Dear Hutton Honors College Freshman:

Welcome to the Hutton Honors College at Indiana University. Our program offers you academic enrichment and a supportive, small college atmosphere which can help you to make the most of your next four years. We urge you to take advantage of the wonderful array of intellectual and cultural opportunities sponsored by the Hutton Honors College, both in and out of the classroom.

Please read the important information about your orientation and registration activities as described on pages 2 and 3.

This booklet also contains descriptions of Hutton Honors College courses for fall 2011. Most of these courses will fulfill distribution requirements, will count toward the completion of our General Honors Notation, and will prepare you for honors work in your major at the junior and senior level. You may choose to enroll in the course or courses that are most appealing to you.

Hutton Honors College courses are taught by talented faculty chosen for their reputation as outstanding teachers and scholars in a variety of fields. Enrollments in these courses are ordinarily limited, in order to foster an intimate and cooperative learning experience.

We hope you will find this booklet helpful and inspiring. To experience fully the benefits of our program, you’ll just have to come and see for yourself. Our Hutton Honors College advising staff, student mentors, and faculty will provide ongoing support and advice during your first two years at IU. We look forward to meeting you this summer and to working with you in the years ahead.

Cordially,

The Hutton Honors College Faculty and Staff
Contents

Summer New Student and Parent Orientation Information
See pages 2 & 3

Hutton Honors College Courses
H211—H212 Ideas & Experience I & II
See pages 4–6
H213, 226, 233, 234, 235, 236, 237, 241
See Pages 6-16
HON-H BN 299 See pages 16-17
H303—H304 See page 17

Class Spotlights
See pages 19, 23, 31

HRC Information
See page 21

Extracurricular Activities
See page 32
Advising Reminders
See page 8

College of Arts & Sciences (COLL) C103
See pages 19-21

DEPARTMENTS
Anthropology 18
Chemistry 21
Communication & Culture 22
Comparative Literature 23
Computer Science 23
Economics 24
English 24
Fine Arts 24
French & Italian 25
Gender Studies 25
Linguistics 26
Mathematics 26
Physics 27
Political Science 27
Slavic Languages & Literatures 27
Spanish & Portuguese 28

SCHOOLS
Kelley School of Business 29
School of Education 30
School of Informatics 30
School of Public & Environmental Affairs 30

A Hutton Honors College Publication
Edward Gubar
Director, Publications
Publications Intern:
Matt Callahan ’13

Special Thanks to
Elaine Hehner,
Becky Steele and the HHC Staff

Credits
Front Cover
by Matt Callahan

Photos on this page, page 32
and Inside Back Cover
by Lauren Half

Back Photo
by Grace Carpenter

INDIANA UNIVERSITY
HUTTON HONORS COLLEGE
Matthew Auer, Dean
811 E. 7th St.
Bloomington, IN 47405
Phone: (812) 855-3555
www.indiana.edu/~iubhonor
SUMMER NEW STUDENT AND PARENT ORIENTATION INFORMATION

IF YOU HAVEN’T ALREADY DONE SO, PLEASE MAKE YOUR RESERVATION

The Hutton Honors College program will run from June 14 through June 30.

Please make arrangements to come for a two-day stay within this period. Plan to be on campus until 3pm the second day. During this time you will have the chance to meet Hutton Honors College faculty, staff, and students as you plan your fall semester.

While making your reservation, you will be asked to indicate the IU advanced credit exams you wish to take. Please note the following with respect to the calculus and chemistry tests:

Calculus: If you took calculus in high school, even if you took the Advanced Placement Exam, you should take IU’s optional calculus placement exam during orientation. Your results on this exam will indicate whether you have earned IU advanced credit for MATH-M211: Calculus. Also, the placement exam results will help you and your orientation advisor find an appropriate calculus course if you do not know your AP score or if you would like to place into MATH-M213: Accelerated Calculus or S212: Honors Calculus II.

Chemistry: If you are planning a science major in the College of Arts and Sciences, you should take the online chemistry placement exam (CPE) by June 1, 2011. See http://chem.indiana.edu/UGRAD/CPE.ASP for more information.

PREPARE FOR YOUR ORIENTATION, ADVISING, AND REGISTRATION VISIT

CONSIDER A MAJOR

The Hutton Honors College recognizes that selecting a major is an important decision. If you have several academic interests, you might consider Exploratory as your initial choice. Our philosophy is that you should explore various disciplines to determine where your real interests lie before declaring your major. Offering a broad range of courses and special programs, the Hutton Honors College helps you to discover your interests as you work to fulfill your degree requirements. In our experience, most honors students have little difficulty completing their degrees within four years.

REVIEW INFORMATION FOR PLANNING YOUR FALL COURSES

To become familiar with what you need to know before arriving for Orientation, follow these steps on the University Division’s Web site (http://ud.iub.edu/home.php):

Click on NEW STUDENTS, then NEW STUDENT ORIENTATION, followed by FOR SUMMER/FALL 2011 NEW STUDENTS, which includes instructions on how to prepare for your advising appointment.

Access COURSE LISTS AND DESCRIPTIONS to become familiar with courses you are planning and read descriptions of honors courses in this document.

COMPLETE ACADEMIC INTERESTS WORKSHEET (AIW)

As you fill out your AIW, use the information on the BLOOMINGTON GENERAL EDUCATION CURRICULUM COMMON GROUND requirements (http://ud.iub.edu/fs_composition.php) as your guide. Print the AIW, complete it, and bring it to your pre-advising group meeting and to your planning conference. List at least twenty courses. Your fall schedule will be composed of four to six courses. You should probably limit yourself to one or two Hutton Honors College courses.

BRING ADVISORY MATERIALS

Please bring this publication with you to New Student Orientation. Be sure to fill out the AIW before you come to campus and have both with you at your Hutton Honors College group meeting and at your advising conference the next day.

JACOBS SCHOOL OF MUSIC STUDENTS

Please follow the itinerary and instructions sent by the Jacobs School of Music.

INTERNATIONAL STUDENTS

If you cannot attend this special summer program, a Hutton Honors College advisor will help you select your fall classes in August, the week before the semester begins.

Check out the Hutton Honors College Web site for ongoing Information & Activities www.indiana.edu/~iubhonor
NEW STUDENT ORIENTATION SCHEDULE
SUMMER 2011
June 14-June 30

The following schedule is liable to change.
A final itinerary will be available at the check-in location.
All student sessions are required unless otherwise specified.
Optional Placement Exams (Biology and Calculus) are administered the evening BEFORE your program at 6:30 and the morning of your program at 7:30.

Student Schedule

DAY ONE
8:30-9:00 Check-in (Wright Quad)
9:10 Overview of the Program
9:40 Math Skills Assessment and Foreign Language Placement exams
11:50 Lunch with Orientation Leader and other new students
12:30 “The Business of Being a Student”
1:00 “For Students Only”
1:50 Hoosier Experience
2:50 Refreshment Break with Parents/Family
3:10 Group Advising
4:20 Finances of Being a Student
5:00 Professor’s Perspective
5:40 Dinner break (Wright Quad)
7:00-9:00 Recreational Sports Sneak Peak (SRSC) – with NSO Roommate Connections,
Service Opportunities, and more

Until 11:00 p.m. NSO Late Night: Social activities, Late Night Campus Legends Tour

DAY TWO
7:00 The Wright Food Court will be open for breakfast
8:30-2:00 Individual advising appointments at the Hutton Honors College Building at
811 E. 7th Street. You will be assigned your advising appointment time when you check in the first day. After advising, you will obtain your Campus Access (Student ID) card, register for classes, and visit The Resource Center. As your schedule permits, you may also join optional activities such as a residence center tour.

Parent Schedule

DAY ONE
8:30-9:00 Check-in (Wright Quad)
9:20 Overview of the Program
9:45 Partnering with IU for Your Student’s Success
10:25 Residence Hall Living at IU
10:50 The Wells Touch
11:00-12:30 BREAK: Explore IMU/Lunch (Indiana Memorial Union)
12:40 Afternoon Info; Career Services; Family Forum; Connections
2:40 BREAK: Meet Students for Refreshments
3:10-4:00 Hutton Honors College Group Session for Parents
4:20 Finances of Being a Student
5:00 Professor’s Perspective
5:40 Dinner break (Wright Quad)
6:30-8:30 Parent Open Houses (location varies)
Until 9:00 p.m. Meet your student if needed (SRSC until 9 pm)

DAY TWO
7:00 The Wright Food Court open for breakfast
10:40 “Sprint Sessions”: Health Services, Safety at IU
11:00-1:00 Resource Center Open (Wells Library Lobby)
HUTTON HONORS COLLEGE

Courses in the Hutton Honors College (HHC) range across the disciplines and also bring those disciplines together in unique ways. In the HHC, you won’t see a course with a title like, “Honors Psychology.” We might expect the Department of Psychological and Brain Sciences to teach something like that. But the HHC might offer a course called, “Psychology of Self and Society,” which combines theories, concepts, and tools from sociology, biology, and psychology. Our courses are explicitly interdisciplinary—indeed, we strive to challenge disciplinary boundaries, so as to foster new ways of thinking, problem-solving, and understanding.

HHC courses range from the arts and humanities to the social, behavioral, and natural sciences, and many combinations therein. Several of our offerings are topical, varying in title and content depending on the instructor (and our instructors are drawn from departments and schools from across campus). However, many of these variable titled courses fall under one of approximately one dozen “generic” titles. These titles – for example, “Meaningful Writing,” are accompanied by a variable title, like “Meaningful Writing: Reading & Writing Contemporary Poetry.” Many of these courses count for General Education. A partial list of generic titled courses, and the General Education area they fall under, includes:

Arts and Humanities:
- HON-H 232 Meaningful Writing
- HON-H 233 Great Authors, Composers and Artists
- HON-H 234 Literature of Time and Place
- HON-H 235 Religion in Literature, Music and Art
- HON-H 239 Gender across the Disciplines

Social and Historical Studies:
- HON-H 236 The Use of Force
- HON-H 237 Law and Society
- HON-H 238 Politics and Communication
- HON-H 240 Science and Society

H211 & H212
Sections and Faculty

H211 28993 Ideas & Experience I
TuTh 4:00-5:15pm
HU 108
Richard Burke

Throughout the semester we will consider how authors from Homer to George Bernard Shaw have answered such questions as, “What is a fair and just society”? “What is the right thing to do”? “What is the relationship between ‘fate’ and ‘free will’ in making choices”? “How do people end up making bad choices”? We will begin with selected chapters from Homer’s Iliad, followed by several Greek dramas including The Oresteia, Antigone and Medea. We will accompany Aeneas in his great journey as described in Virgil’s Aeneid, and we will accompany Dante and Virgil on their great journey through The Inferno. From The Bible we will read The Book of Job, and The Gospel According to Matthew. Shakespeare will provide us with three visions of “justice and the just society” in The Merchant of Venice, Measure for Measure, and King Lear. Finally, we will examine the
making of choices in Shaw’s *Major Barbara* and *The Doctor’s Dilemma*.

Richard C. Burke specializes in applied communications and the role of mass media in social change. Much of his research has examined the role of mass media in formal and non-formal education.

H211 3570 Ideas & Experience I
MW 1:00-2:15pm
HU 108
Richard Cecil

In this section of H211 we will read ancient to early modern dramas and epics with a special focus on the roles women play in those works, as well as a great memoir, the 14th century *Confessions of Lady Nijo*, and what many consider to be the first great modern novel, the 10th century *The Tale of Gengi*, both written by women. Beginning with the depiction of women in *Gilgamesh*, the oldest epic, as mothers, prostitutes, and barmaids, and ending with Racine’s French seventeenth century vision of Andromache and her rival Hermione as sophisticated, witty, tragically powerful figures in Andromache, we’ll trace the history and development of female characters in fiction. There will be three 3-5 page critical essays, and a final, 6-10 page creative paper which will consist of a scene from the point of view of one of the women who appear in one or more of the texts—a scene in which her version of the “facts” is dramatized. Each student’s creative assignment will be distributed to the class and discussed in the final two weeks of the course.


Richard Cecil holds a joint appointment as an assistant professor in the English department and the Hutton Honors College. He is the author of two collections of poetry, *Einstein’s Brain* (University of Utah Press, 1986) and *Alcatraz* (Purdue University Press, 1992).

H212 10626 Ideas & Experience II
TuTh 11:15am-12:30pm
HU 217
John Karaagac

It is impossible to think meaningfully about ideas without reference to a range of experiences. It is a failure of the imagination to experience without some reflection on its meaning. This is a class that examines the classics—works that speak to subjects and ideas rooted in time and place but also time-less. We will intensively read and reflect on nine to ten classic works, both from fiction and non-fiction. In some cases, we will substitute several short readings or selections from longer texts for one of those ten. In past cycles, authors have included Conrad, Woolf, Kawabata and Didion, among others. The books you read in Ideas and Experience II will be ten books that you will want to have in your library. Your final grade will be based on five short (under four page) papers and two longer (seven to eight page) papers. I will also grade on your capacity to add to class discussion—discussion based on close textual analysis. Participation is essential. This is not only a writing-intensive but a reading-intensive course.

John Karaagac has a Ph.D. as well as M.Phil., both in International Relations, and a B.A. in History. He is in the historical wing of Political Science. Karaagac has taught at the University of Richmond, the graduate program at Johns Hopkins University and now at Indiana. His classes have included American Foreign Policy, Political Thought, International Political Economy, American Public Administration and an Introduction to National and International Policy. He is particularly interested in political biography. For Karaagac, the university is a place where the student and the scholar explore great texts and competing traditions—with the goal of becoming a better scholar, citizen and, ultimately, a better individual.
The general aim of all of our H212 seminars is “to study some of the sources of our modern mentality and discover how the great writers from the Enlightenment to the present have shaped our views.” I hope this seminar will be a useful step on this journey. To give focus to our specific efforts, we will orient our work around two ideas, liberty and happiness, that are central to our understanding of ourselves and the world we live in. To sort through the issues raised, we will find it useful to refer to the concept of “ethics.” Our working definition will be: Convictions about the types of lives it is good and bad for a person to lead. This orientation helps us relate our discussion of ideas to concrete issues we face in our private lives, as members of society, and as citizens of the United States. Among the issues we will investigate are: Is it within one’s liberties to burn the American flag? Does the Free Market corrode moral character? Is falling out of love sufficient reason to end a marriage? None of the questions we raise has pat, “correct” answers; they all require thought and persuasive argument. We will introduce our ideas of liberty and happiness with classic works by Montaigne, Mill, Locke and Seneca. We also will probably read Ian Buruma, Murder in Amsterdam, and portions of Eric Weiner, The Geography of Happiness. Written assignments will include two noncumulative examinations and a series of papers based on class readings and discussion.

Professor Furniss’ academic interests are in the areas of comparative politics and public policy. His research focuses on the problems of modernization and political change in advanced industrial states, with particular attention to the West European experience. He is concerned in particular with the role of property rights, comparative public policy, and political futures for the “welfare state.”

H212 6538 Ideas & Experience II
TuTh 11:15am-12:30pm
HU 108
Perry Hodges

What is the modern self? Through the eyes of some of the most influential writers of the last three centuries we will explore the new ways of thinking about the individual that emerged during and after the Enlightenment. Beginning with Rousseau, who gave us the inward looking self and its conflicts with society, we will then read texts by Wordsworth, Freud, Proust, Woolf, and Dostoevsky. We will look at their response to the breakdown of religious and philosophical explanations that had once defined the self’s relationship to its world; the psychological tension between a belief in an autonomous self at home in its world and the notion of a fragmented, alienated self buffeted by forces in nature, society, and the unconscious; the role of memory and narration in reconstructing the self, and other questions about childhood, deception, sexuality, art, and language that have come to preoccupy our culture. Students will be asked to write two-three short papers and regular written exercises.

Texts: Descartes, selection from Meditations; Rousseau, Confessions; Wordsworth, selections from The Prelude; Freud, The Wolf Man; Proust, Swann’s Way; Woolf, Mrs. Dalloway, Dostoevsky, Notes from Underground.

Perry Hodges received her doctorate in English and comparative literature from Columbia University. She has studied and lived abroad, most recently in Paris, and taught at Indiana University School of Law until 2007 and at Adilet School of Law in Almaty, Kazakhstan. She now concentrates her teaching at the Hutton Honors College, focusing on literatures ranging from ancient to modern with a special interest in law and literature, concepts of the modern self, literary interpretation, and psychoanalysis. As a teacher she encourages critical and creative thinking and an appreciation of the world of nature.

“Madness and Melancholy” rests on the assumption that definitions of madness and melancholy are, in Roy Porter’s words, “not fixed points but culture-relative.” While we will read some contemporary discussions of how depression and other mental disorders are treated and defined, the bulk of our reading will consist of literary, medical, and philosophical accounts of madness and melancholy written from the classical period to the early seventeenth-century. Our reading will be comparative and we will seek to understand each account of madness and/or melancholy in the context in which it was written. Instead of agreement, we will find, in every period, debate and disagreement about how madness and melancholy should be defined and treated. While depression and madness are now typically medicalized and pathologized, in other periods, writers, scientists included, took an approach to melancholy and madness that was as much, or more, religious, ethical, or philosophical as it was medical. We will see madness and melancholy sometimes judged positively rather than negatively. We will read writers
defining madness and melancholy in relation to the bodily humors, to gender, genius, the gods or God, love, parents, power, the planets, reason, and sin. More often than not, these same writers are more concerned with what it means to live the good life than they are concerned with what it means to be well. Frequently, the writers we read are critical of the societies in which they live and of most of the people in those societies, including those who are wealthy and have power. The class has less to say, then, about psychology or medicine than it does about religion, moral philosophy, and the social and political implications of madness and melancholy. Readings include: Plato, *Phaedrus* (Hackett); Shakespeare, *Hamlet* and *King Lear* (Arden); and excerpts on E-Reserve or on the web of works by various writers.

Assignments include: two 6-8 page essays and two 8-10 page essays, one of which is a revision of one the 6-8 page essays. Attendance and class participation will also affect your grade.

Books are available at Boxcar Books, 408 E. Sixth Street, Bloomington, IN 47408.

Gareth Evans has a long-standing interest in British and American working class and left-wing literature from the nineteenth-century through the 1930s. These days, he is particularly concerned with the ethical, moral, and political questions raised by the books he teaches and reads. He has a wide range of interests, academic and otherwise, and he views the classroom as a place to embrace and encourage intellectual curiosity.

**H226 13018 Town and Country**

*TuTh 9:30-10:45am  
WH 204  
Scott Herring*

This class meets with ENG-L202

Are you a city slicker or bona fide hoosier? Is your Zip code from inside the Circle City or from the hinterlands of IN? Does your family come from Martinsville or Schaumburg or Owensboro? No matter where you live, almost all of us have an opinion on the differences between the country and the city. Usually, it’s not very pretty. We will tackle this topic—its history from the Romans to Amy Poehler, its stereotypes, and where it may be going in contemporary American culture. Along the way, the course offers you a further introduction to literary interpretation.

The course is divided into three sections that each addresses a different theme: pastoral, migration, and places left behind. In “Pastoral,” we start with Book Two of Virgil’s *Georgics* on the uses of olive oil, move to *Our Town* and *My Ántonia*, and end with some songs by John Mellencamp, Bruce Springsteen, and Gladys Knight and the Pips. In “Migration,” we’ll cover two classic works in African-American literature, *Sula* and *Their Eyes Were Watching God*, then a heartbreaking memoir about Haitian refugees by Edwidge Danticat. In *Places Left Behind*, we’ll read short stories by Bobbie Ann Mason and Mary E. Wilkins Freeman and address some local tensions between Bloomington’s recent Slow Food movement and the IN-37 Cracker Barrel.

Scott Herring is an associate professor in gender studies and the American studies program at Indiana University.

**H232 28996 Reading and Writing**

*Short Fiction*

MW 4:00-5:30pm  
HU 111  
Edward Gubar*

In this section of H232, students will be expected to write three short stories of varying lengths, complete several exercises, and read a selection of short fiction. There will be a final exam on the readings. Most class time will be spent work-shopping student stories.

Students who enroll in this course should be seriously interested in studying and writing short fiction.


Edward Gubar directs the Hutton Honors College Undergraduate Grant Program and was a faculty member in the School of Journalism for more than twenty years. His fiction and non-fiction have appeared in a variety of publications.
Fritz Lieber has been a visiting professor and Carl Rogers, among others. 

Fritz Lieber

Our working definition of empathy is the feeling of other people’s feelings. As we study the history of this idea from ancient Greece to the present, we will investigate and complicate that definition. From President Obama, who named empathy a valuable trait in a Supreme Court justice, to an audience at a pole vaulting contest who lean in their seats as the pole vaulter curves over the bar, empathy is a central concept in government, athletics, art, science, and the humanities. Empathy has a privileged seat at our human table, but how did it get there? What are its roots? What can the history of empathy tell us about the concept psychologically, socially, and physically? Why is empathy such a pervasive and important idea in diverse cultures and disciplines? This course is an interdisciplinary study of the history of empathy. We follow expressions of the concept in philosophy, medicine, literature, psychology, art and aesthetics, social and behavioral science, education, psychotherapy, and morality. Beginning with Greek theories of shared feeling as the basis of physical and social organization, we work our way to modern interpretations of empathy in aesthetic appreciation and criticism, attitude, cultural understanding, perspective-taking, human development, interpersonal relationship, and neuroscience. Students will write four 5-page papers, two on assigned topics, and two on topics of personal choice. Each student will present one paper to the class. All readings are original documents, and include excerpts from Hippocrates, Plato, Erasmus, Rabelais, Montaigne, Joshua Reynolds, Rousseau, David Hume, Adam Smith, Herder, Keats, Freud, Edith Stein, Charles Cooley, and Carl Rogers, among others.

Fritz Lieber has been a visiting professor in the department of counseling and educational psychology where he teaches a doctoral seminar in history of psychology. His current book project is a history of empathy entitled, Empathy: The Rise and Feel of an American Idea.

H233 28999 An Interdisciplinary History of Empathy
MW 2:30-3:45pm
HU 217
Fritz Lieber

This course will begin with a consideration of different modes of storytelling can illuminate each particular mode as well as the underlying nature of storytelling itself. This course will begin with a consideration of the nature and role of stories and storytelling: Why are stories so appealing? Why are they so powerful? What do we accomplish by fashioning them, telling them, and listening to or watching them? How and why do they work? We will then consider three of the most important media for telling stories – fiction, film, and photography – with emphasis both on the comment elements among them and on their differences. What are the characteristic narrative strategies of each medium? What are the strengths and weaknesses of each medium in regard to storytelling? What kinds of stories do each medium seem to convey most effectively? If you have a particular story to tell, what would you gain and lose by choosing one medium over another? What is gained and lost by translating a story from one medium to another? We will investigate these questions by considering some of (what I consider) the best examples in each medium. Students will write brief responses to the assigned materials; these responses will be incorporated into class discussion. Students will

NEW STUDENT ORIENTATION REMINDERS & TIPS
PREPARE & EXPLORE
BRING THIS BOOKLET WITH YOU IN JUNE

Most Hutton Honors College students register for four to six courses for their first semester. If you are not exempt from English composition or do not have AP credit or IU placement test credit for a math modeling course, you will most likely take both composition and math courses as part of your first semester load. Most students also register for a foreign language course. You will take placement tests while you are here during New Student Orientation, which will help your advisor and you choose the right mathematics and language courses for you.

In addition to composition, mathematics, and foreign language courses, new students usually choose two or three more courses. This booklet describes the honors courses available to you. Read it carefully and select five to ten honors courses that interest you before meeting with your advisor. We strongly encourage you to take at least one honors course during your first semester. You may not take HON H211 or H212 unless you are exempt from composition or have otherwise satisfied that requirement. Most of the courses in this booklet, are open to all Hutton Honors College first-year students. Be sure to discuss the appropriateness of higher level courses with your advisor.

If you have satisfied the composition and/or mathematics requirements, you will have more options for your first semester schedule. Check the course descriptions online at www.ud.iub.edu/home.php. Click on NEW STUDENTS, then NEW STUDENT ORIENTATION, followed by FOR SUMMER/FALL 2011 NEW STUDENTS, which includes instructions on how to prepare for your advising appointment. You will definitely find other courses that interest you. Most IU courses satisfy either a major, a breadth of inquiry, or a general elective requirement, so don’t be hesitant to explore. Remember, there are over 100 majors possible at Indiana University. For a full list of majors check http://www.iub.edu/academic/majors/all.shtml.
also write three papers, one each on specific aspects or examples of storytelling in the three media. Students will then choose one of the three media to write a longer essay on. There will be no exams. I am still deciding on the course materials. We will concentrate (though not exclusively) on widely recognized examples in each mode in order to consider the basis for these cultural judgments: e.g. The Things They Carried and Interpreter of Maladies (fiction); The Godfather (dramatic film) and My Fair Lady or Music Man (musicals); photographers such as Robert Frank, Nicholas Nixon, and James Nachtwey. Students interested in the course should email me during the summer for a final list (hedin@indiana.edu).

Ray Hedin earned his Ph.D. from the University of Virginia. His areas of interest include Black American literature, especially slave narratives; American fiction, especially Faulkner; and Early American literature.

H233 29001 German and Austrian Music and Culture
TuTh 9:30-10:45am
BH 011
Marc Weiner

No knowledge of German, music theory, or the ability to read music is required. If there’s one thing people think of when they think of Germany, Austria, and Switzerland, it’s the prominent role music has played in those foreign countries’ culture. It’s a cliché that the pomp and elegance of the German and Austrian aristocracy were accompanied by works of the greatest composers in history, but it’s also true that classical music continues to play a role in these countries quite unlike anything found elsewhere. It’s no coincidence that Germany alone still has over eighty opera houses that are, for the most part, state funded, and that their performances remain well attended and are often sold out well ahead of time. The symphony orchestra holds equal prominence in the culture of German-speaking Europe, and there the public enjoyment of chamber music—from string quartets to the art song, or Lied—is more widespread and active than anywhere else in the world.

The goal of this course will be to examine in what ways the most celebrated musical works of the past 200 years demonstrate the close connection between the interests of their time and the aesthetic material of which they are made. We will engage with a number of the most famous examples of German and Austrian classical music from the late 18th century to the 1930s, and will discuss them within their given cultural context. In addition to analyzing some of the major works of (in this order) Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Wagner, Richard Strauss, Weill, and others, we will also read some of these composers’ fiction and essays, as well as a 19th-century novella depicting the life of a failed musician, examine various (and often competing) approaches to critical interpretation (biographical, psychoanalytical, symbolic-epistemological, historicist, modernist vs. postmodernist, and feminist), discuss current debates concerning how one may legitimately make arguments about a given culture based on analysis of a given piece of music, and we will also examine the various assumptions at stake in the staging and performance practices of different times. There will be three writing assignments: the first a summary of and response to a given aesthetic work; the second the summary of a given methodology or kind of interpretation; and in the final week of the course, preceding exam week, students will discuss, critically assess, and make suggestions concerning their colleagues’ drafts of an independent research project, the subject of which will have been agreed upon by the student and the Instructor but no later than three weeks beforehand. The final drafts of these papers will be due at the time scheduled for the final exam (in place of the exam). Grades will be computed as follows:

Participation: 30%; Writing Assignments 1 & 2: 20% each; Final Paper: 30%.

Marc Weiner is a specialist on 19th and 20th century German and Austrian literature and culture studies and has taught courses on a wide range of subjects, including the German film and the relationship between literature and music. He has written on such topics as jazz and racism in Germany, the association of ideas and smells in opera, and the iconography of the Jew’s body in 19th and 20th century German and Austrian culture.
In this course, we’ll read 21st-century American novels, which, for the most part, have been written by authors who made their name in the 21st century. The course has no thesis to propound, and the novels we read vary in style, content, and concerns, just as the authors vary in their race, ethnicity, gender, and regional background. In *Extremely Loud and Incredibly Close*, Foer experiments with style, images, and typeface in a tale narrated by a boy whose father died in the World Trade Center. In *A Visit from the Goon Squad*, Jennifer Egan also experiments with the ways in which a story may be told as she dips in and out of the lives of a group of people involved in the music business since the mid-1970s. The novels by Franzen and Goodman are both large, sprawling state of the nation novels, and we’ll read them back-to-back, along with some of their reviews, to see in part how the gender of the author often shapes a novel’s reception. Junot Díaz’s version of America looks very different from those of Franzen and Goodman, and in *The Brief Wondrous Life of Oscar Wao* he focuses on an overweight Dominican-American comic book fan, or nerd, and the alternately comic and tragic events of his days in New Jersey and the Dominican Republic. Chris Ware’s *Jimmy Corrigan* also focuses on a series of dysfunctional men and is frequently hailed as the most important graphic novel published during this century; and indeed, the inclusion of Ware’s book points, in part, to the rise of the graphic novel to prominence during the last decade. The last two novels we will read are both historical novels. In *The Known World*, Jones tells a tale of slavery that focuses, in part, on African-American owners of slaves, while Walbert’s *A Short History of Women* focuses on the history of the women in one particular family from the 1890s, through the period of early twentieth-century suffrage reform, and into the twenty-first century. Range of method and concerns is the key, then, and it’s that range we’ll explore in this class.

Assignments include three 6-8 page essays worth 90% of final grade. Attendance and participation in discussion and in-class activities is 10% of the final grade.

Books are available at Boxcar Books, 408 E. Sixth Street, Bloomington, IN 47408.

Gareth Evans is profiled on page 7.
an older couple befriends a young Québécoise woman in Paris. Belgian writers Amélie Nothomb and Jacqueline Harpman employ an almost science fiction and bitingly comic style of writing as they strive to understand issues of gender and gender roles in contemporary society. Nina Bouraoui, the daughter of an Algerian father and a French mother, reflects on questions of identity—personal, national, sexual. Many of these novels are autobiographical. The authors dig deeply into their own lives in order to illuminate the situation and experiences of women in general. Nothomb writes about her birth in Japan in *The Character of Rain* and the fact that she refused to speak for three years. In *Happening* Ernaux writers about the abortion she underwent when she was a university student, and then brutally displays her feelings of jealousy as an older woman when a relationship ends in *The Possession*. In all of these works the authors present a wide range of topics: the body, self-image, identity, sexuality, gender, mother-father-family relationships, male-female relations, race, feelings of belonging and exclusion, to name but a few of the issues we will discuss. In addition to the readings and discussions we will watch and discuss two recent films: *Inch'Allah Dimanche* (2001) [*Thank God for Sunday*] by the Algerian-French director Yamina Benguigui depicts the lives of North African women arriving in France in the mid-1970s. *La Vie rêvée des anges* (1998) [*The Dreamlife of Angels*] is by Erik Zonca and depicts the lives of two young working-class women in Lille.

Final grades will be based on class participation and on three 12 page papers. The course will be conducted in English with all discussions, readings and assignments in English.

*Writing the Story of France in World War II: Literature and Memory, 1942-1958* is a professor emeritus of French and Italian. He has an undergraduate degree from St. Olaf College and graduate degrees from the University of Wisconsin. His areas of specialization are French 20th Century literature (especially literature since 1950), French cinema and French culture and civilization. In 2000 he published *Writing the Story of France in World War II: Literature and Memory, 1942-1958*. He teaches occasionally for the Indiana University School of Continuing Studies, for the Hutton Honors College, and volunteers at the Student Advocates office.

**H234 29004 The French Exception**

**TuTh 9:30-10:45am**

**HU 111**

**Oana Panaite**

In the age of globalization, France has been fighting to affirm and protect its identity from the perceived threat of American-style popular culture and language. This course aims to provide a broad background on modern French culture through the lens of the idea of “French exception”. It is open to all students interested in learning and exploring various aspects of French culture such as the notions of “Frenchness” and “French cultural exception”, the French ideas of citizenship, secularism, multiculturalism and gay rights. Each course will focus on such a keyword and its representations in the French public forum.


Oana Panaite does research in French and Francophone literature and focuses primarily on the connection between literary history and literary theory. In her current book project, *Frontières de la littérature française. Stratégies esthétiques et réflexion théorique dans la prose narrative contemporaine*, she provides an examination of works by authors such as Pierre Michon, Jean Rouaud, Marie Ndiaye, Linda Lê, Gisèle Pineau, Patrick Chamoiseau, Boubacar Boris Diop, Tierno Monénembo, Calyxthe Beyala and Nina Bouraoui.
This class meets with JSTU-J203. Well known as historical figures, both Hitler and Anne Frank long ago began to take on symbolic dimensions—he as the twentieth century’s leading personification of evil, and she as girlhood innocence despoiled by unspeakable anguish and condemned to an early death. In novels, stories, poems, plays, films, and other media, their images have evolved in interesting ways over time and in different cultures. This course encourages students to critically examine these changes and in so doing, to learn how history is penetrated by the shaping powers of imagination and transfigured into something like a modern mythology. Students in this course will learn how to become critically engaged with a range of literary and other artistic genres and to see how complex a phenomenon the representation of the past can be. Given the two figures we will be focusing on—the first, a major perpetrator of genocidal crimes, the second, the most celebrated and cherished of teenage victims—they will be encouraged to think hard about questions of good and evil.

Readings include historical materials on Hitler and Anne Frank; fictional treatments of both figures, such as George Steiner’s novel about Hitler, *The Portage to San Cristobal of A.H.*; and Philip Roth’s novel about Anne Frank, *The Ghost Writer*; Anne Frank’s famous diary, *The Diary of a Young Girl*, as well as dramatic and cinematic versions of the same; at least one movie about Hitler; and more. Writing assignments include a mix of medium-length papers written outside of class and in-class examinations.

### History & Context

### Journalism & Non-fiction

### Poetry & Fiction

### Films

Edward Gubar is profiled on page 7.

---

*Alvin Rosenfeld is a professor in the Jewish Studies program and a professor of English.*
H234 31764  The Vampire in European and American Culture  
TuTh 1:00-2:15pm  
FQ 012B  
Jeff Holdeman  
This class meets with GLLC-G 210.

The vampire is one of the most popular and enduring images in the world, giving rise to hundreds of monster movies around the globe every year; not to mention novels, short stories, plays, TV shows, and commercial merchandise. Yet the Western vampire image that we know from the film, television, and literature of today is very different from its eastern European progenitor. Nina Auerback has said that “every age creates the vampire that it needs.” In this course we will explore the eastern European origins of the vampire, similar entities in other cultures that predate them, and how the vampire in its look, nature, vulnerabilities, and threat has changed over the centuries.

This approach will provide us with the means to learn about geography, village and urban cultures, traditional social structure, and religions of eastern Europe: the nature and manifestations of Evil and the concept of Limited God; physical, temporal, and societal boundaries and ritual passage that accompany them; the major historical and intellectual periods (the settlement of Europe, the Age of Reason, Romanticism, Neo-classicism, the Enlightenment, the Victoria era, up to today). We will examine how the vampire first manifested itself in European literature and how it “shape-shifted” its way into the entertainment (and commercial) media of today, through numerous and various readings of fictional, ethnographic, and scholarly works, not only from the U.S. and Europe but from around the world. By the end of the course, students will be able to discuss the origins, classifications, functions, natures, and evolution of the vampire and what that can tell us about historical period and our own contemporary cultures.

Jeff Holdeman is the faculty director of the Global Village Living-Learning Center. His sociolinguistic research on contemporary Russian Old Believer communities takes him to conduct fieldwork in areas in the eastern United States, Poland, Lithuania, and Russia.

H235 29007 Monks, Nuns and Medieval Art  
TuTh 2:30-3:45pm  
HU 111  
Diane Reilly  

Since the foundation of the Christian Church, when men and women first sought to live apart from popular society and devote their lives entirely to religion, monks and nuns have influenced heavily the development of Medieval art and architecture. Early monks and nuns lived as hermits in the mountains, forests and deserts. From the second or third centuries C.E., however, they gathered together to live communally in organized monasteries. Like their predecessors, the hermits, these later monks and nuns claimed to live in abject poverty, but although they owned no personal possessions they often lived in communal splendor inside wealthy and well-decorated houses. Supplied with lavish churches, gleaming metalwork, sumptuous tapestries and vestments and colorful manuscripts, monasteries became the treasure houses of Europe and the targets of condemnation, arson and looting. This course will explore the phenomenon of Christian monasticism from its earliest beginnings immediately after the death of Jesus through the modern era, concentrating especially on the pinnacle of the monasticism, the Middle Ages. We will read monastic rules in translation to understand the lifestyle of the monks and nuns, examine their artworks, including manuscripts in the Lilly library and objects in the Indiana University Art Museum. We will investigate the legacy of their art and architecture, and visit monasteries in Indiana, including the Tibetan Cultural Center, in order to understand parallel, non-Christian traditions. Readings will be available on the E-reserves system. Images for the course will be accessed through Oncourse.

The final grade of the course will be calculated based on a total of points earned out of 100. Attendance will count. There will be 10 short assignments distributed throughout the term.

Diane Reilly is an associate professor of art history in the Hope School of Fine Art. She studies the intersection of art, religious reform and politics in eleventh- and twelfth-century Europe, especially in illuminated manuscripts. Her first book, The Art of Reform in Eleventh-Century Flanders, was published in 2006.
An enchanted land known for earthquakes, fires, and samurai strife as well as the gentle arts of zen and tea, 19th-century Japan seemed exotic when it fell prey to the imperialist Yankee traders who broke it open in the 1850s. By century’s end the Land of the Rising Sun was carving out its own empire. This seminar will focus on Japan's fate from 1930 to 1990, six decades that include one of its worst natural disasters, the Great Tokyo Earthquake of 1923, and its greatest national tragedy, the end of the empire in 1945, when two Japanese cities were atom-bombed and most others firebombed in the closing days of WWII.

We’ll call this period Transwar Japan, denoting an era that bridges and shares features across and beyond wartime. Linking our own time to Japan’s quest for imperial domination in Asia are common themes of urban-industrial change in an evolving democratic society.

Ties between postwar Japan and its prewar roots transcend the Pacific War (1931-45) and American Occupation (1945-52) and even the coming of an economic miracle and vibrant pop culture (1960-2000).

Course requirements involve 6 paperback books and 2 feature films as well as 3 novels that reflect social conditions. There will be 2 midterms and a 12-page paper. No final exam.

George Wilson is a professor emeritus of History and East Asian Languages & Cultures. His interests center on Japan and the history of the Meiji Restoration. He is the author of Patriots and Redeemers in Japan. Four of his five books have dealt with Japanese history.

H237 29010 Our “Original” Culture Wars
TuTh 1:00-2:15pm
RE 2120B
Steve Conrad

In our current “Culture Wars” there is much disputing about professed “values”—especially so-called “fundamental values.” This course offers historical perspectives on such matters. It focuses on debates during the American “Founding”—roughly, from 1765 to 1830—over the meaning of such terms as democracy, liberty, capitalism, Christianity, and family. These terms, and other similar keywords of public discourse at the Founding, signified values the meanings of which were then much disputed—politically, legally, and constitutionally. Each week the course will focus on such a keyword and how it was disputed. The readings will vary as to the political and scholarly strategies of the respective authors. But in their various ways, all the authors use history to make arguments about Americanism, “then and now.” As Benedetto Croce said, “All history is current history.” Accordingly, the course will also include routine short reading assignments drawn from current newspapers or magazines, about disputes over our course keywords today. The course aims to offer students ways of thinking about “our” Culture Wars, ways of thinking that advert to history for perspective and that make use of history for political, legal, and constitutional argumentation. After all, we can see our journalists, our politicians, and even our United States Supreme Court discussing and using history all the time—not least, the history of the so-called “Founding” era. (And remember: the instructor, although first and foremost an historian, is also a law professor.) The course is designed as a colloquium, to facilitate and require classroom discussion. The weekly history readings will tend to be variously demanding and often provocative.

There will be no final exam; but there will be a midterm exam to help everyone take stock of how her or his work in the course is going. Half of each student’s final course grade will be based on classroom contributions, the other half on written work, including a final paper.

Professor Conrad is an historian and a lawyer. He publishes as much in history journals as in law reviews. His research has been supported by many preeminent fellowships, including twice from the National Endowment for the Humanities.

H237 29011 Trial as Theatre
TuTh 2:30-3:45pm
HU 108
Perry Hodges

Legal trials, like plays, have actors, dialogue, audiences, and special spaces for their performances. More importantly, they both expose and give shape to the tensions that exist within society (between individual and state, parent and child, sacred and secular) and let us watch as actors struggle to resolve these conflicts:
to transform negative energy into positive, or to raise a voice against oppression. To understand how the two kinds of drama re-enact these tensions, this course will begin with the idea of theater as “the arena where a living confrontation takes place.” We will consider the dramatic strategies used by both drama and trial alike: the way, for example, both manipulate stories and to what end; how certain kinds of drama seek to bring about spiritual transformation and even cultural revolution, while the trial, though using similar techniques, seeks to maintain cultural and political stability. Selected plays and cases drawn from first amendment law will be read. Influential modern theater directors will provide insights into the role of art in society and the particular challenges intrinsic to these two performative genres.

Close readings of texts will be emphasized. Class presentations, regular brief response papers, and two longer papers will be required.

Readings (tentative): Sophocles’ *Antigone*; Jean Anouilh’s reworking of *Antigone*; the story of Joan of Arc, including the trial record (1431), George Bernard Shaw’s *Saint Joan* (1923), and Dreyer’s 1928 silent film, *The Passion of Joan of Arc*; selected early and recent first amendment trials; *The Trial of the Chicago Seven*; selections from Antonin Artaud’s *The Theatre and its Double*; and Peter Brook’s *The Empty Space*.

*Perry Hodges is profiled on page 6.*

**H240 31946 Thinking With, Without and About Language**
**TuTh 1:00-2:15pm**
**HU 111**
**Steve Franks**

This is a Critical Approaches course. It surveys the broad question of the relationship between language and thought, both in the individual and the species, from diverse perspectives. As such, it introduces concepts from diverse disciplines, including biology, anthropology, and cognitive science. Although the course is not about linguistics per se, it certainly teaches the basics of syntax. Students will learn about how human language is structured and the extent to which that structure impacts non-linguistic cognitive activities. They will learn about animal communication systems, both in the wild and attempts to teach language to other primates, from the perspective of how uniquely human a capacity language is and how it could have evolved in the species. They will learn about how children acquire knowledge of language and what happens when linguistic ability is impaired. They will also learn about how languages can differ and the properties that they all share, including visual languages such as American Sign Language. A major theme of the course is that, although language and thought are doubly dissociated, language provides a scaffolding for reasoning. Students will read much of Steven Pinker’s *The Language Instinct*, but will also be assigned more current articles and book chapters relating to the various modules examined. Course requirements include three writing assignments, most likely: 1) a 1000-1500 word design of a thought experiment with regard to linguistic relativity; 2) a 1500-2000 word open essay, on a topic to be determined (such as a hypothetical first language acquisition scenario; the viability of Orwellian Newspeak; the evolution of language in homo sapiens; animal cognition and/or animal communication systems; debates over linguistic issues with cultural impact, e.g. cochlear implants, language preservation, dialect status, gender neutral language; relationship between linguistic and other cognitive abilities; use of metaphor, and 3) a 1500-2000 word critical review of a book (or series of articles or book chapters) related to the general theme of the course, to be selected in consultation with instructor. There will be a variety of facultative activities (films, guest lectures) and during the week of 7 November, Patten Lecturer Ray Jackendoff (Seth Merin Professor of Philosophy at Tufts) will be visiting class.

Steve Franks is an associate professor of linguistics, cognitive science, and computer science. He received his Ph.D., from the University of California, Los Angeles.
H240 29012 Scientific Controversies  
TuTh 9:30-10:45am  
HU 108  
Noretta Koertge

American citizens often need to rely on science in order to make informed decisions. But what are we to do when the media tell us that scientists disagree? Will this vaccine in fact increase the probability that my baby will be autistic? Should I really support public policy based on predictions of global warming? This course on Scientific Controversies begins with two classic controversies from the history of science: the so-called Galileo Affair and early debates about Darwinian Evolution. We will see how genuine differences of scientific opinion in the early stages of research continued to be exploited for political, religious and ideological purposes long after a scientific consensus had been achieved. The second half of the course will deal with current controversies where the balance of evidence is less clear cut – or at least less easy to understand. We will treat all viewpoints critically, but with respect.

Students will have the opportunity to make oral presentations, as well as write short essays and take exams over assigned readings.

Noretta Koertge is professor emeritus of history & philosophy of science. She has edited a volume for Oxford University Press entitled Scientific Values and Civic Virtues.

H241 29013 Quick and Dirty Mental Operations  
MW 9:30-10:45am  
SY 022  
Leah Savion

Our survival (and the good life) depends on effective gathering of huge amounts of information, adequate processing, fast learning, and controlling the environment to secure predictability and adjustment. Our brain selects what to attend to, categorize and integrate perceptual input, makes inferences, establishes emotional and physical reactions to environmental cues, and activates all other systems (affective, behavioral, and physiological) with staggering speed and efficiency. These cognitive feats are executed extremely quickly and accurately with the help of mental short-cuts called heuristics. The concept of cognitive heuristics has caught on fire recently, infiltrating areas such as economics, music, ethics, social behavior, perception, problem solving, legal reasoning, categorization, rationality, mental health, attention and learning, and even some self-help literature. This course presents students with an opportunity to investigate this relatively new and highly useful theoretical construct, from its conceptual analysis to theoretical and pragmatic applications of its models to self-awareness as a cognitive agent.

The reading materials for the honors version of this course consist of four sources: the course packet, written by the instructor; eight original papers by philosophers, cognitive scientists, and social scientists; guided research material assembled by students for their team project and selected focused material for each student’s treasure-hunt and final thesis.

A micro-thematic team presentation will include an in-depth analysis of some aspect of the material covered in this course. A final research paper with an original thesis or synthesis will be due in the last week of classes. A treasure hunt will also be required.

Experiments and interviews will illuminate and analyze misconceptions, biases, and the sources of belief perseverance.

Leah Savion is a senior lecturer of philosophy. Her specialties include logic, cognitive science, philosophy of language, philosophy of logic, epistemology and pedagogical theories. Her other research interests encompass theories of rationality, the psychology of mind and educational psychology.

BN299 10965 The Politics of What’s for Dinner  
Tu 2:30-3:20pm, WH 114 (H299)  
MW 4:00-5:15pm, WH 100 (Y200)  
Christine Barbour

Although our daily lives are organized around food, most of us, especially the fortunate few getting college educations in advanced western democracies, probably never think of it in political terms except in the narrowest of senses – food stamp policy, perhaps, or farm subsidies. In truth, for human beings, food – the control of our food supply and its distribution – is power, and power is the essential stuff of politics. This course focuses on several aspects of the politics of food in contemporary America, including food and political systems, production, distribution, and consumption.
identity (if we are what we eat – who are we?); politics and the American food industry (who designed that food pyramid, and why is government telling us what to eat anyway?); fast food culture and the Slow Food alternative (you want fries with that global controversy?), and the political implications of where our food comes from (what does what’s on your plate say about what’s in your future?). Class work will range from the creative (the keeping of individual food journals and the creation of a class cookbook) to the mundane (short papers, quizzes and exams) and will be appropriate for freshmen though seniors. There will be a substantial amount of reading, including fun stuff like Fast Food Nation and Michael Pollan’s excellent work, as well as academic studies by political scientists, anthropologists and sociologists. No pre-requisites except for a healthy appetite for learning about a familiar subject in an unfamiliar way. Students taking the class for honors credit will attend an additional hour of discussion section weekly (H299) led by the professor.

Christine Barbour is an assistant professor of political science. She was appointed to IU in 1990. She earned her Ph.D. from Indiana University.

H303 31736 Literature, Arts and Their Interrelationship TuTh 1:00-2:15pm SW 103 Eyal Peretz

This class meets with CMLT-C355. The 20th century saw the culmination of a new type of figure in Western culture, a figure that started to emerge in the late 18th century, the era of the French revolution. This figure is the theatrical thinker. By theatrical thinker we will mean two things:

First, we will mean a thinker, or a philosopher, who, in the course of examining some of the traditional philosophical questions, “what is truth?” “what is beauty?” “what is the meaning of life?” etc. finds himself or herself needing to resort to a serious thinking of the idea of theater as well as of the theatrical tradition.

Second, and this will be our main focus, we will be interested in the theatrical thinker as someone who writes dramas and directs plays, but for whom this activity is not just about writing and directing, but involves the much grander ambition of a total re-conception and revolutionizing of the entirety of humanity. In his/her capacity of a revolutionary this theatrical thinker will become a theoretical of theater, whose theoretical pronouncements will deal both with the specific elements of the theatrical arts – acting, staging, etc. - as well as with the way in which the thinking of these elements implies a transformation of humanity as such and of the meaning of human existence. We will start with briefly taking a look at three foundational figures of this tradition, from the era of the French revolution, Diderot, Schiller, and Wagner, and will spend most of our time examining four 20th century figures, the theoreticians of drama and playwrights Artaud, Brecht, and Beckett, and the avant-garde performance artist, Joseph Beuys.

Readings include Diderot, Schiller, Wagner, Artaud, Brecht, Beckett, and Beuys, as well as screening of some of their theatrical productions and performance art pieces.

Eyal Peretz’s areas of research are 19th and 20th century French and American literature and culture, Continental philosophy, psycho-analytical theory, literary theory, and film theory. His publications include Literature, Disaster, and the Enigma of Power: A Reading of Moby-Dick (2003) and Becoming Visionary: Brian De Palma’s Cinematic Education of the Senses.

H304 31447 Why Do We Care? The American Tradition of Philanthropy TuTh 1:00-2:15pm HU 108 Leslie Lenkowsky

In 2009, a year in which the United States economy was emerging from one of the worst economic downturns since the Great Depression, one in every 50 dollars produced by Americans was donated to charities—totaling more than $300 billion. Nearly 63 million Americans over the age of 16 volunteered, 26.3 percent of the population. Within a month after the earthquake that devastated Haiti, more than three-quarters of a billion dollars had been donated for the relief effort in the United States, about as much as was contributed after the attacks of September 11, 2001 in a comparable period of time. Examples of American generosity such as these are not hard to find and usually stand in sharp contrast to how people in other countries behave. This course will examine why Americans care as much as they seem to, the various ways in which philanthropy in the United States occurs, what it has accomplished, and the challenges it faces. Readings will be drawn from a wide range of humanities and social science disciplines and a comparative perspective used to highlight significant differences (and similarities) with other countries. Students will be expected to complete an original term paper or project on an aspect of American philanthropy, as well as write short essays.

Leslie Lenkowsky is a professor of public affairs and philanthropic studies. His career has included serving as chief executive officer of the Corporation for National and Community Service, the Federal government organization which sponsors AmeriCorps.
This course will introduce you to the study of human evolution—Paleoanthropology—a branch of anthropology which seeks to understand human uniqueness by studying the human past using scientific methods. The story of our past can be found in clues from a wide range of sources—everything from details of DNA to evocative murals in Ice Age caves. This is why the scientific quest for human origins requires the curiosity of a philosopher coupled with the skills of a skeptical detective.

We will begin with an introduction to evolutionary principles. While people often think of themselves as very different from other animals, you will discover that we can learn a lot about ourselves by studying the genes, bodies and behavior of our closest living relatives, other primates, and apply this knowledge to help interpret ancient evidence.

During the second half of the class we will dig into the past, to look at fossils and archaeological sites for the evidence revealing when and where humans first began to behave like “odd animals.” When did our ancestors begin to walk upright? Where were tools and art invented? What do we know about the origins of language and the development of the wide range of social and cultural practices that we consider so “human” today?

Throughout the semester we will examine examples of how researchers think about “evidence” and how scientific theories about human evolution have been built, piece by piece, from a variety of sources. We will look at examples of contrasting interpretations of scientific evidence for the human past, and study why some arguments have stood the tests of time, and are more convincing than others.

Sitting a decade into a new millennium, our goal is to help you appreciate how a knowledge of the human past is relevant to your own life, whether as a student at IU today, or as a future parent, medical patient, or consumer.

Lectures will introduce students to the major questions we ask about human evolution, and the various methods scientists can use to search for answers. Lectures will complement the readings, but not duplicate them. We will also spend time during class periods discussing how to think critically about interesting questions that relate to our evolutionary heritage. The honors section will be led by Professor Sept, and will focus on both hands-on activities with casts of bones and artifacts, and discussions of key issues that emerge from an evolutionary perspective of our lives today.

Jeanne Sept is a professor of anthropology. Her interests include African prehistory (Stone Age), Old World paleolithic paleoanthropology, early hominid diet and ranging behavior, paleoecology and plant foods, and primate ecology (chimpanzees) and foraging behavior. She has done field research related to the archaeology of human origins of Africa.

This course is an introduction to the methods and theories of archaeology. Archaeology is the study of past human societies based on material remains left behind by people. We will explore the different kinds of anthropological questions archaeology...
Archaeologists have asked about human societies in the past, and the different ways that archaeologists formulate interpretations about social organization, subsistence, environment, architecture, trade, economic systems, and political life based on archaeological data. You will learn about goals of archaeology as a sub-discipline within anthropology and the development of archaeology as a scientific discipline. Archaeologists employ a wide range of techniques to collect and analyze material remains, including settlement survey, excavation, environmental reconstruction, laboratory analysis of artifacts, dating techniques, and micro-scale analytical methods borrowed from the physical sciences. Throughout the semester, we will draw on examples of archaeological research from across the globe and will discuss major issues and transitions in world prehistory. Examples include the peopling of the New World, the transition to sedentary lifestyles, the development of cities and monumental architecture, and interpretations of everyday social life, identity, family structure, and community membership. We will also discuss contemporary issues related to archaeology, such as museums, site preservation, looting, and the use of archaeological past in nation building and ethnic politics. Students should come away from this class with a solid background in how archaeologists do their work, what we have learned from archaeological research about ancient human societies, and how archaeology can be applied to the contemporary world. This course meets for two 50-minute lectures and one discussion section per week. Students in the Honors discussion section will participate in section exercises, discussions, and activities along with the professor. Students are asked to create classification schemes for artifacts, identify plants remains, manufacture stone tools, determine a site chronology, and other hands-on activities. Students will also consider the complex issues involved in doing archaeology in the 21st century. In the Honors section, students will debate important ethical, practical, and analytical issues involving site interpretation, the practice of archaeology, and the presentation of archaeological findings to the public.

Stacie King has researched and examined social organization and social practices in households of ancient coastal Oaxaca, Mexico. Her research at the site of Río Viejo focused on people who lived in coastal Oaxaca around A.D. 1000 to 1200, who were actively involved in cotton cloth and thread production. She is interested in the organization of space in residential areas, mortuary practices and burial beneath houses, and the relationship between commensality and household membership. She has used soil chemistry, paleoethnobotany, and micromorphology as methods to address daily activities involving food preparation, cooking, and food sharing at Río Viejo, and hopes to use similar methods in future studies of household social organization.

**Class Spotlights**

**Major:** History  
**Class:** HON-H 211, Ideas and Experiences I

Nina Kovalenko  
Senior

Kovalenko, who will be attending law school in the fall, has taken several HON-H classes while at IU, but she said her favorites were Ideas & Experience and Reading and Writing Contemporary Poetry. She said, "Not only were those classes enjoyable, but I felt more well-read after taking them because we covered a lot of classics in Ideas and Experience. I also liked having the opportunity to learn about poetry and to become better at writing my own."  
—MC

**College of Arts and Sciences**

**C103 29221 Language and Religion**  
**DIS Th 5:45-6:35pm**  
**LEC MW 2:30-3:20pm**  
**BH105**  
**Samuel Obeng**

The course examines pertinent issues raised about religious language including: how ‘strange’ and/or different religious discourse is; the preponderance in religious domains of ‘incomprehensible’ genre such as glossolalia (speaking in tongues) and xenoglossia (speaking a language one has not studied); the use of religious pronouns “us” (the saved) versus “them” (the unsaved) to signal polarization of in-groups and out-groups; and the use of religious language to justify norms and rules that are in opposition to a state’s laws. The course examines the interconnectedness between language, religion, and socio-political conflicts, especially the language of war, words attributed to God, prophets, etc., and their social impact. Also examined is how religion influences language change, translations of sacred texts in various traditions, and the interconnectedness of religion and national/official language choice. The role played by silence in religious discourse and the overall nature of religious discourse in the United States and other countries is also examined.

Professor Obeng was appointed to the department of linguistics at Indiana University in 1994. His scholarly interests are political discourse analysis, multilingualism, and ethn pragmatics.
Honors Residential Community

Among the many advantages of being a Hutton Honors College student is the option of living in the Honors Residential Community (HRC).

The HRC consists of several floors that are designated exclusively for HHC students. There are floors available in each neighborhood—Briscoe in the northwest, Teter in central, and Forest in the southeast.

The HRC stresses not only the academic, but also the social and cultural aspects of college. Living on an honors floor is a way to broaden your horizons, make friends, and enhance your college dorm experience.

Many of IU’s most capable students, those who share a passion for knowledge and fun, choose to live in the HRC.

“Everyone here is like a huge family,” said freshman Nathan Lohrman, “All very mature individuals, creating an environment very conducive to academic acceleration as well as relaxation and good times when the books are shut.”

HRC residents must pay an additional activity fee to live in the HRC. This money, along with money donated by the Hutton Honors College, allows the HRC residents to take advantage of many opportunities unavailable to most students in dorms. The money goes toward special dinners, discounted tickets for auditorium events, and out of state trips.

Last fall, students in the Teter HRC went to New York City over Martin Luther King, Jr. weekend. The funds helped to pay for several excursions, including dinner at the Hard Rock Cafe, attending a performance of Phantom of the Opera, and a tour of the MET.

“Most of us had never been to New York City before, but it worked out fine in the end, thanks in large part to the high caliber of the HRC members,” Lohrman explained.

This compatibility was evident on the floor as well. Niyati Shah said that her floor was very diverse — something that she was not used to. “In high school or in the past, my closest friends were people just like me. It was strange for me to meet so many people who are so different, but it works, and if it doesn’t, then you just learn to deal with different types of people.”

But Shah found that so many of her floormates were like-minded in their dedication to their schoolwork. “Everyone values education as much as you do. Everyone still likes to have fun, but school comes first.”

Even with full schedules and heavy work loads, students are able to enjoy themselves.

Freshman Matthew Cesnick found that even though there were very different people on the floor, he never found any difficulty getting along with people.

“While I have not always seen eye to eye with people on certain things, I have never felt uneasy as we all respect each other’s opinions and choices—something I greatly value.

“Our floor lounge is the center of the community’s social life as it is almost constantly filled with people hanging out—I don’t see how it could be possible to not make friends on our floor.”

Friendships made on the floor can be long lasting as well.

In the fall, Lohrman will be rooming with two people from his floor in an apartment complex near campus. “My three roommates are all HHC members, two of whom are in my HRC right now. It’s going to be our own little four-person honors floor.”
on the Arthurian tradition in literature and film, medieval allegorical literature, and literature by women in the Middle Ages. Her publications include articles on resistance to closure in medieval literature, gender construction in Wolfram von Eschenbach’s Parzival, the medieval French Bible commentary by Guyart Desmoulins, the relationship of visual and verbal texts in medieval manuscripts, and translation practices in the Middle Ages. She is also the editor of a medieval English dream vision called The Pilgrimage of the Soul (Garland Press). Professor McGerr’s most recent book is entitled Chaucer’s Open Books: Resistance to Closure in Medieval Discourse (University Press of Florida).

C103 31936 Representing the Holocaust
TuTh 11:15am-12:30pm
Screenings W 7:15-10:15pm
SE 140
Joan Hawkins

During World War II six million Jews lost their lives in a State-sponsored attempt at genocide. This attempted genocide—sometimes called The Holocaust, sometimes called The Shoah—has continued to haunt popular imagination, influencing contemporary politics, literature, cinema, music, psychology and philosophy. In this class we will explore several cultural representations of The Holocaust. The issue here is not which of these representations is the most correct or factually accurate. Rather, we will be investigating the way in which art, philosophy, graphic novels, contemporary Jewish music and literature have sought to understand or deal with the unimaginable systematic barbarism of fascism. Readings will include Hannah Arendt, Eichmann in Jerusalem; Art Speigelman, Maus; Elie Wiesel, Night; Roberto Innocenti, Rose Blanche (a children’s picture book); Will Eisner, The Plot: the Secret Story of the Protocols of the Elders of Zion; and Alvin Rosenfeld, Thinking About the Holocaust After Half a Century.

Films will include: Resnais, Night and Fog; Lanzmann, Shoah; Louis Malle, Au revoir les enfants and Lacombe Lucien; Polanski, The Pianist; Bertolucci, The Conformist; Bob Fosse, Cabaret; the made-for-tv film Uprising; and a docudrama about German resistance, The White Rose; and music by John Zorn. Written work will include a short paper, a long final paper, a take home midterm and a final exam.

Joan Hawkins is an associate professor in the department of communication and culture. She teaches courses on the horror genre; experimental film, theater and performance art; women directors; French cinema; panic culture; media theory and media history. Her research continues to focus on the politics of taste culture, gender and sexuality.

CHEMISTRY
S117 1790-1791 Principles of Chemistry & Biochemistry I, Honors
DIS M 4:40-5:30pm (1790) BH 103; Tu 5:45-6:35pm (1791) BH 240
LEC MTuWF 9:05-9:55am or Tu 7:15-9:15pm
LAB W 5:30-8:30pm or Lab Th 5:30-8:30pm

This course is an integrated lecture and lab course.

P: Placement Examination or consent of department. For students with unusual aptitude or preparation. An integrated lecture-laboratory course covering basic principles of chemistry and biochemistry. First semester of a two-semester sequence. Credit given for only one of the following: C101-C121, C105-C125, S105-S125, C117 or S117. I Sem. For more course-related information, please refer to the Chemistry Course Homepages: http://www.chem.indiana.edu/academics/course_home.asp.

S342 7721 Organic Chemistry II
Lectures, Honors
DIS M 6:50-7:40pm
LEC MWF 9:05-9:55am and 7:15-9:15pm
BH 236

P: S341 or consent of instructor. Special course for students with unusually good aptitude or preparation, covering same subject matter as C342. Credit not given for both C342 and S342. II Sem. For more course-related information, please refer to the Chemistry Course Homepages: http://www.chem.indiana.edu/academics/course_home.asp
COMMUNICATION & CULTURE
C205 1952 Introduction to Communication & Culture
DIS F 10:10-11:00am
LEC MW 12:20-1:10pm
CC LS 203
Robert Terrill

Introductory courses in communication often promise to help students overcome communication problems and improve their communication skills. These courses generally advise students to clarify the way that they transmit their messages, through such strategies as listening actively, removing barriers, keeping it simple, being yourself, building trust, asking for feedback, speaking clearly, and so on. The goal of such courses is to help students learn how to accurately transfer information from their mind into the mind of another person, so that, ideally, each person ends up with as close as possible to an identical copy of the information. This course is different. Rather than approaching communication as a problem, this course approaches communication as an opportunity. Rather than imagining an ideal world in which all of the errors, mistakes, and misunderstandings that are caused by communication can be eliminated, in this course we focus on the actual world, and explore the degree to which it depends upon communication. Rather than providing a list of strategies designed to minimize the negative effects that communication might have on messages, this course provides a set of resources designed to help us better understand communication itself. The purpose of this course is three-fold. First, it is intended to introduce you to the unique perspective provided by the combined interests and talents of the Communication & Culture faculty. Our department brings together scholars with interests in Rhetoric and Public Culture, Performance and Ethnographic Studies, and Film and Media, and this course emphasizes some of the ways that these fields of study are interrelated. Second, this course is intended to prepare you for the work that will be expected in higher-level courses in the department by beginning to acquaint you with some of the habits of thought and methods of study that will characterize those courses. Finally, and most importantly, I believe strongly that citizens who learn to understand communication in the way presented in this course are infinitely better equipped for contemporary life than those who think of communication as merely a way to transmit information.

Professor Terrill’s teaching and research interests include African American rhetoric, rhetorical criticism of popular film, and discourses of dissent. He was recognized as Teacher of the Year by the Communication Studies Honor Society, Lambda Pi Eta, in 2003.

C228 9763 Argumentation and Public Advocacy
DIS F 11:15am-12:05pm
LEC MW 12:20-1:10pm
LH 019
John Lucaites

Argumentation and Advocacy is an introductory level course on the theory, practice, and criticism of public advocacy - the use of propositions, evidence, reasons, and the general rhetorical strategies of symbolic action to promote and advance one's public or civic interests. The course operates with the assumption that liberal-democratic polity relies on the ability of its citizens to be active and critical producers and consumers of public arguments as part of a reasoned process of collective decision-making. This is not to suggest that public or political decision making in a liberal-democratic society is always rational or reasonable - or even that reason and rationality are the only or most productive ways to effect social and political change - but it is to suggest that we would all be better off if we were to master the fundamental skills of rhetoric and argumentation as a primary means to represent and protect our own best interests as members of the polity. The course also operates with the assumption that one can best learn the skills of public advocacy through a rigorous combination of theory and practice. Accordingly, the course will be divided between lectures and discussions. Lectures will take place on Mondays and Wednesdays, designed to identify and elaborate the theoretical precepts of public advocacy, i.e., the norms and assumptions that tend to guide successful public argumentation. Discussions will meet on Fridays to explore common readings and to practice the fundamental skills of public argumentation through formal and informal exercises. Course assignments for the honors section of C228 will include two 4-6 pp. argumentative papers and one 6-8 page argumentative paper, plus midterm and final examinations. Papers will emphasize the ability to
The face of a god; men eaten alive in their sleep; a woman at the head of an army of corpses: if you haven’t seen any of these lately, it’s time for medieval epic. The Middle Ages brought fundamental and lasting changes to epic poetry and to the heroic characters that populated its verses. Medieval poets infused new life into legends from ancient Rome and Greece and transformed their own cultures, histories, and religions into epic material, leaving a rich legacy for the poets of the Renaissance and later ages. These poems included the most popular figures of the day and the most sophisticated contemplations of the human mind. Our texts encompass a broad spectrum of narrative styles, subject matter, and verse forms. Ranging from roughly 1000 to 1321, we will be reading Beowulf, Walter of Chatillon’s Alexandreis, The Song of Roland, Wolfram von Eschenbach’s Willehalm, and Dante’s Paradiso. These poems offer us differing definitions of heroism, sharply contrasting views of the European Crusades, and diverse visions of the human condition. The course will include an introduction to ancient, late antique and early Christian epics and their impact on medieval literature. Our texts represent literary developments in England, France, Germany, and Italy. The scope of the course welcomes students interested in literature, history, religious studies, political science, philosophy, and cultural studies. Assignments will consist of two essays, a final exam, in-class presentations, and brief writing assignments. This course is designed for students in the Hutton Honors College; however, interested students outside the HHCC may contact the instructor to see if they qualify for admission. There are no prerequisites for this course.

Jeff Johnson studies epic poetry from Homer to Milton, ancient Roman literature in the Middle Ages and Renaissance, and history and politics in pre-modern and early modern literatures.

COMPARATIVE LITERATURE
C200 31230 Medieval Epic
MW 4:00-5:15pm
SY 002
Jeff Johnson

JOHN LUCAITIS is a professor in communication & culture. His research concerns the general relationship between rhetoric and social theory, and seeks to contribute in particular to the critique and reconstruction of liberalism in contemporary social, political, and cultural practices in the United States.

Jeff Johnson

Employ the skills of argumentation to advance propositions of fact, value, and policy; exams will emphasize the ability to analyze and critique the usage of arguments by others. Attendance is mandatory. Readings for the honors section of C228 will include Annette Rottenberg’s The Structure of Argument plus a collection of articles and book chapters from classical and contemporary theorists of argumentation including Aristotle, Kenneth Burke, Chaim Perelman, and Stephen Toulmin.

Amal Ahmed is an assistant professor of computer science. Her research in programming languages and language-based security focuses on type systems, semantics, secure compilation, and reasoning about mutable state. She received her Ph.D. from Princeton University in 2004. She spent two years at Harvard as a postdoctoral fellow, and three years at the Toyota Technological Institute at Chicago before joining Indiana University in 2009.

COMPUTER SCIENCE
H211 2101 Introduction to Computer Science, Honors
LEC TuTh 1:00-2:15pm
LAB F 1:00-2:55pm
LH 115
Amal Ahmed

P: High school precalculus math. Honors version of C211. Credit given for only one of H211 or C211.

P: High school precalculus math.
A first course in computer science for those intending to take advanced computer science courses. Introduction to programming and to algorithm design and analysis. Using the Scheme programming language, the course covers several programming paradigms. Credit given for only one of C211 or H211.

Lecture and laboratory.

Amal Ahmed studies programming languages and language-based security.
H241 2103 Elem Discrete Structures for Computer Science, Honors
DIS F 9:05-11:00am
LEC MW 2:30-3:45pm
I E130
Steven Johnson

P: H211 or C211. Honors version of C241. Credit given for only one H241 or C241. Induction and recursive programs, running time, asymptotic notations, combinatorics and discrete probability, trees and lists, the relational data model, graph algorithms, propositional and predicate logic.

Professor Johnson earned his Ph.D. in computer science in 1983 at IU. His areas of interest include formal methods for systems, design derivation, parallel symbolic computation and scientific instrumentation.

ECONOMICS
S201 2261 Introduction to Microeconomics, Honors TuTh 1:00-2:15pm
BH 247
James Walker

Designed for students of superior ability. Covers same core materials as E201 and substitutes for E201 as a prerequisite for other courses.

James Walker is a professor of economics and also a member of the research faculty of the Workshop in Political Theory and Policy Analysis at Indiana University. His principal research focus is the use of experimental methods in the investigation of individual and group behavior related to the voluntary provision of public goods and the use of common pool resources.

ENGLISH
L202 6718 Literary Interpretation: Town and Country TuTh 9:30-10:45am
WH 204
Scott Herring

This class meets with HON-H226. See page 7 for course description.

FINE ARTS
A102 10013 Renaissance Through Modern Art
DIS W 12:20-1:10pm
LEC MW 9:05-9:55am
FA 007
Bret Rothstein

This course will provide students with a basic introduction to major styles, artists, and themes from the later fourteenth century to roughly the present. Of particular importance will be: new media and their socio-cultural effects, the rise of artistic self-consciousness, and the role of the image in social and political processes.

Bret Rothstein is an associate professor in fine arts. He earned his Ph.D. from the University of California, Santa Barbara.

A155 28544 Introduction to African Art
DIS F 10:10-11:00am
LEC MW 10:10-11:00am
FA 002
Diane Pelrine

From masks as tall as people to figures bristling with nails, African art presents an exciting visual diversity. This course surveys the major themes and traditions of sub-Saharan African art, examining materials, styles, functions, meanings and the contexts in which art is used. We will consider a variety of forms—including masks, figures, architecture, textiles, jewelry, and household objects—that have traditionally played important roles in the spiritual, social, and political lives of people in sub-Saharan Africa. In the process, students will also acquire considerable knowledge about African geography, history, and other aspects of culture. The focus is on traditional arts, but popular and contemporary arts also will be explored. By the end of the semester, students will have developed an appreciation and understanding of the power, richness, and complexity of Africa’s visual arts and to be able to associate some types of objects and forms with particular areas and/ or groups of people. In addition, students will develop skills in visual analysis, evaluative reading, research, and critical thinking, particularly relating to African art. This course consists of two lectures and a discussion section each week. Attendance is required. Other course requirements are a map quiz, two exams, a final exam that is partially cumulative, two short papers, and a short article review. The discussion section for Hutton Honors College students will emphasize looking at works of art in the original at the IU Art Museum and examining issues connected with the collection and display of African art. In addition to the regular course requirements, honors section students will also have some additional reading, and one of the papers will be a bit longer.

Diane Pelrine is an associate director
and the Raymond and Laura Wielgus curator of the Arts of Africa, Oceania, and the Americas at the IU Art Museum, where she recently organized the special exhibition African Reinventions: Reused Materials in Popular Culture. She is also an adjunct associate professor in the department of the history of art and regularly teaches courses on African and South Pacific art.

FRENCH & ITALIAN
S300 3219 Reading & Expression in French, Honors
TuTh 8:00-9:15am
BH 335
Emanuel Mickel

Students in S300 will read an anthology of French poetry and a play, Le jeu de l’amour et du hasard, and Manon Lescaut. We shall begin the semester with poetry, learning how to read and analyze poems using the explication de texte method. Each student getting honors credit will give a brief (10 minutes) “explication” in French. Students will also write a paper in French. Honors students will write two five-page papers in French. Both the play and the novel illustrate the struggle between the intellect and the senses, a dominant theme in Western European literature. Le jeu de l’amour et du hasard has fun with the classic tradition and makes a play of words on philosophy and love. Manon Lescaut is certainly within the classic tradition but on the cusp of Romanticism as the young chevalier meets a different kind of woman. There will be two one-hour exams and a two-hour final. The course will be conducted in French.

Professor Mickel is also chair of the department of French & Italian. His research has been in both Medieval French literature, especially the twelfth and thirteenth century, and in nineteenth-century literature and painting. He has written widely in both periods. In recent years he has focused on manuscript work, historical study, and romance analysis necessary for the edition of the ten-volume Old French Crusade Cycle. He is now engaged in a study of the linking of allegory, persona, and personification in the formation of western European literature. In terms of the Middle Ages this should lead to a study of the Roman de la Rose.

GENDER STUDIES
G101 3356 Gender, Culture & Society
MWF 9:05-9:55am
MSLB 356
L. Horton-Stallings

This course provides an introduction to the interdisciplinary study of gender – the social creation and cultural representation of femininity and masculinity. We will examine beliefs and practices surrounding sexual difference as matters of political struggle and debate. Lectures, readings, and class discussions cover several historical periods, and consider how people of different races, ethnicities, classes, and nationalities experience their identities as gendered. Topics include: romantic love and marriage; sexuality; parenthood, reproduction, and new reproductive technologies; the sexual politics of violence; the scientific study of sexual differences; fitness, health, body image, and popular culture; the sexual division of labor and economic development; and feminist movements.

Professor Horton-Stallings’ research challenges notions of what is worthy of study in African American literature and culture, and with this in mind she challenges the politics of “respectability” that so often impede or inhibit analysis of all Black literature and culture. Her first book, Mutha is Half a Word!: Intersections of Folklore, Vernacular, Myth, and Queerness in Black Female Culture, critically engages folklore and vernacular theory, black cultural studies, and queer theory. Her current research projects include an edited collection on Donald Goines, a monograph on Black print erotica, sexual rights and nation, and a collection of essays on Black feminism and womanism.

G105 8503 Sex, Gender and the Body
DIS Th 12:20-1:10pm
LEC TuTh 11:15am-12:05pm
WH 112
Susan Stryker

Concepts of self are shaped and expressed through understandings of the nature of the body. Culturally speaking, bodies tend to be assigned to categories and to be ascribed certain tendencies, abilities, or deficiencies based on these understandings. These assigned categories and ascribed characteristics are often shaped by notions of sex and/or gender. This course addresses sex and gender as culturally and historically specific constructions of difference and identity, which are intertwined and inform one another. It investigates the way that perceptions of sex and gender are realized in and through the body as actor and the body as subject of discourse. The investigation of these issues leads into the domains of cross-cultural comparison, science, health, sexuality, reproduction, and body image. This course is excellent preparation for further and upper level studies of gender, the body, sex differences, political, social, international, philosophical, anthropological, and cultural studies of men and women.

Susan Stryker is an associate professor of gender studies. She earned her Ph.D. in United States history at the University of California-Berkeley in 1992.
LINGUISTICS
L303 4208 Introduction to Linguistic Analysis
DIS Th 11:15am-12:30pm
LEC Tu 2:30-3:45pm
WH 205
Kenneth DeJong

This course introduces the basic tools and techniques of linguistic analysis. Students will be introduced to the basics of phonological and phonetic theory, morphological analysis, and phrase structure grammars, and will be expected to apply these tools to various aspects of various languages. The course will emphasize analytical methods and problem solving, rather than comprehensive factual knowledge.

Kenneth DeJong is an associate professor in linguistics. His research areas of interest are prosodic systems in natural human communication, second language production and perception, speaking/listening and variation across individuals and phonetic facts as historical pressures.

MATHEMATICS
S118 4466 Honors Finite Mathematics
MWF 1:00-2:15pm
BH 228
Charles Livingston

P: Mastery of two years of high school algebra. Designed for students of outstanding ability in mathematics. Covers all material of M118 and additional topics from statistics and game theory. Computers may be used in this course, but no previous experience is assumed.

Charles Livingston is a lecturer in the mathematics department.

S212 4467 Honors Calculus II
D 11:15am-12:05pm
SE 240
Greg Peters

P: M211 and consent of mathematics department. Includes material of M212 and supplemental topics. Designed for students of outstanding ability in mathematics.

Greg Peters completed his graduate studies at the Universities of Illinois and Michigan. Professor Peters is currently involved with “reform” projects in undergraduate mathematics, especially those related to the teaching of calculus.

M213 4423 Accelerated Calculus
MWF 10:10am-12:05pm
SE 105
Linda McKinley

P: Placement by examination. Designed for students with one year of calculus in high school. Review of material covered in M211 followed by an intensive study of all material in M212. Students completing M213 with a final grade of A or B may receive credit for M211. Credit not given for both M213 and M212.

Linda McKinley is a lecturer in the mathematics department.

S311 10055 Honors Course in Calculus III
Daily 10:10-11:00am
HU 217
Ciprian Demeter

P: M212 or M213, and consent of department. Honors version of M311. For students with unusual aptitude and motivation. Credit not given for both M311 and S311.

Ciprian Demeter is an assistant professor in the mathematics department.

S343 8431 Honors Course in Differential Equations I
TuTh 11:15am-12:30pm
BH 244
Marlies Gerber

P: M212 or M213, and consent of department. Honors version of M311. For students with unusual aptitude
and motivation. Credit not given for both M311 and S311.

Marlies Gerber is a professor of mathematics. She earned her Ph.D. from the University of California, Berkeley.

S403 4469 Honors Course in Modern Algebra I  
MWF 10:10-11:00am  
WH 008  
Michael Larsen

P: S303. For students of outstanding ability in mathematics. Theory of groups, rings, integral domains, fields, and modules.

Michael Larsen is interested in various aspects of algebra, especially algebraic number theory, algebraic geometry, group theory, homological algebra, algebraic combinatorics and applied algebra.

S413 6427 Honors Course in Analysis I  
TuTh 11:15am-12:30pm  
BH 103  
Sergey Pinchuk

P: S312 or consent of instructor. Differentiable transformations defined on Euclidean space, inverse and implicit function theorems. Lebesgue integration over Euclidean space and transformation of integrals. Exterior algebra, measure and integration on manifolds. Stokes’s theorem. Closed and exact forms.

Sergey Pinchuk is a professor of mathematics.

S463 4470 Honors Course in Probability Theory I  
MWF 11:15am-12:05pm  
SW 219  
Richard Bradley

P: M303 and M311. Honors version of M463. For students of outstanding ability in mathematics.

Richard Bradley is a professor of mathematics.

PHYSICS
P221 5755  Physics I  
DIS TuTh 9:05-9:55am  
LEC MWF 1:25-2:15pm  
LAB arranged by instructor  
SW 135  
Adam Szczepaniak

This is the first semester of a three-semester, calculus-based sequence intended for science majors. Newtonian mechanics, oscillations and waves, heat and thermodynamics. Three lectures, two discussion sections, and one two-hour lab each week. Physics majors are encouraged to take P221 in the fall semester of the freshman year.

Adam Szczepaniak studies elementary particle physics and experimental nuclear physics.

POLITICAL SCIENCE
SEE HON-BN 299 on page 16

PSYCHOLOGY
P106 5839 General Psychology, Honors  
DIS F 10:10am-12:05pm  
LEC MW 10:10-11:00am  
PY 111  
Elizabeth Wakefield

This course is about doing the science of psychology. By the end of the course you will know some of the classic and current findings of psychological research. More important, you should understand the nature of psychology’s efforts to explain the workings of brain, behavior, and mind. You will know some of the major themes that tie together the otherwise very different issues that psychologists study; and you’ll be familiar with the thinking that helps psychologists choose research strategies from among very different methodologies.

Elizabeth Wakefield studies cognitive neuroscience. She is especially interested in how the brain processes music, specifically investigating changes that occur in the brain during the development of musical skills.

SLAVIC LANGUAGES & LITERATURES
R201 31813 Intermediate Russian I  
MTuWTh 11:15am-12:05pm  
JH A107  
Maria Shpardakova

It is the first part of a yearlong Intermediate Russian course intended for those with approximately one year of college Russian. This course will enable students to successfully handle interaction in everyday situations concerning family, university life, and leisure-time activities. Students should be able to read both simplified and uncomplicated authentic literary texts, browse the Internet for certain information (weather reports, travel ads, horoscope readings, reports on a musical band performance), and read newspapers on a limited number of topics. Role-playing, skits, short readings from literature and the current press, and video clips will be used to help students improve their language skills.

Maria Shpardakova teaches a variety of courses in the Russian language program including beginning, intermediate and advanced Russian as well as courses on second language pedagogy and methodology and survey courses on Russian literature and culture.
SPANISH AND PORTUGUESE
S250 3480 Honors Second Year
Spanish II
MWF 11:15am-12:05pm
SB 220

Prerequisite: HISP-S 200 or equivalent.
This course continues the work of HISP-S 200 with continued emphasis on all four skills and on critical thinking skills. Literary readings are also included. Grades are based on exams, oral tests, homework, compositions, and a cumulative final exam. Homework load is substantial. After successful completion of this course, the foreign language requirement is fulfilled for schools that require a forth semester proficiency.

S280 10731 Spanish Grammar in Context
TuTh 2:30-3:45pm
SB 131
James Lynch

The goal of this course is to provide students with the language skills necessary to pursue upper division course work in Spanish. The main focus is on the development of formal linguistic skills through explicit grammar instruction, reading original texts by contemporary authors, and developing the link between literature and culture through writing and conversation. Students will cover a variety of topics for which assignments involving composition, conversation, and/or the formal aspects grammar will be given. In this way, the course offers an overview of grammar, explicitly focused on its formal aspects. There will be three 200-word compositions and two 400-word compositions, readings of annotated literary and/or cultural texts, incorporating internet sources as a complement to the readings. The course will be conducted in Spanish.

Note: This class replaces S310; if you have already taken S310 you should not take S280 and look at taking a higher level class.

James Lynch is a lecturer in the department of Spanish and Portuguese

S326 3498 Introduction to Hispanic Linguistics
TuTh 11:15am-12:30pm
BH 219
J. Clancy Clements

This class meets with another section of HISP-S 326.
Esta introducción general a la lingüística española ayuda al estudiante comprender y apreciar el sistema lingüístico que empleamos para codificar el mundo que nos rodea y para comunicarnos entre nosotros. Tras una breve introducción a la materia en la primera semana, nos ocupamos de la naturaleza del lenguaje (lenguaje, lengua, y lingüística) en que estudiaremos la interpretación del significado con respecto al sonido al nivel de la palabra. A continuación, examinamos sistemáticamente la estructura de la oración en español (la sintaxis) y cómo esta estructura se relaciona con la interpretación semántica. Entonces, se examinará el sistema de los morfemas (la morfología) y el de los sonidos de los dialectos principales del español (la fonética y la fonología). Después de tratar los temas de la semántica, la sintaxis, la morfología, la fonética y la fonología, emplearemos el conocimiento adquirido para estudiar el español desde el punto de vista histórico (la variación temporal), regional (la variación regional) y social (la variación social y el bilingüismo). Dentro de este marco exploraremos ciertos aspectos de la diversidad de la lengua española y veremos cuáles son los factores que influyen la creación, el mantenimiento y la disolución de tal diversidad. La calculación de la nota se basará en varias pruebas, dos exámenes parciales, la preparación de las lecturas, la participación, y un examen final.
J. Clancy Clements the director of undergraduate studies in the department of Spanish and Portuguese and the department of linguistics.

**S328 10752 Introduction to Hispanic Literature**

_**TuTh 1:00-2:15pm**_, BH 217

Maryellen Bieder

This class meets with another section of HISP-S 328.

As an introduction to the literatures of Spain and Spanish America, in this course we will read short stories, a play, a novel and poetry. The course is designed to help students develop tools needed for more advanced study of Hispanic literatures through the reading and analysis of selected literary texts. One of the key aspects that students should take away from the course is an appreciation of different genres as well as a reflection on the concept of genre itself. The course will also highlight the importance of the socio-historical context to literary works by presenting texts from different historical periods. It will also introduce students to basic narratological, poetic, theatrical and rhetorical terms used in the study of literature; these terms form the bases of the “close reading” of texts. There will be 2 short papers, one longer research paper, a midterm exam, and a final exam. All work for the course is in Spanish.

Professor Maryellen Bieder studies Spanish and European realism and naturalism, as well as contemporary Spanish narrative and 19th and 20th century Spanish and Catalan women writers.

**SCHOOLS**

**KELLEY SCHOOL OF BUSINESS**

K204 9085-9087 The Computer in Business, Honors

_**MW 11:15am-12:30pm (9085), MW 1:00-2:15pm (9086), MW 2:30-3:45pm (9087)**_, McNutt 001B

April Heltsley

K204 substitutes for K201, an I-Core prerequisite that is required for all business majors. It provides an introduction to the role of computers and other information technologies in business. It provides instruction in both functional and conceptual computer literacy. Conceptual computer literacy is the focus of the weekly lecture. After introducing the basic concepts of computer use, these lectures devote special attention to current technological innovation in social and business environments. Topics include technology and organizational change, telecommunications, privacy in the information age, and business security on the Internet. Functional computer literacy is the focus of the weekly discussion section, which meets twice a week in a computer lab. This part of the course presents an introduction to two of the most widely used database and spreadsheet packages: Microsoft Access and Microsoft Excel. Students learn, via hands-on examples, many of the powerful tools contained in these two packages with emphasis on how to analyze a variety of business problems with Access and Excel. The goal is not to teach these packages in an abstract sense, but rather to show how they can be applied to real business problems to help make important decisions. K204 is the honors version of K201, and it shares the same basic course content as K201. However, its in-class applications and its projects and exams are more challenging than those in K201.

April Heltsley has served the Kelley School since 1999 as a lecturer in the Operations and Decisions Technologies department. Although her subject is now highly technical, she initially entered the field of teaching because of her love of language and writing. She has taught in Japan and elsewhere at IU.

---

Sue Vargo is the director of business communication. She studies perception and processing of nonlinguistic behaviors, listening, language style, and gender communication. She has received several teaching awards.

Brenda Bailey-Hughes has a passion for education for communication, as well as 15 years of experience presenting to hundreds of different organizations through consulting work. She has an M.A. degree in organizational communication.
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. This is a service-learning class, which requires 15 hours of service in an area elementary school or youth-serving organization.

Catherine Gray is the director of professional development and coordinator of distance education and teaches language education. She helps to facilitate the efforts of the School of Education to meet the ongoing educational needs of teachers and administrators currently working in the profession.

Anne Ottenbreit-Leftwich is an assistant professor of instructional systems technology at Indiana University, Bloomington. Ottenbreit-Leftwich’s expertise lies in the areas of the design of digital curriculum resources, the use of technology to support pre-service teacher training, and development/implementation of professional development for teachers and teacher educators. Ottenbreit-Leftwich has experience working on large-scale funded projects, including projects supported by the U.S. department of education. Her current research focuses on teachers’ value beliefs related technology and how those beliefs influence teachers’ technology uses and integration. She is currently working on a project funded by the Fund for the Improvement of Post-secondary Education (FIPSE) investigating the technology tools teachers can use to support problem-based learning.

Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

Professor Dalkilic’s primary research interest includes data mining—searching for hidden information in large amounts of data—and he has begun working in bioinformatics. He has authored several articles and a book chapter. He has recently been awarded an NSF grant. He is an avid reader and pianist.

"In my four years being involved in the Hutton Honors College I have had the opportunity to take many of the courses offered through the college. And in reflection of all of these courses, one unequivocally stands above the rest: H212-Ideas and Experiences II.

While the philosophic subject matter may not be riveting for all and some of the books difficult to work through, the end goal was worth the struggle: the ability to think critically about theories of morality in light of human society and how these are reflected in various forms of government and society. In addition to taking away valuable worldviews and understanding, this course was like a true seminar, with students leading conversation about numerous substantial topics. These factors combined to make this course the highlight of my experience in the Hutton Honors College."

—MC

Major: Neuroscience and Biology
Class: HON-H 212
Ideas and Experiences II

"In my four years being involved in the Hutton Honors College I have had the opportunity to take many of the courses offered through the college. And in reflection of all of these courses, one unequivocally stands above the rest: H212-Ideas and Experiences II.

While the philosophic subject matter may not be riveting for all and some of the books difficult to work through, the end goal was worth the struggle: the ability to think critically about theories of morality in light of human society and how these are reflected in various forms of government and society. In addition to taking away valuable worldviews and understanding, this course was like a true seminar, with students leading conversation about numerous substantial topics. These factors combined to make this course the highlight of my experience in the Hutton Honors College."

—MC
and debates are built around core reading that deals with: the democratic struggle over the current size and shape of American government as an instrument of public action, the policy choices embedded in U.S. fiscal policy, the problem of American dependence on petroleum importation, the changing nature of poverty and inequality in post-industrial societies, the American health security problem, the effects of globalization on American society and its economy, and the challenges and choices confronting American public schools.

Major assignments include short papers, a research project, independent reading, and debates on resolutions defined by the class.

Evan Ringquist is a professor in SPEA and the director of Ph.D. programs in public affairs and public policy. He studies public policy relating to environmental, energy, natural resources, and regulation issues, as well as research methodology, and American political institutions.

S161 11101 Urban Problems & Solutions, Honors
TuTh 9:30-10:45am
PV 273
Orville Powell

Orville Powell is a clinical associate professor in SPEA. He has received numerous teaching awards.

S162 11494 Environment and People, Honors
MW 4:00-5:15pm
PV 274
Melissa Clark

An interdisciplinary examination of the problems of population, pollution, and natural resources and their implications for society. Credit not given for both SPEA-E 162 and E 262.

Melissa Clark is a lecturer in SPEA. Her area of interest includes aquatic and terrestrial habitats. She works closely with the Indiana Clean Lakes Program, water resources and water quality.

S163 11081 Arts World: Management, Markets & Policy, Honors
TuTh 2:30-3:45pm
WH 121
E. Fippinger

This course provides students with a taste of the variety of topics they will encounter when pursuing the B.S. in Arts Management, including public policy in the arts, the economic structure of markets in various branches of the arts, and the issues facing administrators in the arts.

Elizabeth Fippinger studied film as an undergraduate at Wesleyan University and has a masters degree in arts administration.

S220 11119 Law & Public Affairs, Honors
TuTh 1:00-2:15pm
PV 273

This course provides a basic understanding of the origins, process, and impact of law in the making and implementation of public policy. The course’s major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

S272 11083 Introduction to Environmental Science, Honors
MW 9:30-10:45am
PV 167
Michael Edwards

Application of principles from life and physical sciences to the understanding and management of the environment. Emphasis will be placed on (1) the physical and biological restraints on resource availability and use, and (2) the technological and scientific options to solving environmental problems.

Mike Edwards is a clinical assistant professor. He earned his Ph.D. from North Dakota State University, Fargo in 1999. His area of interests include atmospheric chemistry research: mechanistic studies of terpenes reacting with ozone; and future regulation of hydrogen storage materials.
Hutton Honors College freshmen work with other students and with faculty to help plan, publicize, and host approximately 50 to 70 extracurricular programs each year that range from informal discussion events with distinguished campus visitors, faculty, and other students to ethics debates; workshops on public policy issues; fireside chats; lab walks/talks; outdoor hikes; evenings at the theater, ballet, opera, and jazz concerts; and social gatherings. Such programs represent a significant contribution to campus life and many opportunities for you to get involved, to spend time with other HHC students, to exercise your creativity, and to develop your leadership skills.

A theme chosen for the year guides planning committees in the design of some of the extracurricular programs. The most recent theme, Making the World a Better Place, tackled tough questions (Is the “good life” sustainable? Can it be fairly shared?) as well as explored the means by which a non-governmental organization such as water.org works towards its goal, in its case the goal of ensuring everyone has access to safe and sufficient water. Examples of previous themes include The Good, the Bad, and the Beautiful; Open Minds, Open Doors; The Pursuit of Happiness; Friends and Enemies; and Treating the Earth as if We Planned to Stay. Program topics are not limited to the theme, however, and can range all over the planet and beyond.

This past year, students had opportunities for informal discussions, often over meals, with climate change scientist and Nobel Peace Prize Laureate Jean Palutikof; Pulitzer Prize-winning journalist Thomas Friedman; global corporate leader Peter Ashkin; eco-entrepreneur and social activist Majora Carter; health care policy expert Wendy Everett; musician, singer-songwriter, and record producer Todd Rundgren; Nobel Laureate in chemistry Sir Harry Kroto; political philosopher Nancy Fraser; writer, critic, and farmer Wendall Berry; Portuguese sociologist and legal scholar Boaventura De Sousa Santos; photographer-writer-environmentalist-human rights activist Subhankar Banerjee; Swiss sociologist, economist, and social policy expert Isidor Walliman; former U.S. Congressman Lee Hamilton;
Oxford Islamic law scholar Christopher Melchert; civil rights attorney Maura Healey; bioethicist John Lantos; and others.

This past year students from the Hutton Honors College worked with students from the Hudson and Holland Scholars Program to present their first annual showcase and gala, HHart: A Celebration of the Arts. It featured visual, written, spoken, and performed art, created by undergraduates majoring in fields as diverse as neuroscience and history, business and physics, as well as art, music, and English. Plans are underway for the second annual showcase and gala and your help would be welcomed!

Students organized and hosted an HHC fall mixer at an IU Art Museum Coffeehouse Night focused on African art and culture; a special lunch with members of the Cleveland Orchestra and another with Ugandan band Kinobe and Soul Beat Africa; a workshop on protecting students’ financial security in an unstable world; another workshop on restorative justice, from local dispute to genocide; a discussion with Pulitzer Prize-winning composer Bernard Rands at the final dress rehearsal before the world premiere at IU’s Musical Arts Center of his opera Vincent, on the legendary painter Vincent Van Gogh. Other events included a fireside chat on Russian spies in America with a former CIA agent; another on free speech, fair speech, gun rights, and the U.S. Constitution with legal scholars and a university attorney; an evening with IU treasurer Mary Frances McCourt and with Roy Durnal of the Office of Student Financial Assistance on financing life after college, especially but not only if it might include post-graduate education, such as medical or law school. A Saturday workshop gave students a chance to learn about another culture through dance with classical Indian dancer Pallabi Chakravorty; and they explored cross-border issues in criminal law relating to race, gender, ethnicity, and class through an international videoconference with Canadian law students.

Students went to evenings at the theater and the IU Auditorium to see the classics—Grapes of Wrath and Romeo and Juliet—and the current—Spring Awakening and Blue Man Group. They experienced Opera from a Sistah’s Point of View with international star and IU alumna Angela Brown and toured the art museum to consider “Symmetry in Action: Discovering Math and Art” with museum docent and current math major John Brown.

Students also hosted short story and film discussion evenings and tackled many other tough issues and interesting projects in programs using traditional and innovative formats.

Honors students are already at work on programs for 2011-12. They look forward to having your help as a volunteer or your company as a participant—whether for debates of hot topics in current events; hikes in the woods; videoconferences that connect IU students with students around the globe; discussion suppers and movie nights with faculty from across campus; evenings at the theatre; coffeehouse nights at the IU Art Museum; or a program you propose and plan.

During a Saturday workshop, students threw off their inhibitions to learn about another culture through dance with classical Indian dancer Pallabi Chakravorty. Students also enjoyed authentic Indian food from a local restaurant. In this picture, HHC student Ronak Shah (left) tries Kathak, one of eight forms of classical Indian dance, in his own traditional Indian garb.

At a discussion breakfast, students, including HHC volunteer Sydney Hofferth, talked with New York Times’ foreign affairs columnist and three-time Pulitzer Prize winner Thomas Friedman.

At a lunch, 1996 Nobel Laureate in Chemistry Sir Harold Kroto explained to students his belief that that science, engineering, and technology can benefit society, or harm it, “as modern technologies are capable of plundering our planet’s resources”; that the future rests with those “who take survival and sustainability issues seriously”; and that we need to educate the public on a global scale to rational attitudes if we are to survive.