

INDIANA UNIVERSITY

2005–2006

UNIVERSITY
DIVISION

Course Descriptions

Bloomington Campus

PLANNING



UNIVERSITY DIVISION PLANNER 2005–2006

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 are listed in this booklet in alphabetical order by school or department, and you will find cross-references in various places. *Exceptions:* Freshman Seminars are listed by school at the beginning of the course descriptions; foreign language courses are listed in alphabetical order 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."

Freshman Seminars are open only to freshmen. 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 2005-2006. 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). 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.

Freshman Seminars

The Freshman Seminar Program at IUB is a special series of small, inquiry- and discussion-based courses, designed to introduce new students to the kinds of intellectual work you'll find at the very heart of the university during your undergraduate career. These courses are structured to help you *learn how to learn* in other courses of all sizes and disciplines, so that you may be successful in your academic work at Indiana University Bloomington. The courses in the program are organized around the kinds of questions faculty members study in their own academic work and will provide valuable assistance as you begin to choose your own areas of study. In the Freshman Seminar Program, some of Indiana University's best faculty members will share their own favorite scholarly topics and intellectual passions, enabling students to explore not only what is expected of them academically, but also what opportunities for intellectual discovery are possible while attending Indiana University.

All courses are open to any new freshman student, regardless of intended major. These are courses offered by the College of Arts and Sciences (COLL) and will count toward the Topics requirement. All Freshman Seminar Program courses have a maximum enrollment of 20 and count for 3 credit hours.

Freshman Seminars (COLL-S 103, 104, 105) are open to freshmen only. Students may receive credit only once for each specific course regardless of topic. All course descriptions are tentative. For the latest updates, please see the College Topics Web site at www.indiana.edu/~college/topics/

COLL-S 103—ARTS AND HUMANITIES

S 103 Art of the Roman Spectacle (3 cr.) (Fall) (A&H) Van Voorhis With the popularity of the movie *Gladiator*, the American public has become more aware of the vast appeal and importance of ancient Roman spectacle. Drawing upon a combination of visual art and ancient texts, this course will examine the full range of public spectacle in Ancient Rome. We will begin our exploration with Roman entertainment, such as music and theatre, athletic events, and, of course, gladiatorial combats and wild beast fights. We will address not only the entertainment value of these spectacles, but also their broader cultural and political significance in Roman society. We will then expand our definition of spectacle to include other public activities, in particular rituals including the ceremonies of Roman religion, with its processions and sacrifices, the imperial triumphal procession, and the public events associated with Roman funerals. Through critical reading, visual analysis, and class discussion, we will explore the varied roles that spectacle played in Roman society and how such spectacle served to reinforce and maintain Roman cultural traditions, class hierarchy, and

social order. We will also examine our own culture of spectacle.

The class will be discussion oriented and will require the active and critical engagement of each student. Weekly reading assignments covering a wide range of perspectives will serve as the base for our discussions; we will, however, also examine representations of Roman spectacle in modern media, such as television and film. In addition to writing assignments and quizzes, each student will be expected to keep a journal that explores his/her responses to the readings and discussions.

S 103 The Balkans: Yesterday, Today, Tomorrow (3 cr.) (Fall) (A&H) Cooper Europe's most mysterious quarter, the Balkan Peninsula is the place where East meets West, often head-on and with dramatic results. Explore the sources of the tension that motivate the peoples of the Balkans. Understand their divisions of language, religion, history, and culture. Hear their voices (in English translation) through short stories, poems, and film. Adopt a Balkan country (there are 10 of them, but by the time this course is offered, there might be 12!) and make its case. Get beyond the newspaper headlines and find the Balkan "soul." The class meets twice weekly for 75 minutes. Lectures, discussions, readings, and films are in English. No prior knowledge of the area, its languages, or peoples is presumed.

S 103 What Is Tragedy? From the Greeks to Hollywood (3 cr.) (Fall) (A&H) Brillaud What did Antigone and Marilyn Monroe have in common? They were both viewed as tragic heroines in their own times. This course is an exploration of the human experience called tragedy. We will see that from fourth-century Athens to twenty-first-century Hollywood, the concept of tragedy has constantly been redefined, and little if any consensus has been reached on what constitutes a tragedy. Our discussions will center on artistic expressions of the tragic, whether a play, a novel, or a movie. We will also read philosophical texts and analyze current media use of the term "tragedy" in an attempt to answer the question What is tragedy? The readings include excerpts from Aristotle, Plato, Saint Augustine, Nietzsche, and complete works from Sophocles, Shakespeare, Faulkner, Beckett, and White. We will watch several movies including *Hamlet* with Ethan Hawke and *Longtime Companion*.

S 103 Gender, Religion, and History: Images of Women in Christian, Jewish, Muslim, and Zoroastrian Cultures (3 cr.) (Fall) (A&H) Choksy This course encourages students to be attuned to the origin, development, and importance of gender differences in society and religion; to analyze critically how perceived disparities between feminine and masculine have influenced the opinions, actions, and lives of individuals and thereby shaped cultural attitudes over time; and finally, to examine how ecclesiastic institutions have already shaped social behavior. We'll compare images that circumscribed the roles of women to those of men, through the history of the Christian, Jewish, Muslim, and Zoroastrian communities.

Reading list available in the Central Eurasian Studies office.

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

COLL-S 104 SOCIAL AND HISTORICAL STUDIES

S 104 Comparative Slavery (3 cr.) (Fall) (S&H) Assensoh This course treats slavery as a historical and political entity and will include a thorough discussion of the peculiarity of slavery within its comparative context, with an emphasis on sociogeographic dimensions. The following queries are raised for discussion: How has the practice of slavery evolved? Has slavery functioned differently in different societies? What is the relationship between slavery and other social institutions? Is there a "classic" form of slavery? Through lectures, course readings, and weekly class discussions, students are introduced to several aspects of classical and modern enslavement worldwide. There will be a short midterm exam and a final paper or exam.

COLL-S 105 NATURAL AND MATHEMATICAL SCIENCES

S 105 To Speak or To Sign: A Dilemma (3 cr.) (Fall) (N&M) Humes *Topic: Communication with the Deaf through Speech or Sign.* A debate that has raged (literally) for over a century centers on the best way for members of the Deaf community to communicate with the hearing population. Should the Deaf be encouraged and taught to use the communication system of the hearing world or use a system that is unique to their own silent world? Those on one side, often referred to as "auditory/oral" advocates, argue that the Deaf would be given a greater handicap if they were not taught the communication system of the hearing world from a very young age. Those on the other side are typically referred to as advocates of "manual" or "total" communication. They argue that the communication systems of the hearing world, systems that are based on a spoken-auditory

language such as English, cannot be learned by Deaf children during the crucial early developmental period in which fluent language learning occurs. Rather, visually based communication systems, such as American Sign Language (ASL), should be used instead and introduced early. The parents of Deaf children, the majority of whom are not Deaf, have to make a decision that can have long-lasting consequences based on fragmented and polarized information.

OTHER TOPICS-QUALIFIED FRESHMAN SEMINARS

CLLC-S 103 Clocks, Cars, and Composers (3 cr.) (Fall) (A&H) Hawkes *Primarily for residents of Collins Living Learning Center. See p. 12 for description.*

GLLC-S 104 As Others See Us: Global Perspectives on the United States (3 cr.) (Fall) (S&H) Terry *A portion of this course is reserved for residents of the Global Village Living and Learning Center. See p. 27 for description.*

LAMP-S 104 Understanding a Local Economy (3 cr.) (Fall) (S&H) Peterson-Veach *This section recommended for prospective Liberal Arts and Management Program (LAMP) students. See p. 36 for description.*

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 102 Introduction to Black Dance Styles (2 cr.) (Fall) Rosa Jazz dance techniques with an African American historical perspective. Instruction includes basic dance technique vocabulary and movements with syncopated rhythm patterns.

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) Cooper 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 Black Literature and Composition (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 in order 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.

Texts: Angelou, *I Know Why the Caged Bird Sings*; Douglass, *Narrative of the Life of Frederick Douglass*; Hurston, *Their Eyes Were Watching God*; Wright, *Black Boy*; A141 packet—an anthology of selected readings.

A 150 Survey of the Culture of Black Americans (3 cr.) (Fall, Spring) (A&H) Stanfield 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 156 Black Liberation Struggles against Jim Crow and Apartheid (3 cr.) (Fall) (S&H) Guterl A comparative perspective on American race relations, specifically the similarities and differences of the struggles against Jim Crow in America and against apartheid in South Africa. In both places, the late twentieth century witnessed a revolt against the legal and philosophical framework of white supremacy.

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 African studies.

A 203 Studying Blacks of the New World: African Americans and Africans in the African Diaspora (3 cr.) (Fall) (S&H) Assensoh A comparative study of the cultural, historical, and socioeconomic life patterns of African

Americans and diaspora-based Africans in the United States.

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

A 265 Sports and the Afro-American Experience (3 cr.) (Fall, Spring) (S&H) Sables 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 200 Comparative American Identities (3 cr.) (Fall) (A&H) Bose This course will consider comparative American identities through ethnic American detective novels. We will investigate how contemporary writers marginalized by race or ethnicity, and sometimes by gender, sexuality, and class, have utilized this popular genre to criticize mainstream understandings (legal and cultural) of crime and justice. We will consider how these novels treat the form of the conventional detective novel in which crimes usually originate with corrupt individuals who stand outside society and are then solved by solitary detectives who serve justice by restoring law and order. Many novels that we will read present alternatives to this formula. Some novels cast as crimes the conditions that are central to the foundations and successful functioning of

society. Solutions to these crimes—which are often perpetuated by powerful, elite individuals—often prove too large for one detective, however heroic, to unravel. Some of the novels instead provide collective solutions to crimes that involve social reform and alternatives to the legal system and cultural norms. Other novels refuse readers the satisfaction of a solution and instead highlight ongoing historical injustices that pertain to race and ethnicity, as well as gender, class, and sexuality. Through investigating how contemporary writers utilize the detective novel, we will seek to understand the genre’s possibilities and limitations for engaging questions of ethnicity and contemporary American identity. Course requirements will consist of three exams, one four to five page paper, and participation in a group project. A tentative list of readings include Lucha Corpi, *Black Widow’s Wardrobe*; Carolina Garcia-Aguilera, *Bitter Sugar*; Tony Hillerman, *A Thief of Time*; Chang-Rae Lee, *Native Speaker*; Walter Mosley, *Devil in a Blue Dress*; Sara Paretsky, *Blacklist*; S. J. Rozan, *China Trade*; and a packet of readings on ethnicity and American history.

A 201 U.S. Movements and Institutions (3 cr.)

(Fall, Spring) (A&H) Backer *Topic:*

Representations of War in America, from the Civil War to the Present. Photos from the Abu Ghraib prison and executions broadcast over the Internet are instances of the enormous impact that imagery has on the perception of war. Indeed, technologically mediated representations have determined American interpretation of war since before the Civil War. This course will investigate this history of representations with three central objectives. First, a cross-section of wartime art, from ephemeral political cartoons to permanent state memorials, will expose the class to the diverse world of images surrounding each war since 1850. Second, various methodologies, ranging from art historical to the visual, categories used by David Perlmutter in *Visions of War*, will provide the class with visual, theoretical, and contextual tools, which we will use to critically engage each war’s representations. Finally, the course will contrast contemporary imagery of each war with present-day representations (primarily figured in Hollywood film). This perspective will unsettle our notions of a grounded, stable history and provide insight into the creation of national myths and the cultural manifestations that determine our interpretation of each war and war as a trope in American history. The class will investigate the ability of today’s cultural artifacts, especially propaganda, to act upon the past, in media ranging from the blockbuster to fine art. By sifting through this contingent imagery, students will gain in a greater awareness of the relativity of our position vis-à-vis culture, the contextual determinants of any cultural construction, and the potency of the culture of war to influence our perceptions of the past and present.

A 202 U.S. Arts and Media (3 cr.) (Fall, Spring)

(A&H) Carroll *Topic: Hidden in Plain Sight:*

Propaganda Films and the Shaping of the American Experience. What do we mean when we call something *propaganda*? What is the purpose of propaganda film? And how does Hollywood use propaganda film to influence American opinion? Since *Fahrenheit 9/11* the role of the film as propaganda has become a common discussion in the American news media. However, Hollywood has always been involved in shaping American opinions. Sometimes Hollywood has been on the side of the American government—and even in its employ—but at other points in the past century, Hollywood has been very much at odds with the mission of the American government. This course explores the various roles and historical contexts in which the term *propaganda* gets used and defined with respect to particular American films. We will examine how the relationship between Hollywood and the American government has changed in the last century to reflect specific cultural tensions—World War II, the Cold War, Vietnam, and the American conflict in the Middle East. Is it possible for popcorn and politics to mix?

This class considers both conservative and liberal propaganda films with as much balance supplied as possible. We will read a wide variety of texts ranging from online archives to movie reviews, from historical documents and memoirs to journal articles and book chapters. Active in-class participation is required. Students will write an eight-page paper, contribute to a group project, submit weekly discussion questions, and complete a mid-term and final exam.

A 202 U.S. Arts and Media (3 cr.) (Fall, Spring)

(A&H) Yockey *Topic: The Superhero in America.*

This course examines the superhero primarily through representations in film and television since the 1940s. We will look at how the superhero has functioned to reinforce national concerns and how this figure has challenged those concerns. We will place the superhero in the context of the American heroic tradition that has often located the hero outside the margins of the very society she/he is said to protect. We will give serious attention to the vigilante role the superhero embodies and the often blurred boundaries between hero and villain. Questions that will guide us over the course of the semester include: What exactly makes superheroes “super” and in what way are they heroic? How do superheroes, a distinctly American creation, reflect prevailing concepts of citizenship? Who “gets” to be an American, according to these terms? Who decides this, and how (and why) should these designations be resisted? Evaluation will likely be based on participation and attendance, two exams, online discussion forums, and a final paper.

Anthropology (ANTH)

A 105 Human Origins and Prehistory (3 cr.)

(Fall, Spring) (S&H) Hunt, 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

(3 cr.) (Fall) (S&H) Kaestle *Topic: Brave New*

Biology. This seminar deals with developments in the fields of human biology and medicine. Some new developments pertain to the very beginning of individual human life. Indeed, reproductive decision-making has become increasingly complex with respect to the many ways of selecting parents (in vitro fertilization and cloning are two examples), with regard to predetermining the sex or immune system genotype of a planned child, and even the production of babies through sperm banks in an attempt to create desired qualities. New biomedical products (hormones, antibodies) and new procedures (gene therapy, tissue/organ transplanting) certainly can be viewed with great hope toward improving individual lives, and in fact in determining whether some babies will survive or how long an elderly person should be kept alive. Medical progress is not entirely problem or value free, however. While this seminar is primarily devoted to the exploration of exciting, new biomedical developments, we will not concentrate our efforts on understanding the minute details of the science. We will begin with the scientific basics; we’ll also consider the many ethical issues raised by the new procedures and discuss how some choices may conflict with certain values and belief systems. Many issues we will discuss can be emotionally distressing, either in the abstract or for personal reasons. A respect for others’ viewpoints and feelings will be stressed.

A 208 Arts and Expressive Behavior (3 cr.) (Fall)
(A&H) Stoeltje *Topic: Rituals and Beliefs: International Perspectives.* Exposes students to rituals in politics and popular culture worldwide while exploring some of the most prominent comparative theories about the nature and function of ritual. The course aims to examine how rituals enable practitioners to represent a set of beliefs in visible, often dramatic performance. We will study rituals and celebrations associated with occupation, politics, and gender in various parts of Africa; the contemporary United States and Mexico, including Native Americans; China; and parts of Europe. Students will actively research weddings and some religious rituals. Cross listed as INTL-I 207.

B 200 Bioanthropology (3 cr.) (Fall, Spring)
(N&M) Cook, 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 101 Ecology and Society (3 cr.) (Spring)
(S&H) Moran

E 105 Culture and Society (3 cr.) (Fall, Spring)
(S&H) Tucker, Stoeltje 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 around the world and the United States.

E 200 Social and Cultural Anthropology (3 cr.) (Fall, Spring) **(S&H) Sterling, Clark** 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 205 Peoples of the World (3 cr.) (Spring)
(S&H) Royce

E 260 Culture, Health, and Illness (3 cr.) (Fall)
(S&H) Phillips Across the world, ideas about and experiences of health, "dis-ease," and medicine are profoundly shaped by culture. This introductory medical anthropology course introduces students to cross-cultural approaches to understanding health and illness, covering topics such as ethnomedicine, ritual healing, gender and health, and international development and global health.

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

P 200 Introduction to Archaeology (3 cr.) (Fall, Spring) **(S&H) Pyburn, Sept, 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.) Fall
(S&H) Sievert Examines how archaeologists and archaeological knowledge are represented in popular cinema and compares these views with the work that archaeologists actually do. Topics include the history of archaeology, archaeological ethics, and interpretation. Feature films cover archaeological practice, early humans, ancient Egypt and Rome, extraterrestrials, and other topics.

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 Introduction to 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 Comparative Apparel Construction (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.) (Fall) **(N&M)** The search for life and life-friendly environments in the universe is an interdisciplinary focus of modern science. This course explores the origin, nature, and history of life on earth, prospects for life in our own and other planetary systems, extrasolar planet detection, and the possibility of other technological civilizations.

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 innovation 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, memorandums, 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 (COLL)

Q 294 Basic Career Development (2 cr.) (Fall, Spring) Career Development Center and Arts and Sciences Career Services Staff This is an eight-week, letter-graded, 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) **Sperling** This course introduces the student to Tibetan civilization. Making extensive use of slides and other audiovisual materials, it covers, in a general and introductory manner, areas that are dealt with individually and in depth in more specialized courses in the Tibetan Studies Program of the Department of Central Eurasian Studies. Topics that will be treated in this course include Tibet's literature, art, religion, society, history, and language. The course is strongly recommended for undergraduates intending to take higher level courses in the department's Tibetan Studies Program.

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, Spring) (N&M) *C: C121.* 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 25, 2005. 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 25, 2005) 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 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 all other prerequisites are 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 25, 2005. 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, Summer) (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) *P: C 117, S 117, C 106, or S 106 or consent of instructor.* This second eight-week course is designed for students who are concerned about their chemistry background or would like to maximize their preparation for 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) (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.) (Fall, Spring) (N&M) *P: S 117 or consent of instructor.* For students with unusually good aptitude or preparation. 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.

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.) (Spring) (N&M) Eberle

Q 270 Experiments and Models in Cognition (4 cr.) (Fall) (N&M) Busey *R: PSY K300 or equivalent; mastery of two years of high school algebra.* See the Web for description: www.iub.edu/~deanfac/class.html

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

College of Arts and Sciences Non-Topics Courses (COLL)

Other Courses: See "Career Development."

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.

Q 175 Welcome to the College (1 cr.) (Fall) (First eight weeks) **Haywood-Smith, Hosek** 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. The class is highly recommended for College Direct Admit Program (DAP) students, freshmen who are planning a major within the College, and transfer students. 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, and Service Learning. 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.

Q 275 Professional Portfolio Development (1 cr.) (Fall, Spring) (Second eight weeks)

Dowd-Higgins, Hosek Open to College of Arts and Sciences sophomores, juniors, and seniors. This course is not open to freshmen. Students will learn to create their own unique professional portfolio, an educational tool used for reflection and the practical pursuit of graduate studies and/or career placement. Students will incorporate their personal academic experiences into a tangible record of their accomplishments to communicate the value of their liberal arts education with outside constituents. There is a final in-class presentation but no final exam.

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. See also Freshman Seminars beginning on page 1. 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*. Remember, however, as with freshman seminars, 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 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 different cultures in Western history have produced different images of Jesus that reflect the issues and values of their times. Requirements will include two tests and a few short papers.

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? How do the different cultures within our society define the experience differently? Do contemporary cultural scripts for women include this diversity of experience? This course introduces 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 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 between 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. All those sculptures with nails and knife blades sticking in them 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 and see how complex societies plan social and spiritual strategies and make sense of the world and respond to intellectual and social challenges aesthetically. Teaching methods range from lectures to participatory exercises in small groups. The course meets for two lectures and one discussion section per week. Requirements usually include three examinations (short-answer plus essay), five short (1-3 page) papers or "microthemes," participation in discussion, and regular attendance.

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? Readings: S. Pinker, *The Language Instinct*; F. Parker and K. Riley, *Linguistics for Non-Linguists*; various articles.

E 103 What Is Myth? (3 cr.) (Fall) (A&H) Schrempf Myth (or mythology) refers to colorful stories that tell about the origin and nature of humans and the cosmos. Attitudes towards myth vary greatly. Some regard it as a source of spiritual growth, while others see only falsehood. Some see in myth the distinct character of particular cultures, while others see universal patterns. Some regard myth as contemporary and alive, while others think of it as ancient and/or dead. Some regard myth as easily dismissed, while others are astonished at how tenaciously myth seems to grip our minds and emotions.

We will explore the nature of myth in four cultural contexts: Maori (Polynesian), Native American, ancient Greek, and contemporary mass-media/entertainment. Lectures and discussions will be supplemented by visual materials. Course requirements include three short essays and a midterm and final exam.

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

English novel of Jane Austen, *Sense and Sensibility*.

E 103 God and Evil (3 cr.) (Fall) (A&H)

O'Connor The central topic of this course is the compatibility of God's existence with the widespread suffering of our world. We will spend some time getting clear on just what it is we are talking about, by carefully exploring the concept of God in philosophical theology. In the rest of the course, we will alternate between abstract philosophical writing and more "popular" treatments (in essay, fiction, and film) of the question of God and evil. Some of these sources treat the issue generically, while others develop the issue in the context of traditional Christianity. By taking this course, students will not only be able to acquire a firm grasp of the issue at hand, but also have occasion to think about the nature of human freedom, time, and the concept of probability and how it is used in confirming theories, whether philosophical or scientific. Another "bonus feature" is that one may learn how to spot and assess imaginative developments of certain age-old philosophical ideas in pop culture, thereby joining that elite 5 percent of Americans who actually think when they read and watch the flicks!

E 103 The Semiotics of Advertising (3 cr.) (Fall)

(A&H) Fowler Semiotics is the science of the sign: anything that functions as 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 Literary Classics in Popular Culture:

Beauty and the Beast (3 cr.) (Fall) (A&H)

Halloran *Note: Some evening film showings required.* This course will problematize and call into question our assumptions about 1) What constitutes a literary classic? 2) How are definitions of beauty culturally bound? 3) What counts as beastly behavior? as we discuss the various roles literature plays in popular culture. The assigned readings will focus on blurring the boundaries that usually render "beauty" and "beastliness" as inherently incompatible qualities. By looking at instances where beautiful people act in beastly ways or texts that glamorize evil, this course will analyze social assumptions about the significance of virtue and

vice. We will read a variety of texts from antiquity until the present, which belong to different stylistic literary genres from the epic, to the lyric, short story, drama, and novel. This course will look at the interrelationship between visual depictions of beauty and beastliness in painting, photographs, sculpture, film, Web sites, and/or television and strictly textual depictions of outward beauty and the beast within. Requirements: two 4-5 page papers, a midterm and final essay exam, and final project. Participation in class discussion is a must.

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 different people in society view Ebonics, and why they might have those views? Finally, there is a practical question of how to 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 Who Am I? Race, Gender, and Identity

(3 cr.) (Fall) (A&H) Senchuk Our conceptions of ourselves and how we live with others in our society are powerfully influenced by notions of race and gender. These notions and their influence upon us will be explored from a wide range of disciplinary perspectives—biological, psychological, literary, and philosophical. The aim of this course is to help students gain insight into their own lives as members of a racially divided and gender-structured society. Students should gain greater awareness and understanding of the racial and gender issues that confront us in our everyday lives. Students will be encouraged to think more critically, usefully, and—perhaps most importantly—responsibly about those issues. A variety of texts and videos will be critically examined throughout the term.

COLL-E 104 SOCIAL AND HISTORICAL STUDIES

E 104 Evolution, Religion, and Society (3 cr.)

(Fall) (S&H) Gliboff Elections, wars, and plagues pale in importance beside the development of two philosophical trends: the rise of modern science and the development of

contemporary religion. Together these movements have shaped the Western world since the time of the Reformation and the Scientific Revolution. They are now reshaping the entire world beyond recognition even to your grandparents. Equally important, these two movements have shaped and continue to shape each other. This Topics course will focus on the century between 1840 and 1940, when science and religion vied with one another for the minds and hearts of the Western world. You will be taken into the thick of the fray and asked to follow the struggles and accommodations between theories of biological evolution and the ever-changing Christian tradition. The weekly lectures will introduce you to some of the particulars of the interaction of these two movements and how historians today interpret them.

You will be asked to read selections from the writings of the period and consider many sides of the complex questions that were being debated. There will be weekly or biweekly discussion sections in which you will explore in smaller groups the issues presented in lectures and the reading selections. There will be section quizzes, and an in-class and a final exam, which will cover this same material. The most valuable experience, however, might well be the research paper you will be asked to write. In short, you will be asked to understand the ideas and concerns of an historical individual as he or she wrestled with some of the same issues you will face in class and the assigned readings. Since this may well be the first college paper you will write, you will receive guidance into the resources of the IU library system. You will learn the techniques of finding relevant material for your individual documents, and you will be given plenty of opportunity to develop your own interpretation of the material you discover. You will write several drafts before handing in the final paper.

E 104 Global Consumer Culture (3 cr.) (Fall)

(S&H) Wilk Does everyone in the world wear Nike and eat at McDonalds? Is the planet going to become one big shopping mall, full of people who listen to the same music and watch the same movies? Or is the world entering a period of tribalism and fundamentalism, as nations break apart and everyone scrambles for their own piece of territory? Scholars simply don't agree. We have to look at the evidence, listen to the arguments, and try to figure out what kind of world we will be living in during the next century. One thing is clear: consumer culture—lives built around the media, celebrities, mass-produced goods, and shopping malls—is spreading everywhere. Can the earth sustain 7 billion consumers, their cars, refrigerators, and appetites? Many ecologists don't think so. Does the spread of consumer culture mean the end of cultural, religious, and linguistic diversity of families and communities? Would anyone want to live in a world where Indianapolis, Tokyo, Bombay, and Paris looked, sounded, and tasted the same? Social science does suggest some ways that people in different parts of the world are using to preserve their own unique heritage,

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

E 104 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 political 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 like congressional or parliamentary sessions, cabinet meetings, state of the union address, and so forth. 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).

E 104 People and Animals (3 cr.) (Fall) (S&H) Scheiber Are we as humans separate from animals, or are we all in it together? In this course, students will explore how other cultures have addressed this question using archaeology, ethnography, historical texts, and literature. We will explore how people's interactions with animals are varied and unique across cultures and through time, and how anthropologists specifically have tried to address these issues. Portions of the course will be devoted to food and identity; hunting and herding; domestication; pets as companions; symbolism in art and culture; use of animals as laborers, in captivity, and on display; origins of the American conservation movement; ethics of medical research; animals as pathways of disease; and human interactions with living primates. This course will include contemporary examples from across the globe, as well as historical examples in Native North America, Native South America, Southeast Asia, and Ice Age Europe. This course will be interdisciplinary in focus and will introduce students to perspectives on human interactions with animals within anthropology, archaeology, biology, zoology, history, and the humanities. Sections will include discussions, debates, and hands-on components.

This class is approved for credit for the Anthropology minor and the Science and Social Medicine minor.

E 104 Visions of the Future: A History (3 cr.) (Fall) (S&H) Pace In this course we will explore the development of conceptions of the future from the eighteenth-century Enlightenment to the end of the twentieth century to better understand how Western culture has viewed the world across the past two centuries. Using documents, fiction, film, television, artworks, and advertising, we will consider such issues as 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 of nuclear or environmental disaster; and the conceptualization of the future in terms of the acquisition of consumer goods. Students will have the opportunity to explore some of the central issues that have concerned Western cultures over the past two centuries and to discuss their reactions at length. They will work individually and in teams to produce a series of short assignments and papers and a longer research project. The kinds of skills that are required in these exercises will be systematically presented, so that students will understand the kind of work expected of them, regardless of whether they have ever had a college history course. For an overview see the course Web site at www.indiana.edu/~futhist/index.html.

E 104 Civilization and Its Discontents (3 cr.) (Fall) (S&H) Sheehan, Wahrman Sex and death, pain and pleasure, greed and generosity, good and evil: civilization has made it all possible. For the last 500 years, people have loved civilization's benefits and pursued its perfection. At the same time, they have hated civilization and attacked the very virtues it is supposed to instill. From the Bible to *Pulp Fiction*, civilization has been a mixed blessing indeed. This course will explore the paradoxes of civilization from the Renaissance to the century of the Holocaust. Together we will look at critical turning points in the history of Europe and America, times when civilization made great leaps forward and when a whole new species of social evils were introduced. Topics will include: exploring and exploiting the New World, religious emancipation and religious violence, courtly culture and decadence, industry and luxury, slavery, sexual pleasure and sexual pain.

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. This course provides a general understanding of what gender is and how it affects 1) criminal behavior, 2) victimization, 3) treatment by the criminal justice system, and 4) experiences of professionals in the legal/criminal justice system. Throughout this course, we will focus on the development of important skills and capacities. These skills include identifying and evaluating arguments, comparing and applying theoretical approaches, analytical thinking, and developing and supporting arguments. Each assignment will be oriented toward the development of these skills. Exams will consist primarily of multiple choice and short answer.

E 104 The Mad and the Bad (3 cr.) (Fall) (S&H) Dwyer The chronic mentally ill and career criminals are perceived by many as frustratingly intractable social problems. This course considers both those labeled "mad" and those labeled "bad," as well as the ways in which the criminal justice and mental health systems respond to the mad and the bad. It also looks at how people move (and are moved) back and forth between jails and hospitals, prisons and psychiatric forensic units. Specific topics will include schizophrenia, homelessness, legal pleas of insanity and incompetency, criminal careers, psychopathy and serial killers, recovered memory syndrome, and violent sexual offender legislation.

COLL-E 105 NATURAL AND MATHEMATICAL SCIENCES

E 105 The Biology of Food (3 cr.) (Fall) (N&M) Bonner The most intimate relationship people have with other organisms is to eat them. We kill animals, plants, and microbes, put them into our mouths, break them down into components, and then build them into our own bodies. We literally are what we eat. However, so few of us raise our own food even these close relationships are invisible. For example, what do you know about the life of a chicken, a cow, or an orange tree? Where do they live, what processes regulate their lives, and how does their use as human food affect them and us? The knowledge of how eating, a daily act, connects you with other organisms will give you the information necessary to appreciate and control these interactions in a more meaningful way. By studying how organisms we use as food evolve, grow, reproduce, and interact, we will study many basic principles of biology. Among the foods we will study are milk, eggs, meat, vegetables, fruits, fermented products, and chocolate. *On Food and Cooking: The Science and Lore of the Kitchen*, by Harold McGee, provides background reading, supplemented with handouts. Students will write a paper on a topic of their choice, participate in class discussions about current food controversies, and analyze their own diets. There will also be three exams.

E 105 Read My Lips! How Eyes Help Ears in Communication (3 cr.) (Fall) (N&M) Lentz Have you ever noticed that, in difficult listening conditions, you can often better understand the person talking to you if you can see the talker? This is a common occurrence and is typically referred to as lipreading or speechreading.

Speechreading benefits all sighted people, including those with good hearing and those with profound hearing losses, because of the relationship between lip movements and the speech signals received by our ears.

This course will review the effects of visual information on auditory sensation, with special emphasis on the particular aspects of sound and visual images that are useful for communication. Students will learn the neural mechanisms that underlie the combination of sight and hearing and how illusions, such as ventriloquism, are generated. Multimodal neural representation in hearing and sighted people will be presented, and the impact of deafness and blindness on the typical or normal neural representations of sound and visual images in the brain will be discussed.

Each student will be expected to keep a journal that explores his/her responses to the readings and discussions. Students will read selected material supporting arguments in favor of both the "auditory/oral" and the "manual" communication systems. During the course of this seminar, students will acquire knowledge about sound, hearing, speech, language, cognition, and development, as well as clinical information about hearing impairment and prosthetic devices for the hearing impaired, including hearing aids and cochlear implants.

E 105 Rational Decision Making (3 cr.) (Fall) (N&M) Allen One secret to a good life is making good decisions. But how is that done? Sometimes we weigh the pros and cons of the various options open to us. Other times we procrastinate and dither and may even end up tossing a coin or consulting Tarot cards. In this course we look at two types of basic research on decision making. We begin with a field of study called Rational Choice Theory, which attempts to describe the procedures that people should use in making decisions. Philosophers and economists working in this area raise some very interesting issues concerning the proper role of values, including moral values, and the best ways to deal with uncertainty and risk. Next we look at results coming from a field called Behavioral Decision Theory, which describes the guidelines and heuristics that ordinary people actually use when they make decisions. Cognitive psychologists and researchers interested in policy studies and marketing are especially interested in trying to analyze and explain the differences between the decision strategies that in theory appear to be most rational and the strategies that we tend to adopt in practice. Short assignments are due each week in the discussion section. Often you will need to submit answers to sets of problems posted on the Web that are designed to illustrate the concepts introduced in lecture. A few assignments ask you to analyze an actual case study in a one- or two-page essay. The grade will be based on four exams and an average of the weekly assignments. Regular attendance is required. This course most likely does not overlap much with material that you had in high school. It is multidisciplinary in approach. The

study habits required are those appropriate for a science course or a course in foreign language.

DEPARTMENTAL COURSES THAT FULFILL THE TOPICS REQUIREMENT: FALL

- AAAD-A 150 Survey of the Culture of Black Americans (3 cr.) (A&H) Stanfield
 EALC-E 180 Cross-Cultural Experiences of War (3 cr.) (S&H) Robinson
 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-H 231 The Family in History (3 cr.) (S&H) Alter
 HON-H 203 American Social Protest Literature, 1799-Present (3 cr.) (A&H) Gutjahr
 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 Medicine, Magic and Mortality (3 cr.) (A&H) Rollins
 HON-H 203 Transformations and Metamorphoses (3 cr.) (A&H) Gubar
 HON-H 204 Our "Original" Culture Wars: The Politics of Fundamental Values at the American Founding (3 cr.) (S&H) Conrad
 HON-H 204 Politics of Food (3 cr.) (A&H) Barbour
 HON-H 205 Origin and History of the Universe (3 cr.) (N&M) Londergan
 HON-H 205 Scientific Reasoning (3 cr.) (N&M) Koertge
 HON-H 205 Theory of the Earth (3 cr.) (N&M) Basu
 HON-H 211 Ideas & Experience I (3 cr.) (A&H) Bondanella, Burke, Caswell, Cecil, Rollins
 HON-H 212 Ideas & Experience (3 cr.) (S&H) Davila, Furniss
 LESA-L 105 Beyond the Sample Gates (3 cr.) (S&H) Bergonzi, Schonemann
 LING-L 112 Language and Politics (3 cr.) (S&H) Obeng
 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 222 *Star Trek* and Religion (3 cr.) (A&H) Weaver
 REL-R 250 Introduction to Buddhism (3 cr.) (A&H) Nattier
 SLAV-R 123 Russian Short Fiction (3 cr.) (A&H)

SPRING TERM OPTIONS

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

SPRING 2006

TOPICS COURSES

- COLL-E 103 Black Music and Identity (3 cr.) (A&H) Sterling
 COLL-E 103 Who Wrote the Bible? (3 cr.) (A&H) Marks
 COLL-E 103 The Daoist Body (3 cr.) (A&H) Bokenkamp
 COLL-E 103 Sacred Places (3 cr.) (A&H) Deliyannis
 COLL-E 103 What Is Poetry? (3 cr.) (A&H) McDowell
 COLL-E 103 The Meaning of Life (3 cr.) (A&H) Spade
 COLL-E 103 Language and Religion (3 cr.) (A&H) Port
 COLL-E 103 Conceptions of the Self, East and West (3 cr.) (A&H) Stalnaker
 COLL-E 103 Russian Short Fiction (3 cr.) (A&H) Cooper
 COLL-E 103 Architecture and Modern Culture (3 cr.) (A&H) Hertz
 COLL-E 103 The Semiotics of Advertising (3 cr.) (A&H) Fowler
 COLL-E 103 Cloak and Dagger (3 cr.) (A&H) Bondanella
 COLL-E 104 Genetics, Eugenics, and Biotechnology (Gliboff) (3 cr.) (S&H)
 COLL-E 104 Crime, Mass Media, and Society (3 cr.) (S&H) Chermak
 COLL-E 104 The Occult in Western Civilization (3 cr.) (S&H) Newman
 COLL-E 104 Lost Tribes, and Sunken Continents (3 cr.) (S&H) Pyburn
 COLL-E 104 Hitler, Stalin, DeGaulle (3 cr.) (S&H) Douglas
 COLL-E 105 Born to Be a Genius (3 cr.) (N&M) Musolino
 COLL-E 105 The City as Ecosystem (3 cr.) (N&M) Reynolds

FRESHMAN SEMINAR

- COLL-S 103 Leadership—Body, Mind, and Spirit (3 cr.) (A&H) Pugh

DEPARTMENTAL TOPICS-QUALIFIED COURSES

- AAAD-A 150 Survey of the Culture of Black Americans (3 cr.) (A&H) Williams
 FOLK-F 205 Folklore in Video and Film (3 cr.) (A&H) Johnson
 HIST-B 204 Medieval Heroes (3 cr.) (S&H) Deliyannis
 HON-H 205 Interdepartmental Colloquia (3 cr.) (N&M) Weinberg
 LING-L 114 Language and Religion (3 cr.) (A&H) Port
 PHYS-P 125 Energy in the Twenty-first Century (3 cr.) (N&M) Bacher
 PHYS-P 151 Twenty-first Century Physics (3 cr.) (N&M) Wissink
 REL-R 250 Introduction to Buddhism (3 cr.) (A&H) Nattier
 REL-R 270 The Living and the Dead (3 cr.) (A&H) Campany
 SLAV-R 123 Russian Short Fiction (3 cr.) (A&H) Cooper

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 students entering Collins. In addition, all freshmen and sophomores are required to take a Collins seminar each year; juniors and seniors are also 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. Other university courses taught by Collins staff on site also fulfill Collins residency requirements. Most Collins courses fulfill College of Arts and Sciences distribution requirements. See the Collins Web site (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 residents.

L 100 Edible Wild Plants (1 cr.) (Fall, Spring) (Second eight 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 210 The Lives of Abraham: Jews, Christians, and Muslims (3 cr.) (Fall) (A&H) Halverson Abraham is a first figure among three major world religions: Judaism, Christianity, and Islam. Who is he and why is he so important? How do the stories of Abraham inform our world today? In this class students will gain skill and confidence in reading ancient texts, become conversant with three major religions, and understand contemporary religious trends centered on the stories of Abraham. This course begins with the stories of Abraham preserved in the Bible. We then study the emergence of Judaism, Christianity, and Islam and their use of the Abraham stories to create religious identity. Finally, we explore how memories of Abraham continue to influence the world today, even our own community of Bloomington. In this regard, students will conduct a research project exploring how citizens in the community of Bloomington remember Abraham and how his stories inform their lives.

L 210 Drawing in the Digital Age (3 cr.) (Fall) (A&H) Pessl In the twenty-first century, digital technology is continuing to revolutionize the way art is conceived, created, and perceived. As a medium especially conducive to improvisation,

the computer is influencing many artists to reevaluate their approach to making art, fueling their conceptual concerns, and inspiring experimentation in all types of media. This course will examine the impact of technology on the artist by investigating drawing and two-dimensional design alongside digital methods. Students will focus on visual problem solving through ongoing sketchbook work and projects that involve transforming drawings digitally and manipulating digital printouts by hand. Emphasis will be on the creative potential of each individual and developing ideas of personal interest. Students will also be exposed to historical and contemporary artists who have been influenced by technological advancements.

L 220 Gender and Turkish Cinema (3 cr.) (Fall) (S&H) Cicek This course is designed to introduce students to gender and Turkish cinema. We will start with 1965-75 melodramas, where unusually strong female characters (created under the influence of socialist ideologies of that period in Turkey) challenge the status quo and find their individual voices. Such "active" feminine representations in film are unusual for Turkish as well as Hollywood cinema. Using psychoanalytic and social construction theory on film, we will analyze the similarities and differences between Western and Third World cinemas. We will then focus on "masculinity in crises" by examining the competing and complementary aspects of two patriarchal forces in Turkish daily life in film: military and Islamic tradition. Next, we will add yet another layer to our exploration of these issues with Turkish immigrant cinema in Europe, mainly Turkish-German cinema, which reveals the complexity of cross-cultural experiences of men and women in diaspora. We will end with contemporary Turkish cinema, which under global socioeconomic influence, exhibits more individual and urban-based depictions of men and women, compared to earlier, more collective and rural ones.

L 220 Video Killed the Radio Star: Music, Television, and the 1980s (3 cr.) (Fall) (S&H) Kerchner 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 culture 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 as an art form have evolved.

L 310 Discovering the Artist's Book (3 cr.) (Fall) (A&H) Cluver Our century has produced many types of books in which verbal text and visual materials (graphic art, photography, collage, and

photocopies) interact in different ways. Book production involves the materials and structures of traditional and experimental bookmaking, and the very format conveys and emphasizes the creative concept. This course will expose you to the many alternatives that exist for making books and the techniques involved in bookmaking so that you can explore this medium to represent your ideas. The ultimate goal is for you to bring craft and concept together through the making of various book structures.

L 320 History of Erotic Literature (3 cr.) (Fall) (S&H) Eckhart Sexuality is a natural part of human life. However, what is sexual is, to a great extent, learned. This course analyzes erotic literature from different cultures and time periods. We will critically examine what this material reveals about human nature, human relationships, society, religion, politics, and the world. This is not a class about pornography—the readings have been chosen to reflect different cultures, time periods, and types of literature with the assistance of the Kinsey Institute. The course will be composed of two parts. "Past" will explore erotic literature from the ancient world up to the mid-twentieth century. "Present" will look at examples of erotic literature available in the American market today in light of an important pornography decision by the Supreme Court. To reflect all of American society today we will cover as many ethnicities and sexualities as we can. Warning: Not all materials will appeal to all people; in fact, the instructor hopes that some of the work forces us to think about sexuality and challenges us without negating our core ethics and beliefs.

L 320 Bodies in Contemporary Cinema (3 cr.) (Fall) (S&H) Sinwell Over the past few decades, the exploration of bodies, particularly bodies within the cinema, has become a more and more popular pursuit among filmmakers and film critics, scholars and students. Studies of "body genres" like the horror film, melodrama, and pornography now amass in abundance on the shelves of bookstores and libraries. By introducing students to a wide variety of critical texts and focusing on independent cinematic texts that students might not be exposed to otherwise, this course will investigate the ways in which bodies are mediated within cinema through the lenses of gender, race, class, disability, technology, etc. At the same time, students will focus not only on the ways in which films and readings privilege representations of the body onscreen, but also the ways in which our own bodies within the theatres and our living rooms offscreen interact with those bodies onscreen.

S 103 Clocks, Cars, and Composers (3 cr.) (Fall, Spring) Hawkes What effect did the invention of photography, the light bulb, or an accurate clock have on composers and musicians? Did it matter whether they understood the solar system, how their internal organs worked, or the workings of their own government? We'll explore these kinds of questions while learning about several pivotal moments in the history of

Western music. Of course, we'll listen to lots of music, but we'll also use primary source readings, independent research, class discussion, and "salons." On "salon" days, you will take on the role of a person from the historical period we're studying and have a roundtable discussion with other important people of the time. You don't need to be a musician to take this class, and you'll have a chance to focus on topics of your choice. 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) 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) Striphas In our intensely visual culture, it has become increasingly important to go beyond passive viewing, to become informed spectators aware of how the media work. This course is designed to teach students how to recognize and analyze the artistic and technical components involved in filmmaking.

We will examine narrative form in film and how films are made, studying cinematography,

lighting, production design, special effects, editing, and music. We will also discuss different kinds of filmmaking traditions, including narrative, avant-garde, and documentary. Our analytical approach will incorporate questions of film's reception, and its ideological dimensions. Each week, in conjunction with our topic, we will view films by some of the most important directors. Throughout the course, we encourage the mastery of film terminology—a first step toward visual literacy—as well as the ability to analyze films closely, relating their style to their meaning.

C 201 Race and the Media (3 cr.) (Fall) (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 World Media (3 cr.) (Spring) (S&H) See the Web for description: www.iub.edu/~deanfac/class.html

C 203 Women in the Media (3 cr.) (Fall) (S&H) Examines the representation of women in the media and analyzes women's creative work as media producers. Includes screening, lecture, and discussion in areas of critical debate: positive images, visual representation, racial and ethnic stereotyping, women's employment in media industries, women as an audience/consumer group.

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 drawn together 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 227 Intercollegiate Forensics (1 cr.) (Fall, Spring) This course involves participation in the nationally ranked Indiana University forensics team. It involves training and research and analysis of public issues, organization of evidence and argument, and persuasive presentational skills. Actual travel and competition with the team are negotiated with the instructor. This course may be retaken for credit up to four times. Enrollment requires departmental authorization.

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 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 Western Literature (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.) (Spring) (A&H)

C 255 Modern Literature and 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.

C 261 Introduction to African Literature (3 cr.)

(Fall) (A&H) Oral and written poetry, epic fiction, and drama from around the continent are used to illustrate varied aspects of African life, aesthetic issues, and theoretical debates.

C 262 Cross-Cultural Encounters (3 cr.) (Fall)

(A&H) Encounters between different cultures explored in literature, art, film, and music resulting from various forms of cultural contact (travel, colonization, religious diffusion, print and electronic technologies). Topics include transformation of cultural institutions, processes of cross-cultural representation, globalization of the arts and culture, development of intercultural forms. Historical and regional focus may vary. May be repeated with a different topic for a maximum of 6 credit hours.

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. Students may choose to take a laboratory section that uses IBM PC-compatible computers with Microsoft Windows NT or a section that uses Macintosh computers. 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 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 Computer 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) 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."

R 353 Central European Cinema (3 cr.) (Fall) (A&H) Broad cultural overview of Central European cinema, highlighting major developments of cinema in Poland, Hungary, Bulgaria, and the former Republics of Czechoslovakia and Yugoslavia in the post-Stalin era. Special attention will be given to the individual style and aesthetics of several major film directors.

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 363 History of Czech Literature and Culture (3 cr.) (Fall) (A&H) A history of the Czech lands and their art, literature, and music from the ninth through the late nineteenth centuries. Some discussion of Slovak language and literature also included.

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

R 353 Central European Cinema (3 cr.) (Fall) (A&H) See description under "Croatian."

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 180 Cross-Cultural Experiences of War (3 cr.) (Fall) (S&H) Robinson This course examines the impact of three twentieth-century wars on the cultural and political relations between the United States and East Asia. The purpose of the course is to understand how our violent encounters with Japan in World War II, with China and North Korea during the Korean War, and with the Vietnamese between 1960 and 1975 have shaped mutual perceptions of culture, race, and gender. Rather than consider war from "strategic," national interest, or geopolitical standpoints, we will consider how war shapes interpersonal contact between war's fighting participants and ordinary people, particularly women and children. These twentieth-century wars brought hundreds of thousands of U.S.

men (and women) in contact with the people of East Asia for the first time. Contact mediated by the extraordinary conditions of war's destruction, social dislocation, cultural trauma, and physical violence has left lasting impressions on the peoples of our very different societies. Therefore, this contact has constructed skewed cultural and racial perceptions. We will study how these perceptions of the experience of war shape our own understanding of East Asia as well as the nature and meaning of war for ourselves. In the course of this study, we will also pick up a broad understanding of the historical narrative of East Asia in the twentieth century: its culture, politics, social structure, and values. We will use nontraditional sources for this study: feature films, literature, comic books, and documentaries, as well as more traditional texts. We intend that the use of such texts and the intense study of these emotional issues will stimulate you to further deepen your interest in Asia in general. This course is also approved for College of Arts and Sciences Topics credit.

E 201 Literature of Meditation (3 cr.) (Fall) (A&H) Bokenkamp Meditation practices are central to the religious traditions of China. Confucianism, Daoism, and Buddhism all teach specific body practices aimed at the taming of the mind, the perfection of the individual, and the accomplishment of other spiritual and physical goals. While such methods are usually taught by masters, the disciplines of meditation have become the pretext for a vast literature. In this course, we will study poems, first-person accounts, and manuals from China's three major traditions. The questions that will guide our research include: How did meditation practice differ across China's religions? How was experience described in each of these settings? How did early authors solve the problem of writing about the ineffable? And how can we analyze the religious experiences expressed in such works? No knowledge of Chinese is required. Students will be expected to complete a series of short papers, quizzes, and a final paper on the works studied and to participate in class discussions. The required text will be a course reader. This class meets with one section of REL-R 202. Credit given for only one of R 202 and EALC-E 201 on this topic.

E 203 Samurai Culture (3 cr.) (S&H) (Spring) Keirstead

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

E 270 Japanese Language and Society (3 cr.) (Fall) (A&H) Watt This course offers a basic introduction to aspects of Japanese language that reflect the culture and social structures of Japan. We will be asking questions such as: Why are the concepts of "in-group" and "out-group" so important in Japanese? To what extent has Japanese been influenced by English? Why do men and women speak differently? What are common nonverbal aspects of spoken Japanese? What is the role of silence in Japanese communication? Why do Japanese use honorific and humble expressions? How are the concepts reflected in the language? The course aims at

developing students' understanding of the intimate relationship that exists between language and society. Students are asked to reflect upon their own languages and societies as they examine the Japanese case. Students will read articles on a range of topics and view films, TV programs, and other firsthand materials. Requirements include three short exercises (1-2 pages), midterm and final exams, and a paper (suggestions for paper topics will be provided). Knowledge of Japanese is not required.

E 271 Twentieth-Century Japanese Culture (3 cr.) (Fall) (A&H) Jones This is an introductory course on Japan's culture in the twentieth century and beyond. Although the course is arranged more or less in a chronological order, its purpose is not a historical survey of the genres of culture. Instead, the course will consider these specific questions: What is meant by "modern" and "twentieth century" in culture? What happens to a culture when a foreign political system, such as democracy, is imported? What effect has the A-bomb experience had on Japan's culture? How has the rapid economic growth during the '80s and the financial failure during the '90s affected traditional arts or created a new culture? What is the nature of the current youth culture, and what is its relationship with established social values? Has America taught Japan anything? Has Japan taught America anything?

Students are encouraged to participate in class discussions to share their own perspectives as the course compares Japanese views and practices with American counterparts. Cultural "products" to be studied will include both "high" and "popular" categories of culture representing such genres as literature, painting, film, music, dance, theatre, comic strips, journalistic writings, advertisements, and some types of shows and festivals. Many materials are in the form of sound tapes, video and film strips, and slides. In addition, there will be, on the average, 50 pages of reading per week not only in literary texts but also in materials representing various images of, and responses to, Japanese society and culture. Because feature films are too long for the class session, students are required to attend two film showings outside of class.

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 Student Volunteer (2 cr.) (Fall) (Second eight weeks) See advisor for description.

EDUC-U 212 (2 cr.) (Eight weeks) For information about various topics, call (812) 256-8370 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)

Staff This 1 credit, eight-week 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)

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) 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) 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 comprise the writing process.

COMPOSITION AND LITERATURE COURSES

L 141-L 142 Introduction to Writing and the Study of Literature (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 (4 cr.) (Fall) (A&H) Gutzjahr *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 extraordinary 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 (4 cr.) (Fall) (A&H) Marsh *Topic: Monsters.* This course examines the fears and anxieties that gave birth to three monstrous classics in the nineteenth century and drove their growth in the twentieth and into the twenty-first—from biographical misery and cultural shock, to scientific bravado and imperialist megalomania: Mary Shelley's *Frankenstein* (1818/1831), Rider Haggard's *She* (1887), and Bram Stoker's *Dracula* (1897). The course will draw also on short related texts, from chemistry lectures and political tracts to Romantic poems, short stories, early stage adaptations, and private journals; and it examines an array of mainstream and little-known films, from James Whale's 1930 *Frankenstein* to Ridley Scott's *Blade Runner* (1982), and from F. W. Murnau's Expressionist masterpiece *Nosferatu* (1922) to Francis Ford Coppola's *Dracula* (1992). In doing so, it will unravel our strange inheritances from these perennially popular and powerful works. Lectures; discussion sections; mandatory film screenings (six or fewer); two midterm exams; two papers; cumulative final; and some quizzes and practice assignments.

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 Monday lecture on the basic elements of poetry and fiction, and twice (Wednesday and Friday) 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; 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) (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 202 Introduction to Literary Interpretation (3 cr.) (Fall) (A&H) Hutchinson This course prepares students to respond intelligently and actively to literary texts, orally and in writing, with a knowledge of basic forms and techniques of literary expression. The course is organized by genre, and by the end of each unit students should feel more confident in their ability to ask significant questions of poems, plays, or stories and to get greater enjoyment from them by recognizing the distinctness of their effects and strategies. We will also consider, particularly toward the end of the semester, the virtues of different theoretical starting points of critical analysis, to appreciate how different ways of approaching literary interpretation yield different insights, and thus raise the question of how to choose between different interpretive strategies. Because this is a writing-intensive course, students will be expected to do a fair amount of writing, formally and informally.

L 203 Introduction to Drama (3 cr.) (Fall) (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) (A&H) Staff 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) (A&H) 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 214 Literary Masterpieces II (3 cr.) (Fall) (A&H) Huntsman *Topic: Anglophone World Literature Exclusive of England and North America.* Our aim here is to broaden the scope for judging excellence beyond the borders of Great Britain and the United States and Canada, to include works of great quality from other writers in English from Asia, Southeast Asia, Pacifica, Africa, the West Indies, and South America. The course will be conducted as an extended discussion—as much like a seminar as the size allows. There will be two or three papers (4-5 pp. long), which you will be encouraged to revise and resubmit. The reading list will be finalized sometime in the summer; if you want to get started before the fall, send me an e-mail message (huntsman@indiana.edu).

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.

L 230 Science Fiction (3 cr.) (Spring) (A&H) Kilgore

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) Davezac (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 \$40-\$50.

F 101 3D Fundamental Studio (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 \$60.

F 102 2D Fundamental Studio (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 \$200-\$225.

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 on 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 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) (A&H) Johnson While topics that interest folklore scholars appear on film and video, the presentations of such topics are standardized (unchanged) "frozen" onto film. This course will deal with a number of issues of folk belief and worldview reinforced, debated, propagated, and spread by film and video, and it will explore whether folklore is really altered by standardization.

This course will explore ways of critically viewing and examining folklore in video and film. In spite of the powerful influence of science

on American worldview, many people still cling to beliefs others think are illogical and unreasonable. Tools for critical thinking will be explored in readings. 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. Moreover, it is hoped that they will appreciate the great variety of folk beliefs that exist in the world around them.

The textbooks for this class are Carl Sagan's book *The Demon-Haunted World*, and Michael Shermer's book *Why People Believe Weird Things*. 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 socio-cultural 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) 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. 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-year courses are available.

CZECH (SLAV)

C 101-C 102 Elementary Czech I-II (5-5 cr.) (Fall, Spring) P: *Permission of department.* Introduction to the basic structures of contemporary Czech (reading, writing, comprehension, and speaking). No previous knowledge of Czech is required. 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-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.

F 316 Conversational Practice (3 cr.) (Spring)

P: F 250. See Web description: www.iub.edu/~deanfac/class.html

F 317 French in the Business World (3 cr.)

(Spring) *P: F 250 or equivalent.* See the Web for description: www.iub.edu/~deanfac/class.html

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)

HAITIAN CREOLE (LING)

C 101-C 102 Haitian Creole I-II (4-4 cr.) (Fall, Spring) *Hebblethwaite* This course provides an introduction to Haitian Creole, which is spoken

by Haiti's entire population. The course is taught in Creole and prepares students to speak, read, and write the basic language. Participants also learn about Haitian folklore, music, religion, cuisine, history, art, philosophy, ethics, ethos, and identity. Students are expected to participate in class as they learn the fundamentals of the language. During the first semester, they complete written exercises assigned during class, three exams, and a final. There is one oral exam. The textbook used during the first semester is *Ann Pale Kreyòl* by Albert Valdman.

During the second semester, students read from additional sources such as *Ti Koze Sou Istwa Peyi Dayiti*, which is a good introduction to the central events of Haiti's incomparable history; *Tonton Liben* or *Wòch nan solèy*, which are among the first Creole peasant novels written in the mid-twentieth century; and/or *Mèt Larouze*, a recent graphic novel that depicts a Haitian peasant's search for water. Texts furnish cultural perspectives for in-class discussion, while songs and cultural activities accentuate learning.

Students from all disciplines are encouraged to enroll in this course. Questions may be directed to Benjamin Hebblethwaite at bhebblet@indiana.edu

HAUSA (LING)

H 201-H 202 Intermediate Hausa I-II (4-4 cr.)

(Fall, Spring) An introduction to Hausa, the most prominent West African language, and to Hausa culture. Hausa, with more than 30 million speakers, is an official language of Nigeria and the principal language of Niger. It is also spoken as a second language in parts of Ghana, Togo, Benin, Cameroon, and Chad.

The study of Hausa 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 Hausa manner. While English may be used to help students understand difficult concepts, the primary language of the course will be Hausa. Second- and third-year courses are also available.

HEBREW (JSTU)

Students interested in Hebrew may choose between two ways of learning the language: 1) with a focus on modern Hebrew as a spoken language or 2) with a focus on biblical Hebrew as a reading language leading to a concentration in the literature of the Old Testament/Hebrew Bible. Biblical Hebrew is an excellent choice for serious students interested in rabbinical or cantorial school or seminary. Students wanting to begin study of modern or Biblical Hebrew should do so in the fall.

Modern Hebrew

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.*

Modern Hebrew is taught in a one-year cycle. First, third, and fifth semester-level Hebrew courses are taught every fall, but not during the spring. Second, fourth, and sixth 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.

Biblical Hebrew

B 100 Introduction to Biblical Hebrew I (4 cr.) (Fall) An accelerated introduction to biblical Hebrew. No prior knowledge of Hebrew is required. Includes grammar, morphology, and syntax. Students acquire a sizeable vocabulary to learn how to read original biblical materials.

B 150 Introduction to Biblical Hebrew II (4 cr.) (Spring) *P: Grade of C or higher in B 100 or equivalent proficiency.* A continuation of B 100. Advances student's skill to read and understand biblical narrative, law, prophecy, and poetry.

HINDI (INST)

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

I 101 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.

I 102 Beginning Hindi II (5 cr.) (Spring)

I 201 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.

I 202 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 (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 (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 2005.

L 310-L 311 Elementary Lakota (Sioux) Language I-II (3-3 cr.) (Fall 2005, Spring 2006) 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 308 Caesar, Civil War (3 cr.) (A&H) *P: L 250 or equivalent.* Readings from Caesar with discussion of the political background of the Roman civil war and of Caesar as a cultural figure.

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. 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-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. Introduction to basic structures of contemporary Romanian language and to culture. Reading and discussion of basic texts. Second-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 2005.

I 339-I 340 Elementary Sanskrit I-II (5-5 cr.) (Fall 2005, Spring 2006) 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.

I 349-I 350 Intermediate Sanskrit I-II (4-4 cr.) (Fall 2006, Spring 2007) *P: I 339/I 340, or consent of instructor.*

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. 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 (*latinnica*). 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-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-S 150 Elementary Spanish I-II (4-4 cr.) (Fall, Spring, Summer) A four-skills approach to Spanish with an emphasis on critical thinking skills. Enrollment in S 100 is restricted to those with fewer than two years of high school Spanish or with consent of department. All others must enroll in S 105. S 150 has a prerequisite of S 100 and continues the work of S 100, including emphasis on all four skills and on critical thinking skills. Next course in the sequence is S 200.

S 105 First-Year Spanish I (4 cr.) (Fall, Spring) For students with two or more years of high school study. The course content surveys typical first-year vocabulary and grammar topics. Credit not given for S 105 and S 100, or S 105 and S 150. Next course in the sequence is S 200.

S 200-S 250 Second-Year Spanish I-II (3-3 cr.) (Fall, Spring, Summer) *P: S 105, 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 and on critical thinking skills. Readings are both journalistic and literary. *P for S 250 is S 200 or equivalent.* S 250 continues the work of S 200, including emphasis on all four skills and on critical thinking skills. After successful completion of this course, the foreign language requirement is fulfilled for schools that require a four-term sequence.

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 (LING)

W 101-W 102 Elementary Twi 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.

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. 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) (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 215 Cross-Cultural Gender Formations (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; or 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 which 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 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 Prehistoric Life (3 cr.) (Spring) (N&M)

See Web description: www.indiana.edu/~geosci

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 man 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 131 Oceans and Our Global Environment

(3 cr.) (Fall, Spring) (N&M) This course is designed for non-science majors. Interactions between the ocean and the atmosphere control the global climate and thus much of modern agriculture. This introductory course also deals with plate tectonics and morphology of the ocean basins, marine geology and energy resources, life in the sea, environmental problems due to sea-level rise, coastal erosion, and oil spills.

Two 50-minute lectures and one 2-hour lab per week. Many of the lab exercises involve working with data, some of which actually come from oceanographic cruises. In the labs we try to understand how scientists make observations and test hypotheses. Some of the

data are quantitative, and some of the labs entail making calculations. Grades are based on three exams (65 percent), quizzes (10 percent), and labs (25 percent).

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

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 350 Dutch Culture: Modern Netherlands

(3 cr.) (Fall) (Second eight weeks) (S&H) Hamm

Topic: *WWII, Film, and Literature.* For those seeking to understand the Netherlands, national taboos and obsessions are a good place to start. These can best be gleaned from Dutch literature, especially when you look at two themes that have generally been dominant for the last 60 years: the relationship with the (former) East Indian colony and the Second World War. This course tries to give an idea why the war in Europe and Asia remain important in Dutch literature for that long. The main focus will be on The Netherlands, but we will look at parallels in other West European countries also. The course begins with an outline of the war in Western Europe, more specifically in The Netherlands, and in the former Dutch East Indies. Two Dutch novels will be read and abstracts from other books. Furthermore, we will look critically at many films, the most well known war movie from The Netherlands as well as some other films, made in Europe. Grading will entail: a couple of short papers, a final exam, and a final paper. Taught in English; no prerequisites

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 120 Islam and Its Manifestations in the Modern World (3 cr.) (Fall) (S&H) This course is designed for students with a general interest in the Islamic world, religion, and/or history. The first part of the course presents the basic tenets of Islam and its manifestations in practices, rituals, and cultural values, thus supplying students with the fundamental basics necessary to understand the peoples and cultures of the Middle East and other Muslim countries. After establishing that base, we will move to the second part of the course, which discusses current issues and concerns of Muslims and non-Muslims regarding the interaction of the Islamic world or thought with the West or modernity in this era of globalization. We will examine how Muslim intellectuals have engaged with modernity and what its challenges are to the Muslim world. At the same time, regarding recent events in the political arena, we will look at the reactions of developing countries against hegemony of the West. By doing so, students will have a wider scope for understanding the interaction between the East and West than that propagated by the media.

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.

G 320 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.

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 As Others See Us: Global Perspectives on the United States (3 cr.) (Fall) (S&H) Terry
A portion of this course is reserved for residents of the Global Village Living Learning Center. Our perceptions of ourselves and our country are not necessarily shared by others worldwide. It's important to understand how others see us if we are to be successful, both individually and nationally, in the globalized twenty-first century. This course will explore how others around the world see the United States by focusing on selected current issues as reported in the world's press.

The class will select two to four issues or controversies involving the United States that are receiving worldwide attention in fall 2005. Topics may include: the war in Iraq and the war on terrorism, the Bush administration and foreign policy in general, the United States as a global economic force and various aspects of American popular culture. The issues will be selected on the basis of (1) their currency, (2) the amount of attention they are receiving in world media, and (3) the interests and background of students who enroll in the class.

Class members will select and be assigned countries in which they have interest and, if possible, appropriate foreign language skills. They will delve into the history, politics, and culture of that country (and its prior relations with the United States) to better understand reporting on issues involving the United States in that country's print and electronic media. Additional readings involving international media and the analysis of transnational issues will also be required. The class concludes with an oral presentation by each class member plus submission of a written country report.

While foreign language skills are desirable, they are neither required nor essential. Many will find this class a good way to apply even basic language skills that they may be acquiring simultaneously. A portion of spaces in this class will be held for residents of the Global Village, but the remainder is open to all incoming freshmen. This course is also approved for College of Arts and Sciences Topics credit.

Greek (CLAS)

See "Foreign Languages."

Hausa (LING)

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; 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. Grades based on three exams, abstracts, short essays, and a cancer wellness assessment.

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. Three objective exams and an individual, computerized dietary evaluation assignment are required. (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. Requires in-class activities, brief reaction papers on guest speaker topics, a short written project, and two objective exams based on material covered in the textbook and classroom.

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 311 Theory and Practice of Dance Techniques I (3 cr.) (Spring) P: Consent of instructor.

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

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 216 Current Concepts of 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) 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 2005-2006 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 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 Advanced 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 Capoeira Angola (1 cr.) (Fall, Spring)

This course will introduce students to the martial art of Capoeira Angola, an African-Brazilian cultural art created by Africans living in Brazil as slaves. Weaving dance, martial arts, and music to a fluid and graceful game of wit and skill, they used Capoeira as a means to preserve aspects of their own culture and to aid in their struggle for freedom.

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 Foundations of Fitness/Wellness (1 cr.) (Fall, Spring) Broaden your view of what it means to "live well" by actively pursuing healthy lifestyles. This course utilizes interactive learning activities to help you achieve balance in health through physical activity and social interaction. Concurrently, you will focus on the concept of peer mentoring and goal setting strategies to help yourself and others enhance the fitness and wellness living and learning experience.

E 100 Hip Hop (1 cr.) (Fall, Spring) This course will examine beginning hip hop dance technique through floor and center exercise and movement combinations and will encourage appreciation of hip hop dance as a form of expression and culture through technical and aesthetic study.

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 to 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) See your advisor for description.

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. Special supplies: Uniform.

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 Intermediate 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 Yonkyu 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. Grading is based on the knowledge reviews, five topical quizzes, a final examination, and submission of required work when due.

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'ai Chi 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'ai Shou (Push Hands). T'ai 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 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 Boating Safety (1 cr.) (Spring, Summer) See the Web for description: www.iub.edu/~deanfac/class.html

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 (1 cr.) (Fall, Spring) See the Web for description: www.iub.edu/~deanfac/class.html

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) 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, Spring) 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)

H 100 Black Liberation Struggles Against Jim Crow and Apartheid (3 cr.) (Fall) (S&H) Guerl Also listed as AAAD-A 156. See p. 2 for description.

H 200 Crime and Punishment in American History (3 cr.) (Fall) (S&H) Muhammad Over the past 30 years, the United States has become a

world leader in the use of incarceration. At no point in this nation's history, or in the world's, has incarceration affected more people, including prisoners, their families, and communities. States across the country continue to increase spending on crime control while cutting back on health and education costs. As the criminal justice system continues to grow in the twenty-first century, tough questions are being raised about the use of punishment to control crime and to address social problems. These questions, however, are not new.

This course will explore and analyze the cultural, political, philosophical, economic, gendered, and racial/ethnic/immigrant dimensions of crime and punishment in more than two centuries of American history. Frequently at the intersection of deeply rooted social and political anxieties in the past, legal definitions of what is criminal, what behavior is worthy of punishment, and what groups of people are most deserving of punishment (from retribution to rehabilitation) has constantly shifted over time. Class time will involve lectures, discussions, film, and video. Students will be expected to participate in discussions and be required to complete two exams, short in-class assignments, and a take-home essay.

A 225 Elvis and Postwar America (3 cr.) (Fall) (S&H) Bodnar In the 15 years after World War II, fundamental beliefs in American society were challenged. Many Americans saw themselves as patriotic, selfless, family-oriented people with a better life in store for them. The events of the postwar period, however, upset optimistic visions of the future. New anxieties over the violent nature of all who had fought in the war, over the existence of atomic bombs, and over the behavior of teenagers now worried citizens who had expected more tranquility in the postwar era. Old ways were suddenly under attack. Barriers to racial integration were falling apart, and the press was filled with a sense of "panic" over revelations of sexual crimes and violence in American society. This changing culture was often reflected in films of the late 1940s that revealed a more somber, darker view of American society.

In this climate of change, a new version of American manhood became popular. Marlon Brando and Elvis Presley conveyed images of sexual excitement and individual fulfillment that stood in stark contrast to the veneration of marriage and sacrifice that characterized the wartime era. Elvis, in a sense, emerges in 1954 as a marker of a new age, one less interested in the sacrifices that war and marriage had required.

The course will consist of lectures, films, discussions, and readings. We will analyze American life from the era of World War II until the late 1950s. We will view films like *It's a Wonderful Life*, *A Streetcar Named Desire*, and *The Blackboard Jungle*. Students will read several books, including Peter Guralnick's *Last Train to Memphis: The Rise of Elvis Presley*. There will be at least two essay exams and some writing assignments that require the integration of material from films, lectures, and readings.

B 204 Medieval Heroes (3 cr.) (Spring) (S&H) Deliannis See the Web for description: www.iub.edu/~deanfac/class.html. 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) Ransel 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 200 Introduction to South Asian History and Civilization (3 cr.) (Fall) (S&H) Dodson A portion of this section is reserved for majors. The region of South Asia today encompasses the countries of India, Pakistan, Bangladesh, Afghanistan, Nepal, Bhutan, and Sri Lanka. This course is intended to introduce students to some of the principal historical themes and cultural features of this diverse region, from the ancient past to the present day.

Lectures will focus upon some of the important problems and debates current in South Asian history. Topics will include the nature of ancient society and the role of religion in daily life; the rise of Buddhism and Jainism; the functioning of the ancient imperial state; cultural and religious syncretism in the ancient world; the development of sacred temple architecture; the "invasion" of Turkic peoples into the subcontinent from the eleventh century; Islam in South Asia; the rise and decline of the Mughal empire; the development of Indo-Islamic art and architecture; the advent of British colonial rule in the eighteenth century; cultural and social change under British rule; the rise of Indian nationalism; renewed Hindu and Islamic religious identities and "communal" violence; popular Western perceptions of South Asia; and views of ancient India in modern Hindu fundamentalism.

Course readings will be taken from a variety of textbooks, and from supplementary material placed on e-reserve. Visual and reading material

presented in class, including film extracts, primary source documents, and examples of South Asian architecture, will provide the basis for in-class discussion.

H 101 The World in the Twentieth Century to 1945 (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 History of the World Since 1945 (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) See the Web for description: www.iub.edu/~deanfac/class.html

H 105 American History I (3 cr.) (Fall) (S&H) Knott This course surveys U.S. history from the collision of cultures on this continent that began with the "discovery" of the "New World" in the fifteenth century through to the era of the American Civil War. The course explores social and cultural history, that is, the experience of living in American society in different periods and the cultural ideas Americans used to understand their changing world. Particular concerns include the experience and meaning of freedom (and its opposites), and struggles and rebellion in the name of freedom. In addition to surveying the American past before 1865, the course acts as an introduction to methods of history. It asks not just what happened in the past, but how do we ask questions and make interpretations and arguments about that past. These two goals will be pursued through a blend of lectures, class discussion, essay-writing, and examination.

Weekly readings will involve a blend of primary sources (produced by people in the past) and secondary sources (the textbook, written by historians). The former will include *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*.

H 105 American History I (3 cr.) (Fall) (S&H) Stowe This course looks at American history from European settlement through the Civil War. We will focus on important events, people, and social conditions that led to the founding and creation of the United States—and to its crisis at mid-century. Readings (about 75-100 pages a week) will include a survey textbook, and other readings, such as Mary Jemison, *Narrative*, and Melton McLaurin, *Celia: A Slave*. Requirements: attend lectures; read and think. Evaluation will be in terms of three examinations (each 20 percent of course grade) and writing assignments (40 percent).

H 105 American History I (3 cr.) (Spring) (S&H) Dierks See the Web for description: www.iub.edu/~deanfac/class.html

H 106 American History II (3 cr.) (Fall) (S&H) Cullather The United States emerged from the Civil War embittered but reunited, territorially vast but on the margins of world commerce and power. Over the next 145 years it would undergo an industrial revolution, and a depression, participate in two world wars, and emerge as the dominant world power. This course examines the effects these turbulent years had on American communities, individuals, and institutions.

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

H 210 Britain's Road to Modernity (3 cr.) (Spring) (S&H) Wahrman *Topic: The Long Eighteenth Century and the Road to Modernity.*

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.

Readings include a textbook by Jonathan C. Brown, *Latin America: A Social History of the Colonial Period*; an Aztec account of the conquest (*The Broken Spears*); a collection of documents (Kenneth Mills and William B. Taylor, *Colonial Spanish America: A Documentary History*); and a course packet. Documentaries and films are also part of the course materials.

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

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.

Required texts: Horrox, *The Black Death*; Sobel, *Galileo's Daughter*; and a course reader.

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. Two exams, short assignments, and two short papers. Satisfies Sub-Saharan culture requirements.

H 231 Families in Former Times (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 251 Jewish History: Bible to Crusades (3 cr.) (Fall) (S&H) Veidlinger This course is an introduction to the major themes and developments of the Jewish historical experience from the biblical period to the 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. Students will be graded on the basis of three tests and two short writing assignments. Readings will include both general texts on Jewish history and specific readings on select topics.

H 252 Jewish History: Crusades to Present (3 cr.) (Spring) (S&H) Lehman 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 impacts 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 central theme or issue of the course. May be repeated with a different topic for a total of 6 credit hours.

X 226 Issues in Science: Natural and Mathematical (3 cr.) (Fall, Spring) (N&M) General topics and themes examining the logic and methods of the natural and mathematical sciences, with a view toward understanding those methods and the role they play in scientific theorizing generally. May be repeated once for credit with different topic.

Honors Seminars (HON)

The Hutton Honors College sponsors more than 60 departmental courses—from computer science to economics to English, and from history to religious studies to political science—for freshman and sophomore students. It also offers 200-level topical seminars in areas of Arts and Humanities (H 203), Social and Historical Studies (H 204), and Natural and Mathematical Sciences (H 205) that fulfill the Topics requirement in the College of Arts and Sciences. In addition, the Hutton Honors College offers the following seminars.

H 211-H 212 Introductory Honors Seminar (3-3 cr.) (Fall, Spring) Hutton Honors College Faculty Students may enroll in either term or both. Inquiries may be directed to the Hutton Honors College, (812) 855-3555. We welcome interested and qualified students.

H 211 Ideas and Experience I (3 cr.) (Fall) (A&H) College Intensive Writing Section. In the first term, students read books by authors who have influenced the course of world civilization from antiquity to the Enlightenment, such as Homer, Sophocles, Plato, Epicurus, Vergil, Dante, Boccaccio, Machiavelli, Shakespeare, Montaigne, Galileo, Pascal, Descartes, Hobbes, Locke, and Voltaire.

H 212 Ideas and Experience II (3 cr.) (Fall) (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, Dostoevsky, Nietzsche, Freud, Weber, Einstein, Mead, Kafka, DeBeauvoir, Sartre, Camus, and Douglass.

Hungarian (CEUS)

See “Foreign Languages.”

India Studies (INST)

See “Foreign Languages.”

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. Cross-listed with COGS-Q 250. 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, which is offered this fall.

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.

I 207 Rituals and Beliefs (3 cr.) (Fall) (A&H) Exposes students to rituals in politics and popular culture throughout the world while exploring some of the most prominent comparative theories about the nature and function of ritual.

Italian (FRIT)

See “Foreign Languages.”

Japanese (EALC)

See “Foreign Languages.”

Jewish Studies (JSTU)

J 203 Arts and Humanities Topics in Jewish Studies (3 cr.) (Fall) (A&H) Selected arts and humanities topics and issues in Jewish studies. May be repeated with different topics for a maximum of 9 credit hours.

See also “Hebrew” and cross-listed courses that are recommended for new students: GER-Y 100 (Fall), Y 150 (Spring); HIST-H 251 (Fall), H 252 (Spring); REL-R 152 (Fall), R 210 (Fall).

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 Hot Topics in Journalism and Mass Communications (3 cr.) (Fall, Spring) (Eight weeks) For nonmajors only. During the terrorist attacks on New York and Washington in September 2001 and thereafter, the news media reported information and showed images that shocked and horrified us. As the Bush Administration wages war against terrorism and stations U.S. troops in Afghanistan and Iraq, it seeks more authority to gather information about citizens on the one hand and to control public access to government information on the other.

Confronted by the refusal of government and private corporations to make information public, the press sometimes misleads or deceives to get that information. Then when government officials share information with the press, journalists publish and pursue it, sometimes damaging reputations in the process.

Why do editors and news directors make decisions such as these? Do these decisions have significant effects? We will discuss such topics as a way to understand the ideas and practices that have shaped and still shape U.S. journalism.

The main purposes of the course are to increase our understanding of journalism's role in this society and of how and why journalists behave as they do, and to help us become better informed consumers and critics of the news media.

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

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

L 290/L 390 Wal-Mart (1 cr.) (Fall) Ashby The course will analyze the corporate practices of Wal-Mart, the largest corporation in the world, as a vehicle to broadly examine labor and social issues in the United States and the world. We will look at the efforts of communities to save their small businesses and downtowns by stopping Wal-Mart and the other "big box" retailers from locating in their towns. The course will look at Wal-Mart's treatment of its workers and the status of American retail workers, generally. We will review Wal-Mart's tactics to quash efforts by its workers to organize a union and the obstacles to union organizing nationally. Finally, we will analyze the arguments of Wal-Mart's critics that the company thrives on selling goods made with sweatshop labor in developing countries.

L 290/L 390 Can They Do That? Your Rights on the Job (1 cr.) (Fall) Vincent If you don't know your rights at work or you think employment law is just for lawyers, you're not alone. This class will explore methods for securing and exercising worker rights in the United States. Topics include unions and collective bargaining, health and safety, the Family and Medical Leave Act, worker compensation, and discrimination laws.

Liberal Arts and Management Program (LAMP)

S 104 Understanding a Local Economy (3 cr.) (Fall) (S&H) Peterson-Veach This section recommended for prospective Liberal Arts and Management Program (LAMP) students. Using Bloomington as a model, students in this seminar will develop an appreciation of things local and will acquire skills they can use to decipher economies wherever they live. Ask local restaurant owners where they get their supplies and you will find that a business you thought of as local depends on people thousands of miles away. Without the contributions of those people to the economy of the world, your local barbeque joint cannot provide you with quality service at a reasonable price. Since the 1980s, anthropologists, sociologists, and economists have begun to think of economies not so much as geographically located entities, but rather more in terms of networks of interdependence. This seminar will provide students with a framework for understanding the concept of economic interdependence that so dominates the conversation about economies today.

To foster appreciation, we will take field trips to places that exemplify the value of local culture (these will include cemeteries, landmarks, and local museums), musical offerings from the area, and the occasional sampling of local delicacies. We will explore not only businesses, but the roles of nonprofit agencies (and the value they create), government, and religious groups in the local economy. The central feature of this class will be a field study project in which students will engage with agencies in the Bloomington community to understand for themselves how those agencies contribute to the economy. While this is not a "service learning" class per se, students will have the opportunity to perform service to the local agencies they are studying. The intent of the project is to have students learn some of the course content outside the classroom in a "hands-on" environment and to give them a chance to serve the community. This course is also approved for College of Arts and Sciences Topics credit.

Latin (CLAS)

See "Foreign Languages."

Latino Studies (LATS)

L 101 Introduction to Latino Studies (3 cr.) (Fall, Spring) (S&H) de la Cova 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 Latinos 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) de la Cova General inquiry into the historical and cultural heritage of Latinos 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) This is a service-learning course and the introductory 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.

The weekly meeting of the course uses online discussion forums for class assignments. A term project focuses on community dialogue around a controversial issue. The twice-a-week meetings have community guest speakers and focus on the diversity of community assets. For further information, contact lesa@indiana.edu. See the program's Web site at www.indiana.edu/~college/lesa.shtml. 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 112 Language and Politics (3 cr.) (Fall) (S&H) Obeng *This section meets with COLL-E 104.* Explores how language and politics influence each other. The speeches of presidents, vice presidents, congressmen, senators, governors, and action group members will be examined. Course topics include notions of context, political pronouns, parallelism, metaphors, questions and answers, political correctness, censorship, and the politics about languages (language policy issues). This course is also approved for College of Arts and Sciences Topics credit. See also p. 10.

L 114 Language and Religion (3 cr.) (Spring) (A&H) Port

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. T101 encompasses two programs: 1) the Intensive English Program, with full-time instruction at the beginning and intermediate levels; and 2) the English Language Improvement Program, with 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 awarded in most degree 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 two 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 (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 Topics from Finite Mathematics (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.

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.* M 303 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.* M 311 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 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 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 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 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, School of Music, (812) 855-0427.

Descriptions of ensembles follow:

X 070 Conductors' Choruses (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 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, Musical Arts Center 426, (812) 855-9804.

X 040 Jazz Bands (2 cr., no tuition) (Fall, Spring) The 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 Music I (3 cr.) (Fall) (A&H) The course deals with the history and appreciation of the musical and cultural melting pot of 1950s rock 'n' roll and early 1960s 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 '50s R&B; doo-wop; the soul pioneers Ray Charles, Sam Cooke, and Jackie Wilson; and the early '60s 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 320 Special Topics in Popular Music (3 cr.) (A&H) Check for listings each semester for courses that relate to popular music. Topics include The Music Business, Writing and Recording Pop Songs, The Music of Jimi Hendrix, and The History of the Blues.

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 and three for bass 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 (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 (2 cr.) (Fall, Spring) Assumes that the student has had some playing

experience on 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 (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 Elect/Secondary (2 cr.) (Fall, Spring) *P: P 130 or equivalent.* For 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 Class Piano 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 Class Piano 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 Class Piano 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 205 Women in the Hellenic Tradition (Fall) (A&H) In this course we will explore the ways women are represented in the art and literature of the Hellenic or Greek-speaking tradition. Our survey begins with Homer's *Odyssey*, an epic that features so many sensitively drawn portraits of women that the famous novelist Samuel Butler concluded that it could only have been written by a woman. The drama of classical Athens will provide us with the opportunity to see not only how different authors portray the character of Clytemnestra but also how these portraits differ from her earliest characterization in the *Odyssey*. Next, we will study the song lyrics of Sappho, the Melissa Etheridge of her day and one of the few women writers from the ancient world whose works have survived. The post-classical period and the introduction of Christianity brought new options for women in both secular and religious life. Even though the women of Byzantium could live and work independently, they continued to be judged by the archaic standards of the Homeric epics whether they were housewives, saints, or even the empress herself. Throughout the semester students will be asked to share with the class images of women from popular media, such as the Web, to help show how and in what ways the feminine ideal has changed, if at all.

N 204 The Contemporary Middle East in World Politics (3 cr.) (Fall) (S&H) This course introduces students to the interaction among people, governments, and outside powers in the greater Middle East and North Africa—a vast and complex area that stretches from Morocco to Iran, and from Turkey to the Sudan. Scholars differ in how they name this large area and its different subregions, but we'll call it the MENA (Middle East & North Africa) region for our purposes, and include neighboring Afghanistan for convenience. Topics addressed include: background (geography, history, culture, and religion); the colonial legacy; the influence of the global configuration of power on international relations in the Middle East; the Cold War and post-Cold War eras; hegemony, co-option, and challengers; the role of resources; OPEC; the role of non-state organizations; gender issues; the role of identity and ideology; role of diasporas; the Arab-Israeli conflict; Zionism and the Palestinian predicament; the Iraq-Iran War; the Gulf Wars; weapons of mass destruction and other tools for the projection of power in the region; transnational movements; international dimensions of religion, ethnicity, and civil wars; state and religion in the Middle East; the effect of the flow of goods, people, and services on Middle Eastern states; the "Arab street"; security issues; return to colonialism; and prospects for the future. Meets with section of POLS-Y 200.

N 305 Survey of Islamic Art (3 cr.) (Fall)

Architecture, sculpture, and painting of Islam from its origins in the Fertile Crescent to the nineteenth century.

N 305 Modern Arab Culture (3 cr.) (Fall)

Grehan *College Intensive Writing section.*

N 305 The Modern Middle East (3 cr.) (Fall)

This is an undergraduate survey of the social, political, and economic history of the Middle East since the eighteenth century. We will focus our attention on the broad swath of territory covering contemporary Turkey, Iran, Egypt, and the states of the Fertile Crescent and Arabian Peninsula. The entire region has experienced profound transformation and upheaval in modern times, and our main objective will be to understand the formation of its many different societies as we know them today. Among the themes that we will examine are: the challenge of European imperialism and the Middle Eastern response to it; the creation of the modern system of states after the First World War; the legacy of colonial rule; movements for independence and the postcolonial order after the Second World War; the influence of Western ideas such as liberalism, secularism, nationalism, and socialism; the place of women in Middle Eastern societies; the rise of Islamist political movements; the Arab-Israeli conflict; and the political and economic consequences of oil wealth. No previous course work on the Middle East is required.

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*, and *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.

Required texts are Howard Pospesel's *Propositional Logic* and *Predicate Logic* (in paperback) and a supplemental reading packet.

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 205 Modern Jewish Philosophy (3 cr.) (Fall) (A&H) Morgan See the Web for description: www.iub.edu/~deanfac/class.html

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, Van Kooten 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, Van Kooten *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 120 Energy and Technology (3 cr.) (Fall) (N&M) Baxter An appropriate course for undergraduates in the Schools of Business, SPEA, Education, 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) (N&M) Ogden 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 151 Twenty-First Century Physics (3 cr.) (N&M) (Spring) Wissink See the Web for description: physics.indiana.edu/~wissink/p151/p151.html

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) Olmet *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 363 Survey of Polish Literature and Culture I (3 cr.) (Fall) (A&H) Polish literature in English translation from its origins to the end of the nineteenth century in its historical and sociopolitical context. Knowledge of Polish not required.

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

R 353 Central European Cinema (3 cr.) (Fall) (A&H) See description on p. 15 under "Croatian."

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.

Portuguese (HISP)

See "Foreign Languages."

Psychology (PSY)

Students majoring in psychology should take P 151-P 152. Nonmajors should enroll in P 101 and P 102. Students changing to a psychology major after taking P 101 (or P 101 and P 102) must also complete P 211 to meet major requirements.

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, Garrahty, James, Nosofsky C: P 153. 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) C: P 154.

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 153 Introductory Psychology Laboratory I (1 cr.) (Fall, Spring) C: P 151. Emphasizes experimental designs and quantitative analyses appropriate to the major topics of P 151.

P 154 Introductory Psychology Laboratory II (1 cr.) (Fall, Spring) C: P 152. Emphasizes experimental designs and quantitative analyses appropriate to the major topics of P 152.

P 211 Methods of Experimental Psychology (3 cr.) (Fall, Spring) (N&M) P: P 101, P 151, or P 106; MATH-M 014 or equivalent. R: MATH-K 300 or K 310. 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, 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 100 Environment and Public Lands (3 cr.) (Fall) Wadzinski This course explores the basic concepts of public land management in the United States today. The class focuses on real life issues and challenges currently being experienced by public land management agencies such as the National Park Service, U.S. Forest Service, and a host of other agencies. The course will address the following topics: the roles of various agencies that manage public land, the major laws governing the management of public lands, how and why people use public lands, current impacts and issues facing public land managers, and how those impacts and issues are handled, and management strategies that work.

E 162 Environment and People (3 cr.) (Fall, Spring) Auer, Brittain, Clarke, Welch 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) Edwards 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) Elliot, Karaagac, McGregor, Rhodes, Teague 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 161 Urban Problems and Solutions (3 cr.) (Fall, Spring) Burns, Lemkuhler, Powell 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) Schau, Wetzel 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) Manning 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) 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 203 Introduction to Zen (3 cr.) (Fall) (A&H) McRae Zen Buddhism is often described as a kind of religious experience that cannot be understood by the ordinary rational mind. Intentionally illogical sayings such as "the sound of one hand clapping" are used in order to force the religious practitioner to dispense with rational analysis in favor of some type of profoundly intuitive and nondiscriminating understanding.

This is a public university, however, where we work to explore difficult issues by reading, research, discussion, and writing, and just because Zenheads say what they're doing is beyond rational analysis doesn't mean we shouldn't go ahead and try to understand what they're up to after our own fashion. In fact, the academic study of Zen presents us with some very interesting problems. First, obviously, how do we go about studying the irrational using the rational mind? Looked at in this way, the study of Zen has a lot in common with the study of other forms of religious mysticism—although we'll have to decide, of course, how useful it is to think of Zen as mysticism. Second, are there any strategic benefits that lead the proponents of Zen to declare it irrational, beyond culture and history? That is, what do such claims do for the people who make them, and do they mask rational patterns they might prefer to have hidden? Third, how do claims for the irrationality of Zen relate to assertions that bind the religion to Chinese or Japanese (or Korean) culture, i.e., that Zen represents the very heart of Asian culture (or one of the East Asian cultures), or that Zen cannot really be understood unless you're Chinese, Japanese, or Korean?

Over the course of the semester, we'll move through a series of questions designed to explore the problems described just above. Each week

lectures and readings will introduce a basic problem in the understanding of Zen by rational, academic means, presented in an order based on logical and methodological concerns rather than historical sequence.

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 222 Star Trek and Religion (3 cr.) (Fall) (A&H) Weaver We will examine some of the ways in which religion appears in the *Star Trek* cluster (Original Series, Next Generation, and Voyager in particular). The action of this popular science-fiction series is set in the future, but the ideas and conflicts come from past and present debates in the modern world. We will explore two main lines of "religious" thought: the rejection of mainline religion in favor of secular humanism and the tentative embrace of newer forms of spirituality informed by modern physics and cosmology. Notice the difference here between mainline or organized religion and spirituality.

Requirements: Grades will be based on several things all of which work together: weekly quizzes based on readings and ability to relate them to episodes, a short term paper with specific steps you must complete, consultation with AI about the topic, handing in an outline, handing in the final paper, a cumulative final examination. Attendance is expected absence will be counted against you. A course that meets twice weekly usually means 150 minutes of class time (75 minutes each class). We divide the time differently: 60 minutes the first day, 75 minutes the second, and 15 minutes of tutorial time later that week for those who have not done well on their weekly quizzes.

Required texts: Paul Brockleman, *Cosmology and Creation*; Thomas Richards, *The Meaning of Star Trek*; Mary Jo Weaver and Holly Folk, eds., *Star Trek and Religion Reader*. There is no midterm exam in this course. Syllabus, assignments, announcements, etc., will all be posted on OnCourse. This course is approved for College of Arts and Sciences Topics credit.

R 250 Introduction to Buddhism (3 cr.) (Fall) (A&H) Nattier 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) Jacques Introduction to the “religious world” of Islam: the Arabian milieu before Muhammad’s prophetic call, the career of the Prophet. Qur’an and hadith, ritual and the “pillars” of Muslim praxis. Legal and theological traditions; mysticism and devotional piety, reform and revivalist movements.

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 six upper-division (300- or 400-level) courses. 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) Survey course designed to introduce the student to the Air Force and the Air Force Reserve Officers Training Corps (AFROTC). Examines Air Force traditions, Air Force history, military customs and courtesies, officer opportunities, and organizational content.

A 101 Introduction to the Air Force Today I (2 cr.) (Fall) The purpose of this course is to serve as a recruiting tool for students with little or no knowledge about the Air Force. This is a survey course covering 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 it includes an introduction to communicative 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 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 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 Foundations of Officership (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 Leadership and Teamwork (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 123 Russian Short Fiction (3 cr.) (Fall) (A&H) *College Intensive Writing for one of two sections.* Masterpieces of Russian short fiction including, among others, Pushkin’s *Queen of Spades* and *Tales of Belkin*, Gogol’s *Nose*, some of Turgenev’s *Sportsman’s Sketches*, Anton Chekhov, Isaac Babel’s *Tales of the Red Cavalry*, Vladimir Nabokov, Andrei Sinyavsky, and Tatyana Tolstaya. Story styles range from realistic to fantastic. All readings are in English, and no previous knowledge of Russian literature is assumed. An excellent beginning for those interested in things Russian. This course is also approved for College of Arts and Sciences Topics credit.

R 223 Introduction to Russian Culture (3 cr.) (Fall, Spring) (A&H) Hal *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.”

R 353 Central European Cinema (3 cr.) (Fall) (A&H) See description on p. 15 under “Croatian.”

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, Spring) (S&H) This course deals with a specific problem area in depth. Topics vary from semester to semester. In addition to the specific sections of S 101 described below, the following topics will be offered during fall: *Envisioning the City*, *Social Problems through Cinema*, and *Sociology of the Environment*.

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 105 Current Social Controversies (Fall) (S&H) *Topic: Understanding Social Problems* This course offers the unique opportunity to acquire both academic and practical knowledge on current social issues, by combining traditional classroom learning with volunteering. Because academic classroom material sometimes seems overly abstract or even detached from reality, volunteer experiences will add a helpful and much needed perspective. We will focus both our volunteer work and our academic inquiry around the following social problems: child welfare, poverty, homelessness, and domestic violence. Through readings, lectures, class discussions, and written reflections we will consider the causes, consequences, and solutions to these problems. You will be asked not only to apply information acquired from books and lectures to make sense of your volunteer experiences, but to bring these firsthand experiences into the classroom. Ultimately by synthesizing practical experience and academic inquiry, we will explore the larger social context that causes these problems and constrains their solutions. In addition, we will examine volunteer work as its own controversy by assessing the value of volunteer work itself. Two hour weekly community service required. This is a service learning course.

S 110 Charts, Graphs, and Tables (3 cr.) (Fall, Spring) (N&M) *Open to freshmen and sophomores only.* 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 215 Social Change (3 cr.) (Fall, Spring) (S&H) In this course we investigate a series of major changes that have significantly altered family institutions, gender relations, the economy and class structure, poverty, government policy, and mass opinion. Much of our focus is on the United States in the historical era since the 1960s. But to fully understand how and why American society has (and has not) changed, we consider in detail the important lessons provided by European democracies such as Sweden, where similar levels of economic development coexist with much lower levels of poverty and inequality. This will enable us to appreciate better the remarkable diversity of developed democracies, a phenomenon that continues to be poorly understood in the media and in most political discussions. These investigations will also introduce us to a key idea of the course, namely, that the nature and possibilities for social change are linked to principles around which a society is organized. To better understand this phenomenon, we consider the leading theories of social and political change advanced by scholars. We also probe the mechanisms underlying contemporary American society, considering the likely forms of social change in the near future.

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 Communication and Culture (2 cr.) (Fall) (15 weeks) (Grade A-F) *P: Must also be enrolled in the specific linked section of CMCL-C 205.* 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 listeners; and gain an understanding of communication and culture.

X 101 Learning Strategies for History (2 cr.) (Fall, Spring) (15 weeks) (Grade: A-F) *P: Must also be enrolled in the specified linked section of HIST-H 105 or H 106.* 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 an understanding of American history.

X 101 Learning Strategies for Mathematics (3 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. In addition to class, students must attend a weekly one-hour peer learning session. 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 101 Learning Strategies for Mathematics (2 cr.) (Fall) (15 weeks) (Grade: A-F) *P: Must be enrolled in specified linked sections of MATH-D 116 Introduction to Finite Math.* This course is designed to help students become more active, independent problem solvers interested in truly understanding the mathematical concepts in contrast to taking a passive approach that relies on memorization, 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 student 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. Special sections (Learning Strategies for International Students) that focus on the transition to an American university are available for international students.

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 the weekly one-hour 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 History and Social Impact of Videogames (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 and is 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 and 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 Industries 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 and 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 (3 cr.) (Fall, Spring, Summer) 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.) *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) Grindle *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) deJong 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

See "Freshman Seminars" on p. 1 and "COLL Topics in Arts and Sciences" on p. 8.

Twì (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) 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."

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