Good First-Year Courses

AAAD-A 100: Afro-American Dance Company (2 Cr hrs) (elective)
  P: Consent of instructor by audition. Emphasis on ethnic and jazz traditions, although other genres are regularly performed. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. Previous dance training desirable but not essential. May be repeated individually or in combination with A110 or A120 for a maximum of 12 credit hours.

AAAD-A 110: Afro-American Choral Ensemble (2 Cr hrs) (elective)
The ensemble performs music composed by, for and about blacks, including spirituals, gospel, art songs, and excerpts from operas and musicals. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. No audition required. Students meet the first day of class prepared to sing. Vocal evaluations and part assignments will be done during class. Ability to read music is desirable but not essential. May be repeated individually or in combination with A100 or A120 for a maximum of 12 credit hours.

AAAD-A 150: Survey of Culture of Black Americans (3 Cr hrs) (A&H)
The culture of blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science. Required for the major.

AMST-A 100: What is America? (3 Cr hrs) (World Cultures)
  Explores ideas about citizenship, national identity, and the social contract in the broader Americas. What makes us Americans? How do we define America? How does national identity compete with and relate to other forms of identity, such as social status or class, religious association, gender and sexuality, and racial or ethnic description?

  Interdisciplinary approaches to a cultural genre (e.g., science fiction, pop art, jazz), discourse (e.g., individualism, family values, globalization) or medium (e.g., comics, television, the Internet). Constructing, deconstructing, reconstructing an object of cultural study. Recent topics have included Images of the Body, Jazz and Cultural Hierarchy, and Youth Cultures.

ASCS-Q 294 College to Career I (2 Cr hrs) (Elective)
  Development and integration of self-assessment, career planning, and academic work. Students design and produce an individual career action plan. Through self-assessment instruments, they develop their understanding of their personal values, interests, skills, and personality in relation to their vocational options, academic process, and career projections. S/F grading.

AST-A 105 – Stars and Galaxies (3 Cr hrs) (N&M) (Lugger)
  Introduction to the physical universe. Topics include constellations, gravity, radiation, the Sun, structure and evolution of stars, neutron stars and black holes, the Milky Way galaxy, normal galaxies, active galaxies, quasars, cosmology, and the search for extraterrestrial life.

BIOL-L 104: Introductory Biology Lectures (3 Cr hrs) - Sections taught by topics, which are listed below. Does not count as a pre-professional course. Primary emphasis may vary with the instructor. (N&M)
Inquiring /Analyzing Cancer Research - Almost one-quarter of deaths in America are due to cancer (http://tinyurl.com/afysl6m). Chemical treatments for some cancers have been around for decades; however, many such treatments are only partially effective and are rather toxic. In recent years, one hope has been that as the inner workings of cancer cells, as well as of the immune system, become better understood, it will become possible to create more and better "targeted" drugs that are more effective and/or are less toxic (http://tinyurl.com/yg33jnl). Our course will focus on clinical trials that investigate the efficacy and safety of some such targeted cancer drugs, especially trials sponsored by pharmaceutical companies to try to gain FDA (Food and Drug Administration) approval. Learning Goals: This course is meant to help you to think critically about results from cancer clinical trials, including to think critically about these questions: What sorts of results from cancer clinical trials should be made public?, and How should those results be displayed/presented? This course is also meant to help you to think critically about ethical and societal issues related to cancer clinical trials and cancer drugs, including about designs of clinical trials, roles of the FDA (Food and Drug Administration), and access to cancer drugs.

Human Biology – An introduction to living organisms. Designed for nonscientist with no background in biology.


BUS-G 100: Business in the Information Age (3 Cr hrs) (elective)
This course is designed to provide beginning students with an introductory but comprehensive survey of business practices, public policy, and economic information. The course focuses on sources of information, what that information means and how to interpret it, the accuracy and reliability of the data, and its use and abuse. This course will serve as an introduction to major domestic and foreign information sources such as The Wall Street Journal. Emphasis is on trends, current events, and issue analysis.

BUS-X 100: Introduction to Business (3 Cr hrs) (S&H)
Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment.

CLAS-C 205: Classical Mythology (3 Cr hrs) (A&H)
Introduction to Greek and Roman myths, legends, and tales, especially those that have an important place in the Western cultural tradition.

COLL-C 103: Critical Approaches to Arts & Science: A&H (3 Cr hrs) - Sections taught by topics, which are listed below.
  o Humor, Wit-Italian Renaissance - Renaissance artists and writers were as committed to advocating the dignity of humankind and its central place in the universe as they were to making fun of or laughing at themselves and each other. This course will examine the comic literature of the Italian Renaissance. We will explore the nature and various expressions of comedy in genres such as the short story, the facetia ('witty anecdote'), the apologue, the comic play, the epic and satiric poem and the treatise. In doing so we will address the following questions, among others: What is the relation of laughter and ignorance, error, moral and physical deformity? Does laughter bring people together or does it set them apart? How does comedy articulate the ethical concepts of innocence and guilt? How are conflicts dealt with in comic texts? We will read texts by Boccaccio, Ariosto, Machiavelli, Aretino, Castiglione and Della Casa, among others, and we will also discuss a selection of relevant historical and critical/theoretical materials, particularly the reflections on comedy by Plato, Aristotle and Cicero. While this course is firmly grounded in
Italian Renaissance literature, we will also read texts from other European traditions that were inspired or prompted by the Latin and vernacular models produced in the Italian peninsula. Students will write three short essays, take six quizzes and a final exam.

- **Saints of the Silk Road** - This course will introduce students to Islamic Central Asia through the saints and stories and sacred sites that have helped shape the region's religious, political, social, and economic history for over a millennium, down to the present. Covering sites and saints popular in the post-Soviet republics, Afghanistan, and the People's Republic of China, it will explore the major holy figures and holy places that have been central to the cultural and religious heritage of Central Asia throughout the Islamic period; it also aims at acquainting students with the religious diversity reflected in Central Asian Islamic tradition, a subject today more often approached under the unilluminating rubrics of geopolitical threats or agendas of "fixing" a broken Islamic heritage. In this way the course will also serve as an introduction to Islam as a religious system in history and at present, not by listing 'essential' beliefs and practices, but by building an understanding of how Muslim lives have been lived and envisioned in a region of the world just now emerging from isolation to participate more fully in the wider Muslim world. Much of the interest in this region today focuses on what outsiders believe its peoples need to learn from the wider world; this course will concentrate on the stories they have preserved to tell among themselves, and to the world at large, in connection with a phenomenon--the visitation of saints' shrines--that is both ubiquitous in Muslim societies and a subject of intense controversy today. Introductory lectures will discuss the coming of Islam into this region and will survey the development of Muslim notions about saints and the visitation of their shrines; specific saints who have dominated hagiographical lore in the region down to the present will then be discussed in the context of the various constituencies that kept their memory alive (natural descendants, Sufi communities, pilgrims), with special attention to the types of miracle stories told about these saints and the ways in which these stories, and the saintly personas they create, frame important religious and social principles. Saints credited with bringing Islam to particular regions or peoples will be given special attention, and the ongoing presence of these and other saints, through their shrines, will be discussed in connection with the historical and contemporary cultivation of these holy sites within economic, educational, political, and religious frameworks. All the sites discussed in the course remain centers of religious activity today, often with continued political and economic significance as well (we will 'tour' most of the sites discussed, through slides and other visual material); like their shrines, the images of the saints discussed here have been updated and renovated through the centuries, and all the saints remain fixtures of contemporary culture and religious life. The course will thus also remind students that an approach to Central Asia, and to the Islamic world more broadly, that attempts to focus solely on contemporary events is bound to yield an inadequate understanding of the region, not only in the past but today as well.

- **Original Sin: Religion, Psychology and Behavior** – The doctrine of Original Sin--the claim that humans don't have free will--has infuriated and intrigued people since it was first articulated by the fourth century Christian bishop, Augustine of Hippo. This theory of human nature suggests that we are captive to impulses beyond our control. Many Christian movements have rejected Augustine's interpretation of the origin story in Genesis, and many secular and religious thinkers alike have offered alternative--and more optimistic--theories of human nature. But Original Sin remains one of the most powerful religious versions of a view shared by many secular and scientific thinkers; that humans cannot freely choose to resist selfish or violent impulses. "Original Sin" traces the enduring influence of this idea by exploring how it has been variously conceived, defended, and challenged. This course serves as an introduction to the study of religions as well as a comparative exploration of religion and psychology. Assignments will include short reading responses, several blog postings, an investigation essay on a topic of your choice, and a take-home final exam.
King Arthur Of Britain - Who was King Arthur? Does historical evidence for such a king exist, or is his story pure legend? When and where do the narratives about him first appear? Is he a conquering hero, someone who works for peace at home and abroad, or a tragic victim of internal conflict? What do the tales of King Arthur have to do with the quest for the Holy Grail? What mythological, literary, and political forces have shaped representations of King Arthur in the past and in our own times? This course examines major narratives about King Arthur from earlier centuries and compares them to some of the representations of King Arthur in the literature and films of the twentieth and the twenty-first centuries. Readings will include the medieval Welsh tale "How Culhwch Won Olwen," selections from the medieval Latin chronicle The History of the Kings of Britain, the medieval French tale The Knight of the Cart, selections from the medieval German tale Parzival, the medieval English tale Morte D'Arthur, Tennyson's nineteenth-century poem "Idylls of the King," and the twentieth-century English novel The Once and Future King. Films studied will be Monty Python and the Holy Grail (1974), Excalibur (1981), and King Arthur (2004).

Race, Love, and Conquest - What is "love"? How does love relate to adventure, travel, and politics? We often say that love "conquers all." Thus, we ask how love is used as a story to justify conquest and colonization in the Americas and elsewhere? In this class, we explore how "love"--especially transgressive love across races, classes, and cultures, or between same sex partners--is written up and told in myths and histories that have fundamentally created and shaped our identity as "Americans" specifically, and as the proper descendants and inheritors of Western Civilization. In other words, we explore love as an ideology used to explain and legitimate political domination or conquest in historical situations of colonialism or inter-racial conflict. This course destabilizes our popular assumptions about "whiteness" through an interrogation of how "otherness" has been envisioned and fabricated by European racial politics beginning with the discovery of the Americas. By exploring cannibalism, noble savage, and myths about the conquest of the Americas, this course presents an alternative approach to understanding the history of Western Civilization and of American society and culture through an exploration of love.

Foodstuff: Food & the Arts - If you Instagram photos of your dinner or wonder why men handle the barbeque, this is the course for you! The three Foodstuff courses approach the topic of our relationship to the food we eat from multiple vantage points. C103 will cover food writing (fiction, poetry, journalism, and restaurant reviews), visual art about food (painting and photography), and songs celebrating specific meals or foodstuffs. All three classes will learn about the aesthetic pleasures, cultural value, and scientific complexity of the food we eat, imagine, and prepare. Each class begins with 8 weeks on food from the perspective of science (N&M C105), social science (S&H C104) or humanities (A&H C103), followed by 3 weeks with each of the other professors to broaden your point of view. This is a great way to help you decide what kind of major you want to pursue, and learn more about the rapidly growing topic of Food Studies.

Beauty: Evolution of an Idea - Since Plato, beauty has served as a measure of the truth or worth of things. This section of The Evolution of Beauty will study and question beauty's use as a philosophical proving ground by surveying the history of aesthetics, including beauty's related concepts such as the grotesque, the sublime, the artificial, and the cute. In order to keep in mind the interdisciplinary cross-over of the course, we will pay special attention to the way beauty has been extrapolated from perceptions and beliefs about nature, as well as by representations and idealizations of the female form. Readings will include short selections from Plato, Aristotle, Kant, Burke, and Benjamin, among others; examples of the beautiful will include poetry (Homer, Petrarch, Shakespeare, Keats, Plath), film (Hitchcock), and fine arts (a trip to the IU Art Museum will offer further grounding for the course).
**Work Hard, Pray Hard** - No one, not even God, is free from the toils of labor. And yet, from the Christian Garden of Eden to the Greco-Roman ideal of the Golden Age, human imaginings of perfect happiness emphasize a utopic world where human survival is assured and not dependent on our toils and troubles. Indeed, having to work for one's sustenance ("to eat by the sweat of our brow" Gen 3:19) and to reproduce through painful labor are depicted as divine punishments for human disobedience. And yet, parallel to this punitive vision of work, Christianity also developed an ethos of liberating labor through the institution of monastic orders that exalted manual crafts and meditative practices as a means of salvation. In this class we will examine on the one hand, this twin legacy of labor as punishment and as salvation as it appears in artistic, religious, political and philosophical texts and contexts, and on the other, we will explore the "others" of work (boredom, idleness, leisure). We will consider questions such as: to what extent is our humanity linked to our capacity for work; are we homo sapiens ("knowing men") or homo laborans ("working men")? Is labor gendered? Must labor be productive and produce a profit or can there be leisurely labor? Can labor heal? Why do we call artistic creations works of art? How do ideas of labor as punishment and labor as creation affect the social acceptance of art and artists?

**Power, Politics and Piety** - This course will examine the political situation in Israel/Palestine from historical, theological, and cultural perspectives with special emphasis given to questions of nationalism and territorialism. We will read primary and secondary literature dealing with modern nationalism and territory, the concept of "land" in Judaism and Islam (using primary sources in translation), the history of Zionism and Palestinian Nationalism, the rise of the anti-nationalist Islamist movement including its roots in British colonialism. We will explore the rise of nationalism in the Middle East more generally including its secular, Marxist, and Islamist roots and will read some classical and contemporary Zionist debates on bi-nationalism, militarism and territorial compromise, and the more contemporary discussion in Israel and Palestine in the media and in the academy. This is not a political science course--meaning we will not debate policy, legislation, and predictions for the future. Rather, we will examine the underlying theological and cultural roots of the political crisis founded on the relationship between territory and national identity. At the end of the semester we will turn to some political commentary on issues of territory and resolution including the Israeli Declaration of Independence, Camp David II, the Hamas Charter, the Geneva Accords, and the Saudi Arabia Peace Plan.

**The Ebonics Controversy** - This course deals with the controversy concerning Ebonics (often referred to as Black English or African American Vernacular English in the academic literature). The controversy has several different aspects that impact social, educational, and linguistic issues. The class takes an academic perspective on the topic in which we examine and try to understand various aspects and viewpoints of the controversy. What is Ebonics? Is it a separate language, a dialect, slang, bad grammar, or really not a distinct entity? Are its origins traceable to the language systems of Africa, or is it a variant of Southern English? How do different people in society view Ebonics and why do they have those views? How is it represented in the media? Finally, there is a practical question of how to approach the education of African American children whose home speech is Ebonics. Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of mainstream English, or should Ebonics be used as a vehicle for learning mainstream English? This course deals with these and other issues through readings, films, group discussions, writing assignments, and lectures. We will come to understand the conflicting viewpoints regarding the different facets of the Ebonics controversy and what underlies those viewpoints.

**Music, War and Peace** - This course explores the relations of music, social conflict, and conflict resolution. Over the course of the semester we will investigate the capacities of music to enact fundamental aspects of identity, self, and other. From these initial discussions we will then
consider a variety of case studies wherein music was employed as a tool for generating and sustaining war, violence, and other forms of social conflict. Following this, we will survey cross-cultural moments where music played an essential role in generating and sustaining peace, conflict resolution, and other humanitarian movements. At the heart of these discussions, however, will be an investigation into the role of expressive culture in reflecting, generating, and sustaining political and other social movements. Our meetings will take many forms, extending beyond the classroom to include discussions, film screenings, cultural activities, art exhibits, and performance demonstrations.

**COLL-C 104: Critical Approaches to Arts & Science: S&H (3 Cr hrs)** - Sections taught by topics, which are listed below.

- **Language Hotspots and Biodiversity** – This course examines the links between linguistic diversity and biodiversity in the context of the current global experience of mass extinction of both languages and species. Language hotspots are geographical regions with extremely rich variation in languages—many of which are endangered—and populations that display a high degree of multilingualism. These zones of language complexity overlap significantly with biodiversity hotspots, similarly defined in terms of a multiplicity of threatened species. This correspondence between linguistic and biological diversity makes possible an integration of these ideas in the concept of biocultural diversity, such that support for endangered languages and cultures is tied to the conservation of ecosystems. We will consider the nature of language hotspots in places such as the Northwest Amazon, Papua New Guinea, and Northern Australia, with a view to understanding the origins of linguistic diversity and the various kinds of relations between speech communities. We will also examine the immersion of such traditional societies in the natural environment and how the lexicons of endangered languages are repositories of knowledge of plants, fungi, and animal species either partially or completely unknown to Western science. Particular emphasis will be given to folk taxonomies of medicinal plants, as the maintenance of language and culture has the potential to contribute to the development of new medicines. We ask what is lost when a language is lost; what is gained when language use is rekindled; and how multilingualism might play a role in the revitalization of endangered languages and cultures. The culmination of the course will be a comparative study of current projects either initiated or managed by indigenous communities that specifically integrate language revitalization with biodiversity conservation.

- **The Death Penalty in America** - The death penalty represents the tip of the iceberg in our system of criminal justice. Of the nearly 2.5 million individuals incarcerated in this country, less than one-half of one percent is housed on death rows. A death sentence, however, is the most extreme sanction that our society can impose on an individual (there is some debate about this, as will be discussed in class). As such, it is reserved, allegedly, for those who have committed the most brutal, heinous acts: this class, in many respects, is devoted to discovering whether this is an accurate portrayal of our current system of capital punishment. More specifically, we will study the application of the death penalty in the United States: What crimes are eligible for a sentence of death? Who is most likely to receive a sentence of death? Should a person who is mentally ill be eligible for a death sentence? Who decides whether a sentence of death is appropriate? Is there arbitrariness associated with the sentencing decision in capital cases? Racism? Why are people in favor of, or opposed to, capital punishment? Does it matter if innocent people are executed? These are the types of questions that will guide our discussions throughout the semester.

- **Foodstuff: Food & Culture** - If you Instagram photos of your dinner or wonder why men handle the barbecue, this is the course for you! The three Foodstuff courses approach the topic of our relationship to the food we eat from multiple vantage points. S&H C104 will explore the social science of food, how the things we eat are connected to our gender, class and ethnicity, to body shape and beauty ideals, and to the diet of Caribbean pirates. All three classes will learn about the
aesthetic pleasures, cultural value, and scientific complexity of the food we eat, imagine, and prepare. This class begins with 8 weeks on social science, followed by 3 weeks of food science and another 3 weeks on food in the humanities. This is a great way to help you decide what kind of major you want to pursue, and learn more about the rapidly growing field of Food Studies.

- **Beauty: Evolution of an Image** - In this section, students will be introduced to key issues and theoretical approaches in the study of (ideal) beauty in the mass media. We will discuss the social and economic origins to these idealized images, as well as how depictions of beauty impact user's sex role socialization and expectations, body image concerns, social identity, and contributions to gender inequality. We will look at how beauty is presented across media from a social scientific perspective. Intersections between gender, race, and ethnicity will also be explored.

- **Evolution and Creationism** - This Critical Approaches course will focus on tensions and conflict between Biblical accounts of origins, modern design arguments, and those offered by modern science. We will examine both the Creationist and Evolutionist sides of the debate about human origins. The recent revival of intelligent design arguments will be discussed as well. We will explore some of the legal and constitutional issues surrounding the teaching of evolution and/or biblical or religious accounts of origins in our public schools. The class will also discuss similarities and differences between evolutionary biology and other sciences that are taught in the public schools. We will examine the scientific and religious arguments given both for and against evolution, and each student, regardless of their own opinions and background, is expected to critically evaluate and discuss the merits of the respective arguments. Readings for the course will include texts written by evolutionists and by creationists, as well as legal documents from the recent state and federal Supreme Court cases. The class will view a video debate about the topic, and will be asked to discuss the scientific merits of the arguments made for each side. Written assignments will include in-class quizzes and homework assignments. The class will also be conducted in discussion sections. There will be two mid-terms and a take-home final examination.

**COLL-C 105: Critical Approaches to Arts & Science: N&M** (3 Cr hrs) - Sections taught by topics, which are listed below.

- **Can You Hear Me Now?** - What would you do if you couldn't hear? Millions of Americans face this problem but are able to improve their communication skills by coupling hearing aids with visual information in the form of lipreading (or speechreading) and gestures. However, in many cases, hearing loss is so severe that a deaf or hard-of-hearing person must rely on visual communication in the form of sign language. Before the 1980s, a child born with severe hearing loss had little choice but to learn sign language within a culture of Deafness. More recently, however, this culture is being threatened by the cochlear implant, an implantable device that allows access to hearing for those who are deaf. To many in the Deaf community, the cochlear implant represents the end of Deafness as a way of life. On the other hand, others argue that the cochlear implant provides the potential for deaf individuals to better succeed in a world that values hearing. The opinions of each side are strong and compelling and have led to what one might consider a ‘war on a culture’ or a ‘war against technology’ depending on the perspective. Today, both sides are only beginning to accept the merits of both perspectives. This course challenges students to delve further into the issues surrounding hearing loss, Deaf culture, visual communication and the cochlear implant. We seek to understand the mechanisms of hearing loss and deafness, the visual system, and how the auditory and visual systems function together rather than as separate sensory systems. Further, we explore how Deaf culture came to be and how the cochlear implant has challenged the identities of many within the Deaf culture. These goals are achieved by watching films, reading books, writing essays, and experimental tests of perception.
Darwinian Medicine - Darwinian medicine may be defined as the application of modern evolutionary theory to considerations of human health and illness. Also called "evolutionary" medicine, it represents the intersection of medical knowledge and practice with disciplines such as human biology, medical anthropology, psychology, and physiology. This course will begin with an examination of both the evolutionary and medical explanatory models for human health and illness. It will proceed through a series of topics designed to show the breadth of impact that evolutionary theory may have on our lives today. A persistent theme will be the difference between proximate or immediate causes of disease (the medical model) and the possibility that there may also be ultimate or very long-term causes best understood through an evolutionary interpretation. One goal of the course is to demonstrate the utility of the scientific method in suggesting answers to complex questions such as those mentioned above. How do scientists from diverse disciplines use data to support their arguments? What does it mean to test a hypothesis? A second goal of this course is to try to emphasize those situations and conditions of health (or illness) that appear to require both proximate and ultimate explanations, rather than simply one or the other. In reality, it is the complex interplay of genes, environment, and human behavior that affects much of our health and illness experience today. A third goal of this course is to reduce the fear or uneasiness that many students feel toward data (numbers) that appear in tables or graphs in material that they are reading. We will devote time to the presentation and discussion of data and how the numbers can be interpreted and used to bolster or challenge an argument.

Foodstuff: Food & Science - If you Instagram photos of your dinner or wonder why men handle the barbecue, this is the course for you! The three Foodstuff courses approach the topic of our relationship to the food we eat from multiple vantage points. N&M C105 will explore the behavioral/cognitive science of food, how we decide what to eat, how we change what we and others eat (social influence via Instagram!), how evolution shaped our food preferences and practices (why chiles? why barbecue? why not bugs?). All three classes will learn about the aesthetic pleasures, cultural value, and scientific complexity of the food we eat, imagine, and prepare. This class begins with 8 weeks on behavioral science, followed by 3 weeks of social science and 3 weeks on food in the humanities. This is a great way to help you decide what kind of major you want to pursue, and learn more about the rapidly growing field of Food Studies.

Beauty: Evolution of Science - In this section, students will explore the beauty of the natural world while being introduced to key issues and theoretical approaches in the study of the Earth sciences. We will discuss topics with which most are already familiar, such as the gemstones set in your jewelry, the granite used for your countertops, and the fossils, mountains, and coral reefs that draw so many to simply admire. We'll move beyond the aesthetic appeal of these structures by investigating the processes involved in creating them, including the theory of evolution, the origin of minerals, fossils, and rocks, the forces of the Earth that cause rocks to bend, break, and get thrown out of volcanoes, and the relation of form to function at scales that vary from microbes to dinosaurs. Early in the semester we will be introduced to the scientific method, and will use this form of inquiry to analyze and evaluate the beauty of the Earth.

Brains and Minds, Robots and Computers - This course explores ideas in cognitive science and robotics. The topics include the philosophical, ethical, and pragmatic aspects of intelligence and artificial intelligence. Hands-on experience in the laboratory section allows students to get acquainted with computer simulations of artificial agents and with autonomous robots. The course also investigates various aspects of human cognition such as perception, categorization, language, logic, and emotion, and compares and contrasts our mental processes and abilities with current state-of-the-art artificial intelligence approaches.

Weather and You - In this course, we will examine the impacts of weather on humans and the things we care about. Students will learn fundamental, practical applications of atmospheric
science knowledge, relating to topics that include: daily and seasonal weather patterns in Indiana; urban heat islands; and the influence of atmospheric phenomena on plants and animals. What students said about my C105 course in Fall '15: - "He is extremely enthusiastic about what he teaches and makes you want to go to class." - "I liked the topics because he uses examples that happened and are relevant." - "I liked the energy in the class. It was laid back but we really learned a lot." - "The out of class assignments were sometimes difficult."

- **Sister Species** - Lessons from the Chimpanzee surveys the natural sciences by reviewing research on our closest relative, the chimpanzee. In the course of examining chimpanzee behavior, ecology, morphology, physiology, "language," intelligence, genetics and systematics, we will learn how the scientific method helps us understand the natural world. Chimpanzees are a particularly informative species to anthropologists because they are far enough removed from humans that we can study them without the emotional baggage we sometimes carry when we study ourselves. At the same time, they are so closely related to us that much of what we learn about our sister species applies to us as well. Through lectures, labs, films and writing assignments we will get an intimate look at every aspect of chimpanzee biology and behavior. Among our questions will be, why do animals use -- or not use -- tools? Why are animals aggressive? What are the roots of war? What is the chimpanzee body "designed" to do? How does physiology influence what chimpanzees can eat and what's healthy to eat? Can chimpanzees use language? Do chimpanzees use medicine? Just how different are chimpanzee bones, muscles and brains from our own? Labs and lectures will give students a detail-oriented look at these issues. Students will be encouraged to eat a chimpanzee diet for a day and to write about what they experience on that diet, and what their experiences mean for evolution. Students will keep a diary of their communication patterns and comment on the uses and meaning of language. The similarity of human and chimpanzee disease will be investigated, and students will find out how they'd fare without modern medicine. Throughout the class we will turn to research on chimpanzees to better understand all of nature -- including ourselves.

**CSCI-A 110: Introduction to Computers and Computing** (3 Cr hrs) (N&M)

- **P:** One year of high school algebra or MATH-M 014. Basic principles of computers and software. Social and lifestyle effects of information technology. Emphasis on problem-solving techniques. Productivity software skills are taught using real-world projects. Lecture and laboratory. Credit given for only one of CSCI-A 106, A 110, or A 111.

**CJUS-P 200: Theories of Crime and Deviance** (3 Cr hrs) (S&H)

- The primary goal in this course is to increase your knowledge about the nature, extent, and causes of crime and crime control. Thus, throughout the course, we will: (a) discuss the social processes by which behavior is defined as crime and persons are identified as criminals; (b) apply and evaluate theoretical explanations of criminal offending; (c) identify and explain trends in criminal offending and crime control practices. In the process, a secondary goal is to enhance your reading, writing, and critical thinking skills with course lectures, assignments, and exams that require you to: (a) demonstrate comprehension of readings and other course materials; (b) apply abstract theoretical ideas to concrete examples; (c) connect specific arguments to broader criminological literature; (d) summarize complex theoretical arguments and evaluate empirical evidence.

**EDUC-G 203: Communication for Youth-Serving Professionals** (3 Cr hrs) (S&H)

- Students study counseling theories and techniques for application to teaching. They learn methods of building community in the classroom, and ways to encourage student participation and respect for others. Students learn techniques and attitudes of group dynamics and leadership. Other topics of communication covered: conflict resolution, active listening, and parent-teacher communication.
EDUC-W 200: Using Computers in Education (3 Cr hrs)
Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software, utility packages, and commonly used microcomputer hardware. Develops proficiency in computer applications and classroom software; teaches principles and specific ideas about appropriate, responsible, and ethical use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for ongoing professional development.

EDUC-X 150: Becoming the Best Student (2 Cr hrs)
X150 is an 8-week concentrated crash-course in how to become the best possible college student you can be. You are invited into a process of self-transformation in which you organize your life as a student, develop best practices for academic study, and, ultimately, pursue a love of deep learning. Coursework builds transferable skills in time management, studying and test-taking, taking notes, reading for better comprehension, and critical thinking that you can use in any class and in the world beyond. We have two goals for you: 1. You will discover best practices and create and learn to use an individually tailored set of hard skills and strategies for academic study that you can apply to all of your classes (and beyond), including: -college knowledge (making the transition, decoding syllabi, professor communication/expectations) -self knowledge (exploring yourself as a learner and goal setting) -time management and organization -taking better notes in class -reading (improving understanding, remembering what you read, and managing the amount) -how to remember, learn, and study (efficiently and for the long-term) -acating tests -questioning and thinking critically 2. You will understand the significance, and means of pursuing, the habits of heart and mind, the attitudes, qualities of character, and beliefs that inform best student behavior, learning, and academic success. They include: -Being active and in control: A sense of responsibility and self-efficacy. Learning from many fields and making connections between them. Understanding motivation, self-regulation. In command of your own attention, focus, and engagement. -Solving problems: perseverance, grit, persistence, and resilience. How to commit, enact change, and how to build positive habits to help you transform your path. -Loving learning: Driven by awe, excitement, wonder, curiosity, with a need to explore self, others, and world and keep growing as a human being. Full of questions and ideas. This leads both to compassion and empathy. It also leads to understanding how to achieve excellence and mastery in whatever you choose.

FOLK-F 101: Introduction to Folklore (3 Cr hrs) (A&H)
Folklore is alive and inspires the choices we make every day: how we communicate, what foods we eat, what games we play, what stories we tell, how we interpret the world around us. Folklore reflects our values, our prejudices, our fears, and our desires. The practices, beliefs, and objects that constitute folklore are so intrinsic to our daily lives that they are often overlooked in other disciplines that study human culture, but every culture has folklore and we are all part of the folk. In this course we will consider the role folklore plays in the lives of people around the world.

FOLK-F 111: World Music and Culture (3 Cr hrs) (A&H)
This introductory survey course engages students in a broad overview of selected musical cultures from around the world, focusing on examples from Africa, the Americas, Asia, and Europe. Whenever possible, we will consider music-making locally, in and around Bloomington. Organized around case studies and broad themes, this course will explore the ways in which the musical traditions presented are shaped by and give shape to the social and cultural environments from which they come. Since different musical styles have different structures and meanings, we will learn new ways of listening to understand with greater clarity the significance that music and music making have for those who perform, listen, and otherwise engage with it. Mindfully listening to music means not just learning to
hear characteristics of sound, but also learning to analyze and interpret different cultural approaches to music making and enjoyment.

GNDR-G 101: Gender, Culture & Society (3 Cr hrs) (A&H)
Examination of the international emergence of the field of women’s studies; the achievements and limitations of scholarly work exploring oppression and discrimination based on sex and sex differences; the development of the category “gender” and its uses and abuses; and the relevance of changing understandings of the term “culture” for the study of women, gender, and/or sexuality across diverse historical periods, regions, nations, and societies. Exploration of a series of case studies. Particular attention devoted to the ways in which “gender” as practice, performance, and representation has differed for women and men according to race, class, and other divisions.

GNDR-G 105: Sex, Gender, & the Body (3 Cr hrs) (S&H)
Examines the diverse and historically varying relationships forged between biological sex, culturally formulated discourses of masculinity and femininity, and the sexed body. With variable title and themes, the course may employ a range of different approaches, depending on the instructor. May be repeated once with a different topic for a maximum of 6 credit hours.

MUS-Z 120: Music in Multimedia (2 Cr hrs) (A&H)
Shoot music video, remix media, and compose film scores in this project-based course that addresses music’s capacity to express ideas.

SOC-S 100: Introduction to Sociology (3 Cr hrs) (S&H)
Like other social sciences, sociology views social life from its own perspective. Understanding that perspective is the primary goal of this course. It is from this perspective that students will learn the basic concepts, theories and methods of sociology. As we consider some of the most important topics in sociology, you will learn how to think in a different way. You will quickly discover that things are not always what they seem. This observation, which is commonly known as the first wisdom of sociology, turns most students into social detectives. Approaching lessons in this way shows students the value of sociology. Through assigned readings and class discussions, you will learn how to look behind the scenes and under the surface to figure out how things really operate in social life. Topics covered in this introductory course include: social change, social structure, social inequality, social institutions (family, politics, and economy), culture, and socialization.

SOC-S 101: Social Problems and Policies (3 Cr hrs) (S&H) - Sections taught by topics, which are listed below.
  o *Inequality, Workplace* & *Economy* - Why does inequality persist in society, and what are the consequences of it? In virtually all societies, most privileged people, families, or groups enjoy disproportionately larger shares of income, power, health, and opportunities for their children. This course explores processes by which inequality is generated and perpetuated through the workplace and related institutions. The course closely examines how various workplace and labor market processes -such as hiring, hierarchical structures, organizational policies, and economic restructuring-produce or decrease inequality. The course also explores how workplace inequality influences, and is influenced by, inequalities in other domains, such as family. The course concludes with a discussion of how inequality in the workplace can be remedied by employment law and public policy.

  o *Medicine in America* - The purpose of this course is to introduce students to sociology using a medical sociology perspective. Medical sociology, or the sociology of health and illness, provides a lens to understand how health and illness in the United States are shaped by broader social factors. Over the course of the semester we will (1) discuss medical and public health institutions in the U.S. from a historical perspective; (2) learn about epidemiological and demographic
(population-level) approaches to health; (3) consider complementary and alternative medicine within the dominant Western medical context; (4) explore the social construction and experience of physical illness, mental illness, and the medicalization of deviant behavior; (5) investigate the interaction between patients and their health care providers; and (6) examine the social determinants of health and health inequality. This course is designed, in part, to help students prepare for social portions of the Psychological, Social, and Biological Foundations of Behavior section of the new MCAT Exam.

- **Medicine in America (taught by Pescosolido)** - MEDICINE IN AMERICA Contemporary America faces a strange medical paradox: While the profession of medicine has at its disposal the most powerful technology ever known and the most generous financial support ever provided by public and private sectors, it is severely criticized for its failure to cure society's ills (e.g., cancer, heart disease, and mental illness) and for its unresponsiveness to people's needs (e.g., issues of cost and access). We are in a new era of health problems and the provision of medical care. Issues dealing with health and medical care are ones with which we all have experience. They represent concerns that none of us will be able to ignore in our lives or as responsible members of society. This course explores questions on a wide range of topics dealing with providers and recipients of care, and the larger context in which they face problems of health, illness, and disease. What is "sickness?" Who is most likely to fall ill? What health problems will face us in the future? How do ethnicity and social class filter perceptions of pain? What is all the "hype" about stress? Is obesity "contagious"? Is mental illness a myth? How does the physician act as a "gatekeeper" to medical care? How do individuals seek care, and to what extent are they coerced into care? How are these decisions shaped by the society in which we live, and in other past and contemporary societies? What are "alternative" medical systems (e.g., acupuncture, chiropractic, homeopathy) and why do people use options outside the "canopy" of modern medicine? We will explore challenges facing medicine and individuals. Is there a "crisis" in medical care in the U.S.? How did the scientific medical community attain its monopoly over the healing arts? Is this power being eroded by changing relations among different providers in the medical division of labor? What kinds of renegotiations are occurring in the social contract between medicine and American society? What is the role of industry, advertising, and individual responsibility in the "production" of health problems? Can the public, control the direction and costs of medical care? In addition, this course takes on the issue of stigma (the shame, secrecy, prejudice, and discrimination surrounding certain illnesses, especially mental illness) from theoretical, research, and policy perspectives. We will examine the nature of prejudice and discrimination, how it affects health, whether it has increased in the U.S., and how individuals, medical systems, and societies have responded to this problem. The goal of this course is to introduce you to a perspective that should be useful in examining these issues: the sociological perspective examines how health, illness, and healing are shaped by social factors - culture, community, organizations. We will ask how these factors shape the medical problems that people face and the societal solutions that are brought to bear. We need not ignore or reject the importance of genetics, biology, individuals' psychology, or any other factors - society and individuals are very complex. But our job in this course is to provide you with yet another unique lens with which to view physicians, patients, and their problems.

- **Sociology of Asian America** - In this course, we will examine the histories, experiences, and cultures that shape the Asian American community. Through books, articles, and films, we will learn about the commonalities as well as the diversity of experiences among different Asian ethnic groups in the United States. Topics will include immigration, education, stereotypes and discrimination, identity, media, and youth culture.
The Sociology of America - This course is an overview of topics within the field of sociology with an emphasis upon those social institutions and processes that continue to define a unique America. This course will focus on systems of racial classification, changing values and attitudes, and the role that powerful groups play (and have played) in creating and changing the social world. The goals of the course will be met through texts, videos and internet resources.

Sociology of Sport - Love them or hate them, sports inspire strong feelings in most people. Often, though, we don't think much about sports beyond points and fouls or wins and losses. In looking beyond the scoreboard, we can learn a lot about sports themselves, but also the larger ways that they shape society. In this course, we will use a sociological framework to examine the different ways that sports have an effect on both individuals and social institutions. Through a number of different theoretical perspectives, we will explore the role that sports play in socializing young people, the ways that people choose to identify with different groups, and other aspects of social psychology. We will approach sports both historically and against a modern backdrop. Through discussions of the ways that sports came to occupy a central place in American society, we will investigate the different ways that sports have been used to both challenge and reinforce social differences based on race, gender, sexuality, social class, deviance, education, and power. Finally, we will take a look at the business side of sports, helping us understand the ways that collegiate and professional sports operate not just as forms of entertainment, but also as multi-billion dollar industries.

SPEA-V 160: National & International Policy (3 Cr hrs) (S&H)
This course will discuss current debates about United States public policy on the national and international levels. Some policy issues covered are economics, crime, security, health, and energy.

SPEA-V 161: Urban Problems and Solutions (3 Cr hrs) (S&H)
An introduction to urban policy issues. Topics include political, social, and economic foundations and development of cities and suburbs; urban planning; poverty; and other selected urban problems.

SPH-I 100: Experience in Physical Activity (1 Cr hr) (Elective)
Instruction in a specified physical education activity that is not regularly offered by the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity.

Course sections taught by topic, topics include the following
- Pilates (Fills up fast)
- Intermediate Escrima
- Pre-Yoga (Fills up fast)
- Introduction to Global Capoeira
- Intermediate Global Capoeira
- Technique of Stress Reduction
- Team Sports

SPH-I 102 to 281: Other Physical Activity Courses. Titles vary (1-2 Cr hrs)
Instruction in a specified physical education activity. Emphasis on development of skill and knowledge pertinent to the activity. See course titles for activities. See http://registrar.indiana.edu/browser/soc4158/SPH/index.shtml for a list of available courses.

SPH-F 255: Human Sexuality (3 Cr hrs) (S&H)
Survey of the dynamics of human sexuality; identification and examination of basic issues in human sexuality as relating to the larger society.

SPH-H 170: Health and Surviving College Years (3 Cr hrs) (usually elective)
This course covers the health and wellness issues related to a student's transition from high school to college. It focuses on education and prevention issues and includes the following topics: stress, sexuality, safety, substance use and abuse, fitness, nutrition, budgeting, and emotional health.
SPH-H 180: Stress Prevention and Management (3 Cr hrs) (usually elective)
This course is designed to help students learn about the body's reaction to perceived stress, mental and physical factors related to stress, and effective coping techniques to help mitigate causes of stress. Students may acquire several stress management techniques that include diaphragmatic breathing, visualization, meditation, and progressive muscular relaxation.

SPH-H 263: Personal Health (3 Cr hrs) (S&H)
This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Covers such topics as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

SPH-H 305: Women’s Health (3 Cr hrs) (usually elective)
Examines the relationship of women to health and health care. Five dimensions of health—physical, mental, emotional, social, and spiritual—provide a framework for comparison and contrast of health concerns unique to women and common to both sexes at all ages.

SPH-M 211: Introduction to Sport Management (3 Cr hrs) (usually elective)
An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

SPH-R 110: Foundations of Leisure and Public Health (3 Cr hrs) (S&H)
Introduction to leisure as a significant force in contemporary life, a human behavior spanning history and cultures, and an essential contributor to public health. Focus on the relation of leisure to the public health of individuals and communities by studying its social, psychological, historical, philosophical, economic, anthropological, and geographical foundations.

SWK-S 102: Diversity in a Pluralistic Society (3 Cr hrs) (S&H)
This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, gay, lesbian, and bisexual persons. This course analyzes the interrelationship of race, class, age, ethnicity, and gender and how these factors influence the social values regarding economic and social justice. Course content will be integrated through student writing and presentations. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate EPAS (CSWE, 2008) competencies 2.1.2 (values and ethics), 2.1.3 (critical thinking), 2.1.4 (engage diversity and difference in practice), and 2.1.5 (advance human rights and social and economic justice).

MSCH-C 101: Media Life (3 Cr hrs) (S&H)
Examines the role media play in our lives—at work, at school, among family members, friends, and lovers—and analyzes pressing issues in media and society today, such as privacy, globalization, and convergence.
**MSCH-C 215: History of Videogames** (3 Cr hrs)
Covers the origin and development of the videogame. Topics include the location and platforms for gaming (arcades, home game consoles, personal computers); social and cultural impacts (stereotypes, gender roles, media effects, violence, regulation and intellectual property); new gaming trends (mobile and social gaming, free-to-play, and cloud gaming).

**MSCH-C 216: Social Scientific Perspectives of Gender and Media** (3 Cr hrs) (S&H)
Examines the representation of women in the media and analyzes women’s creative work as media producers. The course will include screening, lecture, and discussion in areas of critical debate: positive images, visual representation; racial and ethnic stereotyping; women’s employment in media industries; women as an audience/consumer group.

**TOPT-V201: Anatomy and Physiology of the Eye** (3 Cr hrs) (N&M)
The cell; the structure and function of the visual system, including the eye, the orbit and adnexa; the visual pathway; the nervous system and brain; ocular motility; ocular reflexes.