—drawn from all across the islands—will be analyzed throughout the course for their advocacy, in various terms, of a “fully” postcolonial Caribbean society.

A 205 Anthropology Today: Citizenship, Migration, and Globalization (3 cr.) (Fall) Friedman

A 205 Anthropology Today: Sex and Gender: Cross-Cultural Perspective (3 cr.) (Fall) Hintlian An investigation of forms in which gender, gender markings, gender meanings, and gender relations are arranged in different world cultures. Includes an assessment of debates concerning the global salience of feminist claims about women's “oppression,” political

mobilization around gender, body rituals making masculinity and femininity, indigenous women, and resistance to gender formations beyond Euro-American borders.

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

E 105 Culture and Society (3 cr.) (Fall, Spring) (S&H) Moran, Wilk 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) Greene, 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 250 Voices of Women in Ethnographic Study (3 cr.) (Spring) (S&H) Stoeltje

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 archeology is done, and is designed for sophomore-level students with no previous background in the field. It provides a broad background to anthropological archaeology and serves as a prerequisite to more advanced courses in archaeology. Lab sections provide hands-on training with archaeological materials.

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

Apparel Merchandising and Interior Design (AMID)

H 100 Introduction to Apparel and Textiles (3 cr.) (Fall) 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 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.

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 204 Apparel Manufacturing and Quality Analysis (3 cr.) (Fall, Spring) P: H 100, H 203.

H 207 Apparel Structure Principles (3 cr.) (Fall) P: H 100, H 203.

H 209 Apparel Industries (3 cr.) (Spring)

H 271 Interior Design I—Three-Dimensional (3 cr.) (Fall) P: B- in H 168 and consent of instructor.

Arabic (NELC)

See "Foreign Languages."

Astronomy and Astrophysics (AST)

Note: A 100, A 102, A 103, A 105, and A 115 are introductory, nonmajor courses of roughly comparable difficulty. Mathematics at the level of high school algebra is assumed in these courses.

A 100 The Solar System (3 cr.) (Fall, Spring) (N&M) This survey lecture course introduces the objects and phenomena in our solar system and our efforts to understand them. Movements of celestial objects in the sky are described and interpreted. Major planets and their moons are studied using data obtained from both ground-based and space-based telescopes. Minor planets, comets, and meteorites are discussed, and their

relationships to each other and to questions of planetary origin are investigated. The sun is examined both as an astronomical object and as an energy source for the planets. This is a companion course to A 105 Stars and Galaxies, and the two courses often use different parts of the same text. Credit for only one of A 100 or A 110.

A 102 Gravity the Great Attractor (3 cr.) (Spring) (N&M)

A 103 The Search for Habitable Planets (3 cr.) (Spring) (N&M)

A 105 Stars and Galaxies (3 cr.) (Fall, Spring) (N&M) This survey lecture course introduces the objects and phenomena of the universe. The life cycle of stars is discussed, including star formation, main sequence life, supernova explosions, neutron stars, and black holes. The nature of different types of galaxies is described. Current ideas are presented concerning the origin and evolution of the universe as a whole and of its constituent matter and energy, including discussions of the historical development of the modern astronomical worldview and of the physics that underlies it. Credit for only one of A 105 or A 110.

A 221 General Astronomy I (4 cr.) (Fall) (Physical science majors) (N&M) This is a survey course for physical science majors that introduces solar system objects and phenomena: the sun, planets, asteroids, comets, and meteorites. Basic principles of mechanics, gravitation, optics, and radiation are introduced. There is an emphasis on the development of problem-solving techniques. A 221 is a prerequisite for A 222. Students interested in majoring in astronomy and astrophysics should take A 221-A 222 in their freshman or sophomore year. College-level algebra, geometry, and trigonometry are used.

A 222 General Astronomy II (4 cr.) (Spring) (Physical science majors) (N&M) P: A 221. See the Web for description: www.iub.edu/~deanfac/class.html

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 preprofessional programs. Primary emphasis varies with the instructor. Ask your advisor about course topics. Credit given for only one of L 100, L 104, E 112, L 112, Q 201.

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

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

L 113 Biology Laboratory (3 cr.) (Fall, Spring) (N&M) P or C: L 112; R: L 111. Cannot be taken during the first semester of residence without instructor's consent. 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, Summer) The course provides a brief but rigorous introduction to the main areas of accounting from an information systems perspective. Topics covered include information users and systems, financial accounting, management accounting, taxation, and integrative activity. This course provides students with the foundation necessary for upper-level accounting courses.

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

A 201 Introduction to Financial Accounting (3 cr.) (Fall, Spring, Summer) P: A 100. Provides balanced coverage of the mechanics, measurement theory, and economic context of financial accounting. Strikes a balance between a preparer's and a user's orientation, emphasizing that students must understand both how transactions lead to financial statements (preparer's orientation) and how one can infer transactions given a set of financial statements (user's orientation). Relies on current examples taken from the popular business press. First part

of the course introduces students to the financial accounting environment, financial statements, the accounting cycle, and the theoretical framework of accounting measurement. Second part of the course covers the elements of financial statements, emphasizes mechanics, measurement theory, and the economic environment. (Students will not receive credit for both A 200 and A 201.)

A 202 Introduction to Managerial Accounting (3 cr.) (Fall, Spring, Summer) P: A 100. The course covers the concepts associated with accounting and the management of business. Particular emphasis is given to understanding the role of accounting in product costing, costing for quality, cost-justifying investment decisions, and 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 2003), a relational database (Access 2003), and electronic communications software (e-mail and Web browsers) are applied to solve a variety of business problems.

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

L 201 The 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 211 Contemporary Entrepreneurship (3 cr.) (Fall, Spring) Designed to introduce the basic concepts of entrepreneurship and the issues of starting and managing your own business. Open to all Indiana University undergraduates and an ideal elective if you want to be an entrepreneur.

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

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

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

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

X 220 Career Perspectives (2 cr.) (Fall, Spring) 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 hundreds of guests each semester, including alumni, other corporate mentors and speakers, faculty, and senior students.

Career Development (ASCS)

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) (S&H) Sperlberg Also listed as INST-I 212. 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.

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. Credit is given for only one of C 100, C 101, C 105, S 105, C 117, or S 117.

C 101 Elementary Chemistry I (3 cr.) (Fall) (N&M) C: 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 100, C 101, C 105, S 105, C 117, or S 117.

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

C 103 Introduction to Chemical Principles (5 cr.) (Fall, Spring) (N&M) *P: Scores on math and chemistry placement exams or instructor consent. To be taken as a preparatory course for CHEM-C 117. The chemistry placement exam may be taken during orientation or on Thursday, August 24, 2006. 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 027 or lower on Mathematics Skills Assessment Test are advised to take this math course concurrently with C 103.* An integrated lecture-laboratory course. Content will include applications of measurement and chemical formula/equation conversions with algebraic formatting. Development of a modern view of the atom and solution processes that relate to chemical reactions. Emphasis of lectures and discussion sections will be problem-solving strategies.

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 (this exam should be taken during orientation or on Thursday, August 24, 2006) and one of the following three math requirements: 1) 17 or higher on the Mathematics Skills Assessment Test and 580 or higher on 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.*

If no score for chemistry placement exam is available before enrollment during orientation, students may enroll in C 117 if math prerequisite is met. Students who do not meet any or all of the above criteria should take CHEM-C 103. Students who place into MATH-M 027 based on their Mathematics Skills Assessment Test score are advised to take this math course before or concurrently with C 117. Prospective chemistry and biochemistry students should plan to enroll in designated sections of 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 101-C 121, 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 math and chemistry placement exams or instructor consent. The chemistry placement exam should be taken during orientation or on Thursday, August 24, 2006. Students who think they qualify for honors but have not taken the chemistry placement exam before enrollment during orientation should enroll in the 9:05 a.m. lecture of C 117 in anticipation of acceptance into S 117. Enrollment is limited to 48 students.* 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 101-C 121, 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.* An integrated lecture-laboratory course

covering basic principles of chemistry and biochemistry. This course covers more macroscopic topics in chemistry, such as reactivity and interaction of molecules. Topics include solution chemistry, electrochemistry, environmental chemistry, acid-base reactivity, kinetics, and materials such as polymers, nuclear and inorganic chemistry. Credit given for only one of C 102, C 106, S 106, C 118, or S 118.

C 121 Elementary Chemistry Laboratory I (2 cr.) (Fall, Spring, Summer) P or C: C 101. Introduction to the techniques and reasoning of experimental chemistry. Credit is given for only one of C 121, C 125, S 125.

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.iub.edu/~deanfac/class.html

C 240 Preparation for Organic Chemistry (1.5 cr.) (Fall) (Second eight weeks) P: C 117, S 117, C 106, or S 106 or consent of instructor. Designed for students who are concerned about their chemistry background or would like to maximize their preparation for organic chemistry. Students with test credit for C 117 are recommended to take C 240 before taking organic chemistry. If you feel that you have not fully understood the concepts in general chemistry or that you would like a little extra time to learn the basic concepts in organic chemistry, this is a good course to take. The course begins with an overview of concepts from general chemistry, including Lewis structures, molecular structures, polarity, resonance structures, and acid-base chemistry. After an introduction to the organic functional found in organic compounds, these concepts are applied to the understanding of reactivity and mechanisms in organic chemistry.

C 341 Organic Chemistry I Lectures (3 cr.) (Fall, Spring, Summer) (N&M) *P: C 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 or 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 our 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 gain 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, we 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.

Cognitive Science (COGS)

Q 240 Philosophical Foundation of the Cognitive and Information Sciences (4 cr.) (Fall, Spring) (N&M) *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) Eberle *P: Mastery of two years of high school algebra or the equivalent.* This course introduces students to some of the main mathematical and logical tools used in building models in cognitive science. The emphasis will be on the intuitive ideas behind the mathematics, i.e., the main goal is for students to learn the ideas first at an intuitive level and then develop a deeper acquaintance with the ideas. The course will introduce the main concepts and results from first-order logic, machines, set theory, and linear algebra for parallel distributed processing (neural networks). The lab hours will be devoted primarily to the use of computational tools, including Matlab. The material for the course is self-contained and no prerequisites beyond a sound high school mathematics background are needed. Credit will not be given for both COGS Q 250 and INFO I 201.

Q 270 Experiments and Models in Cognition (4 cr.) (Fall) (N&M) Goldstone *College Intensive Writing section. P: Mastery of two years of high school algebra or the equivalent. R: PSY K 300 or equivalent familiarity with statistics.* This course is designed to provide an intensive introduction to laboratory methods in cognitive science. The formal skills emphasized by this course are experimental design, statistical analysis, computational modeling of human behavior, and scientific writing. The content areas covered in the course are perception, pattern recognition, hemispheric specialization, consciousness, concept learning, neural networks, and mathematical psychology. The course is grounded in a “learning by doing philosophy.” There will be few general lectures. The majority of time will be spent discussing research issues as they relate to particular experiments. Students will learn about experimental control, statistical analysis, research writing, and analysis techniques while investigating real issues in cognitive science.

Q 320 Computation in the Cognitive and Information Sciences (4 cr.) (Spring) (N&M)

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) Bednarski and Bee *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/~figs.

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

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

College of Arts and Sciences Topics Courses (COLL)

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

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

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

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

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

E 103 Popular Culture in East Asia (3 cr.) (Fall) (A&H) Robinson This course is a survey of contemporary popular culture in Japan, China, and Korea. It is also about the concept of popular

culture itself. Thus we will have to understand the processes and structures that make popular culture possible in the first place and its relation to the general culture of global capitalism. We will also focus on the issue of globalization and how the transnational flows of commodities and culture affect local societies and individual identities.

East Asian societies are all “late” modernizers, but while they were greatly affected by Western ideas, technologies, and commodities, they retain a unique identity even as they synthesize and reposition Western culture within their own. Through the twentieth century and with increasing intensity toward its end, East Asia has exported its own popular cultural forms to the West. Modern versions of traditional Asian cultural forms (Buddhism, martial arts, book illustration, fashion, tonsure) as well as East Asian adaptations of modern leisure technologies (printing, film, recording, automobile design, animation) have influenced our own material culture in many ways. Our goal is to find out how this phenomenon came to be, and by so doing learn about the structures of late capitalist cultural production and something about East Asian culture as well. Course assignments and grading: You will be evaluated on the basis of your performance on a mid-term examination, two five-page essays, and a final group project. Each group will present their project formally in sections during the last two weeks of the semester.

E 103 Magic, Science, and Art in Africa (3 cr.) (Fall) (A&H) McNaughton Why do so many Americans and Europeans see science as being very different from art while so many Africans find those differences negligible? This class will explore the complex and extremely interesting interconnections among science, magic, and art in Africa and examine how they have become disconnected in the West. Our point of departure is the vast array of African art types that so many books and museums call fetishes and spirit manifestations. Sculptures with nails and knife blades sticking in them may seem like magic to Westerners, but they are something quite like Western science to Africans, and this class will explore why. We will meet a spectacular array of deities and spirits and hopefully gain a richer comprehension of how humans deal effectively with life’s important experiences.

In the process we will expand our sense of art’s roles in the world, see how complex societies plan social and spiritual strategies, make sense of the world, and respond to intellectual and social challenges aesthetically.

E 103 Women’s Bodies, Women’s Selves (3 cr.) (Fall) (A&H) Kousaleos What does it mean to be living inside a female body in contemporary American culture? Are there many cultures within our society and how do these different cultures define the experience differently? Do contemporary cultural scripts for women include this diversity of experience? This course seeks to introduce students to diverse topics affecting gender construction for contemporary American women. The course takes a dual approach,

contrasting ethnographic narratives of women’s experience with media representations of the same key topics in gender and cultural studies. Topics to be covered include sexual violence; fashion and representations of women in popular culture; alternative spirituality; body decoration and alteration; rites of passage such as menarche, marriage, and birth; and sexuality and relationships.

The course teaches students to critically analyze the cultural construction of such concepts as femininity, beauty, and sexuality while at the same time asking them to reflect on and interrogate lived experience and the interaction between personal experience and cultural discourses. The course will train the students to use methods of applied ethnography and will develop skills of critical inquiry in mini fieldwork explorations and journaling throughout the semester. Instruction will include lecture, discussion, small group work, and in class deconstruction of popular media texts such as music video and contemporary film. There will be two essay and short answer exams.

E 103 The Ebonics Controversy (3 cr.) (Fall) (A&H) Davis This course deals with the controversy concerning Ebonics (African American Vernacular English). The controversy has several different aspects and interacts with social, educational, and linguistic issues. The class takes an academic perspective on the topic in which we examine and try to understand the different aspects of the controversy. First, what is Ebonics? Is it a separate language, a dialect, slang, bad grammar, or really not a distinct entity? Second, what are its origins and history? Is it traceable to the language systems of Africa or is it a variant of Southern English? Further, how do people view Ebonics and why might they have those views? Finally, how do we approach the education of African American children whose home speech is Ebonics? Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of mainstream English, or should Ebonics be used as a vehicle for learning mainstream English? This course will deal with these and other issues through readings, films, group discussions, writing assignments, and lectures. The course grade will be based on homework assignments, discussion participation, and three exams.

E 103 The Examined Life (3 cr.) (Fall) (A&H) Senchuk Unreflective hedonism, the single-minded although mindless pursuit of pleasure, sometimes sounds like a not altogether disagreeable way of life, yet great thinkers have often taken strong exception to the very idea of this particular pursuit of happiness. Socrates, one of the greatest, earliest thinkers of the Western philosophical tradition, sought wisdom instead of pleasure, and he insisted that the unexamined life is not worth living. Is it better, as John Stuart Mill once remarked, to be Socrates dissatisfied than to be a fool satisfied? Philosophers are, by definition, lovers of wisdom; but just what is this wisdom that they are so enamored of?

This course introduces students to some notable past philosophers, by way of a thoughtful engagement with their most personal writings—their apologies, meditations, and autobiographies. Approaching philosophy by way of these classic texts will provide endless material for thought. This course will emphasize some themes and topics threading from one text to another. The unifying themes will concern the nature of philosophizing, of philosophical method, and its relation to the possibility of our own moral and cognitive perfectibility. We will explore what some great philosophical thinkers have tried to tell and show us about how good, how knowing—in a word, how wise—we might become. Readings from Plato, Marcus Aurelius, Montaigne, Descartes, Rousseau, and Benjamin Franklin.

E 103 The Bible and Its Interpreters (3 cr.) (Fall) (A&H) Weitzman Despite its age, the Hebrew Bible/Old Testament remains one of the most influential texts in our culture. It is also one of the most controversial. How did the Bible achieve this status? How has it managed to remain meaningful for so long and for so many? Why has the search for the Bible’s meaning generated so much controversy?

This course will examine these questions by exploring how Genesis and Exodus, the first two books of the Bible, have been read by different interpreters over the centuries—ancient readers and modern critical scholars, Jews and Christians, fundamentalists and feminists. We will not only read Genesis and Exodus; we will also look at novels, poems, songs, film; and other ways in which people have interpreted the Bible or tried to relate it to their own lives. Our goal is not only to learn about the Bible and its role in our culture, but also to explore the act of interpretation itself.

There will be several short written assignments tied to course readings or other materials examined in class (art, film). Some of these exercises will be analytical (explicating a biblical episode, contextualizing an act of interpretation); some creative (adopting the persona of a famous interpreter and reading a biblical text from his or her perspective).

E 103 Images of Jesus in Western Culture (3 cr.) (Fall) (A&H) Brakke Who is (or was) Jesus of Nazareth? The mysterious suffering messiah in the Gospel of Mark or the divine messenger of self-awareness in the “heretical” Gospel of Thomas? The manly preacher of capitalist ambition in Bruce Barton’s novel, *The Man Nobody Knows*, or the reluctant and tempted Son of God in the movie, *The Last Temptation of Christ*? This course will not try to answer the question of who Jesus “really” is or was. Instead, we will study how ancient Christians and people in modern America and Europe have produced different images of Jesus that reflect the issues and values of their times. Requirements will include two tests, two papers, and participation in a weekly discussion meeting. Students must also be able to attend evening screenings of six movies during the semester.

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 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?

COLL E-104 SOCIAL AND HISTORICAL STUDIES

E 104 Lost Tribes and Sunken Continents (3 cr.) (Fall) (S&H) (First eight weeks) Pyburn This is a class about the mysteries of the past. Several of the most intriguing ideas and questions about the behavior and experience of ancient humans will be discussed, including the origin of the Moundbuilders, the story of Atlantis, ancient contacts with extraterrestrials, 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: Students will be introduced to the methods of science. Most students have limited or inaccurate ideas about the goals and possibilities of science that impede their ability to evaluate information. Critical skills will be enhanced that will be useful to the student in everyday life. Besides exposure to the scientific approach, students will learn to take an anthropological approach to identifying the cultural values promoted by particular claims about the human past.

Nothing is more inspiring than the real story of human experience in the most distant reaches of time, and nothing is more thrilling than scientific

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

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 on the experience, diagnosis, and treatment of serious illnesses such as schizophrenia and then on 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 firsthand 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.

E 104 Gender and Crime (3 cr.) (Fall) (S&H) Herrera The interplay between gender, crime, and criminal justice received very little attention in the sociological and criminological literatures before the 1980s. Women’s involvement in crime has been historically overlooked in theory, research, and programming. Indeed, one of the key points made by feminist theorists and gender researchers studying crime is that females and gender have been either neglected, or researchers have explained female behavior using traditional theoretical approaches based on male behavior, rather than considering the unique ways that gender may affect crime and criminal justice experiences.

Because much of the information about crime and the criminal justice system is presented in relation to men, a course focused on women fills a tremendous gap in the criminal justice discourse. The goal of this course is to provide a general understanding of what gender is and how it affects 1) victimization, 2) criminal behavior, and 3) treatment by the criminal justice system

E 104 Visions of the Future: A History (3 cr.) (Fall) (S&H) Pace When I was growing up in the 1950s and early 1960s, I was fascinated by two very different visions of the future. On the one hand, I was transfixed by the powerful language and vivid imagery of the Book of Revelation in the Christian Bible. On the other, I was entranced by the promises of a world of flying cars, trips to the moon, and universal prosperity that appeared regularly in the magazine section of the Sunday newspaper. As time passed, new futures appeared in the culture around me—the horror of a future devastated by nuclear war, the hope for a world of racial and cultural tolerance,

to mention but two of them. When years later I encountered the work of historians who sought to trace the development of different visions of the future as a means of determining the ideas and values of past eras, my old fascination with such futures returned, and I eventually decided to use the “history of the future” as an organizing concept around which to build a course.

In this course we will explore such issues as expectations of the end of the world; hopes that science and technology could produce a new and better life for humanity; encounters with other cultures; space

exploration; concerns about economic, racial, and gender equality in the world of the future; fears about the growing destructiveness of warfare; fears of nuclear or environmental disaster; and the conceptualization of the future in terms of the acquisition of consumer goods. Grades be based on weekly web assignments, two 5-page essays, in-class team exercises, You can find more information about this course at <http://www.indiana.edu/~futhist/>

E 104 Evolution, Religion, and Society (3 cr.) (Fall) (S&H) Lloyd This course will focus on tensions and conflict between biblical accounts of origins and those offered by modern science. We will examine the creationist and evolutionist sides of the debate about human origins and the recent revival of intelligent design arguments. We will explore some of the legal and constitutional issues surrounding the teaching of evolution and/or biblical or religious accounts of origins in our public schools and discuss similarities and differences between evolutionary biology and other sciences that are taught in the public schools. We will examine the scientific arguments given both for and against evolution.

Readings for the course will include texts written by evolutionists and by creationists, as well as legal documents from the recent state and federal Supreme Court cases. The class will view a video debate about the topic and will be asked to discuss the scientific merits of the arguments made for each side. The class will also be conducted in discussion sections. The most significant assignment will be the term paper for the course, in which you will be asked to take a particular point of view, examine reasons both for and against it, and write a final evaluation of the state of the debate.

E 104 What is Science? And, Who Cares? (3 cr.) (Fall) (S&H) Cat This course surveys a broad range of aspects of that complex world that for centuries has been identified as science: from facts to values; from basic notions of what we know (scientific models of matter, mind, life, and society) and how we know it (methods of inquiry) to a number of aspects of science that reveal its important link to many aspects of human nature and culture (ethical, religious, political, cognitive, and aesthetic values). In fact, science could not survive and develop without them. Science is radically human, so it’s no surprise that it expresses what characterizes our humanity: the myriad of human capacities and conflicts, interests and resources, strengths and

limitations. Science is an enduring part of our world, our history, and our civilization. To ignore it is to dismiss and neglect all that, and to diminish our role and responsibilities in it. This course will prepare students to discover and appreciate a variety of factors in the complex and ever changing course of science. It will stimulate their awareness and curiosity and their motivation to know more and to explore these issues and others in more depth.

E 104 Language and Politics (3 cr.) (Fall)

(S&H) Obeng This course explores the language of politics. In particular, it examines how politicians or political actors and commentators use language to talk about politics and how politics influences language. We will examine the speeches of politicians, party propaganda, slogans, and other discourse types aimed at influencing the political process. Also examined is the language used in communicative events such as congressional or parliamentary sessions, cabinet meetings, and state of the union addresses. The political actors whose language will be examined include presidents and vice presidents, members of Congress, parliamentarians, senators, governors, and action group members.

Because the course involves investigating how language and politics influence each other, the course will cross disciplines such as political science, journalism, and communication. To help broaden students' perspectives on language and politics, the course will not focus exclusively on language and politics in the United States. To this end, the course will occasionally cross cultural/national boundaries by observing data from the United Kingdom and non-Western cultures, especially Africa (Ghana).

COLL-E 105 NATURAL AND MATHEMATICAL SCIENCES

E 105 Darwinian Medicine (3 cr.) (Fall) (N&M)

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

One goal of the course is to demonstrate the utility of the scientific method in suggesting answers to complex questions. How do scientists from diverse disciplines use data to support their arguments? What does it mean to test an hypothesis? A second goal of this course is to try to emphasize those situations and conditions of health (or illness) that appear to require both proximate and ultimate explanations rather than

simply one or the other. In reality, the complex interplay of genes, environment, and human behavior affects much of our health and illness experience today. A third goal of this course is to reduce the fear or uneasiness that many students feel toward data (numbers) that appear in tables or graphs in material that they are reading. We will devote time to the presentation and discussion of data and how the numbers can be interpreted and used to bolster or challenge an argument.

E 105 Physics for Poets: Space and Time

(3 cr.) (Fall) (N&M) 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 Born to Be a Genius (3 cr.) (Fall) (N&M)

Musolino Any viable theory of human mind must come to grips with how language is learned by children. Few areas of research on human cognition have aroused such controversy among scientists from diverse disciplines who bring their methodologies to bear on this elemental problem. At stake is the greatest prize of all: determining whether all of human knowledge is molded by human culture or whether some of it is determined by innate (genetic) structures. Two distinct traditions have emerged from the battle, but only one of them has influenced mainstream thought. One of the foundations of modern day intellectual life is the assumption that the human mind is a product of the social forces of culture brought to bear during the developmental period.

In this course, we will examine the bold attack that has been made against this firmly established position, an attack that has signaled a revolution in cognitive science. Our examination of the central issues of language acquisition will question our understanding of the modularity of mind, genetics vs. environment, human uniqueness, and the relation between language and thought. Students will learn how to evaluate data that are used to support or refute theoretical positions in discussions and in written assignments.

E 105 The City as Ecosystem (3 cr.) (Fall)

(N&M) Reynolds This is a service learning course. Can cities and nature coexist? This course will provide a foundation in ecosystem ecology and explore its applications to the creation of sustainable communities. Topics include ecosystem services, global change, and sustainable use of resources. Emphasis on evaluating information, science literacy, and developing a civic ethic. In-class activities will include lecture, discussion, service-learning, and field work.

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) Johnson
GEOL-G 121 Meteorites and Planets (3 cr.) (N&M) Basu
GEOL-G 141 Earthquakes and Volcanoes (3 cr.) (N&M)
HIST-B 204 Medieval Heroes (3 cr.) (S&H) Shopkow
HIST-H 231 Women, Men, and Family in History (3 cr.) (S&H) Alter
LESA-L 105 Beyond the Sample Gates (3 cr.) (S&H) Bergonzi, Schonemann
PHIL-P 135 Introduction to Existentialism (3 cr.) (A&H) Spade
PHYS-P 120 Energy and Technology (3 cr.) (N&M) Baxter
PHYS-P 150 How Things Work (3 cr.) (N&M) Ogren
REL-R 250 Introduction to Buddhism (3 cr.) (A&H)
REL-R 270 The Living and the Dead (3 cr.) (A&H) Campany

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

CLLC-S 103 Music: Mirror of the Moment (3 cr.) (A&H) Hawkes
GLLC-S 104 Contemporary World Affairs (3 cr.) (S&H) Terry
LAMP-S 104 Local Economies and Individual Choices (3 cr.) (S&H) Peterson-Veatch

HUTTON HONORS COLLEGE TOPICS-QUALIFIED COURSES: FALL

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

COLL-E 103 Language and Thought (3 cr.) (A&H) Franks
COLL-E 104 Language and Politics (3 cr.) (A&H) Obeng

The following courses are open only to HHC students.

COLL-S 103 Don Quixote (3 cr.) (S&H) Wagschal
COLL-S 103 Leadership: Body, Mind, and Spirit—Lessons from the Aspen Idea (3 cr.) (A&H) Pugh
COLL-S 103 Literature and Power in Early Modern Europe (3 cr.) (A&H) Scalabrini
COLL-S 103 Memoirs of Madness (3 cr.) (A&H) Capshew
COLL-S 104 Bad Language (3 cr.) (S&H) Suslak
COLL-S 104 Lost in Translation: Dialect, Language, and Communication (3 cr.) (S&H) Anderson
COLL-S 104 Citizen Media for Social Change (3 cr.) (S&H) Gillespie
COLL-S 105 Biology of Cancer (3 cr.) (N&M) Bender
HON-H 203 Beethoven and His Era (3 cr.) (A&H) Hertz
HON-H 203 Contemporary Latin American Literature in Translation (3 cr.) (A&H) Salmon
HON-H 203 Global Identities (3 cr.) (A&H) Gubar
HON-H 203 Medicine, Magic, and Mortality (3 cr.) (A&H) Rollins

- HON-H 204 Our "Original" Culture Wars (3 cr.) (S&H) Conrad
 HON-H 204 Politics of Food (3 cr.) (S&H) Barbour
 HON-H 205 Botany and Anatomy in the Renaissance (3 cr.) (N&M) Bertoloni Meli
 HON-H 205 Origin and History of the Universe (open to FR Wells Scholars only) (3 cr.) (N&M) Londergan
 HON-H 205 Rational Decision Making (3 cr.) Koertge
 HON-H 211 Ideas and Experience I (3 cr.) (A&H) Cecil, Rollins
 HON-H 212 Ideas and Experience II (3 cr.) (S&H) Davila, Furness, Burke

SPRING TERM OPTIONS 2007

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.iub.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 A Question of Love (3 cr.) (A&H) Mickel
 COLL-E 103 Architecture and Modern Culture (3 cr.) (A&H)
 COLL-E 103 Art and Democracy in America (3 cr.) (A&H) Bowles
 COLL-E 103 Fellini: Film and Fantasy (3 cr.) (A&H) Bondanella
 COLL-E 103 God and Evil (3 cr.) (A&H) O'Conner
 COLL-E 103 Language and Religion (3 cr.) (A&H) Port
 COLL-E 103 Quantum Mysteries for Everyone (3 cr.) (A&H)
 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 Poetry? (3 cr.) (A&H) McDowell
 COLL-E 104 Brains and Minds, Robots and Computers (3 cr.) (S&H)
 COLL-E 104 Language and Gender (3 cr.) (S&H) Trix
 COLL-E 105 Sister Species: Lessons from the Chimpanzees (3 cr.) (N&M) Hunt
 COLL-E 105 Read My Lips! (3 cr.) (N&M) Lentz

DEPARTMENTAL TOPICS-QUALIFIED COURSES: SPRING

- CLLC-S 103 Music: Mirror of the Moment (3 cr.) (A&H) Hawkes
 FOLK-F 205 Folklore in Video and Film (3 cr.) (A&H) Johnson
 LESA-L 105 Beyond the Sample Gates (3 cr.) (S&H) Bergonzi, Schonemann
 PHYS-P 125 Energy and the Twenty-first Century (3 cr.) (N&M) Bacher
 PHYS-P 150 How Things Work (3 cr.) (N&M) Ogren

- REL-R 250 The Living and the Dead (3 cr.) (A&H)
 TEL-T 193 Passport to Cyberia: Making the Virtual Real (3 cr.) (A&H) Bucksbarg

HUTTON HONORS COLLEGE TOPICS-QUALIFIED COURSES: SPRING

- COLL-S 103 Leadership: Body, Mind & Spirit- Lessons from the Aspen Idea (3 cr.) (A&H) Pugh
 COLL-S 103 Sketchbooks, Diaries and Logs (3 cr.) (A&H) Strange
 COLL-S 103 Why Do We Tell Stories? (3 cr.) (A&H) Dolby
 COLL-S 104 Chocolate: Food of the Gods (3 cr.) (S&H) Royce
 COLL-S 105 Patterns in Sound (3 cr.) (S&H) Gierut
 HON H 212 Ideas and Experience II (3 cr.) (S&H)
 HON H 203 Making Meaning Through Stories (3 cr.) (A&H) Hedin
 HON H 203 Medicine, Magic, and Mortality (3 cr.) (A&H) Rollins
 HON H 203 War and Peace and Brothers Karamazov (3 cr.) (A&H) Durkin
 HON H 204 Machiavelli and Management (3 cr.) (S&H) Bondanella

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 Collins Seminar: 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 Collins Seminar: 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 210 Gender in Fascist Fantasies (3 cr.) (Fall) (A&H). Kahnke and Stewart This course focuses on the connections between concepts of gender and the process of nation formation in the German Third Reich. We explore Nazi German ideologies through the images of idealized genders and sexualities they produced. We also explore the presence of these concepts in contemporary culture. The first of the three sections sets up the historical and cultural framework for the analysis of definitions of gender and sexuality that served as the foundation for the German nation-state. We then discuss the distinctions between ordinary men and women and individual cases that were nationally broadcast as both exemplary and exceptional. The second section considers that which is omitted or rejected from the line of German Nazi thought. A third section discusses the reflection of Nazi history and culture in current cinematic and literary production, paying special attention to new visions of fascist gender roles therein.

L 210 March of the Damned: Occult Culture (3 cr.) (Fall) (A&H) Baumann Those who believe in magic and unexplainable phenomena are often damned by official, scientific histories as outsiders, freaks, and lunatics. However, the study of the occult provides an alternative narrative to human experience that runs beneath mainstream history and culture, influencing it and shaping it in ways that are often subtle but nonetheless significant. This course will study the occult from 1860 to the present. We will study men and women who, in embracing that which lies beyond the "natural" and "normal," have often challenged cultural norms. From feminist Theosophists to Aleister Crowley's "sex magic" to the hordes of disaffected who seek solace in the belief in extraterrestrials, the occult has always been a space for those whom mainstream culture rejects; as such, it is also an important breeding ground for social change. This course will ask you to read historical, literary, and cultural texts and complete projects, which emphasize intellectual exploration, creativity, and open-minded conversation.

L210 Technology and the Human (3 cr.) (Fall) (A&H) Weber, Lehleiter Technology has changed our lives: From railway to car and plane, from telegraph to phone and e-mail, and from wooden artificial limbs to organic prosthetics, scientific knowledge has enhanced human capacities. This is also experienced as a threat: Killing missiles, controlling 'Big Brothers,' and frightening monstrous creatures are the flipside of technological advancement. Can there be progress of technology without a

regress of humanity or is technology liberating us from the bonds of nature? We will discuss possible answers by looking at texts in literature, philosophy, and cultural history, as well as films from Romanticism to Post modernity. We will also strive to find our own stance towards technology by writing a journal or by observing our daily experiences through the eye of a camera.

L220 African Expressive Culture as History (3 cr.) (Fall) (S&H) Plageman This course introduces students to a number of African popular expressive forms, such as music, theatre, and clothing, to reveal Africans' own views of historical events during the twentieth century. History often is presented dryly and from the perspective of political actors, but in this course we seek to analyze the views of African musicians, actors, and ordinary citizens who expressed themselves in a variety of ways. Throughout the course students will learn about African cultural traditions as well as the historical context in which they were produced during the last 100 years. This course assumes no prior knowledge of African history and uses an introductory work to provide background information necessary for our subsequent examinations of music, theatre, dress, and other expressive forms. Together, we will seek to analyze a number of expressive forms to identify some of the ways that Africans understand their political, economic, and social environments.

L220 Dancing Mummies and Hot Pots: Art and Artifacts (3 cr.) (Fall) (S&H) McGill This course uses anthropology and folklore to explore music videos as cultural texts that offer insight into how such formal constructs are produced and consumed, as well as the role of gender, drugs and alcohol, national events, politics, globalization of popular cultural, and economics have on their formation and their impact in society. Upon completion of the course, students will have acquired the conceptual and methodological tools for conducting ethnographic analyses of visual materials as information-dense artifacts that can be explored and understood through social science. The majority of videos will be from the 1980s. However, the last quarter of the semester will focus on those from subsequent decades so as to enable students to understand how videos have evolved as an art form.

L 310 Discovering the Artist's Book (3 cr.) (Fall) (A&H) Cluver Artist's books are a twentieth century phenomena where various types of media interact in different ways and where concept is further emphasized through unique structures. The focus of this course is on practice, and students will experiment with structure as it relates to concept through both traditional and experimental bindings. We will be cognizant of how structure, materials, layout and design, use of text, and so on, convey and emphasize your ideas so that craft and content are fully integrated in the books you make. We will also explore the evolution of artists' books from the earliest forms, such as the *livre d'artiste*, through the explosion in creativity and concept that occurred in the '60s and beyond. Through readings and visits to the collections of the Lilly and Fine Arts Library students will be exposed

to a vast array of possibilities for this medium. The course will culminate with an exhibition of student final books at the Fine Arts Library Foyer.

L 320 The Handwriting on the Wall (3 cr.) (Fall) (S&H) Stasik From the first cave painting to the most recent graffiti tag in the subway, handwriting has been shaped by two forces—its functional nature and its ideological purpose. Our work is to determine what these purposes are at different moments in time, and what happens to those who use or abuse such handwriting. This class will discover what the written character has to do with human character by examining the types and impact of script on Ancient and Medieval cultural ideas of communication, magic, and art; Victorian concepts of gender and the deviant mind; and American principles of education, morality, and crime. Students will acquire the confidence and skill to read and transcribe medieval handwritten texts, analyze and discuss a script's social and ideological function, experiment with writing scripts, and achieve a broader concept of the technology of communication. Assignments include three short papers, a workshop portfolio, two presentations, and one group project. Local field trips to the Lilly Library, visiting experts, and our own creative work will enhance our course reading and writing.

S 103 Music: Mirror of the Moment (3 cr.) (Fall, Spring) (A&H) Hawkes Listen to, learn about, and talk about music by composers who changed the musical styles of their times. What influenced their music? How were they able to do something so new and different? What was their world like, and how was it reflected in their music? This is NOT a music history course, but an opportunity to learn to "think sideways" about historical events in context. We will begin by looking at some contemporary music to see in what ways modern society might affect composers today. Then, after doing independent research on a topic of your choice (paintings, politics, inventions, health, literature, religion, money, transportation, etc.) students will present their findings in a series of "salons," where they will take on a character from each time period being studied. You don't have to be a musician to take this class. You just need an interest in all kinds of music and in how people both reflect and reject the conventions of their own times. This course is also approved for College of Arts and Sciences Topics credit.

Communication and Culture (CMCL)

C 121 Public Speaking (3 cr.) (Fall, Spring, Summer) (S&H) 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 of delivery) you need to responsibly prepare a variety of effective

presentations. Each assignment and speech is an opportunity to engage a rhetorical situation in order to 1) create an audience out of a collection of individuals and 2) invite that audience to understand something in a particular way or motivate its members to help resolve some problem about which you think they should be concerned.

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

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

This course will introduce you to the basic vocabularies of visual and media literacy and hone your skills at analyzing media texts, institutions, apparatuses, and audiences critically. 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.) (Spring) (S&H) See the Web for description: www.iub.edu/~deanfac/class.html

C 203 Gender, Sexuality, and the Media (3 cr.) (Fall, Spring) (S&H) See the Web for description: www.iub.edu/~deanfac/class.html

C 204 Topics in Media, Culture, and Society (3 cr.) (Fall) (S&H) See the Web for description: www.iub.edu/~deanfac/class.html

C 205 Introduction to Communication and Culture (3 cr.) (Fall, Spring, Summer) (A&H) Terrill This course will introduce you to the unique perspective on the study of communication provided by the combined interests and talents of the faculty in this department. This course also will prepare you for the work that will be expected in higher-level courses in the department in the areas of rhetoric and public culture, performance and ethnography, and film and media. Most importantly, 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 223 Business and Professional Communication (3 cr.) (Fall, Spring, Summer) (S&H) This course will familiarize students with the kinds of communication behavior commonly occurring within organizations, enhance their awareness and understanding of underlying communication processes, and help them develop the skills needed for effective communication in a variety of organizational settings. Students are exposed to theories of organization and management, leadership, learning and persuasion, conflict, and group decision making. The major thrust of the course is oriented toward the acquisition of communication skills. Students will learn to lead and contribute to groups/teams, speak in public settings, speak to small decision-making groups, and participate in interviews. Students are taught the ways in which oral and written communication skills often work in tandem.

C 225 Discussion and Decision Making (3 cr.) (Fall, Spring) (S&H) Leadership, participation, and decision making in group settings (including committees, conferences, and public discussions) and social dimensions of group processes.

C 228 Argumentation and 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 238 Communication in Black America (3 cr.) (Fall) (A&H) Callaway-Thomas This course examines the basic characteristics of African American communication and the socio-cultural factors that contribute to the distinctive aspects of black language (“talkin’ that talk”) and hip hop.

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.iub.edu/~deanfac/class.html

Comparative Literature (CMLT)

C 145 Major Characters in Literature (3 cr.) (Fall) (A&H) This course introduces students to comparative analysis of characters who reappear in literature from different periods and cultures, including such figures as the quester, the lover, the adventurer, the trickster, the rebel, and the outsider. The 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. The course is taught in small sections with a discussion format. Students usually complete five short writing projects based on the texts discussed, for a total of 20–25 pages. Writing workshops in class and individual consultations with the instructor assist students during the writing process. C 145 fulfills half of the English composition requirement when the student also registers for 1 credit hour of ENG-W 143. There are no class meetings or assignments in addition to those of C 145.

C 146 Major Themes in Literature (3 cr.) (Spring) (A&H) C 146 fulfills half of the English composition requirement when the student also registers for 1 credit hour of ENG-W 143. There are no class meetings or assignments in addition to those of C 146. See the Web for description: www.iub.edu/~deanfac/class.html

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

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

C 216 Science Fiction, Fantasy, and the Western Tradition (3 cr.) (Fall) (A&H) In this historical and comparative survey of science fiction narrative from H. G. Wells to *The X-Files*, we will trace the origins of this important genre in narratives of exploration, imperialism, and anthropology through its twentieth-century representations of space and time travel, biotechnology and eugenics, utopias and

dystopias, thinking machines and human prosthetics, knowledge networks, and retro-futures. Science fiction has been called “the twentieth century’s most characteristic genre,” and one goal will be to understand its relevance to our own culture, particularly by considering science fiction novels, movies, and television in light of political and social change.

C 217 Detective, Mystery, and Horror Literature (3 cr.) (Spring) (A&H) See the Web for description: www.iub.edu/~deanfac/class.html

C 251 Lyrics and Popular Song (3 cr.) (Fall) (A&H) Survey of popular songs of Europe and the Americas, including modern ballads, Broadway tunes, classical jazz standards, country-western, rock, French cabaret songs, Spanish flamencos, Mexican rancheras, Brazilian ballads, Argentine tangos, and Neapolitan melodies. Discussion of literary qualities of lyrics in context of musical setting and performance and independently as literature. Some discussion of musical stylists as well. Live performances of selected works. No previous courses in music or poetry required. There will be a short prospectus and an expanded final paper (the two can be interrelated).

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

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

Computer Science (CSCI)

For additional course information, visit the department’s Web site: www.cs.indiana.edu

A 110 Introduction to Computers and Computing (3 cr.) (Fall, Spring) (Nonmajors) (N&M) This course is centered on problem-solving techniques in computer environments. It teaches general problem-solving principles by applying them within particular software applications, such as word processing, Web browsing, and spreadsheets. The class is intended for students with little or no practical computing experience. The major objective is to

acquire not only the skills of handling today's software tools, but also to gain the ability to learn new software applications as they emerge. In addition to providing instruction for each of the software applications, the lectures will examine how the computer and its various components operate and introduce some of the social and cultural implications of widespread computer use. Credit given for only one of CSCI-A 106, A 110, A 111.

A 111 Survey of Computers and Computing (1.5 cr.) (First eight weeks) (Fall, Spring) (Nonmajors) *P: One year of high school algebra or MATH-M 014, and some prior computing experience.* This is an accelerated version of A 110 intended for students with some computer experience. This course may be taken with another course such as A 112, A 113, A 114 during the second eight weeks of the semester. Credit given for only one of CSCI-A 106, A 110, A 111.

A 112 Programming Concepts (1.5 cr.) (Second eight weeks) (Fall, Spring) (Nonmajors) *P: A 110, A 111, or equivalent computer literacy.* This course is intended for students of all backgrounds and majors. The major objective of this course is to develop students' capabilities for logical thinking and problem solving by introducing them to programming. Many sophisticated applications such as Microsoft Word and Excel provide a programming language embedded within the program to assist users in creating new ways of solving problems and automating tasks. In addition, scripting languages such as JavaScript are emerging as a common way of extending the functionality of Web sites. This course deals with learning to program within such environments. This class may be taken in conjunction with another half-semester course such as A 111, A 113, or A 114. Credit given for only one of CSCI-A 107, A 112.

A 113 Data Analysis Using Spreadsheets (1.5 cr.) (Second eight weeks) (Fall, Spring) (Nonmajors) *P: A 110, A 111, or equivalent computer literacy.* This course is an introduction to data analysis using spreadsheets, including both scientific and business applications. Topics include elementary statistical concepts and their applications to data analysis. The class focuses on hands-on learning through a laboratory environment and emphasizes problem-solving techniques. This class may be taken in conjunction with another half-semester course such as A 111, A 112, or A 114.

A 114 Introduction to Databases (1.5 cr.) (First eight weeks) (Fall, Spring) (Nonmajors) *P: A 110, A 111, or equivalent computer literacy.* This course is intended as an introduction to database design concepts. Students will enter and modify data, access data using visual tools and SQL, and build database applications using forms and application development tools. The class focuses on hands-on learning through a laboratory environment and emphasizes problem-solving techniques. This class may be taken in conjunction with another half-semester course such as A 111, A 112, or A 113.

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.

A 216 Digital Multimedia Concepts and Technologies (3 cr.) (Fall, Spring) (N&M) *P: A 110, A 111, or equivalent computing experience.* In-depth introduction to the use of mixed-media hardware and software tools for effective communication. Use of multimedia for both direct and Web-based communications. Related hardware and software concepts and trends. Emphasis on problem-solving techniques. Lecture and laboratory.

C 102 Great Ideas in Computing (3 cr.) (Fall) *P: None.* Survey of great ideas in computing and the role of computing in the modern world. Explores how people use computing tools to realize their ideas. Emphasis on the impact of modern technology and the use of hardware and software to create solutions to everyday problems. Lecture and laboratory.

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.

C 241 Discrete Structures for Computer Science (3 cr.) (Fall, Spring, Summer) (N&M) *P: C 211 or H 211.* Basic set theory. Mathematical structures. Inductive processes, induction principles. Introduction to formal logic. Basic combinatorics.

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.

Criminal Justice (CJUS)

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

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

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

P 290 The Nature of Inquiry (3 cr.) (Fall, Spring) (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 (SLAV)

See also “Foreign Languages.”

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

S 364 Literature and Culture of the Southern Slavs II (3 cr.) (Spring) (A&H)

Czech (SLAV)

See also “Foreign Languages.”

C 365 Seminar in Czech and Central European Literatures and Cultures (3 cr.) (Fall) (Second eight weeks) (A&H) The years between the two world wars presented a curious paradox in the heartland of Europe, Austria, Germany, Czechoslovakia, Hungary, and Poland because this area of Europe presented both a particularly rich cultural florescence and an especially acute apocalyptic perspective. The course adopts an inter-systemic approach and attempts to link the political threats hanging over the area and the scientific and artistic achievements of the period without, however, reducing one to the other. Special emphasis is laid on the role of the Jews in the cross-semination of the intellectual climate. The issue of crisis of human values is explored and a syncretic and integrative picture of these years is focused on.

East Asian Languages and Cultures (EALC)

E 100 East Asia: An Introduction (3 cr.) (Fall, Spring) (A&H) Kasza, Kennedy This course offers a basic introduction to the development of contemporary social systems in Japan, the People's Republic of China, and the Republic of Korea (South Korea). We will address four subjects in regard to each country: 1) the traits of its traditional society just before Western penetration in the mid-nineteenth century; 2) the impact of Western imperialism, which threatened the independence of most Asian nations and prompted the dramatic changes that have made them what they are today; 3) a review of contemporary society, including its social structure, cultural values, and political-economic system; and 4) a discussion of the U.S. relationship with the country. Assignments include quizzes, exams, and short papers. The course is designed for students with no prior knowledge of these countries; students who have studied or lived in these countries are urged to begin with a 200-level survey course in their area of interest.

E 101 East Asia in World History (3 cr.) (Spring) (S&H) Struve

E 201 Warriors, Ladies, and Hermits in Classical Japanese Literature (3 cr.) (Spring) (A&H) Sarra

E 203 The Medieval World (3 cr.) (Spring) (S&H) Keirstead

E 204 Government and Business in East Asia (3 cr.) (Fall) (S&H) Kennedy This course

provides an introduction to the relationship between politics and business in East Asian countries since the end of World War II. The course first examines the role of the state and other factors in promoting economic development and then considers the extent to which economic development (or the lack of it) has been responsible for the recent wave of democratization in the region. The course looks at countries in Northeast Asia (China, Japan, Korea, Taiwan) and Southeast Asia (Thailand, Malaysia, Indonesia, Singapore, and the Philippines) in comparative perspective, but also looks at international and transnational factors. Readings combine secondary sources, primary documents, and journalistic accounts that consider these questions from the most general perspective to that of individual companies and politicians. Assignments include several short papers, plus a mid-term and final.

E 231 China: The Enduring Heritage (3 cr.) (Spring) (S&H) Michelson

E 231 Japan: The Living Tradition (3 cr.) (Fall) (A&H) Rubinger The course will survey highpoints in Japan's cultural tradition from earliest times to the present. Connections to contemporary culture will be drawn wherever possible. Topics will include social hierarchies, religious traditions, the performing arts and film, literacy and language, warrior values, the culture of beauty, popular culture, and relationships with the outside world. The format will be lecture/discussion with film, video, and slide showings.

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

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

E 251 Traditional East Asian Civilization (3 cr.) (Fall) (S&H) Struve *Also listed as HIST H 237.* This course treats the cultural histories of China, Japan, and Korea from 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 drawn especially 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*), from a course-packet supplement on Korea, and from translated literature (principally Birch, ed., *Anthology of Chinese Literature, Vol. I*, and Keane, ed., *Anthology of Japanese Literature*) to see how certain aspects and values are expressed in the original writings of Chinese, Japanese, and Korean authors. Numerous slides are used to pursue these matters in the visual arts. Credit given for only one of EALC E 251 and HIST H 237.

E 252 Modern East Asian Civilization (3 cr.) (Spring) (S&H) Robinson

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 a 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 its 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 The 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/elementary) 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.

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

P: Open to sophomores. The purpose of this course is to provide secondary preservice 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) For Early Childhood and Teaching All Learners majors. 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.

W 201 Beginning Programming for Computers in Education (1 cr.) (Fall, Spring, Summer II)

For Elementary and Secondary Education majors. This eight-week course brings the student to a technology skill level that meets minimum-level competencies with technology, including basic functionality with operating systems, file management, e-mail, word processing, presentation software, and hardware operation. This course is graded pass/fail after completion of standardized assessments.

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

This 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) Gutjahr *Topic: Bestsellers in America, 1791–Present.* This course will explore American literary culture through the lens of novels and other types of writing that have sold extraordinarily well in the United States over the past two centuries. By looking at best-selling literary works beginning with *Charlotte Temple* (1791) and moving through J. K. Rowling's *Harry Potter* series, we will investigate not only why these narratives gained such popularity, but also what relationship they have had to American politics, fine arts, gender relations, racial tensions, motion pictures, and religion. The course will involve considerable reading, written assignments, and quizzes.

L 141 Introduction to Writing and the Study of Literature I (4 cr.) (Fall) (A&H) Hedin *Topic: Generational Stories.* This course will focus on stories that address the relationships between generations, with an overall—but not exclusive—emphasis on parent-child relationships. The assumption is that stories are the primary mechanism by which individuals and cultures make sense of everything that matters to them. The sense-making power of stories will continue as a focus throughout the course, running through a wide range of stories and forms—fairy tales, a children's book or two, fiction, autobiography, film—in which generational issues are significant. There will be two lectures a week, plus two discussion sections. Assignments include periodic quizzes, two essays, a mid-term exam, and a final exam. Participants will be expected to write a generational story of their own.

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 who 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 who 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) 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 213 Literary Masterpieces I (3 cr.) (Fall) (A&H) MacKay Literary masterpieces from the Middle Ages to the present. Aims at thoughtful, intensive reading, appreciation of aesthetic values, and enjoyment of reading.

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) (S&H) This introduction to the visual arts in antiquity and the Middle Ages to around the year 1500 includes architecture, sculpture, painting, illuminated manuscripts, and the luxury arts. The pyramids in Egypt, the Parthenon in Athens, Greek statues, and the great Gothic cathedrals are treated. The course introduces a selection of the major monuments of the two early "mega-periods" in Western civilization (and Islam) and introduces the analytical tools by which to understand monuments.

A 102 Renaissance through Modern Art (3 cr.) (Fall, Spring) (S&H) This course is a survey of major artists, styles, and art movements in European and American art from the fifteenth century to the present. For example, covering painting, sculpture, and architecture, it treats Michelangelo, Rembrandt, Romanticism, Impressionism, Picasso and Cubism, and Postmodernism. The course is also an introduction to the study of art history. Each work of art we study stands at the center or at the periphery of a matrix of ideas and events of its own time. Art historians ask various questions, some of them simple and others complicated, about an individual work of painting, sculpture, or architecture. What does it look like? When was it made? For what purpose? Does it bear resemblance to other works produced in the same period? What led the artist to choose this subject? Did the patron dictate the subject or style? Does the artwork exist in the artist's or in the beholder's eye? Does the artwork reflect ideas, events, or intellectual trends of the period in which it was created?

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

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) Introduces nonmajors to the fundamental practice of employing digital imagery in art production. Covers Photoshop, issues of scanning, resolution, content creation, image optimization, and digital output. The class is also a survey of contemporary imaging artists and helps students relate art and technology to the visual culture in which they reside.

N 198 Introduction to Photography for Nonmajors (3 cr.) (Spring) (A&H) See the Web for description: www.iub.edu/academic/courses.html

Finnish (CEUS)

See “Foreign Languages.”

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 121 Introduction to Folklife (3 cr.) (Fall) (A&H) Jackson The idea of folk culture provides a critical and historical means for evaluating and comprehending the human condition in the modern world. Through looking at folk cultures from different places, internationally, and by examining the ways in which culture is made manifest, especially on the landscape, in architecture and arts, this course provides an introduction to the idea of folklife.

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 William Thoms conceived the term *folk lore* in 1846 to replace a pair of terms current at the time: *popular antiquities* and *popular literature*, neither of which adequately described what folklorists were interested in as a whole. In modern media, many new ways of spreading and reinforcing folk belief and other kinds of folklore have evolved, and a new term, *popular culture*, also describes these new forms. The difference between folklore and popular culture is sometimes difficult to determine, but it seems that folklore exists in nonstandardized multiple variation, while forms of popular culture exhibit multiple variation that is standardized.

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

A growing number of television productions are marketed as documentaries, but are actually closer to what Michael Shermer calls “entertainmentaries.” These shows are presented as “truth,” but clear and critical reasoning are neglected and even ignored in their rhetoric. A major goal of this class will be to assist students in developing skills for thinking critically about a wide variety of folk belief common in our times.

It is also hoped that they will come to appreciate the great variety of folk beliefs that exist in the world around them. This course is approved for College of Arts and Sciences Topics credit.

F 252 Folklore and Humanities: 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.

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.

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 200-A 250 Intermediate Arabic I-II (3-3 cr.) (Fall, Spring) Grammar, reading, composition, and translation, using material from classical and modern literary Arabic sources.

N 181-N 182 Qur’anic Arabic (5-5 cr.) (Fall, Spring) An intensive introduction to the language of the Qur’an—its vocabulary and grammar. The course will also deal with related materials such as Qur’anic commentary, history, and Hadith in order to teach students to read

classical and Qur’anic Arabic through a foundation in syntax and morphology.

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) Chen 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) Classes are small. No previous knowledge of Estonian language is required. Courses through third year are available.

FINNISH (CEUS)

U 121-U 122 Introductory Finnish I-II (4-4 cr.) (Fall, Spring) Classes are small. No previous knowledge of Finnish language is required. Courses through third year are available.

FRENCH (FRIT)

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

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

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

F 313 Advanced Grammar (3 cr.) (Fall, Spring) P: F 250. This course offers systematic study

of French grammar considerably more sophisticated than the standard review. Essential for developing good writing skills.

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

GERMAN (GER)

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

G 105 Accelerated Elementary German I (5 cr.) (Fall) *P: Exceptional motivation.* This course is designed for exceptionally motivated students, and for those who know another foreign language (e.g., French, Spanish, Russian) and now want to learn German at an accelerated pace. Students cover two semesters of college German in only one semester. The course meets daily for 50 minutes and requires an average of two hours of preparation for each class meeting. The course develops all four language skills, 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.* Reading 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*. Students may take G 308 instead of G 250 to complete the fourth-semester College foreign language requirement.

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 in 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.

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 during summer orientation. 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

(Israeli) Hebrew reading, writing, and conversing. No previous knowledge of Hebrew required.

H 150 Introduction to Elementary Hebrew II (4 cr.) (Spring) *P: Grade of C or higher in H 100 or equivalent proficiency.*

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

H 250 Intermediate Hebrew II (3 cr.) (Spring)
P: Grade of C or higher in H 200 or equivalent proficiency. Continuation of H 200.

Biblical Hebrew

Biblical Hebrew is an excellent choice for serious students interested in rabbinical or cantorial school or seminary. B 200 Introduction to Biblical Hebrew will not be taught until the fall of 2007.

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) Classes are small. No previous knowledge of Hungarian language is required. Courses through third year are available.

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 who have previous language training. M 115 is especially recommended for students beginning the study of Italian late in their college career or for students at any level (undergraduate or graduate) who are planning study abroad or who 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) **Mura** The goal of J 101 is for students to acquire basic communicative skills in Japanese and to become well-rounded in their overall skills (speaking, listening, reading, and writing). This course will introduce *hiragana*, *katakana*, and a few *kanji*. Each week, the class meets in two large-group sessions on Tuesdays and Thursdays (TuTh) and three small-group sessions on Mondays, Wednesdays, and Fridays (MWF). The TuTh sessions primarily introduce and explain the lesson; use of Japanese by students is encouraged, but students may use English to ask questions on aspects of grammar or culture. Use of Japanese by both instructors and students is mandatory in the MWF sessions, which are devoted primarily to practicing what has been introduced in the TuTh sessions. J 102 is a continuation of the goals and learning strategies for J 101. In addition, more *kanji* script will be used. J 101 is offered in the fall only, and J 102 in the spring only. Students must earn at least a C grade in a course to go on to the next semester of the language. Courses through the fourth year are available.

KAZAK (CEUS)

U 175-U 176 Introductory Kazak I-II (4 cr.) (Fall, Spring) This course provides students with a general knowledge of Kazak as it is spoken and written today and of the culture of which the language is the most direct and natural expression. Emphasis is on the spoken language of educated native speakers, as well as

the contemporary literary language as reflected in newspapers and journals. This course introduces the sound system and alphabet of Kazak and presents the basic grammar and practical use of the language by stressing extensive practice in conversation, listening, reading, and writing. The use of English in the classroom is kept to a minimum; Kazak is used whenever possible.

By the end of the course the student should be able to understand and respond appropriately to simple questions and statements in Kazak, be able to read and react to a variety of simple Kazak texts with some difficulty, and deal with some basic everyday living situations. Throughout the course students use both text and CD-ROMs and are exposed to visual materials such as pictures, slides, and videotapes in order to learn more about Kazak culture.

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 later on. Supplementary materials will help students develop the four language skills of reading, writing, listening, and speaking. K 102 helps students to develop their abilities to converse in various social situations employing relatively restricted vocabularies and grammatical patterns and to improve their skills in reading and writing. The use of English as the language of instruction will be kept to a minimum. K 101 is offered in the fall only and K 102 in the spring only. Students must earn at least a C grade in a course to go on to the next term of the language. Second-year courses are available.

LAKOTA (ANTH)

The four terms of Lakota are taught in a two-year sequence; hence, each term is offered only once every two years. Students may begin the language (L 310) in the fall of 2007.

L 310-L 311 Elementary Lakota (Sioux) Language I-II (3-3 cr.) (Fall 2007, Spring 2008) 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 2006, Spring 2007) 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) Introduction to the fundamentals of classical Latin. Formation, syntax, and the nature of the language are emphasized in the first term.

L 150 Elementary Latin II (4 cr.) (Fall, Spring) *P: L 100 or equivalent.* Completes the basic study of Latin grammar begun in L 100 and prepares for the reading of Latin authors in the second-year course. There will be daily class exercises and homework in reading and composition.

L 200 Second-Year Latin I (3 cr.) (Fall, Spring) *P: L 103, L 150, or placement.* Reading of excerpted passages from select authors. Emphasis on prose; some prose composition. At the beginning of the course and later as necessary, there will be grammar review.

L 250 Second-Year Latin II (3 cr.) (Fall, Spring) *P: L 200.* 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.

L 307 Cicero (3 cr.) (Fall) (A&H) *P: L 250 or equivalent.* Selections from the orations, epistles, and philosophical writings; emphasis on Cicero's political importance and the influence of the man and his work.

MONGOLIAN (CEUS)

U 141-U 142 Introductory Mongolian I-II (4-4 cr.) (Fall, Spring) Classes are small. No previous knowledge of Mongolian language is required. Courses through third year are available.

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) No previous knowledge of Persian language is required. Courses through third year are available.

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 150 reviewed at an accelerated pace. Credit given for only one of P 135 and P 150. Students who complete P 135 with a grade of B- or higher can skip to P 250. This enables them to complete four terms of course content within two terms.

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

ROMANIAN (SLAV)

M 101-M 102 Elementary Romanian I-II (5-5 cr.) (Fall, Spring) No previous knowledge of Romanian required for M 101. Introduction to basic structures of contemporary Romanian language and to culture. Reading and discussion of basic texts. Second and third-year courses are available.

RUSSIAN (SLAV)

R 101 Elementary Russian I (5 cr.) (Fall, Spring) This is the regular beginning course in Russian. No previous knowledge of Russian is required. Classes are small. The course gradually introduces the student to all the basic structures of contemporary Russian (reading, writing, comprehension, and speaking). It also introduces aspects of Russian culture. The approach emphasizes grammar and oral skills and involves rapid drill, short dialogues, and conversation so that the student can communicate in Russian right away.

R 102 Elementary Russian II (5 cr.) (Fall, Spring) This is the second-term course for students who have received a C or higher in R101 or who have placed into second-term Russian by examination. It continues to develop steadily the student's knowledge of the Russian language. Short readings are included to develop the student's knowledge of the structure of written Russian and of Russian culture.

R 201-R 202 Intermediate Russian I-II (4-4 cr.) (Fall, Spring) R 201 is the first part of the regular second-year series for students who have received a grade of C or higher in R 102 or have placed into this level by departmental examination. R 202 is open to students who have received a C or higher in R 201 or who have placed into this level by departmental examination. The series of R 201-R 202 continues work in structure and vocabulary acquisition through written exercises, the study of word formation, drills, and reading and discussion of Russian short stories.

SANSKRIT (INST)

The four terms of Sanskrit are taught in a two-year sequence; hence, each term is offered only once every

two years. Students may begin the language (I 339) in the fall of 2007.

I 339-I 340 Elementary Sanskrit I-II (5-5 cr.) (Fall 2007, Spring 2008) 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, speaking). No previous knowledge of Serbian is required for S 101. Classes are small and meet in conjunction with Elementary Croatian. Students enrolled in Serbian will be taught to read and write in cyrillic script (*ćirilica*) and to read roman script (*latinica*). As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily 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.

S 100 Elementary Spanish I (4 cr.) (Fall, Spring, Summer) *By permission only* This course features a four-skills approach to Spanish (listening, reading, writing, and speaking) with an emphasis on critical thinking skills. Grading is based on unit exams, an oral exam, homework, participation, attendance, and a cumulative final exam. Students can expect to practice speaking in small groups in class, and read about and discuss materials in Spanish. Next course in the sequence for these students would be S 150.

S105 First-Year Spanish (4 cr.) (Fall, Spring, Summer II) *For students with 2 or more years of high school study.* This introductory course covers the essential grammar and vocabulary of first-year Spanish. This course features a four-skills approach to Spanish (listening, reading, writing, and speaking) with an emphasis on critical thinking skills. Grading is based on unit exams, homework, participation, attendance, and a cumulative final. The homework load is substantial. Credit not given for S 105 if a student takes S 100 and/or S 150. Next course in sequence is S 200.

S 150 Elementary Spanish II (4 cr.) (Fall, Spring, Summer) *P: S 100* This course continues the work of S 100. Continued emphasis on all four skills (listening, reading, writing, and speaking) and on critical thinking skills. Grading is based on unit exams, an oral exam, homework, in-class writings, participation, attendance, and a cumulative final exam. Students can expect to practice speaking in small groups in class, and

read about and discuss materials in Spanish. Next course in the sequence is S 200.

S 200 Second-Year Spanish I (3 cr.) (Fall, Spring, Summer) *P: S 105 or S 150 or equivalent.* This course reviews some of the basic structures studied in the first year and examines them in more detail. Emphasis remains on the four skills (listening, reading, writing, and speaking) and on critical thinking skills. Course includes some literary readings. Grades are based on unit exams, an oral exam, homework, in-class writings, participation, attendance, and a cumulative final exam. Homework load is substantial. The next course in this sequence is S 250.

S 250 Second-Year Spanish II (3 cr.) (Fall, Spring, Summer) *P: S 200 or equivalent.* This course continues the work of S 200. Continued emphasis on all four skills (listening, reading, writing, and speaking) and on critical thinking skills. Grades are based on unit exams, an oral exam, homework, in-class writings, 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 fourth semester proficiency.

S 275 Introduction to Hispanic Culture (3 cr.) (Fall, Spring, Summer) *P: S 250 or equivalent.* This course serves as a bridge between the S 200 and S 300 levels and is designed to increase proficiency in Spanish in the four skills areas (listening, reading, writing, and speaking) through reading, writing, and discussion of Hispanic culture. S 275 also serves to review and expand upon Spanish grammar elements studied at the 100 through 200 levels. The format of the course includes a discussion of readings and assigned topics, focused writing, and the writing of compositions. Evaluation is based on quizzes, tests, compositions, homework, participation, and oral presentations. This course is required for minors and majors unless the student tested into the 300 level. Course conducted in Spanish.

Note: Students who test out or place above S 275 will need to replace its 3 credits with an extra course at the 300 or 400 level.

S 310 Spanish Grammar and Composition (3 cr.) (Fall, Spring, Summer) *P: S 275 or equivalent.* This course integrates the four basic language skills into a review of the major points of Spanish grammar and a structured approach to composition. Course work will combine grammar exercises with the writing of compositions of increasing length and complexity. This course is a prerequisite for S 312, S 315, S 317, S 326, and S 331.

S 312 Introduction to Expository Writing in Spanish (3 cr.) (Fall, Spring) *P: S 310 or equivalent.* This course integrates the four basic language skills into a structural approach to composition in Spanish. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

S 317 Spanish Conversation and Diction (3 cr.) (Fall, Spring) *P: S 310 or equivalent.* This course meets five times a week. Intensive controlled conversation correlated with readings, reports, debates, and group discussion. May be repeated once for credit. S 317 is not open to native speakers of Spanish.

SWAHILI (LING)

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

TIBETAN (CEUS)

U 151-U 152 Introductory Tibetan I-II (4-4 cr.) (Fall, Spring) Classes are small. No previous knowledge of Tibetan language is required. Courses through third year are available.

TURKISH (CEUS)

U 161-U 162 Introductory Turkish I-II (4-4 cr.) (Fall, Spring) Classes are small. No previous knowledge of Turkish language is required. Courses through third year are available.

TWI/AKAN (LING)

W 101-W 102 Elementary Twi/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 Twi 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 Twi manner. Second- and third-year courses are available.

UZBEK (CEUS)

U 171-U 172 Introductory Uzbek I-II (4-4 cr.) (Fall, Spring) Classes are small. No previous knowledge of Uzbek language is required. Courses through third year are available.

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. Not offered 2006-2007.

ZULU (LING)

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

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, Spring) (A&H) *P: F 250.* Same as F 300 but designed for Hutton Honors College students. Credit given for only one of F 300, S 300.

F 305 Théâtre et essai (3 cr.) (Fall, Spring) (A&H) *P: F 300 or equivalent.* This course explores selected works of drama and philosophical essays from different periods in French literature. Specific themes vary according to professor. Taught in French.

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.) (Fall, Spring) (S&H) Examines the ways in which sex and gender become political—in the United States and in other societies. The course examines a range of issues and questions that demonstrate how the analysis of gender broadens understandings of what counts as political, for instance: Why are men expected to be soldiers but, typically, women are not? What happens when governments presume women will physically take care of men who materially provide for children? How do politics and public life become gendered and sexualized? How does the gendered character of public life affect legislation, public policies, research directions, and everyday existence? Such questions permit alternative visions of political theory and strategies.

G 105 Sex, Gender, and the Body (3 cr.) (Fall, Spring) (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 the Study of Gender (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) Also listed as HIST-A 200 and AMST-A 299

This course examines the social, cultural, and political history of same-sex desire in the United States and abroad. A particular emphasis will be placed on the historical emergence of certain readily recognizable American sexual subcultures such as the modern lesbian and gay "movement" or "community." But we will also pay close attention to the ways that social and cultural formations like race, class, gender, and nationality interrupt and embellish any linear narrative of lesbian and gay history.

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

Compares gender construction across a sampling of world cultures. The course scrutinizes the significance of feminist claims about women's oppression. It may focus on the study of such international issues as the division of labor, gendered features of caste and class systems, body rituals marking masculinity and femininity, and resistance to gender formations beyond Euro-American borders.

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 in the arts; humanities; and American, European, or international studies.

G 290 Two Centuries of Feminist Thought (3 cr.) (Fall, Spring) (A&H) This course will explore the roots of feminist theory, beginning with the work of Mary Wollstonecraft and extending to feminist theory today. Course work and reading will focus on how the various "brands" of feminism evolved (for example, liberal, radical, socialist, and Marxist feminisms). In addition, we will explore those historical and environmental factors that both shaped and influenced feminist ideas over the past two centuries. The central issues and concerns of feminists from specific eras will be explored. Although the Anglo-American experience will be the focus of this course, feminist theoretical contributions on the intersection of gender, race, class, and sexuality will be incorporated. This is an opportunity to explore some of the most famous (and some not so well-known) feminist theorists of the past and present, including Mary

Wollstonecraft, Virginia Woolf, Simone de Beauvoir, bell hooks, Shulamith Firestone, and Germaine Greer.

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, geoinformatics, international studies, 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.) (N&M) (Fall, Spring) 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. Mountain building and sea floor spreading will be simulated in large heated tanks using molten and solid paraffin. We will test the use of limestone application (liming) to rectify environmental damage from acid mine drainage in coal fields in southwestern Indiana. At the conclusion of each topical unit, students will read about relevant environmental hazards facing the world community and consider global strategies to ensure sustainable economic development of the planet.

G 111 Physical Geology (3 cr.) (Fall) (N&M) Wintsch 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 weekly 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 114 Dinosaurs and Their Relatives (3 cr.) (N&M) (Fall) 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) (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) (N&M) Basu Geological processes operative on earthlike planetary bodies and asteroids; evidence from current meteorite, lunar, Martian, and space research; quantitative and deductive exercises. For non-science majors. Credit given for only one of G 121, S 121, and COLL-E 105 (Topic: Meteorites and Planets). This course is also approved for College of Arts and Sciences Topics credit.

G 141 Earthquakes and Volcanoes (3 cr.) (Fall) (N&M) Ripley 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; climatic effects; energy/mineral resources; and social disruption. Mitigation of effects of natural disasters. Two lectures and one laboratory per week. Credit given for only one: G 141, COLL-E 105 (Topic: Earthquakes and Volcanoes). This course is approved for College of Arts and Sciences Topics credit.

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

G 221 Introductory Mineralogy (4 cr.) (Fall) (For geological sciences and other science majors) (N&M) P: *One course in chemistry.* This course is

required for geological sciences 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.* See the Web for description: www.indiana.edu/~germanic

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

G 363 Deutsche Kulturgeschichte (3 cr.) (Spring) (A&H) P: *G 300 with a grade of C- or higher. R: G 330.* See the Web for description: www.indiana.edu/~germanic

COURSES IN ENGLISH ON GERMANIC CULTURES

G 364 German Cultural History (3 cr.) (Spring) (A&H) See Web for description: www.iub.edu/~deanfac/class.html

N 450 The Golden Age of Dutch Culture (3 cr.) (Fall) (Second eight weeks) (S&H) Ham *Topic: The Dutch-Americas Connection.* See Web for description: www.iub.edu/~deanfac/class.html

Y 350 Topics in Yiddish Culture (3 cr.) (Fall) (A&H) See Web for description: www.iub.edu/~deanfac/class.html

Global Village Living-Learning Center (GLLC)

The Global Village, opened in 2004, is IU's newest living-learning center. The community welcomes any globally minded undergraduate student who is preparing for or returning from study abroad, who is studying foreign languages and cultures or other international topics, or who is just curious about global issues. Residents enjoy access to an on-site language-computer lab, special activities that enhance their world view, interaction with peers with similar yet diverse interests, and leadership opportunities that will prepare them for the world beyond the university. With two on-site classrooms, the Village offers its own seminars as well as courses in foreign languages and international topics from various departments. A portion of each GLLC course is reserved for Village residents, but remaining spaces are open. All Village residents are required to enroll in GLLC-Q 199, a 1 credit residential learning workshop that introduces residents to the Village and IU's international assets. 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 220 Exporting the American Dream (3 cr.) (S&H) (Fall) This course will examine how the American Dream has been exported to the rest of the world, including cultural imperialism and economic expansion. It will examine the concept of Americanization, the reaction of foreign countries to the phenomenon, the concept of globalization, and immigration to the United States.

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

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

S 104 Contemporary World Affairs (3 cr.) (Fall) (S&H) Terry This seminar will simultaneously explore two things: contemporary international affairs and how media (especially electronic media) differ across nations. At the start of the semester, we'll (1) identify five or six "big issues" that we'd expect will be significant for the following four or five months (for example, developments in Iraq) and (2) determine countries that are of special interest to class

participants (and for which, perhaps, they have useful foreign language skills). During the semester, we'll track the identified issues (and probably others) in U.S. electronic and print media that cover international affairs and individual class members will track those issues in the media of their country. This will permit us, through the semester, to consider how and why coverage of international affairs varies across national media systems. Look at the class as one where you'll combine learning about contemporary world events with learning about the national (and transnational – like the Internet) media that bring us information about them. This course is also approved for College of Arts and Sciences Topics credit.

Greek (CLAS)

See "Foreign Languages."

Health, Physical Education, and Recreation (HPER)

APPLIED HEALTH SCIENCE

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

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

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

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

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

H 163 Emerging Health Topics: (3 cr.) (Fall) (Second eight weeks) *Topic: Managing a Healthy Weight.* The topics will relate to emerging issues that affect the health of individuals and society. May be repeated for credit if topic varies.

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

H 172 International Health and Social Issues (3 cr.) (Fall, Spring) 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) See the Web for description: www.iub.edu/~deanfac/class.html

H 263 Personal Health (3 cr.) (Fall, Spring) This survey course provides a theoretical and

practical treatment of the concepts of disease prevention and health promotion. Course content includes topics such as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable disease; safety; and environmental health.

H 305 Women's Health (3 cr.) (Fall, Spring) Examines the relationship of women to health and health care. Five dimensions of health—physical, mental, emotional, social, and spiritual—provide a framework for comparison and contrast of health concerns unique to women and common to both sexes and all ages.

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

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

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

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

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

N 231 Human Nutrition (3 cr.) (Fall, Spring) *P: CHEM-C 101 or equivalent and a course in*

biology. This course is for students who are majoring in dietetics, nutrition science, or related areas such as prenursing, 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.iub.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) Blair 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 and Principles of Fitness/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 of Physical Education (3 cr.) (Fall, Spring) Poulin 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 the teaching of 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 Kinesiology (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) Sailes An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis will be given to career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

P 212 Introduction to Exercise Science (3 cr.) (Fall, Spring, Summer) Henson An introduction to the 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, taping, 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) Miller Introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles, and guidelines for fitness exercise and related activities. Physical fitness assessment data 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) Kozub Instruction and practice teaching of fundamental stunts, tumbling activities, and novice gymnastic movements. Primarily for students in the Physical Education Teacher Education (PETE) Program.

P 224 Teaching Dance Activities (2 cr.) (Fall, Spring, Summer) Hamm Methods and materials of folk, square, social, modern, and selected other dance forms. Terminology, fundamental skills, selection, and presentation of dances. Instruction in rhythmic movement progressions and development of materials for unit plans. Emphasis on planning dance units and teaching of dances for all ages.

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.) (Fall, Spring) Poulin Covers potential outcomes of preschool and elementary school motor development programs, how to implement such programs, and appropriate movement experiences for young children.

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

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

PHYSICAL ACTIVITY INSTRUCTION

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

Topics for HPER-E 100 sections taught in fall-spring 2006-2007 include the following:

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

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

E 100 Aikido (1 cr.) (Fall, Spring)

E 100 Indoor Rowing (1 cr.) (Fall)

E 100 Independent Study in Martial Arts (1-2 cr.) (Fall, Spring)

E 100 Intermediate Bowling (1 cr.) (Fall)

E 100 Introduction to Stick Arts (1 cr.) (Fall)

E 100 Arnis (1 cr.) (Fall)

E 100 Japanese Jujitsu (1 cr.) (Fall, Spring)

E 100 Brazilian Jujitsu (1 cr.) (Fall, Spring)

E 100 Intermediate Brazilian Jujitsu (1 cr.) (Fall, Spring)

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

E 100 Jeet Kune Do Concepts (1 cr.) (Fall)

E 100 Conditioning for Dancers (1-3 cr.) (Fall)

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

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

E 100 Police Defense Tactics (1 cr.) (Fall)

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

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

E 103 Archery (1 cr.) (Fall, Spring) Instruction in archery skills, including care and construction of tackle. Instruction follows guidelines of the Outdoor Education Project of AAHPERD. Emphasis on fundamental skills and 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 species conservation and fishing and boating safety skills. It demonstrates casting techniques, spincasting equipment, interpretation of seasonal patterns and effect on weather, proper lure selection, catch and release policy, and academic excellence in recreational activities.

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

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

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

E 113 Billiards (1 cr.) (Fall, Spring, Summer)

Instruction in basic skills, including bridge forming, stroke techniques, basic shots, and ball spin. Fee charged.

E 117 Bowling (1 cr.) (Fall, Spring, Summer)

Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette. Fee charged.

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

Personal Fitness helps students understand the basics of physical fitness and how being physically fit relates to healthy living. Emphasis is on developing a personalized program of exercise for a lifetime of beneficial physical activity. This course is geared to all students, including those who have had no previous athletic background or limited experiences in healthy physical education activity. The class consists of one classroom lecture along with two or three activity workouts each week. The overall aim is to provide a nonthreatening atmosphere for helping students realize a sound foundation for enjoying a lifetime of successful physical and recreational activity. 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.iub.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) (ROTC cadets only) 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 132 Beginning Irish Dance (1 cr.) (Fall, Spring) Beginning level that focuses on trebles or shuffles. Class will weave steps and combinations of steps into complete jigs and reels and work on dance phrases by repeating exercises for correct foot placement and body carriage. Students will learn about both types of Irish dances by identifying different music, rhythms, and steps.

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

E 134 Middle Eastern Dance (1 cr.) (Fall, Spring) This course focuses on the classical solo women's dance of the Middle East that is popularly known as belly dance. This dance will improve flexibility, strength, conditioning,

rhythm, and coordination. Class involves warm-ups and stretches and progresses to short dance combinations, choreographies and improvisational exercises accompanied by traditional and world music. Basic technique, parts of a dance, traditional rhythms, and finger cymbal accompaniment will be covered. Additional topics include history and cultural context and basic costuming.

E 135 Golf (1 cr.) (Fall, First eight weeks; Summer)

Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Course includes rules and etiquette of golf. Students play on par-three course. Class meets at driving range. Fee charged.

E 144 Chi Gong (1 cr.) (Fall, Spring) Designed to give students an understanding and an appreciation of the function of chi gong. Qigong (another spelling of this ancient Chinese art) is an energy balancing and energy generation and restoration method of training, consisting of visualizations and affirmations combined with a series of gentle movements that can be easily learned by anyone who wants to improve and sustain health and wellness. Students are expected to learn a set of chi gong and other basic techniques of tension release and energy restoration. Grading based on attendance.

E 145 Introduction to the Martial Arts (2 cr.) (Fall, Spring)

Introduction to the martial arts, including karate, hapkido, jujitsu, judo, aikido, kung-fu, boxing, and wrestling. Learn the core concepts of each art and gain a working understanding of what the martial arts are all about, and the differences among them.

E 147 Hapkido (1 cr.) (Fall, Spring, Summer)

Instruction in techniques for throwing, blocking, striking, kicking, and self-defense applications of joint locks. Student should achieve technical skill level of yellow belt. Evaluation: Written and skills tests, class participation. Uniform required.

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

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

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

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

E 150 Karate—Taekwondo (1 cr.) (Fall, Spring)

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

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

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

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

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

E 168 Swimming for Nonswimmers (1 cr.) (Fall, Spring, Summer) Beginning instruction in self-rescue remedial swimming skills, and several basic strokes. For the student with no swimming skills.

E 181 Tennis (1 cr.) (Fall, Spring, Summer) Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women's, men's, and mixed doubles. Fee charged.

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

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

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

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

E 203 Intermediate Archery (1 cr.) (Fall, Spring) Compound bows, care, and construction of equipment. Emphasis on fundamental skills/shooting form. Instruction follows guidelines of the Outdoor Education Project of AAHPERD.

E 209 Ballroom and Social Dancing II (1 cr.) (Fall, Spring) Expands on six dances from E 109. Introduces two new dances, quick step and samba. S/F grade.

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 219 Weight Control and Exercise (2 cr.) (Fall, Spring, Summer) Helps students realize the importance of a healthy diet and exercise behaviors in permanent weight control. Behavior modification techniques are used to help students achieve a healthy lifestyle that will result in either a gradual reduction in body weight and/or maintenance of a healthy body weight. Only S/F grades given. Laboratories in E 219 are aerobic exercise sessions, which include various activities such as jogging, walking, rowing, weights, Stairmaster, and cycling.

E 220 Training Theories for Endurance Events (2 cr.) (Fall) A general survey of theories and techniques associated with training for endurance-type activities. Designed for the self-coached athlete and aspiring coach. Applicable to running, cycling, and swimming.

E 221 Introduction to Swim Training and Coaching (1 cr.) (Spring) See the Web for description: www.iub.edu/~deanfac/class.html

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) (ROTC cadets only) *P: E 130 or consent of instructor.* See the Web for description: www.iub.edu/~deanfac/class.html

E 232 Intermediate Irish Dance (1 cr.) (Fall, Spring) This class will focus on both hard and soft shoe dancing, and work on dance phrases by repeating exercises for correct foot placement and body carriage. This course will possibly introduce hornpipes, treble reels, and hop reels.

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 245 Cultures and Traditions of the Martial Arts (2 cr.) (Spring) See the Web for description: www.iub.edu/~deanfac/class.html

E 247 Intermediate Hapkido (1 cr.) (Fall, Spring) Designed to give students an increased understanding and appreciation of the art of

hapkido. Content emphasis involves advanced application of basic hapkido techniques and self-defense. Students should achieve the technical level of purple belt in hapkido.

E 248 Intermediate T'ai Chi Ch'uan (1 cr.) (Fall, Spring) *P: E 148 or consent of instructor.* The intermediate class examines the everyday practice of t'ai chi ch'uan. Course presents refinement of William C. C. Chen's 60-movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic and philosophic concepts.

E 249 Intermediate Judo (1 cr.) (Fall) *P: E 149.* Instruction in the fundamental skills of intermediate judo. Includes directional throwing, grappling, and self-defense. Student should achieve the technical skill level of Yon-kyu or green belt. Uniform required.

E 250 Intermediate Karate (1 cr.) (Fall, Spring) *P: Orange belt technical level or consent of the instructor.* Survey course designed to give students increased understanding and appreciation of the art of taekwondo (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 taekwondo.

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.) (Fall, Spring) Review skills, rules, terminology, and technique for singles, cut-throat, and doubles. Emphasizes strategies of offensive and defensive play, serve, and return.

E 264 Intermediate Sailing (2 cr.) (Fall, Spring, Summer) Students learn to rig and sail a variety of boats, control a boat in simulated emergencies, obtain ability in jury-rigging, practice trapezing skills and spinnaker trimming, and reach an intermediate level of racing knowledge and skills. Fee charged.

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.

Certification option: The Knowledge Development Referral is valid for 12 months from the end of the semester and can be used in conjunction with HPER-E 270 Introduction to Scuba for 2 credit hours, or IU can transfer your records to any sanctioned PADI facility or instructor to complete your training for scuba certification. Additional fees will be required for optional scuba certification and will vary according to the certifying instructor. For additional information, contact Charles Beeker (cbeeker@indiana.edu).

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, Spring, Summer) Beginning instruction in the principles of singles sculling. Rigging, boat care, safety, and other features of sculls and sweeps will be discussed. 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.) (Fall, Spring) This course focuses on advanced offensive and defensive techniques and strategies, including numerous attack approaches and playset combinations, read and commit blocking, and multiple team defenses. The course is designed for competitive volleyball players. It includes some sprinting and jump training.

E 290 Intermediate Yoga (1 cr.) (Fall, Spring) 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 week long on-mountain experience in Aspen/Snowmass, Colorado. Preparation includes physical conditioning, apparel, equipment choice, weather variables, mountain navigation, techniques, terms, responsibilities, and readiness. Concepts of physical, emotional, and intellectual aspects of downhill skiing will be addressed. An intensive practicum experience in Aspen, Colorado, will follow classroom instruction. Laboratory instruction will be provided by Aspen Ski School pros. The course goal is to ski all blue (intermediate) runs with smoothly linked parallel turns (level 6 skiing). Fee charged.

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

E 347 Advanced Hapkido (1 cr.) (Fall, Spring) Gives students an increased understanding and an appreciation of the art of hapkido. Content emphasis involves advanced application of hapkido techniques and self-defense. Students should achieve the technical level of a 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 Karate (1 cr.) (Fall, Spring) Gives students an increased understanding and an appreciation of the art of karate and taekwondo. Content emphasis involves advanced applications of basic taekwondo techniques, one-step sparring, forms, and introduction of free fighting. Students should achieve a technical level of a blue belt in taekwondo (Korean karate) by midterm and a brown belt by the end of the semester.

E 354 Advanced Tap Dance (1 cr.) (Spring) *P: E 254.* See the Web page for description: www.iub.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 374 Keelboat and Powerboat Safety (2 cr.) (Spring)

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

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

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

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

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

E 457 Jazz Dance Repertory (1 cr.) (Spring)

E 470 Diver Safety and Rescue (2 cr.) (Spring) *P: Scuba certification.*

E 475 Lifeguard Certification (1 cr.) (Fall) *P: Must be able to swim 500 yards continuously.* Instructor will prepare individuals to more effectively assume the duties and responsibilities of lifeguarding at pools and protected open-water beaches.

E 477 Water Safety Instructor (1 cr.) (Fall, Spring) Courses prescribed by the American Red Cross. Satisfactory completion of the requirements qualifies the student to teach

swimming through the Advanced Life Saving Level and Part I of the American Red Cross Water Safety Program.

RECREATION 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 Adventures 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.

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

R 231 Careers in Leisure Services (3 cr.) (Fall, Spring, Summer) This course provides an accurate, comprehensive understanding of the overall leisure-service field. Ten professional areas are focused upon in terms of employment and career opportunities and the national professional organizations promoting them. Steps of the job search process will be covered to assist in making career-planning choices.

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

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

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

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

Hebrew (JSTU)

See "Foreign Languages."

Hindi (INST)

See "Foreign Languages."

History (HIST)

A 100 Introduction to Latino History (3 cr.) (Fall) (S&H) Nieto-Phillips *Also listed as LATS L 102.* 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.

A 200 Crime and Punishment in American History (3 cr.) (Spring) (S&H) Muhammad

A 222 Law in America (3 cr.) (Fall) (S&H) Grossberg Course will examine the American legal system from the Revolution to the present. It will use trials, judicial opinions, statutes, stories, films, and other materials to study criminal prosecutions, private law suits, and constitutional conflicts. The aim of the course is to help students understand why law has had such a powerful role in the development of American society and the consequences of the American reliance on law. Readings will include a collection of legal cases and documents, books on topics such as child custody, murder, and class action injury trials, and short stories by authors such as Herman Melville.

B 100 Civilization and its Discontents (3 cr.) (Spring) (S&H) Schneider/Wahrman www.iub.edu/~deanfac/class.html

B 200 Mafia and Other Italian Mysteries (3 cr.) (Fall) (S&H) Ipsen See the Web for description: www.iub.edu/~deanfac/class.html

B 200 Fascism (3 cr.) (Spring) (S&H) Ipsen See the Web for description: www.iub.edu/~deanfac/class.html

B 200 War and Violence in 20th Century Europe (3 cr.) (Spring) (S&H) Roseman See the Web for description: www.iub.edu/~deanfac/class.html

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? I've chosen a mix of figures to represent the three periods of the Middle Ages: the early Middle

Ages (c. 300-c.1000), the high Middle Ages (c. 1000-c.1300), and the later Middle Ages (c.1200-c. 1500). 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. Writing assignments and participation in discussions integral to class. This course is also approved for College of Arts and Sciences Topics Credit.

D 101 Icon and Axe: Russia Through the Ages (3 cr.) (Fall) (S&H) Kuromiya This course offers a fast-paced introduction to the main events and issues in Russian history from earliest times to the present. It covers the foundation of a great Slavic state in the Eurasian plain; colorful rulers such as Ivan the Terrible, Peter the Great, Catherine the Great, Lenin, and Stalin; the great upheavals of the twentieth century, including three revolutions, a civil war, and two world wars. The main textbook is John Thompson's lively and quickly read *Russia and the Soviet Union* (fourth edition). Other readings include anthropological field notes about peasant family life and a recent investigative report about the victims and perpetrators of the Stalin era's massive killings and repressions. Nearly all lectures will be accompanied by slide images to illustrate aspects of life in the time being studied. Grades will be based on three exams and two short papers. The papers are to be built on the course readings and do not require additional reading or research. The exams relate directly to the course readings and lectures, and students will be provided with study questions to help them organize their exam preparation.

D 200 Russian History Through Film (3 cr.) (Spring) (S&H) Kuromiya See the Web for description: www.iub.edu/~deanfac/class.html

G 101 East Asia in World History (3 cr.) (Spring) (S&H) Struve *Also listed as EALC E 101* www.iub.edu/~deanfac/class.html

H 101 The World in the Twentieth Century I (3 cr.) (Fall) (S&H) Guardino *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, socialism, feminism, and fascism. Selected readings from descriptive and analytical studies, biographies, and novels.

H 102 The World in the Twentieth Century II (3 cr.) (Spring) (S&H) See the Web for description: www.iub.edu/~deanfac/class.html

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

requirements include participation in weekly discussion sections, three map quizzes, two short papers, two hour long exams, and a final exam.

H 104 Europe: Napoleon to the Present (3 cr.) (Spring) (S&H) Alter See the Web for description: www.iub.edu/~deanfac/class.html

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, between equality and inequality, and between 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) Stowe

H 106 American History II (3 cr.) (Fall) (S&H) McGerr An introduction to the social, cultural, and political history of the United States from the end of the Civil War to the end of the Cold War. Focusing particularly on the consequences of capitalist development, the course explores such topics as the emergence of corporations and consumer culture; the transformation of popular democracy; the patterns of race, class, family, and gender relations; and the impact of wars and world power. Required films include: *The Birth of the Nation*, *Citizen Kane*, and *Avalon*.

H 106 American History II (3 cr.) (Spring) (S&H) Sandweiss See the Web for description: www.iub.edu/~deanfac/class.html

H 205 Ancient Civilization (3 cr.) (Fall) (S&H) Watts Ancient history is, by definition, something chronologically remote from our world. Despite this distance, the civilizations of Egypt, Mesopotamia, Greece, and Rome are not unfamiliar to us. We can visit their monuments, appreciate their artwork, and read their literature. We can come to know larger than life personalities such as Alexander the Great and ordinary individuals such as Theophanes of Hermopolis.

In this course, we will explore all that is familiar about the ancient world as well as many of the features that make it different. Our focus will be on Classical Greece and Rome. In addition to describing the important historical events of this era, we will consider how ancient societies

understood their history, the importance of slavery in ancient economies, and the different roles played by women in the ancient world. The course will teach students to read an ancient text critically and discuss the relationship between ancient literary and archeological evidence. Students will be expected to complete readings in both ancient and modern writings. Assignments include one short paper (1-2 pages), one term paper (8-10 pages), a midterm, and a final exam.

H 206 Medieval Civilization (3 cr.) (Spring) (S&H) Deliyannis See the Web for description: www.iub.edu/~deanfac/class.html

H 207 Modern East Asian Civilization (3 cr.) (Spring) (S&H) O'Bryan See the Web for description: www.iub.edu/~deanfac/class.html

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.

H 212 Latin American Culture and Civilization II (3 cr.) (Spring) (S&H) James

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. The course is taught at an introductory level and focuses on death and dying, and on changes in human responses to disaster.

H 227 African Civilization (3 cr.) (Fall) (S&H) Hanson No previous knowledge of African history necessary. This introductory course aims to give students a good understanding and knowledge of African civilization. Topics include the environment; traditional political, economic, and social systems; history; music, art and literature; and Africa in the world. The basic text, *Africa* (P. Martin and P. O'Meara, eds.) will be supplemented by novels, primary sources, and articles that give an inside view of the continent. Satisfies Sub-Saharan culture requirements.

H 231 Women, Men, and Family in History (3 cr.) (Fall) (S&H) Alter In every era, the family has served as the most basic human institution, but it has always been subject to other forces in society, such as religion, politics, the economy, and the tragic consequences of high death rates. This course traces the history of the European family from 1500 to the early twentieth century. We will examine changes in the relationships within the family (parent/child, husbands/wives) and the changing role of the family in society. Among the topics to be discussed are courtship, marriage, child rearing, child labor, the origins of family limitation and birth control, the definitions of male and female roles, and the effects of other institutions (community, church, schools, state) on the family. Readings will include contemporary novels and original sources from the nineteenth century and earlier. This course is also approved for College of Arts and Sciences Topics credit.

H 237 Traditional East Asian Civilization (3 cr.) (Fall) (S&H) Struve Also listed as EALC E 251.

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 drawn especially 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*), from a course-packet supplement on Korea, and from translated literature (principally, Birch, *Anthology of Chinese Literature*, Vol. I, and Keene, *Anthology of Japanese Literature*) to see how certain concepts and values are expressed in the original writings of Chinese, Japanese, and Korean authors. Numerous slides are used to pursue these matters in the visual arts.

H 251 Jewish History: Bible to Spanish Expulsion (3 cr.) (Fall) (S&H) Lehmann This course is an introduction to the major themes and developments of the Jewish historical experience from the biblical period to the early Middle Ages. Topics to be covered include the biblical origins of the Jewish people, Jewish life in the Land of Israel, the Jewish revolts of Masada and Bar Kokhba, the composition of the major religious texts of Judaism, Jewish experiences in the diaspora, and Jewish relations with Christians and Muslims.

H 252 Jewish History: Spanish Expulsion to Present (3 cr.) (Spring) (S&H) Veidlinger See the Web for description: www.iub.edu/~deanfac/class.html

W 100 The Medieval World (3 cr.) (Spring) (S&H) Keirstead Also listed as EALC E 203. See the Web for description: www.iub.edu/~deanfac/class.html

W 200 First Global Age: Columbus to Krakatoa (3 cr.) (Spring) (S&H) Carmichael See the Web for description: www.iub.edu/~deanfac/class.html

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 126 Perspectives on Science: Natural and Mathematical (3 cr.) (Fall, Spring) (N&M) Individual sections will vary in content and major themes, but all will employ case studies to illustrate and analyze the logic and methods of the natural and mathematical sciences. 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, and 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 different specific techniques of argumentation used in science. We will pay attention to particular issues such as the use and

misuse of statistics and experiments. Examples of scientific reasoning will be drawn from historical sources, current public controversies, and the work of actual scientists. No knowledge of science or mathematics beyond the high school level is assumed.

X 220 Issues in Science: Humanistic (3 cr.) (Fall, Spring) (A&H) Individual sections will vary in the central issues to be discussed, but all will engage in the examination of some issues concerning the philosophical, cultural, institutional, and social impact of science on our lives. Designed to investigate the evidence and arguments related to different interpretations of or approaches to the course's central theme. May be repeated with a different topic for a total of 6 credit hours.

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-S 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 also 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. Inquiries may be directed to the Hutton Honors College (812) 855-3555.

H 211 Ideas and Experience I (3 cr.) (Fall, Spring) (A&H) *College Intensive Writing Section* Students read books by authors who have influenced the course of world civilization from antiquity to the Enlightenment, authors 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.

BL 299 GNDR-G 206 Gay Histories/Queer Cultures *Honors version* See p. 23 for description.

BM 299 GNDR-G 255 Gender, Sexuality, and Popular Culture *Honors version* 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."

Hungarian (CEUS)

See "Foreign Languages."

India Studies (INST)

See also "Foreign Languages."

I 212 The Civilization of Tibet (3 cr.) (Fall) (S&H) Sperlberg *Also listed as CEUS U 284.* 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.

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, and ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, and futuristic thinking.

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.* See Web for description: www.iub.edu/~deanfac/class.html. Cross-listed with CSCI-A 202.

Interior Design (AMID)

See "Apparel Merchandising and Interior Design."

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 comprised in the major.

I 201 Culture and the Arts (3 cr.) (Fall, Spring) (A&H) Touhy Introduction to the theoretical concepts of the arts and the role of the arts in the formation and transformation of identity. This core course examines the various mechanisms, sites, and institutions through which the arts and culture are disseminated.

I 203 Global Markets and Governance (3 cr.) (Fall, Spring) (S&H) Focuses on how political and social factors affect the economic conditions of subnational groups, countries, and the globe, and vice versa, how such economic circumstances affect local, national, and world politics.

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

I 205 International Communication (3 cr.) (Fall, Spring) (S&H) Examination of global

communication as a process governed by culture-specific and institution-specific rules. Semiotic aspects of mediation are covered as well as nation and state mediation in mass communication (including the setting of policy on language and the arts) and the role played by intent, power, gender, and politics in interethnic and intraethnic interaction.

I 206 Nations, States, and Boundaries (3 cr.) (Fall, Spring) (S&H) Introduction to the development of modern states and their mutual relations as well as the role of international institutions in mediating and regulating relations between the states and protecting individuals and stateless peoples from persecution.

Italian (FRIT)

See "Foreign Languages."

Japanese (EALC)

See "Foreign Languages."

Jewish Studies (JSTU)

See "Hebrew" and cross-listed courses that are recommended for new students: COLL-E 103 The Bible and Its Interpreters (Fall); HIST-H 251 (Fall), H 252 (Spring); REL-R 210 (Fall), 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 Advising." On that page, see "Advising Notes" 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 power point 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 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 is required for admission to the School of Journalism. It may also be taken by nonmajors and exploratory students.

Korean (EALC)

See "Foreign Languages."

Labor Studies (LSTU)

L 100 Introduction to Unions and Collective Bargaining (3 cr.) (Fall) Hawking 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) Needleman A survey of the origin and development of unions and the labor movement from colonial times to the present. The struggle of working people to achieve a measure of dignity and security is examined from social, economic, and political perspectives.

L 110 Introduction to Labor Studies: Labor and Society (3 cr.) (Fall) Sovereign *There will be one full semester course and one section that meets October 23 – December 9 through OnCourse.* An introduction to the changing role of labor in society. The course will emphasize a comparative approach to issues confronting labor organizations internationally.

L 205 Contemporary Labor Problems (3 cr.) (Fall) Mello *There will be one full semester course and one section that meets October 23 – December 9 through OnCourse.* While the President has declared the economy is strong, all is not rosy for American workers or the labor movement. Hundreds of thousands of factory jobs—and now white-collar jobs—are exported abroad every year. The gap between rich and poor in the United States is wider than ever before. The labor movement has declined to under 13 percent of the workforce, and employers forcefully combat workers' rights to form a union through legal and illegal means. The course will discuss and debate some of these major contemporary economic and political problems confronting workers, organized labor, and society as a whole. Topics we will discuss include: globalization and the global justice movement; plant closings; sweatshops; lean production; evolving labor-management cooperation programs; union democracy; issues of race and gender, electoral politics; and responses to the decline of organized labor.

L 290 Gay Issues in the Workplace (1 cr.) (Fall) Galloway Class meets Tuesday, 5:45-8:25 pm, October 31, November 7, 14, 28, and December 5. 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/L 390 Strikes in the 1990s (1 cr.) (Fall) Ashby Class meets Thursday, 5:45-8:25 pm November 2, 9, 16, 30, and December 7. A revitalized student movement on 200 college campuses, including IU Bloomington, is bringing the issue of sweatshops to the forefront of national debate. How is it that the workers who made the \$15 cap or t-shirt with a university logo on it were only paid pennies for their labor, and may be fired, beaten, or imprisoned if they try to organize into a union? The course will discuss what a "sweatshop" is; look at sweatshops in the context of the changing global economy; analyze the factors behind the growth of sweatshops in the United States and globally; debate U.S. government and corporate policies; and examine the rise of the new anti-sweatshop movement.

L 290 Working Class Hollywood: Labor Issues in Popular American Films (1 cr.) (Fall) Yandes Class meets Tuesday, 5:45-9:15 pm, October 31, November 7, 14, 28, and December 5. 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, toward recognizing the real importance of these issues for modern labor and understanding the ways they might have been translated for entertainment purposes.

L 290/L 390 Trucks, Cars, and Auto Workers (1 cr.) (Fall) Balliet Class meets Thursday, 5:45-8:25 pm November 2, 9, 16, 30, and December 7. This short course will examine the development of the U.S. auto industry and the role of workers and unions in making it the envy of the world by the 1950s. More than any other institution, the U.S. auto industry defined the economic and social institutions of modern America. Today, the world has changed. The industry once dominated by Ford, General Motors, and Chrysler is now seriously challenged by new foreign competitors. Is this good for American workers and consumers? We'll discuss what's happening, look into the future, and tally up some possible winners and losers.

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.

L 102 Introduction to Latino History (3 cr.) (Fall) (S&H) Nieto-Phillips 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.

Leadership, Ethics, and Social Action (LESA)

L 105 Beyond the Sample Gates (3 cr.) (Fall, Spring) (S&H) This is a service-learning course and the foundations course for the minor in Leadership, Ethics, and Social Action. Two hours of weekly service in a community organization is required as another "text" for the course. We will discuss questions like these: What is the role of volunteering in addressing social problems? How can you strengthen your leadership skills and your voice to become an agent of change? What cultural assumptions influence our decisions and actions? In addition, 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. Reflection and writing are important components of the course.

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 Local Economies and Individual Choices (3 cr.) (Fall) (S&H) Peterson-Veatch *This section recommended for prospective Liberal Arts and Management Program (LAMP) students.* This seminar course explores the "Great American Idea" of self-reliance in economic organization—both for the individual and for the community. Beginning with ideas in economics, the class looks at self-reliance from various points of view including those contained in social commentary, literature, and public policy. The seminar format of the class implies that students will read a substantial amount of material in the first half of the course, and then will create and refine an original idea in the second half. Students can expect to write many short papers over the course of the semester. In addition to the reading and writing in the class, students will take a field trip and complete two projects in the community. By the end of the course, students will be able to demonstrate understanding of how to create persuasive oral and written arguments. This course is also approved for College of Arts and Sciences Topics credit.

Library and Information Science (SLIS)

L 161 Library Skills and Resources (1 cr.) (Fall, Spring) (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 210 Topics in Language and Society (3 cr.) (Fall, Spring) (S&H) The study of topics relating to the role of language as a social phenomenon.

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 analyses of aspects of various languages, including English.

T 101 English Language Improvement (0-12 cr.) (Fall, Spring) (Seven weeks) For the international student who needs instruction in English as a second language. The English Language Improvement Program provides part-time intermediate and advanced instruction for undergraduate and graduate students already admitted to IUB. Credit hours, though counting toward full-time student status, do not accrue toward the total number required for a degree. These courses are *not* for native English speakers.

Mathematics (MATH)

M 014 Basic Algebra (4 cr.) (Fall, Spring, Summer) 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 118 or M 025. 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.

X 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.)

A 025 Computer-Based Precalculus Mathematics (3 cr.) (Fall, Spring, Summer) P: *Two years of high school algebra or M 014, and one year of high school geometry.* A 025 is a computer-based, self-taught version of M 025. There are very few formal lectures; however, free tutoring is available at many times during the week. Mandatory lab work may be required until academic proficiency standards are met. The required work may be done on any campus computer cluster, or possibly on a personal computer in a residence hall. Class

meets once a week for either a short quiz or an exam. Credit may not be applied toward a degree in most programs, and a grade of C- or higher is needed to satisfy the College of Arts and Sciences mathematics fundamental skills requirement. A student cannot receive credit for both M 025 and A 025. *Note:* Authorization is required. Also, time conflicts should not stop students from registering; special arrangements may be made.

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 fundamental skills requirement.

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

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

A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) (Fall) (N&M)

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

D 116 Introduction to Finite Mathematics I (2 cr.) (Fall, Spring) P: *Two years of high school*

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

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

D 117 Introduction to Finite Mathematics II (2 cr.) (Fall, Spring) P: *Two years of high school algebra or M 014 and a grade of at least C- in D 116.* This is the second course in the sequence and covers topics from 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 X 018.* Skill with solving word problems is required. Students should also be able to work accurately with fractions and decimals, to graph linear equations, and to solve two linear equations in two unknowns. A student who lacks these skills will want to take M 014. M 118 discusses set theory, techniques of counting, probability, linear systems, matrices, and linear programming. M 118 also includes applications to business and the social sciences. Credit given for only one of M 118, S 118, A 118, or D 116-D 117.

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

M 119 Brief Survey of Calculus I (3 cr.) (Fall, Spring, Summer) (N&M) P: *Two years of high school algebra.* Skill with most of the content of high school algebra or M 014 is very important. Students must be able to solve linear and quadratic equations; must be able to simplify algebraic fractions; must be able to graph linear and quadratic functions; and must have done previous work with fractional and negative exponents, exponential functions, and logarithms. A student who lacks these skills will want to take M 014 or M 025. M 119 is an introduction to calculus designed primarily for students in business and

the social sciences. No credit is given for M 119 after M 211. Only one additional hour of credit is given for M 211 after M 119.

X 201 Transition to Calculus II (1 cr.) (Spring)
(First eight weeks) *P: A or B in M 119.*

M 211 Calculus I (4 cr.) (Fall, Spring, Summer)
(N&M) *P: M 025 and M 026, M 027, or a good high school background that includes mastery of the material of two years of high school algebra and trigonometry. M 211 covers functions, limits, continuity, derivatives, graphs of functions, definite and indefinite integrals, and applications. A student who has not mastered the material in trigonometry should take M 025 and M 026, or M 027, before taking M 211. Credit given for only one of M 119, M 211, COLL-J 113.*

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

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

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

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

M 303 Linear Algebra for Undergraduates (3 cr.)
(Fall, Spring, Summer) (N&M) *P: M 212 or both M 211 and CSCI-C 241. R: M 212.* Class introduces the theory of real and complex vector spaces. It covers coordinate systems, linear dependence, bases, linear transformations and matrix algebra, determinants, and rank.

M 311 Calculus III (4 cr.) (Fall, Spring, Summer)
(N&M) *P: M 212.* Class covers the elementary

geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, and multiple integration.

K 300 Statistical Techniques (3 cr.) (Fall, Spring)
P: M 014 or equivalent. R: M 118. An introduction to statistics. Nature of statistical data. Ordering and manipulation of data. Measures of central tendency and dispersion. Elementary probability. Concepts of statistical inference decision; estimation and hypothesis testing. Special topics discussed may include regression and correlation, 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; SOC-S 371; or SPEA-K 300.

K 310 Statistical Techniques (3 cr.) (Fall, Spring)
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; SOC-S 371; or SPEA-K 300.

T 101 Mathematics for Elementary Teachers I (3 cr.) (Fall, Spring) *P: M 014, X 018, or a score of at least 10 on the Math Skills Assessment.* Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Only open to elementary education majors.

T 102 Mathematics for Elementary Teachers II (3 cr.) (Fall, Spring) *P: T 101.* Sets, operations, and functions. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics. Open only to elementary education majors. Students may enroll concurrently in T 102 and T 103 if they have the approval of an academic advisor.

T 103 Mathematics for Elementary Teachers III (3 cr.) (Fall, Spring) *P: T 101.* Descriptions and properties of basic geometric figures. Rigid motions. Axiomatics. Measurement, analytic geometry, and graphs of functions. Discussion of modern mathematics. Open only to elementary education majors. Students may enroll concurrently in T 102 and T 103 if they have the approval of an academic advisor.

Medical Sciences Program (ANAT, MSCI, and PHSL)

A 215 Basic Human Anatomy (5 cr.) (Fall, Spring, Summer II) (N&M) This course is team taught by medical sciences faculty. An organ systems approach to the study of the human body, including microscopic and gross structure. The course starts with an introduction to basic cell structure and tissue construction and continues with the coverage of all human systems with emphasis on the musculoskeletal,

cardiovascular, reproductive, and nervous systems. Bones, models, and prosected cadavers are used to study the topics concurrently in the laboratory.

M 131 Disease and the Human Body (3 cr.)
(Fall, Spring) (N&M) *Suitable for non-science majors at all levels. Basic science knowledge is advantageous but not necessary.* This course is team taught by medical sciences faculty. Provided will be a description of a disease or injury and a discussion of the normal anatomy and physiology of relevant body systems and the alterations that are due to the disease or injury. Included will be various drug and other medical interventions that can be used to diagnose and treat the diseases or injuries.

M 216 Medical Science of Psychoactive Drugs (3 cr.) (Fall, Spring) An entry-level examination of the biological mechanisms underlying the effects of psychoactive drugs. Drug actions in the brain, spinal cord, heart, lungs, liver, and other organs and tissues will be detailed. Molecular mechanisms and genetic factors involved in drug-induced therapeutic and adverse effects will be emphasized.

P 215 Basic Human Physiology (5 cr.) (Fall, Spring, Summer II) (N&M) *Not recommended for first-term freshmen.* It is recommended that students complete A 215 before enrollment in P 215. This course is team taught by medical sciences faculty. An organ systems approach to the study of human body function. Presentation begins with basic cell function and communication systems of the body, progressing to control systems, defense mechanisms, transport, gas exchange, and balancing of nutrients, water, and electrolytes. Focus for the course is on how organ systems contribute to essential metabolic activity and the maintenance of homeostasis. The laboratory emphasizes the application of material presented during lectures and is a required part of this course.

Mongolian (CEUS)

See "Foreign Languages."

Music (MUS)

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

CHORAL ENSEMBLES

X 001 All-Campus Choruses (Non-music majors only) (1 cr., no tuition fee) (Fall, Spring) Choirs meet one night per week from 7 p.m. to 8:30 p.m. *No audition is required (except for the chamber choir), and students do not need to be able to read music.* The women's chorus meets on Monday evenings and is open to all sopranos and altos. The chamber choir is open by audition

only and meets on Tuesday evenings. The mixed chorus is open to all students and meets on Thursday evenings. Students are required to perform in one end-of-the-semester concert. These choirs serve the non-music major who wishes to sing while pursuing a degree outside the Jacobs School of Music. Specialized ensembles such as All-Campus Men's Chorus, Women's Chorus, Mixed Chorus, and Chamber Choir will be formed from the main section. For additional information, call the Choral Office, (812) 855-0427.

X 060 Early Music Ensemble (2 cr., no tuition fee) (Fall, Spring) The *Pro Arte* 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 (1 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 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.

Descriptions of ensembles follow:

X 070 Conductors' Chorus (2 cr., no tuition fee) (Fall, Spring) The Doctoral Conductors' Chorus and the Master's Conductors' Chorus serve as laboratory choruses for the choral conducting master's and doctoral student recitals. A high degree of musicianship and sight-singing ability is required.

X 070 Contemporary Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring) A specialized group dedicated to the performance of twentieth-century vocal music. The group consists of interested students from several musical disciplines.

X 070 International Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring) This ensemble re-creates vocal music from outside the Western art tradition. To the degree that is possible, they sing with integrity of vocal and musical style and always in the native language.

X 070 Opera Chorus (2 cr., no tuition fee) (Fall, Spring) Provides the chorus for most operas during the season. Personnel selected, but any student may request an audition.

X 070 Singing Hoosiers (2 cr., no tuition fee) (Fall, Spring) A large, select group of singers who specialize in the popular jazz and theatre music of the past 100 years and perform the sacred and serious secular music of operas and oratorios. Some of the repertoire is performed with appropriate choreography and is accompanied by a group of instrumentalists. The group tours throughout the country and overseas and has made recordings with the Cincinnati Pops Orchestra.

X 070 University Chorale (2 cr., no tuition fee) (Fall, Spring) A group of 80 to 100 singers. Repertoire consists of major works with orchestra from the classical, romantic, and contemporary periods. The group occasionally performs in Opera Theater productions.

X 070 University Singers (2 cr., no tuition fee) (Fall, Spring) A select group of 35 singers known for their unique and varied programming. Their repertoire spans all eras of Western music and has included solo and small ensemble music, as well as music for larger choruses.

X 070 Women's Chorus (2 cr., no tuition fee) (Fall, Spring) This women's choral group sings both traditional and contemporary choral literature in several formal concerts. The group performs annually in the *Nutcracker* ballet.

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 The Marching Hundred for Music Majors, X 050 for Non-Music majors (2 cr., no tuition fee) (Fall) One of the nation's great university marching bands, with approximately 300 members composed primarily of non-music majors. Rehearsals are daily from 4:10 to 5:45 p.m. Students who are interested should register during summer orientation. Auditions occur during band camp, one week before the start of classes. Please contact the Department of Bands at (812) 855-1372 for audition information and to be placed on their mailing list. Two semesters of marching band are required for Music Education Instrumental (excluding strings) majors.

Auditions for Wind Ensemble, Symphonic Band, and Concert Band are held during the first week of classes. Contact the Department of Bands at (812) 855-1372 before classes begin to set up a time.

X 040 The Wind Ensemble (2 cr., no tuition fee) (Fall, Spring) An outstanding concert wind ensemble of approximately 50 members that performs the most advanced music in wind literature repertoire. Five formal campus concerts, occasional trips, and university ceremonial events are listed on its schedule. Rehearsals are daily from 2:30 to 3:45 p.m.

X 040 The Symphonic Band (2 cr., no tuition fee) (Fall, Spring) A highly talented concert group of approximately 55 members that performs a wide range of fine wind literature. The Symphonic Band presents five formal concerts annually. Rehearsals are daily from 2:30 to 3:45 p.m.

X 040 The Concert Band (2 cr., no tuition fee) (Spring) A fine concert ensemble of approximately 55 members that presents four

formal concerts a year. The literature programmed by this band includes many original works in the band repertoire. Rehearsals are daily from 2:30 to 3:45 p.m.

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 1½ to 2 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 Jazz Bands (2 cr., no tuition) (Fall, Spring) The Jacobs School of Music has four jazz bands. All groups rehearse 1½ to 2 hours daily and present a full schedule of concerts. For information on auditions, please consult the Jazz Studies Office, Merrill Hall 218, (812) 855-8546.

MUSIC APPRECIATION

Z 100 The Live Musical Performance (2 cr.) (Fall, Spring) Hear in-class performances with an opportunity to interact with the singers, instrumentalists, conductors, and composers performing and discussing a variety of musical styles including classical, rock, jazz, and world music.

Z 101 Music for the Listener (3 cr.) (Fall, Spring) (A&H) This course is especially designed for the non-music major and requires no previous musical knowledge or experience. The two main goals of the course are 1) to learn to listen with greater understanding, appreciation, and enjoyment to a limited number of representative compositions, and 2) to know significant facts about other compositions, composers, and periods, and the relationship of music to other aspects of society and culture.

Z 103 Special Topics in Music for Nonmajors (3 cr.) (Fall, Spring) (A&H) *Topic: Music in Multimedia.* This course focuses on learning to use music creatively and effectively in multimedia. Each student will complete a project that combines music with another type of media, e.g., animation, video, pictures. The software emphasis is on MacroMedia's *Director*.

Z 111 Introduction to Music Theory (3 cr.) (Fall, Spring) (A&H) This course is especially designed for the general university student and is intended to provide knowledge and skills in music listening, writing, and performing. The course covers basic principles of rhythm, melody, harmony, texture, form, and musical style, using a wide variety of musical material from all periods of music literature. There are no prerequisites for the course.

Z 201 History of Rock 'n' Roll Music (3 cr.) (Fall) (A&H) The course deals with the history and appreciation of the musical and cultural melting pot of 1950's rock 'n' roll and early 1960's pop. It begins with an overview of ancestors and influences: blues, boogie-woogie,

jazz, swing, country and western, gospel, and popular music, and the crossover success of rhythm and blues acts that marked the true birth of rock 'n' roll. The focus then shifts to the cataclysmic arrival of Elvis Presley and the careers and musical styles of Chuck Berry, Bo Diddley, Little Richard, Fats Domino, Buddy Holly, the Everly Brothers, and other founding fathers, and continues through '50's R&B; doo-wop; the soul pioneers Ray Charles, Sam Cooke, and Jackie Wilson; and the early '60's pop landscape of Phil Spector, the Brill Building writers, the teen idols, the twist, and American Bandstand.

Z 202 History of Rock Music II: Rock's Classic Era (3 cr.) (Spring) (A&H) See the Web for description: www.iub.edu/~deanfac/class.html

Z 301 Rock Music in the '70s and '80s (3 cr.) (Fall, Spring) (A&H) Hollinden A large lecture-oriented course that covers the history of rock music in the 1970s and 1980s. The post-Pepper "splintering" of rock and the ensuing style changes are highlighted.

Z 401 The Music of the Beatles (3 cr.) (Fall) (A&H) Gass Take an in-depth, 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 is supplemented by biographical information and many films and videos, including the massive Beatle *Anthology*, which is seen in installments throughout semester.

Z 402 Music of Frank Zappa (3 cr.) (Spring) (A&H) Hollinden

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

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

MUSIC RECORDING ARTS

A 101 Introduction to Audio Technology (3 cr.) (Fall) An introduction to the equipment and techniques employed in audio recording and reinforcement, including basic audio theory,

analog recording, and an introduction to digital audio. 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) (A&H) 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) (A&H) 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.

BALLET

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.

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) No previous guitar or music experience necessary. Material covered will include chords, note reading, song accompaniment, strumming, and finger-picking techniques through blues, rock, and country music idioms. Some sections will also include blues/rock improvisation.

L 102 Intermediate Guitar Class (2 cr.) (Fall, Spring) Assumes that the student has had some experience playing guitar and can read music. Course content consists of more advanced song accompaniment, barre chords, finger-picking styles, and blues/rock improvisation.

L 103 Advanced Guitar Class (2 cr.) (Fall, Spring) It is generally assumed that students in the advanced class are highly self-motivated and that they have a solid working knowledge of the entire fingerboard. Course content consists of music and techniques related to solo and ensemble classical guitar playing. A nylon string guitar is recommended, but not required.

PIANO AND VOICE

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

P 110 Beginning Piano Class I (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 II (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 III (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 Near Eastern Culture and Society (3cr.) (Fall) (S&H) Topic: *Transnational Islam: Muslim Communities in the West*. This is an interdisciplinary survey course, which will look at the political, social, and cultural aspects of the contemporary Muslim communities in the West, and their interaction with other Muslim communities and cultures in Europe and in the United States.

N 305 Topics in Near Eastern Studies (3 cr.) (Fall) Topic: *Arabic Novel in Comparative Context*.

N 305 Topics in Near Eastern Studies (3 cr.) (Fall) Topic: *Islam in the Balkans*.

N 305 Topics in Near Eastern Studies (3cr.) (Fall) Topic: *Silk Road: Musical Cultures of Central Eurasia and the Middle East*.

N 305 Topics in Near Eastern Studies (3 cr.) (Fall) Topic: *Survey of Islamic Art*. Architecture, sculpture, and painting of Islam from its origins in the Fertile Crescent to the nineteenth century.

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) Kovacich This course includes techniques and theory used in optometric practice to prepare the student to carry out diagnostic testing procedures. Examples of course content are case history, visual acuity, refractive errors, keratometry and ophthalmometry, visual fields, color vision, eye movements, binocular vision, accommodation, convergence and divergence, visual axis deviation, strabismus, visual pathway, and pupillary reflexes.

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

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

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

Persian (CEUS)

See "Foreign Languages."

Philosophy (PHIL)

The following descriptions are for illustrative purposes only. See the Web for descriptions of individual sections: www.iub.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 Elementary Ethics (3 cr.) (Fall, Spring) (A&H) Baron This course is designed to stimulate reflection about a number of issues in ethics and political philosophy. Readings will include great classics and contemporary philosophical writings, as well as excerpts of legal cases. Topics will include abortion, free speech, oppression, tolerance, capital punishment, and the relationship between morality and the law.

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

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

P 150 Elementary Logic (3 cr.) (Fall, Spring) (A&H) McCarty This course provides students with a first introduction to basic techniques in modern logic. The bulk of our attention will be directed toward propositional logic—the logic of statements and their interrelations. The principal techniques students encounter here include analysis of statements via symbolization, evaluation of arguments with truth tables, and the representation of inferences using natural deduction derivations. Our treatment of propositional logic will be followed by a briefer excursion into predicate logic—the logic of quantifiers. There, simple symbolizations and natural deduction derivations also play a leading role.

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.) (Spring) (A&H) Spade

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.

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

Physics (PHYS)

P 101 Physics in the Modern World (4 cr.) (Spring) (N&M) Kesmodel See the Web for description: www.iub.edu/~deanfac/class.html

P 105 Basic Physics of Sound (3 cr.) (Fall, Spring) (N&M) Bacher, 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 MUS-T 593 or consent of instructor.* An optional laboratory course designed to complement P 105. Included are experiments on the basic properties of sound waves and the synthesis and analysis of musical sounds, as well as experiments on more modern and advanced topics, such as room acoustics, transducers, microelectronics (integrated circuits and amplifiers), and digital sound. Intended for students majoring in audio technology and telecommunications.

P 109 Speech and Hearing Acoustics Lab (2 cr.) (Fall, Spring) 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 125 Energy in the Next Century (3 cr.) (Spring) (N&M) Bacher See the Web for description: www.iub.edu/~deanfac/class.html

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 365 Topics in Polish Literature and Culture (cr.) (Fall) (Second eight weeks) (A&H)

Topic: Body/Text: Representing the Body in Polish Literature. Course analyzes representations of the human body in Polish literature and culture from the Middle Ages to present day (focus on the twentieth century). Literary texts (Milosz, Szymborska, Gombrowicz, Witkacy) are supplemented by theoretical writings (the philosophy of the body, cognitive science, literary and feminist theory).

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, Spring, Summer) (S&H) Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organization, and major international issues. Credit not given for both Y 109 and Y 219.

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.

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.) (Fall) (S&H) Introduction to the influence of the news media on citizen preferences and behavior in the Information Age. Analysis of the forces shaping the media, the relation between media and politics, and the effect on citizens. Topics include citizen decision making, and development of critical skills in response to the Information Age.

Y 205 Analyzing Politics (3 cr.) (Spring) (S&H) Morris Maclean

Portuguese (HISP)

See "Foreign Languages."

Psychological and Brain Sciences (PSY)

Students majoring in psychology should take P 151-P 152. Nonmajors should enroll in P 101 and P 102. Majors must also complete P 211 and may enroll in it after completing P 101 or P 151.

P 101 Introductory Psychology I (3 cr.) (Fall, Spring) (N&M) Nosofsky and additional faculty 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 is not given for both P 101 and P 151. Majors should take P 151.

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 151 Introduction to Psychology I for Majors (3 cr.) (Fall, Spring) (N&M) Craig, Garraghty, James, Nosofsky Introduction to psychology for majors: its roots, methods, data, and theory. Major topics will include experimental methodology, neural science, learning and memory, sensation, perception, and cognition, with particular emphasis placed on experimental design and quantitative analyses appropriate to the major topics of the course. Credit not given for both P 151 and P 101.

P 152 Introduction to Psychology II for Majors (3 cr.) (Fall, Spring) (S&H) Introduction to psychology for majors. Continuation of P 151. Presents major theoretical issues, research methods, findings in social psychology, developmental psychology, individual differences, and psychopathology. Credit not given for both P 152 and P 102.

P 211 Methods of Experimental Psychology (2 cr.) (Fall, Spring) P: P 101, P 151, or P 106. 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) 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, ECON-E 370 or S 370, CJUS-K 300, SOC-S 371, or SPEA-K 300.

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

Public and Environmental Affairs (SPEA)

E 162 Environment and People (3 cr.) (Fall, Spring) This is an ideal course for freshmen interested in the environment. Students will have an opportunity to study current environmental issues using case studies in environmental policy covering subjects such as industrial discharge into the water supply and effects of air pollution on people, plants, and animals. It should be of interest to students in all majors because the study of environmental policy interweaves aspects of many disciplines, including ecology, economics, government, business, and health.

This course is an excellent elective for all majors, excluding environmental management, and counts as one of the five courses required in the minor in public and environmental affairs. It satisfies a public affairs core requirement for SPEA majors. (Elective for environmental management majors.)

E 262 Environmental Problems and Solutions (3 cr.) (Fall) This course is intended primarily for majors in the B.S.E.S. degree program. Students are expected to have a strong science background. The instructor uses an integrated approach to understanding and solving environmental problems. Topics may include ecosystem restoration, surface water and groundwater contamination, air pollution, and global environmental change.

E 272 Introduction to Environmental Sciences (3 cr.) (Fall, Spring) P: A statistics course. This course examines environmental science and its application to the physical world. Environmental science uses concepts and methods from agronomy, geology, and the social, biological, and physical sciences. Thus, students integrate concepts from many different academic disciplines, use critical thinking skills, and apply the scientific method to real-world problem solving. The course looks at many environmental issues and seeks to develop a basic knowledge of the technological and scientific options for solving them. Specific case studies will highlight the importance of scientific reasoning in formulating appropriate responses to policy questions. The course explores the following general questions: What do we need to know to manage and protect our future? How do we know these things? How sure are we about our knowledge? How can we apply our expertise to current issues? E 272 is required for environmental management majors.

V 160 National and International Policy (3 cr.) (Fall, Spring) This course introduces students to the study of public affairs by examining some of the most important issues facing policymakers today. Topics may include welfare, health care, the environment, education, "front page" items such as national budget policy, and government regulation concerning public health and safety. The principal objectives are to describe and analyze some major public policy issues facing the U.S. government in the coming decade and to examine the real-world processes by which public policy is formed and implemented. Most of the emphasis will be on public policy at the federal government level and on placing U.S. policies in an international context. This material is helpful to students with interests in journalism, telecommunications, business, economics, political science, history, sociology, biology, and chemistry.

V 160 National and International Policy (3 cr.) (Fall) McGregor For Hutton Honors students, SPEA Honors students, and those students who have an interest in the SPEA Honors Program. Examination of the great national and international issues of U.S. public affairs, including the major policy debates, the logic and process of public problem-solving, and the techniques of policy analysis applied to public action. Discussions, readings, research, and debates are built around a core reading that deals with the democratic struggle over the current size and shape of American government as an instrument of public action, the policy choices embedded in U.S. fiscal policy, the problem of American dependence on petroleum importation, the changing nature of poverty and

inequality in post-industrial societies, the American health security problem, the effects of globalization on American society and its economy, and the challenges and choices confronting American public schools. Major assignments include short papers, a research project, independent reading, and debates on resolutions defined by the class.

V 161 Urban Problems and Solutions (3 cr.) (Fall, Spring) For centuries people have flocked to cities seeking freedom and economic opportunity. Also for centuries critics have scorned cities as havens for criminals, corrupt politicians, and dangerous ideas. This course presents a broad overview of the most serious issues facing cities and urban areas in industrialized countries. Students will study the evolution of cities; the contemporary structure of urban areas; and the social, economic, and political forces contributing to this structure. This course will cover the policy issues of today's cities and the potential solutions to these issues.

V 261 Computers in Public Affairs (3 cr.) (Fall, Spring) In this course students will learn about the core concepts driving technology today and how they relate to public affairs and management. Content includes how computers and networks function, why computers have become so pervasive, and how technology is used in the business and public sector. The course will focus on the Microsoft Office Suite—Word, Access, PowerPoint, and Excel. This is a very practical, hands-on computer course.

Religious Studies (REL)

R 152 Religions of the West (3 cr.) (Fall) (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, beginning with essays on the Hebrew Bible and the *targumin* (Aramaic translations of the Hebrew Bible). We will then move to Pauline and early rabbinic literature, later rabbinic and Patristic literature, and medieval Jewish philosophical and Christian scholastic material. We will then survey some classical and more modern Muslim literature on this episode. We will conclude with Soren Kierkegaard's use of this biblical motif as the foundation for modern existentialist thought and compare it with modern interpretations of the Akedah in contemporary Jewish philosophy. 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) (A&H) Modes of thinking, views of the world and the sacred; the human predicament and paths to freedom; human ideas and value systems in the religions of India, China, and Japan.

R 170 Religion, Ethics, and Public Life (3 cr.) (Fall) (A&H) Sideris 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 210 Introduction to the Old Testament/ Hebrew Bible (3 cr.) (Fall) (A&H) The Hebrew Bible, the Old Testament to Christians and the Tanakh to Jews, is perhaps the most read text in the history of the world—and the most misread. The purpose of this course is to introduce students to the Old Testament/Tanakh and to explore its origins and meaning. Who wrote the Bible and why? What do we know about the world that produced the Bible and the events it describes? Is it "true," and what is it trying to communicate? We will investigate these and many other questions as we try to understand a text that has spawned three major religions and shapes the course of Western Civilization to this day.

R 245 Introduction to Judaism (3 cr.) (Spring) (A&H)

R 250 Introduction to Buddhism (3 cr.) (Fall) (A&H) This course provides a general introduction to some of the main ideas and practices of Buddhism, examining Buddhist thought and practice as they developed in India, then looking at Tibetan Buddhism and Zen, two regional forms of Buddhism that have been especially influential in the West. Although we will not cover all forms of Buddhism, our restricted focus will enable a more in-depth examination of individual Buddhist traditions than is normally possible in an introductory course. This course is approved for College of Arts and Sciences Topics credit.

R 257 Introduction to Islam (3 cr.) (Fall) (A&H) Schulz This class aims at providing students with an introductory overview of the basic tenets and social institutions of Islam by focusing on how it has been practiced and understood as a religious and ethical tradition by Muslims over time. The course will begin with the life of the Prophet and the formative period of Islam, and then move on to examine its central theological concepts and tenets of religious worship and ritual practice. The course will also examine the place of Islam in the modern world by focusing on trends towards "Islamic awakening" and moral renewal since the early decades of the twentieth century.

R 264 Introduction to the Study of Religion (3 cr.) (Fall) (A&H) Levene This course is an introduction to the study of religion through a consideration of major ideas and issues in the field. We will examine classic sources and theories—literary, philosophical, anthropological, and political—with the purpose of investigating aspects (and versions) of the following questions: What is religion (what is sought, what is found, what is the question)? What is the source of religion (where does it come from, what is compelling about it, what is the point)? What does religion make (what are its themes and trajectories, what kinds of lives are "religious")? How does one think about religion (what is a "theory" of religion, what/whom is it for)? With these four questions, and their associated tangents, we will strive to gain a snapshot of the study of religion in its attempt both to identify and to complicate—to name and to disturb—the multifarious human phenomena that can be placed under its purview. Readings from Sophocles, the Bhagavad-Gita, the Bible, Spinoza, Kant, Marx, Freud, Winterson, Ondaatje, Kundera, Geertz, Covington, Trawick, J. A. Smith.

R 270 The Living and the Dead (3 cr.) (Fall) (A&H) Campany Members of human societies, when they die, do not completely and immediately disappear. From the perspective of living persons, the dead live on in various ways, and the living interact with them from the moment of death onward. Religious traditions have sought to characterize the state of being of dead persons and have often provided ways for the living to relate to them. The main question to be asked in the course is: How are the dead conceived of in religions and cultures? Other questions follow from this one, such as: What sorts of relations have the living engaged in with the dead? How are conceptions and images of the dead related to other aspects of religions and cultures? How have religions and cultures expressed their views of the dead? Is there an explanation for the main similarities in the conception and treatment of dead humans across cultures and religions? What sorts of data, and what sorts of approaches, would allow us to pursue these issues fruitfully? This course seeks answers to these and similar questions. Readings are drawn from many sources and assembled into one modest-sized course packet. Visual

materials are incorporated. This course is approved for College of Arts and Sciences topics credit.

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 15 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 100 Introduction to Aerospace Studies (2 cr.) (Fall, Spring) (Second eight weeks) An introduction to the U.S. Air Force and the Air Force Reserve Officers Training Corps (AFROTC). Examines Air Force traditions and history, organizational structure, military customs and courtesies, and officer opportunities.

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 102 Introduction to the Air Force II (2 cr.) (Spring) Continuation of topics taught in A 101.

A 201 The 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 The 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 102 Basic Leadership (2 cr.) (Spring) Continuation of topics taught in G 101.

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

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

Romanian (SLAV)

See "Foreign Languages."

Russian (SLAV)

See also "Foreign Languages."

R 223 Introduction to Russian Culture (3 cr.) (Fall, Spring) (A&H) *College Intensive Writing for one of two sections.* Survey of development of Russian culture and thought from medieval Russia to the present, as seen primarily through literature and the arts. No knowledge of Russian is necessary.

R 263 Russian Literature from Pushkin to Dostoevsky (3 cr.) (Fall) (A&H) *College Intensive Writing for one of two sections.* The course focuses on classical masterpieces of Russian prose fiction in the nineteenth century, from the 1830s to the 1880s. Readings include works not only by Tolstoy and Dostoevsky (*Anna Karenina*, *Crime and Punishment*), but also Pushkin (*Queen of Spades*), Gogol (*Diary of a Madman*), Lermontov (*A Hero of Our Time*), and Turgenev (*Fathers and Sons*). Knowledge of Russian not required. Students satisfying the intensive writing requirement will write four papers.

R 264 Russian Literature from Tolstoy to Solzhenitsyn (3 cr.) (Spring) (A&H) *College Intensive Writing for one of two sections.* See the Web for description: www.iub.edu/~deanfac/class.html

Sanskrit (INST)

See "Foreign Languages."

Serbian (SLAV)

See also "Foreign Languages."

S 363 Literature and Culture of the Southern Slavs I (3 cr.) (Fall) (A&H) Survey of the history and cultures of the Croats, Slovenes, Serbs,

Macedonians, and Bulgarians from prehistory to the present. Readings and lectures in English.

S 364 Literature and Culture of the Southern Slavs II (3 cr.) (Spring) (A&H)

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 to enhance understanding of our diverse society. Content includes differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relationship to the majority group. These groups include, but are not limited to, people of color, women, and gay, lesbian, and bisexual persons. In addition, the course analyzes the interrelationship of race, class, ethnicity, and gender and how these factors relate to issues of social justice. Open to all students.

S 141 Introduction to Social Work (3 cr.) (Fall, Spring) R: ENG-W 131 and an introductory sociology or psychology course. Examination of characteristics, function, and requirements of social work as a profession. Emphasis on ideological perspectives of the profession, and the nature of professional function and interaction. Social work practice borrows from the theories of the social and behavioral sciences, particularly sociology and psychology.

Sociology (SOC)

See additional course descriptions on the Web: www.indiana.edu/~soc/index.html

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) (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." We can ask two questions about the built environment: What did people do to create it? How does it affect human behavior? 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. For example, if commercial areas had the same mix of trees as residential areas, they would be much more habitable places. You will also read about the history of cities, about the political and economic forces that create them, and about contemporary problems in cities. 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. Bloomington, Indiana, is not the topic of this course; however, because it is nearby and its social problems are like those in many other cities, it will be the principal field site for the course.

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 treatment 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 made nowhere more self-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 101 Social Problems and Policies (3 cr.) (Fall) (S&H) Steensland *Topic: Moral Controversy in the United States.* In recent years, people have proclaimed America is being torn apart by a culture war. Scholars and political commentators worry that the American ideal—*E Pluribus Unum*, Out of Many, One—is becoming unattainable because our society is divided, like never before, over cultural and moral issues. According to this viewpoint, a battle for America's soul is being fought between traditionalists (who hold conservative, orthodox beliefs) and progressives (who hold more liberal, often secular beliefs). The field of battle includes issues such as gay marriage, abortion, evolution, euthanasia, sex education, and a variety of church-state issues. At stake in this battle, according to many, are radically different visions of what American society should be like.

This course will discuss and evaluate this culture wars thesis and then closely examine three topics that have generated moral conflict in recent years: abortion, homosexuality, and evolution. The course is intended neither to change your beliefs nor to determine what is right and wrong, but to provide you with strategies for thinking about moral controversies in a more informed way. We will introduce a number of concepts that can help us think about these issues more clearly by understanding their political and social dimensions. We will learn about the role of religion in American public life because morality and religion are closely intertwined in the United States. We will place contemporary cultural debates in a broader historical context by examining similar debates during the past 100 years. We will look at changes in American culture since the 1960s that many people believe have caused the recent upsurge in moral conflict. We will outline some proposals for dealing with moral disagreements. And we will evaluate whether America is really as divided as some people claim.

S 101 Social Problems and Policies (3 cr.) (Fall) (S&H) Bartley *Topic: Sociology of Environment.* What impact has the rise of giant corporations had on the environment here and worldwide? Can environmental movements stem the tide of environmental degradation? What is environmental racism and what can be done about it? What are governments doing (or not doing) about global climate change, deforestation, and pollution? Why do we consume so much "stuff"? Why do we recycle? Is it possible to build communities and social systems that are ecologically "sustainable"? What are the links between globalization and environmental protection? What is "nature" anyhow?

These are just a few of the questions that can be addressed by taking a sociological perspective on the natural environment. Often, the natural and social dimensions of human life are assumed to be disconnected opposites. In contrast, this

course emphasizes the links between environmental conditions and the social formations and practices that underlie them. It will examine the organizational, political, and institutional conditions that produce environmental degradation, as well as the conditions that allow for positive environmental outcomes and ecological "sustainability."

We'll tackle these issues at the local, national, and global levels and look for ways of moving between the local and global to connect problems and solutions. Throughout, the course will emphasize that positive environmental outcomes do not rest solely on individual attitudes about the environment, but depend critically on larger social institutions and power relations in a society. Therefore, the course will provide a tour not only of the natural world, but also of the organizational and political forces that shape contemporary societies.

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 the inappropriate and/or misleading results and conclusions. This course will prepare you to be a knowledgeable and critical consumer of research findings. Perhaps more importantly, 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 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 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 such topics 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 Phonetics of American Speech (3 cr.) (Fall, Spring) (N&M) Scientific study of American pronunciation based on the International Phonetic Alphabet. Weekly exercises in the transcription of the sounds of English into phonetic symbols. 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.

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

X 101 Learning Strategies for Mathematics (2 cr.) (Fall, Spring) (15 weeks) (Grade: A-F) P: *Must be currently enrolled in any section of MATH-M 118.* This course is designed to help students become more active, independent problem solvers interested in truly understanding 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 math learning.

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

X 152 The 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 life and learning style 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 Living in the Information Age (3 cr.) (Fall, Spring) (S&H) The expansion in the reach, capabilities, and user-friendliness of the World Wide Web and the merging of once separate technologies are causing profound changes to the telecommunications industries. This course examines the development and impact of new communication technologies such as the World Wide Web, as well as traditional radio and television. The course provides students with a broad understanding of the impact of new communication technologies and encourages original thinking about the new media, the Internet in particular. This course also prepares students to become effective communicators in cyberspace. Not required 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 videogames 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 193 Passport to Cyberia: Making the Virtual Real (3 cr.) (Spring) (A&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 you 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 (4 cr.) (Fall, Spring, Summer) (A&H) *For theatre majors.* T 100 familiarizes students with all aspects of the theatre. It explores the theatre as a performing art and examines the various types and styles of drama that have played an important part in the history of theatre in America and Europe. T 100 also examines the ways in which different artists—playwrights, actors, designers, directors—contribute to the composite art of the theatre. Further, students read some of the great plays that have become milestones in the theatre.

T 115 Oral Interpretation I (3 cr.) (Fall, Spring) (A&H) T 115 introduces the student to the theory and practice of oral interpretation of literature as a communicative art. Through lecture, discussion, performance, and evaluation of performance, the course focuses on the techniques and skills of analyzing and orally presenting poetry, prose, and dramatic literature.

T 120 Acting I: Fundamentals of Acting (3 cr.) (Fall, Spring, Summer) (A&H) This course, for nonmajors, will introduce students to the foundations of acting: its theories, its physical

and vocal demands, and its application in scene work. Early work will encourage exploration of the body as an expressive instrument to encourage the kind of imagination central to vital and varied work on the stage. The later weeks of the course will be devoted to applying a broad range of practical skills to scene work; these scenes will be drawn, generally, from modern realistic plays.

T 121 Acting I for Majors (3 cr.) (Fall, Spring) (A&H) *P: Major in theatre and drama or departmental approval.* Accelerated performance course for majors focusing on the foundation skills of acting including movement, voice and diction, observation, concentration, imagination with emphasis on improvisational exercises and playing an action leading to scene study. Credit given for only one of T 120 or T 121.

T 210 Appreciation of Theatre (3 cr.) (Fall, Spring) (A&H) This course, for nonmajors, develops a framework for the appreciation and evaluation of theatre. The first half of the semester introduces the student to a history of the theatre. Assignments include reading selected plays that correspond to major theatrical periods—Greek, Medieval, Renaissance, and through the Avant-Garde of the contemporary theatre. Students are introduced to the various individual crafts that are combined in the art of theatre. T 210 assumes no previous study in the theatre.

T 220 Acting II (3 cr.) (Fall, Spring) *P: T 120 or T 121 or permission of instructor.* This course will stress the practical application of fundamental acting techniques to work on several scenes. The scenes themselves will be drawn, generally, from modern realistic drama and comedy. Physical and vocal work, together with improvisation, will be used in this course as extensions of the student's training in T 120 or T 121.

T 225 Stagecraft I (3 cr.) (Fall, Spring, Summer) This course has four goals: 1) to acquaint the student with the basic contribution made by the scenic investiture to the production as a whole; 2) to provide the student with the basic verbal and graphical vocabulary required for meaningful communication with theatrical co-workers; 3) to acquaint the student with the basic techniques and work methods commonly used in scenic construction; and, most important, 4) to help the student understand, through observation, the procedures required for working backstage with the maximum possible safety. The culmination of this experience is involvement in performance as part of a production stage crew. Laboratory hours are in addition to course meeting times.

T 229 Stage Management (3 cr.) (Fall) *P: T 100.* This course explores the role and function of the stage manager in theatrical production. It provides the basic skills to begin work in the field of stage management. The emphasis is on organization, documentation, and dissemination of information.

T 230 Fundamentals of Stage Costuming I (3 cr.) (Fall, Spring, Summer) This course introduces the student to the process of stage costuming. Students will participate in this process through practical assignments in play analysis, costume research, costume design, construction and crafts, and production crew work.

Tibetan (CEUS)

See "Foreign Languages" and "Central Eurasian Studies."

Topics Courses

See pp. 6–10.

Twi/Akan (LING)

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) *Also listed as POLS-Y 335.* The politics, economics, and social structures of Western European countries. Examination of selected domestic and international issues, including the welfare states, the European community, and West-East European relations. Cross listed as POLS-Y 335.

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 249 Afro-American Autobiography p. 1

AAAD-A 278 Contemporary Black Film p. 1

AAAD-A 290 Sociocultural Perspective of Afro-American Music p. 1

AMST-A 201 U.S. Movements and Institutions p. 1

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 Archeology p. 5

CLAS-L 307 Cicero p. 20

CLLC-L 210 Gender in Fascist Fantasies p. 10

CLLC-L 210 March of the Damned: Occult Culture p. 10

CLLC-L 210 Technology and the Human p. 10

CLLC-L 310 Discovering the Artist's Book p. 11

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. 12

CMCL-C 228 Argumentation and Advocacy p. 12

CMCL-C 238 Communication in Black America p. 12

CMLT-C 145 Major Characters in Literature p. 12

CMLT-C 151 Introduction to Popular Culture p. 12

CMLT-C 205 Comparative Literary Analysis p. 12

CMLT-C 216 Science Fiction, Fantasy, and the Western Tradition p. 12

CMLT-C 251 Lyrics and Popular Song p. 12

CMLT-C 252 Literacy and Television Genres p. 12

CMLT-C 255 Modern Literature and the Other Arts: An Introduction p. 12

COLL-E 103 Images of Jesus in Western Culture p. 7

COLL-E 103 Language and Thought p. 8

COLL-E 103 Magic, Science, and Art in Africa p. 7

COLL-E 103 Popular Culture in East Asia p. 6

COLL-E 103 The Bible and Its Interpreters p. 7

COLL-E 103 The Ebonics Controversy p. 7

COLL-E 103 The Examined Life p. 7

COLL-E 103 The Semiotics of Advertising p. 8

COLL-E 103 Who Wrote the Bible? p. 6

COLL-E 103 Women's Bodies, Women's Selves p. 7

COLL-S 103 Don Quixote (Honors only) p. 9

COLL-S 103 Leadership: Body, Mind, and Spirit – Lessons from the Aspen Idea (Honors only) p. 9

COLL-S 103 Literature and Power in Early Modern Europe (Honors only) p. 9

COLL-S 103 Memoirs of Madness (Honors only) p. 9

EALC-E 100 East Asia: An Introduction p. 14

EALC-E 231 Japan: the Living Tradition p. 14

ENG-L 141 Introduction to Writing and the Study of Literature I p. 16

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 213 Literary Masterpieces I p. 16

ENG-L 220 Introduction to Shakespeare p. 16

FINA-A 206 Classical Art and Archeology p. 16

FINA-F 100 Fundamental Studio—Drawing p. 17

FINA-F 101 Fundamental Studio—3D p. 17

FINA-F 102 Fundamental Studio—2D p. 17

FINA-H 100 Art Appreciation p. 16

FINA-N 110 Introduction to Studio Art for Nonmajors p. 17

FOLK-F101 Introduction to Folklore p. 17

FOLK-F 111 World Music and Culture p. 17

FOLK-F 121 Introduction to Folklife 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 252 Folklore and Humanities: Survey of Hip Hop p. 18

FRIT-F 300 Reading and Expression in French p. 22

FRIT-F 305 Théâtre et essai p. 22

FRIT-F 306 Roman et poésie p. 22

FRIT-S 300 Reading and Expression in French – Honors p. 22

GER-G 305 Introduction to German Literature: Types p. 24

GER-Y 350 Topics in Yiddish Culture p. 24

GNDR-G 101 Gender, Culture, and Society p. 22

GNDR-G 225 Gender, Sexuality, and Popular Culture p. 23

GNDR-G 290 Two Centuries of Feminist Thought p. 23

HON-H 203 Beethoven and His Era (Honors only) p. 9

HON-H 203 Contemporary Latin American Literature in Translation (Honors only) p. 9

HON-H 203 Global Identities (Honors only) p. 9

HON-H 203 Medicine, Magic, and Mortality (Honors only) p. 10

HON-H 211 Ideas and Experience I (Honors only) p. 32

HPSC-X 100 Human Perspectives on Science p. 32

HPSC-X 220 Issues in Science: Humanistic p. 32

INTL-I 201 Culture and the Arts p. 33

MUS-T 151 Music Theory and Literature I p. 38

MUS-Z 101 Music for the Listener p. 37

MUS-Z 103 Special Topics in Music for Nonmajors p. 37

MUS-Z 111 Introduction to Music Theory p. 37

MUS-Z 201 History of Rock 'n' Roll Music p. 37

MUS-Z 301 Rock Music in the '70s and '80s p. 38

MUS-Z 401 Music of the Beatles p. 38

PHIL-P 100 Introduction to Philosophy p. 39
 PHIL-P 105 Thinking and Reasoning p. 39
 PHIL-P 135 Introduction to Existentialism p. 39
 PHIL-P 140 Elementary Ethics p. 39
 PHIL-P 150 Elementary Logic p. 39
 PHIL-P 201 Ancient Greek Philosophy p. 40
 POLS-Y 105 Introduction to Political Theory p. 40
 REL-R 152 Religions of the West p. 42
 REL-R 153 Religions of the East p. 42
 REL-R 170 Religion, Ethics, and Public Life p. 42
 REL-R 210 Introduction to the Old Testament/Hebrew Bible p. 42
 REL-R 250 Introduction to Buddhism p. 42
 REL-R 257 Introduction to Islam p. 42
 REL-R 264 Introduction to the Study of Religion p. 42
 REL-R 270 The Living and the Dead p. 42
 SLAV-C 365 Seminar in Czech and Central European
 Literatures and Cultures p. 14
 SLAV-P 365 Topics in Polish Literature and Culture p. 40
 SLAV-R 223 Introduction to Russian Culture p. 43
 SLAV-R 263 Russian Literature from Pushkin to Dostoevsky p. 43
 SLAV-S 363 Literature and Culture of the Southern Slavs I p. 43
 TEL-T 206 Introduction to Design and Production p. 46
 THTR-T 100 Introduction to Theatre p. 46
 THTR-T 115 Oral Interpretation I p. 46
 THTR-T 120 Acting I: Fundamentals of Acting p. 46
 THTR-T 121 Acting I for Majors p. 46
 THTR-T 210 Appreciation of Theatre p. 46

Social and Historical (S&H)

AAAD-A 201 Introduction to African American and African
 Diaspora Studies p. 1
 AAAD-A 265 Sports and the Afro-American Experience p. 1
 AFRI-L 231 African Civilization p. 1
 ANTH-A 105 Human Origins and Prehistory p. 2
 ANTH-A 200 Topics in Anthropology:
 Chanting Down Babylon 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
 CEUS-U 284 The Civilization of Tibet p. 4
 CJUS-P 100 Introduction to Criminal Justice p. 13
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 BIOL-L 100 Humans and the Biological World p. 3
 BIOL-L 104 Introductory Biology Lectures p. 3
 BIOL-L 111 Evolution and Diversity p. 3
 BIOL-L 112 Biological Mechanisms p. 3
 BIOL-L 113 Biology Laboratory p. 3
 CHEM-C 100 The World as Chemistry p. 4
 CHEM-C 101 Elementary Chemistry I p. 4
 CHEM-C 103 Introduction to Chemical Principles p. 5
 CHEM-C 117 Principles of Chemistry and Biochemistry I p. 5
 CHEM-C 118 Principles of Chemistry and Biochemistry II p. 5
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 CHEM-S 117 Principles of Chemistry and Biochemistry I,
 Honors p. 5
 COGS-Q 240 Philosophical Foundation of the Cognitive and
 Information Sciences p. 5
 COGS-Q 250 Mathematics and Logic for the Cognitive and
 Information Sciences p. 6
 COGS-Q 270 Experiments and Models in Cognition p. 6
 COLL-E 105 Born to be a Genius p. 9

COLL-E 105 Darwinian Medicine p. 9
 COLL-E 105 Physics for Poets: Space and Time p. 9
 COLL-E 105 The City as Ecosystem p. 9
 COLL-S 105 Biology of Cancer (Honors only) p. 9
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 HON-H 205 Origin and History of the Universe (Freshmen Wells
 Scholars only) p. 10
 HON-H 205 Rational Decision Making (Honors only) p. 10
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 AAAD-A 110 Afro-American Choral Ensemble p. 1
 AAAD-A 120 IU Soul Revue p. 1
 AAAD-A 221 Dance in the African Diaspora p. 1
 AERO-A 100 Introduction to Aerospace Studies p. 43
 AERO-A 101 Introduction to the Air Force Today p. 43
 AERO-A 201 The Evolution of USAF Air and Space Power I p. 43
 AMID-H 100 Introduction to Apparel and Textiles p. 3
 AMID-H 168 Beginning Interior Design p. 3
 AMID-H 203 Textiles p. 3
 AMID-H 204 Apparel Manufacturing & Quality Analysis p. 3
 AMID-H 207 Apparel Structure Principles p. 3
 AMID-H 271 Interior Design I – Three-Dimensional p. 3
 AMST-A 100 Democracy in the Americas p. 1
 ANTH-A 205 Anthropology Today: Citizenship, Migration, and Globalization p. 2
 ANTH-A 205 Anthropology Today: Sex and Gender: Cross-Cultural Perspective p. 2
 ANTH-L 312 Intermediate Lakota (Sioux) Language I p. 20
 ASCS-Q 294 Basic Career Development p. 4
 BIOL-Q 201 Biological Science for Elementary Teachers p. 3
 BUS-A 100 Basic Accounting Skills p. 3
 BUS-A 200 Foundations of Accounting p. 3
 BUS-A 201 Introduction to Financial Accounting p. 3
 BUS-A 202 Introduction to Managerial Accounting p. 4
 BUS-F 260 Personal Finance p. 4
 BUS-G 100 Business in the Information Age p. 4
 BUS-G 202 Business and Economic Strategy in the Public Arena p. 4
 BUS-K 201 The Computer in Business p. 4
 BUS-L 100 Personal Law p. 4
 BUS-L 201 The Legal Environment of Business p. 4
 BUS-W 211 Contemporary Entrepreneurship p. 4
 BUS-X 100 Business Administration: Introduction p. 4
 BUS-X 104 Business Presentations p. 4
 BUS-X 201 Technology p. 4
 BUS-X 204 Business Communications p. 4
 BUS-X 220 Career Perspectives p. 4
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 HPER-H 205 Introduction to Health Education p. 25
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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)
www.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 Information Center
www.indiana.edu/~udivhpp

Hoosier Help (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/~intlsvr

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

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