

INDIANA UNIVERSITY Bulletin

School of
LIBERAL ARTS
Indianapolis Campus

96/98

INDIANA UNIVERSITY



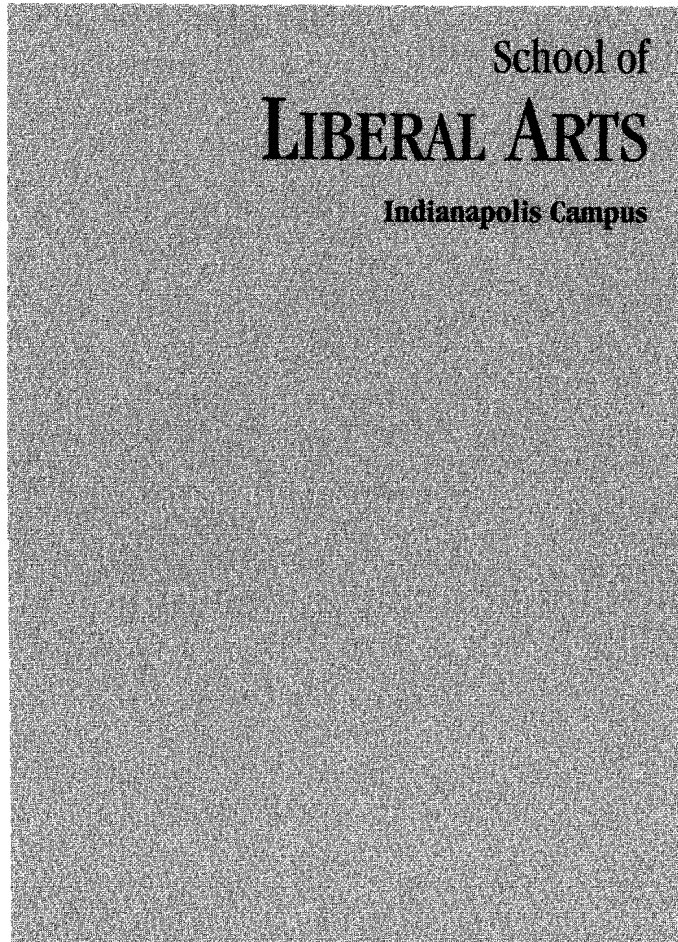
When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. Indiana University is one of the nation's oldest and largest state universities, with eight campuses serving more than 91,000 students. IU also offers courses through facilities at Columbus, Elkhart, and many other sites.

Indiana University Campuses

Indiana University Bloomington
Indiana University–Purdue University Indianapolis
Indiana University East (Richmond)
Indiana University–Purdue University Fort Wayne
Indiana University Kokomo
Indiana University Northwest (Gary)
Indiana University South Bend
Indiana University Southeast (New Albany)

INDIANA UNIVERSITY

Bulletin



96/98

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

The 1996-98 *Bulletin of the School of Liberal Arts* presents the degree requirements effective August 1, 1996. Students admitted to the School of Liberal Arts must satisfy degree requirements as described herein. Students accepted to the School of Liberal Arts prior to fall semester 1996 and continuously enrolled since then (excluding summer sessions) either may meet the school's requirements at the time

they were initially accepted as a liberal arts major or they may elect the requirements as described below. Students who are not continuously enrolled or who take more than eight years of enrollment to complete their degrees should confer with the dean of student affairs in the school to determine the requirements applicable to their degrees.

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School of Liberal Arts

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BARBARA DALE JACKSON, Ph.D., *Associate Dean for Academic Affairs*
MIRIAM Z. LANGSAM, Ph.D., *Associate Dean for Student Affairs*
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WILLIAM E. STUCKEY, B.S., *Coordinator of Liberal Arts Computing Services*



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Communication and Theatre—Dorothy L. Webb, Ph.D.

Economics—Robert Sandy, Ph.D.

English—Richard C. Turner, Ph.D.

French—Larbi Oukada, Ph.D.

Geography—Frederick L. Bein, Ph.D.

German—Gabrielle Bersier, Ph.D.

History—Philip Scarpino, Ph.D.

Philosophy—Paul J. Nagy, Ph.D.

Political Science—William Blomquist, Ph.D.

Religious Studies—Theodore Mullen Jr., Ph.D.

Sociology—David A. Ford, Ph.D.

Spanish—Nancy A. Newton, Ph.D.

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American Studies (Center for)—David R. Papke, J.D., Ph.D.

Classical Studies—Robert F. Sutton Jr., Ph.D.

Economic Education (Center for)—Robert B. Harris, Ph.D.

International Studies—Richard A. Fredland, Ph.D.

Museum Studies—Karyl A. Robb, Ph.D.

Peirce Project—Nathan R. Houser, Ph.D.

Philanthropic Studies—Warren F. Ilchman, Ph.D.

Peirce Database Project—Christian J. W. Kloesel, Ph.D.

POLIS—David J. Bodenhamer, Ph.D.

Public Opinion Laboratory—Brian S. Vargus, Ph.D.

Religion in American Culture (Center for the Study of)—C. Conrad Cherry, Ph.D.

Women's Studies—Amanda Porterfield, Ph.D.

Distinguished Faculty Award

This award is presented to faculty in recognition of excellence in teaching, research, and service. Recipients are selected annually by a committee of the Faculty Assembly of the School of Liberal Arts.

Resident Faculty Award:

1994-95 William A. Blomquist
1993-94 Richard S. Steinberg
1992-93 Scott Seregny
1991-92 Larbi Oukada
1990-91 Rowland A. Sherrill
1989-90 Linda Haas
1988-89 Michael Balmert
1987-88 Edmund Byrne
1986-87 David G. Burns
1985-86 No award
1984-85 Jan Shipps
1983-84 Rufus Reiberg
1982-83 Warren G. French
1981-82 Frederick L. Bein
1980-81 Richard C. Turner
1979-80 Patrick J. McGeevor
1978-79 John D. Barlow and Miriam Z. Langsam
1977-78 Ralph D. Gray
1976-77 Laurence Lampert
1975-76 Joseph R. Keller
1974-75 Bernard Friedman

Associate Faculty Award (first awarded in 1983):

1994-95 Jennifer Cochrane and Robert Kasberg
1993-94 Joseph C. Farah
1992-93 Nancy Eddy
1991-92 Ellen Brennan
1990-91 No Award
1989-90 Elizabeth Crozier
1988-89 Marilyn Dapper
1987-88 Pamela Moss
1986-87 Michael S. Talbett
1985-86 Robert L. Beck and Clara Heath
1984-85 Joyce Hendrixson
1983-84 Barbara Zimmer
1982-83 Rebecca A. Fitterling

Equal Opportunity/Affirmative Action Policy of Indiana University

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans.

An Affirmative Action office on each campus monitors the university's policies and assists individuals who have questions or problems related to discrimination.

The Student's Responsibility

All colleges establish certain academic requirements that must be met before a degree is granted. These regulations concern such matters as curriculum and courses, majors and minors, and campus residence. Advisers, directors, and deans will always help students meet these requirements, but students themselves are responsible for fulfilling them. At the end of the course of study, the faculty and the Board of Trustees vote on the conferral

of the degree. If requirements have not been satisfied, degrees will be withheld pending adequate fulfillment. For this reason, it is important for students to acquaint themselves with all regulations and remain informed throughout their college careers. Although care will be taken to notify currently enrolled students of changes in policies or requirements, students can be held accountable for changes adopted after their initial enrollment.

Confidentiality of Student Records

Indiana University-Purdue University Indianapolis, in compliance with the General Education Provisions Act, Section 438, titled Family Educational Rights and Privacy Act, provides that all student records are confidential and available only to that student and to the student's parents, if the student is under 21 years of age and dependent as defined by Internal Revenue Service standards. Students may review their records upon request and may ask for deletions or corrections of any record in a hearing process described in detail in the *Code of Student Ethics*. References, recommendations, and other similar documents may carry a voluntary waiver relinquishing the student's right to review this specific material. Students also may release records to others by signing a written release available in the offices that maintain records. Further details regarding the provisions of the Privacy Act, and a list of offices where student records are kept, may be found in the *Code of Student Ethics*, available in the Office of Student Affairs.

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In attendance at the dean's staff meeting are (standing left to right) Assistant Dean Don W. Schultheis, Associate Dean for Academic Affairs Barbara Jackson, Associate Dean for Student Affairs Miriam Z. Langsam (seated left to right) Associate Dean for External Affairs Sharon Hamilton, Dean John Barlow, and Coordinator of Computing Services Bill Stuckey.



Office of Student Affairs staff (standing left to right) Kari Dickerson, Brian McKenzie, Carolyn Hale (seated left to right) Helen Henard, Associate Dean Miriam Z. Langsam, Pat Bostwick.

School of Liberal Arts

A liberal arts education begins with the premise that one's world and one's self are at the core of the pursuit of knowledge. It leads to viewing the world from more than one perspective and learning something about its social, cultural, intellectual, and spiritual dimensions. Those different perspectives within the liberal arts encompass two major groups of academic disciplines: the humanities, which explore the history and experience of human culture, and the social sciences, which examine the social and material foundations of human life. Regardless of the perspective, the focus in the liberal arts is on knowledge itself, on both its substance and the tools for pursuing it, on what is known and what is worth knowing. Skills for acquiring and generating knowledge, as well as the preservation of knowledge, are enfolded within the School of Liberal Arts curriculum.

Liberal arts graduates are expected to read and listen effectively, to speak and write clearly and persuasively. They learn how to think critically and creatively. As perceptive analysts of what they read, see, and hear, liberal arts students are expected to be able to reason carefully and correctly and to recognize the legitimacy of intuition when reason and evidence prove insufficient. They learn to use various analytical tools, such as mathematics and statistics, to enable them to undertake quantitative analysis when such a strategy is appropriate.

Furthermore, students in the liberal arts, by developing communication skills in both English and at least one foreign language, equip themselves to communicate with others within their own culture and different cultures. This ability to communicate requires insights into diverse patterns of thought and modes of expression. Such insights allow students to identify universal, as well as unique, aspects of their culture, their community, and themselves.

Students in the liberal arts spend a substantial amount of time studying local and international human communities. Students cultivate an informed sensitivity to global and environmental issues by exploring the range of social, geographic, economic, political, religious, and cultural realities influencing world events.

Liberal arts students do not limit their studies to the here and now. A liberal arts education requires the development of a historical consciousness, so that students can view the present within the context of the past, can appreciate tradition and what the preservation

of knowledge implies, and can understand the critical forces that influence the way we think, feel, act, and speak.

In the midst of discussions of theoretical frameworks and appropriate methods of gathering and verifying data, liberal arts students consider social problems such as poverty, pollution, crime, racism, and sexism. Such consideration leads to an even greater appreciation of the dynamics of change and of what different perspectives have to offer.

A quality liberal arts education also includes an appreciation of literature and the arts and the cultivation of the aesthetic judgment that makes possible the enjoyment and comprehension of works of the creative imagination.

The liberal arts curriculum helps students examine ethical perspectives, so that they can formulate and understand their own values, become aware of others' values, and discern the ethical dimensions underlying many of the decisions that they must make. The issues discussed and the individuals and points of view studied help define the citizen as an informed and responsible individual.

This course of study implies that to be educated is to be tolerant, open to others and their ideas, and willing to admit the validity of alternative approaches. Interdisciplinary courses in which students are asked to consider the same subject from varied perspectives enhance that aspect of the liberal arts education.

General knowledge of the liberal arts provides a firm foundation for productive and responsible citizenship. When professional and personal decisions and actions are informed by knowledge, rationality, and compassion, they make the greatest contribution to a better world.

The broad knowledge and course of study described above as characteristic of a good liberal arts education is coupled with an in-depth exploration of at least one particular academic discipline, a major. Liberal arts students acquire a coherent, sophisticated understanding of a major body of knowledge with all its complexities, unique methodologies, power, and limitations. The major provides a foundation for additional academic study or for advancement within a chosen career. But because of the demanding general requirements, a liberal arts course of study protects students from the pitfalls of overspecialization too early in their postsecondary education.

A liberal arts education is an ideal preparation for professional life, encouraging students to pursue subsequent specialization within a framework of intellectual breadth and creativity. More than just training for today's occupations, however, the humanities and social sciences offer students the skills and flexibility they will need as they move on to careers and occupations not yet known or imagined.

All in all, no individual, whether just out of high school or returning to college after being away for decades, can find a better course of study for the present and the future, for the personal and the professional, than one in the School of Liberal Arts.



The School of Liberal Arts clerical staff (first row, left to right) Terry Mills, Evelyn Oliver, Jane Wilcoxon, Don Schultheis, Susan Land, Angela Modglin, Marcia Pilon (second row, left to right) Catherine Tupper, Cherié Anderson, Tina Hampton, Dana Qualls, Don Humphress, Amy Jones, Emma Hall, Kimberly Long, Jeannette Rowe.

Admission and Transfer

All students entering the School of Liberal Arts must be admitted officially to the university by the Office of Admissions either at IUPUI or another Indiana University campus.

For students entering directly from high school, admission depends on the student's subject matter preparation, high school rank, and Scholastic Aptitude Test (SAT I) or American College Test (ACT) scores. Freshmen are expected to rank in the upper half of their high school graduating classes.

Applications should be filed by high school students early in their senior year. Students who have been out of high school for two or more years need not provide SAT I or ACT scores.

Citizens of other countries and recent immigrants should ask the Office of Admissions for the International Application for Admission.

With all applications for admission, a \$25 nonrefundable fee is required. Checks should be payable to IUPUI.

Admission to IUPUI is usually open throughout the year; however, students who are not admitted and have not taken the placement test in time to receive counseling may not be able to register until a later semester. Therefore, applicants are encouraged to complete their applications and testing as soon as possible. Counseling is available. Direct all admissions questions to

Office of Admissions
Cavanaugh Hall
425 University Blvd.
Indianapolis, IN 46202-5143
(317) 274-4591

Adult Special Students Adult special students who are 21 or older may enroll in a maximum of 15 credit hours before they must apply for admission as degree candidates. Adult special students are subject to the same regulations as degree-seeking students. All credits taken as adult special credits can apply toward a bachelor's or associate degree in accordance with various school requirements.

Visiting Students Students seeking degrees at colleges or universities outside Indiana University may enroll at IUPUI. Students must present to the Office of Admissions a letter of good standing or a transcript verifying at least a C average from the institution at which they are seeking a degree. Students are generally not allowed to register under this status for consecutive semesters.

Students with Disabilities Students with a learning, hearing, speech, physical, or mental disability that may affect their ability to fulfill a requirement of the school should contact Adaptive Educational Services prior to registering. Requirements normally will not be waived for students with disabilities, but some accommodations may be made within specific courses. The office is located in Cavanaugh Hall 001E and can be contacted by calling (317) 274-3241 or TDD number 278-2051.

School of Liberal Arts

After students have been admitted by IUPUI, they must also be admitted by the specific school in which they intend to pursue a degree. The School of Liberal Arts welcomes nontraditional students and students entering directly from high school if they wish to pursue a liberal arts degree and meet the school's requirements for admission. (See section on "Direct Admission.") Students can be admitted before they have selected a major if their general interests lie in the humanities or social sciences.

Most liberal arts students, however, are transfer students coming from another college or university, another Indiana University campus, or another division of IUPUI. Procedures for transferring into the School of Liberal Arts and special arrangements for transfer students are described on the following page.

Undecided Students

Students who have not yet determined their major area of study or who plan eventually to enroll in a professional school may wish to seek admission initially to the School of Liberal Arts as undecided students. This alternative to the Undergraduate Education Center is especially recommended for students whose aspirations depend on a strong liberal arts background, on strong communication and analytical skills, or on in-depth knowledge of a liberal arts topic.

Students who are contemplating advanced degrees in professional areas can benefit from the advice and counsel of liberal arts faculty at the outset of their academic careers. The School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, works individually with undecided students and draws on the expert counsel of IUPUI's Career and Employment Office. Further, undecided students can take advantage of peer

counseling; well-qualified, successful undergraduates in liberal arts are available to share their perspectives, enthusiasm, and reservations on a more informal and immediate basis. The School of Liberal Arts maintains very close contact with the Undergraduate Education Center, and undecided students can take advantage of the services and expertise of both units regardless of their formal admission to one unit or the other.

Transfer Students

The School of Liberal Arts welcomes transfer students and is committed to making their transition and transfer of credit as smooth as possible. Transfer students who have questions about how their previous course work will apply to their degree, or who encounter difficulties in the process of transferring credit or records, should contact the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, or call (317) 274-3976.

Transfers from the Undergraduate Education Center (UEC)

Students who do not declare a major at the time of their admission will usually be assigned to the Undergraduate Education Center. At any time thereafter, a UEC student with a minimum grade point average of 2.0 (C) may transfer to the School of Liberal Arts by filing a Change of Record form. For details, transferring students should check with the Office of Student Affairs, Cavanaugh Hall 401, or call (317) 274-3976. No student can remain in the Undergraduate Education Center after completing 56 credit hours.

Transfers from Other Undergraduate Schools on the Indianapolis Campus

Students with a minimum grade point average of 2.0 (C) who wish to transfer from another IUPUI school to the School of Liberal Arts may do so by filing a Change of Record form. For details, check with the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, or call (317) 274-3976.

Transfers to or from Other Indiana University Campuses

Students with a minimum grade point average of 2.0 (C) may transfer from one IU campus to another by filing an Inter-Campus Transfer form. All course work taken on any IU campus will automatically transfer to any other IU campus. Transferring students should note, however, that degree requirements differ among the various campuses of Indiana

University. Students who are eligible to transfer as degree candidates from one campus of Indiana University to another must meet the degree requirements of the degree-granting division of the campus from which they expect to graduate. Students who plan to obtain a degree from another campus are encouraged to contact the dean of their prospective school for specific information on degree and residency requirements.

Indiana University students who already have completed most of their course work on one campus and then move to another campus may have an option, however, of obtaining their degree either from the campus to which they have moved or from the original campus on which they have completed most of their course work depending on residency requirements. For further information, check with the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, or call (317) 274-3976.

Transfers from Other Colleges and Universities

Students with transfer credit from other colleges or universities may be admitted to the School of Liberal Arts under the same qualifications as new students. Transcripts of credits and grades earned in all subjects at previous institutions should be presented to the Office of Admissions where credits will be evaluated.

Credits are generally evaluated according to the following rules:

1. Courses taken at other institutions in which the student earned a grade below C do not transfer.
2. Courses taken at other institutions on a quarter system rather than a semester system will be evaluated as carrying fewer credit hours (e.g., a 3 credit hour course taken on a quarter system will transfer as 2.5 credit hours).
3. Courses taken at other institutions for which there is an equivalent IU course (in terms of course description, level, and prerequisites) generally will be evaluated as credit in the equivalent IU courses.
4. Courses taken at other institutions for which there is no equivalent IU course (in terms of course description, level, and prerequisites) generally will be evaluated as "undistributed" credit (marked UNDI on the IU transcript). Undistributed (UNDI) credits generally count toward the student's degree requirements, but the specific way in which they count (either toward a requirement or as an elective) is determined by the School of Liberal Arts and its departments.

Transfer students who have questions about credit evaluations of previous course work or about how prior work is credited toward their degree requirements are encouraged to contact the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, or call (317) 274-3976.

Direct Admission

The School of Liberal Arts encourages the direct admission of qualified IUPUI freshmen and transfer students into the school. Students who know which major they wish to pursue may be admitted to the respective department while undecided applicants are admitted to the school as undecided majors.

Undecided students are advised through the School of Liberal Arts Office of Student Affairs, which works with students individually to select courses and, eventually, majors (see "Undecided Students" in this section).

To be eligible for direct admission, applicants must meet the general university and campus requirements. Additionally, freshmen must have a combined SAT I (or equivalent) test score of 800. Applicants who have been out of high school two or more years are not required to submit test scores, although the standardized tests are highly recommended; evaluation of students who request admission without presenting test scores will be made on an individual basis.

Applicants who do not qualify for direct admission may be considered for probationary admission to the Undergraduate Education Center Preparatory Program or admission to the Undergraduate Education Center. Students who qualify for probationary admission according to campus guidelines may be admitted directly to the School of Liberal Arts on a probationary status according to the procedures described in the following paragraph.

Probationary Admission

Individuals who do not qualify for a direct admission (see the preceding section) or whose college grade point average is lower than 2.0 (C) may petition the School of Liberal Arts for probationary admission. Special consideration is given to adult learners and students returning after five or more years.

Petitions are available from the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976. Transfer students, either within IU or from other colleges or universities, should attach a copy of their college transcript. Petitions are reviewed by the School of Liberal Arts associate dean and should be submitted by the following deadlines:

To enroll for the fall semester.....July 15
To enroll for the spring
semesterNovember 15
To enroll for summer session.....April 15

At the discretion of the associate dean, the School of Liberal Arts may admit on a probationary basis those students who do not meet the minimum requirements for direct admission. To be considered for probationary admission, students must be in the upper two-thirds of their high school graduating class and have combined SAT I scores of at least 650. Such students are counseled through the School of Liberal Arts Office of Student Affairs and remain on probation until they have successfully raised their cumulative grade point average to 2.0 (C) and satisfied any other limitations set. Students admitted on probationary status become eligible for dismissal if they fail to achieve a minimum GPA of 2.3 during each semester until they have reached a minimum cumulative GPA of 2.0 (C). Students who do not achieve a cumulative grade point average of 2.0 (C) after two semesters, or 24 credit hours, will be dismissed.

At the discretion of the associate dean, the school will ordinarily admit transfer students whose past performance, experience, or current situation show reasonable potential for successfully completing a degree. Such students are counseled through the Office of Student Affairs or their major department and remain on probation until their cumulative grade point average is raised to at least 2.0 (C).

Undergraduate Degree Programs

The School of Liberal Arts offers a four-year Bachelor of Arts degree, a two-year Associate of Arts degree, and a variety of structured minors and certificate programs for students pursuing these or other degrees. The programs and requirements described below apply in the School of Liberal Arts at Indianapolis.

Bachelor of Arts

Statement of Goals

Graduates of the School of Liberal Arts (SLA) should exemplify the ideals of a liberal arts education. They should be broadly educated across the disciplines and well trained in a particular major. They should have (1) proficiency in reading, writing, and speaking skills; (2) competence in quantitative, language, and analytic skills; (3) a broadly based experience in the humanities, social sciences, and natural sciences; and (4) a major area of study. Although faculty and counselors are available to help students acquire these proficiencies and attitudes, learning must be self-motivated. To be taught, one must first be interested in learning. A liberal arts education, therefore, is the responsibility of the individual student.

By graduation, SLA students should have developed

1. appreciation of the personal and public value of knowledge;
2. ability to acquire and use knowledge;
3. awareness of their own values and commitments and an understanding of different values held by others;
4. adequate mastery of the skills of both interpersonal and public communication;
5. concern for and responsiveness to contemporary events, issues, and problems, as seen and interpreted through the perspectives of the humanities and social sciences;
6. qualifications for meaningful employment and ability to master the specific skills required by that employment;
7. appreciation of the cultural significance of science and technology and their impact on our natural and social environment.

Thereby, they become discerning and responsible citizens of this nation and the world.

Major Areas of Study

The School of Liberal Arts offers majors in the following disciplines:

Anthropology
Communication Studies
Economics

English
French
Geography
German
History
Philosophy
Political Science
Religious Studies
Sociology
Spanish

Information about these programs can be obtained from the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976, or from the appropriate department office.

Requirements

Students are expected to meet the degree requirements in effect at the date of their admission to the School of Liberal Arts. However, should the requirements change after the date of admission, students have the option of choosing the new requirements with the approval of the Office of Student Affairs and of the department in which they are majoring.

The requirements described below took effect on August 1, 1996. Consequently, all students admitted to the School of Liberal Arts after that date must fulfill the requirements described below. Students admitted before August 1, 1996, may elect these requirements by informing the Office of Student Affairs or may obtain their degree under the requirements in effect at the date they were admitted.

All students must meet three types of requirements: general-education requirements, distribution requirements, and major requirements. The general-education requirements and distribution requirements are established by the faculty of the School of Liberal Arts and apply to all IUPUI School of Liberal Arts students. The major requirements, on the other hand, are established by each department. Questions about general-education and distribution requirements can be answered by the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976. Questions having to do with major requirements should be directed to a faculty adviser or the chairperson of the major department.

General-Education Requirements

1. *All IUPUI students* must fulfill the following undergraduate general-education requirements:

- 6 credit hours in social sciences;
10 credit hours in science and math;
6 credit hours in the humanities;
6 credit hours in communication, written and oral;
Additional credit outside the major to total 40 credit hours. **Specific school requirements are in addition to these.**
2. A minimum of 122 credit hours is required for a School of Liberal Arts degree. A maximum of 9 credit hours in unapproved electives can be counted toward the degree.
 3. A minimum cumulative grade point average of 2.0 (C) is required for graduation.
 4. A minimum of 30 credit hours must be at the 300-400 level. Ordinarily, courses taken at other institutions at the freshman-sophomore levels, regardless of title or description, will not be accepted in satisfaction of this requirement.
 5. At least 15 credit hours of 300- to 400-level courses must be taken outside the major department. Ordinarily these courses must be taken in four different departments within the School of Liberal Arts and the School of Science. Courses taken under the Pass/Fail option can count toward this requirement, as can four courses taken for a second major or three courses taken for a minor.
 6. A minimum of 24 credit hours must be taken in the major subject area. Any course in which the student receives a grade below C (2.0) may not be used to fulfill the major area requirement (a C- does not qualify). However, courses in which the student receives below C, but above an F, will count toward the 122 credit hour total provided that the student does not repeat the course. Requirements for specific majors are described in detail in this bulletin under the departmental headings.
 7. A minimum of 26 credit hours must be completed after formal admission to the School of Liberal Arts. This requirement may be waived by petitioning the Academic Affairs Committee. Petitions are available in Cavanaugh Hall 401. Students must complete a minimum of 12 credit hours of their major course work in residence in the appropriate department in the School of Liberal Arts.
 8. A minimum of 26 credit hours of the work of the senior year must be completed at IUPUI except in the case of students transferring within the campuses of Indiana University. (See a departmental adviser for specific residency requirements in that department.)
 9. Courses taken using the Pass/Fail option can be applied *only* as electives or toward the 300- to 400-level requirements (in Area III of the distribution requirements for the bachelor's degree). A maximum of eight courses, and no more than two per year, may be taken. (See "Academic Regulations: Grades.")
 10. By special permission from the departmental adviser and the Office of Student Affairs, a maximum of 12 credit hours may be taken by correspondence through the Division of Extended Studies.
 11. An application for a degree must be filed with the recorder of the School of Liberal Arts by May 1 of the previous year for graduation the following December, May, and August. All credits of candidates for degrees, except for current-semester credits, must be on record at least one week prior to the conferring of degrees. Candidates for degrees in December, May, or August may participate in the May commencement.
 12. Credit toward the degree will not be accepted for the following courses: English E010, W001, G010, G011, G012, and G013; Math M130, M131, M132, and any math course lower than M118; Business C221, C222, and C225.
 13. Once a course has been applied toward one requirement, it cannot be used to satisfy a second requirement, except where explicitly stated otherwise. In addition, except in cases of variable title courses, internships, and other special courses, no course will be counted more than once toward graduation.

Distribution Requirements

Candidates for the B.A. degree must complete the following 67 credit hours of requirements. What follows is a summary of those requirements:

Area I. **Communications Core** (19 cr.)

English Composition (6)
Speech Communication (3)
Foreign Language (10)¹

Area II. **Basic Courses** (33 cr.)

Analytic Skills (6)
Natural Sciences (9)
History (6)
Arts and Humanities (6)
Social Sciences (6)

Area III. **Advanced Courses** (300- 400-level courses outside one's major) (15 cr.). Ordinarily, these courses must be selected from at least four SLA or science departments; however, students may petition the Academic Affairs Committee to waive the four-department spread or to apply

¹For foreign language special credit, see "Special Credit."

non-SLA or science courses. Petitions may be obtained from Cavanaugh Hall 401.

Total 67 credit hours

What follows is more detailed information about the three areas of distribution requirements. Special provisions for transfer students are indicated where relevant.

Area I. Communications Core (19 cr.)

The courses in the communications core provide work in English and foreign language to help students organize and present their thoughts in an effective manner. Students should enroll in these courses as early in their college careers as possible.

English Composition (6 cr.) Competency in English composition is required. This requirement may be satisfied in the following ways:

1. by completing W131 and W132 or Honors W140 and W150 with a grade of C (2.0) or better;
2. by becoming eligible for the W131 exemption exam through the IUPUI English Placement Exam and getting a satisfactory score on the exemption exam and completing W132 with a grade of C (2.0) or better; or
3. for transfer students, by completing course work equivalent to W131 and W132 with a grade of C (2.0) or better at another campus or institution.

The School of Liberal Arts strongly recommends that students complete English W131 or English W140 during their first semester or as soon afterward as placement test scores and course availability allows. If your placement test scores indicate that you need to take English W001, then you should enroll in this course your first semester. You will be required to earn a minimum grade of C in English W001 in order to advance to English W131.

The school also strongly recommends that English W132/W150 be taken the semester following successful completion of English W131.

Note: Special English as a Second Language (ESL) sections of W131 have been designated for students whose first language is not English.

Speech Communication R110 (3 cr.)

Students with previously acquired competency in public speaking may be eligible for special credit and exemption from this requirement; contact the chairperson of the Department of Communication Studies, Mary Cable Building, (317) 274-4517.

Foreign Language First-year competency is required, and second-year competency is strongly recommended. This requirement may be satisfied in one of the following ways:

1. by completing first-year (10 credit hours, 8 in some languages) courses in the same language with passing grades;
2. by completing the second semester of the beginning course sequence (132) or the second and third semester of the basic course sequence (118 and 119) with a grade of C or better and receiving special credit for appropriate lower-division course(s);
3. by completing a second- or third-year course with a grade of C or better;¹
4. by taking a placement test and placing into the 200 level or higher, which waives the 100-level requirement but does not carry with it credit towards graduation.

Entry-level students with two years of high school foreign language study who wish to continue studying the same language at IUPUI qualify for either the second semester of the beginning course sequence (132) or for the second semester of the basic course sequence (118).

Students with three years of high school foreign language study qualify for the 119-level (the third-semester basic language course). Students with four years of high school foreign language study qualify for the first semester of the second year of the language learned (200/201/203 or 225).

Students who complete the course into which they were placed with a grade of C or better are eligible for special credit at a reduced fee for the appropriate lower-division course(s) that precede the course taken. Foreign language special credit counts toward graduation.

Courses numbered 117 are reserved for students who have never studied the language before. Students who have had two or more years of formal study in a language may take a 117-level course in that language as a refresher course before enrolling in a more advanced course, but they must recognize that their work will be graded on a Satisfactory/Fail (S/F) basis. A grade of S is equivalent to a minimum grade of C. A grade of C- is not a satisfactory grade and will result in a grade of F for students with prior language experience.

Native speakers of English who have achieved elementary or intermediate proficiency in a foreign language by studying or living in a country where the language is spoken should

¹Students interested in receiving credit for lower-division language courses, see the section "Special Credit for Foreign Language Study."

confer with the appropriate department for placement in the correct level of that foreign language.

Students for whom English is not a first language may be exempted from the foreign language requirement, without credit, by completion of English W131 and W132 with the required grade of C or better.

Students whose native language is not English may demonstrate proficiency in their native language and earn 3 to 6 hours of 298/299 special credit by successfully completing an appropriate 300-level course. They may not, however, receive credit for taking first- and second-year courses in their native language.

Students who have transferred credit in a foreign language from another college or university are not eligible for additional special credit at the first- or second-year level in that language.

Students needing assistance in assessing their level of foreign language preparation should take the Foreign Language Placement Test at the Testing Center.

In all cases, individual foreign language departments have the responsibility for determining a student's placement and for recommending a specific number of credit hours for prior course work. Before registering for foreign language courses, native speakers should confer with the academic adviser in the relevant department.

For more information about the various options for completing this requirement, inquire at the appropriate foreign language department office.

Area II. Basic Courses

Analytic Skills (6 cr.) These courses provide the student with insight into the processes of logical reasoning. Each student must complete 3 credit hours in mathematics (M118 or above) plus 3 credit hours in one of the following areas: mathematics¹, computer science, computer technology², statistics, or logic (Philosophy P262 or P265). A logic or statistics course in one's major can be applied toward this second requirement.

Natural Science (9 cr.) This area allows for a choice of courses treating the natural phenomena of the world according to models of scientific thought. The 9 credit hours are to be selected from at least two of the following

areas: astronomy, biology (including botany, zoology, microbiology, anatomy, and physiology), chemistry, geology, physics, or Psychology B105. At least one of these courses must be a laboratory course.

Up to 5 credit hours in geography (G107, G108, G303, or G307) may be counted toward this requirement, but they cannot be counted toward the major as well. G108 may be counted as the laboratory component for this requirement.

History (6 cr.) These courses explore patterns and processes of history essential for making decisions in the present and give the background necessary for students to assume their responsibility as citizens. This requirement is fulfilled by two semesters of the following courses: H108, H109, H113, H114, but not H109 and H114.

Transfer students who have taken other history courses will be given credit toward the history requirement as follows:

1. With the consent of the dean of student affairs, broad survey courses in areas other than American history may be credited in full toward this requirement.
2. American history courses will be credited on a two-for-one basis (6 credit hours in American history will satisfy 3 credit hours of this requirement).
3. Other history courses will be credited on a two-for-one basis (6 credit hours will satisfy 3 credit hours of this requirement).

Arts and Humanities (6 cr.) This area presents insights into aesthetics, ideas, and systems of values.

The 6 credit hours must be divided between two of the following 10 areas. Courses in one's major cannot be used to fulfill this requirement; however, courses taken as part of a structured minor may be used to fulfill this requirement. Only one course per area may be applied toward this requirement.

Afro-American Studies: A150*
 American Studies: A103*
 Classical Studies: C205
 Fine Arts: Herron H100 or Communication T130 or English C190 or Music M174
 English Literature: L105 or L115
 Folklore: F101
 Music: M174
 Philosophy: P110 or P120
 Religious Studies: R133
 Women's Studies: W105*

¹Additional mathematics courses for this requirement must be above M118 and may not include M130, M131, and M132.

²Courses frequently taken by SLA students: CPT 115/140, CPT 200, CSCI 201, CSCI 207, and CSCI 208.

*Only one of these courses can be counted toward the distribution requirements. It may be counted either as a humanities or a social science course but not both.

Transfer credits in the arts and humanities that are not equivalent to the courses listed above may be used to fulfill this requirement as follows:

1. Subject to review and approval of the dean of student affairs, introductory survey courses in any of the arts and humanities shall count toward this requirement.
2. Where it seems appropriate owing to the breadth of the course, with the approval of the dean of student affairs, nonsurvey courses may count toward this requirement.
3. Other arts and humanities courses will be counted toward this requirement on a two-for-one basis (6 credit hours satisfying 3 credit hours of this requirement).
4. The following will not satisfy this requirement: creative writing, drawing, performance, or studio courses.

Social Sciences (6 cr.) This area uses procedures and information developed in the social sciences to examine the complexities of societies and human interaction. The 6 credit hours must be divided between two of the following seven areas. Courses in one's major cannot be used to fulfill this requirement; however, courses taken as part of a structured minor may be used to fulfill this requirement.

Afro-American Studies: A150*
 American Studies: A103*
 Anthropology: A103 or A104
 Economics: E101 or E201 or E202
 Geography: G110
 Linguistics: G104
 Political Science: Y101 or Y103
 Psychology: B104
 Sociology: R100
 Women's Studies: W105*

Transfer credits in the social sciences that are not equivalent to the courses listed above may be used to fulfill this requirement as follows:

1. With the approval of the dean, introductory survey courses in any of the social sciences shall count toward this requirement.
2. Where it seems appropriate due to the breadth of the course, with the consent of the dean of student affairs, nonsurvey courses may count toward this requirement.
3. Other social science courses will be counted toward this requirement on a two-for-one basis (6 credit hours satisfying 3 credit hours of this requirement).

Area III. Advanced Courses (15 cr. at 300-400 level)

In addition to advanced courses in one's major, the SLA student should conduct in-depth study in other areas of the liberal arts or science. Ordinarily, at least 15 credit hours of one's 300- to 400-level courses must be taken outside the major department and in four different departments within the School of Liberal Arts or the School of Science. However, when students believe that advanced courses outside the School of Liberal Arts or the School of Science or concentrated in fewer than four departments would strengthen their academic program, they may petition the Academic Affairs Committee in advance for permission to count non-SLA/School of Science courses and/or courses concentrated in fewer than four departments toward this requirement. Up to four junior- or senior-level courses in a second major will count toward this requirement. Three courses at the 300 or 400 level in a structured minor including the business structured minor can also be counted.¹

Any 300- to 400-level courses in Afro-American Studies, Women's Studies, American Studies, Classical Studies, and the IUPUI Honors Program may count toward satisfying this requirement. Some advanced courses require prerequisites or permission of the instructor. Normally ROTC courses will not be counted in Area III of the distribution requirements unless an IUPUI department certifies that an ROTC course is the equivalent of an academic course acceptable in Area III.

In addition to 300- and 400-level courses from departments in the School of Liberal Arts and the School of Science, students may take 300- and 400-level courses from the following programs or the specific courses from other schools listed below:

Afro-American Studies
 American Studies
 Classical Studies
 Comparative Literature
 Folklore
 Honors
 Japanese Studies
 Philanthropic Studies
 Women's Studies

Area III Courses: BUS F301, M301, P301, Z302, M300, D302, Z302, G330, W430; EDUC H340, M300; FN 303; HPER H318; JOUR J300, J319, J390, J320; MUS Z320, M393, M394; SPEA H320, V366, V373, H402, V432, V450; OLS 368, 374, 375, 376, 399, 401; SWK S310; All 300- to 400-level art history courses; TCM 320, 340.

*Only one of these courses can be counted toward the distribution requirements. It may be counted either as a humanities or a social science course but not both.

¹Economics department accepts only two 300- to 400-level courses from business minor towards Area III.

Major Requirements

The requirements for each major in the School of Liberal Arts are described, along with course descriptions, in the section of this bulletin entitled "Departments and Programs." A student in liberal arts ordinarily declares a major no later than upon completion of 60 credit hours. For further information and counseling, contact the relevant department.

Electives

Candidates for a degree in the School of Liberal Arts must complete their general-education requirements and the requirements of their major department. Of the remaining credit hours known as electives, up to 9 credit hours of course work may be elected from any degree-granting university. The remaining electives must come from courses within the School of Liberal Arts, the Herron School of Art, the School of Journalism, the School of Science, or from a list of courses approved by the faculty of the School of Liberal Arts.

If students wish to use newly established or alternative courses that do not appear on the list, they must petition the Academic Affairs Committee prior to taking the course. A current list of approved elective courses is available in Cavanaugh Hall CA401. Your adviser will also have this list.

Additional B.A. Programs

Double Major

A double major in the School of Liberal Arts consists of a student's completing the requirements for a major in each of two departments. Students seeking a double major must consult two advisers, one from each of the departments in which they propose to study, and individual programs must be approved by the dean of student affairs of the School of Liberal Arts.

Double Degree

A student may simultaneously earn degrees in two different schools at IUPUI (e.g., B.A. from Indiana University and B.S. from Purdue University). Such a double degree can be obtained by completing all requirements for two different degrees in the two schools. This must be approved by the appropriate deans.

Students pursuing either a School of Liberal Arts double major or a double degree may waive the School of Liberal Arts requirement that four departments be represented in the Area III 300- to 400-level courses. Four courses in the second major or degree may be counted toward this requirement.

Second Bachelor's Degree

Normally holders of bachelor's degrees seeking further education are encouraged to enter graduate programs; in certain cases,

however, students may prefer to work toward a second bachelor's degree. If admitted by the dean to candidacy for a second degree, students must earn at least 26 additional credit hours in residence and meet the requirements of the School of Liberal Arts and of the department in which they are candidates.

Minors

School of Liberal Arts students may take one or more minors. **Minors will not appear on the student's transcript until graduation.** Students majoring in other schools and divisions of IUPUI may elect minors in the School of Liberal Arts.

Minors are structured programs generally of 15 credit hours. They are of two types: (1) departmental or single-discipline minors, and (2) interdepartmental or cross-discipline minors.

Only courses in which students receive a C (2.0) or better can be applied to the minor. Specific requirements for minors are described in the section of this bulletin entitled "Departments and Programs."

Courses required for the minor may also be used in fulfilling other requirements (e.g., arts and humanities). Three 300- or 400-level courses from a minor may be counted toward the Area III advanced courses distribution requirement.

School of Liberal Arts minors are presently offered in the following areas:

Afro-American Studies
American Studies
Anthropology
Business and Professional Writing
Classical Studies
Communication Arts
Cultural Diversity
Economics
English
Film Studies
French
Geography
German Culture
Germanic Language Skills
Health Studies
History
International Studies¹
Japanese Studies
Media Studies
Medical Sociology
Museum Studies¹
Organizational Communication
Philosophy
Political Science

¹These are certificate programs and require more than 15 credit hours.

Religious Studies
 Sociology
 Spanish
 Theatre
 Urban Studies
 Women's Studies
 Writing

Students must receive departmental approval for the courses to be used for minors as well as approval for courses not taken at IUPUI that they wish to count in a minor. Special credit may be applied to minor requirements with departmental approval.

Minor in Business

A minor in business, consisting of 34 credit hours, has been established between the School of Business and the School of Liberal Arts. Students are required to meet course prerequisites and entrance requirements, which include completion of the following eight courses or equivalents with a minimum GPA of 2.0 to ensure admission into the business integrative core classes.

BUS A100 Basic Accounting Skills
 BUS A201 Introduction to Financial Accounting
 BUS A202 Introduction to Managerial Accounting
 ECON E201 Introduction to Microeconomics
 ECON E202 Introduction to Macroeconomics
 ECON E270 Introduction to Statistical Theory in Economics
 MATH M118 Finite Mathematics
 MATH M119 Brief Survey of Calculus I

In addition, BUS K201 The Computer in Business, or its equivalent, must be completed with a minimum grade of C prior to starting the integrative core. Business minors are required to take the integrative core, which is 9 credit hours taken together as a single educational unit (BUS F301 Financial Management, M301 Introduction to Marketing Management, P301 Operations Management), and must apply for space in the three core classes. Application periods are January 15 to March 1 for the fall semester and August 15 to October 1 for the spring semester. Applications are available in Business/SPEA Building 3020.

In addition to the 12 required courses listed above, BUS X204 Business Communications (3 cr.), BUS L203 Commercial Law I (3 cr.), and BUS Z302 Managing and Behavior in Organizations (3 cr.) are recommended. As with all courses listed above, the School of Business will impose essentially the same standards for students minoring in business who are enrolled in the integrative core (BUS F301, M301, and P301) as for business majors.

The above minor requires 15-18 credit hours outside of business and 16-18 credit hours of business courses to make up the 34 credit hours required for the minor. Students are encouraged to seek academic advising from their major department to ensure that program planning is accurate. Descriptions of these business courses can be found in the School of Business Undergraduate Program Bulletin for the Indianapolis campus.

(Effective August 1988)

I. Communications Core

[illegible]

| | | |
|---------------------------------|--|--|
| A. Analytic Skills (6) Hrs. | | |
| Math | | |
| | | |
| B. Natural Sciences (9) Hrs. | | |
| Lab Course | | |
| | | |
| C. History (6) Hrs. | | |
| | | |
| D. Arts and Humanities (6) Hrs. | | |
| | | |
| E. Social Sciences (6) Hrs. | | |
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| Name: | Major: |
| Student ID: | |

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ML.

Associate of Arts

The Associate of Arts (A.A.) is a 61 credit hour program that is essentially the first two years of the Bachelor of Arts program. Students are expected to meet the degree requirements in effect at the date of their admission to the School of Liberal Arts. However, should the requirements change after that date, students have the option of choosing the new requirements with the approval of the Office of Student Affairs.

Students intending to use the A.A. degree as the first two years of a B.A. degree should work with the A.A. counselor, whose office is located in the Office of Student Affairs (Cavanaugh Hall 401), to select courses that will also apply to the B.A. degree.

Requirements

Candidates for the Associate of Arts must satisfy three types of requirements: general-education requirements, distribution requirements, and concentration requirements.

I. General-Education Requirements (61 cr.)

1. 61 credit hours of regular university courses,
2. a minimum grade point average of 2.0 (C),
3. completion of at least 30 credit hours in residence at any Indiana University campus with at least 15 credit hours of the concentration at IUPUI,
4. courses taken under the Pass/Fail option may not be applied toward the A.A. degree,
5. by special permission from the Office of Student Affairs, a maximum of 6 credit hours may be taken by correspondence through the Independent Study Division.

II. Distribution Requirements (43 cr.)

All students must complete the following:

English Composition (6 cr.)

Competency in English composition is required. Each course for this requirement must be completed with a minimum grade of C (2.0). This requirement may be satisfied in the following ways:

1. by completing W131 and W132 (or Honors W140 and W150);
2. by testing out of W131 through the IUPUI Math and English Placement Exam and completing W132;
3. for transfer students, by completing course work equivalent to W131 and W132 at another campus or institution.

Speech Communication R110 (3 cr.)

Students with previously acquired competency in public speaking may be eligible for special credit and exemption from this requirement; contact the chairperson of the Department of Communication Studies in the Mary Cable Building, or call (317) 274-0566.

Foreign Language (10 cr.)

This requirement may be satisfied by completing first-year courses with a passing grade or by completing a second- or third-year course.

Analytic Skills (3 cr.)

*Computer Science¹

*Computer Technology¹

Logic (Philosophy P262 or P265)

Mathematics (M118 or above)

Statistics

Natural Sciences (9 cr.)

Astronomy

Biology

Chemistry

Geography G107/G108 (lab), G303, G307

Geology

Physics

Psychology B105

(One course should be a laboratory course. No more than 5 credit hours should be in geography if students plan to complete the B.A. degree.)

Arts and Humanities (6 cr.)

It is recommended that students choose 6 credit hours from the courses indicated in parentheses if they plan to complete the B.A. degree. If not, they should choose 6 credit hours from the departments or programs listed.

Afro-American Studies (A150)*

American Studies (A103)*

Classical Studies (C205)

Communication Studies

English (L105 or L115)

Fine Arts (Art H100 or Music M174 or Communication T130 or English C190)

Folklore F101

Foreign Languages

History (H108, H109, H113, H114 but not H109 and H114)

Philosophy (P110 or P120)

Religious Studies (R133)

Women's Studies (W105)*

¹It is recommended that students choose a computer course with programming if they plan to complete the B.A. degree.

*Only one of these courses can be counted toward the distribution requirements. It may be counted *either* as a humanities or a social science course but not both.

Social Sciences (6 cr.)

It is recommended that students choose 6 credit hours from courses in parentheses if they plan to complete the B.A. degree. If not, they should choose 6 credit hours from the departments or programs listed.

Afro-American Studies (A150)*

American Studies (A103)*

Anthropology (A103 or A104)

Economics (E101 or E201 or E202)

Geography (G110)

Linguistics (G104)

Political Science (Y101 or Y103)

Psychology (B104)

Sociology (R100)

Women's Studies (W105)*

III. Concentration Requirements (18 cr.)

The purpose of the concentration is to provide students with a focus in a single discipline/area, but it should not be confused with a major, which students would take in the third and fourth years if they choose to pursue a Bachelor of Arts.

The student may concentrate in either Option I, the arts and humanities, or Option II, the social and behavioral sciences, explained below.

Courses counted toward the distribution requirements cannot be counted toward the 18 credits in the concentration area.

Option I: Arts and Humanities: Complete both A and B below.

- A. Students choose one discipline in the arts and humanities (see the disciplines listed under "Arts and Humanities" in the "Distribution Requirements"—students cannot concentrate in fine arts for the A.A. degree) and take 12 credit hours in that discipline.
- B. Students complete 6 credit hours of course work in other disciplines listed under "Arts and Humanities." These courses may be in a single discipline or in more than one discipline. However, any particular course cannot count toward both basic curriculum requirements and the concentration requirements.

Total 61 credit hours.

Option II: Social Sciences: Complete both A and B below.

- A. Students choose one discipline in the social sciences (see the disciplines listed under "Social Sciences" in the "Distribution Requirements"—students cannot concentrate in psychology or linguistics for the A.A. degree) and take 12 credit hours in that discipline.
- B. Students complete 6 credit hours of course work in other disciplines listed under "Social Sciences." These courses may be in a single discipline or in more than one discipline. However, no course can count toward both basic curriculum requirements and the concentration requirements.

Total 61 credit hours.

*Only one of these courses can be counted toward the distribution requirements. It may be counted *either* as a humanities or a social science course but not both.

Graduate Degree Programs

For many years, the School of Liberal Arts has offered graduate courses in various fields of study. At present, Master of Arts degrees are offered in economics, English, history, and philanthropic studies. Additional master's degrees are being developed. Students admitted to graduate programs are admitted to the Indiana University Graduate School, even though they are admitted through the School of Liberal Arts.

Admission to the University Graduate School

There are three categories of admission to the University Graduate School in the liberal arts at IUPUI: admission to pursue a degree program (currently limited to history and economics), admission to take courses in a single department or program as a special student, and admission to take courses from more than one department as a nondegree student. Visiting students who are formally enrolled in the degree programs of an accredited graduate school may also be admitted for limited term enrollments. Information and University Graduate School bulletins may be obtained from the graduate office, Union Building 518 or by calling (317) 274-4023. Nondegree students are advised by the nondegree counselor in the Graduate Nondegree Office, Union Building 518, (317) 274-1577.

Undergraduate Requirements (all admission categories)

The University Graduate School will consider applications from students holding bachelor's degrees from Indiana University or from other accredited four-year collegiate institutions whose requirements are similar to those of Indiana University. The University Graduate School may admit with deficiencies students who do not meet stated admission criteria. At IUPUI, these students are admitted as graduate nondegree students or as special students (see below). Students from unaccredited institutions may be admitted as special students for one semester; if their records are then satisfactory and their department, program, or school recommends them, they will be given full standing. Ordinarily, a minimum grade point average of 3.0 (B) in an undergraduate major is required for admission to the University Graduate School.

All individuals must be accepted by a department, program, or school authorized by the University Graduate School to offer degrees and must be admitted to the University Graduate School before they take courses for graduate credit.

Indiana University Bachelor's Degree Candidates

Candidates for bachelor's degrees at Indiana University may apply for conditional admission to the University Graduate School and may enroll for graduate credit for that portion of their program not required for completion of the bachelor's degree, provided

1. they are within one semester of meeting bachelor's degree requirements. If the bachelor's degree is not completed within that semester, graduate credit earned may not be counted toward an advanced degree.
2. the total course load does not exceed that ordinarily taken by a full-time graduate student.
3. the courses taken for graduate credit are authorized to carry such credit. (In certain instances, graduate credit is allowed for undergraduate courses.)

Application to Degree Programs

Prospective graduate students, including graduates of Indiana University, must make formal application to a department, which will forward its recommendation to the dean. It is recommended that applications be made before the following dates:

Semester of Matriculation Deadline

| | |
|-------------|-------------|
| Fall..... | February 15 |
| Spring..... | September 1 |
| Summer..... | January 1 |

All applications must be accompanied by two complete transcripts of previous college and university course work and should be submitted directly to the department in which the student wishes to work. Indiana University graduates should request the registrar's office to send unofficial copies of their transcripts to that department.

Admission (except for visiting and continuing nondegree students) is made to a particular department for a specific degree, and no

student shall be permitted to work toward a degree without first having been admitted to do so. Students who want to change departments should fill out Transfer of Department forms, which may be obtained in the Graduate School office (Union Building 518). Requests for change of degree status must be submitted by the department and approved by the dean of the University Graduate School.

Following the notice of admission to the University Graduate School, an applicant normally has two calendar years in which to enroll. Supplementary transcripts of any additional academic course work undertaken during that period are required, and a department may request additional letters of recommendation. Should the updated material prove unsatisfactory, the admission may be cancelled. If the applicant fails to enroll within two years, a completely new application is required.

Graduate Record Examinations

Applicants may be required to take the Graduate Record Examination General Test, Subject Test, or both (see department). Information concerning these examinations may be obtained from the Graduate Record Examinations Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000. Applications are available in the office of the University Graduate School.

Nondegree Students

Special Students

Students who have not been admitted to a degree program but who intend to study primarily in one department may be admitted by that department with the approval of the dean of the University Graduate School as special students. They must apply to a department just as degree students do and should indicate their desired status. After 12 credit hours in a single department, special students must either be accepted into a degree program or change to nondegree status.

Graduate Nondegree Students

Students holding bachelor's degrees who wish to study on a nondegree basis without necessarily concentrating in a single department may be admitted to the University

Graduate School as nondegree students. Such students may enroll only in those courses for which they can obtain specific permission to register based on the academic background of the individual and course enrollment limitations. For details of admission and preregistration counseling, consult the University Graduate School in the Union Building 518.

Students who are initially admitted as nondegree students, but who later wish to obtain a graduate degree, must make formal application for admission to a departmental degree program. Once admitted, the department may recommend to the dean of the University Graduate School that credit earned as a nondegree student be applied to degree requirements. Students should be aware that certain departments and schools specifically prohibit course work taken under nondegree status from counting toward a degree after a student has been admitted to a degree program.

Visiting Students

Students in good standing in any accredited graduate school who wish to enroll for one semester or summer session and who plan to return thereafter to their former institution may be admitted as visiting students if their enrollment can be accommodated. Visiting students should register as nondegree students.

Graduate Programs and Courses in the School of Liberal Arts

History, economics, philanthropy, and English presently offer master's degrees. In addition, virtually all School of Liberal Arts departments offer graduate courses, including certain 300- and 400-level courses that may be taken for graduate credit in programs in the Indiana University Graduate School or the Indiana University School of Education. Students will not receive graduate credit without the written approval of a graduate adviser and the instructor of the course. Obviously, acceptable performance in the courses is also a condition for receiving graduate credit. See the appropriate graduate program bulletins and advisers if you are interested in graduate course work.

Academic Policies

Program Changes

Change of Major

In order to change a major, a student must fill out a Student Record Change form, which can be obtained from the School of Liberal Arts Office of Student Affairs in Cavanaugh Hall 401.

Addition of Courses

An undergraduate student may add a course after the class has begun only with the approval of the instructor and the student's adviser.

Program Planning and Counseling

The School of Liberal Arts provides counseling services to assist students in planning their program of study. Students pursuing an Associate of Arts and those who have not yet chosen a major area of study are counseled through the School of Liberal Arts Office of Student Affairs, in Cavanaugh Hall 401, (317) 274-3976. Students who have chosen a major are assigned a departmental faculty adviser and should make an appointment with that adviser prior to each registration period in order to discuss long-term goals as well as specific course work for the upcoming semester. Consulting with their adviser is a semester-by-semester obligation of students to ensure on-going progress toward a degree.

Students, however, not their advisers, are responsible for their programs. They should be thoroughly familiar with the general requirements for an SLA degree as well as with those of the department they plan to major in. Students are urged to complete most, if not all, of their general-education requirements during the freshman and sophomore years.

In planning a program, students should refer to both the *Schedule of Classes* and this bulletin. Special attention should be paid to course descriptions and prerequisites. This bulletin identifies prerequisites with a "P," corequisites with a "C," and recommended courses with an "R." Students should not enroll in courses for which they do not have the prerequisites. Instructors may require a student to drop a class if the student has not fulfilled the prerequisites.

Academic Regulations: Grades

Grading System

The School of Liberal Arts uses the following grading system, in which each letter grade receives grade points, based on a scale of 4.0 as the highest:

Excellent:

A+ = 4.0
A = 4.0
A- = 3.7

Above average:

B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3

Average:

C = 2.0

Below average:

C- = 1.7
D+ = 1.3
D = 1.0
D- = 0.7

Unacceptable:

F = 0.0

The use of plus/minus grades is at the discretion of the instructor.

Academic Integrity

Students are responsible for knowing the School of Liberal Arts regulations concerning attendance, cheating, and plagiarism that appear under "Academic Misconduct."

Absence from Classes

Students are responsible for all work that is due or that transpires during all class meetings. Documented illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether missed work may be made up. Some instructors may set limits on the number of absences allowed. Exceeding that number may result in a lower grade or failing the course.

A grade of F will be recorded on the official transcript if a student stops attending but does not officially withdraw from class.

Students who alter their schedules, whether at their own initiative or by departmental directive, must follow withdrawal procedures. Students who do not assume this responsibility are jeopardizing their records because they will incur a failing grade in a

course not properly dropped and will not receive credit for work done if a course is not properly added.

Pass/Fail (P/F) Option

Any undergraduate student in good standing (not on probation) may enroll in a maximum of eight *elective courses* to be taken with a grade of P (pass) or F (fail). The Pass/Fail option can be used for a maximum of two courses per year, including summer sessions. For this option, the year begins the first day of the fall semester. The course selected for Pass/Fail must be an elective. It may not be used to satisfy any of the major or school distribution requirements, with the exception of the 300- to 400-level course requirement (Area III).

A grade of P is not counted in computing grade point averages; a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D. For the purposes of this policy, a grade of D- is passing.

Pass/Fail option forms are available in the Office of Student Affairs, Cavanaugh Hall 401. The form should have a faculty adviser's signature before it is returned to the Office of Student Affairs.

Final Examinations

Final examinations or other activities in lieu of a final are to be scheduled during finals week at the time indicated in the *Schedule of Classes*.

A student who fails to take the final examination of a course and who has a passing grade up to that time may be given a grade of I (Incomplete) by the instructor. Normally instructors will not give Incompletes without students contacting the instructor prior to or immediately after the final to explain the situation.

Students scheduled for three or more finals in a 24-hour period may have their examination schedule adjusted. They should notify the instructors involved by midsemester and determine if any of them are willing to schedule an alternate examination. Students having problems with an instructor may consult the chair of the department or the Office of Student Affairs, in Cavanaugh Hall 401, (317) 274-3976.

I—Incomplete

The grade of Incomplete is an agreement between the student and the instructor and is assigned only when a student has successfully completed with passing grades at least three-fourths of the work in a course and unusual circumstances prevent the student from completing the work within the semester. It is the student's responsibility to contact the instructor to get a grade of I assigned.

Removal of Incomplete

It is the student's responsibility to remove the Incomplete. As soon as possible the student must contact the faculty member to find out about the length of time available to complete the work and about any special conditions. The maximum time allowed for removal of an Incomplete is one calendar year, although an instructor has a right to specify a shorter time period.

Students should *not* reenroll in the course. If the original instructor is not available, contact the chair of the department in which the course is offered. Once the work is completed, an instructor must file a Removal of Incomplete form with the registrar's office in order for the Incomplete to be removed. Only the department or the instructor may change the grade.

An Incomplete that has not been removed within one calendar year of the time it is recorded will be automatically converted to an F. Once an Incomplete has been converted to an F, the instructor or student may petition the Academic Affairs Committee to have the grade changed, or the student may repeat the course using the FX option.

These regulations do not apply to research and reading courses if completion of the course work is not required at the end of the semester. In such cases, the grade of R is given.

Once a student has graduated, nothing in these regulations shall prohibit the Incomplete from remaining on the student's record.

IX Policy

Under extraordinary circumstances, such as extended illness, an instructor may change the grade of I to IX with a Removal of Incomplete form. The IX has no time limit for the completion of the work.

FX Policy—Courses Repeated

The School of Liberal Arts follows the university-wide FX policy as described below:

1. Under this policy, a student may reenroll only in a course in which an F was previously reported. A grade of D or any other grade cannot be improved via this policy.
2. In retaking the course, the student must receive a grade of A, B, C, D, F or P or S to change the original F to FX. The grade of W or I will not qualify for removal.
3. A student may exercise the FX option for no more than three courses, totalling no more than 10 credit hours.
4. A student may use the FX option only once for a given course.
5. A student who has retaken a course must inform the School of Liberal Arts recorder.

W—Withdrawal

To withdraw from any or all courses, students must submit to the registrar's office a Schedule Adjustment form that has been signed by the adviser. If forms are turned in no later than the beginning of classes, the course will be deleted from student records, except for complete withdrawals, which result in the grade of W (withdrawal) on student records. If withdrawals are turned in by the end of the first half of the semester or summer session, the grade of W is automatically given and recorded on official transcripts. Thereafter, but prior to the end of the third quarter of classes, both the adviser's and the instructor's signatures are required and the instructor designates the grade of W or F. Requests for withdrawal after the periods specified above will not be authorized by the dean except for urgent reasons related to extended illness or equivalent distress. The desire to avoid a low grade is not an acceptable reason for withdrawal from a course.

A grade of W does not affect the overall grade point average.

A grade of F will be recorded on the official transcript if a student stops attending but does not officially withdraw from class.

Students who alter their schedules, whether at their own initiative or by departmental directive, must follow withdrawal procedures. Students who do not assume this responsibility are jeopardizing their records because they will incur a failing grade in a course not properly dropped and will not receive credit for work done in a course not properly added.

Forgiveness Policy

The School of Liberal Arts has adopted a modified version of the IUPUI forgiveness policy for students who have been out of school for five years. For more information about the policy, call 274-3976 or come to Cavanaugh Hall 401.

Petition for Grade Change

Either students or faculty members may petition for a change in course grades.

Faculty Petition

A faculty member may petition the Academic Affairs Committee to initiate a change of grade for a student. The change must be approved by the committee and the School of Liberal Arts dean of student affairs.

Student Petition

A student may request a change of grade by filing a petition with the Academic Affairs Committee that includes (1) a statement of an attempted but unsuccessful interview with the faculty member and chair, and (2) supportive evidence for the petition.

Petition forms may be obtained from the School of Liberal Arts Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976.

Academic Standing

Students in Good Standing

Students are considered to be in good standing when they have been regularly admitted by the Office of Admissions and when their minimum cumulative academic grade point average is 2.0 (C).

Credit hours determine class standing as follows:

- Freshman, 0-25 credit hours
- Sophomore, 26-55 credit hours
- Junior, 56-85 credit hours
- Senior, 86+ credit hours

Academic Probation

Students are placed on academic probation when their cumulative grade point average falls below 2.0 (C), and they remain on probation until the cumulative grade point average is 2.0 (C) or better. Students on probation are encouraged to talk with their faculty adviser or with a counselor in the dean's office (317-274-8304) or in the IUPUI Counseling and Psychological Services (317-274-2548) to determine how they may become more successful in their studies. Students on probation must go to the Office of Student Affairs (Cavanaugh Hall 401) before registering to obtain a release from the checklist.

Students who have two semesters with a grade point average below 2.0 (C) may be placed on probation at the discretion of the School of Liberal Arts dean of students regardless of their cumulative grade point average, since they are failing to make progress toward a degree.

Dismissal

Students will be dismissed from the School of Liberal Arts when they have a cumulative grade point average lower than 2.0 (C) and grade point averages of lower than 2.0 (C) for two semesters. (For part-time students, 12 credit hours or fewer may be considered equivalent to one semester.) Students eligible for dismissal will be notified in writing that they have been dismissed and that they must remain out of school at least one semester. The letter will also inform such students that they will be withdrawn from classes for which they have registered. Once dismissed, students must petition for readmission. (See "Readmission.")

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

A third dismissal is final.

Readmission

Any student who has been dismissed from the School of Liberal Arts (or its equivalent on another IU campus) must petition for readmission. Each petition is considered individually, and a decision is made on the basis of the student's academic history and personal circumstances. A Petition for Readmission form may be obtained from the Office of Student Affairs (Cavanaugh Hall 401). It is then reviewed by the associate dean, who may deny the petition, approve the readmission, or approve a conditional readmission (e.g., for part-time but not full-time study).

A student who has been dismissed once is eligible for immediate readmission if the petition is approved. A student who has been dismissed for the second time is eligible to return to school only after being out of school for one regular semester and having petitioned successfully.

Petitions for readmission must be filed by the following deadlines:

| | |
|---|-------------|
| To enroll for the fall semester..... | July 15 |
| To enroll for the spring semester | November 15 |
| To enroll for summer session..... | April 15 |

Academic Misconduct

Cheating

Cheating is dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations. It is the responsibility of the student not only to abstain from cheating, but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student cheat is as guilty of cheating as the student assisted. The student should also do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of class.

Plagiarism

Plagiarism is the offering of the work of someone else as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. The language or ideas taken from another may range from isolated

formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

A faculty member who has evidence that a student is guilty of cheating or plagiarism shall initiate the process of determining the student's guilt or innocence. No penalty shall be imposed until the student has been informed of the charge and of the evidence on which it is based and has been given an opportunity to present a defense. If the faculty member finds the student guilty, the faculty member assesses a penalty within the course and promptly reports the case in writing to the dean of the school or comparable head of the academic unit. The report should include the names of any other students who may be involved in the incident and recommendations for further action. The dean, in consultation with the faculty member if the latter so desires, will initiate any further disciplinary proceedings and inform the faculty member of any action taken. In every case, a record of the offenses remains on file in the Office of the Dean.

For further regulations, the student is referred to the IU *Code of Student Ethics*.

Student Grievance Procedures

Students who feel they have been treated in an unfair or unethical manner by School of Liberal Arts faculty are encouraged to resolve their differences directly with the faculty member. When informal solutions do not appear possible, the following procedures should be observed:

Complaints of Unethical Treatment

All academic personnel (faculty, part-time instructors, and advisers) are expected to conform to the Code of Academic Ethics published in the *Indiana University Academic Handbook*. A student who feels that he or she has been treated unfairly by a faculty member may lodge a complaint by following these steps: (1) Discuss the matter with the faculty member or instructor. (2) If step 1 fails to resolve the situation, discuss the matter with the chairperson of the department or the coordinator of the program in which the faculty member is employed. The departmental chairperson will discuss it with

the faculty member and seek some resolution. (3) If step 2 fails, the student may discuss the matter or file a written, signed complaint with the dean of student affairs (Cavanaugh Hall 401). Anonymous complaints will not be entertained. A copy of any written complaint will be forwarded to the faculty member, who may respond in writing. (4) When warranted, the dean may refer a written complaint and the faculty member's response to the Faculty Affairs Committee for further investigation and review. (5) The Faculty Affairs Committee

will evaluate the complaint on the basis of university policy and may recommend to the dean that the instructor be sanctioned. If the committee finds the complaint to be unfounded, a letter to that effect may be placed in the student's file.

A detailed description of the School of Liberal Arts complaint procedure is available upon request from the Office of Student Affairs, in Cavanaugh Hall 401.



Special Opportunities

Distinctions and Awards

Degrees Awarded with Distinction

For those graduating in the top 10 percent of their class, the School of Liberal Arts awards bachelor's degrees with three levels of distinction: Distinction (3.5 GPA); High Distinction (3.75 GPA); and Highest Distinction (3.9 GPA). The level of distinction is determined by the overall Indiana University grade point average (GPA). Students must have taken 60 graded credit hours at Indiana University.

The level of distinction is printed on both the final transcript and the diploma. At Commencement ceremonies each year, these graduates wear cream and/or crimson cords. Most School of Liberal Arts awards and scholarships are presented at this ceremony.

IUPUI Honors Program

The IUPUI Honors Program offers special opportunities to academically able students to do honors course work or pursue departmental or general honors degrees. Undergraduates may enroll in independent study, H-Option courses, graduate courses, or designated departmental honors courses. Students should check the *Schedule of Classes* for course offerings.

Students who have SAT I scores of 1100 or above, high school rank in the top 10 percent, or have a minimum grade point average of 3.3 are eligible to enroll in honors courses. Students not meeting those criteria may explore limited participation in the program with the honors counselor.

To graduate with a general honors degree, students must have a minimum cumulative grade point average of 3.3 (B+) and a minimum GPA of 3.5 in all honors work. All credit received in honors work counts toward graduation, but a minimum grade of B (3.0) must be received for honors credit. For information on honors degrees, contact the Honors Office, Education-Social Work Building 2126 or call (317) 274-2660.

Service Learning

Service learning involves students in community service as part of a specific course. For example, students in a writing course may complete a writing project for a not-for-profit agency as part of their course work. In service learning, students relate the service experience to course objectives through structured reflection and learning activities. The service component can be an integral part of the entire

course, or an option to replace another class assignment. Service learning provides an opportunity for students to be actively involved in the learning process, and is a way to develop personal competencies and leadership skills through service to others. A variety of service learning courses are offered at IUPUI, and a current listing can be found in the *Schedule of Classes*.

Special Credit

Students who establish eligibility for special credit must file an application in order to receive the credit. The credit will be awarded at the following fee rate: (a) there is no credit hour fee for freshmen who apply for the special credit during the first two consecutive semesters after they enter the university, and (b) there is a fee of \$14.00 per credit hour for undergraduate transfer students if they apply during the first semester after they enter the university. *Students who do not qualify as above will pay the standard fee per semester at the appropriate resident or nonresident rate.*

Credit By Examination

Students may receive credit for certain courses by successful performance in College Board Achievement Tests, College Board Advanced Placement Tests, Dantes and/or examinations offered by an academic department while at IUPUI. The Office of Admissions has a brochure listing the AP (Advanced Placement) or CLEP (College-Level Examination Program) tests and scores accepted at IUPUI.

Where credit by examination is awarded by the university, that credit will be recorded with the grade of S unless the examination clearly merits an A. In that case the student will receive an A in the special credit awarded. Failure to pass the examination carries no penalty.

Special Credit for Foreign Language Study

Students who previously studied a foreign language may receive special credit by taking a placement examination and completing the course into which they are placed with a minimum grade of C. The student may then apply for credit for the lower-division courses that they skipped. Students seeking such special language credits through the credentialing process described above must file an application for special credit and pay \$14.00 per credit hour for the additional credits.

Consortium for Urban Education (CUE)

Indiana University–Purdue University Indianapolis is one of the member organizations of the Consortium for Urban Education (CUE), Indianapolis. Through it, a student in the School of Liberal Arts can enroll in courses not offered by IUPUI but provided at another member college. Credits thus obtained are then entered on IUPUI records. A student registered through IUPUI for such courses is subject to IUPUI's fee assessment and payment procedures.

Self-Acquired Competency

Credit may be granted for learning experiences acquired through means other than normal college course work. Credit is available for course-specific learning or for non-course-specific learning in (1) arts and humanities, and (2) social sciences.

Faculty will evaluate the experience and determine whether credit should be awarded and the amount of credit to be granted. Students may be asked to prepare a portfolio, take examinations, or document their learning in other suitable ways so that the faculty can make such judgments. Only 12 credit hours of self-acquired competency can be applied toward a degree. A brochure providing additional information is available in the Office of Student Affairs.

Special Study Programs

Professional Practices Program

In the spring of 1980, the School of Liberal Arts faculty approved a Professional Practices Program, to be developed by the various academic departments and programs for School of Liberal Arts students. Professional practice involves full-time or part-time internships and co-ops related to academic objectives, for the following purposes:

1. to provide interested and qualified SLA students with career training within an academic setting;
2. to assist in the development of appropriate liberal arts skills and capabilities that are applicable in jobs and careers;
3. to facilitate student involvement in work experiences related to the chosen academic curriculum;
4. to facilitate development of occupational alternatives;
5. to facilitate students' self-confidence with regard to the marketability of their liberal arts training;
6. to foster community awareness of SLA-trained students and their capabilities.

Participating departments will work in conjunction with the IUPUI Professional Practices Program in accordance with university guidelines to provide experiences for majors. For further information, students should contact departmental advisers, or the Professional Practices Program, Business/SPEA Building 2010, or call (317) 274-2554.

In addition to the Professional Practices Program, several departments offer a credit course, called Practicum, that provides selected students the opportunity to apply what they are learning. Contact the academic departments directly for more information.

IU Overseas Study Program

IUPUI students are eligible to participate in the foreign study programs that Indiana University has established and in new programs especially developed at the IUPUI campus. Together they offer qualified students the opportunity to do part of their academic work abroad.

The university's academic-year programs are located in São Paulo, Brazil; San José, Costa Rica; Canterbury, England; Nanjing, China; Paris and Strasbourg, France; Legon, Ghana; Hamburg, Germany; Jerusalem, Israel; Bologna, Italy; Nagoya, Japan; and Madrid, Spain. Semester programs range from exchange programs with Australia to programs for future teachers of Spanish in Seville, Spain. In addition, a number of attractive summer programs allow students to study German in Graz, Austria; French in Paris, France; Spanish in Mexico City or Salamanca, Spain, or art in Florence, Italy.

There are a number of programs—short-term study trips, and internship opportunities—without a foreign language requirement. Students may apply financial aid to program costs. Moreover, several attractive scholarships are available.

IU's programs abroad are intensive educational experiences that combine academic excellence with cross-cultural learning. Groups are often accompanied by an Indiana University faculty member who serves as resident director and sometimes teaches courses. Academic-year programs are usually preceded by an intensive language/culture program at the overseas site to prepare students to enroll in regular university courses.

Participating students receive regular Indiana University credit, not transfer credit. Six (6) to 8 credit hours are customary in the summer programs, 15-16 credit hours in semester programs, and 30-36 in the academic year programs.

For more information, contact your department or the Office of International Affairs, UN 203, 274-7294 or 274-2081.

Teacher Certification

Secondary Certificate

With careful planning, students may earn a standard junior high/middle school/secondary teacher's certificate while working for a bachelor's degree in the School of Liberal Arts, completing the requirements for both in four years. *Students must be admitted to the Teacher Education Program.*

A candidate for a secondary teacher's certificate must earn 124 credit hours with a minimum grade point average of 2.5 in all university work taken and in all the course work of the teaching major. The teaching minor, if any, is optional. Students must achieve a minimum grade of C (2.0) in Speech R110, in English W131, and in all education courses, and a minimum grade point average of 2.5 in all certification areas. Undergraduate course work must include the following:

General Education

45 credit hours, including at least 18 credit hours in humanities, 9-15 credit hours in life and physical sciences, and 9-15 credit hours in social and behavioral sciences. Each of these areas has some specific requirements, and information and help should be sought by consulting a counselor in the School of Education. With careful planning, these requirements may be satisfied by area requirements for the B.A. degree.

Professional Education

29-35 credit hours, including the following:
H340 Education and American Culture (3 cr.)
M201 Field Experience (1 cr.)
M300 Teaching in a Pluralistic Society (3 cr.)
M314 General Methods for Secondary Education (3 cr.)
M442-79 Special Methods in Cognate Area (3-5 cr.)
M464 Methods of Teaching High School Reading (3 cr.)
M480 Student Teaching in Secondary School (10-16 cr.)
P254 Educational Psychology for Secondary Teachers (3 cr.)

In order to register for methods courses (including M300 and M314), students must meet the following requirements:

1. They must have completed H340 and P255 with a minimum grade of C in each course.
2. They must have completed the courses basic to the specific areas in which they are to be certified and must have completed

- three-fourths of the number of credit hours required for certification in the major area.
3. They must have a minimum grade point average of 2.5 in all university course work taken, in all courses taken that have an education prefix (exclusive of methods), and in all courses taken in each area in which the student is to be certified.
4. They must have completed English W131 and Communication R110 with a minimum grade of C in each course.
5. They must receive a passing score on the Preprofessional Skills Test in reading, writing, and math.

Subject Matter Area

Majors: credit hour requirements vary (36-52 cr). Minors (optional): 24 credit hours. Program requirements vary somewhat under the present certification rules; hence the student should plan carefully with an adviser in the major department and with a certification adviser in the School of Education. *Completion of requirements for a B.A. degree does not necessarily meet the eligibility requirements for an Indiana teacher's certificate.*

Note: School of Liberal Arts students who seek certification from the School of Education are advised to discuss their program with a counselor from the School of Education.

Nontraditional Scheduling

Community Learning Network

Initially offered in 1991, IUPUI's Community Learning Network (CLN) connects college-bound learners via television in metropolitan Indianapolis and central Indiana with the academic and technical resources at the IUPUI campus. Lectures are delivered over public television, WFYI TV Channel 20, and American Cablevision Channel 19 and Comcast Cablevision Channel 39. Students can interact with peers and faculty through computers, fax, telephone conferencing, and voice messaging systems. Students may complete all requirements for the Associate of Arts entirely through CLN courses.

Weekend College

IUPUI's Weekend College, which began as a program of the School of Liberal Arts in 1973, offers regular credit courses on Friday evenings, Saturdays, and Sundays. In 1976, the Weekend College became an IUPUI-wide program. Most of the 15 IUPUI schools have offered courses in the Weekend College. Most requirements for the A.A. degree and the general distribution requirements for the B.A.

degree may be completed by taking classes exclusively on weekends over an extended period.

Learn and Shop

Started in 1979, the nation's first Learn and Shop College Credit Program offers selected courses in the training rooms of major department stores in four of the Indianapolis suburban shopping centers. Students may satisfy the requirements for the SLA Associate of Arts degree by taking courses exclusively in Learn and Shop locations.

Extracurricular Activities

A wide variety of activities is available to School of Liberal Arts students, both activities sponsored by the School of Liberal Arts and those open to all students. Students seeking involvement in campuswide activities, such as the IUPUI Student Government, should contact the Student Activities Office in the basement of the Old Library or call (317) 274-3931. Of particular interest to students in the School of Liberal Arts are the following activities:

School of Liberal Arts Student Council

This council, composed of student representatives from each liberal arts department, advises the dean, and the School of Liberal Arts generally, on matters of concern to students. It decides how the activity fee will be used in the school. For further information, contact the Office of Student Affairs (Cavanaugh Hall 401).

In addition, School of Liberal Arts students may wish to participate in any of the following: IUPUI Student Government (USA), the Black Student Union, service fraternities and sororities, honoraries, religious clubs, social fraternities and sororities, publications (*Sagamore*, *Genesis*, and *Fine Print*), special interest groups, or the University Forum. Students seeking involvement in these campuswide activities should contact the Student Activities Office in the basement of the Old Library or call (317) 274-3931.

Student Voluntary Community Service

The work of the Office of Student Volunteer Community Service is to encourage students and student organizations to become involved or to further their involvement in community service. These opportunities combined with periodic reflection sessions promote the idea that a caring, celebrative community transcends the formal boundaries of the university.

For information about service opportunities, call 278-0273 or write the Office of Student Voluntary Community Service at 815 W. Michigan Street, Indianapolis, IN 46202; or visit the Student Activity Center, in the Old Library LY002.

Intercollegiate Athletics

The IUPUI intercollegiate athletics program officially began competition during the 1972-73 academic year with the introduction of men's basketball as the university's first varsity sport. The men's program expanded during the 1974-75 season with the addition of varsity golf and tennis, and then again in the 1987-88 academic year when soccer gained varsity status. Baseball replaced golf as a varsity sport during the 1979-80 campaign. Men's golf was reintroduced to the intercollegiate lineup in 1994-95.

Intercollegiate athletics at IUPUI expanded to include women's sports in 1975-76, with the introduction of basketball, softball, and volleyball as varsity sports. Women's tennis was added in 1989-90.

Prior to the completion of the Natatorium before the 1982-83 academic year, IUPUI teams struggled to find adequate practice and competition facilities. In the early years, the men's basketball team held practices and games at Chatard High School, Wood High School, the Indiana State Fairground's Pepsi Coliseum, the Naval Armory, the University of Indianapolis, and Market Square Arena.

The IUPUI athletic program is currently represented by nine intercollegiate teams, which compete in the National Collegiate Athletic Association's (NCAA) Division II.

Prior to joining the NCAA, IUPUI was a member of the National Association of Intercollegiate Athletics (NAIA). While affiliated with the NAIA, IUPUI teams won 32 state and regional championships. The Metros reached the Sweet Sixteen in men's basketball (1989-90) and the Final Four in women's basketball (1990-91), and finished second nationally in women's volleyball (1991-92). Beginning in 1983, the Lady Metros softball team made nine consecutive appearances in the NAIA National Tournament, finishing as high as third on three occasions.

IUPUI student-athletes also engage in a wide variety of community service activities. Members of the men's and women's basketball teams serve as mentors and tutors for children enrolled in two Indianapolis elementary schools located near campus. Women's tennis team members conduct clinics for inner city youth to introduce them to the game of tennis.

For further information about intercollegiate athletics, call (317) 274-0622.

Theatre The campus theater club (CUE) produces student-directed plays for the main stage and one-act plays. It also provides opportunities for practica and honors projects. In addition, the department sponsors the biennial Waldo M. and Grace C. Bonderman IUPUI National Youth Theatre Playwriting Workshop and Symposium. Winning playwrights spend a week in residency developing their scripts and are spotlighted at the symposium held at the end of the workshop.

For more information, students are urged to contact the Department of Communication Studies, in Cavanaugh Hall 309, or call (317) 274-0566.

Student activities at IUPUI are coordinated through various offices. For complete information, School of Liberal Arts students should contact the Student Activities Office in the basement of the old library or call (317) 274-3931.



Awards and Scholarships

School-Level Awards and Scholarships

Faculty Medal for Academic Distinction

This award is presented to a graduating senior who, in the judgment of the Faculty Affairs Committee of the School of Liberal Arts faculty, is clearly outstanding in scholastic achievement, interdisciplinary interests, and extracurricular activities.

Cavanaugh Awards The Cavanaugh Award is made from a fund established in 1961 by Robert Cavanaugh of Wilmington, Delaware, to be used in recognizing scholarly achievement.

Margaret A. Cook Foreign Study Award

Each year an award will be made to one or more students majoring in the liberal arts at IUPUI to assist in participating in a study-abroad program sponsored by Indiana University. Priority will be given to junior or senior students majoring in a modern foreign language. Selection will be based on cumulative grade point average, language ability, and the applicants' plans for continued study of modern foreign languages. The award has been established in honor of Professor Margaret A. Cook, who helped establish the first foreign language programs at IUPUI and who devoted her life to improving our understanding of foreign cultures.

Clara Margaret Powell Award This award is presented to an undergraduate student with exceptional research skills. The scholarship is intended to support the recipient's research project or to support attendance at a conference.

Preston Eagleson Award The Preston Eagleson Award is presented to an IUPUI student for outstanding achievement in a paper written on the Afro-American experience. The prize honors Preston Eagleson, the first black American to receive an advanced degree from Indiana University.

Sidney W. Houston Memorial Scholarship

An annual scholarship is awarded in honor of Professor Sidney W. Houston, who served from 1963 to 1975 in the Departments of English in the Indianapolis regional campuses of both Purdue University and Indiana University. The recipient shall be an outstanding student in the language and literature departments of the Indiana University School of Liberal Arts or in the area of technical communications in the IUPUI Purdue School of Engineering and

Technology. The recipient must have completed at least 56 credit hours, but no more than 90, with a minimum cumulative grade point average of 3.5 and must be considered a person of moral responsibility and high professional potential.

Robert V. Kirch Scholarship An annual scholarship is awarded to an outstanding political science student in honor of Robert V. Kirch, the first chairperson of the IUPUI Department of Political Science and a lifelong student of state and local politics.

Rebecca E. Pitts Scholarship A scholarship is awarded annually to one or more students majoring in the liberal arts at IUPUI who has completed at least 90 credit hours and who plans to seek a graduate degree in a liberal arts discipline. The scholarship is intended to assist an outstanding student in attaining an extraordinary educational experience that will enhance her or his opportunity for advanced study. Applicants must propose uses for the scholarship and describe how the opportunity would make a difference in their respective education; applications will be evaluated by a faculty committee along with information about educational plans, past academic performance, and potential for future achievement. The scholarship has been established in honor of Professor Rebecca E. Pitts, whose lifelong study of literature instilled in many students a desire for learning at the highest levels of excellence.

Rebecca E. Pitts Fiction Award An annual competition in fiction writing is held in honor of Professor Rebecca E. Pitts, who served from 1966 to 1976 in the Department of English. Applicants must be currently enrolled at IUPUI or have been enrolled during the last 18 months prior to each spring's competition.

Mary Louise Rea Short Story Award An annual award is presented in recognition of Professor Mary Louise Rea, who served from 1946 to 1985 in the departments of English in the former Indianapolis regional campus of Purdue University and the Indiana University School of Liberal Arts. The recipient shall be the winner of the annual competition in short story writing. Applicants must be currently enrolled in the following IUPUI creative writing courses or have been enrolled during the preceding 18 months prior to each spring's competition: W103, W203, W301, W401, and W411.

John M. Riteris Award This scholarship is awarded annually to a philosophy student who demonstrates a commitment to the study

of philosophy and the potential for high quality work in the discipline. The recipient is selected by the faculty of the Department of Philosophy.

Thelander Memorial Prize The Thelander Memorial Prize is awarded to an IUPUI student for superior achievement in a paper on a historical subject. The prize is presented by the Department of History faculty in memory of a former member of that department, Theodore Thelander Jr.

Sarah Jamison Keller Scholarship A scholarship for tuition is annually open to a senior majoring in English language or literature at IUPUI who is a resident of the state of Indiana and who has achieved a minimum cumulative grade point average of 3.3 for all undergraduate courses and not less than a 3.5 cumulative average for all courses in English language and literature. The winning candidate will have submitted as part of his or her candidacy a scholarly or critical essay in English on any aspect of English language or literature; the essay is to be judged by a committee of the English department faculty. The scholarship pays the tuition for no more than 15 credit hours in the fall semester of the student's senior year and is renewable for the following spring semester for no more than 15 credit hours provided the student achieves a minimum cumulative grade point average of 3.7 for all courses in English language and literature taken in the preceding fall semester.

Marius J. Fauré Family Scholarship The Marius J. Fauré Family Scholarship is awarded each year by the Department of French to an outstanding student with junior status who has a declared major in French language and literature. The Fauré scholarship honors Mr. and Mrs. J. Fauré, and was established by their daughter Louise Fauré, who was a devoted student of French at IUPUI. Marius Fauré was an immigrant from Sète, France, and was for many years a landscape architect in the Indianapolis area.

Outstanding Adviser Award The SLA Student Council, in recognition of the role of advisers in enhancing students' growth, has created an award to be given to an outstanding adviser in SLA. Any student may nominate an adviser; the final decision will be made by a subcommittee of the council.

Outstanding Club Adviser The SLA Student Council, in recognition of the importance of extracurricular activities related to the majors or minors, presents an award to the faculty member who has gone out of the way to assist in strengthening an SLA club.

Departmental and Program Awards

Afro-American Studies Academic Achievement Award This award is presented by the Afro-American Studies Program to the outstanding graduating senior in the program and to students for demonstrated academic excellence in Afro-American studies.

Anthropology Award The Department of Anthropology honors an outstanding departmental major whose academic record reflects both scholastic excellence and intellectual breadth.

Classical Studies Awards

The Arete Award is presented as occasion demands to a senior student with a record of excellence in the field of Classical Studies.

The P. Ovidius Naso Living Myth Prize is awarded annually for the best creative retelling, in any medium, of a Classical Greek or Roman myth by a student in an IUPUI classical mythology course.

Communication/Theatre Awards

The Academic Achievement Award is presented to the graduating senior in communication/theatre who has achieved the highest grade point average.

Outstanding Debater awards are presented to university debaters who have been most successful in intercollegiate debating throughout the academic year.

Debate Service awards are presented to those who are outstanding in service to the IUPUI intercollegiate debate program.

The Organizational Communication Award is presented to an outstanding graduate.

The Telecommunications Award is granted for outstanding service.

Theatre awards are presented to students in the IUPUI theatre program in recognition of unique artistic contribution in theatre production and outstanding service to the University Theatre Program.

Economics Award This award is presented to the senior economics major with the highest cumulative grade point average above 3.4.

The Department of Economics gives a one-year subscription of the *Wall Street Journal* to the outstanding junior economics major.

English Awards

Academic Achievement awards are presented to students who have demonstrated consistent excellence in their work with language and

literature. The Department of English bases its selection on superior scholastic achievement, faculty recommendations, and special contributions to the English program.

A Creative Writing award is presented to the student who has submitted the best work of literary art—fiction or poetry—in a creative writing class during the academic year.

Film Studies Award This award is presented to a student who has done exceptional work in film criticism and research in upper-level film studies courses during the past year.

Hal Tobin Outstanding Freshman Writer: *The Upper-Division Literature Outstanding Student Award* recognizes an outstanding achievement by a student in advanced literature courses during the past year.

Linguistics Award This award goes to the student considered by the linguistics faculty of the Department of English to be the most outstanding student of linguistics. Candidates must be students who have taken at least three linguistics courses. Students may nominate themselves for the award.

Outstanding Writer in the Writing Program *The Nonfiction Writing Award* is presented to a declared English major for the best portfolio of nonfiction pieces submitted for anonymous judging by a faculty committee. Papers are judged on effectiveness of expression in a variety of writing genres.

French Award The Margaret A. Cook Award is presented to an honor student who has demonstrated outstanding achievement in the study of French language and literature. This award is named in honor of Professor Margaret A. Cook, who for 26 years provided the leadership in promoting foreign language study at Indiana University's operations in Indianapolis.

Geography Award This award is presented to graduating seniors for demonstrated excellence in geographic studies and a high grade point average.

German Award This award is presented to students who have attained a high grade point average and demonstrated academic excellence in the field of German language and literature.

History Award This award is presented to the senior judged to exhibit greatest overall competence and accomplishment in history.

Philosophy Awards Awards are presented to the outstanding philosophy major.

Political Science Awards

Academic Achievement awards honor the graduating seniors who have achieved an outstanding grade point average and demonstrated the greatest potential for intellectual growth.

The Political Science Intern Award recognizes the participant in the Applied Politics Internship Program who has demonstrated superior academic accomplishment, diligent service to the intern agency, and promise in career plans.

Religious Studies Award This award is granted to the religious studies student who has displayed consistent excellence in scholarship.

Sociology Award This award is presented to the outstanding student in the department for distinguished achievement in sociology.

Spanish Award This award is presented to the outstanding student in the Department of Spanish.

Women's Studies Award

An award is presented to the senior with a minor in women's studies who has made an outstanding contribution to women's studies.

Campus Resources

Libraries

The IUPUI library system is composed of five separate libraries, which are open to all students enrolled in the university: University Library (755 W. Michigan Street), School of Dentistry, Herron School of Art, School of Law—Indianapolis, and School of Medicine libraries. The University Library is housed in a new state-of-the-art building that contains the university's collections in the humanities, social sciences, technology, science, and engineering. It also is among the most technologically sophisticated libraries in the country, offering access to a wide variety of electronic and digital resources. Over one hundred scholar's workstations are located in the building. The dental, Herron, law, and medical libraries contain specialized collections reflecting their respective curricula.

Available in Indianapolis are other fine libraries such as the Indiana State Library, the Indiana State Historical Library, and the Indianapolis-Marion County Public Library system, among others. Additionally, students have direct access to the library collections of Indiana University and Purdue University.

Since procedures vary slightly among the different libraries, students should consult each before checking out books and other materials.

Integrated Technologies (IT)

Integrated Technologies develops and supports the central campus technological environment, offering a single point of contact for all centralized computing, telephone, and media services.

The *Student Guide to Integrated Technologies* provides information important to students about services available on the campus through Integrated Technologies. This guide is available in all public learning centers.

A variety of instructional equipment is available for classroom use. Faculty can schedule equipment, with 48 hours advance notice, by calling 274-4510. Four campus audiovisual centers deliver equipment to various buildings. The equipment service is not available to students; students must arrange for equipment use for classroom presentations through their professors. Student groups that need equipment should contact the Office of Student Activities at 274-3931, Library Building LY 0002A.

Students can arrange to have audio and video tapes from lectures reproduced for a nominal fee. Students can bring high quality 90-minute audiotapes or T120 videotapes to Cavanaugh Hall 421 for this service.

Integrated Technologies operates learning centers located throughout the campus, containing both DOS/Windows and Macintosh computers. Students, faculty, and staff have access to mainframe computers, as well as microcomputer applications such as word processing, database, and spreadsheets. Additionally, some of the centers contain audiovisual equipment. Consultants are available in the centers for help in using the systems and resolving problems. The center, located in Cavanaugh Hall 421, contains media-equipped study carrels for student, faculty, and staff use. The center has items such as audio, video, and synchronous sound-slide equipment. The center houses lecture and language tapes for use on the premises. Learning centers are open throughout the week, with times varying depending upon location. Open hours are posted by the door of each facility. For additional information, call 274-HELP.

The TIPS (technology training) program provides a hands-on workshop where students can learn the basics of technology use. Students may enroll in TIPS classes in the consulting office of the Learning Center in Engineering and Technology, room 008. These programs are offered to students at no cost; they are paid for by the student technology fee.

Students may apply for a permanent user ID, which allows use of electronic mail and access to the campus network and the Internet as long as the student is enrolled at IUPUI. To obtain a user ID, students need to present a current picture ID to the staff in either Nursing 342, Law 109, SL 070, BS 3000, UL 1140, or ET 025. They will then receive a user ID and password for dialup, Bookbag, and UNIX access.

Quick Docs, free information on technology basics, is also available through the Integrated Technologies home page on the World Wide Web.

Production services, including video and audio production, photography and photo lab processing, and graphic material preparation, are available for faculty and staff. Student groups that need these services should contact the Office of Student Activities at 274-3931, Library Building (LY) 0002A.

Public Opinion Laboratory

The Public Opinion Laboratory (POL) is the interdisciplinary survey research center at IUPUI that provides data-gathering and data-analysis services to a wide variety of private, governmental, and university organizations. It is a research center of the School of Liberal Arts but serves clients as diverse as the School of Medicine, the School of Public and Environmental Affairs, local media, and municipal and state agencies. All employees are students, who gain experience in all aspects of survey research. The POL has a fully operational computer-assisted telephone interviewing (CATI) system with 20 stations. The POL allows students the opportunity to participate in ongoing survey research in a variety of topics such as political behavior, media impact, and evaluation of medical programs. The POL's World Wide Web home page can be found at <http://polecat.iupui.edu/pol/>.

Sussman Research Library

The Sussman Research Library, established through a contribution of the books, journals, and papers of Marvin B. Sussman, an internationally known family sociologist, is located in Cavanaugh Hall 316. The library contains an extensive collection of family science and sociology books and journals with emphasis on population/demography, aging, family violence, sexuality, medical/health, law, history, race/ethnicity, and deviance. The library is available to students, staff, and faculty for research use. Materials do not circulate.

U.S. Army Reserve Officers' Training Corps (ROTC)

An extra feature available to all qualified students is a very active Army ROTC Program. Four-, three-, and two-year scholarships are awarded on a competitive basis. Scholarships will pay 100 percent of tuition, as well as \$850 annually toward books, lab, graduation, and educational fees. A \$1,000 tax-free stipend is paid for each year the scholarship is in effect.

Students may enroll in the ROTC program on a voluntary or exploratory basis during the first two years. Books, tuition, and supplies are provided free of charge. Elective credit hours are awarded for the freshman and sophomore classes. Students do not incur any military

obligation until enrollment in the third-year course, or upon accepting an ROTC scholarship.

Advance placement is available to veterans and members of the Army Reserves or National Guard. Non-scholarship third-year students also receive a \$1,000 tax-free stipend per year. In most cases, active reservists and veterans receiving the GI Bill may participate in the ROTC program with no loss of benefits. Army ROTC is also offered to transfer and graduate students. Completion of the program may lead to a commission as a second lieutenant in the Regular Army, Army Reserve, or Army National Guard.

For more information about the Army ROTC, call (317) 274-2691.

Career Information and Job Placement

Career Information

The School of Liberal Arts, primarily an educational unit for the cultural and intellectual development of students in the humanities and social sciences, does not operate as an employment source for specific positions. However, the Office of Student Affairs, as well as departmental advisers, can help students understand the relationship between a liberal arts education and a wide variety of careers. Moreover, information about employment in career fields is available from Career and Employment Services, located in the Business/SPEA Building 2010, (317) 274-2554. A representative from this office is available once a week in the Office of Student Affairs, Cavanaugh Hall 401.

The IUPUI placement office has the primary responsibility of assisting students and alumni in obtaining employment. The office maintains a library of company information, employment trends, occupational information, and employment listings and also provides career counseling, including vocational interest testing and a computerized career guidance system, to aid students with career planning and development.

Companies seeking college graduates interview students on campus during two recruitment periods: September through November and January through March. A list of firms and institutions that visit the campus is published and circulated early in the fall semester. Students interested in interviewing with a company should register with the employment office. The placement office also serves as a referral agent to many companies and organizations. In specific cases, the local placement office works in coordination with

the placement services located on the Bloomington and Lafayette campuses.

Summer and Part-Time Employment

Another function of Career and Employment Services is to provide information regarding part-time and summer employment opportunities for students. Part-time employment listings are posted on job bulletin boards located throughout the university. Students interested in summer employment should register early with the placement office.

Housing

Residential housing for IUPUI is located on campus and is managed by the Department of Campus Housing. Options for on-campus living include Ball Residence, a traditional residence hall; International House, a cross-cultural living environment in shared apartments furnished in the style of residence halls; and Warthin Apartments and the Graduate Townhomes offering completely furnished and unfurnished living units.

Admission to the university does not guarantee campus housing accommodations. Students must file a separate application for housing in order to reserve space and should apply as soon as they decide to attend school at IUPUI. Assignments are made based on the date of receipt of the application and the \$15 application fee. Persons may apply for housing even though they are not yet admitted to the university. Accommodations are available for students with disabilities.

The IUPUI Department of Campus Housing also functions as a resource for off-campus accommodations, providing students, faculty, and staff current rental information on commercial and private housing opportunities available near campus, as well as in the greater Indianapolis area.

In addition, short-term/conference housing is available during the months of June and July, offering a variety of room types at competitive prices.

For additional information, please contact IUPUI Department of Campus Housing: Ball Residence, 1226 W. Michigan Street, Indianapolis, IN 46202-5179; telephone: (317) 274-7200 or (800) 631-3974; or fax: (317) 274-7761.

Office of International Affairs

The Office of International Affairs, located in the south wing of the Union Building in room

207, provides the following services to IUPUI students:

1. admission processing for all international applicants and permanent resident applicants with fewer than two years of study in a U.S. high school (a special international application is required for undergraduate students);
2. advising for domestic students about opportunities to study abroad;
3. nonimmigrant visa documentation for foreign students; orientation activities for all incoming international students and interested permanent residents; and
4. advising for international students on nonimmigrant visa regulations, employment authorization, university procedures, housing, and adjustment to life in Indiana.

To obtain information about international admission to IUPUI or other services provided by International Affairs, call (317) 274-7294 or visit the office at the Union Building 207, 620 Union Drive, IUPUI, Indianapolis, IN 46202-5167.

University Writing Center

The University Writing Center provides tutoring for all kinds of writing needs as well as a hot line service for telephone inquiries. Its tutoring staff consists of faculty and peer tutors from a variety of disciplines. All tutors, good writers and friendly critics, are eager to help. Drop in or call for an appointment: Cavanaugh Hall 427, (317) 274-2049. Call the hot line at (317) 274-3000.

Undergraduate Research Program

IUPUI encourages undergraduates to get involved in research either in classes or through a number of campuswide programs, such as the Summer Research Opportunity Program (SROP), which is a program for minority students; the Mentorship Program; and the Support Undergraduate Research (SUR) program. Students may receive financial support for non-class-related research opportunities from these programs. Other opportunities are available to students who do not have financial support with individual faculty members or with the school. Contact the Office of Student Affairs in Cavanaugh Hall 401, or call (317) 274-3976 for additional information.

Departments and Programs

Afro-American Studies

Director Assistant Professor Monroe Little, *History*

Professors Richard Fredland, *Political Science*; Missy Kubitschek, *English*; Joseph T. Taylor (Emeritus), *Sociology*

Associate Professor Obioma N. Nnaemeka, *French*

Assistant Professors Eric Bailey, *Anthropology*; Frank Dobson, *English*; Monroe Little, *History*

Adjunct Professors Robert Bedford; William Taylor; Alvin Bynum (Emeritus), *Sociology*

Afro-American studies encompasses the scholarly exploration of African and African American life and culture from an interdisciplinary perspective. Courses in Afro-American studies are offered in many departments of the School of Liberal Arts.

Minor in Afro-American Studies

The minor in Afro-American studies has four distinct, yet interrelated, objectives: first, to provide instruction in a wide range of empirical research and scholarship related to the life and culture of African Americans; second, to provide an additional academic base of students who wish to pursue graduate or professional training in the arts and humanities, the behavioral and social sciences, law, medicine, education, and public or business administration; third, to provide information that will be helpful to students in occupations that devote increased attention to the concerns of African Americans, such as community development, paralegal training, probation work, journalism, archival and library work, telecommunications, historic preservation, elementary and secondary teaching, counseling, and marketing; and finally, to prepare students to live successfully and responsibly in a multiracial, multiethnic, and multicultural world.

Requirements The minor in Afro-American studies requires 15 credit hours, distributed as follows:

Courses

Required Courses (9 cr.)

A150 Survey of the Culture of Black Americans (3 cr.) An introduction to the life and experience of Africans in the United States utilizing resources from history, literature, and the social sciences.

A364 History of Black Americans (3 cr.) A survey of the historical origins and development of the African community in the United States. Topics include kingdoms of ancient Africa, the Atlantic slave trade, New

World Slave systems, antebellum free African American protest, the Civil War and Reconstruction, nationalism and Pan-Africanism, the Harlem Renaissance, and the Civil Rights and Black Liberation movements of the 1960s.

A402 Seminar in Afro-American Studies (3 cr.) P: junior standing, with 9 credit hours in Afro-American studies, or permission of the program director. Advanced seminar devoted to discussion and analysis of the political, social, and economic status and prospects of the African American community.

Elective Courses (6 cr.)

Students may elect up to 6 credit hours from the following courses offered by the Afro-American Studies Program or SLA departments listed.

Program Electives:

An introduction to Western Europe's and America's perception of Africa and Africans. Emphasis is on the image of Africans and their New World descendants, as constructed by European and American intellectuals.

A303 Topics in Afro-American Studies (1-3 cr.) Study of selected topics or issues in Afro-American studies occasionally, but not always, coordinated with symposia and/or conferences sponsored by the Afro-American Studies Program.

A352 Afro-American Art II: Afro-American Artists (3 cr.) A survey of the artistic traditions of the Africans in the New World, from the period of slavery in North and South America through contemporary and expatriate African American artists.

A495 Individual Readings in Afro-American Studies (1-3 cr.) By arrangement with instructor. Investigation of topics of special interest to students that are not covered in the regular program curriculum or that students wish to pursue in greater detail. May be repeated once for credit.

Department Electives:

Anthropology A337 African American Health Care
Anthropology E300 African American Culture
Arabic A131-A132
English G310 Social Speech Patterns
English L370 Black American Writing
English L406 Topics in African American Writing
Folklore F394 Afro-American Folklore
History E432 History of Africa II
Music M110 World Music Today
Music M393 History of Jazz
Political Science Y338 African Politics
Sociology R461 Race and Ethnic Relations

American Studies

Director Professor David Papke, *Law and Liberal Arts*

Professors Jonathan Eller, *Peirce Project*; Bernard Friedman (Emeritus), *History*; Ralph D. Gray, *History*; Christian Kloesel, *English*; Paul Nagy, *Philosophy*; Patrick McGeever, *Political Science*; Amanda Porterfield, *Religious Studies*; Rowland A. Sherrill, *Religious Studies*; Jan Shipps (Emerita), *History*; David Bodenhamer, *History*; C. Conrad Cherry, *Center for the Study of Religion and American Culture*; Robert Payton, *Philanthropic Studies*; David Papke, *Law and Liberal Arts*

Associate Professors Nathan Houser, *Philosophy*; Mel Plotinsky, *English*; Samuel A. Roberson, *Herron School of Art*; Marianne Wokeck, *History*

Assistant Professor Jane Schultz, *English*

Associate Librarian and Professor Janet Huettner

Program of the Center for American Studies

American studies operates on the principle that the sum of culture is more than its separate parts. It works across a broad spectrum of disciplines to offer integrating perspectives on American experience, thought, and expression. In this respect, American studies is decidedly interdisciplinary in its approaches, but at the same time it is very much a field to itself, generating its own lines of inquiry concerning the American cultural mosaic.

Minor in American Studies

The minor in American studies offers its students the opportunity to understand the American experience in a broader context than is usually possible through the study of a single discipline. More specifically, it provides the students with courses that focus on matters that have been traditionally at issue in the study of American civilization and culture. Required are two general courses (A301 and A302) that treat the broad questions of American identity and American community. These will provide underpinnings for the remaining 9 credit hours of course work. A special feature of this program is the senior tutorial, which gives students the opportunity to engage in in-depth research under the guidance of an American studies faculty member.

Students enrolled in the American studies minor program will be required to complete 15 credit hours of upper-level course work, including the senior tutorial, which attempts to synthesize the other courses and the student's particular interests in the field of American

studies. As a prerequisite, students must complete History H105 and H106 or provide evidence of knowledge of a general outline of the history of the United States; however, these courses do not count toward minor credit. A student's minor program will be developed in consultation with American studies faculty members and the student's American studies adviser. The student will be required to complete the following program:

1. A301 The Question of American Identity (3 cr.)
2. A302 The Question of American Community (3 cr.)
3. Two additional courses at the 300 or 400 level offered under the American studies rubric or cross-listed in American Studies (6 cr.)
4. A499 Senior Tutorial (3 cr.)

Courses

A103 Topics in American Studies (1-3 cr.)

Interdisciplinary consideration of various American studies topics sometimes coordinated with symposia and/or conferences sponsored by the IUPUI Center for American studies. A103 cannot be counted as credit toward an American studies minor.

A301 The Question of American Identity (3 cr.) Is American culture unified or does it consist of a potpourri of more or less distinct cultures? Beginning with the 1600s but emphasizing the nineteenth and twentieth centuries, this course explores classic texts in American culture seeking to locate the terms of American unity in the midst of obvious diversity.

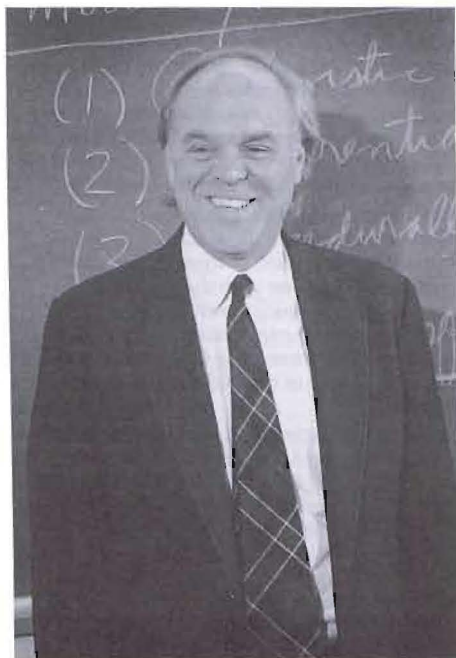
A302 The Question of American Community (3 cr.) What are the varieties and forms of American social life? This course will explore the manner in which Americans, from Puritan times through the later decades of the twentieth century, have structured and experienced social life in rural, urban, and suburban settings.

A303 Topics in American Studies (1-3 cr.) Interdisciplinary consideration of various American studies topics.

A304 The Transformation of America 1960-1980 (3 cr.) America in the years from John F. Kennedy to Ronald Reagan. An examination of such topics as the myth of Camelot, the civil rights movement and the subsequent black uprising, Vietnam and its aftermath, the rise of counterculture, campus unrest and the student movement, the road to Watergate and the retreat into narcissism, the pervasive influence of television, and the rise of neo-conservatism. Also, consideration of the literature: modernism and fabulism in fiction, social and cultural criticism, and the new journalism in nonfiction.

P320/520 Philanthropy in American Culture (3 cr.) What role has been and is being played by philanthropy in American culture? How do the business, governmental, and philanthropic sectors of American society interact and respond to social, economic, political, and legal demands? This course examines voluntary giving of time and money in America and the impact of that giving.

A499 Senior Tutorial in American Studies (3 cr.) This course provides students the opportunity to pursue particular interests in American studies on topics of their choices and to work in a tutorial relationship with an American studies faculty member. In this course of directed study, students will be required to produce research projects for filing in the library.



David R. Papke, professor of law and liberal arts and director of the Center for American Studies.

Anthropology

Chairperson Associate Professor Jeannette Dickerson-Putman

Professor Ken Barger

Associate Professors Jeannette Dickerson-Putman, Barbara Jackson, Susan Sutton, Richard Ward

Assistant Professors Eric Bailey, Anne Pyburn, Karyl Robb

Adjunct Professors Janis Beckstrand, Assistant Dean, *Nursing*; Professor J. Herman Blake, *Vice Chancellor*; Professor Ethan Braunstein, *Radiology*; Professor David Burr, *Anatomy*; Associate Professor Della Cook, *Anthropology, IU Bloomington*; Associate Professor Eleanor Donnelly, *Nursing*; Associate Professor Paul Jamison, *Anthropology, IU Bloomington*; Assistant Professor James R. Jones, *Indiana Department of Natural Resources*; Robert Kasberg, *Research Associate, Center on Philanthropy*; Professor Robert Meier, *Anthropology, IU Bloomington*; Millicent Fleming Moran, *Research Scientist, Regenstrief Institute*; Associate Professor Susan Shepherd, *English*; Professor June Starr, *Law*

Academic Advising: Cavanaugh Hall 413, (317) 274-8207

Anthropology is the study of human cultural and biological diversity across a broad span of time and space. It includes the archaeological study of past societies, ethnographic investigations of contemporary cultures around the world, research into human evolution and genetic variation, and analyses concerning the development, structure, and social use of language.

The IUPUI anthropology program emphasizes the application of anthropological concepts and methods to current issues and concerns. Applied anthropology investigates such topics as how socioeconomic change affects migrant farmworkers, how African American health concepts are related to rates of hypertension, how museum programs can best represent Native Americans, how archaeologists can uncover and preserve the cultural heritage of a group, and how studies of human genetic variation can be used in the detection and counseling of children with genetic disorders.

The anthropology curriculum contributes to student growth in three ways: by broadening their understanding of the human experience across ethnic groups and across time, by encouraging learning and inquiry skills, and by providing practical learning experiences such as community internships and guided student research projects. A major in anthropology can lead to careers in a wide variety of social service organizations, health

fields, museums, and businesses. A minor in anthropology can provide a base in human diversity to complement such careers as nursing, social work, education, and urban planning.

The anthropology program has laboratories that assist faculty and students with research in archaeology, biological anthropology, and ethnography. Frequent summer field courses provide further opportunities for students to gain cross-cultural and research experience in settings as diverse as Greece, Belize, Mexico, and archaeological sites in Indiana. The Anthropology Club serves as a forum for students to exchange ideas and hear public speakers.

Major in Anthropology

A major in anthropology provides training in several areas: an overview of anthropological inquiry, an awareness of the wide variety of human cultures, intensive investigation of selected conceptual topics, research skills, and the application of anthropology outside the university setting. Requirements for a major include a minimum grade of C in 36 credit hours of anthropology courses. A student's particular program is selected in consultation with an anthropology faculty adviser from among the following:

- 9 credit hours in overview of anthropology: A103 (or A303), A104 (or A304), and A360.
- 3 credit hours in internship in applied anthropology: A494.
- 3 credit hours in issues and methods in applied anthropology: selected from A201, A361, A403, A337, E391, A485.
- 6 credit hours in comparative human experience, selected from E300, E310, E316, E320, E326, E335, E336, E356.
- 6 credit hours in conceptual topics, selected from A337, A401, A403, A454, B370, B371, B480, E380, E391, E402, E411, E421, E455, E457, E470, L300, L401, P220.
- 3 credit hours in research methodology, selected from E404, P402.
- 6 credit hours in anthropology electives, selected from any course offered by the department.

The variable title courses A395, A460, A485, and A495 may sometimes be used to fulfill the above requirements if departmental approval is obtained.

Upper-level anthropology courses should be distributed to include at least 3 credits in each of the areas of archaeology, cultural anthropology, bioanthropology, and linguistics. A494 (Practicum) serves as a capstone experience for anthropology majors.

As the anthropology program continues to develop, requirements for a major will be

periodically updated. Current information may be obtained from the departmental chair or secretary.

Minor in Anthropology

A minor in anthropology provides basic training in three areas: an overview of anthropological inquiry, understanding of ethnic and cultural behavior, and understanding of a selected conceptual area in anthropology. Requirements for a minor include a minimum grade of C in 15 credit hours of anthropology courses, selected in consultation with an anthropology faculty adviser from among the following:

- 6 credit hours in introductory anthropology: A103 (or A303) and A104 (or A304).
- 3 credit hours in comparative human experience: E300, E310, E316, E320, E326, E335, E336, E356.
- 3 credit hours in conceptual topics: A201, A360, A361, A401, B371, B466, B480, E380, E391, E402, E411, E421, E455, E457, E470, L300, L401, P220.
- 3 credit hours in an anthropology elective, selected from 300-level and 400-level courses offered by the department.

The variable title courses A395, A460, A485, and A495 may sometimes be used to fulfill the above requirements, if departmental approval is obtained.

As the anthropology program continues to develop, requirements for a minor will be periodically updated. Current information may be obtained from the departmental chairperson or secretary.

Minor in Cultural Diversity

This minor is oriented toward two groups of students. First, it provides a comparative framework for liberal arts and science majors for whom the study of culture, race, ethnicity, or gender overlaps their own disciplines. Second, it serves students in such fields as education, nursing, social work, business, medicine, public affairs, and law who wish to build a multicultural perspective into their professional practice.

Courses for the minor explore the genesis and transformation of racial and ethnic categories; the relationship of culture and biology; processes of acculturation and pluralism; the evolution of scholarly thought on human diversity; and ultimately, how it is that any of us comprehends others.

Requirements for the minor are a minimum grade of C in 15 credit hours of course work as follows:

- 6 credits hours of introductory anthropology: A103 and A104.

6 credits hours of general courses on diversity, through any two of the following courses: B370, E402, and E457.

3 credit hours of electives chosen in consultation with the minor adviser from a list of approved courses. This list is on file in the departmental office and includes courses from both anthropology and many other disciplines that concern diversity in general, or specific gender, ethnic, cultural, or other such groups.

Introductory Courses

A103 Human Origins and Prehistory (3 cr.)

A survey of human biological and cultural evolution from early pre-Pleistocene hominids through the development of urbanized state societies, with the goal of better understanding our human heritage. (Not open to students who have had A303.)

A104 Culture and Society (3 cr.) A survey of cultural and social processes that influence human behavior, with comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials. (Not open to students who have had A304.)

A201 Survey of Applied Anthropology (3 cr.)

P: A104 or A304, and A103 or A303, or authorization of the instructor. A survey of such issues in applied anthropology as cultural resource management, community development, cross-cultural communication, Third World development, museum studies, archaeological ethics, and the impact of human diversity on health care, education, and social programs.

A303 Evolution and Prehistory (3 cr.)

P: junior standing. An advanced survey of human biological and cultural evolution from pre-Pleistocene hominids through the development of urbanized state societies. (Not open to students who have had A103.)

A304 Social and Cultural Behavior (3 cr.)

P: junior standing. An advanced survey of cultural and social processes that influence human behavior, with comparative examples from different ethnic groups around the world. (Not open to students who have had A104.)

Advanced Courses

A337 African American Health Care (3 cr.)

An anthropological perspective on the study of African American health beliefs and practices. This course examines the major theories for African American health as well as the relevant issues for understanding these health care practices in delivering health services. Local and national health care issues will be examined.

A360 The Development of Anthropological Thought (3 cr.) An overview of the major theoretical developments within anthropology, as the discipline has attempted to produce a universal and unified view of human life based on knowledge of evolution and prehistoric and contemporary cultures.

A361 Applied Cultural Change (3 cr.)

A survey of major concepts of cultural and social change, and an evaluation of different models of applied change. The course emphasizes both a sound understanding of change and its practical application in developmental change.

A395 Field Experiences in Anthropology (1-3 cr.)

P: authorization of the instructor. A supervised field experience in a selected area of anthropology. (May not be repeated for more than 6 credit hours.)

A401 Cultural Resource Management (3 cr.)

The concept of cultural resource management as a theoretical and functional tool to effect the conservation and protection of archaeological resources. Law, project review, site registration, and preservation strategies will be addressed.

A403 Introduction to Museum Studies (3 cr.)

A survey of museology through lectures, guest speakers, readings, actual participation, field trips, etc. Various methods of acquisition, registration, cataloging, collection management, conservation, exhibit design and planning, interpretations, and research.

A405 Museum Methods (3 cr.) An in-depth examination of exhibit and educational functions of museums. Through visitation to many area museums, different philosophies and methods will be critiqued. In addition, emerging issues concerning the relationship of museums and culture will be addressed.

A454 Human Ecology (3 cr.) A survey of the biological and cultural means by which humans adapt to their environment. This course emphasizes the unique nature of human adaptation, focusing on specific human groups and on the general processes of adaptation.

A460 Topics in Anthropology: (variable title) (1-3 cr.) A conceptual examination of selected topics in the field of anthropology. (May not be repeated for more than 6 credit hours.)

A485 Topics in Applied Anthropology: (variable title) (1-3 cr.) An examination of a selected topic where the concepts, principles, and methods in anthropology are utilized to address a particular community or social issue. (May not be repeated for more than 6 credit hours.)

B370 Human Variation (3 cr.) Variation within and between human populations in morphology, gene frequencies, and behavior. Biological concepts of race, race classification,

along with other taxonomic considerations, and evolutionary processes acting on humans in the past, present, and future.

B371 The Anthropology of Human Nature (3 cr.) An examination of the foundations of human behavior as viewed from the biocultural and evolutionary perspective of anthropology. This course strives to provide the student with a rational middle ground in the nature/nurture debate by demonstrating that human behavior is innately plastic.

B466 The Primates (3 cr.) The study of our closest living relatives, the prosimians, monkeys, and apes, from the perspective of evolutionary and environmental influences on morphology and complex social behavior.

B480 Human Growth and Development (3 cr.) The study of human growth and development from a biocultural perspective including the physical mechanisms, and social, cultural, and environmental factors that lead to normal growth and development throughout the human life cycle. Causal factors, patterns of expression, and methods of assessment are stressed. Also available for graduate credit.

E300 Culture Areas and Ethnic Groups: (variable title) (1-3 cr.) An ethnographic survey of a selected culture area or ethnic group. (May not be repeated for more than 6 credit hours.)

E310 Cultures of Africa (3 cr.) An ethnographic survey of culture areas and societies of sub-Saharan Africa.

E316 Prehistory of North America (3 cr.) This course will introduce students to the cultural variety and complexity of prehistoric native North Americans. The course focuses on the various environmental adaptations, lifeways, social systems, and material culture that have been revealed through archaeological research.

E320 Indians of North America (3 cr.) An ethnographic survey of native North American culture areas and ethnic groups.

E326 Modern Greek Society (3 cr.) This course examines modern Greek life from an anthropological perspective. Recent Greek history, and the changing circumstances of both village and urban dwellers are explored. The complexity of cross-cultural understanding emerges as the various images that outsiders hold of modern Greece are compared to the realities of contemporary life there.

E335 Ancient Civilizations of Mesoamerica (3 cr.) Historical ethnography of the major pre-Columbian civilizations, especially the Aztec, the Maya, and the Zapotec and Mixtec. Emphasis on the social life, cultural achievements, religion, world view and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest.

E336 African American Culture (3 cr.)

This course provides an anthropological and comprehensive approach to the study of African American culture. It will focus on the ethnohistory, culture, politics, gender, language, health care, and values of African Americans. A secondary aim of this course is to examine the contemporary issues which affect the African American family.

E356 Cultures of the Pacific (3 cr.) This course examines the varied peoples and adaptations of the three main culture areas in the Pacific region (Micronesia, Polynesia, Melanesia) and explores such topics as male/female relations, sorcery, exchange, colonialism, and economic development.

E380 Urban Anthropology (3 cr.)

An examination of urban social organization in cross-cultural perspective, including theoretical perspectives on urbanization, kinship and social networks, economic and political factors, and cultural pluralism.

E391 Women in Developing Countries (3 cr.)

This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change have affected the lives of women.

E402 Gender in Cross-Cultural Perspective (3 cr.)

This course considers the meaning and social implications of gender in human society. Cultural definitions of "male" and "female" gender categories as well as associated behavioral and structural differentiation of gender roles will be analyzed using current anthropological concepts and theories.

E404 Field Methods in Ethnography (3 cr.)

Introduction to the methods and techniques anthropologists use to study other peoples. Preparation of a research proposal, interviewing, and the use of life histories and case studies.

E411 Wealth, Exchange, and Power in Anthropological Perspective (3 cr.)

This course examines cultural patterns in technology and economic behavior, with an emphasis on non-Western societies and how these factors influence economic development in the Third World.

E421 The Anthropology of Aging (3 cr.)

This course explores age and the aging process cross-culturally by looking at the specific cultural context in which individuals age and by analyzing similarities and differences across cultures.

E445 Medical Anthropology (3 cr.)

A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health. Also available for graduate credit.

E455 Anthropology of Religion (3 cr.)

Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of anthropology of religion.

E457 Ethnic Identity (3 cr.)

A cross-cultural analysis of the nature of ethnic groups and identity, including the effects of colonialism and nationalism on ethnic groups, stereotyping groups, ethnic symbols and styles, and persistence and change in ethnicity.

E470 Psychological Anthropology (3 cr.)

A cross-cultural examination of human behavior in its ethnic context, including selected topics such as socialization, sex roles, altered states of consciousness, and personality and sociocultural change.

L300 Language and Culture (3 cr.) This course explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. Topics to be discussed include linguistic relativity (the Sapir-Whorf Hypothesis), ethnographies of communication, interview techniques, and methods of data collection and analysis.

L401 Language, Power, and Gender (3 cr.)

This course investigates sociocultural aspects of language use, focusing on the interaction of power and gender with language. Topics include differences in men's and women's language use, discourse patterns and power relationships, and identity and language use. To what extent does the language we speak sustain the dominance of certain groups in our society?

P220 The Rise of Civilization (3 cr.)

Covers the development of complex societies in several regions of the world. The material is approached from an anthropological perspective, with emphasis on archaeological methods of data collection and analysis. Early civilizations in Iraq, India, Egypt, Rome, China, Peru, and Central America will be discussed.

P402 Archaeological Method and Theory (3 cr.)

This class is concerned with how archaeologists know what they know about the past. Methods of data collection are reviewed and theoretical interpretations are discussed. The focus of the course is on evaluation of archaeological research and explanation, with special emphasis on critical thinking.

A408 Museum Practicum (1-4 cr.) P: A403 and A405 or authorization of the instructor. Independent work of student's choice in one aspect of the museum field. Relevant readings required. (May not be repeated for more than 8 credit hours.)

Independent Study Courses**A494 Practicum in Applied Anthropology (1-4 cr.)**

P: authorization of the instructor. An arranged experience in applied anthropology, appropriate to individual career goals. The student will work with an approved community group or organization in a specific project that facilitates the integration of previous course work and experience in a practical application. (May not be repeated for more than 6 credit hours.)

A495 Independent Studies in Anthropology (2-4 cr.)

P: authorization of the instructor. A supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with an anthropology faculty member.

A594 Independent Learning in Applied Anthropology (3 cr.)

P: authorization of the instructor. Independent research/training using the anthropological perspective/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology adviser and the member of the organization where she or he will be located. (May not be repeated for more than 6 credit hours.)

A600 Seminar in Anthropology (2-4 cr.)**Graduate Minor in Anthropology and Health**

The graduate minor in anthropology and health is an integrated field of 12 credit hours of study designed to supplement the graduate training of students with an interest in careers in the health field. The program has three goals: to provide students a holistic perspective on the anthropology of health, which integrates human biology, ecology, and culture in a systems model of health; to develop students' anthropological inquiry skills in understanding health in human groups; and to develop students' abilities to apply anthropological concepts and skills to health interventions in the areas of their career focus. The graduate minor in anthropology and health will provide students with training that will add greater depth and breadth to their qualifications in their major field. They will be able to use the cross-cultural and bio-cultural perspectives of anthropology to supplement their primary graduate training to better prepare them for a career in the health fields. This focused training will enable students to use anthropological concepts and skills to identify bio-cultural factors in the occurrence of disease, to understand ethnic behavior related to illness, and to identify where health programs across social and ethnic lines can be made more effective.

Course Requirements

Twelve credit hours approved for the minor in anthropology and health with a grade point average of at least 3.25, including E445, A594, one course selected from B521, B523, B525, E404, E606, and L605, and one elective.

Courses

E445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology, ethnomedical systems in the presentation, diagnosis, and treatment of disease, and sociocultural change and health.

A594 Independent Learning in Applied Anthropology (3 cr.) P: authorization of instructor. Independent research/training using anthropological perspectives/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology adviser and the member of the organization where she or he will be located. (May not be repeated for more than 6 credit hours.)

Research Methods in the Anthropology of Health

B521 Bioanthropology Research Methods (3 cr.)

B523 Anthropometry (3 cr.)

B525 Genetic Methods in Anthropology (3 cr.)

E404 Field Methods in Ethnography (3 cr.)

E606 Research Methods in Cultural Anthropology (3 cr.)

L605 Field Methods in Anthropological Linguistics (3 cr.)

Electives

Electives in the anthropology of health (3 cr.)

Electives will be selected from approved

anthropology courses offered at IUPUI and IU Bloomington in consultation with the minor adviser.

Folklore

F101 Introduction to Folklore (3 cr.) A view of the main forms and varieties of folklore and folk expression in tales, ballads, gestures, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in the life of human beings.

F131 Introduction to American Folklore (3 cr.) Folklore and traditional expressive behavior within the context of American culture. Art and traditional philosophies of folk groups found in America, including ethnic groups, occupational groups, regional groups, religious groups, etc. The function of folklore within the lives of American people.

F354 African American Folklore/Folklife/Folk Music (3 cr.) African American culture in the United States viewed in terms of history and social change. Folklore, folk music, and oral history as means of illuminating black culture and history. May be repeated once when topics vary.

F356 Chicano Folklore/Folklife/Folk Music (3 cr.) The folk traditions of Mexican Americans as a reflection of the historical experience and cultural identity of this people within the United States. Mexican heritage, Anglo and black influences, and the blending of these elements into a unique cultural entity. May be repeated once when topics vary.

F360 Indiana Folklore/Folklife/Folk Music (3 cr.) Survey of folklore, folklife, or folk music of Indiana with particular attention to the persistence into the present of preindustrial culture. Students are encouraged to do fieldwork in the state. May be repeated once when topics vary.



Susan Sutton, chairperson and associate professor of anthropology, making bread in a Greek village in 1994.

Classical Studies

Coordinator Associate Professor Robert Sutton

Classical studies is an interdisciplinary field examining the vanished civilizations of ancient Greece and Rome and their languages. While the study of the Greek and Latin languages no longer holds a central place in a university curriculum, the art, literature, and intellectual traditions of the classical world remain basic to Western civilization. Today's student may encounter the classical world through the many fine translations available, the physical evidence of art and archaeology, and the study of the Greek and Latin languages themselves. Courses are offered in four areas: classical archaeology, classical civilization, and the classical languages, ancient Greek and Latin.

Classical Archaeology

These courses study the art and archaeology of Greece, Italy, and nearby lands affected by their civilization from earliest times through the end of the Roman world. Advanced work in the field leads to careers in archaeological research, museums, and teaching. These interdisciplinary courses may be of special interest to students in anthropology, history, and the history of art. Courses in classical archaeology require no knowledge of the Greek and Latin languages.

Classical Civilization

These general courses in the literature, history, culture, and intellectual traditions of ancient Greece and Rome require no knowledge of Greek or Latin. Such courses provide valuable background to students in a number of fields, and may be especially attractive to those planning to teach English, history, and related areas. In addition to the courses listed below, other relevant courses include History C386 and C388 and Philosophy P210.

The Classical Languages

The study of ancient Greek or Latin, like that of any foreign language, provides the most direct means for understanding and appreciating the thought of another culture. The traditional emphasis on formal grammar and vocabulary in teaching the classical languages has long proven valuable for students wishing to improve their English language skills.

Ancient Greek

Study of ancient Greek allows students direct access to masterpieces of Greek literature, historical sources, and the New Testament, while opening up a limited number of careers in teaching, mostly at the university level. For ancient Greek literature in translation, see the listings in "Classical Civilization."

Latin

Studying Latin allows students direct access to masterpieces of Latin literature and ancient historical sources, as well as ecclesiastical and other materials of post-classical age.

Knowledge of Latin is useful for students of English, modern languages, and history, and can lead to careers in teaching at various levels; a shortage of Latin teachers at the secondary level may make this an attractive second area for students in education. For Latin literature in translation see the listings in "Classical Civilization."

Minors in Classical Studies, Ancient Greek, and Latin

A minor in classical studies, ancient Greek, or Latin can be an attractive complement to many majors, particularly history, English, and other foreign languages.

The minor in classical studies consists of at least 15 credit hours in classical archaeology, classical civilization, ancient Greek, Latin, or related courses approved by the program coordinator. Students may wish to design concentrations in areas of particular interest (e.g. classical art and archaeology, or Greek or Roman civilization). At least 6 credit hours must be taken at the 300 level or higher; no more than 3 credit hours of ancient Greek or Latin at the 100 level may be counted. Up to 6 credit hours may be taken in related fields, including History C386, C388, and Philosophy P210.

Minors in ancient Greek or Latin should include at least 12 credit hours in the language at the 200 level or higher, and 3 credit hours in a related culture or history course. Students planning graduate study in Classical Studies should learn French and German as early as possible.

Courses in Classical Archaeology

A301 Classical Archaeology (3 cr.)

The material remains of the classical lands from prehistoric through Roman times and a variety of approaches by which they are understood. Archaeological theory and methods are illustrated through select sites, monuments, works of art, and other remains of cultural, artistic, and historical significance. (Equivalent to Herron H310 and Bloomington Classical Studies C206/Fine Arts A206; students may not receive credit for both courses.)

C413 The Art and Archaeology of Greece

(3 cr.) Art and archaeology of Greece from about 1000 B.C. through the Hellenistic period. Special attention given to the development of Greek architecture, sculpture, and vase painting. (Equivalent to Herron H413; students may not receive credit for both courses.)

C414 The Art and Archaeology of Rome (3 cr.)
Development of Roman architecture, sculpture, and painting from the beginning through the fourth century A.D. Consideration given to the major archaeological sites. Continuation of C413, but C413 is not a prerequisite. (Equivalent to Herron H414; students may not receive credit for both courses.)

Courses in Classical Civilization

C205 Classical Mythology (3 cr.) Introduction to Greek and Roman myths, legends, and tales, especially those that have an important place in the Western cultural tradition.

C209 Medical Terms from Greek and Latin (2 cr.) Basic vocabulary of some 1,000 words, together with materials for formation of compounds, enables student to build a working vocabulary of several thousand words. Designed for those intending to specialize in medicine, dentistry, or microbiology. Does not count toward the foreign language requirements or the distribution requirement.

C310 Classical Drama (3 cr.) Masterpieces of ancient Greek and Roman theater studied in relation to literary, archaeological, and artistic evidence for their production and interpretation.

C311 Classical Epics (3 cr.) The development of Greek and Latin epic from the rich oral tradition of Homer to the strictly literary form exemplified by Vergil's *Aeneid*. Epic masterpieces are read with reference to relevant historical and archaeological background.

C351 The Golden Age of Athens (3 cr.)
Literary and artistic masterpieces of classical Greece viewed against the intellectual, cultural, and political background of democratic Athens.

C361 The Golden Age of Rome (3 cr.)
Literary and artistic masterpieces of the Augustan age viewed in connection with the foundation of the Roman Empire.

C491 Topics in Classical Studies (3 cr.)
A detailed examination of a particular aspect of classical civilization using a variety of literary and archaeological evidence.

C495 Individual Reading in Classics (1-3 cr.)
P: consent of department. May be repeated to a maximum of 6 credit hours.

Courses in Ancient Greek

G131-132 Elementary Ancient Greek I-II (5-5 cr.) The essentials of ancient Greek grammar, vocabulary, and syntax that will allow students to begin study of classical and Biblical texts. P for G132: G131 or equivalent.

G200 Greek Reading and Composition (3 cr.)
P: G132 or equivalent. Reading from Greek

literature such as Aesop, Xenophon, Thucydides, and Plato. Review of syntax and grammar through regular practice in prose composition.

G407 Greek Historians (3 cr.) Selections from Herodotus and Thucydides, with attention to the authors' literary style, their conception of history and the causation of events, and their portrayal of individuals and states.

G495 Individual Reading in Greek (1-3 cr.)
P: consent of department. May be repeated once for credit.

Courses in Latin

L131-L132 Beginning Latin I-II (5-5 cr.)
Fundamentals of the language; develops direct reading comprehension of Latin. P for L132: L131 or equivalent.

L200 Second-Year Latin I (3 cr.) P: L132 or placement. Reading from select authors, emphasizing the variety of Latin prose. Examination of the concept of genre. Grammar review and/or prose composition.

L250 Second-Year Latin II (3 cr.) P: L132 or placement. Reading from Vergil's *Aeneid* with examination of the epic as a whole. Prosody of dactylic hexameter and study of poetic devices. Grammar review.

L495 Individual Reading in Latin (1-3 cr.)
P: consent of department. May be repeated once for credit.

Communication Studies

Chairperson Dorothy L. Webb

Professors Richard K. Curtis (Emeritus), Robert C. Dick, James R. East, Dorothy L. Webb, J. Edgar Webb (Emeritus)

Associate Professors David G. Burns (Emeritus), Garland C. Elmore, B. Bruce Wagener

Assistant Professors Stan Denski, Catherine A. Dobris, Elizabeth M. Goering, Kristine B. Karnick, Gail G. Whitchurch

Adjunct Professors Professor John D. Barlow, *Liberal Arts*; Associate Professor Beverly E. Hill, *Medical Education Resources Program*

Lecturer Ronald M. Sandwina

Professional Staff Teleproduction Supervisor, Michael R. Maitzen

Academic Advising: Cavanaugh Hall 309, (317) 274-0566

An integral part of the liberal arts, the Communication Studies curriculum focuses on theory and skills required for effectively managing verbal, nonverbal, and symbolic human communication in contexts such as (a) rhetoric and public address, e.g. persuasion, communication theory and criticism, public speaking; (b) organizational communication, e.g. personnel relations, training and development, group interaction; (c) media studies, e.g. radio-television, film, telecommunications technology; and (d) theatre studies, e.g. performing arts, children's theatre.

The department offers a curriculum for majors and minors, and service courses for other departments and units of the university in order to enhance performance, problem-solving, and creative abilities, all inherent to the communication process. Moreover, a foundation is provided for graduate work, not only in the various disciplines of communication and other humanities and social sciences, but such professions as law, the ministry, public service, and health.

Major in Communication Studies Requirements

Every major completes a minimum of 33 credit hours. Within the required 33 credit hours, every major must take at least 3 credit hours in each of the four areas listed here, each designated by a separate prefix: C (Communication, including Organizational), M (Media Studies), R (Rhetoric and Public Address), and T (Theatre). The student must, in consultation with an adviser, (1) complete the gateway course, G100; (2) elect 6 credit hours in each of the two curricular clusters below, in accordance with the specifications of

both; (3) complete a capstone course; and (4) select 15 credit hours of electives. Any elective courses outside the department will be limited to a preapproved list. At least 21 credit hours of the major must be in courses offered solely or cooperatively by the department.

At least 15 credit hours in the major must be in courses at the 300 level or above. Students must receive a grade of C or higher in all courses counted toward the major.

No student may count more than a total of 9 credits of G300 and G491, internships, toward graduation.

Clusters: Majors will select 6 credit hours from each of two clusters. In each cluster, 3 credit hours must be at the 300 level or above.

Cluster I: Each of the following courses has significant units designed to help the student enhance oral performance skills.

C104 Voice and Diction
T133 Acting I
M150 Mass Media and Contemporary Society
T205 Oral Interpretation
R227 Argumentation and Debate
C228 Discussion and Group Methods
T301 Introduction to Storytelling
T302 Introduction to Creative Dramatics
T303 Simple Puppetry
R320 Advanced Public Communication
C325 Interviewing Principles and Practices

Cluster II: Each of the courses in this cluster is designed to provide students with experiences in theory, history, and/or methodologies appropriate to the discipline.

C180 Interpersonal Communication
R220 Rhetorical Criticism
C281 Nonverbal Communication
R310 Rhetoric and Public Address
R321 Persuasion
T337 History of the Theatre I
T338 History of the Theatre II
T339 Play Directing
M370 History of Television
C380 Organizational Communication
M462 Television Aesthetics and Criticism

Departmental Honors

The Honors Program is designed to permit the superior student to pursue in-depth work, undertaking creative and research projects through independent study and through enrollment in special courses and seminars. For graduation with departmental honors, the student must satisfactorily complete 24 credits with at least 3 credits of G390, attain a minimum overall grade point average of 3.5 in the department, and receive a minimum SLA overall grade point average of 3.3.

Teacher Certification

Those seeking a certificate for teaching speech and theatre in secondary schools must complete the professional education courses required by the School of Education. Because the most recent certification requirements may not appear in this bulletin, students are urged to work with the School of Education adviser as well as their departmental adviser.

Minors in Communication Studies

Note: Students selecting any of the minors below must consult the chair of Communication Studies, and arrange an appointment with an adviser.

Communication Arts: A generalist minor for anyone wishing an acquaintance with liberal arts from a communication perspective.

Required: G100, plus 12 elected credit hours. The 12 credit hours should be elected in consultation with, or approved by, a departmental academic adviser; they must be from at least two areas within the department curriculum (areas prefixed C, M, R, T); and, at least 6 credit hours must be from the 300 level or above.

Media Studies: Designed to accommodate students interested in either media production or media aesthetics. In both options students will gain an understanding and appreciation of media as conveyors of meaning, cultural artifacts, and art forms.

Students wishing to minor in media studies will choose 15 credit hours from one of the two options outlined below. Both options require M150, plus 12 credit hours from one of the two groups, of which 6 credit hours must be at the 300 level or above:

Media Production

M210 Media Message Design
M220 Applied Media Aesthetics I
M221 Applied Media Aesthetics II
M290 Video Production Workshop
M461 Production Problems in Communication Media

Media Aesthetics

G391 Seminar
M370 History of Television
M373 Film and Video Documentary
M462 Television Aesthetics and Criticism

Up to 6 credit hours from other courses approved by the Media Studies committee.

Organizational Communication Provides students with the opportunity to develop knowledge and communication skills applicable in a wide variety of profit and nonprofit organizations.

Required (15 credit hours): C380 and 12 credit hours elected from C180, C223, C227, C228, R320, R321, C325, C392, and C480 and G499. Prerequisite is R110 or equivalent.

Theatre Gives some knowledge and skills for teaching and lays the basis for further study in acting, theatre directing, youth theatre, and playwriting.

Required: General Minor (15 credit hours): 12 credit hours elected from T130, T133, T337, T338, and T339. Remaining 3 elective credit hours in theatre courses at the 300 level or above.

Required: Youth Theatre Minor (15 credit hours): T130, T133, T336, T437, and T440 (or T301, T303, and 1 credit hour of G300 with a youth theatre emphasis.)

Courses

G100 Introduction to Communication Studies (3 cr.) P: reading placement of at least 80, and placement in W131. Survey course of history, theory, and practice in each of six major areas: Rhetoric and Public Address, Theatre Arts, Interpersonal/Organizational Communication, Small Group Dynamics, Public Communication and Mass Media Studies. For each of the areas examined, students will apply theory to practice, thereby learning to become more effective communicators.

T101 Stage Makeup (2 cr.) Lectures, demonstrations, and extensive workshop experience in the application of various types of theatrical makeup.

C104 Voice and Diction (3 cr.) Directed primarily toward the improvement of normal speech patterns, with emphasis on normal production, resonance, and articulation.

C108 Listening (1 cr.) P: reading placement score of at least 80, and placement in W131. Designed to increase listening efficiency by improving comprehension and listening skills.

R110 Fundamentals of Speech Communication (3 cr.) P: reading placement score of at least 80. Theory and practice of public speaking; training in thought process necessary to organize speech content for informative and persuasive situations; application of language and delivery skills to specific audiences. A minimum of six speaking situations.

G125 Topics in Communication Studies (1-3 cr.) Select introductory theory and practice in specialized and/or consolidated areas of communication and theatre not directly covered by current curricular offerings. Topics will vary from one semester to another. A student may register for a total of no more than 6 credit hours under this course number.

T130 Introduction to Theatre (3 cr.) P: reading placement score of at least 80. An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form and elements of dramatic construction.

T133 Introduction to Acting (3 cr.) Acting I, a study of the theories and methods of acting, basic techniques, character analysis, interpretation, and projection. Class scenes.

M150 Mass Media and Contemporary Society (3 cr.) P: reading placement score of at least 80. A critical overview of the role of electronic mass media in contemporary society. Provides an introduction to such issues as industry structure, organization, and economics; regulation, public interest, and media ethics; impact of programming on individuals; media construction of social institutions; media issues in the global village.

C180 Introduction to Interpersonal Communication (3 cr.) P: reading placement score of at least 80. The study of human dyadic interaction, including topics such as perception processes, verbal/nonverbal communication, theoretical models of communication, conflict, and interpersonal communication in various relationships. Course covers applications of interpersonal communication theory/research, including communication competence.

T205 Introduction to Oral Interpretation (3 cr.) P: reading placement score of at least 80. Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs.

M210 Media Message Design (3 cr.) P: W132. Examines the process of message design in the context of institutional media use. Analyses of media messages and communication theory; analyses of the message receiver employ quantitative and qualitative audience research methods. Semester project involves planning and writing of script for use in organizational/institutional media context.

S211 Basic American Sign Language (4 cr.) Introductory sign language course for students with no previous experience with sign language. Builds a good basic vocabulary of signs, teaches finger spelling, introduces basic aspects of the grammar, and teaches the proper use of facial expression in sign language conversation. Students also learn about deafness and communication with the deaf.

S212 Intermediate American Sign Language (4 cr.) P or C: S211. Continuation of S211. Continues building receptive and expressive abilities. Puts emphasis on the use of signing space, facial expression, body postures, fluent finger spelling, and vocabulary development.

More complex grammatical structures are introduced.

M215 Media Literacy (3 cr.) Fundamentals and a general understanding of communication technologies are surveyed and discussed in a non-technical and non-engineering manner. This course will introduce students to basic terminology and to various types of communication technology systems. It will also help students understand new and traditional communication systems and their theories of operation and application (including advantages and limitations.)

R220 Rhetorical Criticism (3 cr.) P: reading placement of at least 80, and placement in W131. Course will introduce students to criticism as a method of studying persuasive messages in speeches, fiction, mass media, music, political campaigns, art, and other modes of communication in contemporary culture.

M220 Applied Media Aesthetics I (3 cr.) Principles of visual aesthetics and critical visual literacy applied to the production of audio and photographic media. Basic graphic skills, color slide photography, lighting, and audio sound recording and mixing are examined and individual competencies developed in lab and field assignments. Completion of single projector slide/tape production.

M221 Applied Media Aesthetics II (3 cr.) P: M220 or permission of instructor. Principles of visual aesthetics and critical visual literacy applied to single-camera video and sound recording. Skills in audio recording, videography, computer graphics, video editing, and media planning lead to the development of competencies necessary in the production of individual video documentary projects.

C223 Business and Professional Communication (3 cr.) P: R110 or equivalent. Preparation and presentation of interviews, speeches, and oral reports appropriate to business and professional organizations; group discussion and parliamentary procedure. This is an intermediate skills course with survey characteristics.

R224 Parliamentary Procedure (1 cr.) P: reading placement of at least 80, and placement in W131. Modern concepts of parliamentary forms in legislative assemblies and business meetings; practice in the use of parliamentary procedures.

R227 Argumentation and Debate (3 cr.) Analysis, evidence, and argument in logical discourse; study of debate forms; practice in argumentative speaking in class, campus, and intercollegiate debate.

C228 Discussion and Group Methods (3 cr.)

Theory of and practice in effective participation in and leadership of group, committee, conference, and public discussion; application to information-sharing and problem-solving situations.

M290 Video Production Workshop (1 cr.)

P or C: M221. The practical application of video production techniques. In a production center atmosphere, students are instructed in and practice equipment operation and crew responsibilities creating video productions for outside clients. Students may register for more than one section in one semester. May be repeated to a maximum of 3 credit hours.

G300 Independent Study (1-8 cr.) Research or practical experience in various departmental areas as selected by student prior to registration, outlined in consultation with the instructor, and approved by the department. If a practicum experience, it must represent a minimum of 45 clock hours practical application per credit hour. A student shall take no more than a total of 9 credit hours of G300 and G491.

T301 Storytelling Workshop (1 cr.) Introduces students to the history and values of storytelling. Students will work to develop skills in story selection and story preparation, and will explore and practice techniques necessary to successful storytelling. In order to count as the required course in theatre, majors must also successfully complete T302 and T303.

T302 Creative Drama Workshop (1 cr.)

T301 Storytelling Workshop is recommended but not required. Introduces students to the techniques and values of creative drama for children. This workshop is designed to help students learn effective ways to be leaders of creative drama whereby children are exposed to drama as an art form and as an activity that furthers self-development, particularly the voice, the body, and the imagination. In order to count as the required course in theatre, majors must also successfully complete T301 and T303.

T303 Puppetry Workshop (1 cr.)

T301 Storytelling Workshop is recommended but not required. Introduces students to the techniques and uses of simple puppets. Emphasis on storytelling through puppets, puppet characterization, and single action plays. In order to count as the required course in theatre, majors must also successfully complete T301 and T302.

T305 Advanced Oral Interpretation (3 cr.)

P: T205 (C104 suggested). An advanced approach to analysis and oral presentation of literature. Emphasis on group work. Analysis, development, and presentation of readers' theatre or chamber theatre materials.

R309 Great Speakers: American Public

Address (3 cr.) Course introduces students to historical and contemporary public address. Students will study the speechmaking of notable American speakers. The study will include speeches from a wide range of established genres and will include campaign rhetoric, debates, historical celebrations, lectures, legislative speaking, presidential speaking, public meetings, movement, rhetoric, and sermons.

R310 Rhetoric and Public Address (3 cr.)

P: R110 or equivalent. Development of theory of oral discourse; the influence of public address; historical and current problems in rhetoric of conflict, in freedom of speech, and in propaganda and persuasion.

R320 Advanced Public Communication (3 cr.)

P: R110 or equivalent. Development of a marked degree of skill in preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, and felicitous style.

R321 Persuasion (3 cr.) P: R110 or equivalent. Motivational appeals in influencing behavior; psychological factors in speaker-audience relationship; principles and practice of persuasive speaking.

C322 Advanced Interpersonal

Communication (3 cr.) P: C180 or permission of instructor. Covers core components of the study of interpersonal communication: perception, systems, exchange theoretical approaches; methods of research in interpersonal communication; content (topic) areas such as intimate relationships and friendships. Includes applications of interpersonal communication theory/research.

C325 Interviewing Principles and Practices

(3 cr.) P: R110 or equivalent. Study and practice of methods used in several kinds of interviews; emphasis on the communication process.

C328 Advanced Topics in Small Group

Communication (3 cr.) P: C228 or permission of instructor. Theories of small group communication processes. Explores group communication across cultures, groups in organizations, group decision making, conflict management in groups, and assessing competence in group communication.

T333 Acting II (3 cr.) P or C: T133 or permission of instructor. Advanced scene study. Laboratory in body movement and vocal techniques; participation in laboratory theatre.

T336 Children's Theatre (3 cr.) P: junior standing or instructor's approval. Historical development of children's theatre, with emphasis on scripts appropriate to young audiences: designed to assist future teachers,

parents, librarians, and others in understanding theatre as an art form for children ages 6-12, and in selecting appropriate theatre experiences for various periods of the child's life.

T337 History of the Theatre I (3 cr.) Significant factors in primary periods of theatre history through the Renaissance and the effect on contemporary theatre; emphasis on trends and developments; review of representative plays of each period to illustrate the theatrical use of dramatic literature.

T338 History of the Theatre II (3 cr.) Continuation of C337. May be taken separately.

T339 Play Directing (6 cr.) (2 semesters) P: T130; T133 or permission of the instructor. Introduction to theatre, methodology, and techniques: strong emphasis upon play analysis, actor-director communication, stage compositions. Students will direct scenes.

M370 History of Television (3 cr.) The development of television as an industry, technology, and cultural commodity from its roots in other forms of popular culture to the present paying particular attention to the social and aesthetic contexts within which programs have been viewed.

M373 Film and Video Documentary (3 cr.) P: M150, C190, or permission of instructor. An historical survey of documentary film and video and a consideration of specific problems in documentary theory and practice.

G375 Topics in Nonverbal Communication (1-3 cr.) Course examines the influences of nonverbal communication cues: interpersonal dynamics, media, environmental dimensions, and rhetorical strategies. Cross-cultural and gender difference in nonverbal codes will also be explored.

C380 Organizational Communication (3 cr.) The application of communication theory and research to the study of communication in various types of organizations. Explores reciprocal influence between communication and organizational structures and between communication and managerial styles. Discusses communication designs, superior/subordinate communication, conflict, information management, networks; communication vis-a-vis employee motivation, satisfaction, and productivity; and communication effectiveness in organizations.

G390 Honors (1-5 cr.) P: junior standing and departmental approval. Individualized readings and/or project work devised by the student; regular meetings with faculty supervisor.

G391 Seminar (1-3 cr.) P: permission of instructor. Topic announced in prior semester; oriented to current topics in communication

and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated to a total of 8 credit hours.

C392 Health Communication (3 cr.) P: 3 credit hours of communication or consent of instructor. Exploration of the communication competencies needed by health care professionals. Emphasizes interviewing; verbal and nonverbal skills; group interaction; and intercultural, interprofessional, therapeutic, and organizational communication. Analyzes communication problems encountered in health care and the development of coping strategies.

C393 Family Communication (3 cr.) P: C180 or permission of instructor. Theory/research on the role of communication in creating and maintaining marriages and families. Topics include communication and family life cycles, different family forms, family race/ethnicity, power and conflict. Covers applications of family communication theory/research.

C394 Communication and Conflict (3 cr.) Analyzes conflict as a form of interaction. Examines approaches/perspectives to the study of conflict, the nature of power, face saving, and contentious behaviors. Specific contexts include relational, marital, group, and organizational. Special attention to bargaining and mediation.

C401 Speech Communication of Technical Information (3 cr.) P: R110 or equivalent. Organization and presentation of information of a practical, technical nature. Emphasis is placed on the study, preparation, and use of audiovisual materials.

C402 Interview and Discussion for Business and Professions (3 cr.) Principles of communication as related to the information-gathering interview, the employment interview, and problem-solving discussion; practice in using these principles.

T430 Theatre Management (3 cr.) P: C130 or C141 or permission of instructor. Theatre Management is based on the concept that theatre is a business and must be operated on sound business principles. Students study the business aspects of operating various types of theatres. The study of the theoretical basis of management is augmented by practical projects.

T431 Playwriting (3 cr.) P: permission of instructor. Introduction to playwriting theories, methodology, and skills; principles of dramatic structure; practice in writing, culminating in a one-act play manuscript; class evaluation and conferences. Credit not given for both T431 and IUB T453.

T437 Creative Dramatics (3 cr.) Laboratory course in informal dramatics, emphasizing the child rather than the production; includes methods of stimulating the child to

imaginative creation of drama with the materials of poetry, stories, choral readings, and music. Available for graduate credit in summer sessions.

T440 The Art and Craft of Puppetry (3 cr.)

Theory and practice of puppetry as an art form and as an educational tool. Students will create a wide variety of hand puppets, scripts, and stages as well as master basic techniques of puppet performance.

M450 Video Production (3 cr.) (for nonmajors)

Television production principles and practices for students in other disciplines. Emphasis on practical studio experiences with special attention to the roles of the writer, producer, and director. No prior knowledge of media required. May not be counted for credit in the media major emphasis. Lab arranged.

M461 Production Problems in

Communication Media (1-3 cr.) P: permission of instructor. Topic announced during preceding semester. Specialized study and application of advanced production techniques in audio, video, photography, or graphics. Readings, research, papers, and project as indicated by the topic and instructor. May be repeated for different topics.

M462 Television Aesthetics and Criticism

(3 cr.) P: M150 or permission of instructor. Aesthetic and critical approaches to modes of television expression. Aesthetics of picture composition, audiovisual relationships, visual narrative, and program content. Analysis of selected television criticism.

C480 Communication Theory (3 cr.) A critical evaluation of theories in the field of human communication. Consideration is given to theories that explain communication behavior between pairs of people, within groups, in organizations, and in societies.

C481 Current Issues in Organizational

Communication (3 cr.) P: C380 or permission of instructor. In-depth exploration of topics and issues at the forefront of research and theory in organizational communication. Topics may include gender issues in organizational communication, sexual harassment, crisis management, organizational culture. Seminar format with research papers and class discussion/presentations.

C482 Intercultural Communication (3 cr.)

Combines a perceptual, theoretical, and experiential approach to understanding American cultural identities in relation to other cultural identities. Focuses on implications for understanding personal, group, and national cultures in relation to personal and cultural identity; group interaction; motivation across cultures; power; cross-cultural negotiation; and cultural synergy.

G491 Internship (3-6 cr.) P: permission, seniors and majors only. Internship in rhetoric and public address, theatre arts, interpersonal/organizational communication, media studies permitted under the auspices of a qualified cooperating organization. Periodic meetings with faculty advisers and term paper detailing intern's professional activities and reactions. Apply during semester prior to desired internship. Total credit applicable to graduation shall not exceed 9 credit hours of G300 and G491.

G499 Research Seminar (3 cr.) P: upper-

division standing or permission of instructor. A survey of the methods used by communication researchers for gathering and interpreting information emphasizing the relationship between theory and research, the seminar will explore important issues such as ethics and naturalistic vs. laboratory approaches.

Economics

Chairperson Associate Professor Robert Sandy
Professors Charolambos Aliprantis, Robert Kirk, Martin Spechler, Richard Steinberg

Associate Professors David Bivin, Paul Carlin, Subir Chakrabarti, Donna Dial, Robert Harris, Peter Rangazas, Patrick Rooney, Robert Sandy, Gang Yi

Assistant Professors Partha Deb, Steven Russell

Adjunct Professor Ann Holmes

Academic Advising: Cavanaugh Hall 516, (317) 274-4756

Economics is the social science in which one studies people's behavior in consuming, producing, exchanging, and distributing goods and services. It provides a framework for understanding how decisions of individuals affect the national economy. It helps explain how the economy and how politicians' and government regulators' decisions are affected by their own interests.

Major in Economics

The economics major has the option of pursuing a general track or a quantitative track. The general track provides a firm grounding in economic theory and exposure to problems and techniques the student is likely to encounter in a business, nonprofit, or government agency environment. The quantitative track supplements the general track with extensive training in mathematical and statistical techniques required for graduate course work. This track is also recommended for those students who prefer a more quantitative approach to problem solving. Completion of this track fully prepares the student for entrance into the department's Master of Arts in Economics program at IUPUI as well as graduate programs at other universities.

All majors must complete 15 credit hours in economics to include E201, E202, E270, E321, and E322. These courses should be completed by the end of the junior year. Note that E201 is a prerequisite for E202 and E321 and that E202 is a prerequisite for E322.

A. General track

The general track requires an additional six courses, consisting of the following:

1. two courses (6 credit hours) in mathematics, including finite mathematics and calculus (typically M118 and M119). Additional work in mathematics, computer science, and accounting is recommended.
2. E406.

3. three 300- or 400-level electives from economics.

The total number of credit hours is 33 (34 if E335 is taken as an elective).

B. Quantitative track

The quantitative track requires an additional six courses (or seven courses, depending on the math sequence) consisting of the following:

1. either
 - a. M163 and M164 (10 credit hours), or
 - b. M118, M119, and E335 (10 credit hours).
2. E470.
3. two 300 or 400 level electives (excluding E335, and E470).

The total number of credit hours is 34.

To satisfy the department's residency requirement, at least 12 credit hours of economics must be taken at IUPUI.

A grade of C (2.0) or better must be received in each course required for the major (a C- does not count).

The Department of Economics accepts only two 300 to 400 level courses from the business minor toward Area III of the School of Liberal Arts distribution requirements.

Minor in Economics

A minor in economics is a logical supplement to programs in business, engineering, technology, health services, science, and the social sciences. A knowledge of economic theory, economic institutions, and how economic policy is formed is necessary for students preparing for careers in law, science, government, or any area that uses the scarce resources of our society.

Requirements

The requirements for a minor in economics are as follows:

1. 15 credit hours in economics courses to include E201 and E202 and three 300- or 400-level courses. (E270 may be substituted for one of the 300- to 400-level courses.)
2. Residency requirements: 9 credit hours of the minor must be completed at IUPUI.
3. Grade requirement: The grade in each course submitted for the minor must be C (2.0) or higher.

Master of Arts Degree

The Master of Arts program has a two-fold objective: (1) to provide students with analytical capabilities and research skills for careers in business, government, and the nonprofit sector, and (2) to prepare those who wish to pursue the Ph.D. at another university or Indiana University Bloomington.

Admission Requirements

Applicants should have completed a bachelor's degree from an accredited institution. Ordinarily, applicants should have a minimum grade point average of 3.0 on a 4.0 scale in their undergraduate course work and in their previous economics courses. Before undertaking graduate study in economics, a student should have knowledge of intermediate-level undergraduate economic theory (E321 and E322), statistics (E270), multivariate differential and integral calculus (the IUPUI equivalents are M163 and M164 offered by the mathematics department or E335 Introduction to Mathematical Economics with a grade of B or better), and finite mathematics (M118). Students with deficiencies in economics and/or mathematics may be admitted on a conditional basis.

The verbal, quantitative, and analytical portions of the Graduate Record Examination (GRE) are required and applicants are urged to complete the examination by December of the year prior to admission.

Three letters of recommendation are required. For students with English as a second language, a minimum TOEFL score of at least 550 is recommended.

Course Requirements

Students must complete a minimum of 30 credit hours of graduate course work, which may include up to 6 credits of thesis. Twelve credit hours are devoted to the following required core courses: E504 Mathematics for Economists, E521 Theory of Prices and Markets, E522 Theory of Income and Employment, and E570 Fundamentals of Statistics and Econometrics. These core courses serve as prerequisites for some of the 500-level field courses. No more than 9 of the remaining 18 credits may be earned in courses numbered below 500. If a thesis is written, it must be defended. If a thesis is not written, there will be a comprehensive written examination with an oral defense in an area of specialization within economics.

Students have the option of replacing the thesis with reading proficiency in a foreign language or with 6 credit hours of course work in the tool skills of mathematics or computer science. Consult the department's graduate study guide for a list of acceptable research-skill courses. Courses taken to meet the language or tool skill options are not counted toward the 30 credit hours required for the degree.

Grades

The student must receive at least a C (2.0) in each course and must average at least a B (3.0 on a 4.0 scale) for all courses taken.

Undergraduate Courses

E100 Current Economic Topics (1 cr.)

Discussion of socioeconomic issues from applied point of view through investigation and analysis of current topics of interest such as bank regulations, foreign policy, economics of defense, international trade and finance, ethics and economics, economics of crime, and economics of discrimination. Not open to those with previous college level economics courses.

E101 Survey of Current Economic Issues and Problems (3 cr.) (for nonmajors) Basic

economic principles applied to current social issues and problems. Topics covered will typically include inflation, unemployment, wage and price controls, welfare, social security, national debt, health programs, food prices, pollution, crime, mass transit, revenue sharing, multinationals, population, and energy. Not open to those with previous college level economics courses.

E111-E112 Topics in the Economic History of Western Civilization I-II (3-3 cr.) Selected topics in the economic history of Western civilization, including the growth of the market organization, industrialization, institutional growth and change, imperialism, and labor.

E201 Introduction to Microeconomics (3 cr.)

P: sophomore standing. E201 is a general introduction to microeconomic analysis. Discussed are the method of economics, scarcity of resources, the interaction of consumers and businesses in the market place in order to determine price, and how the market system places a value on factors of production.

E202 Introduction to Macroeconomics (3 cr.)

P: E201. An introduction to macroeconomics that studies the economy as a whole; the levels of output, prices, and employment; how they are measured and how they can be changed; money and banking; international trade; and economic growth.

E208 Sophomore Seminar in Economics (2 cr.)

P: completion of E201 or E202. Group discussion of current economic problems.

E270 Introduction to Statistical Theory in Economics (3 cr.)

P: MATH M118. Analysis and interpretation of statistical data in business and economics. Discussion of frequency distribution, measures of central tendency and variability, statistical inference, hypothesis testing, correlation, regression, and time series.

E303 Survey of International Economics (3 cr.)

P: E201-E202. Survey of international economics. Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustment,

international monetary systems, and fixed vs. flexible exchange rates. Students who have taken E430 may not enroll in E303 for credit.

E304 Survey of Labor Economics (3 cr.)

P: E201. Economics problems of the wage earner in modern society; structure, policies, and problems of labor organizations; employer and governmental labor relationships.

E305 Money and Banking (3 cr.) P: E201-E202.

Money and banking system of the United States, including problems of money and the price level, proper organization and functioning of commercial banking and Federal Reserve System, monetary standards, and credit control. Recent monetary and banking trends.

E307 Current Economic Issues (3 cr.) P: E201 or permission of instructor. Current economic issues, problems, and research methods.

Designed to explore in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

E308 Survey of Public Finance (3 cr.) P: E201-E202. Analysis of government expenditures and revenue sources, taxation and capital formation, public debt and inflation, growth in government spending, and intergovernmental fiscal relations.

E321 Intermediate Microeconomic Theory (3 cr.) P: E201-E202, Mathematics M119.

Theory of demand; theory of production; pricing under different market conditions; allocation and pricing of resources; partial and general equilibrium theory; and welfare economics. Analysis of current economic problems and technology changes in firms and industries.

E322 Intermediate Macroeconomic Theory (3 cr.) P: E201-E202. Theory of income, employment, and price level. Study of countercyclical and other public policy measures. National income accounting.

E323 Urban Economics (3 cr.) P: E201-E202. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services.

E325 Comparative Economic Systems (3 cr.) P: E201-E202. Essential economic theories and features of economic systems, including private enterprise, authoritarian socialism, and liberal socialism.

E326 Applied Research in Urban Economics (3 cr.) P: E201-E202 or permission of instructor.

Field research in urban economics. Topics to be selected by students, covering such areas as human resource problems, transportation and housing surveys, demographic shifts, and income distribution issues.

E335 Introduction to Mathematical Methods in Economics (4 cr.) P: E201-E202,

Mathematics M118-M119. Introduction to quantitative techniques used in economics, and instruction in the application of these techniques to the analysis of economics problems. Not open to students with credit in E375 or M163. Students with credit in M163 should take E375. This course serves as a prerequisite for E375.

E337 Economic Development (3 cr.) P: E201, E202, and junior standing or consent of instructor. Characteristics of economically underdeveloped countries. Obstacles to sustained growth; planning and other policies for stimulating growth; examination of development problems and experience in particular countries.

E355 Monetary Economics (3 cr.) P: E305 or E322 or equivalents. Supply and demand functions for money in the context of models of the U.S. economy. Formulation of Federal Reserve policy decisions and effects on interest rates, prices, output, and employment. Current problems in monetary policy and theory.

E363 Environmental and Natural Resource Economics (3 cr.) P: E201-E202. Basic theory and policy of such topics as pollution, resource depletion, environmental risk, and resource conservation. Issues covered include limits to growth, quality of life, and the appropriate roles for the private market and federal control. Credit not given for both E363 and E463.

E375 Introduction to Mathematical Economics (3 cr.) P: E201-E202, Mathematics M163 and M164 or equivalents. Micro- and macroeconomic concepts of a mathematical setting. Basic application of mathematical concepts to marginal analysis, equilibrium, and optimization. Application of matrix theory to input-output analysis and the solution of economic equilibrium.

E380 Law and Economics (3 cr.) P: E201 or permission of instructor. The application of economic method to legal institutions and legal issues. Examples would be the optimum use of resources to prevent crime, the economic value of a human life, the economic consequences of regulating the business firm, the economics of property rights, torts and contracts.

E385 Economics of Industry (3 cr.) P: E201 or permission of instructor. A theoretical and empirical analysis of the structure, conduct, and performance of major American industries. Emphasized is the degree of competition in various markets, how markets operate under conditions of competition or monopoly, and competition as a dynamic process over time.

E387 Health Economics (3 cr.) P: E201. This course applies economic theory to the study of policy issues in health economics. Specific issues included are: determinants of demand for medical services and insurance; training and pricing behavior of physicians; pricing behavior and costs of hospitals; market and regulative approaches.

E406 Senior Seminar (3 cr.) P: E321 and E322 or permission of instructor. Assessment of the current state of economic knowledge and discussion of how economics is applied to study the problems facing modern society.

E408 Undergraduate Readings in Economics (3 cr. maximum) P: permission of instructor. Individual readings and research.

E410 Selected Topics in U.S. Economic History (3 cr.) P: E201-E202. Analysis of selected topics, including transportation developments, government intervention, systems of property rights, slavery, economic growth, income distribution, economic stability, technical change, and others.

E414 Economics of the Nonprofit Sector (3 cr.) P: E201. The role of nonprofit organizations (universities, churches, hospitals, orchestras, charities, day care, research, nursing homes) in mixed economics. Public policy controversies such as regulation of fundraising, antitrust against universities, "unfair" competition with for-profit firms, and the tax treatment of donations.

E420 History of Economic Thought (3 cr.) P: E201-E202. Examination of main theoretical developments since the beginning of the systematic study of economics. Theoretical propositions and structures of the earlier writers will be interpreted and evaluated in terms of modern economic analysis.

E430 Introduction to International Economics (3 cr.) P: E201-E202. Forces determining international trade, finance, and commercial policy under changing world conditions; theory of international trade; structure of world trade; tariff and trade control policies; the balance of payments problem; evolution of international economic institutions; and monetary relations.

E441 Economics of Labor Markets (3 cr.) P: E201, E321, and E270 or equivalent. Analysis of the functioning of labor markets with theoretical, empirical and policy applications in determination of employment and wages in the U.S. economy.

E447 Economics of the Labor Market (3 cr.) P: E201. Analysis of the functioning of the U.S. labor market. Labor force concepts, unemployment, mobility, wages, and current manpower problems and policies. Analysis of wage determination, wage policy, and their interaction with institutional factors.

E450 Business Conditions Analysis and Forecasting (3 cr.) P: E201-E202. This course examines sources of instability in industrialized economies. Various theories of the business cycle are examined and critiqued. In addition, the empirical determinant of aggregate demand, prices, and interest rates are discussed. Alternative forecasting techniques are considered and the use of these techniques is demonstrated.

E470 Introduction to Econometrics (3 cr.) P: E270, Mathematics M119. Application of regression analysis to economic and business data. Estimation and hypothesis testing of classical regression model. Heteroscedasticity, collinearity, errors in observation, functional forms, and autoregressive models. Estimation of simultaneous equation models. Credit will not be given for both E470 and E472.

E485 Economic and Social Control of Industry (Antitrust) (3 cr.) P: E201 or permission of instructor. This course is a study of the economic reasoning behind and consequences of the application of antitrust laws aimed at altering the structure, conduct, and performance of the American economy. Specific legal cases that have been brought under the Sherman Act, the Clayton Act, as amended, and the Federal Trade Commission Act are analyzed.

Graduate Courses

E504 Mathematics for Economists (3 cr.) Topics in mathematics that are particularly useful in the application of microeconomic theory, macroeconomic theory, and econometrics. Topics covered include: matrix algebra, comparative-static analysis, constrained optimization, difference equations in discrete time, game theory, and set theory as applied to general equilibrium analysis.

E513 Special Topics in Economic History (3 cr.) Explicit methodology and economic analysis applied to major issues in American and European economic history.

E514 The Nonprofit Economy and Public Policy (3 cr.) P: E201. The role of nonprofit organizations (universities, churches, hospitals, orchestras, charities, day care, research, nursing homes) in mixed economies. Public policy controversies such as regulation of fundraising, antitrust against universities, "unfair" competition with for-profit firms, and the tax treatment of donations. (This course may not be taken for credit by anyone who has received credit in ECON E414.)

E519 Regional Economics (3 cr.) Regional economics is the study of economic behavior in space. The course examines the internal and interregional determinants of growth and decline of a region from supply and demand perspectives. Public policies to influence these determinants are considered.

E521 Theory of Prices and Markets (3 cr.) P: E504 or consent of the instructor. Pure theory of consumer behavior, competitive exchange, theory of production; resource allocation, Pareto optimum, monopoly and monopsony, imperfect competition, moral hazard, adverse selection, and market signaling.

E522 Theory of Income and Employment I (3 cr.) P: E504 or consent of the instructor. Intensive study of intermediate income theory; emphasis on construction and empirical significance of aggregative economic models of the determination of income, employment, and price level.

E528 Economic Analysis of Health Care (3 cr.) A graduate introduction to health economics. Applications of economic theory to problems in various areas in health care. Applications of econometric techniques to the same. Topics include how physicians, institutions, and consumers respond to economic incentives and what policies contribute maximally to efficiency and welfare.

E541 Labor Market Analysis (3 cr.) P: consent of instructor. An analytical approach to the labor market. Theoretical underpinning and statistical testing of issues on demand and supply of labor, household decision making, human capital, contract theories, unionism, minimum wages and discrimination.

E545 Applied Labor Economics (3 cr.) P: E321 or E470 or equivalents. Discussion of wage rates and working conditions, searches by workers or firms, investment in training, quits and layoffs, shirking, discrimination, the division of household labor, retirement, and implicit contracts. The course also examines the impact of institutions such as unions and the government on the efficiency of the labor market.

E551 Monetary Theory and Control (3 cr.) P: consent of instructor. Theory of portfolio allocation with specific reference to commercial banking; theory and practice of central bank control instruments and models of Federal Reserve behavior; role of money in determining equilibrium and growth.

E568 Public Finance I (3 cr.) P: E308 and E470. Partial equilibrium, microeconomic analysis of how tax and subsidy policies affect various types of individual and firm behavior. Theoretical models are introduced to assess and develop quantitative studies of fiscal policy. Summaries of the empirical impact of policy will be formed for the purpose of becoming an "input" in the complete general equilibrium analysis conducted in Public Finance II.

E569 Public Finance II (3 cr.) P: E568. Empirical examination of the general equilibrium effects of major tax and subsidy programs, such as personal income taxation, corporate profit taxation, income maintenance, social security, and government provision of education. In addition, proposed reforms to these programs will be analyzed using empirically based simulation models.

E570 Fundamentals of Statistics and Econometrics (3 cr.) Mathematical overview of statistics and econometrics at graduate level. Topics covered include probability and probability distributions, sampling distributions, tests of hypotheses, estimation, simple regression, multiple regression, generalized linear model and its applications, simultaneous equation system.

E574 Applied Econometrics and Forecasting (3 cr.) P: E570. An overview of techniques employed in economic model building, estimation and usage. Topics covered include single and multi-equation system estimation, limited dependent variable regression techniques, hypothesis testing, policy analysis, and forecasting. Various forecasting techniques are discussed including smoothing and decomposition methods and time series analysis. A number of projects are assigned throughout the semester in order to give the student hands-on experience with the different techniques.

E585 Industrial Organization and Control (3 cr.) P: consent of instructor. Analysis of interrelated structure, behavior, and performance in industrial markets and multimarket corporations; multidimensional nature of competitive processes. Public controls. Topics include patterns of oligopoly, vertical integration, entry barriers, "cartelized" coalescence, limit pricing, price discrimination, long-term contracts, capacity expansion and utilization, resource reallocation and innovation.

E600 Research in Economics (cr. arr.)

E808 Thesis (M.A.) (cr. arr.)

Other 500-level courses are in the process of being approved. See the department for further information.



Robert Sandy, chairperson and associate professor of economics.

English

Chairperson Professor Richard C. Turner

Professors John D. Barlow, Barbara Cambridge, Edwin F. Casebeer, Ulla M. Connor, Kenneth W. Davis, Christian J. W. Kloesel, Missy Dehn Kubitschek, Claude McNeal, William M. Plater, Helen J. Schwartz, Richard C. Turner

Associate Professors Dennis Bingham, Sharon Hamilton, Karen R. Johnson, Kim Brian Lovejoy, Melvin L. Plotinsky, Jane E. Schultz, Susan C. Shepherd, Judith A. Spector (Columbus), William F. Touponce, Harriet Wilkins

Assistant Professors Fred DiCamilla, Stephen Fox, Susanmarie Harrington, David Hoegberg

Adjunct Professor Jonathan R. Eller

Lecturers Betty Anderson, Geneva Ballard, Mary Boyd, Teresa Hogue, Robin Kares (Columbus), Mary J. Sauer, Nancy Stahl, Anne C. Williams

Academic Advising: Cavanaugh Hall 502L, (317) 274-2258 or (317) 274-3824. All members of the English department advise undergraduate students. Professor Stephen Fox is the overseas academic adviser in the Department of English, Cavanaugh Hall 502F, (317) 278-2054. New undergraduate majors should call (317) 274-2258 for assignment to an adviser.

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

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

Major in English

The major requires a minimum of 30 credit hours in English courses at the 200-400 level. Students planning graduate course work in English should take additional courses in foreign languages. Majors will develop, in close consultation with their departmental advisers, a coherent course of study that either balances the different areas of English studies in the department or focuses on one or two areas. In planning their course of study, students should consider career interests in

English-related fields, plans for graduate and professional education, and, if applicable, requirements for teacher education.

Minimum requirements:

Gateway course: (to be taken immediately after declaration of major): The gateway course, E201, introduces students majoring in English to the special areas, methods, and applications of English studies.

Capstone seminar: (to be taken during students' senior year): The capstone course is the culmination of the students' major in knowledge and abilities in a particular area of interest in English studies and integrates students' learning across the field. Until E450, the official capstone seminar, is offered on a regular basis, students select either L440 or W490.

Electives: 24 credit hours at the 200-400 level. At least 15 of these credits must be at the 300-400 level, including at least one course in literary study, one course in linguistics, and one course in writing.

Minors in English

The English department offers minors in these areas:

Literature
Writing
Creative Writing
Business and Professional Writing
Linguistics
Film Studies

Students intending to pursue a minor should declare such an intention in a letter to the English chairperson and arrange for a conference with a departmental adviser to plan the program of study and a second conference to establish a rationale for elective courses. As with the major, students need to maintain a 2.0 grade point average for certification of the minor by the Department of English.

Minor in Literature

The minor in literature introduces students to the skills of interpretation and critical thinking and provides some familiarity with British and American literature.

Prerequisites: L115 with a grade of C or above

Requirements: a total of 15 credit hours (five courses)

One course from the following: L202, L203, L204 or L205

One survey of British literature (L301 or L302) and one survey of American literature (L351, L352, or L354)

Two elective courses, at least one of which must be at the 300 or 400 level

Minor in Writing

The minor in writing attracts students interested in nonfiction writing. Through study of the rhetoric and techniques of English expression, the minor increases students' abilities to handle the language logically and creatively.

Prerequisites: W131 and W132 or W231 with grades of C or better. (W132 is required for all liberal arts students.)

Students elect any 15 credit hours of the following courses as they are offered in the semester schedules:

Fiction, Poetry, Drama

W206 (prerequisite for other creative writing classes)

W301, W303, W401, W403, W411 (all may be repeated once for credit)

C431 (Playwriting)

Nonfiction

W233, W250, W260, W290, W315, W331, W350, W355, W360, W365, W370, W396, W398, W411, W490

W360 Production Planning and Scriptwriting,
C391 Seminar (credit only when offered as Speech Composition)

Students need to keep in close touch with an English adviser while choosing appropriate classes.

Minor in Creative Writing

The minor in creative writing will be of particular interest to students who are contemplating careers in writing or the teaching of writing. It is designed to serve, in addition, the needs of those who believe that one good way to study literature is to learn to produce it. Students choose 15 credit hours from the following courses:

Fiction, Poetry, Drama

W206 (prerequisite for other creative writing classes)

W301, W303, W401, W403, W411 (all may be repeated once for credit)

C431 (Playwriting)

Minor in Business and Professional Writing

The minor in business and professional writing equips students to function effectively as writers within occupations ranging from business and industry to applied sciences, education, environmental affairs, government, health fields, and law.

This minor represents cooperation among the School of Liberal Arts, the School of Engineering and Technology, the School of Business, and the School of Journalism. Nine

of the required 15 credit hours must be taken in the Department of English, with the remaining 6 credit hours in the school that best serves the student's needs.

Required and Recommended Courses

Prerequisite W131 with a grade of C or better.

Required courses (9 cr.)

W231, W350, W331 (or TCM 320)

Elective Courses (6 cr.)

Students take one of the following courses:
W315, W355, W365, TCM 350, X204

Students take one of the following courses:
W398, W411 (English), C391 (Communication, credit only when offered as Speech Composition), J200 (Journalism), J341 (Journalism).

Students should stay in close touch with an English adviser while choosing appropriate courses.

Minor in Linguistics

The minor in linguistics is intended for students who wish to expand their knowledge of language structure and use. Courses provide a background in linguistic theory and practice.

Requirements: A total of 15 credit hours at the 200-400 level to include G205 is required and 12 credit hours selected from the following courses:

English G206, G301, G302, G310, W310
Anthropology L300, L401

In consultation with an adviser, advanced students may request permission to take a graduate course in linguistics in partial fulfillment of the requirements for the minor.

Minor in Film Studies

The minor in film studies provides the skills for understanding film in its aesthetic, popular, and ideological dimensions. Students with a minor in film studies will have a knowledge of film history, theory of film, genres and authorship, interpretive approaches to films, and film as a cultural artifact.

The minor in film studies requires 15 credit hours in the following courses:

Comparative Literature C190 Introduction to Film (3 cr.) is *required*.

A minimum of 12 credit hours of course work must be selected from the following courses:

Comparative Literature and Film
C290, C390, C391, C393-C394, C491, C493, C494

English
W260

German
G370, G371

Internship in English

An internship is an on-the-job learning opportunity designed to supplement students' course work with practical, hands-on experience. IUPUI's Department of English offers two general internship opportunities: W398 Internship in Writing and L490 Professional Practices in English.

Interested students must meet eligibility requirements of junior or senior standing, maintain a grade point average of at least 2.5, and furnish writing samples or have successfully completed advanced writing courses. They must register with Professional Practice Program (PPP) coordinator Karen Marks (Business/SPEA Building 2010, 274-2554), meet with English department internship coordinator (Dr. Ken Davis, Cavanaugh Hall 501N, 274-0084), find an internship, and register for it as a course. The Department of English also offers W396, an internship in the University Writing Center.

Other Activities

The English Club The department sponsors an English club, which plans programs on topics of interest to English majors, under the sponsorship of a faculty member.

genesis A semiannual literary journal, *genesis* publishes the work of student authors and artists.

The Fine Print An annual magazine of fiction, poetry, drama, and nonfiction, encouraging submissions from students throughout the university.

Sigma Tau Delta A chapter of Sigma Tau Delta, an English honorary fraternity, has been in the Department of English since 1971.

Undergraduate Courses

The department offers courses in four areas: linguistics, literature, writing, and film studies.

The 100-level courses meet general degree requirements, but do not satisfy those of the major. The 200-level courses introduce basic areas of study and provide cultural and intellectual development for the nonmajor; these courses also provide a firm foundation for students who wish to continue advanced studies in English. The 300-level courses specialize in subjects of particular interest to English and education majors; they are open to juniors and seniors (or others with consent of the instructor). Usually conducted as seminars,

the 400-level courses are intensive studies of special subjects.

Although the English department does not have prerequisites indicated for most courses, 100-level courses are designed for freshmen, 200-level courses for sophomores, etc. For example, a student should take L115 (a general introduction) before L203 or L205 (introductions to particular genres such as drama or poetry).

Gateway Course

E201 Introduction to English Studies (3 cr.)

Introduces students to the methods, assumptions, and practices of English studies. The course focuses on the elements of literary study, linguistics, writing, and film study that constitute English studies. This class serves as the required gateway course for all English majors and as an exploration of English for other interested students.

Linguistics

G104 Language Awareness (3 cr.)

A nontechnical introduction to the study of linguistics, this course takes an interdisciplinary approach to language behavior. Particular attention is paid to cultural, social, and psychological aspects of language use. Topics vary and may include language origin, child language acquisition, gender and language, dialects, and slang, among others.

G205 Introduction to the English Language (3 cr.) An introduction to the English language and to the principles and methods of linguistics, this course is designed to be the first course in English linguistics. The course examines the phonology, morphology, syntax, and semantics of English and discusses a range of applications of these basic concepts in areas such as first and second language acquisition and language education.

G206 Introduction to Grammar (3 cr.)

This course examines topics such as the systematic way in which information is encoded in discourse, the various functions of speech, the structure of conversation, and the comparison of spoken and written language. Emphasis is also placed on varieties of English and how they are used and perceived in our society. Background provided in G205 would be useful in this course.

G301 History of the English Language (3 cr.)

P: G205, G206, or consent of instructor. The historical and structural analysis of the English language is surveyed through the stages of its development. Background provided in G205 would be useful in this course.

G302 Structure of Modern English (3 cr.)

P: G205, G206, or consent of instructor. This course examines in some depth the syntax (i.e.,

the principles and rules that govern the structure of sentences) and semantics (i.e., meaning encoded in language) of the English language. Background provided in G205 would be useful in this course.

G310 Social Speech Patterns (3 cr.)

P: G205, G206, or consent of instructor. This course explores the relationships among language, society, and culture. The influence of such social factors as age, sex, status, class, and education on language use are discussed within the framework of various theoretical and methodological approaches. Reasons for positive and negative evaluations of several high and low prestige varieties of English are investigated. Background provided in G205 would be useful in this course.

Literary Study

L105 Appreciation of Literature (3 cr.)

Stresses the enjoyment and humane values of literature. It will provide workshop experiences and programmed exercises as well as experience in listening to and studying visual adaptations of poems, novels, and dramas.

L115 Literature for Today (3 cr.)

P: W131. Poems, dramas, and narratives pertinent to concerns of our times: e.g., works concerning values of the individual and society, problems of humanism in the modern world, conflicts of freedom and order.

L200 Popular Culture (3 cr.) Critical and historical study of trends in popular culture, especially American, and its significance in the formation of national character.

L202 Literary Interpretation (3 cr.)

Close analysis of representative texts (poetry, drama, fiction) designed to develop art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method. May be repeated once for credit by special arrangement with Department of English.

L203 Introduction to Drama (3 cr.)

Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings may include plays from several ages and countries.

L204 Introduction to Fiction (3 cr.)

Representative works of fiction; structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel. Readings may include novels and short stories from several ages and countries.

L205 Introduction to Poetry (3 cr.)

Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

L206 Introduction to Nonfictional Prose (3 cr.)

Genre, structure, or other literary aspects of selected works of nonfictional prose.

L207 Women and Literature (3 cr.) Issues and approaches to critical study of women writers in British and American literature.

L208 Topics in English and American Literature and Culture (3 cr.) Selected works of English and/or American literature in relation to a single cultural problem or theme. Topics vary from semester to semester. May be repeated once for credit.

L210 Studies in Popular Literature and Mass Media (3 cr.) Popular literary modes in England and America, such as detective, western, fantasy, history; theories of "mass" or "popular" culture; uses of literacy. Literary analysis of particular mass media forms, including television drama. Topic varies.

L213-L214 Literary Masterpieces I-II (3-3 cr.) Literary masterpieces from Homer to the present. Aims at thoughtful, intensive analysis, appreciation of aesthetic values, and enjoyment of reading.

L220 Introduction to Shakespeare (3 cr.) Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with L315.

CMLT C255 Modern Literature and the Other Arts I (2 cr.) Analysis of the materials of literature, painting, and music, and of their formal organization to achieve expression. Investigation of the interrelationship of these arts. Examples cover past 200 years.

CMLT C256 Modern Literature and the Other Arts II (2 cr.) P: C255 or consent of instructor. Trends in Western literature, painting, and music from impressionism to the present.

L301 Critical and Historical Survey of English Literature I (3 cr.) Representative selections with emphasis on major writers from the beginnings to Swift and Pope.

L302 Critical and Historical Survey of English Literature II (3 cr.) Representative selections with emphasis on major writers from the rise of romanticism to the present.

L305 Chaucer (3 cr.) Chaucer's works with special emphasis on *The Canterbury Tales*.

L315 Major Plays of Shakespeare (3 cr.) A close reading of a representative selection of Shakespeare's major plays.

L332 Major Romantic Writers (3 cr.) Major romantic writers with emphasis on two or more of the following: Blake, Wordsworth, Byron, Shelley, Keats.

L335 Victorian Literature (3 cr.) Major poetry and prose, 1830-1900, studied against the social and intellectual background of the Victorian period.

L345 Twentieth-Century British Poetry (3 cr.) Modern poets, particularly Yeats, Eliot, Auden; some later poets may be included.

L346 Twentieth-Century British Fiction (3 cr.) Modern fiction, its techniques and experiments, particularly Joyce, Lawrence, and Woolf; some later novelists may be included.

L348 Nineteenth-Century British Fiction (3 cr.) Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

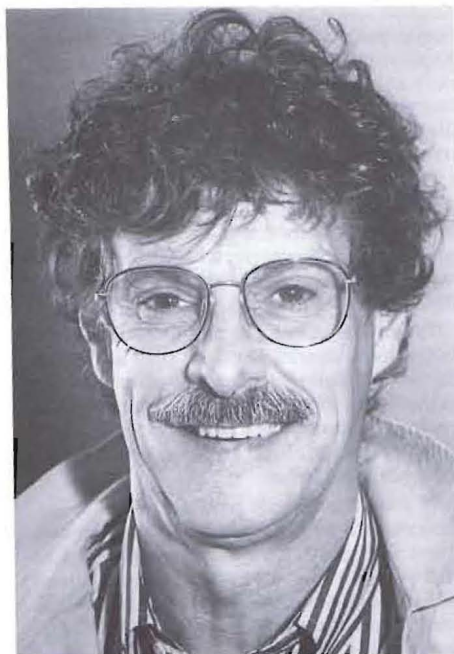
L351 Critical and Historical Study of American Literature I (3 cr.) American writers to 1865: Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

L352 Critical and Historical Study of American Literature II (3 cr.) American writers, 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

L354 Critical and Historical Study of American Literature III (3 cr.) Study of modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

L355 American Novel: Cooper to Dreiser (3 cr.) Representative nineteenth-century American novels.

L358 Twentieth-Century American Fiction (3 cr.) Study of major trends in American fiction since 1900, including such topics as experimentalism and the development of minority literatures.



Claude McNeal, professor of English.

CMLT C358 Literature and Music: Opera (3 cr.) Selected opera libretti from various periods. Comparison of libretti with the literary sources; emphasis on specific problems connected with the adaptation of a literary work to the operative medium. Evaluation of representative libretti as independent literary works.

L363 American Drama (3 cr.) Main currents in American drama to the present.

L365 Modern Drama: Continental (3 cr.) Special attention to Ibsen, Strindberg, Chekhov, Hauptmann, Pirandello, Brecht, and Sartre and to the theatre of the absurd.

L366 Modern Drama: English, Irish, and American (3 cr.) 20th century drama, from Bernard Shaw and Eugene O'Neill to Samuel Beckett, Harold Pinter, David Mamet, Marsha Norman, and August Wilson.

L370 Black American Writing (3 cr.) A study of the major black American writers, with special emphasis on recent writing.

L371 History of Criticism (3 cr.) Literary criticism from ancient to modern times.

L372 Contemporary American Fiction (3 cr.) Examination of representative American fiction since 1955 in its social, cultural, and historical contexts. Topics include such issues as the representation of truth in fiction, intertextuality, and the transgressions of genre boundaries.

L373-L374 Interdisciplinary Approaches to English and American Literature I-II (3-3 cr.) Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, Freud and literature, responses to revolution, the literature of technology, and literature and colonialism.

L376 Literature for Adolescents (3 cr.) An examination of the nature and scope of adolescent literature. Wide reading of contemporary literature, with emphasis on the value of selections for secondary school students and appropriate modes of study.

L378 Studies in Women and Literature (3 cr.) British and American authors such as George Eliot or Gertrude Stein; groups of authors such as the Brontë sisters or recent women poets; or genres and modes such as autobiography, film, or criticism. Topics will vary from semester to semester.

L379 American Ethnic and Minority Literature (3 cr.) Analysis of literature by and about immigrants from diverse cultures as well as ethnic literature about groups such as African Americans, Appalachians, Hispanics, and Native Americans, from an historical and thematic perspective.

L381 Recent Writing (3 cr.) Selected writers of contemporary significance. May include

groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit by special arrangement with the Department of English.

L382 Fiction of the Non-Western World (3 cr.) An in-depth study of selected narratives from the fiction of the non-Western world. Focus and selections vary from year to year. May be repeated once for credit.

L385 Science Fiction (3 cr.) A survey of British and American science fiction from the nineteenth to the twentieth century with an emphasis on the latter.

L387 Russian Literature in Translation (3 cr.) Classics of Russian literature, including short stories, novels, and dramas. Works studied are selected from such writers as Pushkin, Gogol, Turgenev, Tolstoy, Dostoevsky, Chekhov, Gorky, and Solzhenitsyn. (No knowledge of the Russian language is necessary.)

L390 Children's Literature (3 cr.) Historical and modern children's books and selections from books; designed to assist future teachers, parents, librarians, or others in selecting the best in children's literature for each period of the child's life.

L406 Topics in African-American Literature (3 cr.) Focuses on a particular genre, time period, or theme in African-American literature. Topics may include 20th century African-American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

L411 Literature and Society (3 cr.) Influence of political, social, and technological trends on works of British and American literature. Topics will vary from semester to semester.

L431 Topics in Literary Study (3 cr.) Study of characteristics and development of literary forms or modes (e.g., studies in narrative, studies in romanticism). Topics vary from year to year. May be repeated once for credit.

L440 Senior Seminar in English and American Literature (3 cr.) P: one 200 level literature course, four 300 or 400 level literature courses, and senior standing or junior standing with instructor's permission. Detailed study of one or more major British and American writers or of one significant theme or form. Subject varies each semester. May be taken as the capstone course. May be repeated once for credit.

L490 Professional Practices in English (6 cr.) P: permission, seniors only. Internship in business-industry management, analysis, or liaison work under auspices of a qualified cooperating organization. Periodic meetings

with faculty adviser, and paper detailing professional activities and reaction. Apply during semester prior to desired internship.

L495 Individual Readings in English (1-3 cr.)

P: consent of instructor and departmental director of undergraduate studies. May be repeated once for credit.

Writing

The School of Liberal Arts requires the Indiana University sequence of 3 credit hour courses (English W131 or W140, and W132 or W150) for graduation for both the A.A. and the B.A. degrees. To receive credit, a student must earn at least a C grade in each course taken. Qualified students may test out of English W131 but must take English W132. All students not previously enrolled in composition at IUPUI must complete the IUPUI English Placement Exam before enrolling in E010, W001, W131, or W140.

E010 Access to Writing (3 cr.) Uses heuristics in teaching the process approach to writing. Students learn to generate material from their own experience and work with that material to achieve a clear focus, logical organization and appropriate detail. Students learn basic sentence structure, grammar, punctuation and spelling skills. Credit for E010 does not count toward a university degree.

W001 Fundamentals of English (3 cr.)

Develops fluency and amplitude in writing through in-class instruction in invention, focus, development, and revision. Grammar instruction is individualized, and evaluation is based upon a portfolio of the student's work. Credit for W001, a developmental course, does not satisfy the composition requirement for any degree program. To enter W131, students must earn a C or better in W001.

W131 Elementary Composition I (3 cr.)

P: W131 placement, or W001 (with a grade of C or better). Fulfills the communications core requirement for all undergraduate students and provides instruction in exposition (the communication of ideas and information with clarity and brevity). The course emphasizes audience and purpose, revision, organization, development, advanced sentence structure, diction, development within a collaborative classroom. Evaluation is based upon a portfolio of the student's work.

W132 Elementary Composition II (3 cr.)

P: W131 (with a grade of C or better). Stresses argumentation and research concurrently, with a secondary emphasis on critical evaluation in both reading and writing. Evaluation is based upon a portfolio of the student's work.

W140 Elementary Composition/Honors (3 cr.)

P: W140 Placement. Offers an introductory writing course for advanced freshman writers. Requirements, including number and type of

assignments, are parallel to W131. W140 offers greater intensity of discussion and response to writing. Evaluation is based upon a portfolio of the student's work. Students' eligibility for W140 is determined by the IUPUI English Placement Exam scores.

W150 Elementary Composition II/Honors (3 cr.)

P: W140. Allows an honors student to explore the investigative methods used within a chosen discipline as an introduction to academic writing. Individual projects using these various methods combine primary and secondary skills. Evaluation is based upon a portfolio of the student's work. Replacing W132 or W231 for honors students, this course follows W140.

W202 English Grammar Review (1 cr.)

Provides a review of traditional grammar with emphasis on the sentence, parts of speech, and punctuation. Generally students enrolling in this course should have successfully completed W131.

W205 Vocabulary Acquisition (1 cr.)

Expands vocabulary by instruction in synonyms, antonyms, analogies, idioms, common prefixes/suffixes, roots, and the use of the dictionary.

W231 Professional Writing Skills (3 cr.)

P: W131 (with a grade of C or better). Focuses on expository writing for the student whose career requires preparation of reports, proposals, and analytical papers. Emphasis on clear and direct objective writing and on investigation of an original topic written in report form, including a primary research project. Evaluation is based on a portfolio of student's work.

W233 Intermediate Expository Writing (3 cr.)

Expands upon the rhetorical and stylistic principles introduced in W131. Emphasis is on the writing process, modes of discourse reflective of professional writing, and language conventions.

W250 Writing in Context (3 cr.)

Offers instruction in intermediate-level expository writing. Students study a contemporary issue and write papers on that issue. Topics will vary from year to year. May be repeated once for credit.

W260 Film Criticism (3 cr.)

Viewing and critiquing currently playing films, with emphasis on the quality of production and direction. Contemporary films viewed; papers serve as a basis for discussion during class. Students will be expected to pay for their movie admissions.

W290 Writing in the Arts and Sciences (3 cr.)

Studies academic writing as a means of discovery and record. Study of and practice in the procedures, conventions, and terminology of the humanities, social sciences, and natural sciences.

W310 Language and the Study of Writing (3 cr.) Designed as an introduction to the logical foundation and rhetorical framework of effective writing.

W315 Composing Computer-Delivered Text (3 cr.) Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers—hypertext, electronic mail, and computer conferencing—and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.

W331 Business and Administrative Writing (3 cr.) Instruction and practice in writing for business, government, the professions, and the nonprofit sector. The course emphasizes principles that can be applied in a wide variety of documents.

W350 Advanced Expository Writing (3 cr.) Close examination of assumptions, choices, and techniques that go into a student's own writing and the writing of others.

W355 Business Correspondence (3 cr.) Instruction and practice in the writing of letters and memos for business, government, the professions, and the nonprofit sector.

W360 Literature-Based Composing for Presentation (3 cr.) Designed to develop a student's ability to incorporate techniques of verbal collage/montage within a discourse format wherein a text is creatively constructed from other texts to inform an audience about important issues or ideas.

W365 Theories and Practices of Editing (3 cr.) Instruction and practice in the mechanical, stylistic, and substantive editing of English nonfiction prose, from a wide variety of genres and on a wide variety of subjects.

W370 Creativity and Problem Solving (3 cr.) Investigates the underlying cognitive patterns of creativity and problem-solving as they relate to the writing process.

W396 Writing Fellows Training Seminar (3 cr.) P: W131 and permission of instructor. Internship in University Writing Center. Focuses on the writing of IUPUI students. Emphasis on questioning, strategies, problem solving, and self-analysis. Apply in spring for fall enrollment.

W398 Internship in Writing (3 cr.) P: permission of instructor. Internship in the University Writing Center, designated IUPUI offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

W411 Directed Writing (1-3 cr.) Individualized project as signed by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

W490 Writing Seminar (3 cr.) Emphasizes a single aspect or a selected topic of composition and the writing of nonfictional prose. Can be taken as the capstone course.

Creative Writing

W206 Introduction to Creative Writing (3 cr.) An introduction to the techniques and principles of creative writing. Written assignments, independent work, and workshop discussions of the fundamentals of fiction, poetry, and drama. This course is a prerequisite for all other courses in creative writing.

W301 Writing Fiction (3 cr.) P: W206 or submission of acceptable manuscript to instructor in advance of registration. An intermediate course in the theory and practice of fiction writing with seminar study of relevant materials and criticism of student work in class and conference. May be repeated once for credit.

W303 Writing Poetry (3 cr.) P: W206 or submission of acceptable manuscripts to instructor in advance of registration. An intermediate course in the theory and practice of poetry writing with seminar study of relevant materials and criticism of student work in class and conference. May be repeated once for credit.

W401 Writing Fiction (3 cr.) P: W301. Study and practice in the writing of fiction. Analysis of examples from contemporary literature accompanies class criticism and discussion. May be repeated once for credit.

W403 Advanced Poetry Writing (3 cr.) P: W303. Study and practice in the writing of poetry. Analysis of examples from contemporary poets accompanies class criticism and discussion. May be repeated once for credit.

W411 Directed Writing (1-3 cr.) Individualized project as signed by instructor consenting to direct it. Individual creative or critical projects worked out with director. Credit varies with scope of project. May be repeated once for credit.

English as a Second Language (ESL)

International students are placed into appropriate English as a Second Language (ESL) courses according to their scores on the ESL placement test. The classes are open to both undergraduate and graduate students. Credits from these courses will not count toward a degree; however, grades awarded will be included in the student's grade point average.

The English as a Second Language sequence—G010, G011, and G012—focuses on fundamental language skills. It is designed to correct pronunciation problems, to improve

listening comprehension, and to improve the student's ability to participate actively and effectively in a range of communication situations, from simple conversation to seminar discussion. Although emphasis is on speaking proficiency in English, basic reading, writing, and study skills are essential components of these courses.

Students must complete all other required ESL courses before enrolling in G013 or ESL W131, with the exception of G012, which may be taken simultaneously with those two courses.

G010 English as a Second Language I (3 cr.)

This course introduces and reviews basic English grammatical structures; presents basic reading strategies and vocabulary development; provides practice in pronunciation of English consonant and vowel sounds, stress, rhythm, and intonation; and focuses on functional language use and study skills.

G011 English as a Second Language II (3 cr.)

This course provides practice in and clarification of difficult grammatical structures; improves spoken language skills, emphasizing group discussion; focuses on pronunciation skills: word stress, intonation, and difficult sounds; encourages development of reading strategy skills: skimming, scanning, and summarizing; augments the student's understanding of American culture and functional language use.

G012 English as a Second Language III (3 cr.)

This course focuses on developing speaking and listening skills that are essential to academic life, encouraging participation in group discussion, improvement in presentation strategies, and development of questioning and answering skills. It provides community involvement to help students better understand American culture and language use. Reading skills and vocabulary development for the academic context are emphasized.

G013 Reading and Writing for Academic Purposes (3 cr.) This course is designed primarily for graduate ESL students. Its purpose is to develop reading comprehension skills through the use of academic subject area materials and to teach the writing skills necessary to complete academic work. Assignments are completed using materials from the students' academic disciplines.

G015 Pronunciation Skills (1 cr.) This course focuses on American English pronunciation and stresses active learner involvement in small groups and self-tutorials. Practice in a contextualized format includes drills and multimedia listening and speaking activities. Classwork emphasizes stress and intonation patterns and vowel and consonant production.

Individualized instruction focusing on specific needs is a component of the course.

G020 Communication Skills for ITAs (3 cr.)

This course for graduate International Teaching Assistants provides instruction on basic teaching strategies and helps students develop the oral language skills necessary to present academic materials in English to a student audience. Pronunciation, listening comprehension, and classroom interaction skills are practiced. Regular conferences focus on individual pronunciation needs.

ESL W001 Fundamentals of English (3 cr.)

This course develops fluency and amplitude in writing through in-class instruction in invention, focus, development, and revision. Grammar instruction is individualized, and students have practice in English sentence patterns, word choice, and idiomatic expressions. Evaluation is based upon a portfolio of the student's work.

ESL W131 Elementary Composition I (3 cr.)

This course, which fulfills part of the communication core requirement for all undergraduate students, is designed to help students improve their English writing skills.

Film Studies

CMLT C190 An Introduction to Film (3 cr.)

Nature of film technique and film language; analysis of specific films; major historical, theoretical, and critical developments in film and film study from the beginnings of cinema to the present.

W260 Film Criticism (3 cr.) Viewing and critiquing currently playing films, with emphasis on the quality of production and direction. Contemporary films are viewed; papers serve as a basis for discussion during class. Students will be expected to pay for their movie admissions.

CMLT C290 Survey of Film History (3 cr.)

An overview of film from its beginnings to the present, emphasizing major developments in narrative cinema.

CMLT C390 The Film and Society: Topics (3 cr.)

P: C190 or consent of instructor. Film and politics; race and gender; social influences of the cinema; rise of the film industry. May be repeated once with different topic.

CMLT C391 The Film: Theory and Aesthetics (3 cr.)

P: C190 or consent of instructor. Film form and techniques; aesthetic and critical theories of the cinema; relationships between film movements and literary and artistic movements; relationships of word and image; analysis of significant motion pictures.

CMLT C392 Genre Study in Film (3 cr.)

P: C190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film;

themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus on one specific genre each time the course is offered. May be repeated once with different topic.

CMLT C393-C394 History of European and American Films I-II (3-3 cr.) P: C190 or consent of instructor. C393 is a survey of the development of cinema during the period 1895-1926 (the silent film era); C394 is a survey of European and American cinema since 1927. Particular attention paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television.

CMLT C491 Authorship and Cinema (3 cr.) P: C190 or consent of instructor. Study of the work of one or more film artists. Attention paid to the style, themes, and methods that make the filmmaker's work unique. Filmmakers studied in the contexts of film traditions, ideologies, and industries which informed their work. May be repeated one time with a different topic.

CMLT C493 Film Adaptations of Literature (3 cr.) P: C190 or consent of instructor. Analysis of the processes and problems involved in turning a literary work (novel, play, or poem) into a screenplay and then into a film. Close study of literary and film techniques and short exercises in adaptation.

CMLT C494 Film Criticism: Theory/Practice (3 cr.) P: C190 or consent of instructor. Study of the main schools and methods of film criticism; basic critical vocabulary; fundamental research tools. Exercises in writing film reviews and critiques using different approaches.

Master of Arts for Teachers Degree

The graduate English program has been designed to prepare students for careers in the analysis and production of texts. The program covers issues and skills in reading and writing, in the richest sense of these words—in order to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature, teaching English as a second language, and writing for business, government, and other professions. In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems.

Admission Requirements (1) Applicants should have a bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0

grading scale) in the student's undergraduate major, documented by an official transcript. Applicants are expected to have been English majors, but admission also is considered for those who otherwise demonstrate the competency necessary for successful graduate work in English. (2) The Graduate Record Examination (GRE) General Test with a minimum score of 600 in at least one of the three areas. Applicants are encouraged to take the examination by December of the year prior to admission. (3) Three letters of recommendation. (4) Two years of foreign language as an undergraduate with appropriate level of achievement.

Grades M.A. and M.A.T. students must maintain a minimum grade point average of 3.0 (B).

Course Requirements The M.A. in English and the M.A. in Teaching English have identical requirements. Both degrees require 36 credit hours, including 12 credit hours of "core" courses, 12-16 credit hours of "area" courses, 4-8 credit hours of internship, and 4 credit hours of thesis work. The three core courses provide an introduction to three major areas in the discipline of English: Language: G500 Introduction to the English Language; Writing: W500 Teaching Composition: Theories and Applications; Literature: L506 Issues and Motives of Literary Studies. These courses, which carry 4 credit hours each, should be taken at the beginning of the graduate program.

Foreign Language Requirements There is no foreign language requirement, but M.A. students going on for the Ph.D. are encouraged to validate their reading proficiency in a foreign language according to University Graduate School standards.

Graduate Courses

Graduate courses commonly offered are as follow.

Graduate Linguistics Courses

G500 Introduction to the English Language (4 cr.) An introduction to English linguistics, the course covers the principal areas of linguistic inquiry into the English language: sounds (phonetics and phonology), words, (morphology), sentences (syntax), and meaning (semantics).

G525 ESL Practicum (3 cr.) Students will be able to put into practice methods and principles of linguistics, second language acquisition, and language teaching. Under supervision, they will teach ESL classes either at IUPUI or in a local school system.

L532 Second Language Acquisition (3 cr.) An introduction to a broad range of issues in the field of second language acquisition,

providing the student with an overview of the most important approaches to the fundamental question of how people learn a second language. Provides students with basic knowledge of theories of second language acquisition, and an understanding of how theoretical perspectives inform practical application.

L534 Linguistic Resources for TESOL (3 cr.)

The course examines recent theories of teaching English as a second or foreign language. Students will get a chance to examine theories and methods and develop knowledge of linguistic resources available to new and/or practicing teachers.

G541 Materials Preparation for ESL

Instruction (4 cr.) Students learn about materials preparation, syllabus design, and test preparation by applying a variety of theories to books and other ESL (English as a Second Language) teaching devices (e.g. tapes, videotapes, computer and software programs) in order to evaluate their usefulness and will learn to evaluate ESL materials for adequacy.

G625 Introduction to Textlinguistics/

Discourse Analysis (4 cr.) This course introduces students to current approaches to text and discourse coherence, including recent theories of cognitive and interactional text modeling.

G652 English Language Sociolinguistics

(4 cr.) This course investigates sociocultural aspects of language use and explores the relationships between language and society. The course provides background in various theoretical and methodological approaches to sociolinguistics. Other topics to be covered include gender and language, ethnicity and language, social factors in language acquisition, and bilingualism. Familiarity with basic issues and concepts in linguistics would be useful.

Graduate Internship L590 Internship in English (4-8 cr.) A supervised internship in the uses of language in the workplace. (For prospective teachers, the workplace may be a classroom.) Each intern will be assigned a problem or new task and will develop the methods for solving the problem or completing the task. Interns will complete a portfolio of workplace writing and self-evaluation; they will also be visited by a faculty coordinator and evaluated in writing by their on-site supervisors.

Graduate Thesis L699 M.A. Thesis (4 cr.)

Graduate Literature Courses

L502 Introduction to Literacy Studies (4 cr.) Explores how and why people in our society—including children and adults—learn to read and write texts; investigates how literacy is defined, acquired, measured, and used in our society.

L506 Issues and Motives of Literary Studies (4 cr.) An examination of the importance of the notion of the *text* for contemporary literary theory.

L553 Studies in Literature (4 cr.) Primarily for secondary school and college teachers of English. Emphasis on thematic, analytic, and generic study. With consent of instructor, may be repeated once for credit.

L560 Literary Studies in England and

Scotland (4 cr.) Provides on-site opportunities in England and Scotland to explore the literary landscapes of British authors in relation to the English and Scottish school systems. Designed primarily for education majors and continuing certification credits.

L573 Interdisciplinary Approaches to English and American Literature (3 cr.) Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, literature and colonialism, literature and psychoanalysis, or literature and gender. May also include other world literatures.

L590 Internship in English (4 cr.)

A supervised internship in the uses of language in the workplace. Each intern will be assigned a problem or task and will develop the methods for solving or completing it. Each intern will complete a portfolio of workplace writing and self-evaluation.

L606 Topics in African American Literature

(4 cr.) Focuses on a particular genre, time period, or theme of African American literature. Examples: twentieth-century African American women's novels, black male identity in literature, kinship in African American literature, African American autobiography. May be repeated twice for credit with different focuses.

L625 Shakespeare (4 cr.) Critical analysis of selected tragedies, comedies, history plays, and poetry.

L645 English Fiction, 1800-1900 (4 cr.)

Intensive historical and critical study of nineteenth-century prose fiction, especially the novel.

L655 American Literature, since 1900 (4 cr.)

Intensive historical and critical study of all genres from the time of Theodore Dreiser to the present.

L680 Special Topics in Literary Study and Theory (4 cr.) Reading in sociological, political, psychological, and other approaches to literature.

L681 Genre Studies (4 cr.) A variable title course, Genre Studies examines the specific characteristics of individual genres. May be repeated once for credit.

L695 Independent Reading in British Literature (4 cr.) Enables students to explore in

depth one or more British authors. This exploration is presented in a form negotiated with an English department faculty member.

Graduate Writing Courses

W500 Teaching Composition: Issues and Approaches (4 cr.) Considers major issues involved in the teaching of composition at elementary, secondary, and college levels, and explores the pedagogical approaches inherent in these issues.

W501 Teaching Composition in College (1-2 cr.) Explores actual classroom practices in the teaching of college-level composition in relation to current issues and policies.

W510 Computer in Composition (3 cr.) Proceeds from current theories about writing processes, and surveys the use of computer programs (such as word processing) as writing tools, computer-assisted instruction as a teaching aid, and computer programs as research aids to study writing.

W553 Theory and Practice of Exposition (4 cr.) Explores the writing and analysis of exposition, especially for high school or college teachers.

W590 Teaching Composition: Theories and Applications (4 cr.) Explores current theories of composition inherent in current classroom practices and considers their pedagogical implications.

W609 Individual Writing Projects (1-4 cr.) Enables students to work on a writing project which they initiate, plan, and complete under the direction of an English department faculty member. Credit hours dependent upon scope of project.

Film Studies

For information on film studies, see the description of the minor in film studies included in the English section in this bulletin. For course descriptions, consult the English and German sections in this bulletin.

Comparative Literature

C190 An Introduction to Film (3 cr.)

C290 Survey of Film History

C390 The Film and Society: Topics (3 cr.)

C391 The Film: Theory and Aesthetics (3 cr.)

C392 Genre Study in Film (3 cr.)

C393-C394 History of European and American Films (3-3 cr.)

C491 Authorship in Cinema (3 cr.)

C493 Film Adaptations of Literature (3 cr.)

C494 Film Criticism: Theory/Practice (3 cr.)

English

W260 Film Criticism (3 cr.)

German

G370 German Cinema (3 cr.)

G371 Der deutsche Film (3 cr.)



Harriett A. Wilkins, assistant professor of English.

Foreign Language Offerings

Foreign languages taught for credit at IUPUI include the courses offered by the three departments of French, German, and Spanish, as well as all other foreign languages that have not yet developed into programs or departments. The programs offered in Classical Studies, French, German, Japanese, and Spanish can be found under those departments and programs listed alphabetically in this bulletin; courses in ancient Greek and Latin will be found under "Classical Studies."

Arabic

A131-A132 Beginning Arabic 1-2 (5-5 cr.)

Modern standard Arabic as in contemporary literature, newspapers, and radio. Grammar, reading, dictation, composition, penmanship, conversation, translation.

A200-A250 Intermediate Arabic 1-2 (3-3 cr.)

P: A131-A132. Grammar, reading, composition, conversation, and translation, using materials from classical, medieval, and modern literary Arabic.

Chinese

C131-C132 Beginning Chinese 1-2 (5-5 cr.)

Introduction to Chinese language, grammar, and sentence patterns. Emphasis on comprehension and oral expression. Stress will shift steadily from spoken to written language.

C201-C202 Second-Year Chinese 1-2 (3-3 cr.)

Both spoken and written aspects stressed.

C301-C302 Third Year Chinese I-II (3-3 cr.)

P: C201-C202. Intensive reading of modern Chinese writings. Course conducted in Chinese.

Classical Studies

See "Classical Studies."

French

See "French."

German

See "German."

Greek, Ancient

See "Classical Studies."

Italian

M131 Beginning Italian 1 (5 cr.) Introduction to contemporary Italian conversation, grammar, reading, and elementary writing.

M132 Beginning Italian 2 (5 cr.) Continuation of the introduction to contemporary Italian conversation, grammar, reading, and elementary writing.

M200 Intermediate Italian 1 (3 cr.)

Intermediate study of contemporary Italian conversation, grammar, reading, and writing. Introduction to brief literary texts.

Japanese

See "Japanese Studies."

Latin

See "Classical Studies."

Russian

R131-R132 Beginning Russian 1-2

(5-5 cr.) Introduction to contemporary Russian and aspects of Russian culture. Intensive drill and exercises in basic structure; development of vocabulary. First contact with Russian expository prose.

R210-R250 Intermediate Russian 1-2 (3-3 cr.)

P: R132 or placement. Continuation of work in structure and vocabulary acquisition through study of grammar, drills and readings, and discussion of Russian literature and social science materials. Oral practice and written exercises.

R301-R302 Advanced Intermediate Russian

I-II (3-3 cr.) P: R210-R250 or permission of instructor. Morphological, lexical, and syntactic analysis of a broad spectrum of textual materials with special emphasis on meaning. Development of oral and written fluency and comprehension.

Spanish

See "Spanish."

French

Chairperson Associate Professor Larbi Oukada

Professor Leon H. Bourke (Emeritus)

Associate Professors Obioma Nnaemeka, Larbi Oukada, Rosalie A. Vermette

Assistant Professors James G. Beaudry (Emeritus), Didier Bertrand

Academic Advising: Cavanaugh Hall 502A, (317) 274-3380

Major in French

Requirements for a major in French include 29 credit hours in courses above the 100 level. The departmental course offerings permit majors to emphasize either language or literature. The major with language emphasis includes F203, F204, F300, F328, F331, F421, and three courses from the following: F307, F326, F330, F360, F380, F451, F480. The major with literature emphasis includes F203, F204, F300, F328, and five courses from the following: F307, F360, F410, F421, F428, F430, F443, F444, F450, F452, F453, F454, F460, F495. Provided one has the proper prerequisites, one may elect a combination of the above courses for the major.

Minor in French

14 credit hours: F203, F204, F328, and F300 or F360.

Teacher Certification

Teaching Major Requirements

The teaching major in French requires the completion of a minimum of 36 credit hours beyond the 100 level, including 30 credit hours in 300- and 400-level courses. F300, F307, F328, F331, F360, and F421 are required. A year of a second foreign language is advisable. See also requirements of the School of Education. Students working toward certification are urged to work with the School of Education's adviser as well as their departmental adviser.

Teaching Minor Requirements

The teaching minor in French requires the completion of a minimum of 24 credit hours beyond the 100 level, including 18 credit hours in 300- and 400-level courses. F300, F307, F328, F331, F360, and F421 are required. See also requirements of the School of Education.

Departmental Honors Program

To provide recognition to outstanding students, the department offers an Honors Program as well as H-Option courses. The program is open to all majors in the department who have earned at least 12 credit hours and carry a minimum grade point average of 3.3 overall and 3.7 in the major. Courses above F204 that are approved by the

department may be taken for honors credit or for the H-Option. For further information, contact the department.

Foreign Study

Programs abroad are open to students majoring in all academic disciplines and are not restricted to language majors. There is a year-long program at the Université de Strasbourg that is open to juniors and seniors who have had two years of college French and a one-semester program at the Université de Rennes with the same requirements. For students with at least one year (10 credit hours) of college French there are summer programs in Dijon, France and in Québec, Canada. Indiana University credit is granted for work that is satisfactorily completed under these programs. Interested students should discuss the possibility of participation in any of these programs with the department as soon as possible.

Undergraduate Courses

F117-F118-F119 Basic French I-II-III (3-3-4 cr.)

Introductory language courses designed for students who have not had any prior training in French. One hour each week outside of class time is required for practice in the language laboratory. Three semesters are required to fulfill the foreign language requirement. Credit not given for F117-F118-F119 and F131-F132.

F131-F132 Beginning French I-II (5-5 cr.)

Intensive introduction to present-day French with drills for mastery of phonology, basic structural patterns, and functional vocabulary. One hour each week outside of class time is required for practice in the language laboratory. Credit not given for F131-F132 and F117-F118-F119.

F203 Second-Year Composition, Conversation, and Reading I (4 cr.)

P: 8-10 credit hours of college-level French or placement by testing. A continuation of practice in the listening, reading, speaking, and writing of French.

F204 Second-Year Composition, Conversation, and Reading II (4 cr.)

P: 11-14 credit hours of college-level French or placement by testing. Continuation of F203.

F296 Foreign Study in France (1-6 cr.)

P: acceptance in an overseas study program in France. Credit for foreign study in French language and/or literature done at second-year level when no specific equivalent is available among departmental offerings.

F299 Special Credit (3-6 cr.) Francophones may, upon successful completion of F328 and another upper-division French course, apply to the department for Special Credit.

F300 Lectures et analyses littéraires (3 cr.)

P: F204 or equivalent. Preparation for more advanced work in French literature. Readings

and discussion of one play, one novel, short stories, and poems as well as the principles of literary criticism and "explication de texte."

F307 Masterpieces of French Literature (3 cr.)
P: F300 or equivalent. Includes material from both classical and modern periods.

F326 French in the Business World (3 cr.)
P: F204 or equivalent. Introduction to the language and customs of the French-speaking business world. Designed to help prepare students to take the examination for the *Certificat pratique de français commercial et économique* offered by the Paris Chamber of Commerce.

F328 Advanced French Grammar and Composition (3 cr.) P: F204 or equivalent. Study and practice of French thinking and writing patterns.

F330 Introduction to Translating French and English (3 cr.) P: F328 or consent of the department. A comparative study of the style and grammar of both languages with focus on the difficulties involved in translating. Introduction to the various tools of the art of translation.

F331 French Pronunciation and Diction (3 cr.)
P: F204 or equivalent. Thorough study of French phonetics and intonation patterns. Corrective drill. Includes intensive class and laboratory work. Oral interpretation of texts.

F360 Introduction socio-culturelle à la France (3 cr.) P: F328 or equivalent. A study of France and its people through an examination of France's political and cultural development.

F371 Topics in French Literature (3 cr.)
French literature will be explored from a variety of perspectives through the study of a particular genre, topic, author, or literary and/or historical period. The course will be given in English translation. It may be taken twice.

F380 French Conversation (3 cr.)
P: F204 or equivalent. Designed to develop conversational skills through reports, debates, group discussions with an emphasis on vocabulary building, mastery of syntax, and general oral expression. Both F380 and F480 may be taken for credit.

F398 Foreign Study in France (1-6 cr.)
P: acceptance in an overseas study program in France. Credit for foreign study in French language and/or literature done at the third-year level when no specific equivalent is available among departmental offerings.

F410 French Literature of the Middle Ages (3 cr.) P: F300 or consent of the instructor. Introduction to Old French language and literature.

F421 Fourth-Year French (3 cr.) P: F328 or consent of the instructor. Advanced work in language with a focus on syntax and the basic principles of French linguistics.

F428 Seventeenth-Century French Literature (3 cr.) P: F300 or consent of the instructor. Classical writers of prose, poetry, and plays such as Descartes, Pascal, Corneille, Molière, La Fontaine, Racine, Mme. de Lafayette.

F430 Modern Short Narratives (3 cr.)
P: F300 or consent of the instructor. Structural and interdisciplinary approaches to short French narratives of the modern period, 18th century to the present. Readings include works of fiction (short stories, tales, etc.) and nonfiction (essays, commentaries, etc.).

F443 Nineteenth-Century Novel I (3 cr.)
P: F300 or consent of the instructor. Stendhal, Balzac, and others.

F444 Nineteenth-Century Novel II (3 cr.)
P: F300 or consent of the instructor. Flaubert, Zola, and others.

F450 Colloquium in French Studies (2-3 cr.)
P: F300 or consent of the instructor. Emphasis is on topic, author, or genre. It may be taken twice.

F451 Le français des affaires (3 cr.)
P: F326 or consent of the instructor. Investigates in depth some of the topics touched on in F326. Designed to help prepare students to take the examination for the *Diplôme supérieur de français des affaires* offered by the Paris Chamber of Commerce.

F452 La Civilisation et littérature québécoises (3 cr.) P: F300 or consent of the instructor. The study of the history of French Canadian literature and civilization from its origins down to the present with an emphasis on events leading to the "Quiet Revolution" as seen through the contemporary poetry, novel, and drama of Quebec.

F453 Littérature contemporaine I (3 cr.)
P: F300 or consent of the instructor. Twentieth-century writers such as Gide, Proust, etc.

F454 Littérature contemporaine II (3 cr.)
P: F300 or consent of the instructor. Twentieth-century writers such as Camus, Sartre, etc.

F460 French Fiction in Film (3 cr.) P: F300 or consent of the instructor. Involves reading works of French fiction and studying them as works of literature, followed by the viewing of a film version of each work and the preparation of a comparative analysis of the two versions.

F480 French Conversation (3 cr.) P: F328 or consent of instructor. Designed to develop conversational skills through intensive controlled conversation with an emphasis on the use of linguistic devices and the mastery of oral expression. Both F380 and F480 may be taken for credit.

F495 Individual Readings in French Literature (1-3 cr.) P: consent of the instructor. For majors.

F498 Foreign Study in France (1-6 cr.)

P: acceptance in an overseas study program in France. Credit for foreign study in French language and/or literature done at fourth-year level when no specific equivalent is available among departmental offerings.

Graduate Courses**F507 Foreign Language Institute (1-6 cr.)**

Intensive interdepartmental course involving work or literature in contemporary civilization (in the foreign language), language practice, and discussions and demonstrations of important developments and concepts in methodology. Intended primarily for Master of Arts for Teachers degree students and for high school teachers.

F575 Introduction to French Linguistics (3 cr.)

An introduction to phonological, morphological, and syntactic structures of French, and to recent linguistic developments.

F580 Applied French Linguistics (3 cr.)

Evaluation of language teaching methods according to recent claims in learning theory.

Courses for Graduate Reading Knowledge**F491 Elementary French for Graduate Students (3 cr.)**

Introduction to structures of the language necessary for reading, followed by reading in graded texts of a general nature. Open with consent of the instructor to undergraduates who have already completed the language requirement for the B.A. in another language. Credit not given for both F491 and any French course at the 100 level.

F492 Readings in French for Graduate Students (3 cr.)

P: F491 or consent of the instructor. Credit not given for both F492 and any French course at the 100 or 200 level.

Geography

Chairperson Professor Timothy Brothers

Professor Frederick L. Bein

Associate Professors Timothy Brothers, Thomas Fedor

Assistant Professors Sonja Duelberg, Catherine Souch

Adjunct Professors Associate Professor John Ottensmann, Assistant Professor Robert Beck

Academic Advising: Cavanaugh Hall 213, (317) 274-8877

Geography is concerned with the spatial organization of both physical and human phenomena on the surface of the earth and with those phenomena that give character to particular places. Geography is thus both a physical science and a social science. Geography also addresses itself to the interpretation of the location and distribution of phenomena as they occur on the surface of the earth. Geography necessarily focuses on human environment relationships and is clearly integrative in approach.

The geography curriculum is designed to serve the following purposes: (1) to enhance understanding of the earth's physical and cultural landscapes, to provide a foundation for greater participation in reaching the judgements and decisions that affect our environment; (2) to provide a unique and useful set of skills and knowledge for those who plan to pursue careers in (a) teaching geography, social studies, and earth science, (b) cartography and airphoto interpretation, or (c) environmental analysis; and (3) to provide the background for graduate study in geography, planning, or other professional schools.

Major in Geography

A Bachelor of Arts degree in geography provides the necessary background for launching careers in a number of fields, in government, education, and private business. The geographic tools of cartography, airphoto interpretation, G.I.S., and spatial analysis are skills increasingly in demand. An undergraduate degree in geography also provides the necessary background for graduate study in geography and urban and regional planning.

Requirements for the Major

1. Complete a minimum of 122 credit hours with the proper distribution of courses for the Bachelor of Arts degree.
2. As a part of the 122 credit hours, complete the departmental requirements for a major in geography (minimum of 30 credit hours) to include:

Core courses:

- G107 Physical Systems of the Environment (3 cr.)
 G110 Introduction to Human Geography (3 cr.)
 G309 Frontiers in Geographic Thought (3 cr.)
 G311 Introduction to Research Methods in Geography (3 cr.)

One Regional Geography course:

- G321 Geography of Europe (3 cr.)
 G322 Geography of Russia and Adjacent Lands (3 cr.)
 G323 Geography of Latin America (3 cr.)
 G326 Geography of North America (3 cr.)
 G327 Geography of Indiana (3 cr.)
 G390 Topics: Variable Regional Focus (3 cr.)
 G421 Environments in the Third World (3 cr.)
 G424 Geography of Africa (3 cr.)

Two Geographic Techniques courses:

- G300 The World of Maps (3 cr.)
 G335 Photogrammetry and Remote Sensing (3 cr.)
 G336 Environmental Remote Sensing (3 cr.)
 G345 Field Study in Geography (3 cr.)
 G346 Field Biogeography (3 cr.)
 G435 Cartography and Graphics (3 cr.)
 G438 Introduction to Geographic Information Systems (3 cr.)
 G488 Applied Spatial Statistics (3 cr.)

*Two courses from one area below, and one course from the other:**Environmental Geography:*

- G303 Weather and Climate (3 cr.)
 G307 Biogeography (3 cr.)
 G315 Environmental Conservation (3 cr.)
 G346 Field Biogeography (3 cr.)
 G390 Topics: Environmental Focus (3 cr.)
 G404 Soils Geography (3 cr.)
 G446 Cultural Biogeography (3 cr.)
 G475 Climate Change (3 cr.)

Human Geography:

- G314 Urban Geography (3 cr.)
 G331 Economic Geography (3 cr.)
 G338 Gender and Geography (3 cr.)
 G355 Political Geography (3 cr.)
 G390 Topics: Human Geography Focus (3 cr.)
 G410 Medical Geography (3 cr.)

Minor in Geography

Required are 15 credit hours, including G107 Physical Systems of the Environment, and G110 Introduction to Human Geography or G130 World Geography. The remaining 9 credit hours may be selected from any geography courses at the 200 level or above.

Courses**Thematic Geography**

Thematic geography analyzes the distribution of selected physical and human features on the Earth's surface.

G107 Physical Systems of the Environment

(3 cr.) Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, weather, and climate).

G108 Physical Systems of the Environment:

Laboratory (2 cr.) Laboratory session to complement G107 Physical Systems of the Environment. Practical and applied aspects of meteorology, climatology, vegetation, soils, and landforms. This laboratory session is optional for students enrolling in G107. G107 must be taken prior to or concurrently with G108.

G110 Introduction to Human Geography

(3 cr.) 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.

G121 Explorations in Geography (1-3 cr.)

A mini-course introduction to single aspects of geography. Topics vary from semester to semester.

G123 Soil Survey (1 cr.)

An introduction to soil geography. Soil development processes, USDA soil survey map interpretation, physical and mechanical soil properties, and land use analysis.

G303 Weather and Climate (3 cr.) R: G107.

Systematic study of atmospheric processes and interrelationships, with a focus on understanding the physical basis of weather and climate. Emphasis on components of radiation and energy balances, atmospheric circulation, global weather systems, human effects on climate, and climate change. Not open to students who have had G304.

G307 Biogeography: The Distribution of Life

(3 cr.) A survey of the present and past distributions of the world's plants and animals, emphasizing ecological explanation of species distributions. Topics include evolution and distribution of major plant and animal groups, world vegetation, plant and animal domestication, introduction of plant and animal pests, destruction of natural communities, and extinction.

G309 Frontiers in Geographic Thought (3 cr.)

Provides a survey of the development of philosophical frameworks and theories used in physical and human geography.

G314 Urban Geography (3 cr.)

Study and interpretation of urban spatial structures, design, policies, and problems with an emphasis on geographic perspective. Topics include urban housing markets, racial segregation, homelessness, and urban crime.

G315 Environmental Conservation (3 cr.)

R: 3 credit hours of geography or junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of environmental quality.

G331 Economic Geography (3 cr.)

An examination of the spatial dynamics and locational patterns of economic activities, behavior, and systems. The study of the spatial organization of resource utilization, agricultural production, manufacturing, business, transportation, and trade.

G338 Gender and Geography (3 cr.)

Covers major themes of human geography with a focus on women and gender relations. The spatial variations in the economic and social situations of women both globally and within the North American context will be documented. A survey of gender differences in urban areas, in access to facilities, in political participation, and in environmental perception will be provided.

G345 Field Study in Geography (3 cr.)

P: 12 credit hours in geography, consent of instructor. Faculty-supervised fieldwork in selected areas of geography. May be repeated up to a maximum of 6 credit hours.

G346 Field Biogeography (3 cr.) P: G107. An introduction to the theory and practice of biogeography, emphasizing field study of plant distributions. Course includes classroom lectures and weekly field trips.

G355 Political Geography (3 cr.)

An examination of the spatial organization of political systems and the interaction of geographical area and political processes. Emphasis on the geographical characteristics of states and the geographical dimensions of international relations.

G390 Topics in Geography (1-3 cr.) An examination of selected problems and issues in geography or from a geographic perspective. Topics vary from semester to semester.

G404 Soils Geography (3 cr.) P: G107, Mathematics M110 or permission of instructor. Soil genesis, morphology, and classification; soil physical, chemical, mechanical, and biological properties. Soil maps and related data in land use analysis and the planning process.

G410 Medical Geography (3 cr.) An examination of the spatial patterns of human disease and related social and environmental factors. An analysis of inequalities in the access to and use of health care.

G446 Cultural Biogeography (3 cr.) P: G107. R: G307. Examines human alterations of natural plant and animal distributions. Topics include deforestation, extinction, plant and animal domestication, and introduction of alien organisms. Seminar format.

G450 Undergraduate Readings and Research in Geography (1-3 cr.) Research in selected problems; papers are ordinarily required.

G475 Climate Change (3 cr.) P: G107. R: G303. Advanced course on the evidence for and theories of climate change over a range of time scales, focusing on the period before the instrumental record.

Regional Geography

Regional geography synthesizes the physical and human features of a specific area of the Earth's surface.

G130 World Geography (3 cr.) An analysis of the existing and emerging geographic patterns in the world and of the processes and trends producing such patterns. An examination of the global scale of human activities and interaction with the environment and the linkages tying the various regions of the world into a single, global system.

G321 Geography of Europe (3 cr.)

Geographical analysis of the physical features of the European environment and the spatial patterns and interrelationships of the cultural, economic, and political landscapes. Emphasis placed on human impact on the environment through long-term occupation.

G322 Geography of Russia and Adjacent Lands (3 cr.)

Spatial analysis of the economic, social, and political structure of Russia and the other new countries of the former Soviet Union. Examination of the physical environment and its potential for human utilization. Special emphasis on problems regarding the stability of these new states, current efforts at political and economic reform, and environmental pollution.

G323 Geography of Latin America (3 cr.)

P: 3 credit hours of geography or junior standing. National and regional variations in terrain, climate, natural resources, and economic and social life in Mexico, Central America, the West Indies, and South America.

G326 Geography of North America (3 cr.)

P: G110 and junior standing. Continental and regional variations in terrain, climate, and economic and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

G327 Geography of Indiana (3 cr.)

A geographical analysis of the state of Indiana. Emphasis placed on the interrelationship of the state's physical and human geography.

G421 Environments in the Third World (3 cr.)

A geographical analysis concerned with developing countries and focusing on issues related to development and the environmental consequences. Concern for the natural environment is expressed with regard to how it is affected by population pressures,

economic advancement and urbanization. An understanding of Third World people and their cultures is presented.

G424 Geography of Africa (3 cr.) P: G107 or G110. Geographical analysis of the physical features of the African environment and the spatial patterns and interrelationships of the cultural, economic, and political landscapes.

G817 Seminar in Regional Geography (3 cr.) P: consent of instructor. Intensive study of an area well known to the staff member in charge.

Geographic Tools

Maps are the traditional tools of geographers, but geography employs a growing array of statistical and computer-based techniques. It is highly recommended that geography majors take G311 Introduction to Research Methods in Geography prior to taking other courses in geographic tools.

G300 The World of Maps (3 cr.) P: G107. Acquaints students with the practical use and evaluation of various types of maps and charts and introduces the basic analysis and interpretation of this medium of communication. Attention to the history of maps; types, compilation, and presentation of information on maps; mapping the earth; cognitive and thematic mapping; and an introduction to aerial photographs and remote sensing. Not open to students who have had G230.

G311 Introduction to Research Methods in Geography (3 cr.) Introduction to geographic research questions and methodologies. Focus on special characteristics of geographic problems in the realms of both physical and human geography. Study of scientific versus nonscientific methods, the nature of geographic data, methods of data analysis, interpretation, and presentation.

G335 Photogrammetry and Remote Sensing (3 cr.) P: Mathematics M110. Interpretation and measurements on aerial photographs and compilation of controlled maps. Geographic applications of color, infrared, radar, multiband, and other imagery from aerial and space-orbiting craft. Lecture and laboratory.

G336 Environmental Remote Sensing (3 cr.) P: G335 or equivalent. Fundamental principles involved in remote sensing, including radiation character, instrumentation, and applications. Technologies of data collection, platforms utilized, and imagery examination. Practical applications to research of spatial, environmental phenomena.

G435 Cartography and Graphics (3 cr.) Compilation, design, reproduction, and evaluation of maps and related graphic materials. Includes cartometric procedures, symbolization selection, map typography, photographic manipulations, and editorial process. Lectures and laboratory.

G438 Introduction to Geographic

Information Systems (3 cr.) Overview of the principles and practices of Geographic Information Systems (GIS). The course will deal with issues of data acquisition and quality, analytical operations, and real-world applications of geographic modeling. Laboratory exercises will provide significant hands-on experience for students. Lecture and laboratory.

G460 Geography Internship (1-6) P: 12 credit hours of geography and departmental approval. Supervised field experience in geography, normally in conjunction with approved work at a government agency or private firm. Requires 40 hours of work per 1 hour of credit. Student may not accumulate more than 6 credit hours of internship.

G488 Applied Spatial Statistics (3 cr.)

Extension of traditional statistical analysis to two-dimensional Earth space. Examination of centers, dispersion, nearest neighbor analysis, quadrat methods, and contiguity analysis. Problems of analyzing areally aggregated spatially distributed data.

German

Chairperson Associate Professor Gabrielle Bersier

Professors John Barlow, Giles R. Hoyt

Associate Professors Gabrielle Bersier, Harry Reichelt

Adjunct Assistant Professor Claudia Grossmann

Adjunct Assistant Professor Ruth Reichmann

Academic Advising Cavanaugh Hall 502C,
(317) 274-8246

The curriculum in German at IUPUI is designed to acquaint the student with the language as well as with the economic, cultural, and political life of the German-speaking world. In order for the student to develop an independent, critical sense of German language and culture, the German curriculum offers courses in language skills, business, literature, culture, film, and special topics.

The aim of the courses in language skills is to aid the student in acquiring the ability for both understanding of and self-expression in German. The emphasis is on communicative skills. The language skills curriculum includes introductory, intermediate, and advanced courses, plus two German business courses and German for Engineering and Technology. The culture and literature curriculum includes one course on German historical and contemporary culture, several literature courses, one film course, and other special topics courses. There are no German language prerequisites for any course offered in English.

Major in German

In addition to the area distribution requirements for the School of Liberal Arts, the major in German requires 25 credit hours above G132.

Required of all majors:

G365 Deutsche Kulturkunde

At least two courses chosen from:

G331 Business German

G300 Deutsch: Mittelstufe I

G330 Deutsch: Mittelstufe II

G340 Deutsch: Schreiben und Sprechen

G431 Advanced Business German

G445 Fortgeschrittenes Deutsch: Grammatik

G465 Fortgeschrittenes Deutsch:
Kommunikation

At least three courses chosen from:

G371 Der deutsche Film

G407 Deutsche Literatur bis 1750

G408 Deutsche Klassik und Romantik

G409 Deutsche Literatur des 19. Jahrhunderts

G410 Deutsche Literatur des 20. Jahrhunderts

G490 Das deutsche Kolloquium

Minor in German Language Skills

The minor in German language skills is for students whose interest is in the German language as a tool of communication. Its emphasis is on competence in the skills of reading, writing, and understanding spoken German, as well as on conversational proficiency in German.

The minor is aimed at students in the natural and social sciences, business, engineering and technology, other languages, and interdisciplinary subjects. Requirements consist of 15 credit hours, to include G225 and G230, plus two courses from the following list: G300, G330, G331, G340, G431, G445, G465.

Minor in Germanic Culture

The minor provides students who have little or no knowledge of German a program of study in English on various aspects of Germanic culture. It includes such areas of study as literature in translation, film, history, philosophy, civilization, and other interdepartmental subjects.

The minor may be of particular interest to students with majors or minors in literature, modern languages, history, philosophy, politics, and geography. Requirements consist of 15 credit hours, to include G265; plus at least 6 credit hours from the following course list: G291, G370, G381, G382, G383, G384, or G390. The remaining credit hours may be taken in related courses in the German department or in other departments, e.g. history, philosophy.

Teacher Certification

Secondary School with a Major in German

The teaching major requires the completion of at least 36 credit hours, of which 30 credit hours must be in courses on the 300 and 400 level. For a detailed description of all requirements, see the German department chairperson and refer to the School of Education Undergraduate Program Bulletin.

Secondary School with a Minor in German

The teaching minor requires the completion of at least 24 credit hours, of which 18 credit hours must be in courses on the 300 and 400 level. For a detailed description of all requirements, see the German department chairperson and refer to the School of Education Undergraduate Program Bulletin.

Junior High/Middle School Certification

For details concerning certification with the primary area in German, or the supporting area in German for junior high/middle school teaching, see the German department chairperson.

Honors Program

Honors in German can be achieved either through an honors degree or through the H-Option in individual courses. The German department chairperson must be contacted before enrolling in honors work.

Honors Degree

Requirement A cumulative grade point average of 3.3, and a 3.5 grade point average in German courses. A total of 24 credit hours of course work must be earned with honors. At least 18 credit hours (out of the total 24) must be earned in German courses above the G132 or G119 level, and 6 credit hours must be in electives.

H-Option

Honors credit through the H-Option may be earned in (a) upper-division language courses (i.e., above G132), as well as (b) upper-division literature, film, culture, and topics courses offered for German credit.

Foreign Study

Any form of foreign study is highly recommended, and the department gives credit for such study wherever possible. Outstanding students with a substantial command of German may apply for a year's study, with full credit, at the Indiana-Purdue Center for Undergraduate Studies at the University of Hamburg. Juniors may, with the consent of their school, take their third year abroad with Indiana University credit for 30 credit hours. Semester and summer programs abroad are also available. Contact the German department or International Affairs.

Internship in Baden-Württemberg

Students in the Schools of Liberal Arts; Science, Engineering, and Technology; and Business may apply for a two-month internship with a German firm in southwestern Germany through the Department of German's Advanced Trainee Exchange Program, which is run in cooperation with the Ministry for Art and Science of Baden-Württemberg. Advanced standing, a minimum overall grade point average of 3.0, and German language skills are required. Each area of the exchange has a specific language requirement.

Other Activities

Delta Phi Alpha A chapter of the national German honorary society, Delta Phi Alpha, was established in 1981. Students meeting the qualification requirements may become eligible for induction to the chapter, Iota Lambda.

German Club The department sponsors a German Club, open to all interested students. Various topics are discussed and events of

cultural interest are presented during the academic year.

Max Kade German-American Center In cooperation with several community organizations, the department operates a center for German-related activities in the Deutsche Haus-Athenaeum.

Undergraduate Courses

G095-G096 German for Reading Proficiency (3-3 cr.) These courses stress mastery of passive vocabulary and recognition of grammatical forms needed for reading skills. Designed for students of science, technology, the professional schools and for those desiring sufficient proficiency in reading and translating German to enable them to work with German materials in their fields. These courses do not fulfill the foreign language requirement of the School of Liberal Arts.

G117-G118-G119 Basic German I-II-III (3-3-4 cr.) Introductory courses for students who have not had prior training in German or who desire to study German at a pace slower than G131-G132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence G117-G118-G119 or the sequence G131-G132.

G131-G132 Beginning German I-II (5-5 cr.) Intensive introduction to present-day German and selected aspects of German life. Intensive drills for mastery of phonology, basic structural patterns, and functional vocabulary. Credit is given only for the sequence G131-G132 or the sequence G117-G118-G119.

G134-G135 Introductory German for Engineering and Technology I-II (3-3 cr.) These courses are for engineering or technology students or professionals with no or limited background in German. In addition to the four basic language skills, the courses emphasize intercultural communication skills, culture study, and basic technical vocabulary.

G225 Intermediate German I (4 cr.) P: G132, G119, or equivalent or placement by testing. Intensive review of grammar. Further development of oral and written use of the language. Readings selected from contemporary German writing.

G230 Intermediate German II (4 cr.) P: G225 or equivalent or placement by testing. Review of grammar. Readings of modern German with stress on discussion in German of content and style. Writing of descriptive and expository prose.

G265 German Culture in English Translation (3 cr.) A survey of the cultural history of German-speaking countries, as well as of contemporary civilization, with an emphasis on individual aspects of culture traced through several epochs.

G299 German for Advanced Credit (3 or 6 cr.)

A special-credit designation for advance-placed students. A student who places at the third-year level on the CEEB placement test and completes a course at the third-year level will be eligible for 6 hours of special credit in G299. A student who places in the second semester of the second year and completes a course at this level will be eligible for 3 hours of special credit in G299. A student who skips a sequential course in German (e.g. G131 to G225, G132 to G230, G230 to G340, or equivalent) is eligible to receive 3 hours of special credit in G299. If the grade earned is A in the course at which the student placed (through the CEEB or by skipping a sequential course), he or she will receive the grade of A for special credit in G299. If the grade earned is B or C, the student will receive the grade of S for special credit in G299.

G300 Deutsch: Mittelstufe I (4 cr.) P: G230 or equivalent or placement by testing. Comprehensive review of grammatical points introduced in G117 through G230. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignments of literary and nonliterary texts. Conducted in German.

G330 Deutsch: Mittelstufe II (4 cr.) P: G300 or equivalent. Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. Conducted in German. Required for teacher certification.

G331 Business German I (3 cr.) P: second-year language proficiency or consent of instructor. Emphasis on acquisition and use of business vocabulary, idiom, and style. Translating, reading, and writing skills are developed using constructions common to business German, as well as current materials (reports, journals) in the field.

G340 Deutsch: Schreiben und Sprechen (3 cr.) P: G230 or equivalent. Further development of composition, conversation, and diction; review of grammar.

G365 Deutsche Kulturkunde (3 cr.) P: third-year German language proficiency or consent of instructor. A survey of the cultural history of German-speaking countries, as well as contemporary civilization, with an emphasis on individual aspects of culture traced through several epochs.

G370 German Cinema (3 cr.) No knowledge of German required. Survey of the German cinema from the films of expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production. Offered in English concurrently with G371.

G371 Der deutsche Film (3 cr.) P: G230 or equivalent. Survey of the German cinema from the films of expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production.

G381 German Literature to 1750 in English Translation (3 cr.) No knowledge of German required. Major works and writers of German literature in the medieval, Reformation, Renaissance, and baroque periods. Offered in English concurrently with G407.

G382 Classicism and Romanticism in English Translation (3 cr.) No knowledge of German required. Major works and writers of German literature, 1750-1830, to include the periods of the Enlightenment, Storm and Stress, classicism, and romanticism; representative writers such as Lessing, Schiller, Goethe, Novalis, Kleist, and Hoffmann.

G383 Nineteenth-Century German Literature in English Translation (3 cr.) No knowledge of German required. Works and writers of German literature, 1830-1900. Analysis of such concepts as realism, naturalism, and neoromanticism, their theories and styles; exemplary writers such as Buechner, Heine, Nietzsche, Hauptmann, and others. Offered in English concurrently with G409.

G384 Twentieth-Century German Literature in English Translation (3 cr.) No knowledge of German required. Major works and writers of German literature from the turn of the century to the present, with emphasis on Rilke, Thomas Mann, Kafka, and Brecht. Offered in English concurrently with G410.

G391 German Colloquium in English Translation II (3 cr.) No knowledge of German required. Recommended for students who wish to satisfy humanities requirements with the cultural option. May be taken as an elective by other students. Emphasis on one topic, author, or genre in German literature, or other aspect of German culture. No credit given toward German major.

G407 Deutsche Literatur bis 1750 (3 cr.)

P: third-year German language proficiency or consent of instructor. Major works and writers of German literature in the medieval, Reformation, Renaissance, and baroque periods.

G408 Deutsche Klassik und Romantik (3 cr.)

P: third-year German language proficiency or consent of instructor. Major works and writers of German literature, 1750-1830, to include the periods of the Enlightenment, Storm and Stress, classicism, and romanticism; representative writers such as Lessing, Schiller, Goethe, Novalis, Kleist, and Hoffmann.

G409 Deutsche Literatur des 19.

Jahrhunderts (3 cr.) P: third-year German language proficiency or consent of instructor. Works and writers of German literature, 1830-1900. Analysis of such concepts as realism, naturalism, and neoromanticism, their theories and styles; exemplary writers such as Büchner, Heine, Nietzsche, Hauptmann, and others.

G410 Deutsche Literatur des 20. Jahrhunderts

(3 cr.) P: third-year German language proficiency or consent of instructor. Major works and writers of German literature from the turn of the century to the present, with emphasis on Rilke, Mann, Kafka, and Brecht.

G431 Advanced Business German (3 cr.)

P: G230 or G331 or above, or consent of the instructor. Continuation of work begun in G331, but on an advanced level. Focus is on the contemporary business idiom and current economic issues facing Germany. Active practice of specialized business language, both for oral and written communication.

G445 Fortgeschrittenes Deutsch: Grammatik

(3 cr.) P: G340 or consent of instructor. Survey and practice of complex grammatical structures; systematic expansion of vocabulary. Discussion and writing based on current materials, such as newspapers, films, and radio programs.

G465 Fortgeschrittenes Deutsch:

Kommunikation (3 cr.) P: G340 or consent of instructor. Systematic development of writing and speaking skills, proceeding from exercises to specific forms, such as *Brief*, *Aufsatz*, *Referat*, *Vortrag*. Focus on usage and style.

G490 Das deutsche Kolloquium (3 cr.)

P: third-year German language proficiency or consent of instructor. Concentration on a specific topic, genre, or author in German literature, film, or other aspect of culture.

G498 Individual Studies in German (1-3 cr.)

P: consent of the departmental chairperson.

Graduate Courses**G507 Foreign Language Institute (1-6 cr.)**

Intensive interdepartmental course involving language laboratory and other audiovisual equipment and techniques, lecture, assignments in contemporary civilization (in the foreign language), and discussions of classroom use of applied linguistics. May be repeated for a maximum of 6 credit hours.

G563 German Culture Studies I (3 cr.)

P: G365 or B393 or permission of instructor. The formation of cultural traditions in the German-speaking countries prior to the twentieth century.

G564 German Culture Studies II (3 cr.)

P: G365 or B393 or permission of instructor. Culture of the German-speaking countries in the twentieth century.

V605 Selected Topics in German Studies

(2-4 cr.; 12 cr. max.)

Health Studies

Chairperson of Health Studies Committee

Associate Professor David Moller, *Sociology*

Professors James Smurl, *Religious Studies*;
Brian Vargus, *Sociology*

Associate Professors W. K. Barger,
Anthropology; Timothy Brothers, *Geography*;
Anne Donchin, *Philosophy*; Carol Gardner,
Sociology; William Gronfein, *Sociology*; Rick
Ward, *Anthropology*

The Health Studies Program provides a unique opportunity for students in liberal arts, premedicine, allied health sciences, predentistry, and nursing, and for all those interested in the state of health care in America, to explore the concepts of health and illness from an interdisciplinary and multidisciplinary perspective.

Minor in Health Studies

The interdisciplinary minor in health studies seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of health care and health care systems. It provides an exciting opportunity for students to work in close conjunction with faculty who have strong teaching and research interests in the area of health care. A survey of the relevant issues to be addressed during the course of study in the minor includes human values and ethics in decision making; the idea of preventive and holistic health and health care; patient care as an art form and scientific endeavor; the relation among ecology, economy, and health care; the relation between cultural and social systems and health and health care; the connection between health care systems and good health; the role of the provider-client relationship, especially in the areas of communications skills and the humanistic dimensions of patient care; and the role of the consumer in the health care system.

The minor entails successful completion of a minimum of 15 credit hours, distributed as follows:

Required Core Course

H203 (Cross-listed as B203) Health and Society (3 cr.) This introductory course examines the sociocultural, political, economic, and ethical-legal structures related to the provision and consumption of health care in the community. Emphasis is placed on the individual's role in the health care system.

Electives

A minimum of 3 credit hours must be completed from *each* of the three following areas:

Humanistic Perspectives on Health Care
Communication/Theatre C392 Health
Communication (3 cr.)

Philosophy P393 Biomedical Ethics (3 cr.)

Religious Studies R200 Studies in Religion:
Ethical Decisions in Health Care (3 cr.)

Religious Studies R284 Religious Ethics and
Health Care Decisions (3 cr.)

Sociology R387 Sociology of Death and Dying

Social Scientific Perspectives on Health Care

Anthropology E445 Medical Anthropology
(3 cr.)

Economics E387 Health Economics (3 cr.)

Sociology R381 Social Factors in Health and
Illness (3 cr.)

Sociology R382 Social Organization of Health
Care (3 cr.)

Sociology R495 Women and Madness

Other

Nursing Z492 Human Sexuality and the
Health Professional (3 cr.)

Political Science Y200 U.S. Health Policy (1 cr.)

Sociology R410 Alcohol and Society (3 cr.)

SPEA H316 Introduction to Environmental
Health (3 cr.)

SPEA H320 Introduction to Health
Administration (3 cr.)

Note: Other courses may be accepted upon approval of the Health Studies Committee. See Health Studies Committee chairperson for information.

Required Exit Course

H495 Independent Project in Health Studies (3 cr.) Each student pursuing a minor degree in health studies who has completed at least 12 credit hours toward the degree will be given the opportunity to develop a research or applied project related to the interests of the Health Studies Committee. This project will allow the student to apply the knowledge gained from the course work taken in the Health Studies Program, serving to tie together the humanistic and social scientific bases of health care in a directed endeavor of interest to the student.

History

Chairperson Associate Professor Philip V. Scarpino

Professors David J. Bodenhamer, Bernard Friedman (Emeritus), Ralph Gray, Donald Kinzer (Emeritus), Miriam Z. Langsam, William H. Schneider, Peter J. Sehlinger, Mary Seldon (Emeritus), Jan Shipps (Emerita)

Associate Professors Robert G. Barrows, Kenneth E. Cutler, Sabine Jessner (Emerita), Justin Libby, Elizabeth B. Brand-Monroe, Berthold Riesterer, Philip V. Scarpino, Scott J. Seregny, John K. Stevens (Emeritus)

Assistant Professors Sheila M. Cooper, Wietse de Boer, Monroe H. Little Jr., Kevin C. Robbins, Marianne S. Wokeck, Xin Zhang

Adjunct Professors Peter T. Harstad, *Indiana Historical Society*; Robert M. Taylor Jr., *Indiana Historical Society*; David Vanderstel, *POLIS Center*

Academic Advising: Cavanaugh Hall 504M, (317) 274-3811

The Department of History offers students the opportunity to better understand the human social condition through the systematic study of the human past. A variety of courses is offered dealing with the history of the United States, of Europe, of Latin America, and of some non-Western areas. The history major not only provides opportunities to serve the avocational interest of the liberal arts student but also provides a foundation for continued work at the graduate level. Courses in history serve the student admirably in fulfilling the spirit of the tradition of a liberal education; and they also provide a solid basis for professional training in such fields as law, business, environmental affairs, historic preservation, public administration, and government.

Undergraduate Major in History

Programs leading to the major in history should be carefully planned; department advisers are available, and each faculty member in the department can assist in answering student queries. Before submitting their requests for a senior audit (after 86 accumulated credit hours) to the recorder in the Office of the Dean of Student Affairs (CA 401), students must consult with one of the faculty advisers in the Department of History.

Requirements

Thirty-three credit hours of courses must be completed with a minimum grade of C in each course. Nine of the 33 credit hours of required courses must be taken in residence on the Indianapolis campus during two consecutive

semesters (but not two consecutive summer sessions). Two semesters of History H113, H114, H108, H109 (but not H114-H109) must be completed to satisfy School of Liberal Arts distribution requirements, and are consequently omitted from the following department requirements:

6 credit hours: H105 and H106, United States History I and II

24 credit hours: Concentration and sub-concentration courses (all courses here must be 200 level or higher). Select any one of the following:

1. United States History Concentration
12 credit hours U.S. History (A-prefix courses)
6 credit hours European History (B-C-D-prefix courses)
6 credit hours Non-U.S.-Non-European History (E-F-G-prefix courses)
(Note: H-prefix courses are special topics and their application to categories must be approved by advisers.)
2. European History Concentration
12 credit hours European History
6 credit hours U.S. History
6 credit hours Non-U.S.-Non-European History
3. Non-U.S.-Non-European History Concentration
12 credit hours Non-U.S.-Non-European History
6 credit hours U.S. History
6 credit hours European History
4. Thematic concentration
Thematic concentrations require 12 credit hours of courses in such fields as urban, family, science/technology/medical history, and two 6 credit hour support areas as specified in the theme description. Consult history advisers and the department office for lists of thematic concentrations currently available to majors.

3 credit hours: J495 Senior Seminar

Seminar topics vary from semester to semester. Majors should plan to take the seminar during their senior year and sign up for a section which has the same focus as their concentration area.

Minor in History

Requirements

Fifteen credit hours of courses in history above the 200 level (6 credit hours completed at IUPUI), with a minimum grade of C in each course is required. The course work must be distributed as follows:

- 9 credit hours: in either U.S. History (A-prefix courses), or European History (B-C-D-prefix courses), or Non-U.S.-Non-European History (E-F-G-prefix courses). H-prefix courses are special topics and their application to the above categories must be determined individually.
- 3 credit hours: in the second of the areas not selected above.
- 3 credit hours: in the third of the areas not selected above.

Secondary History Teachers

The student who seeks to teach history at the secondary level may (1) major in history and obtain the necessary certification in addition, or (2) major in social studies education through the School of Education. In either instance, the student must arrange with the School of Education for a complete program; in the first instance, history majors consult history department counselors about the major and School of Education counselors concerning certification.

History H108 Perspectives on the World to 1800 and History H109 Perspectives on the World since 1800 are recommended for students seeking state certification in social studies.

Master of Arts Degree

Admission

To be admitted to a Master of Arts degree program, students must have (1) a bachelor's degree from an accredited college or university, with a minimum overall undergraduate grade point average of 3.0 (B) and a minimum grade point average of 3.0 (B) in the student's undergraduate major (an undergraduate major in history is not required, but applicants without such a background may be required to take additional course work in history at the undergraduate level as a condition for acceptance into the program); (2) an appropriate level of achievement on the Graduate Record Examination (GRE) General Test; (3) three letters of recommendation; and (4) two years of foreign language as an undergraduate with appropriate level of achievement.

Grades

No grade below B- (2.7) in history courses will be counted toward this degree.

Course Requirements

Students pursuing any one of the three concentration areas must take H500 or H501. Those electing United States history must take at least one graduate colloquium and one graduate seminar in United States history and

at least one course in non-United States history. Students electing European history must take a graduate colloquium and seminar in that area and at least one course outside their concentration. With the consent of their faculty adviser, students may take as many as 6 credits outside the Department of History. Six credits will be granted upon successful completion of the required master's thesis. A total of 30 credit hours is required for students concentrating in United States and in European history.

Students choosing public history as their area of concentration must take H500 or H501, H542, and a colloquium and seminar in United States history, and do an internship. Four credits will be granted upon satisfactory completion of the internship project. Public history students must also take at least one course outside United States history. With the consent of their faculty adviser, they may take as many as 6 credits outside the Department of History. A minimum of 36 credit hours is required for students concentrating in public history.

Foreign Language Requirement

There are no foreign language requirements for the degree. However, if a student has not met the foreign language admission requirement, that deficiency must be removed prior to the thesis defense. Students planning to go on for the Ph.D. are urged to validate their reading proficiency in a foreign language according to University Graduate School standards.

Combined Master of Library Science and Master of Arts in History

Study for these two degrees can be combined for a total of 50 credit hours rather than the 66 credit hours required for the two degrees taken separately. Students take 20 credit hours in history, which must include one graduate seminar and one graduate colloquium. No thesis is required for students earning an M.A. degree in history who are also earning a master's degree in library science under this dual degree program. However, they must satisfy the foreign language proficiency requirement as spelled out in the University Graduate School Bulletin. No area of concentration is required, but students wishing to focus on public history for the M.A. in history must also include History H542 among the required 20 credit hours of history course work.

The remaining 30 credit hours of library science include SLIS L501, L507, L520, L524, L528, L586 (or History H547 [Archives]), L596, L625, plus 6 credit hours of electives in library

science. Admission to each of the two master's programs is approved separately on the same basis as for other applicants not in the combined program.

Combined Master of Arts in History and Philanthropic Studies

A dual degree program in history and philanthropic studies has been proposed and approval is pending. See the director of graduate studies for a current status report.

Further information regarding departmental regulations governing advanced degree programs may be found in *A Guide for History Graduate Students*, available on request from the department, in Cavanaugh Hall 504N.

Undergraduate Courses

History courses numbered 200 or above are usually taken by students with a background such as that provided in the 100-level courses; however, students who are mature and who have a good background in history may enroll in 200- to 400-level courses as their first courses in history.

H105-H106 American History I-II (3-3 cr.)

I. Colonial period, Revolution, Confederation and Constitution, national period to 1865.

II. 1865 to present. Political history forms framework, with economic, social, cultural, and intellectual history interwoven.

Introduction to historical literature, source material, and criticism.

H108 Perspectives on the World to 1800 (3 cr.)

Emergence of civilizations in the Near East, Sub-Saharan Africa, pre-Columbian America. Role of revolutions, i.e., geographic, scientific, industrial, social, and political (American and French) in establishment of European hegemony in Asia and the Western Hemisphere.

H109 Perspectives on the World since 1800

(3 cr.) Rise and fall of European imperial rule in Asia, the Middle East, and Africa. Special focus on impact of World War I, Chinese, Mexican, Russian revolutions. Independence movement in India, World War II, cold war, new nations in Asia and Africa, struggle for solidarity in Latin America.

H113-H114 History of Western Civilization

I-II (3-3 cr.) I. Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval Church; feudalism, national monarchies. II. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, world wars.

H217 The Nature of History (3 cr.) An introductory examination of (1) what history is, (2) types of historical interpretation, (3) common problems in history, and (4) the uses of history.

H220 American Military History (3 cr.) From settlement of colonies to present. European background, colonial militia. Principal foreign wars and their strategic objectives. Technological changes and effect of military on American society. Army is emphasized with some attention to other armed forces.

H221 Studies in African, Asian, or Latin American History (3 cr.) Study and analysis of selected themes, topics, or problems in the history of Africa, Asia, or Latin America. The course will emphasize general and/or broad themes or topics; the themes or topics will vary from one semester to another. A student may register for only two courses with this number.

A301-A302 Colonial and Revolutionary America I-II (3-3 cr.) European background of American history; discovery and exploration of New World by Spain, France, and England. Colonization: motives, causes, types. Social and intellectual developments in English colonies in the seventeenth and eighteenth centuries. Birth of Republic, 1763-89.

A303-A304 United States, 1789-1865 I-II (3-3 cr.) Political, economic, and social development of United States from Washington's presidency through Civil War. Growth of political, religious, educational, and other social institutions, and contributions of Hamilton, Jefferson, Jackson, Webster, Marshall, Lincoln. Agriculture, manufacturing, commerce, labor.

A313 Origins of Modern America (3 cr.) 1865-1917: Social, economic, cultural, and political ways in which Americans accommodated and resisted changes introduced by large-scale industrialization. Populism and progressivism receive special attention.

A314 United States History, 1917-1945 (3 cr.) Political, demographic, economic, and intellectual transformations of 1917-1945; World War I, the twenties, the Great Depression, New Deal, World War II.

A315 United States History since World War II (3 cr.) Political, demographic, economic, and intellectual transformations of 1945-present: Cold War, problems of contemporary America.

A317 American Social History, 1865 to Present (3 cr.) Development of modern American intellectual and social patterns since 1880. Social thought, literature, science, the arts, religion, morals, education.

A321-A322 History of American Thought I-II (3-3 cr.) Ideas that have influenced American history. I. Image of New World to challenge of Jacksonian democracy II. Transcendentalism to New Conservatism. Term papers and reports.

A325-A326 American Constitutional History I-II (3-3 cr.) I: 1607-1865; II: 1865-present. Changing constitutional system from seventeenth-century colonies to contemporary nations. Structure of government: federalism, division of powers, political institutions. Relationship of government to society and economy. Civil liberties and democracy. Constitutional law and politics.

A337-A338 American Frontier I-II (3-3 cr.) I. Spanish penetration into Greater Southwest; developments in Louisiana Territory and Oregon Country prior to 1850. II. Economic, political, and social developments in trans-Mississippi West, 1850 to present.

A345-A346 American Diplomatic History I-II (3-3 cr.) I. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. II. America as a world power. Involvement in Far Eastern affairs after 1898, diplomacy of World Wars I and II, developments to present.

A347 American Urban History (3 cr.) Evolution of cities and urban life in the United States from colonial times to the present. Rise of cities (New York, Chicago, Indianapolis, Los Angeles, Miami, and others). Creation of modern urban districts (ghettoes, suburbia), city planning, political and economic power structures, ethnic and race relations, law and order (crime, police, prisons).

A348 Civil War and Reconstruction (3 cr.) The era of the Civil War and its aftermath. Military, political, economic, and social aspects of the coming of the war, the war years, and the "reconstruction" era following the conflict.

A364 History of Black Americans (3 cr.) A survey of black life in America: the Atlantic slave trade, slavery, Afro-American culture, racism, Civil War and Reconstruction, peonage, segregation, northern migration, urban ghettoes, discrimination, Harlem Renaissance, black nationalism, civil rights, black revolt, contemporary setting.

A371-A372 History of Indiana I-II (3-3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods, the West in the American Revolution, the transition from territory to state, political, economic, and cultural patterns, and the sectional crisis. II: The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

A390 Representative Americans (3 cr.) Explorations of the lives and works of selected American men and women for the purpose of better understanding the ideological and social forces at work in American history. The course will serve as both an introduction to the biographical literature of American history and as an exercise in the relevance of biography to history.

A402 Readings in American Environmental History (3 cr.) The roots of modern attitudes and actions toward the environment, focusing on major works in American environmental history and its European antecedents.

A410 American Environmental History (3 cr.) An examination of the environmental context for American history by analyzing the diverse and changing interaction between Americans and the environment in which they have lived.

A421 Topics in United States History (3 cr.) Intensive study and analysis of selected historical issues and/or problems in United States history. Topics will vary from semester to semester.

B309-B310 Britain I-II (3-3 cr.) I: Britain before 1688. Development of Britain and its institution from Roman times to the Glorious Revolution, with special emphasis on political and constitutional change. II: Britain since 1688. Examines important modern political, economic, social, and cultural developments including industrialization and imperialism and the emergence of ideologies like liberalism and socialism.

B341 History of Spain and Portugal (3 cr.) The Iberian, Roman, and Moorish backgrounds, with emphasis on the medieval Christian thought and institutions of the peninsula during the Reconquest; the political and cultural unity of Spain and of Portugal from the Renaissance through the Enlightenment; the nineteenth- and twentieth-century attempts to achieve political stability and economic progress.

B351 Barbarian Europe 200-1000 (3 cr.) The collapse of Roman authority in the West; the Germanic monarchies; the growth of the Western Church and the development of German, Greek, and Moslem empires; the Viking invasions; feudalism and manorialism.

B352 The Age of Chivalry 1000-1500 (3 cr.) The revival of urban life in the West; the Crusading movement and the development of feudal states; the struggle between church and state and the decay of feudal institutions.

B353 The Renaissance (3 cr.) Italian Renaissance as a political and cultural phase in

the history of Western Civilization. Its roots in antiquity and the Middle Ages; its characteristic expression in literature, art, learning, social transformation, manners and customs. Expansion of Renaissance into France, Germany, and England.

B354 The Reformation (3 cr.) Economic, political, social, and religious background of protestant Reformation; Lutheran, Reformed, Anglican, and Anabaptist movements, with reference to their political and theological trends; Catholic Reformation.

B355 Europe: Louis XIV to French Revolution (3 cr.) Absolutism to enlightened despotism; the European state and its authority in fiscal, judicial, and military affairs; sources, content, diffusion of the Enlightenment; agriculture, commerce, and industry in preindustrial economies; Old Regime France.

B356 French Revolution and Napoleon (3 cr.) P: H114 or consent of instructor. Crisis of Old Regime; middle-class and popular revolt; from constitutional monarchy to Jacobin commonwealth; the terror and revolutionary government; expansion of revolution in Europe; rise and fall of Napoleonic Empire.

B357 Modern France (3 cr.) A social, political, and cultural survey of France in the nineteenth and twentieth centuries.

B359-B360 Europe—Napoleon to First World War I-II (3-3 cr.) I: Post-Napoleonic reaction; revitalized revolutionary forces, 1848; reform in England and Russia; bourgeois monarchy and Second Empire in France; unification movements in Italy and Germany; middle-class nationalism, romanticism, and realism. II: Bismarckian and Wilhelmian Germany; Gladstone, Disraeli, and modern Britain; the French Third Republic and the last days of Tsarist Russia; disintegration of Ottoman Empire; the Austro-Hungarian Empire in decline; European society and culture on the eve of World War I.

B361-B362 Europe in the Twentieth Century I-II (3-3 cr.) Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to present; changing relationships between Europe and other parts of the world.

B383-B384 European Intellectual History I-II (3-3 cr.) Critical examination and analysis of the historical, psychological, social, and scientific roots of the thought of leading European thinkers from the sixteenth to the twentieth centuries. Thematic developments, as well as individual thinkers and particular problems, are emphasized. I. Sixteenth through eighteenth centuries. II. Nineteenth through twentieth centuries.

B385 European Thinkers and the "Meaning of Life": A Historical Inquiry (3 cr.)

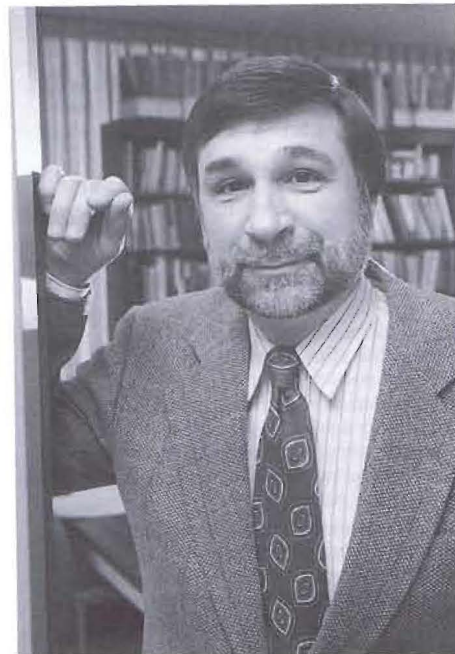
Exploration of the European response to the breakdown of traditional notions of meaning since the sixteenth century. Particular attention is paid to the specific historical contexts within which the issue of meaning emerged and to the solutions proffered.

B393 German History: From Bismarck to Hitler (3 cr.) This course seeks to acquaint the student with the social, political, and cultural developments in Germany from the middle nineteenth through the middle twentieth century. Its basic theme is the tragic efforts made by liberalism and democracy to assert themselves against the opposing forces of militarism and nationalism. Not open to students who have had B377-B378.

B421 Topics in European History (3 cr.)

Intensive study and analysis of selected historical themes and/or problems in European history. Topics will vary from semester to semester.

C386 Greek History (3 cr.) Political, social, and economic developments in the Greek world from the age of Mycenae and Troy until the Roman conquest (167 B.C.). Greek colonial world, Athens and Sparta, career and legend of Alexander the Great, the Hellenistic age. Archaeology as a source for political and social history.



Philip J. Scarpino, chairperson and associate professor of history.

C388 Roman History (3 cr.) The creation, organization, and government of the Roman Republic and Empire; literature and manners; the careers of Hannibal, Cato the Censor, Augustus, Seneca, Nero, and others; the growth of Christianity to the reign of Constantine.

D313 Russian Social and Cultural History, 1801-1917 (3 cr.) A topical examination of different social groups within Russia and their alteration over time as a result of industrialization, emancipation, and the urbanization of Russia. Among the groups covered will be the peasantry, the bureaucracy, the intelligentsia, the nobility, and the military. Changes in culture will also be reviewed.

D314 Soviet Social and Cultural History (3 cr.) Study of the history and dynamics of Soviet society and culture, their interaction, and their influence on Soviet politics. Among the specific topics covered will be the Party, women, dissidents, the Jews and other minorities, literature, and art.

D428 Eastern Europe: 1914 to Present (3 cr.) World War I; the peace settlements in Poland, Czechoslovakia, Austria, Hungary, Yugoslavia, Bulgaria, Albania, Greece, Romania, and Turkey. Parliamentary democracy vs. military dictatorship; irredentism; economic transformation; Nazi domination; Munich; Soviet seizure of power. National communism of Tito, Gromulka, Kadar, Ceausescu, Dubcek, and Hoxha. Soviet and Western rivalry in Eastern Europe.

E432 History of Africa II (3 cr.) 1750 to present. Slave trade, European imperialism, impact of Islam and Christianity, new state formation, reassertion of African culture and identity.

F341 Latin America: Conquest and Empire (3 cr.) The colonial period: Spanish, Portuguese, Indian, and African backgrounds; the discovery, conquest, and settlement; the economic, social, political, religious, and cultural life; the movement toward independence.

F342 Latin America: Evolution and Revolution since Independence (3 cr.) National period: the struggle for independence; the nineteenth-century attempts to achieve political stability and economic progress; the efforts to attain social justice in the twentieth century, with emphasis on common problems.

F431 Nineteenth-Century Latin American Intellectual History (3 cr.) The intellectual and political foundations for independence; the creation of the nation-state; the continuing political and intellectual attempts to establish and safeguard liberty and order.

F432 Twentieth-Century Latin American Revolutions (3 cr.) Revolutionary desires and the forces for change; the Mexican, Bolivian,

and Cuban revolutions, nonviolent attempts to restructure society in other Latin American states.

F444 History of Mexico (3 cr.) Brief survey of the colonial period, independence movement, and nineteenth century. Emphasis on the intellectual, political, and cultural history of the Mexican Revolution.

G451 Traditional Asia (3 cr.) Traditional Asia offers a brief survey of the early civilization of Asia, which includes China, Japan, Vietnam, Korea, and India, in the traditional period.

G452 Modern Asia (3 cr.) Modern Asia offers a brief survey of the civilization of Asia that includes selected topics related to China, Japan, Vietnam, Korea, and/or India in modern times.

G467-G468 History of Japan I-II (3-3 cr.) From prehistoric times to present. Land and people, principal classes; Shintoism and divine emperor; feudalism; Tokugawa Shogunate; modern state and military expansion; population, agrarian, and industrialization problems; occupation and treaty.

G485 Modern China (3 cr.) China from the Ch'ing period to the present. Social, political, and economic change in a largely agrarian society. International and intercultural relations as well as rebellion, war, and revolution during the unstable nineteenth and twentieth centuries.

H306 Sex Roles and Society in American History (3 cr.) What has it meant to be female or male in America? Examination of sex/gender roles, stereotypes, housewifery, family life, sexual mores, work patterns, popular culture, demographic change, politics, and violence. Special emphasis on utopias, frontiers, and wars. Readings in original sources and scholarly interpretations.

H373-H374 History of Science and Technology I-II (3-3 cr.)

I. Study of the development of pure and applied science from prehistoric times to the Scientific Revolution, with emphasis on principles, technical aspects, relationships between the sciences; the evolution of major scientific disciplines and the effects on other institutions and world views. II. An in-depth study of scientific and technological developments from the Scientific Revolution to the present. Special emphasis on transportation, communication, military and medical technology, physics, biology, and astronomy and on the figures involved in key breakthroughs. Consideration of governmental involvement in science.

H375 Machines and the Age of Invention (3 cr.) The history of invention and the industrialization of Britain during the eighteenth and nineteenth centuries, with the

economic, social, demographic, and intellectual changes that resulted.

H409 Women in History (3 cr.) P: junior or senior standing. Women in their historical and contemporary situation in Western culture; survey of prehistoric and historic myths about women; status of women during the major eras of Western civilization; exceptional women and their influence; demands for the achievement of women's rights in modern times.

H410 Introduction to Archival Practice (3 cr.) Introduction to the history, theory, and practice of archival work, with intensive study and analysis of the principal issues in the preservation and use of historical records. Particular focus is on the issues relating to the historical records of organizations and individuals engaged in philanthropic work.

H411 Historical Editing (3 cr.) Introduction to the history, theory, and practice of historical editing, with emphasis on the processes of editing historical documents and the publications of history-related organizations. Attention given to technical skills (copyediting, proofreading) as well as broader professional issues (ethics, the editor-author relationship, evolution of editorial standards).

H412 Historic Preservation (3 cr.) Introduction to the history, theory, and legal and ethical bases for preservation of the built environment. Attention will be given to architectural history, methodology (site-specific research, contextual research) as well as professional issues such as who preserves, what should be preserved, and the role of the historian in making choices.

H415 Philanthropy in the West (3 cr.) The history of the social act of philanthropy from the beginnings of the Christian era to modern times. "Philanthropy" is construed broadly to include ethical injunctions to benevolence, charitable acts of individuals and corporate bodies, high art patronage, urban planning, and state action to improve living conditions through schooling, health care, prisons, and police.

H421 Topics in African, Asian, or Latin American History (3 cr.) Intensive study and analysis of selected historical issues and/or problems in African, Asian, or Latin American history. Topics will vary from semester to semester.

H425 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

Special Purpose Courses

The following courses serve special purposes. Enrollments in them are not limited to history

majors or minors, but others should check with the departmental chairperson or the instructor prior to registration.

J495 Proseminar for History Majors (3 cr.) Selected topics in history. Closed to freshmen and sophomores.

K493 Reading for Honors (1-3 cr.) P: approval of departmental honors committee prior to registration. Individual readings on selected topics.

K495 Readings in History (1-3 cr.) By arrangement with instructor. Permission of departmental chairperson required.

Graduate Courses

General and Professional Skills

H500 History of Historical Thought (4 cr.) Approaches to the historian's craft and reflections on history as a type of scholarly thinking.

H501 Historical Methodology (4 cr.) Discussion and application of the various methods and strategies used in historical research.

H509 Special Topics in European History (3 cr.) Study of topics in European history. May be repeated once for credit.

H511 Special Topics in American History (3 cr.) Study of topics in American History. May be repeated once for credit.

H542 Public History (4 cr.) The application of history to public needs and public programs. Historic preservation, archival management, oral history, editing, public humanities programming, historical societies, etc.

H543 Practicum in Public History (1-4 cr.) Internships in public history programs, fieldwork, or research in the historical antecedents of contemporary problems.

H546 Special Topics in History of Science and Technology (3 cr.) Study of topics in the history of science, medicine, and technology. May be repeated once for credit.

H547 Special Topics in Public History (3 cr.) Intensive study and analysis of selected topics in public history. Topics will vary from semester to semester, e.g. historic preservation, archival practice, and historical editing. May be repeated once for credit.

H575 Graduate Readings in History (cr. arr.)

Colloquia

These colloquia are of seminar size and involve oral and written study of the problems, bibliographies, interpretations, and research trends in the fields with which they respectively deal. They are the chief means by which a student becomes knowledgeable in history at a professional level. Any of them may be taken more than once, upon approval of the student's faculty adviser.

- H615 Colloquium: Early Modern Western European History
 H620 Colloquium: Modern Western European History (4 cr.)
 H630 Colloquium: British and British Imperial History (4 cr.)
 H640 Colloquium: Russian History (4 cr.)
 H650 Colloquium: United States History (4 cr.)
 H665 Colloquium: Latin American History (4 cr.)
 H699 Colloquium: Comparative History (4 cr.)

Seminars

These courses involve research at a mature level with primary sources in specialized topics and problems in the field with which they respectively deal. They train the student in historical scholarship. Any of them may be taken more than once upon the approval of the student's advisory committee.

- H715 Seminar: Early Modern European History (4 cr.)
 H720 Seminar: Modern Western European History (4 cr.)
 H730 Seminar in British and British Imperial History (4 cr.)
 H750 Seminar in United States History (4 cr.)

Thesis

- H898 M.A. Thesis (1-6 cr.)

International Studies

Director Professor Richard Fredland, Political Science

Professors Kenneth Barger, *Anthropology*; John Barlow, *English and German*; Frederick Bein, *Geography*; Victor Childers, *Business (Emeritus)*; Richard Fredland, *Political Science*; Linda Haas, *Sociology*; Giles Hoyt, *German and International Programs*; Monte Juillerat, *Economics (Emeritus)*; William Schneider, *History*; Peter Sehlinger, *History*; James Smurl, *Religious Studies*; Martin Spechler, *Economics*; Brian S. Vargus, *Political Science*

Associate Professors Enrica Ardemagni, *Spanish*; Thomas Fedor, *Geography*; Claudia Grossman, *International Studies*; Ain Haas, *Sociology*; David Hoegberg, *English*; Barbara Jackson, *Anthropology*; William Jackson, *Religious Studies*; Justin Libby, *History*; Lucila Mena, *Spanish*; David Metzger, *Social Work*; Nancy Newton, *Spanish*; Obioma Nnaemeka, *French*; Larbi Oukada, *French*; Scott Seregny, *History*; John K. Stevens, *History*; Robert Sutton, *Classical Studies*; Susan Sutton, *Anthropology*; Rosalie Vermette, *French*; Victor Wallis, *Political Science*; Robert White, *Sociology*; Gang Yi, *Economics*; Reiko Yonogi, *Japanese*

Assistant Professors James Beaudry, *French*; Herbert Brant, *Spanish*; Wietse de Boer, *History*; Jeanette Dickerson-Putman, *Anthropology*; Elizabeth Goering, *Communication Studies*; Jeffrey Kenney, *Religious Studies*; John McCormick, *Political Science*; Anne Pyburn, *Anthropology*; Kevin C. Robbins, *History*; Charles Winslow, *Political Science*; Marianne S. Wokeck, *History*; Xin Zhang, *History*

The interdependence of our world is ever more vividly illustrated in our political, economic, and civic lives. To enable students to prepare themselves to function effectively in that world, particularly in a profession that may not be related to international concerns, the School of Liberal Arts offers two programs, a certificate and a minor.

Certificate in International Studies

A total of 27 credit hours is required for the Certificate in International Studies; of those 27 credits, 12 must be in core requirements and 15 in elective courses. Nine credit hours taken to satisfy another requirement may be applied to the requirement. Transfer courses will be accepted on the same basis as in other liberal arts programs, but at least half of the credit must be earned on this campus. Prerequisite courses add additional credit hours not counted in the 27.

Prerequisites

Foreign Language Students must complete at least the equivalent of two years of modern language study (16 credit hours minimum) or

demonstrate competence at that level to the appropriate language department. Written notification must be provided to the director. The goal of this requirement will be for students to attain a working knowledge of a language that complements their focus of study.

Geographic Competence Not later than the first semester of enrollment in the certificate program, the student will be required to demonstrate geographic competence by one of two methods:

1. Completion of G355 (political geography) or G331 (economic geography) with a grade of B or better.
2. Proof to the geography department by presentation of a paper, or another method to be prescribed by that department, that the student is geographically "literate."

Writing Proficiency Students will be expected to have completed composition instruction or demonstrated their proficiency equivalent to English W132 prior to admission.

Requirements Core Curriculum

1. International economics: Economics E333 or E430 (3 cr.)
2. History (two semesters, 6 cr.) according to one of the following patterns:
 - a. Area courses consistent with an area emphasis, e.g. Western Europe, East Asia, or
 - b. U.S. diplomatic history.
3. Introduction to International Relations: Political Science Y219 (3 cr.)

Elective Courses

Elective courses are to be selected from an approved list, which follows this section. The remaining 15 credits should conform to the following specifications:

1. 12 credits with demonstrated focus, e.g. geographic area, comparative approach, etc. Courses that satisfy other specific requirements may not be counted in the International Studies program except as provided in Area III of the School of Liberal Arts requirements.
2. At least one advanced course in each of anthropology, history, economics, and political science.

Overall Program

Half of all credit hours must be at the 300 level or above. This may include courses taken to satisfy foreign language or writing proficiency requirements.

Writing Requirement

A substantial paper, which may be in a research, analysis, report, or other format appropriate to the subject under study, is expected. This may be presented in

conjunction with a course, as a part of the integrating seminar, or arise from another stimulus. Its style, focus, and extent must be approved in writing by the program director in advance.

Examples of papers that would be appropriate to present in satisfaction of this requirement might include

- an independent study that integrates perspective from more than one discipline on a given topic
- a research paper prepared in conjunction with a standard course that offers a particularly broad focus
- a report produced as a consequence of study abroad that related to some previous academic study
- completion of a major paper—either in the context of a course or as an independent project, or in conjunction with an acceptable overseas study program

Minor in International Studies

Requirements

Political Science Y219 Introduction to International Relations.

Completion of second year of foreign language study.

12 credit hours from at least three departments focusing either on a single topic (e.g., comparative systems) or a single geographic area (e.g., Latin America).

Note: Specific courses can be accepted from other schools as well.

Topics

International Relations

COMM C482 Cross-Cultural Communication
ECON E303 Survey of International Economics
GE 109 Cultural Geography¹
GEOG G210 World Regional Geography
GEOG G331 Economic Geography
GEOG G355 Political Geography
HIST B345-B346 American Diplomatic History
I-II
HIST H421 Topics in Asian, African, Latin American History
PHIL P323 Society and the State in the Modern World
POLS Y374 International Organization
POLS Y388 Marxist Theory

Comparative Systems

ANTH E300 Culture Areas and Ethnic Groups
ANTH E455 Anthropology of Religion
ANTH E457 Ethnic Identity
ANTH E470 Psychological Anthropology
ECON E325 Comparative Economic Systems
ECON E337 Economic Development
POLS Y217 Introduction to Comparative Politics

¹These courses are available at Butler University.

POLS Y314 Global Environmental Policy
 POLS Y341 Authoritarian Regimes
 POLS Y343 Development Problems in the
 Third World
 POLS Y345 Contemporary Revolutions
 RELS R360 Comparative Study of Religious
 Phenomena
 RELS R393 Comparative Religious Ethics
 SOC R338 Comparative Social Systems

Area Studies: Asia, Middle East, and Africa

ANTH E310 Cultures of Africa
 EALC E231 Japan: the Living Tradition
 EALC E351 Studies in Eastern Asian Culture
 GEOG G365 Geography of Middle East
 HS 320 History of Africa I¹
 HIST E432 History of Africa II
 HIST G467-G468 History of Japan I-II
 POLS Y338 African Politics
 POLS Y339 Middle East Political Systems

Area Studies: Latin America

GEOG G323 Geography of Latin America
 HIST F341 Latin America: Discovery,
 Conquest, Empire
 HIST F342 Latin America: Evolution and
 Revolution Since Independence
 HIST F431 Nineteenth-Century Latin
 American Intellectual History
 HIST F432 Twentieth-Century Revolutions in
 Latin America
 HIST F444 History of Mexico
 PO 364 U.S.-Latin American Relations¹
 POLS Y337 Latin American Political Systems
 SO 390 Societies and Cultures of Latin
 America¹

Area Studies: Europe and Canada

AR 301 Study Tour of Greece¹
 CAN 130 Introduction to Canada²
 CAN 240 Introduction to Canadian Literature²
 CAN 250 Canadian American Relations²
 ENG L387 Russian Literature in Translation
 FREN 326 French in the Business World
 FREN F360 Introduction socio-culturelle à la
 France
 FREN F451 Le français des affaires
 FREN F452 La Civilisation et littérature
 québécoises
 GEOG G321 Geography of Europe
 GEOG G322 Geography of the Soviet Union
 GER G265 German Culture in English
 Translation
 GER G291 German Literature Colloquium in
 Translation
 GER G370 German Cinema
 GER G384 Twentieth-Century German
 Literature in Translation
 GER G391 German Literature Colloquium in
 Translation

HER H497 Summer School in Europe
 HIST B309-B310 English History
 HIST H230 History of Canada
 HIST B340 Ireland
 HIST B341 History of Spain and Portugal
 HIST B357 Modern France
 HIST B359-B360 Europe: Napoleon to First
 World War
 HIST B361-B362 Europe in the Twentieth
 Century I-II
 HIST B375-B376 France Since 1815 I-II
 HIST B393 German History: From Bismarck to
 Hitler
 HIST B421 Topics in European History
 HIST D313 Russian Social and Cultural
 History, 1801-1917
 HIST D314 Soviet Social and Cultural History
 HIST D428 Eastern Europe: 1914 to Present
 PO 390 Soviet Union Today¹
 PO 391 Soviet Politics¹
 PO 392 Soviet Union Today¹
 POLS Y322 Russian Politics
 POLS Y335 Western European Politics
 POLS Y350 European Integration
 SPAN S461 Contemporary Spanish Literature

Other Courses

BUS D301 International Business
 Environments
 BUS D302 International Business Operations
 BUS D496 Foreign Study in Business

¹These courses are available at Butler University.

²These courses are available at Franklin College.

Japanese Studies

Coordinator Assistant Professor Reiko Yonogi
 Academic Advising: Cavanaugh Hall 502D,
 (317) 274-8291

Japanese studies is an interdisciplinary field that includes the study of language, culture, and literature of Japan. Courses are offered in language, literature, and culture. The major objectives of the program are (1) to provide students with adequate ability to understand, speak, read, and write Japanese; and (2) to give students a general introduction to Japanese culture, literature, and society. Courses offered in English provide students who have little or no knowledge of Japanese with an introduction to various facets of Japanese studies.

Minor in Japanese

The minor in Japanese studies may be of particular interest to students in business, social sciences, and other languages and interdisciplinary subjects. It includes both language and literature and other Japanese area studies courses.

The minor in Japanese studies consists of 15 credit hours in Japanese studies or related courses approved by the program coordinator, excluding courses at the 100 level. At least 6 credit hours taken toward the minor must be at the 300 level or above. The following courses fulfill the requirements. Prerequisite: completion of first-year college Japanese or equivalent.

E231 Japan: The Living Tradition (3 cr.)
 E351 Studies in East Asian Culture (3-6 cr.)
 E472 Modern Japanese Fiction (3 cr.)
 G367-G368 History of Japan I-II (3-3 cr.)
 J201-J202 Second-Year Japanese I-II (3-3 cr.)
 J301-J302 Third-Year Japanese I-II (3-3 cr.)
 J393-J394 Japanese Literature in Translation I-II (3-3 cr.)
 J401-J402 Fourth-Year Japanese I-II (3-3 cr.)

Foreign Study

Indiana University offers mature and motivated undergraduates direct IU credit for study for an academic year at the Center for Japanese Studies at Nanzan University in Nagoya, Japan. This program emphasizes intensive study of Japanese in combination with courses in English on various aspects of Japanese culture and society and the applied arts. This program is open to students of all majors. Undergraduates may apply if at the time of application they have (1) attained a minimum cumulative GPA of approximately 3.0, (2) reached at least sophomore standing, and (3) begun the study of Japanese.

Courses in Japanese Studies

J117-J118-J119 Basic Japanese I-II-III (3-3-4 cr.) Introductory courses for students who have not had prior training in Japanese or who desire to study Japanese at a pace slower than J131-J132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence J117-J118-J119 or the sequence J131-J132. Students are introduced to present-day Japanese with drills for mastery of phonology, basic structural patterns, and functional vocabulary.

J131-J132 Beginning Japanese I-II (5-5 cr.) Introductory language courses designed for students who have not had any prior training in Japanese. Drills for basic skills in listening, speaking, reading and writing of Japanese.

J201-J202 Second-Year Japanese I-II (3-3 cr.)
 P: J131-J132 or equivalent. A continuation of practice in the listening, speaking, reading and writing of Japanese.

J301-J302 Third-Year Japanese I-II (3-3 cr.)
 P: J201-J202 or equivalent.

J393-J394 Japanese Literature in Translation I-II (3-3 cr.) Survey of the classical genres of Japanese literature. I: Ancient period to end of Momoyama. II: Tokugawa and modern periods.

J401-J402 Fourth-Year Japanese I-II (3-3 cr.)
 P: J301-J302 or equivalent.

E231 Japan: The Living Tradition (3 cr.)
 An introduction to the patterns of Japanese culture: society, history, visual arts, literary masterpieces, performing arts, and living religious traditions.

E351 Studies in East Asian Culture (3 cr.)
 Selected issues and problems of importance to the understanding of East Asian culture, taught within one of the humanistic disciplines. May be repeated once for credit.

E472 Modern Japanese Fiction (3 cr.)
 The novels, short stories, and theories of fiction of prominent Japanese writers of the modern period.

Museum Studies

Director Assistant Professor Karyl A. Robb, *Anthropology and Museum Studies*

Professors Michael Cohen, *Education*; Miriam Langsam, *History*

Associate Professors W. Kenneth Barger, *Anthropology*; Barbara Jackson, *Anthropology*; Elizabeth Monroe, *History*; Philip Scarpino, *History*; Susan Sutton, *Anthropology*; Robert Sutton, *Classical Studies*

Assistant Professors J. Dickerson-Putman, *Anthropology*; Stephanie Dickey, *Art History*; K. Anne Pyburn, *Anthropology*; Karyl A. Robb, *Anthropology and Museum Studies*; Jean Robertson, *Art History*

Adjunct Assistant Professors Jeffrey Bonner, *Indianapolis Zoological Society, Inc.*; Virginia Hamm, *Indianapolis Museum of Art*; David Vanderstel, *POLIS Research Center, National Council on Public History*; Bret Waller, *Indianapolis Museum of Art*

Academic Advising: Cavanaugh Hall 434, (317) 278-2012

Museum Studies encompasses the scholarly exploration of museums, their history, operations, and role in society from an interdisciplinary perspective. An undergraduate certificate is offered in museum studies. Several courses are available for graduate credit. Contact the program director for updates on program development. The museum studies program is interdisciplinary and draws students from the arts, humanities, and social sciences, as well as from the hard sciences. Museum Studies courses may be taken for elective credit, and students who are not pursuing the certificate are welcome in the classes.

Undergraduate Certificate in Museum Studies

The Museum Studies Certificate consists of 24 credit hours of course work, including a required museum studies core of six basic courses (18 credit hours), and a choice of two additional courses (6 credit hours) from a list of museum studies electives. With the approval of the museum studies executive committee, the director of museum studies may recommend alternative core courses. All these courses must be passed with a grade of C or above in order to count for the certificate. Before enrolling in the undergraduate museum certificate program, IUPUI students must have completed 55 credit hours of university study with a minimum GPA of 2.0 and must have declared a major field of study.

A student's particular program is selected in consultation with the museum studies director and by approval of the museum studies

executive committee. The following 18 credit hours of core required courses are designed to provide a firm introduction to the theory, methodology, and practice of museum work:

Museological theory (6 cr.): A403, H217

Museum methods (6 cr.): A405, W331

Practical museum work (6 cr.): 3 credits required in a museum practicum (A494 as a museum-related project or A408), and 3 credits required in fine arts (A494 or A408 taken as an exhibits practicum course, or another visual design course)

In addition, 6 credit hours of museum studies electives are required.

Museum Studies Core (18 cr.)

A403 Introduction to Museum Studies (3 cr.)

This survey of museology introduces the student to the historical and philosophical nature of museums. The course covers museum definition and types; the history and future of museums of various world regions; an examination of explicit museum roles and the cultural, social, economic, and psychological roles of museums that are often less obvious; current issues in the museum field and approaches to museology research are explored; and finally, museum professionalism is addressed. (May be taken for graduate credit.)

A405 Museum Methods (3 cr.) A survey of the technical aspects of museum work, as well as the state of the art, skills needed, resources available, and the ethical ramifications of these methods. The course surveys methods in the three areas of museum work: artifacts, interpretation, and organizational administration. Topics include registration and records, care of collections, preventative conservation, and storage, museum education, audience evaluation, exhibitions, marketing, and programming, special events, governing body, support organizations, human resources management, financial development and budgeting, and building operations. (May be taken for graduate credit.)

A408 Museum Studies Practicum (1-4 cr.)

P: authorization of the instructor. An arranged learning experience in museum work appropriate to individual career goals, where the student will work with an approved museum on a specific project. May be repeated for a total of 8 credit hours. (May be taken for graduate credit.)

A494 Practicum in Applied Anthropology

(1-3 cr.) P: authorization of the instructor. An arranged learning experience in applied anthropology appropriate to individual career goals, where the student will work with an approved agency, in a specific project. May be repeated for a total of 6 credit hours.

W331 Business and Administrative Writing (3 cr.) A theoretical, as well as practical, application of written communication with a business, administrative, or organizational setting. Emphasis on project proposals, progress reports, agendas, short investigative papers, and other such written assignments.

H217 The Nature of History (3 cr.) An introductory examination of (1) what history is, (2) types of historical interpretation, (3) common problems in history, and (4) the uses of history.

Museum Studies Electives (6 cr.)

A range of electives are recommended to allow exploration of areas of interest, or to develop competencies in a certain aspect of museum work. Students will work with the director of Museum Studies to determine which of the electives would be most appropriate for their intended area of emphasis. Students normally choose two courses (6 credit hours) from the following list. Those wishing to substitute another course for one of the electives may petition the Museum Studies Executive Committee. The substitute should be directly relevant both to the student's intended area of emphasis and to Museum Studies.

Anthropology A401 Cultural Resource Management (3 cr.)

Anthropology A408 Museum Practicum (1-4 cr., 8 cr. maximum)

Anthropology A494 Practicum in Applied Anthropology (1-3 cr., 6 cr. maximum)

American Studies P320 Philanthropy of American Culture (3 cr.)

Art History H101 History of Art I (3 cr.)

Art History H102 History of Art II (3 cr.)

Business X100 Business Administration: Introduction (3 cr.)

Chemistry C105 Principles of Chemistry I (5 cr.)

Education C585 Principles of Fundraising Management (3 cr.)

Geology G109 Evolution of the Earth (3 cr.)

Geology G110 The Earth's Environment (3 cr.)

History H410 Introduction to Archival Practice (3 cr.)

History A421 Topics: Historic Preservation (3 cr.)

Library Science L510 Organization of Materials and Information (3 cr.)

SPEA V366 Managing Behavior in Public Organizations (3 cr.)

Philanthropic Studies

Director Professor Warren F. Ilchman

Professors Mary A. Baker, *Psychology* (IUS); John D. Barlow, *German and English*; Gerald Bepko, *Law*; Dwight F. Burlingame, *Libraries*; Edmund F. Byrne, *Philosophy*; Philip C. Chamberlain, *Education* (IUB); Lawrence J. Friedman, *History* (IUB); Robert Greene, *Social Work*; Thomas P. Hustad, *Business*; Warren F. Ilchman, *Political Science*; Peter P. Jacobi, *Journalism* (IUB); Lawrence Jegen, *Law*; Angela McBride, *Nursing*; Paul Nagy, *Philosophy*; Janet Near, *Business*; Robert L. Payton, *Philanthropic Studies*; James Perry, *SPEA*; M. Jeanne Peterson, *History* (IUB); Amanda Porterfield, *Religious Studies*; Anya P. Royce, *Anthropology* (IUB); Miroslav Ruzica, *Social Work*; Mark Rosentraub, *SPEA*; Jan Shipps, *History, Religious Studies, and American Studies*; Sheldon Siegel, *Social Work*; David H. Smith, *Religious Studies* (IUB); James Smurl, *Religious Studies*; John R. Thelin, *Education* (IUB); Richard C. Turner, *English*; James Wood, *Sociology* (IUB).

Associate Professors Robert Bringle, *Psychology*; Judith A. Chafel, *Education* (IUB); Donna K. Dial, *Economics*; Anne Donchin, *Philosophy*; Gregory Gramelspacher, *Medicine*; Edward Heler, *SPEA*; Richard Hess, *Communications*; Don Hossler, *Education*; Janet Huettner, *Library*; Wendell McBurney, *Education*; Derek Penslar, *History*; June Starr,



Warren Ilchman, director of the Center on Philanthropy.

Law; Richard Steinberg, *Economics*; Robert Strikwerda, *Philosophy*; Gene Tempel; Susan B. Sutton, *Anthropology*; Patricia Wittber, *Sociology*; Carl Ziegler, *Germanic Studies and Comparative Literature* (IUB).

Assistant Professors James Capshew, *History and Philosophy of Science* (IUB); Laura Huntoon, *SPEA*; Jeffrey T. Kenney, *Religious Studies*; Kathryn Malec, *SPEA*; Debra Mesch, *SPEA*; Anita Plotinsky; Edward Queen, *Philanthropy*; Karyl Robb, *Anthropology*; Kevin Robbins, *History*; Timothy Seiler; Jeffrey Springston, *Journalism*; Robert Strickwerda, *Philosophy* (IUK); Mary Tschirhart, *SPEA*

Philanthropic studies at Indiana University is interdisciplinary, interprofessional, and systemwide. The field addresses voluntary contributions of service and funds, voluntary associations, and what has been called "the social history of the moral imagination." Areas of inquiry range from the history of philanthropy and philanthropy in literature, in the School of Liberal Arts at IUPUI, to fundraising management and legal issues, in other schools at IUPUI and IU Bloomington. Undergraduate and graduate degrees in various areas of philanthropic studies are currently available in the School of Liberal Arts and in other schools at IUPUI and IU Bloomington.

Master of Arts

The Master of Arts in Philanthropic Studies focuses on the history, culture, and values of philanthropy, broadly defined as "voluntary action for the public good." Its objectives are to enable students to gain the knowledge and skills either to pursue further graduate study in relevant fields or to pursue careers in the independent sector or in related fields; to enable students to investigate the broader theoretical issues of philanthropy and of their chosen areas of specialization from a variety of disciplinary and interdisciplinary perspectives; to utilize the interdisciplinary base to maintain a thoroughgoing critical inquiry into the historical and cultural implications of philanthropy; to broaden commonly held conceptions of philanthropy; and to utilize the program's interdisciplinary base to define the parameters of philanthropic studies.

Admission

Requirements include a bachelor's degree from an accredited college or university, minimum grade point average of 3.0 on a scale of 4.0, and a minimum grade point average of 3.0 in the student's major field. In addition, students seeking admission to the program should demonstrate an appropriate level of achievement on the Graduate Record Examination (or comparable proficiency test), and must arrange for three letters of

recommendation to be addressed to the M.A. Program Admissions Committee.

Applicants who do not meet all of the requirements listed above may be admitted to the program on a provisional basis, in which case their status will be reviewed after a fixed period of time to determine whether they may continue in the program.

Financial Aid

Several fellowships and research assistantships are available. Please contact the Philanthropic Studies Program for more information.

Curriculum

The M.A. in Philanthropic Studies requires a total of 36 credit hours. This will include 18 credit hours of core courses and 12 credit hours of elective courses. A minimum of 18 credit hours in core and elective courses combined must be in the School of Liberal Arts at IUPUI, and not more than 9 credit hours may be taken in courses numbered below 500. These 9 credit hours may come only from courses approved for Graduate School credit. In addition, the student will earn 6 credit hours either for a thesis on a topic approved by the M.A. Program Advisory Committee or for doctoral-level courses (normally 700 level) in a discipline in which future study is planned. The approval process for the thesis or its alternative normally will take place after a student has successfully completed 15 credit hours of course work.

In order to earn the M.A. in Philanthropic Studies, students must maintain a minimum GPA of 3.0 on a scale of 4.0. Grades in courses counting for credit toward this degree may be no lower than C (2.0 on a scale of 4.0).

The 18 credit hours of core courses will normally include History H509 History of Philanthropy in the West; Philosophy P541 Ethics and Values of Philanthropy; Philanthropic Studies P512 Human and Financial Resources for Philanthropy; and Philanthropic Studies P590 Internship in Philanthropic Studies. In addition, students will take either American Studies P520 Philanthropy in American Culture or P330 Topics in Philanthropic Studies (3 cr.), P530 Topics in Philanthropic Studies (3 cr.), P555 Readings in Philanthropic Studies (3 cr.), P600 M.A. Thesis in Philanthropic Studies (3-6 cr.), Anthropology A509 Cross-Cultural Dimensions of Philanthropy; and either Economics E514 The Nonprofit Economy and Public Policy or Education C595 Legal Aspects of Philanthropy.

Courses

P501-P502 The Philanthropic Tradition I-II (3-3 cr.) P: permission of the instructor. These interdisciplinary courses will examine the core

values of philanthropy and the principal patterns of philanthropic behavior and organization with particular emphasis on the western tradition and the American adaptation of it.

P512 Human and Financial Resources for Philanthropy (3 cr.) This course is designed to familiarize beginning graduate students with the three major areas subsumed under resources of the independent sector: volunteers, grant making, and financial resources obtained through a fundraising program. The course will be divided into four parts to include the theoretical framework for the sector; government, corporate, and foundation resources; charitable donations by individuals; and volunteer management.

P590 Internship in Philanthropic Studies (3 cr.) A course for the advanced student of philanthropy. Students work 10 hours per week for a voluntary association, applying knowledge gained in earlier courses to practical situations. Requirements include a journal and a substantial term paper.

Undergraduate and graduate degrees in various areas of philanthropic studies are currently being developed at IUPUI and IU Bloomington. New courses and degree programs are developing rapidly. For up-to-date information, please contact the Philanthropic Studies Program.

Executive M.A. in Philanthropic Studies Program

Many students interested in the M.A. program are unable to attend on a traditional residential basis because of the distance from Indianapolis and their ongoing job responsibilities. To provide access to the M.A. in Philanthropic Studies at Indiana University for this growing constituency, the executive master's program has been established beginning in 1996.

A participant in the executive master's program can finish the requirements for the degree in either two or three years by completing:

An orientation before the first day of classes; six intense one-week sessions of residential study at IUPUI (three per summer for those selecting the two-year option or two per summer for those selecting the three-year option); distance education and directed off-site course work, and; elective study at a qualified institution near the student's home.

Each summer course requires one week of intense on-campus study and is preceded by a pre-residential period of approximately six weeks that includes preparatory reading and assignments. Each session is followed by a post-residential period that includes evaluative experiences to be completed at home. During

both the pre-residential and post-residential periods, faculty work with students by telephone, electronic mail, fax, and mail.

Degree requirements for the executive M.A. program are the same as the requirements for the residential M.A. in Philanthropic Studies.

Applicants for the executive program must meet the same admission criteria as those applying for the residential program with the addition of three to five years of work experience in the nonprofit sector being recommended. Deadline dates for admission are January 1 for non-U.S. citizens and March 1 for U.S. citizens.

For more information, contact the Center on Philanthropy, (317) 274-4200.

Dual Degrees

The Philanthropic Studies program has developed dual degree opportunities with several schools and departments. When approved, a dual degree provides a student with a program of study that leads to the M.A. in Philanthropic Studies and a master's degree in another discipline.

Currently, dual degree proposals are being developed between the M.A. in Philanthropic Studies and:

- Business (M.B.A.)
- Economics (M.A. in Economics)
- History (M.A. in History)
- Library and Information Science (M.L.S.)
- Nursing (M.S. in Nursing Administration)
- School of Public and Environmental Affairs (M.P.A. in Nonprofit Management)

For more information, contact the Center on Philanthropy, (317) 274-4200.

Philosophy

Chairperson Professor Paul Nagy

Professors Edmund Byrne, Laurence Lampert, Paul Nagy

Associate Professors Michael Burke, Anne Donchin, Robert Frye (Emeritus), Nathan Houser, John Tilley, Ursula Niklas

Adjunct Professors Professor Arthur Burks; Assistant Professors Andre DeTienne, Lewis Gordon

Academic Advising: Cavanaugh Hall 331, (317) 274-8082

In the contemporary human context of rapidly changing conditions of life and learning, people trained in various specialized disciplines are becoming increasingly aware of a need to add perspective and breadth of vision to their professional thinking and to their personal and social living.

The curriculum in philosophy is designed to help students expand their horizons beyond skill acquisition and career preparation to include an understanding of the philosophical presuppositions of the present age, both as inherited from the past and as addressed to the future. The courses in this curriculum go beyond traditional undergraduate philosophy. The point of departure and, to a degree, the content of these courses is sought in current issues of lasting human concern.

Philosophical material is selected and studied with a view to adding a speculative and critical dimension to these issues, a fuller understanding of which requires familiarity with and the cooperation of various other disciplines. Such study helps us to understand and improve the human condition shared by all.

Undergraduate Major In Philosophy

Requirements

A minimum of 24 credit hours in philosophy, including:

- (a) Either a survey of philosophy (P110 Introduction to Philosophy) or a basic course in ethics (P120 Personal and Social Ethics, S120 Personal and Social Ethics—Honors, P237 Environmental Ethics, P326 Ethical Theory, or P393 Biomedical Ethics).
- (b) A basic course in logic (P262: Practical Logic or P265: Elementary Symbolic Logic).
- (c) A minimum of 9 credit hours at the 300-400 level.

To assure a properly balanced program of study, courses are to be selected in consultation with a departmental adviser.

Double Majors

Students planning to major in a discipline other than philosophy are encouraged to consider philosophy as a second major.

Students planning such a double major should consult the Department of Philosophy about philosophy courses most suitable to their academic interests and career goals.

Undergraduate Minor in Philosophy Requirements

A minimum of 15 credit hours in philosophy, including:

- (a) One course from each of at least two of these three groups of basic courses:
 - (1) P110; (2) P120, S120, P237, P326, or P393;
 - (3) P262 or P265
- (b) minimum of 6 credit hours at the 300-500 level.

Ph.D. Minor in Philosophy

To earn a doctoral minor in philosophy at IUPUI a student outside the department must earn a minimum grade point average of 3.0 (B) in 13 credit hours of graduate-level courses including 3 credits in the core course (P500), 6 in philosophical area and/or applied philosophy courses, and 4 in the culminating seminar (P730). See the department chair for details.

Departmental Honors Program

To provide superior students the option of advanced work in philosophy, the department offers H-Options in all 200- to 500-level courses other than P262 and P265. To graduate with honors in philosophy, a student must complete at least 24 credit hours of honors work, including at least 12 credit hours in philosophy and at least 6 credit hours outside philosophy, and must satisfy the requirements for a major in philosophy. The student must maintain a minimum overall grade point average of 3.3, with a 3.5 in philosophy and a 3.5 in honors courses. For further information, contact the department chairperson.

Undergraduate Courses¹

P110 Introduction to Philosophy (3 cr.)

An introductory study of such philosophical concerns as existence, knowledge, meaning, and morality.

P120 Personal and Social Ethics (3 cr.) A study of ethical values in relation to such problems as personal and societal decision making, selection and justification of life style, goal orientation, conflict resolution, freedom and creativity, commitment and responsibility.

P210 Classical Philosophy (3 cr.) A survey of ancient and medieval philosophy, including Plato, Aristotle, and Aquinas.

¹**Cognate Courses** Courses offered by other departments that are directly related to the study of philosophy may, if explicitly approved, be acceptable for credit toward the major in philosophy but may not be substituted for any required course.

P220 Social Ethics (3 cr.) Introduction to ethical aspects of social issues such as welfare policy, employment opportunity, access to health care, world hunger, and children's rights.

P221 Philosophy of Human Nature (3 cr.) An introductory consideration of philosophical views about the origin, nature, and capabilities of human beings and of the effect of such views on both private behavior and public policy, e.g., with regard to intelligence, sanity, or aggression. May be repeated for credit when topics vary.

P237 Environmental Ethics (3 cr.) An introductory consideration of philosophical views regarding the extent of human responsibility for the natural environment.

P262 Practical Logic (3 cr.) A nonsymbolic course designed to provide practical training in the skills needed for evaluating arguments, theories, and causal hypotheses.

P265 Elementary Symbolic Logic (3 cr.) An introductory level course in symbolic logic. Study of the two most widely applicable systems: propositional logic and predicate logic. No prerequisites.

P280 Philosophical Problems: (variable title) (1-6 cr.) A concentrated study of important attempts to solve some philosophical problem, or set of problems, that confronts the contemporary world. May be repeated for credit.

P281 Philosophy of Religion (3 cr.) Philosophical views regarding such topics as the meaning and purpose of religion, religious experience, religious knowledge, and the existence and nature of God.

P314 Modern Philosophy (3 cr.) A study of Western philosophy from the rise of science to the disenchantment with absolutism, including such philosophers as Bacon, Descartes, Berkeley, Hume, Leibniz, Kant, and others.

P316 Twentieth-Century Philosophy: (variable title) (3 cr.) A study of one or more twentieth-century approaches to philosophy, such as pragmatism, analytic philosophy, phenomenology, existentialism, deconstructionist philosophy, or neo-Marxism. May be repeated for credit.

P317 Nineteenth-Century Philosophy (3 cr.) A historical survey of philosophy in the nineteenth century from Hegel to Nietzsche, including utilitarianism, positivism, and philosophies of evolution.

P323 Society and the State in the Modern World (3 cr.) An analysis of the modern state in relation to changing concepts of knowledge, ethical ideas, human nature, social classes, the family, and property.

P325 Social Philosophy: (variable title) (3 cr.) Concentrated study of one or more major problems, positions, or authors. May be repeated for credit.

P326 Ethical Theory (3 cr.) P: P120 or consent of instructor. A variable title course. Advanced consideration of one or more ethical theories or ethical issues about the nature and status of ethics. May be repeated for credit when topics vary.

P327 Philanthropy and Social Welfare (3 cr.) An in-depth study of key concepts in social and political philosophy as they relate to institutional responsibility for social welfare, such as altruism, justice, the public good, entitlement, community, and civil society.

P331 Philosophy of Science (3 cr.) An introductory study of theories with regard to the nature, purpose, and limitations of science.

P337 Philosophy of Work (3 cr.) A study of selected views with regard to such topics as the value and dignity of labor, causes of alienation, impact of industrialization and automation, and employees' rights and responsibilities.

P338 Technology and Human Values (3 cr.) A philosophical study of the role of technology in modern society, including consideration of the relationships between technology and human values.

P358 American Philosophy (3 cr.) A study of the philosophical tradition in the United States, emphasizing major thinkers such as Peirce, Royce, James, Dewey, and Whitehead.

P365 Intermediate Symbolic Logic (3 cr.) P: P265. Topics in metalogic, set theory, and modal logic.

P367 Philosophy of the Arts (3 cr.) A study of the language of the arts, designed to show the relationship of human creativity to political, moral, aesthetic, and cognitive value.

P368 Philosophy of Language and Communication (3 cr.) Philosophical study of such topics as meaning and truth, interpretation, language and gender, representation, and speech act.

P369 Theory of Knowledge (3 cr.) A study of classical and contemporary questions, such as the nature, sources, and scope of human knowledge, and the future of the epistemological enterprise.

P382 Philosophy of History (3 cr.) An analysis of some of the philosophical problems implicit in the study of history, such as the possibility of historical objectivity, and a survey of influential interpretations of history from Augustine to Heidegger.

P383 Topics in Philosophy: (variable title) (3 cr.) An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and

designed to pursue interests unmet in the regular curriculum. May be repeated for credit.

P385 Metaphysics (3 cr.) A study of several of the principal problems of metaphysics, such as identity through time, the self, the mind-body problem, freedom and determinism, fate, causation, the problem of universals, and the existence of God. No prerequisites.

P393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.

P394 Feminist Philosophy (3 cr.) An examination of philosophical problems imbedded in feminist theories, particularly those relating to the nature/nurture distinction, the value of sex-specific experiences such as motherhood, and conditions for achieving a just social order.

P414 Philosophy and Culture (3 cr.) In-depth consideration of a topic involving the interrelationship between philosophy and culture. May be repeated for credit.

P418 Seminar in the History of Philosophy: (variable title) (3 cr.) A concentrated study of one major philosopher or philosophical school whose ideas have helped to form our age and contribute to an understanding of its problems. May be repeated for credit.

P448 Seminar in American Philosophy (3 cr.) An intensive study of a major American thinker, such as Edwards, Royce, James, Peirce, Dewey, or Whitehead, or of a leading theme, such as community, experience, or education. May be repeated for credit.

P468 Seminar in the Philosophy of Mind (3 cr.) An in-depth study of some particular problem of current concern in one of the following: theory of meaning, conceptual analysis, information theory, theory of action, artificial intelligence. May be repeated for credit.

P488 Research in Philosophy I (1-6 cr.)
P: 9 credit hours of philosophy and consent of instructor. Independent research in philosophical theory approved by and reported to any member of the department. May be repeated for credit, but no more than 6 credit hours may be counted toward the major.

P489 Research in Philosophy II (1-6 cr.)
P: 9 credit hours of philosophy and consent of instructor. Independent research in applied philosophy approved by and reported to any member of the department. May be repeated for credit, but no more than 3 credit hours may be counted toward the major.

Graduate Courses

P500 Philosophy Pro-Seminar (3 cr.)

An advanced survey of areas and issues addressed in philosophy. Principal objective: to familiarize the post-baccalaureate student with the range and diversity of contemporary philosophical discourse.

P520 Philosophy of Language (3 cr.)

Advanced study of selected topics.

P522 Topics in the History of Modern

Philosophy (3 cr.) Selected topics from the philosophies of one or more of the following: Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant. May be repeated twice with consent of instructor(s).

P540 Contemporary Ethical Theories (3 cr.)

Fundamental problems of ethics in contemporary analytic philosophy from G. E. Moore's *Principia Ethica* to present.

P542 The Ethics and Values of Philanthropy

(3 cr.) An inquiry into the ethics and values of philanthropy rooted in a general understanding of philanthropy, as voluntary action for the public good, as an ethical ideal. A consideration of philanthropic activity in light of this ideal.

P543 Contemporary Social and Political Philosophy (3 cr.)

P560 Metaphysics (3 cr.) In-depth discussion of representative contemporary theories.

P562 Theory of Knowledge (3 cr.)

Advanced study of selected topics.

P590 Intensive Reading (1-4 cr.) A tutorial course involving in-depth consideration of a specific philosophical area or problem or author. May be repeated for credit.

P694 Biomedical Ethics (3 cr.) A rigorous examination of bioethical theory and practice. Stress is placed on moral and conceptual issues embedded in biomedical research, clinical practice, and social policy relating to the organization and delivery of health care.

P730 Seminar: Contemporary Philosophy (4 cr.) Selected topics on the works of twentieth-century philosophers.

Political Science

Chairperson Professor William Blomquist

Professors John C. Buhner (Emeritus), Richard Fredland, Patrick J. McGeever, Stephen Sachs, Brian Vargus, James Wallihan

Associate Professor William A. Blomquist

Assistant Professors Margaret Ferguson, John McCormick, Charles Winslow

Academic Advising: Cavanaugh Hall 504J,
(317) 274-7387

Objectives of the Program

The Department of Political Science aspires to deliver superior instruction in the discipline and its subfields of U.S. politics and government, public administration, political theory, policy, law, international relations, comparative politics, and methodologies appropriate to the study of those fields. Like other majors in liberal arts, our graduates are prepared for a variety of careers and activities following graduation: business, professional school, teaching, graduate school, human services, politics, public administration, and more.

Students who seriously apply their abilities will leave the program with an understanding of the philosophy and mechanics of governments as well as with tools for evaluating political systems. Students will be trained as critical observers and as informed, active participants.

Major in Political Science

Requirements

In addition to the basic School of Liberal Arts requirements (listed elsewhere in this bulletin), the political science major must

1. complete 30 credit hours in political science with at least a C grade in each course. (School policy is that C- is not C.) Those 30 credit hours, incidentally, are part of the 122 credit hours needed for the B.A. degree in liberal arts.
2. complete the following specific requirements:
9 credit hours: Y103, Y215, and Y217
6 credit hours chosen from Y205, Y213, and Y219
12 credit hours from 300 level and above
3 credit hours: Y490
3. *Transfer students only.* Transfer students from either another Indiana University campus or from another institution must take a minimum of 9 credit hours of 300- to 400-level (junior-senior) political science courses at IUPUI. These courses must be of regular classroom format (not readings or research); they may include a seminar, if needed.

Minor in Political Science

The political science minor consists of 15 credit hours in one of three areas: American government, comparative politics, or international relations.

Only courses with a grade of C and above are acceptable. Six of the 15 credit hours must be completed in residence. Students must file with the Department of Political Science their declaration of intent to complete a minor. Records are kept nowhere else.

American Government

Required are:

Y103

6 credit hours from 300-level courses in

American government or Y200, as appropriate

6 credit hours from other areas

Comparative Politics

Required are:

Y217

6 credit hours from 300-level courses in

comparative politics or Y200, as appropriate

6 credit hours from other areas

International Relations

Required are:

Y219

6 credit hours from 300-level courses in

international relations or Y200, as appropriate

6 credit hours from other areas

Interdisciplinary Minors

There are two minor programs with a political science component that may interest political science students: urban studies minor and international studies minor.

Courses*

Y101 Principles of Political Science (3 cr.)

Provides an overview of the subareas of political science: comparative systems, theories, international relations, and institutions. Recommended for the major (or potential major). For other students it should provide provocative ideas for understanding the political nature of their world. The course is exploratory in nature, seeking to raise questions, not necessarily to answer them.

Y103 Introduction to American Politics (3 cr.)

Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base. (When offered, S103 Introduction to American Politics-Honors is an equivalent.)

Y200 Contemporary Political Topics:

(variable title) (1-6 cr.) Involves an intensive

*Denotes those offered only occasionally.

analysis and discussion of selected contemporary political problems. The topics, which may vary from semester to semester, are listed in the class schedule. The course may be repeated up to a maximum of 6 credit hours. Recent topics have included problems of poverty, political protest, women in politics, citizen and the news, and problems of developing areas.

Y205 Elements of Political Analysis (3 cr.)

Introduction to the major approaches to and techniques of the systematic study of political science. Includes introduction to analysis of quantitative political data.

Y211 Introduction to Law (3 cr.)

An introduction to law as a method for dealing with social problems and as an aspect of the social and political system. An introduction to legal reasoning, procedures, and materials. Will usually include comparison of U.S. and other societies' approaches to law. Moot court simulations will usually be included.

Y213 Introduction to Public Policy (3 cr.)

Studies the processes and institutions involved in the formation of public policy with particular reference to the United States. The course will identify key policy actors, analyze the process of policy making, and critically assess selected policy issues (such as foreign, defense, economic, welfare, and environmental policy).

Y215 Introduction to Political Theory (3 cr.)

Introduces Western political thought by means of the ideas offered by thinkers from Plato through Rawls. Theories of conflict analysis and democratic politics are introduced and treated ad hoc in the context of the enduring issues raised by several major political philosophers.

Y217 Introduction to Comparative Politics (3 cr.)

Studies foreign political systems of Western and non-Western countries. Includes comparative political analysis, organized by topic, emphasizing nongovernmental, as well as governmental, power. Discussion will include: economic systems, social classes, national groupings, constitutions, bureaucracies, political parties, armies, elements of political culture, and types of political change.

Y219 Introduction to International Relations (3 cr.)

Studies the relations among nations of the international system to identify and observe patterns and causes of action. Includes such subtopics as international law, international organizations, problems of development, conflict analysis, foreign policy determinants, and theoretical interpretations. Some case studies and simulations are used to illustrate various concepts and principles.

Y301 Political Parties and Interest Groups (3 cr.)

Theories of American party activity;

behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

Y302 Public Bureaucracy in Modern Society (3 cr.)

Examines public bureaucracy, with special emphasis on the United States, as a political phenomenon engaging in policy making and in the definition of the terms of policy issues. Considers the role of bureaucratic instruments in promoting social change and in responding to it.

Y304-Y305 Judicial Process and American Constitutional Law I-II (3-3 cr.)

Nature and function of law and judicial process; selected Supreme Court decisions interpreting American constitutional system.

Y306 State Politics in the United States (3 cr.)

Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies.

Y307 Indiana State Government and Politics (3 cr.)

Constitutional foundations, political development, organizational and functional process and growth, and current problems of Indiana government. Readings, case studies, problems.

Y308 Urban Politics (3 cr.)

Political behavior in modern American communities; emphasizes the impact of municipal organization, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations or urban policy outcomes.

Y310 Political Behavior (3 cr.)

P: Y205. A research course in which students design and execute their own investigations into political phenomena.

Y311 National Security in a Democratic Polity (3 cr.)

Exploration of a basic dilemma of a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource utilization, popular control of policy, and the nature of individual liberty.

Y313 Environmental Policy (3 cr.)

Examines the causes of environmental problems and the political, economic, social, and institutional questions raised by designing and implementing effective policy responses to these problems.

Y317 Voting, Elections, and Public Opinion (3 cr.)

Determinants of voting behavior in elections. The nature of public opinion regarding major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections;

relationships among public opinion, elections, and the development of public policy.

Y319 The United States Congress (3 cr.)

The Congress and the institutions it has spawned constitute an integral component of the American political system. This course will examine the development of that system with especial attention to interplay with other elements of the American system.

Y322 The American Presidency (3 cr.)

The presidency is one of the essential institutions of the American political system. This course will examine it in depth as it has evolved over 200 years, with special attention to recent pressures and responses.

***Y324 Women and Politics (3 cr.)** Analysis of women in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative or empirical examination of how political systems affect women and the impact women have on the system(s). Topics vary from semester to semester. May be repeated once for credit with a different topic.

***Y332 Russian Politics (3 cr.)** Political process and government structure in the Russian state. Political institutions inherited from tsarist empire and the Soviet state (1917-1991), history of subsequent political reform. Political problems of ethnic conflict, creating democratic institutions, and of transition from socialism to market economy.

***Y335 West European Politics (3 cr.)** Development, structure, and functioning of political systems, primarily in France, Italy, and Germany. Political dynamics of European integration.

Y336 South East Asian Political Systems (3 cr.) Covers the governmental organization, and the political behavior and traditions, of countries in the South East Asian region. Addresses regional issues of political and economic development, and international issues regarding the relationship of the region to the rest of the world.

***Y337 Latin American Politics (3 cr.)** Comparative analysis of political change in major Latin American countries, emphasizing alternative explanations of national and international developments; examination of impact of political parties, the military, labor and peasant movements, Catholic church, multinational corporations, regional organizations, and United States on politics; public policy processes in democratic and authoritarian regimes.

Y338 African Politics (3 cr.) Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial

heritage and traditional culture; network of international relation; and special situation of South Africa.

Y339 Middle Eastern Politics (3 cr.) Political culture and change in selected Middle Eastern and North African countries. Topics include political elites, traditional cultures, modern political ideology, institutions of political control, conflict management, and social reform policies.

***Y341 Authoritarian Regimes (3 cr.)**

Comparative study of fascism, Nazism, and communism as institutional arrangements for governing modern societies. The political process in the one-party "movement regime."

***Y343 Developmental Problems of the Third World (3 cr.)** Economic, political, and social change in less developed countries. Problems of measurement, control and explanation of economic development, and interrelated political-administrative change. Internal and external pressures on development.

***Y345 Contemporary Revolutions (3 cr.)**

A comparative study of revolutions and revolutionary movements in the twentieth century, incorporating (a) case studies, encompassing developing and defeated movements as well as victorious ones, and (b) comparative treatment of selected "issues in revolution" (e.g., popular participation; organization and leadership; treatment of opposition; economic and cultural transformation).

Y350 European Integration (3 cr.) Study of the politics of the European Union (EU). This course assesses the process and dynamics of economic and political integration in Western Europe, the structure and work of EU institutions, and public policies of the EU.

Y351 Political Simulations (1-3 cr.) A course tied to simulations of political organizations such as the European Union, the United Nations, or the Organization of American States. May be taken alone or in conjunction with related political science courses. May be repeated for credit.

Y360 U.S. Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of American foreign policy. Emphasis is on post-World War II policies.

***Y371 Workshop in International Topics and American Foreign Relations (3 cr.)**

Sovereignty, nationalism, imperialism, collective security, race, culture, international trade, population, war.

Y373 American Politics through Film and Fiction (3 cr.) Recurrent themes of politics are explored in depth—by means of novels, short stories, and films. Subject matter varies from semester to semester—check class schedule for current semester.

Y374 International Organization (3 cr.)

Examines assumptions about the causes, functions, results, and structures of international (intergovernmental) organizations. Theory is combined with case study of the United Nations particularly. The European Community and regional organization examples provide a basis for understanding an evolving phenomenon.

Y378 Problems in Public Policy: (variable title) (3 cr.) Examines various substantive problems in the formulation of and conceptualization of public policy. Both the policy and its impact are considered in the context of the entire political environment in which it operates. Examples are selected from various levels of government, not always confined to the United States. May be repeated once for credit.

Y380 Selected Topics in Democratic Government: (variable title) (3 cr.) An examination of basic problems and issues in the theory and practice of democratic government. Specific topics vary from semester to semester. May be repeated once for credit.

Y381 History of Political Theory I (3 cr.) An exposition and critical analysis of the major political philosophers and philosophical schools from Plato to Machiavelli.

Y382 History of Political Theory II (3 cr.) An exposition and critical analysis of the major philosophers and philosophical schools from Machiavelli to the present.

Y383 American Political Ideas I (3 cr.)

American political ideas from the Founding period to the Civil War.

Y384 American Political Ideas II (3 cr.)

American political ideas from the Civil War to the present.

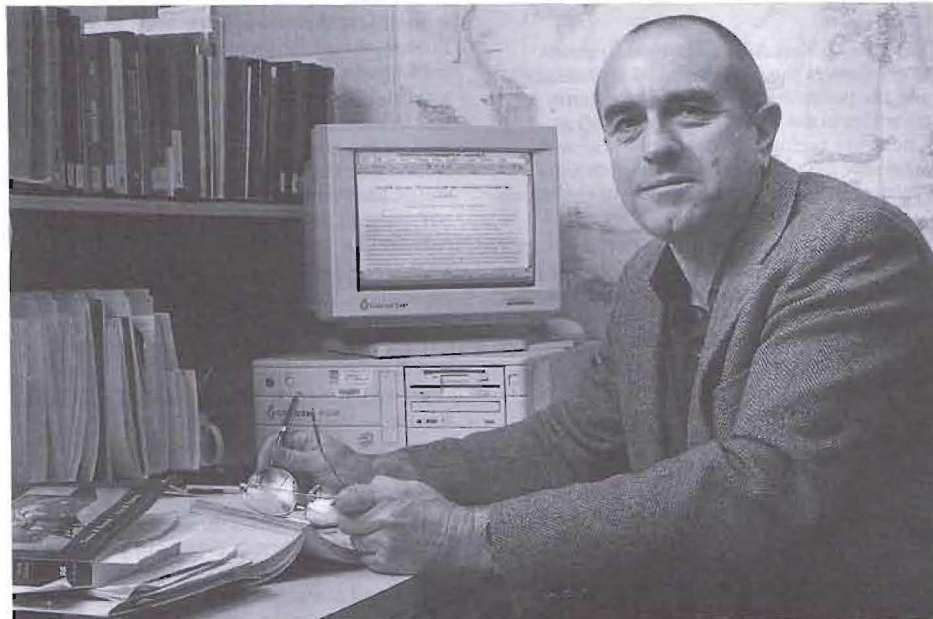
***Y394 Public Policy Analysis (3 cr.)** Place of theory and method in examining public policies in relation to programs, institutional arrangements, and constitutional problems. Particular reference to American political experience.

Y480 Undergraduate Readings in Political Science (1-6 cr.) Individual readings and research.

Y481 Field Experience in Political Science (3-6 cr.) P: certain internship experiences may require research skills. Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, research papers.

Y490 Senior Seminar (3 cr.) Open only to senior majors. Research paper required. Seminar sessions arranged to present papers for evaluation and criticism by fellow students.

Y498 Readings for Honors (1-6 cr.) Open only to senior majors in the department who have at least a 3.3 grade point average within the major; approval of department is required. Course involves an intensive individual program of reading and/or research.



James Wallihan, professor of labor studies and political science.

Religious Studies

Chairperson Professor E. Theodore Mullen Jr.

Distinguished Professor C. Conrad Cherry

Professors E. Theodore Mullen Jr., Amanda Porterfield, Rowland A. Sherrill, James F. Smurl

Associate Professor William J. Jackson

Assistant Professors Thomas J. Davis, Jeffrey T. Kenney

Academic Advising: Cavanaugh Hall 335, (317) 274-1465

Religious Studies offers students opportunities to explore the patterns and dimensions of the many different religious traditions of the world from the perspectives of the academic study of religion. The courses are designed to help students develop basic understandings of the many ways in which religions shape personal views of the world, create and sustain the communities in which we live, and interact with politics, economics, literature and the arts, and other structures of society. Through this curriculum, students are provided the skills that will allow them to understand religions as a part of the study of human history and traditional and nontraditional values. The department offers both a major and a minor, allowing students to investigate religious phenomena in depth and encouraging connections with other areas of the humanities and social sciences.

Program Planning

In the degree programs, the Department of Religious Studies pays special attention to the student's expressed hopes and plans, and the faculty counsels its majors carefully toward that end. Thus, students can construct undergraduate programs of study that meet both personal goals and the faculty's sense of what comprises a coherent and focused concentration in religious studies. With these possibilities in mind, students are encouraged to declare their intentions to major as early as possible in their college careers.

Those students who choose to major in the department are invited first to explore courses, designated by the faculty, to introduce the wide breadth of concerns that belong to the field—religious, social, and comparative ethics; scriptures and traditions; South Asian and comparative studies; religion and American literature and culture.

On the basis of these studies, students are then able to pursue more specialized courses of inquiry, depending on their personal interests and concerns. And the faculty stands prepared to help in this regard by presenting more selective and rigorous options within the

department, by helping to locate ties with cognate areas in other departments and schools, and by working with upper-level students in courses of independent study.

Major in Religious Studies

Requirements

Beyond the general distribution and credit hours requirements for the Bachelor of Arts degree, students who choose to major in religious studies will be asked to complete 30 credit hours of course work designated by the faculty as follows: 15 credit hours will be selected from the category of "Religious Traditions" and 12 credit hours from "Comparative Thematic Studies;" at least 18 credit hours are to be taken at the 300 level or above; 3 credit hours in the departmental senior seminar (R433). For details concerning the designated courses and the junior-level courses, students should contact the departmental chairperson.

Double Majors

Students wishing to acquire double majors in religious studies and a second subject area will need to fulfill all of the above requirements, as well as those of the second subject area; will need an academic adviser for each major; and will need to file their plans for a double major with the recorder of the School of Liberal Arts.

Minor in Religious Studies

A minor in religious studies, recorded on a student's transcript, will ordinarily require that the student fulfill 15 credit hours in courses in the department, divided as follows: 15 credit hours from the departmental curriculum approved by the departmental adviser; at least 3 credits must be taken at the 100 level and 6 credit hours at the 300 level. For details, students should contact the departmental chairperson.

Courses

Note: Courses ending in "00" and marked with an asterisk (*) are designed to facilitate course development, cross-listing with other departments, and opportunity for student suggestions of courses they consider valuable.

*R100 Studies in Religion (3 cr.)

Select introductory issues in religion.

Interdisciplinary in emphasis. May be repeated for up to 9 credit hours under different titles.

R111 The Bible (3 cr.) A critical introduction to the major periods, persons, events, and literatures that constitute the Bible; designed to provide general humanities-level instruction on this important text.

R133 Introduction to Religion (3 cr.)

Introduction to the diversity of traditions, values, and histories through which religion interacts with culture. Emphasis on

understanding the ways the various dimensions of religion influence people's lives.

R173 American Religion (3 cr.)

A consideration of American religion, with particular emphasis on the development of religious diversity and religious freedom in the context of the American social, political, and economic experience. Special attention will be directed to changes in Roman Catholicism and Judaism as well as to alterations in the nature of American Protestantism.

R180 Introduction to Christianity (3 cr.)

Survey of beliefs, rituals, and practices of the Christian community with a focus on the varieties of scriptural interpretation, historical experience, doctrine, and behavior.

***R200 Studies in Religion (3 cr.)**

Select intermediate studies in religion. Interdisciplinary studies emphasized. May be taken for up to 9 credit hours under different titles.

R212 Comparative Religions (3 cr.)

Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

R223 Religion and Imagination (3 cr.)

Introductory studies of the nature, function, and significance of myths, symbols, and images in religious and cultural systems, with examples drawn from various traditions and with special attention devoted to their relationships to the contemporary imagination.

R283 Religions, Ethics, and Values (3 cr.)

Cultural, historical, logical, psychological, and social relationships between religious and social as well as personal moral values and systems of ethics in traditional and contemporary Western culture.

R293 Ethics of World Religions (3 cr.)

Key figures, literatures, movements, and changes in the world's major systems of religious ethics, with select illustrations drawn both from Asia (Hindu, Buddhist, Confucian, Taoist) and the West (Jewish, Christian, Muslim).

***R300 Studies in Religion (3 cr.)** Selected topics and movements in religion, seen from an interdisciplinary viewpoint. May be repeated twice under different titles.

R303 Religions in the Making (3 cr.)

Examination within a broad historical and social-scientific framework of selected religions at the time of formulation and/or during periods of substantive change. Considered will be exemplary ancient and modern movements drawn both from literate and preliterate cultures and from Eastern and Western religious traditions.

R304 Islamic Beginnings (3 cr.) Survey of the Islamic religious tradition(s), focusing on the

formative period of Islamic history, 600-1000 C.E., and the ways in which Muslims and Western scholars have interpreted it. The topics and themes to be examined include pre-Islamic Arabia, the Qu'ran, Muhammed, the Muslim *umma*, Islamic law, theology, ritual, and Sufism.

R305 Islam and Modernity (3 cr.) This course examines the issues and events that have shaped Muslims' understanding of the place of Islam in the modern world. It focuses on the way Muslim thinkers have defined the challenge of modernity—politically, technologically, socially, and religiously—and the responses that they have advocated.

R310 Prophecy in Ancient Israel (3 cr.)

The prophetic movement and its relationship to religious, social, and political traditions and institutions in the ancient Near East. The thought of major prophetic figures in Israel, such as Hosea, Isaiah, Jeremiah, Ezekiel.

R312 American Religious Lives (3 cr.) A study of selected persons who shaped the religious ideas and practices of the American people. The course correlates the lives, ideas, and social contexts of influential religious leaders in the United States. Figures such as Jonathan Edwards, Abraham Lincoln, Dorothy Day, Isaac M. Wise, and Martin Luther King Jr. will be included.

R313 Religion and American Ideas (3 cr.)

Studies of the major figures and works of the American literary and theological traditions, with focus on the ways the literary imagination has variously expressed, explored, and challenged the religious meanings of the American experience.

R315 Hebrew Bible (3 cr.) A critical examination of the literary, political, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

R316 New Testament (3 cr.) An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

R319 Origins of Israel (3 cr.) An investigation of the problems involved in the reconstruction of early Israelite history, religion, and society. Major emphasis on the ways in which modern scholarship has attempted to interpret the biblical traditions dealing with the patriarchs, the exodus-Sinai events, and the settlement in the land.

R320 Development of the Jesus Traditions (3 cr.) Types of traditions about Jesus: their origins, development, and functions in early Christianity, compared with similar forms of traditions in non-Christian movements.

R325 Paul and His Influence in Early Christianity (3 cr.) Life and thought of Paul, in the context of first-century Christian and non-Christian movements. Development of radical Paulinism and anti-Paulinism in the second century; their influence on the formation of Christianity.

R326 Studies in Biblical Religion (3 cr.) Examination of selected major topics in the religious traditions contained in the biblical materials. Topics such as the following will be treated: early Hebrew traditions and heroes, the kings of Israel, the development of apocalyptic literature, the period between the testaments, the development of Christology, the Johannine School, and others. May be taken twice for credit under different topics.

R329 Early Christianity (3 cr.) This course introduces the religious world of early Christianity by examining its formation and development. The course emphasizes intellectual history while placing religious ideas in historical, cultural, social, and economical contexts. It underscores diversity and explores how ideas shape religious faith, how religious practice guides religious thinking, and how culture and religion interact.

R339 Varieties of American Religion (3 cr.) Approaches to the diversity and complexity of that part of American religion that has existed outside of the mainstream of U.S. church life. Emphasis on the origin, history, organizational structures, beliefs and devotional practices of such groups as the Quakers, Shakers, Millerites and other millenarian sects, Mormons, Christian Scientists, Pentecostals, as well as groups whose orientation is Eastern rather than Western.

R343 Religion and Contemporary Thought (3 cr.) Contemporary religious and anti-religious thinkers, with emphasis on those whose writings have significantly influenced modern thinking about human beings, God, society, history, and ethics.

R344 Reformations of the Sixteenth Century (3 cr.) This course introduces students to the religious reformations of sixteenth-century Europe. It examines the historical background to the Reformation and surveys a number of reformation movements. While intellectual history is emphasized, the ideas of religious thinkers are placed in broad historical, cultural, social, and economic contexts.

R346 Religious Women in the United States (3 cr.) The study of women's roles in several different religions. Focus on women's religious roles in the U.S. today, women's efforts to interpret and revise their religions, and ideas about women that characterize various religious traditions. Involves oral history

interviewing as well as a formal regimen of scholarly study.

R352 Religion and Literature in Asia (3 cr.) The treatment of religious issues in Asian literature (Hinduism in the Epics) or the significance of the literary forms of religious texts (the genre of recorded sayings), showing how the interplay of religious realities and literary forms reveals the dynamics of religious development in India, China, or Japan.

R360 Comparative Study of Religious Phenomena (3 cr.) Eastern and Western religions on a selected subject, such as time and the sacred, sacrifice, initiation. May be repeated once for credit.

R361 Hinduism and Buddhism (3 cr.) Examination of the origins and cultural developments of classical Hinduism and Buddhism through studies of selected lives and writings, religious practices, and symbolism in the arts through explorations of these two worldviews as reflected in historical, literary, and ritual forms.

R383 Religions, Ethics, U.S. Society (3 cr.) The foundations for and applications of religious ethical positions on social justice issues in education, economics, family life, government, and politics.

R384 Religions, Ethics, and Health (3 cr.) The positions of religious ethical traditions on issues such as the control of reproduction, experimentation with human subjects, care of the dying, delivery of health care, physical and social environments, and heredity. May be repeated once for credit under different focus.

R393 Comparative Religious Ethics (3 cr.) Comparisons of key figures, issues, and themes in the social-ethical systems of the world religions. To include intracultural studies of American Jewish and Christian positions on social questions and cross-cultural studies of similar positions in an Asian and in a Western tradition.

***R400 Studies in Religion (3 cr.)** Specialized and intensive studies in religion with an interdisciplinary emphasis. May be repeated twice under different titles.

R433 Senior Seminar (3 cr.) An integrative and summative course of study in which majors, in cooperation with two or more faculty, shall develop an hypothesis about the interaction of several dimensions of religion and about the ways in which they both mirror and shape social and cultural forms.

R590 Directed Readings in Religious Studies (3 cr.)

Sociology

Chairperson Associate Professor David A. Ford

Professors J. Herman Blake, Linda Haas, John T. Liell (Emeritus), Suzanne K. Steinmetz, Joseph T. Taylor (Emeritus), Colin Williams

Associate Professors David Ford, Carol Gardner, William Gronfein, Ain Haas, David Moller, Timothy Owens, Robert White, Patricia Wittberg

Assistant Professor Jay Howard

Lecturer James Hunter

Academic Advising: Cavanaugh Hall 303, (317) 274-8981

The Department of Sociology has a two-fold mission: (1) to provide courses in sociology to all segments of the university, thereby acquainting the general student with the unique perspective and uses of sociology; and (2) to prepare sociology majors for advanced study in sociology or related fields.

The courses of the department are designed to take advantage of the unique resources of an urban campus. The curriculum emphasizes the applied aspects of sociology as well as those segments of sociology necessary for advanced study. Courses in sociology serve to broaden the understanding of all students and should be of particular interest to students preparing for careers in professional social science, education, government, law, criminal justice, urban affairs, social service, medical service fields, and business. In an ever-changing environment, the Department of Sociology strives to provide students with diverse educational experiences, including traditional education and fieldwork and/or survey research experience. Undergraduate majors are encouraged to participate in internships and research projects as part of their educational experience.

Major in Sociology

Requirements

The major requires 30 credit hours of sociology course work (12 of which must be completed at IUPUI):

R100 Introduction to Sociology (3 cr.)
R251 Social Science Research Methods (3 cr.)
R356 Foundations of Social Theory (3 cr.)
R357 Contemporary Sociological Theory (3 cr.)
R359 Introduction to Sociological Statistics (3 cr.)

15 additional credit hours of other sociology courses

Minors in Sociology

A general minor in sociology will allow students in a variety of fields to expand their

liberal arts education within an area that complements their general major or program of professional training.

Requirements

The minor requires 15 credit hours of course work (6 of which must be completed at IUPUI):

R100 Introduction to Sociology (3 cr.)

R251 Social Science Research Methods *or*

R356 Foundations of Social Theory *or*

R357 Contemporary Social Theory (3 cr.)

9 additional credit hours of sociology courses will be required, with 6 of those credit hours at the 200-400 level.

Minor in Medical Sociology

Considering the unique resources and needs of IUPUI, the Department of Sociology offers a minor in medical sociology. This program is designed to lead to a general understanding of the social context of health, health care, and the delivery of medical services and should be of special interest to all students majoring in health-related specialties.

Requirements

The minor requires 15 credit hours of course work (6 of which must be completed at IUPUI):

R100 Introduction to Sociology (3 cr.)

R381 Social Factors in Health and Illness (3 cr.)

R382 Social Organization of Health Care (3 cr.)

6 additional credit hours of sociology courses, with substantial health-related content approved by medical sociology adviser (Dr. William Gronfein)

Courses

R100 Introduction to Sociology (3 cr.)

P: W131 or consent of the instructor.

Consideration of basic sociological concepts, including some of the substantive concerns and findings of sociology, sources of data, and the nature of the sociological perspective.

R121 Social Problems (3 cr.) P: R100 or consent of the instructor. Selected current "problems" of American society are analyzed through the use of basic sociological data and the application of major sociological frameworks. Policy implications are discussed in the light of value choices involved in various solutions.

R220 The Family (3 cr.) P: R100 or consent of the instructor. The family as a major social institution and how it relates to the wider society. Formation of families through courtship, marriage, and sexual behavior; maintenance of families through childrearing and family interaction; and dissolution of families by divorce or death. Social change and the emergence of new familial patterns.

R234 Social Psychology (3 cr.) P: R100 or consent of the instructor. Sociological approach to human character, with emphasis on the psychology of the individual in social situations. Topics include socialization and the self, language and communication, interpersonal relations, attitude formation, conformity and social influence, and group processes.

R239 Alienation and Anxiety in Modern Society (3 cr.) P: R100 or consent of the instructor. A review of alienation as a concept of social criticism. Using classical thinking and contemporary literature, this course evaluates the sociological tradition that argues modern humans are alienated and desperate.

R240 Deviance and Social Control (3 cr.) P: R100 or consent of the instructor. An introduction to major sociological theories of deviance and social control, analyzes empirical work done in such areas as drug use, unconventional sexual behavior, family violence, and mental illness. Explores both "lay" and official responses to deviance, as well as cultural variability in responses to deviance.

R251 Social Science Research Methods (3 cr.) P: R100 or consent of the instructor and sophomore standing. A survey of methods and techniques used by sociologists and other social scientists for gathering and interpreting information about human social behavior.

R295 Topics in Sociology (3 cr.) P: R100 or consent of the instructor. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

R305 Population (3 cr.) P: R100 or consent of the instructor. Focus on study of people in terms of relative numbers, geographic distribution, and factors influencing change. Included are considerations of population theory, values related to population questions, an overview of basic techniques of analysis, and mortality, fertility, migration, and growth trends.

R312 Sociology of Religion (3 cr.) P: R100 or consent of the instructor. Examination of religion from the sociological perspective. Religious institutions, the dimensions of religious behavior, the measurement of religious behavior, and the relationship of religion to other institutions in society are examined.

R315 Sociology of Power (3 cr.) P: R100 or consent of the instructor. Analysis of the nature and basis of political power on the macro level—the community, the national, and the international arenas. Study of formal and

informal power structures and of the institutionalized and noninstitutionalized mechanisms of access to power.

R316 Society and Public Opinion (3 cr.) P: R100 or consent of the instructor. Analysis of the formulation and operation of public opinion. Although the course may focus on all aspects of opinion and behavior (including marketing research, advertising, etc.), most semesters the course focuses on political opinion and behavior. Special attention will be given to two aspects of opinion in our society: its measurement through public opinion polls and the role of mass communication in manipulating public opinion. The distortions in the popular press's reports of the results of survey research are considered in depth.

R317 Sociology of Work (3 cr.) P: R100 or consent of the instructor. Analysis of the meaning of work, the dynamic social processes within work organizations, and environmental constraints on organizational behavior.

R320 Sexuality and Society (3 cr.) P: R100 or consent of the instructor. Provides a basic conceptual scheme for dealing with human sexuality in a sociological manner.

R321 Women and Health (3 cr.) P: R100 or consent of the instructor. A review of the relationships among cultural values, social structure, disease, and wellness, with special attention focused on the impact of gender role on symptomatology and access to health care. Selected contemporary health problem areas will be examined in depth. Alternative models of health care delivery will be identified and discussed.

R325 Gender and Society (3 cr.) P: R100 or consent of the instructor. A sociological examination of the roles of women and men in society, analysis of the determinants and consequences of these roles, and assessment of forces likely to bring about future change in these roles. Although focus will be on contemporary American society, cross-cultural variations in gender roles will also be noted.

R327 Sociology of Death and Dying (3 cr.) P: R100 or the consent of the instructor. This course examines inevitable and salient features of the human condition. Historical evaluation of images and attitudes toward death, the medicalization of death, the human consequences of high-tech dying, the role of the family in caring for dying loved ones, the emergence and role of hospices, the social roles of funerals, grief and bereavement, euthanasia and suicide, the worlds of dying children and grieving parents, and genocide are major issues that are addressed. Two of the major themes of the course revolve around the idea that the way we die is a reflection of the way

we live; and, that the study of dying and death is an important way of studying and affirming the value of life.

R329 Urban Sociology (3 cr.) P: R100 or consent of the instructor. The social dynamics of urbanization, urban social structure, and urban ecology. Theories of urban development; the city as a form of social organization; macroprocesses of urbanization both in the U.S. and other countries.

R330 Community (3 cr.) P: R100 or consent of the instructor. Social, psychological, and structural features of community life. Topics include microphenomena such as the neighborhood, networks of friendship and oppositions, social participation, community power structure, and institutional framework.

R335 Sociological Perspectives on the Life Course (3 cr.) P: R100 or consent of the instructor. Focuses on the human life course as a product of social structure, culture, and history. Attention is given to life course contexts, transitions, and trajectories from youth to old age; work, family, and school influences; self-concept development, occupational attainment, and role acquisition over the life course.

R338 Comparative Social Systems (3 cr.) P: R100 or consent of the instructor. History and general theories of comparative sociology. Major focus on comparative analyses of social structure, kinship, policy and bureaucracy, economics and stratification, and institutionalized belief systems. Some attention is given to culture and personality and to cross-cultural methodology.

R344 Juvenile Delinquency and Society (3 cr.) P: R100 or consent of the instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

R345 Crime and Society (3 cr.) P: R100 or consent of the instructor. Examination of the creation, selection, and disposition of persons labeled criminal. Emphasis on crime as an expression of group conflict and interest. Critique of academic and popular theories of crime and punishment.

R346 Control of Crime (3 cr.) P: R100 or consent of the instructor. History, objectives, and operation of the crime control system in relation to its sociopolitical context. Critical examination of philosophies of punishment and programs of rehabilitation.

R349 Practicum in Victimology (3 cr.) P: R100 or consent of the instructor. The role of the victim in the criminal justice system is

examined through both course work and practical experience as a volunteer with the Marion County Prosecutor's Witness-Victim Assistance Program. Recommended for students with interest in deviance, criminology, law, criminal justice, and social service.

R356 Foundations of Social Theory (3 cr.)

P: R100 or consent of the instructor.

Examination of the fundamental issues and perspectives in classical theories. Special focus will be on analysis of the major nineteenth-century theories that influenced later sociological thought.

R357 Contemporary Sociological Theory

(3 cr.) P: R100, R356, or consent of the

instructor. Emphasis on theoretical developments of the twentieth century and the relationships of current theories to classical theories.

R359 Introduction to Sociological Statistics

(3 cr.) P: R100, R251, or consent of the instructor. Measures of central tendency, dispersion, standardizing and normalizing procedures, and simple index numbers. Simple notions of probability as related to statistical inference (means, proportions, binomial distribution, chi-square, simple regression).

R381 Social Factors in Health and Illness

(3 cr.) P: R100 or consent of the instructor.

Focus on the reciprocal relationships between social and physiological factors in health and illness. Specific considerations include ways in which physical status influences social behavior and the manner in which social structure enhances or endangers physical health.

R382 Social Organization of Health Care

(3 cr.) P: R100 or consent of the instructor.

Survey of the nature of health care systems. Patient and professional role behavior are explored as well as the characteristics of different health care settings.

R410 Alcohol and Society (3 cr.) P: R100 or

consent of the instructor. This is a survey of the use and abuse of alcohol, including extent of use, history of use and abuse, "biology" of alcohol, alcoholism as a problem, legal actions, and treatment strategies.

R415 Sociology of Disability (3 cr.) P: R100 or

consent of the instructor. An examination of current models of disability and of disability at the interpersonal and societal level. Topics include recent legal, social, and educational changes; the ways in which people with disabilities interact with the nondisabled; the role played by relatives and caregivers; and the image of people with disabilities in film, television, and other media. Recommended for students in nursing, education, physical and occupational therapy, and social work, as well

as for the medical sociology minor. Available for graduate credit.

R420 Sociology of Education (3 cr.) P: R100 or consent of the instructor. A survey of sociological approaches to the study of education, covering such major topics as (a) education as a social institution, (b) the school of society, (c) the school as a social system, and (d) the sociology of learning.

R425 Women and Work (3 cr.) P: R100 or consent of the instructor. This course examines the changing world of women's paid and unpaid work, primarily in the United States. The impact of race and social class on women's work will be covered, as will women's experiences as activists for social change.

R430 Families and Social Policy (3 cr.)
P: R100 and R220 or consent of the instructor. This seminar explores how the state and labor market currently affect family structure and the quality of family life in the U.S. and the role the state and labor market could play in the future. Family policies in other parts of the world will be considered for possible applicability to the U.S.

R461 Race and Ethnic Relations (3 cr.)
P: R100 or consent of the instructor. Comparative study of racial, ethnic, and religious relations. Focus on patterns of inclusion and exclusion of minority groups by majority groups. Discussion of theories of intergroup tensions—prejudice and discrimination—and of corresponding approaches to the reduction of tensions.

R463 Inequality and Society (3 cr.) P: R100 or consent of the instructor. Presentation of conservative and radical theories of class formation, consciousness, mobility, and class consequences. Relevance of social class to social structure and personality. Emphasis on the American class system, with some attention given to class systems in other societies.

R467 Social Change (3 cr.) P: R100 or consent of the instructor. Basic concepts, models, and individual theories of social change; historical and contemporary analysis of the structural and psychological ramifications of major social trends.

R476 Social Movements (3 cr.) P: R100 or consent of the instructor. Study of the origins and dynamics of contemporary social movements in American society, with some attention to cross-national movements. Coverage of progressive and regressive movements aimed at changing the social, economic, and political structure of the society. Case studies of expressive and ideological movements, including fads, cults, and revolts and revolutions.

R478 Formal Organizations (3 cr.) P: R100 or consent of the instructor. Sociological inquiry into the nature, origin, and functions of bureaucratic organizations. Emphasis on bureaucratic organizations as the predominant mode of contemporary task performance and on their social-psychological consequences. Theoretical and empirical considerations in organizational studies from Weber to contemporary findings.

R480 Sociology and Social Policy (3 cr.)
P: R100 or consent of the instructor. This course is a broad review of the increasing use of sociology in the formulation and implementation of social policy. Specific case studies will be examined. Recommended for students with an interest in medicine, law, education, social service, urban affairs, etc.

R485 Sociology of Mental Illness (3 cr.)
P: R100 or consent of the instructor. A survey of current problems in psychiatric diagnosis, the social epidemiology of mental illness, institutional and informal caregiving, family burden, homelessness, and the development and impact of current mental health policy. Cross-cultural and historical materials, derived from the work of anthropologists and historians, are used throughout the course.

R490 Survey Research Methods (3 cr.)
P: R100, R251, R359 or consent of the instructor. In this practicum, students will design and conduct a survey, learn how to code survey results, enter data, and analyze data with the mainframe computer. A report will also be written. The advantages and disadvantages of survey methodology will be highlighted and ethical issues will be discussed.

R493 Practicum in Sociological Fieldwork (3 cr.) P: R100 and R251, senior standing or consent of the instructor. Role of systematic observation as a sociological method. Training in fieldwork techniques and the application of sociological concepts to actual social situations. The core of this course will involve a supervised fieldwork research project in some area of social life.

R494 Internship Program in Sociology (3-6 cr.) P: R100, junior standing with consent of the instructor. This course involves students working in organizations where they apply or gain practical insight into sociological concepts, theories, and knowledge. Students analyze their experiences through work logs, a paper, and regular meetings with the internship director.

R495 Topics in Sociology (3 cr.) P: Variable with topic. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

R497 Individual Readings in Sociology (3 cr.)

P: consent of instructor and 9 credit hours of sociology courses with at least a C grade. Investigation of a topic not covered in the regular curriculum that is of special interest to the student and that the student wishes to pursue in greater detail. Normally available only to majors through arrangement with a faculty member.

Graduate Courses

Approval for a Master of Arts program in sociology is pending. The sociology department offers a number of graduate courses each semester.

S500 Proseminar in Sociology (1 cr.)

P: graduate standing and/or consent of the instructor. Introduction to current sociological research interests and concerns through the work of departmental members.

R525 Women and Work (3 cr.) P: graduate standing and 6 credit hours of sociology, or consent of the instructor. This course explores the historical and contemporary trends in women's paid and unpaid work, and the causes and consequences of sex segregation in the labor force and in the home. An emphasis will be placed on understanding and critically analyzing contemporary theory and research on the subject.

S526 The Sociology of Human Sexuality (3 cr.) P: graduate standing and consent of the instructor. This is a one-semester graduate-level course in the sociology of human sexuality. This course will provide (a) a detailed examination of the development of sex research, (b) a sociological perspective on and critique of this corpus and, (c) an opportunity for students to develop research of their own.

R530 Families and Social Policy (3 cr.)

P: R100, R220, graduate standing. This seminar will explore how the government and labor market affect family structure and the quality of family life. Students will study the implications of family research for social policy and learn to develop theoretical frameworks for evaluating social policies affecting families.

S530 Introduction to Social Psychology (3 cr.)

P: graduate standing or consent of the instructor. Examines the broad range of work in social psychology. Emphasis is placed on the relation between the classic and contemporary literature in the field.

R551 Sociological Research Methods (3 cr.)

P: graduate standing or consent of the instructor. This course surveys the major techniques for investigating current sociological problems. It emphasizes the relationship between theory and practice in understanding and conducting research.

Although methods intended for rigorous hypothesis-testing through quantitative analysis will be of major concern, the course will also examine issues in field research essential to a full understanding of a research problem.

R556 Advanced Sociological Theory I:

The Classical Tradition (3 cr.) P: graduate standing or consent of the instructor. This is the first part of a two-semester graduate course in contemporary sociological theory and theory construction. The first semester will involve the student in detailed study and analysis of sociologists belonging to the positivist tradition in sociology. Students will be expected to comprehend contemporary sociology in terms of its historical roots and to demonstrate their understanding of theory construction.

R557 Advanced Sociological Theory II:

The Modern Tradition (3 cr.) P: graduate standing or consent of the instructor. Reading and exercises will involve the student in close analysis and criticism of sociologists belonging to the idealist tradition of sociology. In this second part of a two-semester course in theory and theory construction in sociology, students will be required to demonstrate their mastery of the theorists studied, as well as to demonstrate their own abilities in theory design and construction.

R559 Intermediate Sociological Statistics

(3 cr.) P: R359 or equivalent. Basic techniques for summarizing distributions, measuring interrelationships, controlling extraneous influences, and testing hypotheses are reviewed, as students become familiar with the computer system. Complex analytical techniques commonly applied in professional literature are examined in detail, including analysis of variance, path diagrams, factor analysis, and log-linear models.

R585 Social Aspects of Mental Health and

Mental Illness (3 cr.) This is a graduate-level course which focuses on the sociology of mental illness and mental health. Provides a thorough grounding in the research issues and traditions that have characterized scholarly inquiry into mental illness in the past. Students will become familiar with public policy as it has had an impact on the treatment of mental illness and on the mentally ill themselves.

R593 Applied Fieldwork for Sociologists

(3 cr.) This course will provide students with both a theoretical and methodological background in the different types of qualitative analysis used in sociological fieldwork. Students will have the opportunity to study and to evaluate representative examples of qualitative studies and to complete by themselves a project done with qualitative methods.

S610 Urban Sociology (3 cr.) P: graduate standing or consent of the instructor. Historical and contemporary causes, trends, and patterns of urbanization throughout the world. Various approaches to studying the process of urbanization, including ecological, social organizational, and political perspectives. Current developments and problems in urban planning.

S612 Political Sociology (3 cr.) P: graduate standing or consent of the instructor. An analysis of the nature and operation of power in a political system. Topics may include classical theories of power, political behavior and campaigns, the role of mass media in sustaining power, the state as a social institution, and political movements.

S616 Sociology of Family Systems (3 cr.) P: graduate standing or consent of the instructor. Focus on the nature, structure, functions, and changes of family systems in modern and emerging societies, in comparative and historical perspective. Attention is given to relationships with other societal subsystems, and to interaction between role occupants within and between subsystems.

Spanish

Chairperson Associate Professor Nancy Newton

Associate Professors Enrica Ardemagni, Lucila Mena, Nancy Newton

Assistant Professors Marta Antón, Herbert Brant

Lecturer Ellen Brennan

Academic Advising: Cavanaugh Hall 501F, (317) 274-3380

Major in Spanish

In addition to fulfilling the general group requirements for a B.A. degree established by the School of Liberal Arts, the Spanish major must complete 24 credit hours in courses at the 300-400 level, including S313, S320, S360, and S363. Of the 12 credit hours of course work on the 400 level, at least 3 credit hours must be in literature.

Minor in Spanish

13 credit hours: S204, S313, S317, and 3 additional credit hours from the 300-400 level.

Teacher Certification

Students who wish to obtain certification on the secondary level must complete all professional courses required by the School of Education and should work with the School of Education adviser as well as with the Department of Spanish adviser.

Teaching Major Requirements

The teaching major in Spanish requires the completion of a minimum of 36 credit hours beyond the 100 level, including 30 credit hours in 300- and 400-level courses. The following courses are required: S313, S317, S320, S360, S363, S428.

Teaching Minor Requirements

The teaching minor in Spanish requires the completion of a minimum of 24 credit hours beyond the 100 level, including the following required 18 credit hours in 300- and 400-level courses: S313, S317, S320, S360, S363, and S428.

Undergraduate Study Abroad

Indiana University administers or cosponsors a variety of programs that permit students to live and study in a Spanish-speaking country as part of their normal degree programs. These include an academic-year program in Madrid, Spain; one-semester programs in Alicante, Madrid, and Seville, Spain and in Santiago, Chile; and summer programs in Mexico City and Guanajuato, Mexico and in Salamanca, Spain. Students receive IU credit and grades for program participation and can apply most financial aid to program costs.

Students majoring in any discipline are encouraged to study abroad. All programs require applicants to have an overall B average. Some programs require as little as one semester's previous study of Spanish, while others are appropriate for students in advanced Spanish courses.

Students interested in study opportunities in Spanish-speaking countries should visit the Office of International Affairs, Union Building 213, IUPUI, (317) 274-7294 or the Department of Spanish office.

Courses

Courses in Spanish

S117-S118-S119 Basic Spanish I-II-III

(3-3-4 cr.) Introductory language courses designed for students who have not had any prior training in Spanish. One hour each week outside of class time is required for practice in the language laboratory. Three semesters are required to fulfill the foreign language requirement. Credit not given for S117-S118-S119 and S131-S132.

S131-S132 Beginning Spanish I-II (5-5 cr.)

Intensive introduction to present-day Spanish with drills for mastery of phonology, basic structural patterns, and functional vocabulary. Required attendance in the language laboratory one hour per week each semester.

S203 Second-Year Spanish I (4 cr.) P: 8-10 credit hours of college level Spanish or placement by testing. A continuation of training in the four skills: listening, reading, speaking, and writing.

S204 Second-Year Spanish II (4 cr.) P: 11-14 credit hours of college level Spanish or placement by testing. Continuation of S203.

S209 Intermediate Spanish Conversation (2 cr.) Practice of conversational skills through dialogues stressing everyday situations, vocabulary building, aural comprehension, and pronunciation drills. Recommended for students enrolled in S203.

S210 Second-Year Spanish Composition (2 cr.) P: S203 or equivalent. Intensive practice in writing expository, descriptive, and narrative prose, with student compositions to be discussed in class. Recommended especially for majors enrolled in S204.

S298 Second-Year Spanish (3 or 6 cr.) A non-native student who places at the third-year level on the language placement test and completes a course at the third-year level will be eligible for 6 hours of special "S" credit in S298 plus credit for the first 10 hours. A student who places in the second semester, second-year level and completes S204 will be eligible for 3 hours of special "S" credit in S298 plus credit for the first 10 hours.

S313 Writing Spanish (3 cr.) P: S204 or equivalent. Grammar review, composition, and themes in Spanish.

S315 Spanish in the Business World (3 cr.) P: S204 or equivalent. Introduction to the technical language of the business world with emphasis on problems of style, composition, and translation in the context of Hispanic mores.

S317 Spanish Conversation and Diction (3 cr.)

P: S204 or equivalent. Intensive controlled conversation correlated with readings, reports, debates, and group discussions, with emphasis on vocabulary usage, word order, tense relationships, and linguistic devices. Class time is the same as for a 5 credit hour course. May be repeated once for credit.

S319 Spanish for Health Care Personnel

(3 cr.) P: S204 or equivalent. A course specifically designed for those interested in learning Spanish in the context of material related to health care systems. Emphasis placed on vocabulary necessary for communicative competence in the medical fields.

S320 Spanish Pronunciation and Diction

(3 cr.) P: S204 or equivalent. Thorough study of Spanish phonetics and intonation patterns. Corrective drills. Includes intensive class and laboratory work. Oral interpretation of texts.

S360 Introduction to Hispanic Literature

(3 cr.) P: S204 or equivalent and S313. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis.

S363 Introduction to Hispanic Culture (3 cr.)

P: S204 or equivalent. Introduction to the cultural history of Spanish-speaking countries with emphasis on its literary, artistic, social, economic, and political aspects.

S407 Survey of Spanish Literature I (3 cr.)¹

P: S360 or equivalent. A historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the baroque period of the seventeenth century. Readings include prose works, poetry, and drama.

S408 Survey of Spanish Literature II (3 cr.)

P: S360 or equivalent. A historical survey of Spanish literature that covers the main current of Spain's literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by Larra, Pérez

¹Student interest and faculty strengths will determine scheduling of 400 level courses. All 400 level literature courses may be used for graduate credit, with the exception of S494, which carries undergraduate credit only.

Galdós, Unamuno, Garcíá Lorca and other representative writers.

S421 Advanced Grammar and Composition (3 cr.) Selected grammar review and intensive practice in effective use of the written language.

S423 The Craft of Translation (3 cr.) P: S313 or consent of instructor. Basic introductory course in translation. The problems and techniques of Spanish/English, English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, allusion, etc.

S428 Applied Spanish Linguistics (3 cr.) P: S320 or consent of instructor. General aspects of Spanish phonology, morphology, syntax, and semantics as they bear on teaching.

S431-S432 Survey of Spanish Poetry I-II (3-3 cr.) P: S360 or equivalent. Spanish poetry from its beginnings to contemporary times. Works of medieval, Renaissance, romantic, and contemporary poets.

S445 Major Dramatists of the Golden Age I (3 cr.) P: S360 or equivalent. Lectures outlining the development of the theater during the Golden Age. Readings selected from the works of Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón, Calderón.

S450 Cervantes *Don Quixote* I (3 cr.) P: S360 or equivalent. Intensive reading of *Don Quixote*, with account of the author's life and thought and discussions of the development of the novel to Cervantes' time.

S455 Modern Spanish Drama I (3 cr.) P: S360 or equivalent. Selected readings from the works of representative authors of the eighteenth, nineteenth, and twentieth centuries, with lectures on development of the Spanish theater.

S457 Modern Spanish Novel I (3 cr.) P: S360 or equivalent. Reading of representative nineteenth- and twentieth-century novels and study of development of the novel.

S461 Contemporary Spanish Literature I (3 cr.) P: S360 or equivalent. Selected twentieth-century novels, plays, and essays. Historical background and literary movements.

S470 Women and Hispanic Literature (3 cr.) P: S360 or equivalent. Hispanic woman within her cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism.

S471-S472 Spanish-American Literature I-II (3-3 cr.) P: S360 or equivalent. Introduction to Spanish-American literature.

S477 Twentieth-Century Spanish-American Prose Fiction (3 cr.) P: S360 or equivalent. Close readings of representative novelists and short story writers, including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers.

S491 Elementary Spanish for Graduate Students (3-4 cr.; 4 cr. undergraduate; 3 cr. graduate) Introduction to the structure of the language necessary for reading in graded texts of a general nature. Open with consent of the instructor to undergraduates who have already completed the language requirement for the B.A. in another language.

S494 Individual Readings in Hispanic Literature (3 cr.) P: S360 or equivalent. Topic to be selected by the student with the consent of the department. May not be taken for graduate credit.

S495 Hispanic Colloquium (3 cr.) P: S360 or equivalent. Topic to be selected by the departmental member offering the course.

S496 Foreign Study in Spanish (3-6 cr.) P: consent of chairperson. Planning of a research project during the year preceding the summer abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by the end of the semester following foreign study.

Courses in Literature in Translation Literature-in-translation courses will be offered if the need for more Foreign Culture Option courses becomes evident.

S230 Cervantes' *Don Quixote* in Translation (3 cr.) Detailed textual analysis of Cervantes' masterpiece, with readings and class discussion on its relationship to the Renaissance and the development of the world novel.

S231 Spanish-American Fiction in Translation (3 cr.) Representative prose fiction of Spanish America. Background lectures on the evolution of the short story and novel. Readings and discussions will concentrate on the fiction of the twentieth century.

S240 Modern Spanish Literature in Translation (3 cr.) Readings from authors such as Unamuno, Cela, García Lorca, Jiménez, Pérez de Ayala, and Ortega y Gasset.

S241 Golden Age Literature in Translation (3 cr.) Masterpieces of Spanish literature of the sixteenth and seventeenth centuries. Representative authors will include: Lope de Vega, Cervantes, Garcilaso, Quevedo, Fray Luis de León, San Juan de la Cruz, and Góngora.

Graduate Courses

S507 Foreign Language Institute (3 cr.)

Intensive interdepartmental course involving language laboratory and audiovisual equipment and techniques, lecture, assignments in contemporary civilization (in the foreign language), and discussion of classroom use of applied linguistics. Taught only in the summer. Intended primarily for teachers. May be repeated for a maximum of 6 credit hours.

S528 Translation Practice and Evaluation

(3 cr.) A graduate course in the problems and techniques of Spanish/English and English/Spanish translation. Includes the practical aspects of translation from various texts (literary, technical, scientific, commercial, social) and evaluation of professional translations. Translation theory will be studied.

Urban Studies

Coordinator Professor David Bodenhamer, *History*

Professors David Bodenhamer, *History*; Robert Kirk, *Economics*; Miriam Langsam, *History*

Associate Professors Ain Haas, *Sociology*; Monroe Little, *History*; Susan Sutton, *Anthropology*

Minor in Urban Studies

The minor in urban studies offers students an opportunity to develop a well-rounded and basic understanding of the components of urban life and of the forces that are shaping its future. Further, it provides students with a basic knowledge and understanding of the major factors that not only have contributed to the present but will also affect the future of the physical, internal, and social structure of our cities and metropolitan areas.

To achieve this goal, the minor in urban studies must be interdisciplinary in nature. In such a program, the student approaches the complexity of urban life from the perspective of economics, geography, history, political science, sociology, anthropology, and general urban and regional planning analysis.

To complete the minor, the student must successfully complete 15 credit hours in School of Liberal Arts urban studies courses. The student may count any combination of approved urban studies courses toward the minor as long as no more than two courses are in the same department. The following courses are acceptable as urban studies courses.

Anthropology E380 Urban Anthropology (3 cr.)

Economics E323 Urban Economics (3 cr.)

Geography G318 Geography of Cities and Metropolitan Areas (3 cr.)

Geography G319 Internal Structure of the City (3 cr.)

History A347 American Urban History (3 cr.)

Political Science Y308 Urban Politics (3 cr.)

Sociology R329 Urban Sociology (3 cr.)

Sociology R330 Community (3 cr.)

Women's Studies

Director Professor Amanda Porterfield,
Religious Studies

Professors John Barlow, *English and German*;
Barbara Cambridge, *English*; Ulla Connor,
English; Linda Haas, *Sociology*; Missy Dehn
Kubitschek, *English*; Miriam Langsam, *History*;
Angela McBride, *Nursing*; Amanda Porterfield,
Religious Studies; Phyllis Stern, *Nursing*

Associate Professor Emeritus Frances D.
Rhome, *English*

Associate Professors Gabrielle Bersier,
German; Paul Carlin, *Economics*; Elizabeth Choi,
Nursing; Anne Donchin, *Philosophy*; Carol
Gardner, *Sociology*; Barbara Jackson,
Anthropology; Karen Johnson, *English*; Florence
Juillerat, *Biology*; Nancy Newton, *Spanish*;
Obioma Nnaemeka, *French*; Susan Shepherd,
English; Susan Sutton, *Anthropology*; Rosalie
Vermette, *French*

Assistant Professors Haya Ascher-Svanum,
Psychiatry; Jeanette Dickerson-Putman,
Anthropology; Susanmarie Harrington, *English*;
Jane Schultz, *English*; Catherine Souch,
Geography; Rebecca Van Voorhis, *Social Work*;
Marianne Wokeck, *History*

Associate Librarian Mae Jafari

The Women's Studies Program at IUPUI provides undergraduate students the opportunity to pursue a sequence of courses in a growing academic discipline—the study of women and their changing role in society. The program is interdisciplinary because women's experiences encompass the full range of human activity and separate disciplines offer unique starting points in interpreting these experiences.

The importance of women's studies lies both in its interdisciplinary approach and in the timely opportunity it offers for the study of issues long neglected by scholarship.

Minor in Women's Studies

Completion of a women's studies minor may provide an additional basis for pursuing future training in law, psychology, history, literature, or public or business administration. For students who do not continue professional or graduate training in an academic discipline, a women's studies minor may provide a useful background in careers paying increasing attention to concerns of women, such as paralegal and probation work, high school and grade school counseling, journalism, and community agency service.

Requirements

The minor in women's studies requires 16 credit hours as follows:

1. W105 Introduction to Women's Studies (3 cr.)
2. At least 3 credit hours in a Women's Studies course (including cross-listed offerings) in the social sciences
3. At least 3 credit hours in a Women's Studies course (including cross-listed offerings) in the humanities
4. Up to 6 credit hours in Women's Studies courses approved by the director
5. W499 Colloquium in Women's Studies (1 cr.)
6. At least 3 credit hours of course work must be at the 400 level.

Courses

W105 Introduction to Women's Studies (3 cr.)

This introductory course examines both the relation of women's studies to other disciplines and the multiple ways in which gender experience is understood and currently studied. Beginning with a focus on how inequalities between women and men, as well as among women, have been explained and critiqued, the course considers the impact of social structure and culture on gender. The intersections of gender, race, class, sexual orientation, and age are investigated in both national and international contexts.

W300 Topics in Women's Studies: (variable title) (1-3 cr.) An interdisciplinary study of selected themes, issues, and methodologies in women's studies. May be repeated for up to 6 credit hours.

W480 Women's Studies Practicum (3-6 cr.)

P: W105 and consent of instructor and program director. Internships in the Women's Studies program are offered to provide opportunities for students to gain work experience while serving women's needs. This experience is combined with an academic analysis of women's status and experience in organizations.

W495 Readings and Research in Women's Studies (1-3 cr., 6 cr. max.)

P: W105 and consent of instructor and program director. Individual readings and research. May be repeated twice for credit with a different topic.

W499 Senior Colloquium in Women's Studies (1 cr.)

P: permission of instructor. This is a culminating interdisciplinary course for advanced students who are prepared to present the results of an original major research effort on a topic in women's studies. Participants will be expected to read and evaluate the presentations of other students and participating faculty.

W500 Feminist Theory (3 cr.) An examination of contemporary feminist analyses of gender relations, how they are constituted and experienced and how social structures maintaining sexist hierarchies intersect with hierarchies of race, class, and ethnicity. Rival theories are applied to particular issues to demonstrate connections between theory and practice.

W601 Survey of Contemporary Research in Women's Studies: The Social and Behavioral Sciences (3 cr.) An exploration of feminist perspectives in the social sciences. Theoretical frameworks and research styles used by feminist social scientists are examined, as are feminist critiques of traditional social scientific frameworks and research methods. Research reports by feminist researchers in social scientific disciplines are also read and analyzed.



Amanda Porterfield, professor of religious studies and director of Women's Studies.

W602 Contemporary Research in Women's Studies: The Humanities (3 cr.) Review of literature on sex roles, psychology of women, socialization and politicization of women. Training in methodology of research on women; critique of prevailing and feminist theoretical frameworks for studying women.

W695 Graduate Readings and Research in Women's Studies (3-6 cr.) An opportunity for graduate students in various programs at IUPUI to explore specific issues within the field of Women's Studies, guided by faculty with particular expertise in these areas. The course is used to do readings and research that goes beyond what is covered in other Women's Studies graduate courses offered on this campus. It also involves faculty not normally involved in the teaching of these other courses but who have skills and knowledge relevant to the issues being investigated.

W701 Graduate Topics in Women's Studies (3-4 cr.) Advanced investigation of selected research topics in women's studies. Topics to be announced.

Cross-listed courses include:

- E307 Economics of the Family
- E402 Gender in Cross-Cultural Perspective
- G338 Gender and Geography
- L207 Women in Literature
- N200 Biology of Women
- P394 Feminist Philosophy
- R300 Women and Religion
- R321 Women and Health
- R325 Gender and Society
- R425 Women and Work

Faculty

Resident and Adjunct Faculty

Able, Stephen Lee, *Adjunct Assistant Professor of Economics* (1988); B.A., Schreiner Institute, 1973; Ph.D., Indiana University, 1979.

Aliprantis, Charalambos, *Professor of Mathematical Sciences (School of Science)* (1975) and *Professor of Economics (Liberal Arts)* (1985); Diploma, University of Athens, 1968; M.S., California Institute of Technology, 1971; Ph.D., 1973.

Anderson, Betty J., *Lecturer in English* (1988); B.A., Mississippi College, 1960; M.A., Butler University, 1977.

Anton, Marta M., *Assistant Professor of Spanish* (1992); *Certification and Licenciatura*, University of Oviedo, (Spain), 1985; M.A., University of Massachusetts, 1992; Ph.D., 1994.

Ardemagni, Enrica, *Associate Professor of Spanish* (1987); B.A., University of Arkansas, 1973; M.A., 1977; Ph.D., University of Wisconsin, 1985.

Ascher-Svanum, Haya, *Adjunct Assistant Professor of Women's Studies* (1982); A.B., Tel-Aviv University, 1972; M.A., University of Minnesota, 1977; Ph.D., 1982.

Bailey, Eric Jon, *Assistant Professor of Anthropology* (1990); B.A.B.A., Miami University, 1980; B.A., Central State University, 1980; M.A., Miami University, 1983; Ph.D., Wayne State University, 1988.

Baker, Mary Anne, *Professor of Psychology (Southeast)* (1970), and *Adjunct Professor of Philanthropic Studies*; B.A., University of Louisville, 1964; M.A., 1969; Ph.D., 1971.

Barger, W. Kenneth, *Professor of Anthropology* (1977); B.A., Davidson College, 1963; M.A., University of North Carolina, 1970; Ph.D., 1974.

Barlow, John D., *Dean, Professor of English and German* (1967) and *Adjunct Professor of Women's Studies, Communication Studies, and Philanthropic Studies*; B.A., New York University, 1958; M.A., 1961; Ph.D., 1967.

Barrows, Robert G., *Director of Graduate Studies, Associate Professor of History and Associate Editor Encyclopedia of Indianapolis* (1985); B.A., Muskingum College, 1968; M.A., Indiana University, 1972; Ph.D., 1977.

Beck, Robert L., *Adjunct Assistant Professor of Geography* (1985); B.A., Hastings College, 1973; M.A., Indiana State University, 1976; Ph.D., 1982.

Beckstrand, Janis Kay, *Assistant Dean for Clinical Research, Associate Professor of Nursing, and Adjunct Associate Professor of Anthropology* (1985); B.S., The University of Texas, 1971; M.S., University of Colorado, 1973; Ph.D., The University of Texas, 1978.

Bein, Frederick L., *Professor of Geography* (1978); B.A., University of Colorado, 1969; M.A., University of Florida, 1971; Ph.D., 1974.

Bepko, Gerald L., *Vice President (Indianapolis) and Chancellor (IUPUI), Professor of Law (School of Law—Indianapolis) (IUPUI)* (1972); B.S., Northern Illinois University, 1962; J.D., Illinois Institute of Technology, Chicago—Kent College of Law, 1965; L.L.M., Yale University, 1972.

Bersier, Gabrielle, *Chairperson and Associate Professor of German* (1979) and *Adjunct Associate Professor of Women's Studies; Vorpruefung, Dolmetscherinstitut, Gutenberg-Universitaet, Mainz*, 1973; M.A., University of Wisconsin, 1974; Ph.D., 1979.

Bertrand, Didier Ghislain Andre, *Assistant Professor of French* (1991); B.A., University de Picardie, 1982; M.A., University of Iowa, 1985; Ph.D., 1991.

Bingham, Dennis Patrick, *Assistant Professor of English* (1991); B.A., The Ohio State University, 1978; M.A., New York University, 1984; Ph.D., The Ohio State University, 1990.

Bivin, David G., *Associate Professor of Economics* (1985); B.S., Ball State University, 1976; M.S., Purdue University, 1977; Ph.D., 1980.

Blake, J. Herman, *Vice Chancellor for Undergraduate Education, Professor of Sociology and Adjunct Professor of Anthropology and Education* (1989); B.A., New York University, 1960; M.A., University of California, 1965; Ph.D., University of California, 1973.

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Brand, Myles, *President, Indiana University; Professor of Philosophy (IUB and IUPUI)*; B.S., Rensselaer Polytechnic Institute, 1964; Ph.D., University of Rochester, 1967.

Brant, Herbert J., *Assistant Professor of Spanish* (1992); B.A., Rosary College, 1980; A.M., University of Illinois—Urbana, 1985; Ph.D., 1990.

Braunstein, Ethan Malcolm, *Professor of Radiology and Adjunct Professor of Anthropology* (1987); B.S., Northwestern University, 1970; M.D., 1970.

- Brennan, Ellen Martens, *Lecturer in Spanish* (1993); B.A., *Indiana University*, 1975; M.A., *Indiana University*, 1979.
- Bringle, Robert G., *Associate Professor of Psychology (School of Science) (EPEE)* (1974), *Director of Service Learning, and Adjunct Associate Professor of Philanthropic Studies*; B.A., *Hanover College*, 1969; M.S., *University of Massachusetts*, 1972; Ph.D., 1974.
- Brothers, Timothy S., *Chairperson and Associate Professor of Geography* (1984); B.A., *University of California, Davis*, 1978; M.A., *University of California, Los Angeles*, 1981; Ph.D., 1985.
- Brown, James W., *Associate Dean of IU School of Journalism and Adjunct Professor of Communication Studies* (1982); B.S., *Southern Illinois University*, 1967; M.S., *Indiana University*, 1971; M.B.A., 1973; Ph.D., 1977.
- Burke, Michael B., *Associate Professor of Philosophy* (1980); B.A., *University of Virginia*, 1964; Ph.D., *University of Wisconsin*, 1976.
- Burlingame, Dwight F., *Librarian (University Libraries)* (1992), *Associate Director of Academic Programs, Center on Philanthropy, and Adjunct Professor of Philanthropic Studies*; B.A., *Moorhead State University*, 1965; M.S., *University of Illinois*, 1967; Ph.D., *Florida State University*, 1974.
- Burr, David Bentley, *Chairperson and Professor of Anatomy and Adjunct Professor of Anthropology* (1989); B.A., *Beloit College*, 1973; M.A., *University of Colorado-Boulder*, 1974; Ph.D., 1977.
- Byrne, Edmund, *Professor of Philosophy* (1969) and *Adjunct Professor of Philanthropic Studies*; B.A., *St. Joseph's College*, 1955; M.A., *Loyola University*, 1956; Ph.D., *University of Louvain*, 1966; J.D., *Indiana University*, 1978.
- Cambridge, Barbara L., *Associate Dean of the Faculties, Professor of English, Adjunct Associate Professor of Women's Studies* (1982); B.A., *Bradley University*, 1965; Ph.D., *Indiana University*, 1983.
- Capshew, James H., *Assistant Professor of History and Philosophy of Science, Adjunct Assistant Professor of History (Bloomington), and Adjunct Assistant Professor of Philanthropic Studies* (1990); B.A., *Indiana University*, 1979; A.M., *University of Pennsylvania*, 1982; Ph.D., 1986.
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- Casebeer, Edwin F., *Professor of English* (1963) and *Adjunct Professor of Women's Studies*; B.A., *Whitman College*, 1955; M.A., *Montana State University*, 1958; Ph.D., *University of Washington*, 1965.
- Chafel, Judith Ann, *Associate Professor of Education (School of Education, Bloomington) and Adjunct Associate Professor of Philanthropic Studies (Liberal Arts-IUPUI)* (1980); A.B., *Vassar College*, 1967; M.S.Ed., *Wheelock College*, 1971; Ph.D., *University of Illinois*, 1979.
- Chakrabarti, Subir K., *Associate Professor of Economics*; B.S., *North Eastern Hill University*, 1976; M.A., *Jawaharlal Nehru University*, 1978; M.A., *University of Iowa*, 1985; Ph.D., 1985.
- Chamberlain, Philip C., *Professor of Education (School of Education, Graduate School) (Bloomington), Associate Director for Academic Affairs (Center on Philanthropy (IUPUI), and Adjunct Professor of Philanthropic Studies* (1966); B.S., *Southern Connecticut State College*, 1954; M.A., 1957; Ph.D., *Indiana University*, 1963.
- Cherry, C. Conrad, *Distinguished Professor of Religious Studies, Adjunct Professor in American Studies, and Director, Center for the Study of Religion in American Culture* (1988); B.A., *McMurry College*, 1958; M.Div., *Drew Theological School*, 1961; Ph.D., *Drew University*, 1965.
- Choi, Elizabeth C., *Associate Professor of Nursing* (1980) and *Adjunct Associate Professor of Women's Studies* (1985); B.S.N., *University of Texas, Galveston*, 1975; M.S.N., *University of Texas, Austin*, 1977; Ph.D., 1981.
- Connor, Ulla Maija, *Professor of English* (1984) and *Adjunct Professor of Women's Studies*; B.A., *University of Helsinki*, 1970; M.A., *University of Florida*, 1971; M.A., *University of Wisconsin-Madison*, 1973; M.A., *University of Helsinki*, 1974; Ph.D., *University of Wisconsin-Madison*, 1978.
- Cook, Della Collins, *Associate Professor of Anthropology (IUB), and Adjunct Associate Professor of Anthropology (IUPUI)* (1973); B.A., *Cornell University*, 1969; M.A., *University of Chicago*, 1971; Ph.D., 1976.
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- Davis, Thomas J., *Assistant Professor of Religious Studies* (1989); B.A., *West Georgia College*, 1979; M.Div., *Louisville Presbyterian Theological Seminary*, 1982; Ph.D., *University of Chicago*, 1992.

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- Denski, Stan W., Assistant Professor of Communication Studies (1987); B.S., Clarion University, 1982; M.S., 1983; Ph.D., Ohio University, 1990.
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- Dick, Robert C., Professor of Communication Studies (1975); B.S., Emporia State University, 1960; M.A., University of New Mexico, 1961; Ph.D., Stanford University, 1969.
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- Donchin, Anne, Associate Professor of Philosophy (1982) and Adjunct Associate Professor of Philanthropic Studies and Associate Professor of Women's Studies; Ph.D., University of Chicago, 1953; B.A., University of Wisconsin, 1954; M.A., Rice University, 1965; Ph.D., University of Texas, 1970.
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- Fleming-Moran, Millicent E., Adjunct Assistant Professor of Anthropology (1993); A.B., University of Florida, 1973; M.A., 1975; Ph.D., University of North Carolina at Chapel Hill, 1988.
- Fogal, Robert E., Director of Fund Raising School for Center on Philanthropy and Adjunct Associate Professor of Social Work and Philanthropic Studies (1990); B.Mus., Heidelberg College, 1966; M.Mus., Union Theological Seminary, 1968; M.A., Indiana University, 1974; Ph.D., 1981.
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- Fox, Stephen Lee, Assistant Professor of English (1992); B.A., University of Georgia, 1976; M.A., Duke University, 1977; Ph.D., University of Wisconsin-Madison, 1992.
- Fredland, Richard A., Professor of Political Science (1970); and Adjunct Professor of Afro-American Studies and Community Health Nursing; B.A., Wofford College, 1958; M.A., American University, 1965; Ph.D., 1970.
- Friedman, Lawrence, Professor of History (College of Arts and Sciences) (IUB) (1995) and Adjunct Professor of Philanthropic Studies (IUPUI); B.A., University of California-Riverside, 1962; M.A., University of California-Los Angeles, 1965; Ph.D., 1967.
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- Goering, Elizabeth Marie, Assistant Professor of Communication Studies (1990); B.A., Bethel College, 1979; M.A., Wichita State University, 1984; Ph.D., Purdue University, 1991.
- Gordon, Lewis R., Adjunct Assistant Professor of Philosophy and American Studies (IUPUI) (1993) and Assistant Professor of Philosophy (Purdue University); Ph.D., Yale University, 1993.
- Gramelspacher, Gregory, Associate Professor of Medicine (School of Medicine) (IUPUI) (1989) and Adjunct Associate Professor of Philanthropic Studies; B.A., Notre Dame, 1975; M.D., Indiana University School of Medicine, 1982.

- Gray, Ralph D., *Professor of History* (1964) and *Adjunct Professor of American Studies*; B.A., Hanover College, 1955; M.A., University of Delaware, 1958; Ph.D., University of Illinois, 1962.
- Greene, Roberta R., *Dean and Professor of Social Work* (School of Social Work) (1994) and *Adjunct Professor of Philanthropic Studies* (School of Liberal Arts); B.A., Michigan State University, 1960; M.A., 1962; Ph.D., University of Maryland, 1980.
- Gronfein, William P., *Associate Professor of Sociology* (1986); B.A., University of Chicago, 1968; M.A., State University of New York at Stony Brook, 1981; Ph.D., 1983.
- Grossmann, Claudia E., *Adjunct Assistant Professor of German* (1985); Staatsexamen, University of Siegen, 1981; Ph.D., 1985.
- Haas, Ain E., *Associate Professor of Sociology* (1978); B.A., Indiana University, 1972; M.S., University of Wisconsin-Madison, 1973; Ph.D., 1977.
- Haas, Linda L., *Professor of Sociology* (1977), and *Adjunct Professor of Women's Studies*; B.A., Indiana University, 1972; M.S., University of Wisconsin-Madison, 1973; Ph.D., 1977.
- Hamilton, Sharon, *Associate Professor of English* (1987), *Assistant to the Dean for Development*, *Adjunct Associate Professor of Education*, and *Director of Campus Writing*; B.A., University of Winnipeg, 1969; B.Ed., University of Manitoba, 1978; M.Ed., 1982; Ph.D., University of London, 1986.
- Harrington, Susanmarie, *Assistant Professor of English* (1993); A.B., Dartmouth College, 1984; A.M., University of Michigan, 1987; Ph.D., 1990.
- Harris, Robert B., *Associate Professor of Economics and Director, Center for Economic Education* (1981); B.A., Ohio State University, 1968; M.A., 1970; Ph.D., 1979.
- Harstad, Peter T., *Adjunct Professor of History* (1985) and *Executive Secretary, Indiana Historical Society*; A.A., Bethany Lutheran College, Mankato, 1955; B.S., University of Wisconsin-Madison, 1957; M.A., 1959; Ph.D., 1963.
- Heler, Edward, *Associate Professor of Public and Environmental Affairs* (Division of Public and Environmental Affairs) (IUN) (1993) and *Adjunct Associate Professor of Philanthropic Studies*; B.S., Arizona State University, 1959; M.A., Syracuse University, 1985; Ph.D., 1985.
- Hill, Beverly E., *Director and Associate Professor of Medical Education Resources Program and Adjunct Associate Professor of Communication Studies* (1985); B.A., College of Holy Names, 1960; M.S., Dominican College, 1969; Ed.D., University of Southern California, 1978.
- Hoegberg, David E., *Assistant Professor of English* (1991); B.A., Pennsylvania State University, 1979; M.A., University of Michigan, 1981; Ph.D., 1989.
- Hossler, Donald R., *Associate Professor and Chairperson of Education* (School of Education) (IUB) (1985) and *Adjunct Associate Professor of Philanthropic Studies*; B.A., California Lutheran University, 1971; Ph.D., Claremont Graduate School, 1979.
- Houser, Nathan R., *Associate Professor of Philosophy, Director of the Peirce Edition Project, Adjunct Associate Professor of American Studies and Research Associate, Research Center for Language and Semiotic Studies* (IUB) (1983); B.A., University of Waterloo, 1976; M.A., 1978; Ph.D., 1986.
- Howard, Jay R., *Assistant Professor of Sociology* (IUPUI Columbus) (1993); B.A., Indiana University, 1988; M.A., University of Notre Dame, 1990; Ph.D., 1992.
- Hoyt, Giles R., *Professor of German* (1976) and *Associate Dean, International Programs* (IUPUI); B.A., Harpur College, 1965; M.A., State University of New York at Binghamton, 1967; Ph.D., University of Illinois, 1973.
- Huettnner, Janet S., *Associate Librarian* (University Libraries), *Bibliographer and Assistant Director of Research and Academic Programs for Center on Philanthropy, Adjunct Associate Professor of American Studies, and Adjunct Associate Professor of Philanthropic Studies* (1984); A.B., Indiana University, 1962; M.A., Purdue University, 1971; Ph.D., 1982; M.S., University of Illinois, 1983.
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- Ilchman, Warren F., *Director of Center on Philanthropy, Professor of Political Science, Chairperson and Professor of Philanthropic Studies* (1993); B.A., Brown University, 1955; Ph.D., University of Cambridge, 1959.
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- Jackson, William J., *Associate Professor of Religious Studies* (1985); B.A., Lyndon State College, 1975; M.T.S., Harvard Divinity School, 1977; M.A., Harvard University, 1979; Ph.D., 1984.
- Jacobi, Peter Paul, *Professor of Journalism (School of Journalism, Graduate School, Bloomington) and Adjunct Professor of Philanthropic Studies* (1985); B.S.J., Northwestern University, 1952; M.S.J., 1953.
- Jamison, Paul L., *Associate Professor of Anthropology (IUB) and Adjunct Associate Professor of Anthropology (IUPUI)* (1971); B.A., University of Arizona, 1965; M.A., University of Wisconsin, 1969; Ph.D., 1972.
- Jegen, Lawrence A., III, Thomas F. Sheehan *Professor of Tax Law and Policy (School of Law-Indianapolis) and Adjunct Professor of Philanthropic Studies* (1962); B.A., Beloit College, 1956; J.D., University of Michigan, 1959; M.B.A., 1960; LL.M., New York University, 1963.
- Johnson, Karen Ramsay, *Associate Professor of English and Adjunct Associate Professor of Women's Studies* (1986); B.A., Furman University, 1973; M.A., Emory University, 1976; Ph.D., 1983.
- Jones, James Richard, III, *Adjunct Assistant Professor of Anthropology* (1991); B.A., University of New Mexico, 1974; M.A., Indiana University, 1984; Ph.D., 1989.
- Juillerat, Florence L., *Associate Professor of Biology* (1966) and *Adjunct Associate Professor of Women's Studies*; B.S., Purdue University, 1962; M.S., 1967; Ph.D., 1974.
- Kares, Robin L., *Lecturer in English (IUPUI Columbus)* (1993); B.A., University of Evansville, 1977; M.A., Southern Illinois University, 1980.
- Karnick, Kristine B., *Assistant Professor of Communication Studies* (1989); B.A., University of Illinois at Chicago, 1980; M.A., University of Wisconsin-Madison, 1984; Ph.D., 1990.
- Kenney, Jeffrey T., *Assistant Professor of Religious Studies, Adjunct Assistant Professor of Philanthropic Studies* (1993); B.A., University of California-Santa Barbara, 1982; M.A.; Ph.D.; 1991.
- Kirk, Robert J., *Professor of Economics* (1972); B.A., College of Wooster, 1959; M.S., University of Wisconsin, 1962; Ph.D., Iowa State University, 1969.
- Kloesel, Christian J. W., *Professor of English* (1976); *Director of the Peirce Database Project, and Adjunct Professor of American Studies*; B.A., University of Bonn, 1965; M.A., University of Kansas, 1967; M.Phil., 1970; Ph.D., 1973.
- Kubitschek, Missy Dehn, *Professor of English and Adjunct Professor of Women's Studies* (1991); B.A., Carleton College, 1972; M.A., University of Illinois, 1974; Ph.D., 1979.
- Lampert, Laurence A., *Professor of Philosophy* (1970); B.A., University of Manitoba (Canada), 1962; B.D., Drew University, 1966; M.A., Northwestern University, 1968; Ph.D., 1971.
- Langsam, Miriam Z., *Professor of History, Associate Dean for Student Affairs (IUPUI)* (1964), and *Adjunct Professor of Women's Studies*; B.A., Brooklyn College, 1960; M.S., University of Wisconsin, 1961; Ph.D., 1967.
- Leslie, Michael David, *Adjunct Assistant Professor of Anthropology* (1993); B.A., Midwestern State University, 1986; M.A., Montana State University, 1988.
- Libby, Justin H., *Associate Professor of History* (1969); B.A., University of Cincinnati, 1965; M.A., 1966; Ph.D., Michigan State University, 1971.
- Little, Monroe H., *Assistant Professor of History and Director of Afro-American Studies* (1980); B.A., Denison University, 1971; M.A., Princeton University, 1973; Ph.D., 1977.
- Lovejoy, Kim Brian, *Associate Professor of English* (1987); B.A., St. Michael's College, 1974; M.A., Purdue University, 1976; Ph.D., University of Missouri, 1987.
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- McBurney, Wendell L., *Dean of Research and Sponsored Programs, Associate Professor of Education, University Director of Research Compliance (Research and University Graduate School) (IUB) (1967) and Adjunct Associate Professor of Philanthropic Studies*; B.S., Geneva College, 1955; M.A.T., Indiana University, 1966; Ed.D., 1967.
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- McGeever, Patrick J., *Professor of Political Science* (1971) and *Adjunct Professor of American Studies*; B.A., St. Louis University, 1963; M.A., 1964; Ph.D., University of Pennsylvania, 1971.
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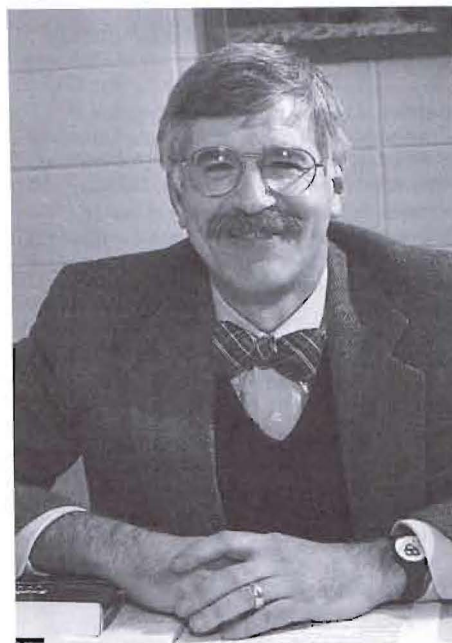
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Oukada, Larbi, *Chairperson and Associate Professor of French (1984), Coordinator of Outreach and Collaborative Programs for Foreign Languages and Adjunct Associate Professor of Education; B.A., University of Southwestern Louisiana, 1971; M.A., 1973; Ph.D., Louisiana State University, 1977.*

Owens, Timothy J., *Associate Professor of Sociology (1989); B.S., University of Minnesota, 1976; B.A., 1978; Ph.D., 1988.*

Papke, David R., *Professor of Law and Liberal Arts, Director of Center for American Studies (1983); A.B., Harvard University, 1969; J.D., Yale University, 1973; M.A., 1973; M. Phil., University of Michigan, 1980; Ph.D., 1984.*

Payton, Robert L., *Professor of Philanthropic Studies, Adjunct Professor of American Studies (1988); M.A., University of Chicago, 1954.*



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- Penslar, Derek J., *Associate Professor of History and Jewish Studies* (College of Arts and Sciences) (IUB) (1987) and *Adjunct Associate Professor of Philanthropic Studies*; B.A., Stanford University, 1979; M.A., University of California–Berkeley, 1980; Ph.D., 1987.
- Perry, James L., *Professor of Public and Environmental Affairs* (School of Public and Environmental Affairs) (IUB) (1985), *Professor of Political Science* (part-time) (IUB) and *Adjunct Professor of Philanthropic Studies*; B.A., University of Chicago, 1970; M.P.A., Syracuse University, 1972; Ph.D., 1974.
- Peterson, M. Jeanne, *Chairperson and Professor of History, Adjunct Professor of Women's Studies* (Bloomington) and *Adjunct Professor of Philanthropic Studies* (1971); A.B., University of California, Berkeley, 1966; Ph.D., 1972.
- Plater, William M., *Executive Vice Chancellor, Dean of Faculties, and Professor of English* (1983); B.A., University of Illinois, 1967; M.A., 1969; Ph.D., 1973.
- Plotnisky, Anita H., *Assistant Director of ARNOVA Center on Philanthropy and Adjunct Assistant Professor of Philanthropic Studies* (1989); B.Mus., Indiana University, 1970; M.A., Queens College, City University of New York, 1972; Ph.D., 1978.
- Plotnisky, Melvin L., *Associate Professor of English, IUPUI* (1986), *Adjunct Associate Professor of American Studies*; A.B., Kenyon College, 1954; LL.B., New York University, 1958; A.M., Harvard University, 1960; Ph.D., 1963.
- Porterfield, Amanda, *Professor of Religious Studies* (1994); *Adjunct Professor of American Studies and Philanthropic Studies, and Adjunct Professor and Director of Women's Studies*; B.A., Mount Holyoke College, 1969; M.A., Columbia University, 1971; Ph.D., Stanford University, 1975.
- Pyburn, K. Anne, *Assistant Professor of Anthropology* (1990); B.A., Reed College, 1977; M.A., University of Arizona, 1984; Ph.D., 1988.
- Quate, Shirley B., *Associate Professor of Journalism* (1964) and *Adjunct Associate Professor of English*; B.A., Purdue University, 1962; M.A., 1964.
- Queen, Edward L., II, *Senior Research Scholar and Director of Religion and Philanthropy Project, Center on Philanthropy* (IUPUI) (1994) and *Adjunct Associate Professor of Philanthropic Studies*; B.A., Birmingham–Southern College, 1980; M.A., The Divinity School of University of Chicago, 1982; Ph.D., 1986.
- Rangazas, Peter C., *Associate Professor of Economics* (1989); B.S., Plattsburgh State University, 1978; Ph.D., Indiana University, 1983.
- Reichelt, Harry, *Associate Professor of German* (1972); B.A., Rutgers University, 1966; Ph.D., 1971.
- Reichmann, Ruth M., *Adjunct Assistant Professor of German* (1988); B.A., Indiana University, 1964; M.A., 1969; Ph.D., 1986.
- Riesterer, Berthold, *Associate Professor of History* (1967); B.A., Wayne State University 1958; M.A., 1961; Ph.D., 1966.
- Robb, Karyl A., *Assistant Professor of Anthropology and Director of Museum Studies* (1992); and *Adjunct Assistant Professor of Education and Philanthropic Studies*; B.S., State University of New York College at Oneonta, 1974; M.A., State University of New York at Cooperstown, 1980; Ph.D., Indiana University, 1992.
- Robbins, Kevin C., *Assistant Professor of History* (1991), *Adjunct Assistant Professor of Philanthropic Studies*; B.A., Reed College, 1981; M.A., University of Pennsylvania, 1985; Ph.D., Johns Hopkins University, 1991.
- Roberson, Samuel A., *Associate Professor of Art History, John Herron* (1972), and *Adjunct Associate Professor of American Studies* (1984); B.A., Williams College, 1961; M.A., 1963; Ph.D., Yale University, 1972.
- Rooney, Patrick, *Associate Professor of Economics, Assistant to the Vice President* (IUPUI), and *Assistant to Director* (IUPUI Columbus) (1987); B.A., University of Notre Dame, 1980; M.A., 1985; Ph.D., 1988.
- Rosentraub, Mark S., *Professor and Associate Dean of Public and Environmental Affairs* (School of Public and Environmental Affairs) (IUPUI) (1990) and *Adjunct Professor of Philanthropic Studies*; B.A., City University of New York, 1971; M.A., North Texas State University, 1969; Ph.D., University of Southern California, 1975.
- Rountree, J. Clarke, III, *Adjunct Assistant Professor of Philanthropic Studies* (1993); B.A., University of Alabama, 1983; M.A., University of Iowa, 1985; Ph.D., 1988.
- Russell, Steven, *Assistant Professor of Economics* (1993); B.A., University of Minnesota, 1981; B.S., 1981; Ph.D., 1988.
- Ruzica, Miroslav, *Associate Professor of Social Work* (School of Social Work) (1992) and *Adjunct Associate Professor of Philanthropic Studies*; B.S., University of Belgrade, 1969; M.S., 1978; Ph.D., 1985.
- Sachs, Stephen M., *Professor of Political Science* (1967); B.A., University of Virginia, 1960; M.A., University of Chicago, 1962; Ph.D., 1968.
- Sandy, Robert, *Chairperson and Associate Professor of Economics* (1974); B.A., University of Michigan, 1969; Ph.D., Michigan State University, 1977.
- Sandwina, Ronald M., *Lecturer in Communication Studies* (1992); B.A., San Diego University, 1985; M.A., 1987.
- Sauer, Mary J., *Lecturer in English* (1985); B.A., Augustana College, 1968; M.A.L.S., Valparaiso University, 1969.

- Scarpino, Philip V., *Chairperson and Associate Professor of History* (1986) and *Associate Director of Public History*; B.A., *University of Montana*, 1971; M.A., *University of Missouri*, 1975; Ph.D., 1983.
- Schneider, William H., *Professor of History* (1989); B.A., *Stanford University*, 1967; M.A., *Duquesne University*, 1970; Ph.D., *University of Pennsylvania*, 1976.
- Schultz, Jane E., *Assistant Professor of English, Adjunct Professor of Women's Studies, and American Studies* (1988); B.A., *Stanford University*, 1976; M.A., *University of Michigan*, 1979; Ph.D., 1988.
- Schwartz, Helen J., *Professor of English* (1987); B.A., *Cornell University*, 1964; M.A., *University of Washington*, 1967; Ph.D., 1971.
- Sehlinger, Peter J., *Professor of History* (1969); B.A., *University of the South*, 1962; M.A., *Tulane University*, 1964; Ph.D., *University of Kentucky*, 1969.
- Seiler, Timothy L., *Vice President for Indianapolis Office (IU Foundation) and Adjunct Assistant Professor of Philanthropic Studies* (1984); B.A., *St. Joseph's College (Indiana)*, 1968; M.A., *Indiana University*, 1972; Ph.D., 1980.
- Seregny, Scott J., *Associate Professor of History* (1983); B.A., *University of Michigan*, 1972; M.A., 1974; Ph.D., 1982.
- Sharp, Lesley Alexandra, *Adjunct Assistant Professor of Anthropology* (1991); B.A., *Brandeis University*, 1978; M.A., *University of California, Berkeley*, 1984; Ph.D., 1990.
- Shepherd, Susan C., *Associate Professor of English, Adjunct Associate Professor of Anthropology, and Women's Studies* (1988); B.A., *Ohio State University*, 1975; M.A., *Stanford University*, 1978; Ph.D., 1981.
- Sherrill, Rowland A., *Professor of Religious Studies* (1973) and *Adjunct Professor of American Studies*; B.A., *Florida Presbyterian College*, 1966; M.A., *University of Kentucky*, 1968; M.A., *University of Chicago*, 1971; Ph.D., 1975.
- Siegel, Sheldon, *Dean Emeritus of Social Work (IUPUI) and Adjunct Professor of Philanthropic Studies* (1985); B.A., *University of Michigan*, 1950; M.S.W., *Wayne State University*, 1955; Ph.D., *University of Michigan*, 1974.
- Smurl, James F., *Professor of Religious Studies* (1973) and *Adjunct Professor of Philanthropic Studies*; B.A., *St. Mary's University*, 1955; S.T.B., *Gregorian University*, 1957; S.T.L., 1959; S.T.D., *Catholic University*, 1963.
- Souch, Catherine J., *Assistant Professor of Geography* (1990) and *Adjunct Assistant Professor of Geology and Women's Studies*; B.A., *University of Cambridge*, 1982; M.S., *University of British Columbia*, 1984; Ph.D., 1990.
- Spechler, Martin C., *Professor of Economics* (1985); B.A., *Harvard University*, 1964; M.A., 1967; Ph.D., 1971.
- Spector, Judith A., *Associate Professor of English (IUPUI Columbus)* (1978); A.B., *University of Michigan*, 1967; Ph.D., *Indiana University*, 1977.
- Springston, Jeffrey K., *Assistant Professor of Journalism (School of Journalism) (IUPUI)* (1992) and *Adjunct Assistant Professor of Philanthropic Studies*; B.A., *Colorado State University*, 1980; M.A., *California State University at Los Angeles*, 1983; Ph.D., *Ohio State University*, 1986.
- Stahl, Nancy W., *Lecturer in English* (1986); B.A., *College of Wooster*, 1960; M.A., *University of Illinois*, 1961.
- Stamatoplos, Anthony C., *Assistant Librarian (University Libraries) (IUPUI)* (1994) and *Adjunct Assistant Professor of Anthropology*; B.A., *Eastern Washington University*, 1980; M.A., *Washington State University*, 1985; M.L.S., *Indiana University*, 1989.
- Starr, June, *Associate Professor of Law (School of Law—Indianapolis) (IUPUI)* (1994) and *Adjunct Associate Professor of Anthropology and Philanthropic Studies*; Ph.D., *University of California*, 1970; M.S.L., *Yale Law School*, 1990; J.D., *Stanford*, 1992.
- Steinberg, Richard, *Professor of Economics and Adjunct Professor of Philanthropic Studies* (1991); S.B., *Massachusetts Institute of Technology*, 1977; Ph.D., *University of Pennsylvania*, 1984.
- Steinmetz, Suzanne K., *Professor of Sociology* (1989); B.S. Ed., *University of Delaware*, 1969; M.A., *Case Western Reserve University*, 1971; Ph.D., 1975.
- Stern, Phyllis N., *Chairperson and Associate Professor of Parent Child Nursing and Adjunct Associate Professor of Women's Studies* (1991); B.S.N., *College of San Mateo*, 1968; B.S.N., *San Francisco State University*, 1970; M.S.N., *University of California*, 1971; D.N.S., 1976.
- Strikwerda, Robert A., *Assistant Professor of Philosophy (Kokomo) and Adjunct Assistant Professor of Philanthropic Studies* (1989); B.A., *Calvin College*, 1972; Ph.D., *University of Notre Dame*, 1982.
- Sutton, Robert F., Jr., *Associate Professor of Classical Studies* (1989), *Adjunct Professor for Herron School of Art*; B.A., *Haverford College*, 1969; Ph.D., *University of North Carolina at Chapel Hill*, 1981.
- Sutton, Susan B., *Associate Professor of Anthropology* (1978), *Adjunct Associate Professor of Women's Studies and Philanthropic Studies*, *Adjunct Professor of Anthropology, Arts and Sciences (IUB)*; B.A., *Bryn Mawr College*, 1969; M.A., *University of North Carolina*, 1973; Ph.D., 1978.
- Taylor, Robert Martin, Jr., *Adjunct Assistant Professor of History* (1992) and *Director of Research Projects and Grants Division of Indiana Historical Society*; B.A., *Franklin College*, 1963; M.A., *University of Iowa*, 1970; Ph.D., *Kent State University*, 1979.

- Tempel, Eugene R., *Vice Chancellor for External Affairs (Chancellor, IUPUI)*, *Vice President, Indianapolis (Indiana University Foundation, IUPUI)*, and *Adjunct Associate Professor of Philanthropic Studies* (1983); B.A., St. Benedict College, 1970; A.M., Indiana University, 1973; Ed.D., 1985.
- Thelin, John Robert, *Professor of Education (School of Education) (IUB)* (1993) and *Adjunct Professor of Philanthropic Studies*; A.B., Brown University, 1969; M.A., University of California–Berkeley, 1972; Ph.D., 1973.
- Tilley, John J., *Associate Professor of Philosophy* (1988); B.S., U.S. Military Academy (West Point), 1975; M.A., University of Georgia, 1983; Ph.D., University of Wisconsin–Madison, 1988.
- Touponce, William F., *Associate Professor of English* (1985); B.A., Hampshire College, 1974; M.A., University of Massachusetts, 1977; Ph.D., 1981.
- Tschirhart, Mary, *Assistant Professor of Public and Environmental Affairs (School of Public and Environmental Affairs) (IUB)* (1993) and *Adjunct Assistant Professor of Philanthropic Studies (IUPUI)*; B.A., Michigan State University, 1982; M.B.A., University of New York at Binghamton, 1984; Ph.D., University of Michigan, 1993.
- Turner, Richard C., *Chairperson and Professor of English* (1970) and *Adjunct Professor of Philanthropic Studies*; B.A., Boston College, 1966; M.A., Emory University, 1968; Ph.D., 1972.
- Vanderstell, David Gordon, *Adjunct Assistant Professor of History* (1990); B.A., Calvin College, 1976; M.A., Kent State University, 1978; Ph.D., 1983.
- Van Voorhis, Rebecca, *Assistant Professor of Social Work and Adjunct Assistant Professor of Women's Studies* (1980); B.A., Baldwin-Wallace College, 1966; M.S.W., The Ohio State University, 1970; Ph.D., 1974.
- Vargus, Brian S., *Director, Public Opinion Laboratory, Professor of Political Science and Adjunct Professor of Communication Studies* (1975); B.A., University of California, Berkeley, 1961; M.A., 1963; Ph.D., Indiana University, 1969.
- Vermette, Rosalie A., *Associate Professor of French* (1976) and *Adjunct Associate Professor of Women's Studies*; B.A., University of Maine, 1968; M.A., University of Iowa, 1970; Ph.D., 1975.
- Wagener, B. Bruce, *Associate Professor of Communication Studies* (1963); B.A., Muskingum College, 1953; M.A., Ohio State University, 1957; Ph.D., 1968.
- Wallihan, James, *Professor of Labor Studies (Continuing Education) (IUPUI)* (1974) and *Political Science (Liberal Arts)*; B.A., University of California, Davis, 1965; Ph.D., Indiana University, 1974.
- Ward, Richard E., *Associate Professor of Anthropology and Adjunct Associate Professor of Oral Facial Genetics*, (1985); B.A., University of North Colorado, 1972; M.A., University of Colorado, 1976; Ph.D., 1980.
- Webb, Dorothy, *Chairperson and Professor of Communication Studies* (1973); B.S., Southern Illinois University, 1957; M.S., 1958; Ph.D., Indiana University, 1970.
- Whitchurch, Gail, *Assistant Professor of Communication Studies, Adjunct Assistant Professor of Sociology* (1990); B.A., University of Minnesota, 1974; M.A., 1981; Ph.D., University of Delaware, 1989.
- White, Robert W., *Associate Professor of Sociology* (1990); B.A., Indiana University, 1980; M.A., 1982; Ph.D., 1987.
- Wilkins, Harriet A., *Associate Professor of English* (1983); B.A., College of Emporia, 1959; M.A., Louisiana State College, 1975; Ph.D., Indiana University, 1991.
- Williams, Anne C., *Lecturer in English* (1985); B.A., Butler University, 1970; M.S., Indiana University, 1976.
- Williams, Colin J., *Professor of Sociology* (1969); B.S., London School of Economics, 1963; M.A., University of British Columbia (Canada), 1966; Ph.D., Rutgers University, 1969.
- Winslow, Charles H., *Assistant Professor of Political Science* (1967); B.A., Indiana University, 1960; M.A., 1962; Ph.D., 1976.
- Wittberg, Patricia Ann, *Associate Professor of Sociology* (1990) and *Adjunct Associate Professor of Philanthropic Studies*; B.A., College of Mount St. Joseph, 1970; M.A., University of Chicago, 1978; Ph.D., 1982.
- Wokeck, Marianne S., *Assistant Professor of History* (1991); *Director of Undergraduate Studies and Adjunct Professor of American and Women's Studies*; M.A., Staatsexamen, 1973; Ph.D., Temple University, 1982.
- Wood, James R., *Chairperson and Professor of Sociology (Bloomington) and Adjunct Professor of Philanthropic Studies* (1967); B.A., Vanderbilt College, 1954; B.D., Yale University, 1958; M.A., Vanderbilt College, 1965; Ph.D., 1967.
- Yi, Gang, *Associate Professor of Economics* (1986); B.A., Hamline University, 1982; M.S., University of Illinois, 1984; Ph.D., 1986.
- Yonogi, Reiko, *Assistant Professor of East Asian Languages and Culture* (1990); B.A., Aoyama Gakuin University, 1963; M.L.S., University of California, 1975; M.A., 1978; Ph.D., University of Illinois, 1989.
- Zhang, Xin, *Assistant Professor of History* (1993); East China Teacher's University, 1982; M.A., University of Chicago, 1986; Ph.D., 1991.

Ziegler, Carl H., *Associate Professor of Germanic Studies and of Comparative Literature* (Bloomington) and *Adjunct Associate Professor of Philanthropic Studies* (1966); B.A., Valparaiso University, 1962; Ph.D., Vanderbilt University, 1966.

Emeriti and Retired Faculty

Baker, Clayton, *Associate Professor Emeritus of Spanish* (1965-1992).

Beaudry, James G., *Assistant Professor Emeritus of French* (1976-1995)

Blasingham, Mary V., *Assistant Professor Emerita of English* (1965-1986).

Bogar, Bernerd, *Professor Emeritus of English* (1966-1996)

Bourke, Leon H., *Professor Emeritus of French* (1970-1990).

Brock, Marian S., *Associate Professor Emerita of English* (1966-1991).

Buhner, John C., *Professor Emeritus of Political Science* (School of Liberal Arts) and *Professor Emeritus of Public and Environmental Affairs* (1948-1984).

Burns, David G., *Associate Professor Emeritus of Communication Studies* (1965-1990).

Curtis, Richard K., *Professor Emeritus of Communication Studies* (1969-1993).

Dauner, M. Louise, *Professor Emerita of English* (1963-1977).

East, James R., *Professor Emeritus of Communication Studies* (1967-1996)

Fisher, Margaret T., *Resident Lecturer in English* (1965-1972).

French, Warren G., *Professor Emeritus of English* (1970-1986).

Friedman, Bernard, *Professor Emeritus of History* (1961-1989).

Frye, Robert, *Associate Professor Emeritus of Philosophy* (1956-1988).

Jessner, Sabine, *Associate Professor Emerita of History and Adjunct Associate Professor of Women's Studies* (1968-1988).

Juillerat, Monte E., *Professor Emeritus of Economics* (1966-1994).

Keller, Joseph R., *Professor Emeritus of English* (1955-1987).

Kinzer, Donald L., *Professor Emeritus of History* (1966-1983).

Koo, Shou-Eng, *Professor Emeritus of Economics* (1967-1987).

Liell, John T., *Professor Emeritus of Sociology* (1954-1988).

Rea, Mary Louise, *Professor Emerita of English* (1946-1985).

Reiberg, Rufus, *Professor Emeritus of English* (1953-1984).

Rhome, Frances Dodson, *Professor Emerita of English* (1969-1986).

Scherle, Phyllis, *Assistant Professor Emerita of English* (1962-1993).

Seldon, Mary Elizabeth, *Professor Emerita of History* (1949-1981).

Shipps, Jan B., *Professor Emerita of History, Religious Studies* (1973-1994) and *Adjunct Professor of Philanthropic Studies*

Stevens, John K., *Professor of History* (1966-1996)

Taylor, Joseph T., *Professor Emeritus of Sociology* (1965-1983) and *Dean Emeritus of the School of Liberal Arts* (1967-1978).

Webb, J. Edgar, *Professor Emeritus of Communication Studies* (1966-1993).

Professional Staff

Bostwick, Patricia A., *Administrative Assistant, Student Affairs* (1992); B.A., University of Evansville, 1976.

Clark, Cathy, *Editorial Associate (Technical), Peirce Project* (1991); B.A., Indiana University, 1995.

Dowling, James P., *GIS Application Analyst* (1993).

Grimm, Terry W., *Project Administrator, Center for the Study of Religion in American Culture* (1989); B.A., Wabash College, 1982.

Hayes, John E., *GIS Application Analyst* (1995); A.B., Indiana University, 1973; M.A., 1978.

Henard, Helen A., *SLA Undergraduate Counselor* (1969); B.S., Indiana University, 1977; M.S., 1982.

Kaviani, Mohammad, *Assistant Director, Center for Economic Education* (1985); B.A., College of Economics and Social Sciences (Iran), 1975; M.A., Saint Mary's University, 1978.

Kozenski Lamb, Kathleen, *Assistant to Director of GENI (Geography)* (1991); B.S., Purdue University, 1985.

McCarter, Kathy, *Acting Director of Laboratory for Applied Spatial Information Research (LASIR)* (1993); M.A., Webster University, 1987.

Maitzen, Michael R., *Teleproduction Supervisor, Communication Studies* (1985); B.S., Bradley University, 1977.

Mickey, Kevin, *Staff Cartographer* (1992); B.A., Indiana University, 1990.

Mitchell, Gregory Allen, *Technical Coordinator/Programmer of IMAGIS* (1991).

Peterman, Sharon D., *Assistant to the Assistant Dean* (1991); B.A., IUPUI, 1991.

Schultheis, Don, *Assistant Dean and Business Officer* (1964); B.S., Indiana University, 1960; C.P.A., 1981.

Scott, Michael, *Coordinator/Technical Development, Multimedia Resources Language Center* (1993); B.A., IUPUI, 1983; M.S., Indiana University, 1992.

Stout, James Russell, *GIS Manager/POLIS*
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Stuckey, William E., *Coordinator of Computing*
Services (1976); B.S., Indiana University, 1981.

Surina, David, *IMAGIS Program Operator*
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Advanced Information Technology staff, a division of POLIS: (seated left to right) Kathy McCarter, Jim Stout, Jim Dowling, and (standing left to right) Kevin Mickey, Genise Langford, Molly Ryan, Kristen Baldwin, Matt McCormack, Kevin Vail, John Hayes.

Indiana University

When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. With 838 degree programs, the university attracts students from all 50 states and around the world. The full-time faculty numbers more than 3,900 and includes members of many academic societies such as the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Sciences.

Indiana University was founded at Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves more than 91,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing an education of high quality within reach of all of Indiana's citizens.

General Policies

Equal Opportunity/Affirmative Action Policy of Indiana University

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans.

An Affirmative Action office on each campus monitors the university's policies and assists individuals who have questions or problems related to discrimination.

Confidentiality of Student Records

In accordance with federal statutes and regulations, student records are confidential and available for disclosure to persons other than the student only under stated conditions.

Student Rights and Responsibilities

A statement of students' rights and

responsibilities is published in a handbook, *Code of Student Ethics*, which contains a description of due process hearings in the event of disciplinary action.

Degree Requirements Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Information about a specific school or division can be found in the front section of the bulletin for that school.

Requests for deviation from department, program, or school requirements may be granted only by written approval from the respective chairperson, director, or dean (or their respective administrative representative). Disposition at each level is final.

Undergraduate Admissions Policy

Indiana University has adopted the following admissions policy to ensure that undergraduate students are properly prepared for college work. These standards seek to ensure either adequate academic preparation in high school or evidence of unusual motivation on the part of each student admitted to the university. Effective first semester 1991-92, applicants for admission to Indiana University are expected to meet the following criteria.

Freshman Students¹

1. Graduation from a commissioned Indiana high school or comparable out-of-state institution, successfully completing a minimum of 28 semesters of college-preparatory courses including the following:
 - (a) Eight semesters of English. (One semester each of speech and journalism may be included.)
 - (b) Four semesters of social science (economics, government, history, psychology, or sociology).
 - (c) Four semesters of algebra (two semesters of which must be advanced algebra) and two semesters of geometry.
 - (d) Two semesters of laboratory science (biology, chemistry, or physics).
 - (e) Eight semesters in some combination of foreign language; additional mathematics, laboratory science, or social science; computer science; and other courses of a college-preparatory nature.

¹ Some academic programs require specific qualifications in addition to those enumerated in this policy.

- (f) Four semesters of foreign language are strongly recommended.
 - (g) Courses to develop writing composition skills are strongly recommended.
2. A rank in the upper half of the high school graduating class for Indiana residents or a rank in the upper third of the high school graduating class for out-of-state residents.
 3. A score above the median established by Indiana students on a nationally standardized admissions test. Students who have been out of high school for three or more years do not have to submit test scores unless required for admission to specific programs.
 4. Each campus may accept students who are deficient in (1), (2), or (3) of the above specifications upon receipt of such evidence as the combination of strength of college-preparatory program, rank in class, grades and grade trends in college-preparatory courses, and standardized test scores. For persons who do not meet the above criteria and who have been out of high school three or more years, admission can be based on other factors such as a General Educational Development (GED) diploma, maturity, work experience, military service, and other factors as determined by the campus.
 5. Each campus, at its discretion, may admit a student on a probationary basis and/or through faculty sponsorship.

Transfer Students¹

1. Submission of official transcripts from all previous institutions attended.
2. The transcripts must reflect a cumulative grade point average of at least a 2.0 (on a 4.0 scale) for Indiana residents and at least a 2.5 (on a 4.0 scale) for out-of-state residents.
3. If the student has fewer than 26 transferable credit hours, the high school record should reflect compliance with freshman admission requirements as specified above.
4. The credentials of students seeking transfer to Indiana University will be evaluated on an individual basis.

When students do not qualify upon first application, they will be counseled about ways of removing deficiencies so that they may qualify for admission at a later date. If any provision of this policy is held invalid, the invalidity does not affect other provisions of this policy which can be given effect without the invalid provision, and to this end the provisions of this policy are severable.

Transfer to Other Indiana University Campuses

The policy stated below concerning transfer credit pertains to undergraduate students only.

Indiana University credits transferred from one campus of Indiana University to another will be evaluated and accepted in terms at least as favorable as credits transferred from other accredited institutions in the United States. No review of the credits will be undertaken except in good faith terms of the same criteria used in evaluating external credits. In fact, students transferring within the Indiana University system are treated much more favorably because of the similarity of course work on the eight campuses.

Students who want to transfer to another campus should follow these procedures:

1. Inform your academic adviser of your decision as soon as possible. Degree requirements may vary from one campus to another but if your adviser knows of your plan, your academic program can be designed to meet the requirements of the campus you will eventually attend.
2. Contact the department chairperson (or the designated adviser) at the campus you plan to attend. Discuss your plan and ask about any special procedures. For example, students transferring in fine arts must submit portfolios of their work. Music transfer students must be auditioned.
3. As the date of transfer approaches, check with your campus registrar to get information on registration dates and procedures on the other campus. If there is a preregistration or preenrollment procedure at the other campus, you should plan to take advantage of it. Contact the registrar of the other campus to determine whether you can fulfill any of these responsibilities by phone. Your registrar has a direct telephone line to all other registrars.
4. When you arrive on the new campus, contact your assigned academic adviser or department chairperson as soon as possible. Discuss your academic progress to date and the additional course work required for your program.

¹ Some academic programs require specific qualifications in addition to those enumerated in this policy.

Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes

These rules establish the policy under which students shall be classified as residents or nonresidents upon all campuses of Indiana University for university fee purposes. Nonresident students shall pay a nonresident fee in addition to fees paid by a resident student.

These rules shall take effect February 1, 1974; provided, that no person properly classified as a resident student before February 1, 1974, shall be adversely affected by these rules, if he or she attended the university before that date and while he or she remains continuously enrolled in the university.

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.
 - (a) A person entering the state from another state or country does not at that time acquire residence for the purpose of these rules, but except as provided in rule 2(c), such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.
 - (b) Physical presence in Indiana for the predominant purpose of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.
2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the university, subject to the exception in (c)¹ below.
 - (a) The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident.
 - (b) If such person comes from another state or country for the predominant purpose of attending the university, he or she shall not be admitted to resident student status upon the basis of the residence of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.¹
 - (c) Such person may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state and if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of "resident student."¹
 - (d) When it shall appear that the parents of a person properly classified as a "resident student" under subparagraph (c) above have removed their residence from Indiana, such person shall then be reclassified to the status of nonresident; provided, that no such reclassification shall be effective until the beginning of a semester next following such removal.
 - (e) A person once properly classified as a resident student shall be deemed to remain a resident student so long as remaining continuously enrolled in the university until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above.
3. The foreign citizenship of a person shall not be a factor in determining resident student status if such person has legal capacity to remain permanently in the United States.
4. A person classified as a nonresident student may show that he or she is exempt

¹ Note: Rules 2(b) and 2(c) apply only to unemancipated persons under 21 years of age.

from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see rule 1 above) of Indiana for the 12 months prior to the first scheduled day of classes of the semester in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the residence qualifying date, i.e., the date upon which the student commenced the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the nonexistence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

- (a) The residence of a student's parents or guardians.
- (b) The situs of the source of the student's income.
- (c) To whom a student pays his or her taxes, including property taxes.
- (d) The state in which a student's automobile is registered.
- (e) The state issuing the student's driver's license.
- (f) Where the student is registered to vote.
- (g) The marriage of the student to a resident of Indiana.
- (h) Ownership of property in Indiana and outside of Indiana.
- (i) The residence claimed by the student on loan applications, federal income tax returns, and other documents.
- (j) The place of the student's summer employment, attendance at summer school, or vacation.
- (k) The student's future plans including committed place of future employment or future studies.
- (l) Admission to a licensed profession in Indiana.
- (m) Membership in civic, community, and other organizations in Indiana or elsewhere.
- (n) All present and intended future

connections or contacts outside of Indiana.

- (o) The facts and documents pertaining to the person's past and existing status as a student.
 - (p) Parents' tax returns and other information, particularly when emancipation is claimed.
5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.
 6. The registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.
 7. A Standing Committee on Residence shall be appointed by the president of the university and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the president may appoint from among students not nominated.
 8. A student who is not satisfied by the determination of the registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the registrar's determination which committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the registrar shall be final and binding.
 9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these rules. The decision of the committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.
 10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the

university, as well as to such other punishment which may be provided for by law.

11. A student who does not pay additional monies which may be due because of his or her classification as a nonresident student within 30 days after demand, shall thereupon be indefinitely suspended.
12. A student or prospective student who fails to request resident student status within a particular semester or session and to pursue a timely appeal (see rule 8) to the Standing Committee on Residence shall be

deemed to have waived any alleged overpayment of fees for that semester or session.

13. If any provision of these rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these rules which can be given effect without the invalid provision or application, and to this end the provisions of these rules are severable.

Fees

Enrollment and administrative fees listed here were approved at the May 1995 meeting of the Trustees of Indiana University. Fees are subject to change by action of the trustees. For up-to-date information about fees in effect at registration time, see the campus *Schedule of Classes*.

Certain courses and programs requiring studios, laboratories, microscopes, computers, or other special equipment may involve special fees in addition to the enrollment fee. Applied music, student teaching, and some physical education courses also carry additional fees. See the campus *Schedule of Classes* for a list of such courses and programs.

Fees for Indiana University campuses other than Bloomington and Indianapolis are published in the bulletin of the specific campus.

| ENROLLMENT FEES | Indiana Resident | Nonresident |
|---|---|---|
| Bloomington Campus | | |
| Undergraduate ¹ | \$1,581.00 flat fee/semester for 12 to 17 credit hours \$98.65/credit hour under 12 or over 17 | \$5,175.50 flat fee/ semester for 12 to 17 credit hours \$323.50/credit hour under 12 or over 17 |
| Graduate and Professional ¹ | | |
| Business—M.B.A. Program ² | \$3,589.50/semester | \$7,182.00/semester |
| Business ³ | \$228.00/credit hour | \$456.00/credit hour |
| Law | \$164.50/credit hour | \$452.50/credit hour |
| Optometry | \$152.00/credit hour | \$421.50/credit hour |
| Other | \$133.35/credit hour | \$388.40/credit hour |
| Independent Study (Correspondence) | \$82.25/credit hour | \$82.25/credit hour |
| Dissertation research (G901) ⁴ | \$100.00/semester | \$100.00/semester |
| Auditing (no credit) | \$25.00/credit hour | \$25.00/credit hour |
| Indianapolis Campus | | |
| Undergraduate ¹ | \$97.75/credit hour | \$300.00/credit hour |
| Graduate and Professional ¹ | | |
| Business | \$211.00/credit hour | \$422.00/credit hour |
| Dentistry | \$8,960.00/year | \$19,200.00/year |
| Engineering | \$137.10/credit hour | \$392.00/credit hour |
| Law | \$164.85/credit hour | \$420.00/credit hour |
| Medicine | \$9,990.00/year | \$22,866.00/year |
| Nursing | \$137.65/credit hour | \$397.00/credit hour |
| Social Work | \$135.25/credit hour | \$390.00/credit hour |
| Other | \$132.75/credit hour | \$383.00/credit hour |
| Dissertation research (G901) ⁴ | \$100.00/semester | \$100.00/semester |
| Auditing (no credit) | applicable credit hour rate | applicable credit hour rate |

¹Includes credit courses in the School of Continuing Studies.

²M.B.A. students enrolled in 9 or more credit hours of business courses will be assessed a flat rate. Enrollment in any courses other than business will be assessed on a per-credit-hour basis.

³Graduate business credit hour rates apply to (a) M.B.A. students enrolled in fewer than 9 credit hours of business courses, and (b) students enrolled in a doctoral business program.

⁴To keep their candidacies active, doctoral students with 90 credit hours or more and Master of Fine Arts students with 60 credit hours or more may enroll in G901 for a flat fee of \$100. Also, they must have completed all graduate degree requirements except for the dissertation or final project/performance. Enrollment in G901 is limited to six times. Students who do not meet these criteria pay the applicable credit hour rate for dissertation research.

| ADMINISTRATIVE FEES ⁵ | Bloomington Campus | Indianapolis Campus |
|--|--|---|
| Application for admission | | |
| Domestic | \$35.00 | \$25.00 |
| International | \$40.00 | \$50.00 |
| Deferment service charge ⁶ | \$20.00 | \$20.00 |
| Health service fee ⁷ | \$64.50/semester \$27.75/summer I \$36.75/summer II | optional |
| Late payment charge | \$44.00/semester | \$10.00/month |
| Late program change ⁸ | \$15.50/course added or dropped | \$17.25/course added |
| Late registration ⁹ | \$44.00 to \$84.00/semester \$44.00/summer session | \$28.00 to \$100.00/ semester \$28.00 to \$54.00/ summer session |
| Student activity fee ¹⁰ | \$22.85 or \$45.70/semester \$11.40 or \$22.85/summer session | \$12.95 or \$21.85/ semester \$15.00/semester for Athletic Development |
| Technology fee, fall or spring semesters ¹¹ | | |
| Freshmen | \$25.00, \$50.00, \$100.00 | \$25.00, \$50.00, \$75.00 |
| Sophomores | \$25.00, \$50.00, \$100.00 | \$25.00, \$50.00, \$75.00 |
| Juniors | \$25.00, \$50.00, \$100.00 | \$25.00, \$50.00, \$75.00 |
| Seniors | \$25.00, \$50.00, \$100.00 | \$25.00, \$50.00, \$75.00 |
| Graduate/professional, nondegree students | \$12.00, \$25.00, \$50.00 | |
| Special undergraduate students | | \$25.00, \$50.00, \$75.00 |
| Technology fee, summer sessions ¹² | | |
| Freshmen | \$12.50, \$25.00 | \$25.00, \$37.50 |
| Sophomores | \$12.50, \$25.00 | \$25.00, \$37.50 |
| Juniors | \$12.50, \$25.00 | \$25.00, \$37.50 |
| Seniors | \$12.50, \$25.00 | \$25.00, \$37.50 |
| Graduate/professional, nondegree students | \$5.50, \$8.00 | |
| Transcripts | \$6.00 | \$6.00 |

⁵ Applicable to both in-state and out-of-state students.

⁶ Fee is assessed if deferred billing option is elected.

⁷ The health fee is assessed each semester/session on the Bursar's bill for all day and evening students enrolled in more than 3 credit hours. Eligible individuals not covered by the health fee will be seen on a fee-for-service basis.

⁸ After drop/add period (100 percent refund period), students will be assessed \$15.50 in Bloomington and \$17.25 in Indianapolis for each added course, section change, change of arranged hours, or credit/audit change. On the Bloomington campus, students will also be assessed for each dropped course.

⁹ A late registration fee will be assessed any student who does not register during the scheduled registration period. On the Bloomington campus, the fee is \$44.00 for students who register by the last Friday before classes begin and increases by \$10.00 on the Monday of each successive week to a maximum of \$84.00. On the Indianapolis campus, a \$28.00 late registration fee is in effect upon conclusion of registration through the end of the first week of classes, increasing by \$26.00 the first week and \$23.00 the second and third weeks to a maximum of \$100.00. In Indianapolis summer sessions, a late registration fee of \$28.00 is assessed the first week, and \$54.00 the second week and thereafter.

¹⁰ At Bloomington, students enrolled in 3 or fewer credit hours during the fall and spring semesters pay a mandatory student activity fee of \$22.85. Students enrolled in more than 3 credit hours pay \$45.70. Summer session students pay a fee per session according to the number of hours they are enrolled: 3 or fewer credit hours, \$11.40; more than 3 credit hours, \$22.85. At Indianapolis, the student activity fee for 1 to 8 credit hours is \$12.95 per semester. Students enrolled in 9 or more credit hours pay \$21.85 per semester. Indianapolis students are also charged a \$15.00 Athletic Development fee each semester.

¹¹ A technology fee, based on class standing, will be assessed according to the number of enrolled credit hours as follows: 3 credit hours or fewer; greater than 3 through 6 credit hours; greater than 6 credit hours.

¹² A technology fee is assessed for summer sessions, based on class standing, according to the number of enrolled credit hours as follows: 3 or fewer credit hours; greater than 3 credit hours.

Course Fee Refund Schedule

| Time of Withdrawal | Refund | Time of Withdrawal | Refund |
|---------------------------------------|--------|--|--------|
| 9- through 16-week classes | | 1-week (or less) classes | |
| During 1st week of classes | 100% | During 1st day of classes | 100% |
| During 2nd week of classes | 75% | During 2nd day of classes | 50% |
| During 3rd week of classes | 50% | During 3rd day of classes | |
| During 4th week of classes | 25% | and thereafter | None |
| During 5th week of classes | | The refund policy applies to credit hour fees | |
| and thereafter | None | and all course-related fees. | |
| 5- through 8-week classes | | Procedure See the <i>Schedule of Classes</i> for more | |
| During 1st week of classes | 100% | information about how to withdraw from | |
| During 2nd week of classes | 50% | classes. | |
| During 3rd week of classes | | Student Financial Assistance Students can | |
| and thereafter | None | obtain information about financial assistance | |
| 2- through 4-week classes | | through the financial aid office, through the | |
| During the 1st and 2nd day of classes | 100% | student employment office, or through their | |
| During 3rd and 4th day of classes | 50% | schools and departments. For courses taken in | |
| During 5th day of classes | | Bloomington, contact Human Resources | |
| and thereafter | None | Management for information about | |
| | | faculty/staff fee courtesy; for courses taken at | |
| | | IUPUI, contact the Office of Student Financial | |
| | | Aid. | |

Veterans Benefits

Eligible students will receive veterans benefits according to the following scale, which is based on the number of credit hours in which the student is enrolled.

| | Bloomington and IUPUI Fall/Spring Semesters ¹ | IUPUI Summer I ¹ | Bloomington Summer I | Bloomington and IUPUI Summer II ¹ |
|-----------------------------------|---|--------------------------------|-------------------------|--|
| Undergraduate Benefits | | | | |
| full | 12 or more | 6 | 4 | 6 |
| three-quarters | 9-11 | 4-5 | 3 | 4-5 |
| one-half | 6-8 | 3 | 2 | 3 |
| tuition only | fewer than 6 | 1-2 | 1 | 1-2 |
| Graduate Benefits | | | | |
| full | 8 or more | 4 | 4 | 4 |
| three-quarters | 6-7 | 3 | 3 | 3 |
| one-half | 4-5 | 2 | 2 | 2 |
| tuition only | fewer than 4 | 1 | 1 | 1 |

It is the responsibility of the veteran or veteran dependent to sign up for benefits each semester or summer session of enrollment. It is also the responsibility of the veteran or veteran dependent on the Bloomington campus to notify the Office of Disabled Student Services and Veterans Affairs of any schedule change that may increase or decrease the amount of benefits allowed. Veterans and veteran dependents on the IUPUI campus should notify the Office of the Registrar.

Veterans with service-connected disabilities may qualify for the Department of Veterans Affairs Vocational Rehabilitation Program. They should contact their regional VA office for eligibility information.

At IUPUI, veterans and veteran dependents must notify their veteran benefit representative in the Office of the Registrar in person at the time of registration.

¹On the IUPUI campus, check with a VA representative in the Office of the Registrar for positive verification of your hourly status.

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Indiana University Bulletins

You may want to explore other schools of Indiana University. The following is a complete list of our bulletins. Please write directly to the individual unit or campus for its bulletin.

Indiana University Bloomington

College of Arts and Sciences
School of Business¹
School of Continuing Studies²
School of Education³
School of Health, Physical Education, and Recreation
School of Journalism
School of Law—Bloomington⁴
School of Library and Information Science
School of Music
School of Optometry
School of Public and Environmental Affairs³
University Division⁵
University Graduate School

Indiana University—Purdue University Indianapolis

School of Allied Health Sciences
School of Business¹
School of Continuing Studies²
School of Dentistry
School of Education³
School of Engineering and Technology (Purdue University)
Herron School of Art
School of Journalism
School of Law—Indianapolis⁴
School of Liberal Arts
School of Medicine
School of Nursing³
School of Optometry
School of Physical Education
School of Public and Environmental Affairs³
School of Science (Purdue University)
School of Social Work
Undergraduate Education Center
University Graduate School

Indiana University East (Richmond)

Indiana University—Purdue University Fort Wayne

Indiana University Kokomo

Indiana University Northwest (Gary)

Indiana University South Bend

Indiana University Southeast (New Albany)

¹ There are two separate bulletins for the Bloomington and Indianapolis undergraduate business programs; please specify which of the two bulletins you need. The graduate business programs for Bloomington and Indianapolis are also separate. Contact the school for a bulletin or other material describing these programs.

² Bulletins on the General Studies Degree Program, Independent Study Program, and Division of Labor Studies are available from this school.

³ Two bulletins are issued: graduate and undergraduate.

⁴ There are two Indiana University schools of law. Be sure to specify whether you want a bulletin of the Bloomington or Indianapolis school.

⁵ Available only to admitted University Division students.