Investigations

Indiana University Hutton Honors College
Courses and Faculty Fall 2009
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 2009. 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 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
## New Student Orientation Information

See Pages 2 & 3

### Hutton Honors College Courses

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**A Hutton Honors College Publication**

Edward Gubar
Director, Publications

Publications Intern:
Callinda Taylor ‘09

Special Thanks to the HHC Staff

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by Melissa Roth

**Back Cover Photography**
by Grace Carpenter

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**INDIANA UNIVERSITY**
**HUTTON HONORS COLLEGE**

Matthew Auer, Dean
811 E. 7th St.
Bloomington, IN 47405
Phone: (812) 855-3555
www.indiana.edu/~iubhonor
MAKE YOUR RESERVATION FOR THE 2009 NEW STUDENT ORIENTATION AS SOON AS YOU CAN

As an incoming freshman, you should receive information soon about making a reservation for New Student Orientation.

The Hutton Honors College program will run from June 16 through July 2.

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 the IU calculus test. This will give you another opportunity to earn calculus credit at IU.

**Chemistry:** If you are planning a science major in the College of Arts and Sciences, you should take the chemistry placement exam (CPE) by June 1, 2009. See p. 18 and visit http://chem.indiana.edu/UGRAD/CPE.ASP for more information.

You will receive a confirmation packet that will include the University Division Guide and the University Division Course Descriptions.

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 COURSE DESCRIPTIONS AND FRESHMAN YEAR COURSE WORK**

Before filling out your Academic Program Plan, study the section in the University Division Guide entitled “Freshman Year Course Work” for the schools that interest you. IU offers a wide range of courses, most of which fulfill requirements for graduation. To learn more about these courses, read the University Division Course Descriptions and this publication. As you read, make notes about the courses you find most exciting.

**COMPLETE ACADEMIC PROGRAM PLAN**

Based on your review of course descriptions and course work for the freshman year, complete the Academic Program Plan. **List at least ten courses. Your schedule for the fall 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 the University Division Guide, the University Division Course Descriptions, and this publication with you to New Student Orientation, and to your advising conference.

SCHOOL OF MUSIC STUDENTS

Music student Orientation is June 25/26 and July 9/10. Please follow the itinerary and instructions sent by the School of Music. A Hutton Honors College advisor will be available at the scheduled music advising programs to discuss honors options.

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 2009
### June 16 through July 2

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.

## Student Schedule

### DAY ONE
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30am-9:00am</td>
<td>Check-in (Wright Quad)</td>
</tr>
<tr>
<td>9:20am-11:20am</td>
<td>Required Placement Exams</td>
</tr>
<tr>
<td>11:20am</td>
<td>Lunch, Overview, Student Life, Choosing Success, Hoosier Basics</td>
</tr>
<tr>
<td>2:30pm</td>
<td>Refreshment Break: meet parents</td>
</tr>
<tr>
<td>2:50pm-4:10pm</td>
<td>Group Advising for Hutton Honors College Students</td>
</tr>
<tr>
<td>4:30pm</td>
<td>Professor’s Perspective (with parents)</td>
</tr>
<tr>
<td>5:15pm</td>
<td>Dinner (with parents, Wright Quad Food Court)</td>
</tr>
<tr>
<td>6:30pm</td>
<td>For Students Only</td>
</tr>
<tr>
<td>7:30pm-9:00pm</td>
<td>Student Recreational Sport Center Open House</td>
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### DAY TWO
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>Wright Food Court open for breakfast</td>
</tr>
<tr>
<td>8:30 am - 2:00 pm</td>
<td>Individual advising appointments at the Hutton Honors College Building at 811 E. 7th Street (in June and July 1 and 2). You will be assigned your advising appointment time when you check in the first day. After advising, you will obtain your student identification card, register for classes, and visit the Resource Center (open until 1:00 pm). You may also tour the residence halls in the afternoon, if you desire.</td>
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## Parent Schedule

### DAY ONE
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am-9:00am</td>
<td>Check-in (Wright Quad)</td>
</tr>
<tr>
<td>9:20am</td>
<td>Overview/General Information, Partnering with IU for Your Student’s Success, Housing at IU (Rawles Hall 100), The Wells Touch</td>
</tr>
<tr>
<td>11:10am</td>
<td>Lunch/Explore Indiana Memorial Union</td>
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<tr>
<td>12:35pm</td>
<td>Connections, Career Services, Family Forum</td>
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<tr>
<td>2:20pm</td>
<td>Refreshment Break (meet students)</td>
</tr>
<tr>
<td>2:50pm</td>
<td>Hutton Honors College Group Session for Parents</td>
</tr>
<tr>
<td>4:30pm</td>
<td>Professor’s Perspective (with students)</td>
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<tr>
<td>5:15pm</td>
<td>Dinner (with students, Wright Food Court)</td>
</tr>
<tr>
<td>6:30pm-8:00pm</td>
<td>Parent Open House, meet students if needed (SRSC until 9:00 p.m.)</td>
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### DAY TWO
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am</td>
<td>Wright Food Court open for breakfast</td>
</tr>
<tr>
<td>10:10am</td>
<td>Paying It Safe: The Bursar and Billing at IU; the Campus Access Card</td>
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<tr>
<td>Lunch on your own</td>
<td>(optional): A Year in the Life of an IU Student</td>
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<tr>
<td>11:25am-11:55am</td>
<td>Resource Center</td>
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<tr>
<td>Open until 1:00pm:</td>
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In H211, we study some of the sources of our modern mentality and discover how great writers from the Enlightenment to the present have shaped our views. We explore some of the important issues facing modern humans: What is the nature of the mind and how does it affect human activities? Are feelings important? Are individuals responsible for their actions? Is social welfare more important than individual welfare? What are the consequences of development in industry, technology, and modern science? What role do the arts play in our culture? Do we have any responsibilities toward developing nations and toward the future? What is the significance of the computer? Readings may include such writers as Rousseau, Mary Shelley, Thoreau, Tolstoy, Darwin, Dickens, Nietzsche, Marx, and Derrida.

H211 & H212
Sections & Faculty
H211 3899
Ideas & Experience I
MW 1:00-2:15pm
HU 108
Richard Cecil

In this course we will read accounts of voyages to Hell, Heaven, and many imaginary and real places in between. Beginning with Homer’s seventh century B.C. account of Odysseus’ complicated voyage (and his even more complicated arrival) home after the Trojan War, and ending with Voltaire’s satirical analysis of the treats (robbery, rape, cannibalism, slavery) awaiting the modern, eighteenth century traveler through the “Best of All Possible Worlds,” we will read ten great accounts of fantastic voyages. The central work in the course will be Dante’s Divine Comedy, which describes a journey down into the central pit of hell, then up to the top of heaven, in the most brilliant and compelling poem in any language. In the final week we will read and discuss contemporary accounts of imaginary voyages, written by each member of the class.

Note: All sections of H211 & H212 described here satisfy the COLL intensive writing and topics requirements.
of exile, the burden of the past, the mysteries of love and sexuality, the sources of personal identity, and the risks of inner transformation. Reading them in succession, tracing the development of a tradition that culminates in the work of Dante, we shall also reflect on the dynamic movement of literary history, as each author builds on and transforms the work of his predecessors.

Students will be asked to write two short papers, one longer one, and regular written responses to the readings raised in class.

Texts will include Aeschylus, Prometheus Bound; Plato, The Symposium; Vergil, The Aeneid; Ovid, The Metamorphoses; selections from the Bible, including Genesis and the Gospel of Mark; Dante, The Divine Comedy: Inferno. Specific editions will be indicated on the syllabus.

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 the Indiana University School of Law until 2007 and at the 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.

H211 9537, 9802
Ideas & Experience I
MW 2:30-3:45pm (9537),
MW 4:00-5:15pm (9802)
HU 108
Gareth Evans

This class rests on the assumption that definitions of madness and melancholy are, in Roy Porter’s words, “not fixed points but culture-relative.” We’ll read 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’ll seek to understand each account of madness and/or melancholy in the context in which it was written.

Everything we read was written long before the days of asylums and psychiatry, Nietzsche and nihilism, Freud and family therapy. The writers we’ll read, even those who know of Oedipus, define madness in relation to love, genius, gender, power, and the gods or God. We’ll consider, too, whether melancholy was seen or should be considered a form of madness. We’ll look also at how, or whether, those writers define madness and melancholy in relation to reason, evil, or sickness.

Required reading will include: Erasmus, In Praise of Folly; Euripides, Medea and The Bacchae in Euripides, Ten Plays; Plato, Phaedrus; Shakespeare, Hamlet; Shakespeare, King Lear; and excerpts from work by a number of the following writers: (Pseudo) Aristotle, Robert Burton, Chaucer, Cicero, Marie de France, Galen, Hippocrates, Seneca.

Course requirements include several essays, class attendance and participation, and an exercise in library and research skills.

Gareth Evans has a Ph.D. in English and a master’s degree in library and information science. He 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.

H212 3901
Ideas & Experience II
MW 11:15am-12:30pm
HU 108
Gareth Evans

We will read a number of major literary works, most of which are thought to be essential to an understanding of the following literary movements: romanticism, realism, naturalism, modernism, and post-modernism. We’ll assess the relationship between the movements, books, and poems we’re studying, while also building working models against which we can compare work we’ve already read and work we will read in the future. By attempting to define the literary movements we’re studying, we will learn something about the strengths and weaknesses of genre criticism. We’ll talk, too, about what features of the books we’re reading have made them seem central to critical accounts of literary change and development.

Readings will include: Dickens, Great Expectations; Hardy, Tess of the D’Urbervilles; Woolf, Mrs. Dalloway; Michael Cunningham, The Hours; and a selection of poetry by the following authors: Byron, Coleridge, Wordsworth, Eliot, and Langston Hughes.

Requirements include several essays, class attendance and participation, and an exercise in library and research skills.

Gareth Evans is profiled above.
What then must we do?” Leo Tolstoy (quoting Luke) asked in 1886, writing about greed, exploitation, and poverty in the slums of Moscow. (Not much, he decided.) Men and women have been asking similar questions about myriad issues since men and women began asking questions. How should we act? How should we behave? What standards or schemes should we follow? What ideas, what motives, what values should govern our actions?

We will see how some important writers, philosophers, artists, historical figures, and others, mainly from the past two hundred years, have addressed these questions. Readings will likely include Darwin, Marx, Tolstoy, Nietzsche, Freud, Berlin, Camus, Zinn, Buber, and LeGuin. We may also view a film or two, perhaps Paths of Glory or Reds.

Class format: directed discussion.

Required work: A variety of writing assignments including some brief responses, some quizzes, a few short essays, one longer essay, and a final examination.

Contributions to class discussion expected of all students.

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.

H212 29743
Ideas & Experience II
TuTh 1:00-2:15pm
HU 108
Paul Eisenberg

Although the scope of the modern is indefinite, this particular course will be concerned exclusively with works from the nineteenth and twentieth centuries. In class discussion we shall consider a variety of works, literary, philosophical, and scientific. The common thread will be consideration of what these famous works indicate about what it is to be human: Are we the creatures of an omniscient and benevolent God, or do we exist within a merely natural (as against supernatural) order of things? In what do human goodness and human evil consist, and what are their sources? Is there a single way in which it is best for all human beings to live and, if so, what is it? The works to be discussed include Part II of Goethe’s Faust, selections from Marx and from Darwin, Charlotte Bronte’s novel Jane Eyre, Whitman’s “Song of Myself” from his Leaves of Grass, Nietzsche’s philosophical masterpiece Thus Spoke Zarathustra, Freud’s essay Civilization and its Discontents, Primo Levi’s memoir Survival in Auschwitz, and Toni Morrison’s novel Beloved. Students will be graded on in-class participation. Additionally, there will be two short (approximately five-page) papers, a final paper of approximately fifteen pages, and a final exam.

Paul Eisenberg teaches a wide range of courses, mainly in the history of Western philosophy.

H212 27632
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 class is about exploring a range of themes, some clearly historical, others indirectly. It is said that classics can be read profitably over and over with the reader discovering new dimensions with each successive reading. A classic work of fiction is also a work that speaks to subjects and ideas that are both rooted in time and place but also time-less.

A classic work invites us to reflect on experiences that we may never have, nor even want to have or, alternately, those that we may wish to have. Religious sacrifice, inhumanity, war, marriage, school life, family dynamics, opulence, and colonialism are some of the themes we will explore in our course and that, however particular, have universal significance.

The twelve texts we will study are: Willa Cather, Death Comes for the Archbishop; Joseph Conrad, Heart of Darkness; F. Scott Fitzgerald, The Great Gatsby; Zora Neale Hurston, Their Eyes Were Watching God; Virginia Woolf, To the Lighthouse; Evelyn Waugh, Brideshead Revisited; Graham Greene, The Heart of the Matter; Albert Camus, The Plague; Chinua Achebe, Things Fall Apart; Yasunari Kawabata, Beauty and Sadness; Joan Didion, Play it as it Lays: A Novel; and Don DeLillo, White Noise.

Ten of these works are unambiguous classics; two contemporary works may acquire a reputation as a classic, if they have not already done so. They are twelve books that you will want to have in your library. The final grade will be based on two major papers (one at mid-semester and the other in lieu of a final) and six short (approximately two-page) summaries. I will also grade on your capacity to add to class discussion.

John Karaagac studies the historical wing of political science. Before coming to IU, he taught at Richmond and Johns Hopkins. He has taught American foreign policy, political thought, international political economy, American public administration, and national and international policy. He is particularly interested in political biography.
Ideas & Experience II
MWF 11:15am-12:05pm
BH 237
Luis Davila

"Know the truth and it shall make you free," St. Paul tells us. What might this ultimately mean? What be truth? How does it make us free? What the consequences? Be there free will, freedom of choice, or is there a determinism in all we do? Can truth be found? If this be so, can it lead to wisdom and virtue? Old questions these, yet we will read relatively modern writers in this our course. For pros and cons we shall consult Rousseau, Stuart Mill, Thoreau, Bergson, Garcia Marquez, Borges, Isabel Allende, and last but not least, Sartre.

We shall see what they have to say about freedom, free will, determinism, political liberty, or even collective liberty at that. We will try to ask the right questions. Hopefully, the truth may make us free, as we discuss, debate, and share our thoughts together.

Professor Luis Davila has interests in modern Spanish American essays, the sociology of little magazines, and Chicano cultural and literary topics. He has published on Chicano literature and the Mexican novelist Carlos Fuentes.

HUTTON HONORS COLLEGE TOPICS COURSES

H203 3896
Contemporary Latin American Literature in Translation
TuTh 4:00-5:15pm
BH 135
Russell Salmon

This course will deal with great contemporary writers of Latin America, focusing on short fiction, drama, and poetry. Three films based on written works will be included. Authors to be studied are: Gabriel Garcia Marquez (Colombia), Jorge Luis Borges (Argentina), Julio Cortazar (Argentina), Carlos Fuentes (Mexico), Pablo Neruda (Chile), Antonio Skarmeta (Chile), Ariel Dorfman (Chile), and Ernesto Cardenal (Nicaragua). There will also be consultative readings.

The purpose of the course is to develop enjoyment and broaden culture. All the authors are highly innovative, and their works have achieved worldwide influence.

Expectations: a mid-term and a final, with several short critical papers. Because of the light written workload, attendance and especially participation in class will count heavily toward the final grade. Following introductory lectures the works will be discussed openly and informally in class (including comparisons of literary works and films). This is a course for generalists, not literary specialists.

Russell Salmon is a professor emeritus from the department of Spanish & Portuguese at IU.

H203 12368
Reading and Writing Short Fiction
MW 4:00-5:30pm
ME 008
Edward Gubar

In this section of H203, 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. Course text: Writing Fiction: A Guide to Narrative Craft (7th edition), Burroway & Stuckey-French; selected short fiction.

Edward Gubar is profiled on p.6

HHC Students
Garner Many Awards

During the 2008-2009 school year, HHC students won a number of outside awards. Included among these honors were a British Marshall Scholarship, a Truman Scholarship, two Goldwater Scholarships, a Udall Scholarship, and a Belnecate Scholarship. Read about these students and these awards on our Web site: www.indiana.edu/~iubhonor
We will focus on the nature and role of stories. Why do we tell stories and pay such attention to them? What role do stories play in the creation of individual and cultural meaning? How are stories put together to make them interesting and meaningful? What skills do we need to understand them and enjoy them fully? What broader benefit is there in developing these skills? We will address these issues by considering a wide range of materials, but with a particular emphasis on individual short stories, single-author collections of short stories, and films—forms which create and convey meaning in especially condensed ways.

By becoming more aware of how stories work and what they convey, we will develop skills that will not only help us understand the texts we read, the stories we tell and listen to, and the films we watch, but will also help us understand the ways by which we make—and remake—sense of our own lives and of events around us.

Although I will provide introductory material and suggest a few initial questions, this will be primarily a discussion class; participation is expected. Students will be evaluated on a range of materials: short response papers, brief analyses, imagined conversations between writers, occasional quizzes, and two essay exams. Students can earn extra credit by writing a brief story of their own and commenting on the process of writing it.

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.

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 Victorian era,

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 have not been exempted from English composition or basic mathematics, you will most likely take both a composition and a math course as part of your first semester load. (See the University Division Planner for information about your composition and mathematics options.) 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. (Some have prerequisites, and other restrictions may apply.) Read it carefully and select five to ten 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 have been exempted from composition or have otherwise satisfied that requirement. Hutton Honors College 200-level topics courses, as well as 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 in the other IU materials you have received, as well as the descriptions located on the IU Web site at www.indiana.edu/~deanfac/blfal09/. You will definitely find other courses that interest you. Most IU courses satisfy either a major, a distribution, or a general elective requirement, so don’t be hesitant to explore. Remember, there are over 100 majors possible at Indiana University.

Be sure to bring this booklet with you in June.
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 a 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.

H203 29744
The “Fantastic” in Russian Literature
TuTh 9:30-10:45am
HU 111
Andrew Durkin

In contrast to the dominant realist tradition in its literature, Russia has also produced a rich literature of the fantastic, in which imaginary realms encroach on or replace ordinary existence. This course will examine works that present psychological, esthetic, mythic, and social alternatives to reality. Works will range from the early nineteenth century to the present. Authors will include Pushkin, Gogol, Nabokov (Pale Fire), Bulgakov (Master and Margarita), Zamiatin (We), Pelevin (Life of Insects), and others.

Associate Professor Andrew Durkin studies 19th and 20th century fiction and the pastoral in Russian fiction.

H204 7549
Our “Original” Culture Wars
TuTh 1:00-2:15pm
RE 2-120B
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 Benetto Croce said, “All history is current history.” This course will also include 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.

The course is designed as a colloquium, to facilitate and require classroom discussion. The weekly history readings will tend to be rather short, variously demanding, and often provocative. There will be routine short writing assignments, to help structure homework, focus discussion, and improve writing skills. There will be no final exam; but there will be a special midterm writing assignment, 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.

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.

H204 30149
History & Philosophy of Experiment
TuTh 2:30-3:45
HU 217
Jutta Schickore

Experimentation is the core activity of science. But what exactly is the nature of experiments, and how can we characterize their roles in the generation of scientific knowledge? What do experiments prove and what kind of knowledge do they yield? Has the nature and role of experimentation changed over time? Do experiments have lives of their own? How do experiments shape the way in which we experience the world?

We will explore philosophical and historical issues related to experimental practice. Topics include: Experimentation in the 17th century and the new experimental philosophy, medico-anatomical experimentation and its challenges, data, precision, and accuracy, large-scale experiments and Big Science.

Jutta Schickore’s research interests include historical and philosophical aspects of microscopy, the problem of error in science, studies of the eye and vision, the history of philosophy of science especially from the 19th century, and the relation between history and philosophy of science. Her current research focuses on scientists’ understanding of the causes and meanings of imperfection in experimental practice.
H204 7375
Transwar Japan
TuTh 4:00-5:15pm
HU 217
George Wilson

We will focus on the fate of Japan from 1905 to 1995, treating the entire period as a case of “transition to modernity.”

Japanese history in the 20th century is usually viewed as a series of discontinuous stages, leaping abruptly from WWI to WWII, then to the “postwar” age (since 1945). We will instead borrow a phrase from John Dower, who calls recent Japanese history a “transwar” phenomenon—an era bridging and sharing features across one or more wars. Spanning the divide between Japan’s long conflict in Asia (1931-45) and the present are common themes of modern social and capitalist development in a maturing democratic society. Such an approach will allow us to recast Japanese chronology as a case of continuity (rather than discontinuity) connecting “prewar” and “postwar” Japan. Finally, we will take a look at the luminous (postmodern?) flowering of culture in postwar Tokyo.

Required reading will include: A Modern History of Japan (2nd ed., 2008) by Andrew Gordon; Ienaga Saburō’s The Pacific War; Miriam Silverberg’s Erotic Grotesque Nonsense; John Dower’s Embracing Defeat; Norma Field’s In the Realm of a Dying Emperor; as well as 3 Japanese novels chosen for the way they reflect social change at differing times: Some Prefer Nettles (1929) by Tanizaki Jun’ichirō, Temple of the Golden Pavilion (1956) by Mishima Yukio, and A Personal Matter (1964) by Ōe Kenzaburō.

Two midterm exams plus a 12-page term paper. (No final exam.)

George Wilson is 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.

H205 12019
Gas Prices and Petroleum Geology
MWF 9:05-9:55am
PV 270, GY 220
Abhijit Basu

This freshman level course, in seminar format, combines geology, costs associated with exploration, extraction, transportation, and political realities that largely determine gas prices. The content is focused on the science of the origin and occurrence of petroleum inside the earth at the present time. We explore the geological inevitability of concentrating anomalously high accumulation of petroleum only in a few regions of Earth. A large deposit is economically viable only if the cost of exploration, extraction and delivery to consumers is not prohibitive because of natural and political strife. Students discuss and debate geological and other factors controlling gas prices we pay at the pump.

Without assigned textbooks, students will be required to obtain information from the library and Web sites (government agencies, newspapers, peer-reviewed journals, oil-company reports) and formulate written questions to ask the instructor and for debates. Students will work in groups to obtain information, write individually to submit reports, and collaborate as debating teams to argue about factors that control gas prices. Outside of class experiences may include, if funds are available, an optional Saturday trip to oil-drilling activities in southern Indiana.

Professor of Geology Basu has been a principal investigator for NASA for more than ten years and has advised NASA on extraterrestrial sample analysis. Among other things, he has studied the interaction of the lunar surface with external objects and the internal process of planetary bodies.

H205 7129
Rational Decision Making
TuTh 9:30-10:45am
HU 108
Noretta Koertge

One of the secrets to a good life is making good decisions. But, how is that to be done? Sometimes we are able to weigh up the pros and cons of the various options open to us, other times we procrastinate and dither and may even end up tossing a coin or consulting Tarot cards. In this course we look at two types of basic research on decision making. We begin with an approach developed by economists and mathematicians called Rational Choice.
Theories which claim to describe the procedures that people should use in making decisions. Then we study results coming from a field called Behavioral Decision Theory in which psychologists and cognitive scientists describe the guidelines and heuristics that ordinary people actually use when they make decisions.

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.”

H205 27630  
Food for Thought: the Cognitive Science of Eating  
TuTh 11:15am-12:30pm  
HU 111  
Peter Todd

People spend a lot of time thinking about food—by some estimates, we make upwards of 200 food-related decisions per day. But how do we think about food? What are the ways we make these decisions, and how are they influenced by what we’ve learned and remember and by what we’ve evolved to like or avoid? These are the types of questions that cognitive scientists, including psychologists, anthropologists, and biologists, ask about people’s thinking, and in this course we will apply the ideas and methods of cognitive science to the domain of eating behavior. We will look at how people learn about different foods and come to have particular preferences; how we remember what we’ve eaten and how that influences what we will eat in the future; how social influences affect our food choices; what factors make us eat more or less; and how we can influence our own decision making about food in healthy directions.

We will have a special emphasis this year on the campus-wide Themester topic of evolution, change, and development. The course will include weekly readings and discussions, participation in experiments related to food choice, writing short critical essays about these as well as a longer final research paper, and guest lectures and visits to local institutions related to thinking about food, showcasing the world-leading cognitive science program we have here at IU.

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TuTh 11:15am-12:30pm  
HU 111  
Peter Todd

Peter Todd studied mathematics and electronic music at Oberlin College, received an MPhil in computer speech and language processing from Cambridge, and developed neural network models of the evolution of learning for his 1992 Ph.D. in psychology at Stanford.

H205 27629  
Quick and Dirty Mental Ops  
MW 8:00-9:15am  
BH 335  
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 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; guided research material assembled by students for their team projects; and selected focused material for each student’s treasure hunt and final thesis.

Required work includes a team presentation, a treasure hunt, and a final research paper with an original thesis or synthesis due in the last week of classes. Course activities may include international folk dancing, outdoor tennis, racket-ball, and kickboxing.

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.

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HON-BA299 29757
The Search for Life in the Universe
MW 2:30-3:45pm, W 12:20-1:10pm
Thomas Steiman-Cameron

The search for life and lifefriendly environments in the universe is an interdisciplinary focus of modern science that seeks to address one of the oldest and most profound questions of human existence: are we alone? This course explores the origin, nature, and history of life on Earth, prospects for life in our own and other planetary systems, extra-solar planet detection, and the possibility of other technological civilizations.

Thomas Steiman-Cameron is a senior scientist. His research interests include dynamics of nonplanar astrophysical disks, galaxy formation and evolution, structure of galactic halos, spiral structure of the Milky Way, and accretion driven compact x-ray binary stars.

HON-BN299 29555
The Politics of What’s for Dinner
MW 4:00-5:15pm, Tu 2:30-3:20pm
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 identity; politics and the American food industry; fast food culture and the Slow Food alternative; and the political implications of where our food comes from.

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.

Christine Barbour is an assistant professor of political science.

HON-BC299 29752
Hollywood I
TuTh 2:30-3:45pm, Tu 7:15-10:15pm, F 11:15am-12:05pm
Greg Waller

This course will survey the first fifty years of American cinema, beginning with the premiere of moving pictures as a form of commercial amusement in the late 1890s and ending with the extraordinary presence of film in the United States during World War II. Along the way, we will consider the introduction of feature films, the star system and the movie theater, and the rise of Hollywood as business enterprise, mythic site, and purveyor of often contradictory images and stories about glamour and gender, race and social class, romance and escape, and fear and pleasure.

Required weekly screenings will include a wide array of silent and sound films: comic shorts, cartoons, newsreels, non-fiction films, and serial episodes as well as feature films across a range of genres and styles. We’ll explore the various ways these films were produced, distributed, promoted, and programmed. You will have the opportunity to see early gangster films and social problem melodramas, historical epics and irreverent comedies, war pictures and travelogues.

We will examine these films and the development of the Hollywood studio system in relation to several intertwined aspects of the history of cinema in the United States: the role of movie theaters, the representation of fans and other audiences, the social history of moviegoing as an important aspect of everyday life, and the broader public discourse about censorship and the “menace” of the movies.

Readings will focus on documents from the period—accounts from journalists, editorial cartoons, handbooks for theater owners, excerpts from fan magazine and the motion picture industry trade press. Written work will include three exams, a research paper, and various short writing assignments.

Greg Waller is a professor in the department of communication and culture. His areas of interest are film and culture studies.

H303 27640
Mandir & Masjid at the Movies
TuTh 1:00-2:15pm,
Films: W 5:45-8:45pm
Rebecca Manring

Mandir (temple), masjid (mosque), and for that matter church make frequent appearances in South Asian cinema, sometimes for surprising reasons. In this course we will consider the meaning of religion in South Asia using film as our lens to explore what John Booth calls the “ambiguity of the sacred-secular distinction in Indian culture.” We will begin by reading and discussing two chapters on how scholars “read” film, with a bit of practice in class before our first film screening. The Lyden textbook (Film as Religion: Myths, Morals, and Rituals) will provide us with our theoretical background.

Each week we will watch and discuss, in detail, one film. Our broad topics include partition, gender, myth, fundamentalism, and the diaspora. We will come to know the diaspora. We will come to know
a range of views on religion and its role in the lives of South Asians through film produced in India, Bangladesh, and Pakistan and our reading of critical articles for each film. The films include mythologicals, social commentary, and Bollywood blockbusters, all of which have a great deal to tell us about religion in South Asia. There are no prerequisites. Prior knowledge of South Asia, while helpful, is not expected.

Each week students will submit a 1-2 page response to questions raised by that week’s material. Grading will be based on these papers, attendance and participation in classroom activities, and two term papers.

Our in-class discussions will center around the readings. Questions posed on OnCourse will help guide students’ thinking about each piece. By the end of the course students will be able to recognize and deconstruct religious tropes in South Asian film and discuss these in religious studies critical terms; discuss the role of Bollywood in perpetuating communal (religious) stereotypes and how the diaspora furthers such goals; understand the enduring trauma of the Partition of South Asia; and debate the cliche “Hindus and Muslims are all brothers” from various South Asian cinematic perspectives.

Associate Professor of Religious Studies Rebecca Manring’s interests include Asian languages and literature (Sanskrit, Bengali), religions of South Asia, formation of religious community, and iconography.

H303 8720
The Agnostic Bible
MW 6:15-7:30pm
BH 018
Herbert Marks

There is arguably no book of world literature that has been more embroidered, distorted, and misread than the Hebrew Bible. As the basis of Christian theology and the ultimate source of Jewish law, it is routinely commended even today as a moral and metaphysical guide, or as a repository of dogmatic truth. But there is a significant strain in the Bible—perhaps the predominant strain—that is impatient with piety and suspicious of dogmatic wisdom, particularly the wisdom of those who presume on their knowledge of the uncanny central figure it calls God or Yahweh. Indeed, if one reads against the grain of tradition, the Bible is a book that revels in contradiction, invites questions but frustrates answers, views human morality, like divine “goodness,” with skepticism, and treats its characters, legendary or historical, with irreverent license.

We shall explore this skeptical strain in biblical literature, beginning with the books of Ecclesiastes and Job, continuing with parts of the Pentateuch and the Deuteronomistic History, and concluding with the Gospel of Mark. Theoretical questions about the epistemology of reading (how we know what we know) will be a constant focus, but we shall approach them through specific readings and narrowly focused discussion.

Students will be asked to write several short exercises and a final paper. P: a good background or active interest in literature or philosophy. A prior course on the Bible would be helpful but is not essential.

H303 9538
The Image in Art & Philosophy
MW 1:00-2:15pm
WH 204
Eyal Peretz

What is an image? What is the meaning and significance of this all-pervasive term that has occupied philosophy and religion, as well as the life of the artists, for the last few millennia? It is this question that will be at the center of this class. The status of the image has always oscillated between being, in classical philosophy and to an extent in the Hebraic Bible, a block to real vision, that which prevents us from seeing the truth, blinding us to its power, or deceiving us away from its, and on the other hand being, mainly in some Christian theological discussions of the nature of the image, as well as in recent discussion in contemporary philosophy, a guide to a better vision, a vision beyond everyday perception, a vision of the real or of truth. We will try to examine these traditions of writing about the image, as well as interpretations of the image as embodied in artists ranging from Renaissance painters to contemporary filmmakers. We will attempt through this trajectory to understand what exactly is the image, and what is it that it can do to our vision, how it effects our capacity to see.

Readings include, Plato, the Bible, theological writings on the image, Derrida, Deleuze, Lyotard, Jean-Luc Marion, and Cavell. Viewings include painters from Caravaggio and Breugel to Vermeer, to filmmakers such as Eisenstein, Bunuel, Hitchcock, and Brian De Palma.

Eyal Peretz’s areas of research are 19th and 20th century French and American literature and culture, Continental philosophy, psychoanalytic 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 (forthcoming).
William Faulkner has given us a vivid and densely textured picture of the racial tensions that have shaped our personal and political landscape since the Civil War. In his fiction he focuses on the inner drama that comes from living in a racially mixed society. His is a story found not in history books but in the memories of its narrators who are forced to confront a past which threatens to destroy their lives. Rather than a linear narrative told from a single perspective, Faulkner creates multiple disjunctive stories obsessively told and retold from different perspectives. His fiction invites us to reflect on the way the mind remembers and responds to the past, the relation between storytelling and personal and collective identity, and the role of myth and tradition in (southern) culture.

Our course, however, will have a double focus: on the one hand the fictional world of America’s greatest twentieth-century novelist, on the other the real world of southern slavery and its aftermath in the second half of the nineteenth century. We will thus be bridging two disciplines: literary criticism and history, and attempting to see how each illuminates the other. Along with selections from a celebrated study by Eric Foner, *Unfinished Revolution*, we shall draw on a number of first-person slave narratives and on the newspaper writings of John Mitchell, editor of the Richmond Planet (late 1890’s). We shall also study legal documents ranging from the early slave laws to the Supreme Court case of Plessy v. Ferguson (1898) which set the terms of the subsequent debate on segregation. And to see how the historical burden that weighed so heavily on Faulkner was treated by an African-American contemporary, we shall read Zora Neale Thurston’s novel on the legacy of slavery, *Their Eyes Were Watching God*. Throughout, we shall be engaged in intensive study of three of Faulkner’s most demanding works: *The Sound and the Fury*, *Absalom, Absalom*, and *Go Down Moses*.


Perry Hodges is profiled on p 5.

**H303 12603**
Faulkner and the Legacy of Slavery
TuTh 2:30-3:45pm
HU 111
Perry Hodges

**E103 11659**
King Arthur of Britain: the Once and Future Hero
Lecture MW 1:25-2:15pm,
Discussion Th 3:35-4:25pm
Rosemarie McGerr

Who was King Arthur? When and where do the narratives about him first appear? Is he a conquering hero or a tragic victim of internal conflict? What do the narratives of King Arthur have to do with the quest for the Holy Grail? What mythological, literary, and political forces have shaped representations of King Arthur in the past and in our own times?


Students will answer study questions to prepare for discussion section, write two comparative essays (3-4 pages each) on the readings and films, and take midterm and final examinations.

Associate Professor McGerr teaches courses 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 Desmoines, the relationship of visual and verbal texts in medieval manuscripts, and translation practices in the Middle Ages.
How do we know anything about ancient humans or human ancestors? What is evolution anyway and how does it work? Anthropology A105 answers these and other pesky questions about the world and the history of the human species.

Anthropology is simply the study of people. This course introduces two facets of anthropology: the study of human origins and ancient cultures. We use the term paleoanthropology to refer to this field. You will see how anthropologists look at human evolution, how fossil hunters find evidence of it, and how archaeologists research ancient human societies. We'll explore how they interpret the remains of stuff, how they figure how old the stuff is, and how they apply their interpretations to situations in the modern world. This course will provide information about fundamental methods and techniques used in biological anthropology and archaeology.

Course format includes illustrated lectures, discussions, demonstrations, videos, and labs. Class consists of 2 lectures per week plus a lab/discussion section devoted primarily to hands-on exercises, during which you will get to handle casts of old bones, look at stone tools, and explore some of the regions and topics with which I and other faculty are most familiar, including stone tool production and function, animals in the archaeological record, genetic evidence for the peopling of the world, and other stimulating topics. Course readings will be drawn from a textbook as well as short supplementary readings that will be available for download. There will be three exams (70% of course grade), five short exercises (20% of course grade), and one student project (10% of course grade).

Frederika Kaestle is an assistant professor of anthropology. His interests include molecular anthropology, molecular evolution, population genetics, and ancient DNA.
Want to study abroad? Work in a research lab? Take that unpaid internship that’s exactly the experience you need? The Hutton Honors College Undergraduate Grant Program can help fund all of these activities. Ann Thompson, a recent IU graduate who received six grants (totaling over $8000) while pursuing her Bachelor of Fine Arts (BFA) in painting and an art history minor, says that the grant program helped her make the most of her time at IU. “I loved my classes and had wonderful opportunities,” she says, “but sometimes you don’t get a chance to study what you are really interested [in]. That is why these grants are so great. You basically get to create your own lesson plan and the financial resources are provided for you.”

“The HHC grant program allowed me to develop many skills, including writing, project management, research, network building, interpersonal understanding, problem solving, analytical thinking, flexibility, cultural adaptability and external understanding,” Thompson says. “It also developed me as a person, building confidence, emotional self-awareness and integrity. The grants proved to my employers that I had a strong drive, was achievement oriented, had performance accountability, and had the ability to impact and influence my environment.”

IUB undergraduate students may receive each of eight grants once during their time at IU. Depending on timing and specific projects, these grants could potentially total more than $10,000—quite a sum for completing research, internships, overseas study, or other projects. Many students find that a grant award can replace a part-time job, allowing them to spend time enriching and supplementing their educational program.

Students earn these merit-based awards for a wide range of projects and activities. Ann Thompson chose to use her grants to develop her talents and experiences with painting, and she attributes her current success as an exhibitions coordinator and marketing associate to “the solid underpinning that [her] HHC grant experiences built.”

Ann started with a Creative Activity Grant in the summer of 2004. Juniors and seniors who wish to pursue an extended creative project outside of classes may apply for the Creative Activity Grant. Ann used her award to spend a summer painting oil landscapes. “Because of this grant, I had a very enriching summer,” she says. “Rather than focusing on tasks in pursuit of wages, my efforts instead were concentrated on continuing to build the technical and visual skills that I had begun to develop in my fine art courses. I got better acquainted with the skills a landscape painter needs.”

Ann’s next project, partially funded by a Hutton International Experiences Program Grant (HIEP), took her to Florence, Italy, to study the original works of Italian painters she had encountered in her classes. Undergraduate students may apply for an HIEP grant at any time during their years at IU. Studying abroad makes students more aware of the world they inhabit and more competitive when applying for graduate school or jobs. Many international programs offer classes which apply directly to IU’s degree requirements, as Ann’s did. She took drawing and Renaissance Florence, an art history course, to fulfill two of her graduation requirements while enjoying the rare chance to, as she put it, “be immersed in a culture and its art.”

Ann’s next grant took her traveling again, this time to New England. She was awarded a Research Grant to travel across four states (New Hampshire, Maine, Massachusetts, and Connecticut) visiting art museums. At each museum, she walked around and studied their collection. She then made a sketch of at least one specific painting after examining it in detail, looking for elements of craft like texture and light. While Ann learned about both art museums and painting on this trip, she also made connections and collected information which helped her secure a position after graduation as the exhibitions coordinator for the Picture Gallery, a contemporary art space on the grounds of Saint-Gaudens National Historic Site in Cornish, New Hampshire. As Ann’s experience demonstrates, Research Grants encourage “intellectual independence on the part of the student [and...] provide an opportunity for the development of specific research skills and techniques” (HHC Web site).

While Research Grants support juniors and seniors involved in their own research, freshmen and sophomores who wish to assist in a lab or help a professor with research or data collection can apply for a Research Partnership Award. This award encourages students to learn about the important aspects of research and scholarly activities that professors pursue, preparing them for their own independent, more advanced research later in their degree program.

Internships also help students develop practical skills and make professional contacts. The Professional Experience Internship Grant helps support Juniors and seniors who wish to pursue professional apprenticeships outside the classroom. Internships can take many forms and are considered necessary prerequisites for hire in nearly every professional field today. Ann Thompson used her grant to travel to

(Continued on p 34)
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.

This course will provide an introduction to the history and ethnography of colonial and post-colonial African societies. Recent media and scholarly attention has focused on the African continent as a locus of humanitarian and political emergency. But in what ways does undue attention to crisis limit our analytical perspective? In this course, we will come to understand the historical and cultural conditions underpinning current predicaments facing African societies. Students will be asked to think both critically and comparatively about the analysis of human institutions such as kinship and politics, markets and migration, religious practices, race, gender and diaspora.

Beth Buggenhagen has conducted fieldwork in Dakar and Tuba, Senegal, and in the North American cities of Chicago and New York City. Her current research interests include the politics of social production and value, material culture, visuality, gender, Islam, and globalization.
CHEMISTRY

S117 1859-1860
Principles of Chemistry & Biochemistry I, Honors
Lecture MTuWF 9:05-9:55am and Tu 7:15-9:15pm and Lab M 5:30-8:30pm or Lab W 5:30-8:30pm or Lab Th 5:30-8:30pm
Discussion W 3:35-4:25pm (1859); W 5:45-6:35pm (1860)
Staff

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 8600-8601
Organic Chemistry II Lectures, Honors
Lecture MWF 9:05-9:55am Discussion M 6:50-7:40pm (8600); Tu 6:50-7:40pm (8601)

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 S342 and C342. II Sem. For more course-related information, please refer to the Chemistry Course Homepages:
http://www.chem.indiana.edu/academics/course_home.asp

Important Note
Students intending to study pre-med, chemistry, biochemistry, biology, and other sciences should plan to take the Chemistry Placement Exam (CPE) by June 1, 2009. Proper placement by this exam is one of the requirements students need to fulfill in order to enroll in CHEM C117/S117. Visit http://chem.indiana.edu/UGRAD/CPE.ASP for more information.

CLASSICAL STUDIES

L308 27491
Caesar
MW 9:30-10:45am
BH 335
Cynthia Bannon

This course studies the writings of Caesar.

Professor Bannon’s interests include Roman law, Latin prose style and grammar, history, and what might be called “history and literature”—investigating the historical contexts of rhetoric and poetry. In recent years, she has taught courses that build on research, including Ciceronian rhetoric and oratory, Livy and early Republican History, and Roman Law. Her current book project, Gardens and Neighbors, Private Water Rights in Roman Italy, uses legal, literary, and archaeological sources to investigate the economics of local water supplies in rural areas near Rome.

C351 27479
The Golden Age of Athens
MW 4:00-5:15pm
BH 247
Matthew Christ

This course seeks to introduce students to Athenian literature, history, and culture in the second half of the fifth century B.C., the “Golden Age of Athens.” In this period, Athens was a thriving democracy—the world’s first—and ruled over a naval empire. Empire brought great wealth to the city and helped sustain a remarkable flourishing of culture. We will explore this culture through the tragedies of Sophocles and Euripides, the comedies of Aristophanes, and the historical writing of Thucydides. We will seek to understand how these
writers reflect their cultural milieu and how, directly or indirectly, they address the concerns and interests of their contemporary audiences. Of particular interest will be how they respond to the long and destructive Peloponnesian War (431-404 B.C.), in which the Athenians and their allies fought against the Spartans and their supporters.

While the instructor will sometimes present short lectures, this is primarily a discussion course. Students should come to class with specific questions and comments concerning each day's readings. Daily class attendance is required and will be factored into final grades.

During the semester, students will write four 4-5 page double-spaced papers on topics of their own choosing. Students enrolled in the honors section of the course will also write a final research paper, 8-10 pages double-spaced, on a theme or issue of particular interest to them. In keeping with the importance of these papers, final grades will be based largely on them.

Texts will include T. Martin's Ancient Greece; Crawley's translations of Thucydides' The Peloponnesian War; Grene and Lattimore's Sophocles I and Euripides III; Sommerstein's translation of Aristophanes' Acharnians, Clouds, Lysistrata; Barrett's translation of Aristophanes' Wasps, The Poet and the Women, Frogs; and Barrett and Sommerstein's translation of Aristophanes' Knights, Peace, Birds, Assemblywomen, Wealth.

Matthew Christ is an associate professor of classical studies. He was appointed to Indiana University in 1990. His interests lie in three general areas: Greek historiography, Athenian rhetoric and law, and Athenian democracy.

COMMUNICATION & CULTURE

C205 2051
Introduction to Communication & Culture
Lecture MW 12:20-1:10pm,
Discussion F 10:10-11:00am
SY 013
Robert Terrill

Many of us tend to think of the process of communication as going something like this: (1) we get an idea, (2) we put that idea into words, (3) we send those words to another person, and (4) that other person unpacks the words to find the idea that we put into them. In this view, "communication" is a sort of container for ideas or a handy way to transmit data from one place to another. This way of thinking focuses our attention not on the "communication" but on the ideas it contains. The words themselves (or the images, or the sounds, or whatever) that are used to transport the information are of no particular interest. In fact, from this point of view, the very best or ideal form of communication would not be noticeable at all. It would be transparent—a clear, concise, and simple conduit through which ideas and data travel from one human brain to another.

This course is designed to challenge these assumptions. It urges you to see that communication is never merely a neutral container for data and ideas that are created somewhere else. Rather, data and ideas cannot exist outside of communication. Communication constructs them, whether through film, speech, or performance. Human communication does not make data and ideas portable—it makes them possible. A central thesis of this course is that communication and culture are indissolubly linked, each inventing the other.

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 and culture faculty. Our department brings together scholars with interests in rhetoric and public culture, performance and ethnographic studies, and film and media.

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, 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 transport data. Communication is not merely a "skill" to be learned. Communication is not a set of "rules" to be memorized, nor is it a set of "theories" to be applied. It is, rather, the study of the ways that human beings invent, deliberate, accept, and reject possible beliefs, values, and actions. Communication is the way that humans make their world. Fittingly, this course does not consist of a set of "facts" that must be memorized, but instead presents a relatively wide range of readings in a variety of genres and asks you to think about them as statements in an on-going conversation about human communication. In that sense, this course is cumulative. Ideas, theories, and vocabularies are presented because they build, expand, comment upon—or in some cases contradict—other ideas, theories, and vocabularies presented in the course. Never is an idea intended to be self-contained, or unrelated to the rest of the course. Indeed, much of the work of the course involves making connections between and among the readings.

Robert Terrill earned his Ph.D. in 1996 from Northwestern University. He is an assistant professor and director of undergraduate studies in the department of communication and culture.
**C228 11467**  
*Argumentation and Public Advocacy*  
Lecture MW 12:20-1:10pm; Discussion F 11:15am-12:05pm  
John Lucaites

This 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 page argumentative papers and one 6-8 page argumentative paper, plus midterm and final examinations. Papers will emphasize the ability to 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.

John Lucaites is an associate 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.

**COMPUTER SCIENCE**

**H211 2219**  
*Introduction to Computer Science, Honors*  
Lecture TuTh 1:00-2:15pm; Lab F 1:00-2:55pm  
LH 115  
Kent Dybvig

P: High school precalculus math. This course is an honors version of C211. Credit given for only one of H211 or C211.

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.

Kent Dybvig is a professor of computer science. He earned his Ph.D. from the University of North Carolina at Chapel Hill. His areas of interest are programming language design and implementation, compilers and code optimization.

**Hutton Honors College and Honors Residential Communities Provide Ample Opportunities for Both Academic and Fun Activities**

Sophomore Kevin O’Brien majors in finance. He serves as president of the Honors Student Association and lived in the Teter Honors Residential Community (HRC) during his freshman year.

“The Hutton Honors College shouldn’t just be something you put on your resume,” he says. “It should be something that engages you and something you interact with, not just an academic setting but something that you want to do, something you look forward to being a part of.” Many opportunities to interact with other HHC students outside the classroom exist. Student organizations like Labyrinth, the HHC literary magazine, the Honors Film Discussion Group, the Ethics Bowl Team, the Honors Student Association, and the Honors Leadership Council engage numerous students. Living in an Honors Residential Community (HRC) continues to be one of the most popular ways to get involved. Only honors students can live on HRC floors, which are recognized as some of the closest knit and most socially active dorm organizations on campus. HRC floors operate in residence centers located in the Northwest, Central and Southeast neighborhoods.

Kevin lived in an HRC in Teter his freshman year, where he found “the perfect balance between having fun... and also still focusing on schoolwork.” He says that he and the other residents of the HRC became very close friends very quickly. “We tried to go to all of the ethnic restaurants on 4th Street. We had a lot of intramural teams together so we played a lot of sports together;
Kevin appreciates the unique opportunities the Hutton Honors College offers honors students. "We can all talk about so many different topics, school-related and otherwise. "Remember, in the back of your mind, that you’re here for academics," he says, “but just because you’re an honors student doesn’t mean you have to confine yourself to only books and studying the whole time. You can still go out and have a great time on campus...You can really interact with what’s going on, that’s what I love most about the HHC.”

Kevin also leads the Honors Student Association (HSA). The HSA, a recently-revived student organization, "represents honors students and provide[s] an opportunity for students to get together and interact with one another... We want to provide a more relaxed social atmosphere and basically just get students together in the Hutton Honors College and just have them do something new and fun." These ‘new and fun’ activities have consisted of a Holiday Party (which included cookie decorating and a Rock Band tournament), a formal dance, a Breaking Away party during Little 5 week, an End-of-the-Year Barbecue, and an art competition to help decorate the new Hutton Honors College building. Next year, Kevin hopes the HSA will get more involved with philanthropy and community service and bring in some guest lecturers and speakers. Any honors student can join the HSA and offer ideas for events and programs.

Kevin appreciates the unique opportunities the Hutton Honors College offers both inside and outside the classroom. "If we have a speaker coming to campus, honors students can sign up and eat dinner with that speaker before the presentation. [We can] meet the person individually... Being an HHC student provides you [with opportunities] to get engaged even more than the average student would be able to.” Kevin also enjoys getting together with other honors students because they can all talk about so many different topics, school-related and otherwise. "Remember, in the back of your mind, that you’re here for academics," he says, “but just because you’re an honors student doesn’t mean you have to confine yourself to only books and studying the whole time. You can still go out and have a great time on campus...You can really interact with what’s going on, that’s what I love most about the HHC.”

Doctoral Student Christine Task's interests include theory, datamining, machine learning, and reasoning about uncertainty. Her favorite poets include e.e.cummings and William Carlos Williams.

Geoffrey Brown is an associate professor in the computer science department. His research interests include embedded system design, including software/hardware codesign, reconfigurable computing, packet processing, and system software.

George Springer is a professor of mathematics and of computer science. He was educated at Case Western Reserve, Brown, and Harvard Universities.
What are Markets? Why do we have governments? Are monopolies good for consumers? These questions exemplify the types of fundamental problems faced by modern societies. This course builds the foundation for economic analysis and the base of economic knowledge. Emphasis is placed on: (1) models for decision making; (2) interaction between agents through markets; (3) market structures; (4) gains from trade; and (5) the role of government. Course objectives are achieved utilizing economic models and through participation in interactive decision making exercises designed to help the student understand the relationship between “behavioral models” and “behavior.”

Why do we have markets? Why do we have governments? Is free trade beneficial to our economy? These questions exemplify the types of fundamental problems faced by modern societies. This course examines these questions from the perspective of economic incentives, building a theoretical foundation in economic thought.

Emphasis is placed on: (1) developing models of how consumers and firms make decisions, (2) understanding how markets work, (3) showing how market activities can lead to gains for society, and (4) discussing government solutions to situations in which there are market failures.

Course materials and objectives are developed utilizing economic models and through participation in interactive decision making exercises designed to help the student understand the relationship between “behavioral models” and “behavior.”

The small class size allows for active classroom discussions.

The course is organized around 10 topical areas: Economics as a Study of Allocating Scarcity; Markets: The Case of Perfect Competition; S&D; Elasticity as a Measurement of Degree of Response; Markets in Action: Applications of S&D and ED & ES; Utility and Demand; Output and Costs; Profit Maximization: The General Problem; Perfect Competition; Monopoly and Other Industry Structures; and Market Successes, Market Failures, and the Role of Government.

Professor Walker is 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.

Designed for students of superior ability. Covers same core materials as E201 and substitutes for E201 as a prerequisite for other courses. Open to Hutton Honors College Students only.

Designed for students of superior ability. Covers same core materials as E201 and substitutes for E201 as a prerequisite for other courses. Open to Hutton Honors College Students only.

Professor Rotella specializes in the economic history of the U.S. and in labor and demographic economics. Currently she is studying the history of savings and debt, looking particularly at the ways
ordinary families use savings and borrowing to make ends meet. Her other research examines the effect on death rates of public health spending by cities.

S321 7358
Intermediate Micro Theory, Honors
MW 11:15am-12:30pm
BH 149
Arlington Williams

S&H P: E201 and MATH M119 or M211. Designed for students of superior ability. Covers same core material as E321 and substitutes for E321 as a prerequisite for other courses. Credit given for only one of the following: E321, S321, E421, or BUS G300.

Arlington Williams is a professor of economics. Much of his research has involved the design and implementation of computerized trading environments to investigate empirically the predictive power of market equilibrium theories.

S370 8906
Statistical Analysis for Business & Economics, Honors
MW 2:30-3:45pm
Michael Alexeev

P: MATH M118 or similar course emphasizing probability concepts.
P or C: E201 or E202 and MATH M119.
Designed for students of superior ability. Covers the same core material as E370 and substitutes for E370 as a prerequisite for other courses. Credit given for only one of S270, E270, E370, or S370.

Michael Alexeev’s research and teaching interests lie mostly in the fields of comparative economics and economics of transition from a Soviet-type economy to a market economy.

ENGLISH
L202 7357
Literary Interpretation
TuTh 2:30-3:45pm
BH 336
Scott Herring

NOTE: This class is open only to prospective English majors and minors who have completed the English composition requirement.

TOPIC: “Town and Country”
Are you a city slicker or bona fide hoosier? Is your Zip code from inside the Circle City or from the hinterlands of IN? And why do these questions seem to matter so much? 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. This class will tackle this topic—its history from the Romans to Amy Poehler, its stereotypes, and where it may be going in contemporary American culture—over sixteen brief weeks. We’ll read some novels, a play, some poems, a memoir, and a short story. We’ll also listen to a few songs and watch a film.

To make the large topic of “town and country” manageable, 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, Toni Morrison’s 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. Coming full circle, our course concludes with another work that uses olive oil creatively: the 2008 film Baby Mama.

Assistant Professor Scott Herring specializes in twentieth-century U.S. literature (particularly American modernisms), queer theory, cultural studies, and critical regional/rural studies. He also co-directs the American Research Colloquium.

S321 7358
Intermediate Micro Theory, Honors
MW 11:15am-12:30pm
BH 149
Arlington Williams

S&H P: E201 and MATH M119 or M211. Designed for students of superior ability. Covers same core material as E321 and substitutes for E321 as a prerequisite for other courses. Credit given for only one of the following: E321, S321, E421, or BUS G300.

Arlington Williams is a professor of economics. Much of his research has involved the design and implementation of computerized trading environments to investigate empirically the predictive power of market equilibrium theories.

S370 8906
Statistical Analysis for Business & Economics, Honors
MW 2:30-3:45pm
Michael Alexeev

P: MATH M118 or similar course emphasizing probability concepts.
P or C: E201 or E202 and MATH M119.
Designed for students of superior ability. Covers the same core material as E370 and substitutes for E370 as a prerequisite for other courses. Credit given for only one of S270, E270, E370, or S370.

Michael Alexeev’s research and teaching interests lie mostly in the fields of comparative economics and economics of transition from a Soviet-type economy to a market economy.

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Assistant Professor Scott Herring specializes in twentieth-century U.S. literature (particularly American modernisms), queer theory, cultural studies, and critical regional/rural studies. He also co-directs the American Research Colloquium.
FINE ARTS

A101 27011
Ancient and Medieval Art
Lecture MW 11:15am-12:05pm, Discussion F 1:25-2:15pm
HU 108
Julie Van Voorhis

This team-taught survey course will examine the history of the visual arts in the Western world from Ancient Egypt (ca. 3000 BC) to the end of the Gothic era in Europe (ca. 1400 AD). We will focus primarily on developments in the “major arts” of architecture, sculpture and painting, although other media, such as ceramics, jewelry and small-scale metal work, and textiles, will also be addressed. In lecture and discussion sections, we will approach the individual works of art with two specific goals in mind: first, to understand the works of art in terms of their formal structure, artistic innovations, and stylistic development; second, to situate the works into their specific historical and cultural contexts in order to understand better how different societies lived and perceived the world around them.

Julie Van Voorhis is an associate professor and director of undergraduate studies in the department of history of art and an adjunct associate professor in classical studies.

A102 12112
Renaissance Thru Modern Art
Lecture MW 10:10-11:00am, Discussion W 3:35-4:25pm
HU 217
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.

FRENCH & ITALIAN

S300 3486
Reading & Expression in French, Honors
TR 9:30-10:45am
WH 202
Margaret Gray

An introduction to French literature, this course has three goals: a) to provide further exposure to a variety of literary genres in French, including poetry, theatre, the novel and the short story b) to develop and sharpen reading skills through practice in close reading and techniques of literary analysis c) to foster student progress in practical skills such as aural and written comprehension, as well as oral and written expression. Beginning with poetic texts of the Renaissance in the Petrarchan tradition, we will analyze the reprise and transformation of these forms in the Romantic lyrics of the nineteenth century, as well as their subsequent post-Symbolist ironizations. We will then proceed with our study of irony in the context of a different genre, theatre—in which a playwright’s manipulation of the ideal of romantic love becomes a vehicle for powerful social critique. Turning to the more intimate account of a first-person narrative, we will follow the adventures, setbacks, hopes, sorrows and joys recounted by the narrator of a coming-of-age novel, or “roman d’apprentissage.” The semester will conclude with a selection of short stories illuminating thematic and formal issues, from problems of moral responsibility to voice and point of view.

Written exercises will include an in-class writing assignment, a midterm exam, a paper and a comprehensive final exam. One more thing: you have just had your last contact with English. P: FRIT-F250. Above class carries COLL A & H distribution credit.

Margaret Gray is an associate professor of French & Italian. She studies the twentieth-century French and francophone novel in a sociocultural context; narrative dynamics; and reading practices.
GENDER STUDIES

G101 3637
Gender, Culture & Society
MWF 12:20-1:10pm
Lessie Frazier

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 Lessie Jo Frazier’s work focuses on political culture in the Americas. She is particularly interested in the intersection of cultural studies theories of power, subjectivity, and ideology with questions of political economy. She has published on gender, nation-state formation, human rights, mental health policies, memory, poetics, activism, and feminist ethnography. Her teaching includes courses on transnational feminisms; gender, race and the erotics of imperialism; gender and sexuality in Latin America; theories of gender and sexuality; feminist perspectives on warfare and militarism; methodology; and gender and human rights.

G105 9667
Sex, Gender and the Body Lecture TuTh 1:25-2:15pm, Discussion Th 3:35-4:25pm
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 ways 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.

GEOGRAPHY

G208 3515
Human Impact on Environment
TuTh 9:30-10:45am
PY113
Rebecca Lave

Aspects of the human role in changing the earth’s environment. Examples of how expanding use of the physical environment has altered the equilibrium of natural systems or accelerated the rate of natural changes in the environment. Environmental changes from a global or world regional perspective.

Rebecca Lave is an assistant professor in geography. Her area of interests include human-environment interactions, human geography political ecology, stream restoration and fluvial geomorphology and political economy.

LINGUISTICS

L303 4595
Introduction to Linguistic Analysis
Lecture Tu 2:30-3:45pm, Discussion Th 2:30-3:45pm
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 adjunct 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.
The honors course will include the material covered in the regular M118 course as well as some extra sections that provide practical applications and further development of the related mathematical concepts. Specifically, near the end of the course we will study game theory and, time permitting, the simplex method. Game theory provides a beautiful example of how the methods of the course can be used.

The homework will consist of fewer problems than those of the regular M118 but will tend to be a little more challenging (although not overwhelming). Some of the class lectures are shown at http://www.indiana.edu/~gofinite/ (click on the LECTURES link). This will be used as a starting point from which we’ll look at other problems. Students will also be encouraged to make suggestions as to how the multimedia material on the link provided above can be improved.

Professor of Mathematics Vinay Deodhar has been on the IU faculty since 1981. He has held a number of visiting positions at institutions such as the Institute of Advanced Study, UC at Berkeley, the Tata Institute in Bombay, and ANU in Canberra.

Peter Sternberg

S212 4874
Honors Calculus II
Daily 11:15am-12:05pm
BH 240

Peter Sternberg is a professor of mathematics.

M213 4828
Accelerated Calculus
MWF 10:10am-12:05pm
SE 105
Greg Peters

This course covers both Calculus I (M211) and Calculus II (M212) in a semester. It is intended for students who have a complete year of calculus study in high school. Students completing M213 with a grade of “A” or “B” will also receive four hours of credit (5) for mathematics M211. Topics in M213 will be presented with more rigor than in M211. Examinations will include exercises asking students to demonstrate mastery via written proofs of elementary theorems.

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.

Paul Kirk

S311 12195
Honors Course in Calculus III
Daily 1:25-2:15pm
HU 217

Paul Kirk is a professor of mathematics who studies geometric topology, gauge theory, and symplectic topology.

S212 4873
Honors Finite Mathematics
TuTh 1:00-2:15pm
BH005
Vinay Deodhar

S212 Honors Calculus II (4 cr.) N&M P: M211 and consent of mathematics department. Includes material of M212 and supplemental topics. Designed for students of outstanding ability in mathematics. I Sem.

Kevin Pilgrim

S343 9547
Honors Course in Differential Equations I
MWF 10:10-11:00am
SE 010

Kevin Pilgrim is an associate professor of mathematics who studies conformal and holomorphic dynamics, Teichmüller theory, and hyperbolic geometry.
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.

**PHYSICS**

**P221 6236**  
Physics I  
Lecture MWF 1:25-2:15pm,  
Discussion TuTh 9:05-9:55am, Lab arranged by instructor  
SW 135  
Adam Szczepaniak, John Carini  

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 is an associate professor of physics and director of the Nuclear Theory Center. He earned his Ph.D. from the University of Washington in 1990. He studies elementary particle physics and experimental nuclear physics.**

**John Carini is an associate professor of physics. His research concentrates on experimental studies of the dynamics of electrons in disordered materials and on waves in artificial structures. He received his doctorate from the University of Chicago.**
**POLITICAL SCIENCE**

Y210 12547  
**Why Nations Go to War**  
Th 4:00-6:30pm  
PY 113  
Dina Spechler

Why did the United States get involved in Vietnam, and why did it stay in the war long after U.S. leaders knew we could not win? Why did the Soviets invade Afghanistan when they well knew that others' attempts to conquer that country had repeatedly failed? Why did Hitler attack the Soviet Union despite the fact that no outside power since the 15th century had succeeded in subduing Russia? History—and contemporary international relations—are replete with examples of the risks, costs and difficulty of attacking and invading other states and intervening militarily in the politics and conflicts of others. This course will explore the question why nations go to war when survival is not at stake. There will be many case studies, but the focus will be on theories that help us understand this puzzling behavior on the part of states and those who determine or influence national policy. A role-playing exercise at the end of the semester will give students an opportunity to simulate national decision-makers confronting the question of whether or not to use force.

The course requirements will be two exams (short answer and essay questions), two short papers and participation in class.

Professor Spechler's research interests are in comparative foreign policy and international relations, particularly Russian, Soviet, and American foreign policy and the international relations of the Middle East. Her current research deals with the explanation of major foreign policy change and with competing tendencies in Russian foreign policy.

**SPANISH AND PORTUGUESE**

S250 3764  
**Second Year Spanish II**  
MWF 11:15am-12:05pm  
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 basic foreign language requirement is fulfilled.

S280 27782  
**Spanish Grammar in Context**  
MWF 11:15am-12:05pm  
Carl Good

**PSYCHOLOGY**

P106 6334  
**General Psychology, Honors**  
Lecture MW 10:10-11:00am,  
Discussion F 10:10am-12:05pm  
PY 115  
Susan Jones

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 importantly, 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.

Susan Jones is an associate professor of psychology. She studies the development of communication, particularly infant facial expressions and early word-learning.

S250 3764  
**Second Year Spanish II**  
MWF 11:15am-12:05pm  
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 basic foreign language requirement is fulfilled.

S280 27782  
**Spanish Grammar in Context**  
MWF 11:15am-12:05pm  
Carl Good

S280 27775  
**Spanish Grammar in Context**  
TuTh 9:30-10:45am  
Steven Wagschal

Prerequisite: S250 or equivalent.
Praise for Honors Courses

I like H courses because they always have really interesting professors and you know the class is going to be full of people who are intelligent and opinionated and will have good discussions. Even when the topic was something I knew nothing about, I felt like class was always a fascinating experience.

-Maggie Switzer ’09, English and Arts Management

Honors classes provided a stimulating intellectual environment. Both students and professors were of the highest caliber, which offered an open and engaging conversation in every class. I would recommend that students take advantage of this unique experience.

-Patrick Thomas ’09, International Studies, German, and Arabic

Taking honors courses allowed me to get closer to my professors. There was a level of respect for students in discussion that was greater than that in other courses in the University.

-Erin Fenton ’09, English

Honors classes bring more intellectual discussions with like-minded students together with engaging professors. The focus is on learning, and I consider them to be among my most valuable classes.

-Brian Stonehill ’09, Supply Chain Management

This course will 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 do a variety of assignments involving composition, conversation, and grammar.

There will be three 200-word compositions and two 400-word compositions, readings of annotated literary and/or cultural texts. Internet sources will complement the readings. The course will be conducted in Spanish.

Questions: call the department at (812) 855-8612 or e-mail kallgood@indiana.edu.

Carl Good is an assistant professor of Spanish and Portuguese who specializes in Latin American literature, Hispanic poetry, Mexican literature, and theory of literature.

Steven Wagschal is an associate professor of Spanish and Portuguese. He specializes in Early Modern/Golden Age prose, poetry and theater, philosophical approaches to literature, literature and the emotions, mythology in literature, and art and literature.

S328 27851
Introduction to Hispanic Literature
MWF 10:10-11:00am
Catherine Larson

Prerequisite: S280 or S310 or equivalent.

This course will help students to develop tools needed for more advanced study of Hispanic literatures through the reading and analysis of selected literary texts from Spain and Spanish America. One of the key aspects that students will take away from the course is an appreciation of different genres as well as a reflection on the concept of genre itself. In this section of the course, the following three genres will be covered: narrative fiction (short story and novel), poetry and theater. The course will also highlight the importance of socio-historical context to literary works by presenting texts from different historical periods. In the analyses of the selected texts, the course will introduce you to basic narratological, poetic, dramaturgical and rhetorical terms used in the study of literature.

Students will be evaluated as follows: Writing assignments: 35%; Exams I and II: 30%; Final Exam: 20%; Class participation: 15%.

Catherine Larson is a professor of Spanish and Portuguese who specializes in Golden Age literature (especially Comedia), Spanish American theater, and gender studies.

TELECOMMUNICATIONS

T205 27590
Introduction to Media and Society
TuTh 1:00-2:15pm
TV 226
Nicole Martins

This course will explore the role of media in today’s society from the perspectives of social and psychological processes and effects, economics, technology, and public persuasion. Specific focus will be given to the construction of social meaning associated with mediated messages as well as the range of uses and effects of exposure to mediated messages in individuals, groups, organizations, and society. This course is an honors course. Students will be expected to write several short papers, take two exams, and complete a semester-long research project.

Assistant Professor of Telecommunications Nicole Martin’s teaching interests include social and psychological effects of the mass media on youth, impact of media violence, and impact of media on body image and eating disorders. Research interests include the social and psychological effects of mass media on children and adolescents.
**SCHOOLS**

**KELLEY SCHOOL OF BUSINESS**

G101 8896, 9917
Business in the Information Age
Lecture MW 4:00-4:50pm (9916), Discussions F 10:10-11:00am (8896), F 11:15am-12:05pm (9917)
Bruce Jaffee

This course is designed to provide beginning students with an introductory but comprehensive survey of business practices and information. Managers, consumers, investors, and government regulators all rely on a variety of information sources in making their decisions. In this course, you will learn what these sources are, where their information comes from, what it means, and how to use it. A large part of the course will also be devoted to business basics, which will further illustrate the importance of information.

The course will provide a foundation for continued studies in business, and be useful even if you decide to pursue studies in other areas. It will also give you experience in reading and discussion as well as in the critical skills needed to interpret possibly biased information. It will be good preparation both for the 1-Core courses in the business major and for courses outside business which make use of economic and business information sources.

*Bruce Jaffee is the professor of business economics and public policy. He was appointed to IU in 1971 and earned his Ph.D. from the Johns Hopkins University.*

K204 10540-10546
The Computer in Business, Honors
MW 8:00-9:15am (10540),
MW 1:00-2:15pm (10541),
MW 2:30-3:45pm (10542),
TuTh 8:00-9:15am (10543),
TuTh 9:30-10:45am (10544),
TuTh 2:30-3:45pm (10545),

**TuTh 4:00-5:15pm (10546)**
Staff

This course 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.

K 204 is the honors version of K 201, and it shares the same basic course content as K 201. However, its in-class applications and its projects and exams are more challenging than those in K 201.

X106 7599-7600
Honors Business Presentations
MW 9:30-10:45am (7599),
MW 11:15am-12:30pm (7600)
Sue Vargo

X106 9305, 9907
Honors Business Presentations
TuTh 9:30-10:45am (9305),
TuTh 11:15am-12:30pm (9907)
Brenda Bailey-Hughes

Students are introduced to oral communication in business contexts. The course focus is on skill
development that will enable students to deliver audience-centered messages, work in small groups, and analyze and develop oral arguments. Students are exposed to a variety of issues including communicating in the global workplace to communicating business concerns in local government.

SCHOOLS OF HEALTH
PHYSICAL EDUCATION & RECREATION

R160 12066
Foundations of Leisure
TuTh 4:00-5:15pm, Th 1:25-2:15pm
Ruth Russell

Description of course content: HPER R160 offers an introduction to leisure as a significant force in contemporary life. We study this by way of its social, psychological, historical, philosophical, anthropological, geographical, and economic foundations. More than a survey course, however, R160 is a point of view. Leisure is presented as a human phenomenon that is individual and collective, historical and contemporary, good and bad, and useful and frivolous.

Thus, we explore leisure as: a condition of being human, including its meanings through the humanities, ancient history, contemporary usage, as well as its qualities, explanations, and role in human development; a cultural mirror, including its meaning reflected in society, media, geography, technology, and deviance; and a social instrument, including its history as a tool for social good, its power over an economy, our time, and work, as well as its role in achieving human equity.


Ruth Russell is a professor in the Recreation, Park, and Tourism Studies department. Her research focuses on the impact of tourism in developing countries, tourist motivation, the humanities of leisure, and social psychology of leisure.

Useful Web sites

Hutton Honors College
www.indiana.edu/~iubhonor

All IU Fall Course Descriptions
www.indiana.edu/~deanfac/blf09/

Residential Programs and Services
www.rps.indiana.edu/

IUB Email Accounts
uits.iu.edu/page/amag

IUB Web home
www.iub.edu/
SCHOOL OF INFORMATICS

H101 10150  
Introduction to Informatics, Honors  
Lecture TuTh 2:30-3:45pm;  
Lab F 9:05-9:55am  
I 109  
Mehmet Dalkilic

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.

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

S160 29928  
Honors- National and International Policy  
TuTh 2:30-3:45pm  
Eugene McGregor

Examination of the great national and international issues of U.S. public affairs, including the major policy debates, the logic and process of public problem-solving, and the techniques of policy analysis applied to public action.

Discussions, readings, research, and debates are built around 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.

Professor McGregor’s research and teaching interests center on the interaction of public policy, organizational structure, and management practice. Special current research interests focus on the relationship between public education and economic development and the impact of information technology on the structure and management of public enterprise.

MONICA HERZIG teaches classes on the Music Industry and Community Arts Organizations. She is the co-founder and current administrator of Jazz from Bloomington, a jazz society fostering exposure and education about jazz.

S162 30020  
Honors- Environment and People  
TuTh 2:30-3:45pm, TuTh 5:30-6:45pm  
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 Public and Environmental Affairs. Her area of interest includes aquatic and terrestrial habitats. She works closely with the Indiana Clean Lakes Program, water resources and water quality.

S163 29849  
Honors- Arts World: Management, Markets & Policy  
TuTh 2:30-3:45pm  
WH 121  
Monika Herzig

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.

Monika Herzig teaches classes on the Music Industry and Community Arts Organizations. She is the co-founder and current administrator of Jazz from Bloomington, a jazz society fostering exposure and education about jazz.
S272 28951
Honors- Introduction to Environmental Science
MW 5:45-7:00pm
BU 219
Mike 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. No prerequisites.

Mike Edwards is a clinical assistant professor. He earned his Ph.D. from North Dakota State University, Fargo in 1999. His area of interests includes atmospheric chemistry research: mechanistic studies of terpenes reacting with ozone; and future regulation of hydrogen storage materials.

S220 29917
Honors- Law & Public Affairs
TuTh 11:15am-12:30pm
PV 273
Lisa Bingham

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.

Lisa Bingham is a professor of Public and Environmental Affairs and a Keller-Runden Chair in Public Service. Her interests include dispute resolution, dispute system design, mediation, administrative law, labor and employment law.

S263 29888
Honors- Public Management
TuTh 2:30-3:45pm
BH 228
Dick McGarvey

This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effect of the intergovernmental environment and, in particular, problems of management in a democratic, limited government system.

Dick McGarvey holds the position of senior lecturer for SPEA and has been teaching human resource management and public management courses for SPEA since 1980. He served for thirty years as a civilian employee of the Naval Surface Warfare Center in Crane, Indiana.
Intensive Chinese Language Study in Your First Semester May Be Right for You

The IU Chinese Language Flagship offers a comprehensive, honors-level program for undergraduates planning for professional careers in business, law, policy, and academia. It cultivates superior Mandarin language skills, knowledge, experiences, and leadership qualities that will facilitate long-term professional success. This program intends to supplement and enhance a student’s major course of study by providing training in Chinese.

The Language Flagship involves an intensive language component best begun in the first semester of a student's university career.

For more information, contact Beth Holcombe (eaholcom@indiana.edu) at the Center for Chinese Language Pedagogy.

Take Advantage of the HHC Freshman Mentor Program

Mentors are not academic advisors, counselors or close personal friends—although that is a possible outcome. Rather they serve new students as immediate contacts on campus who are able to help them adjust to life at IU and give them hints on how to take full advantage of all the resources and opportunities that exist on campus—including tips on courses and professors, studying, activities, and campus and community organizations.

The mission of the Hutton Honors College is to assist students in developing their talents, abilities and skills to succeed in a complex technological and global society. The mentoring program was developed by honors students to aid in this development through providing friendship and support during the first semester and the transition to college.

http://www.indiana.edu/~iubhonor/advsstuff/mentor.php

You will have an opportunity to sign up for a mentor at orientation.

(Continued from p 16)

HHC Undergraduate Grant Program

New York City over spring break in 2006 and work with artist John Jacobsmeyer at the New York Academy of Art. She visited art fairs, museums, galleries, grad schools, and artist studios, expanding her experience with professional practices in the art world.

In that same semester, Ann completed her BFA Capstone project, an exhibit at the School of Fine Arts (SOFA) gallery. To help fund this project and give her adequate time to complete her artwork, she applied for a Capstone Award from the HHC. The HHC Undergraduate Grant Program offers capstone awards for students pursuing a BFA in the School of Fine Arts, students completing a Individualized Major Program project, and students completing a Leadership, Ethics, and Social Action minor. For students pursuing an honors degree in any other program, the HHC offers a Thesis Award. Completion of an independent capstone project indicates to future employers and grad schools that the student is an independent worker and is dedicated to his/her subject of research.

Academic excellence is sometimes awarded with an invitation to present independent work at academic conferences. Conferences are tremendous experiences for any undergraduate, not only because they look great on a resume but also for the chance they afford the student to hear other scholars speak on topics related to the student’s research. However, they can also be rather expensive. To help defray travel costs, the HHC offers Travel Grants to any IUB undergraduate student who has had a paper or article accepted for presentation at a conference.

Ann’s last grant project was a Teaching Internship. She interned with Professor Caleb Weintraub for his FINA-S331 Painting 2 course, a course which she had taken as a student earlier in her degree program. Approaching the course this time from a teaching perspective, Ann was able to “gain teaching experience, as well as familiarize [herself] with the range of activities engaged in by college instructors.” She was able to help with planning and teaching throughout the semester, co-leading critique sessions with groups of students and preparing lessons.

The HHC grant program is designed to support independent projects and professional experiences which go beyond a normal degree program and improve a student’s preparation for completing his or her goals later in life. Ann Thompson took advantage of the grant program to explore her love of painting and the arts, expanding on the skills she learned in classes.

In addition to working directly with those artistic skills as a museum exhibitions coordinator, she has also applied her sense of curiosity and joy of learning to a marketing position with Hypertherm, a company which “designs and manufactures the world’s most advanced plasma cutting systems for use in a variety of industries such as shipbuilding, manufacturing, and automotive repair” (according to their Web site). Ann did not expect to be working in marketing, but she admits: “I have to say that I welcomed the challenge to do something new that made use of the skills that I developed at IU. I had a genuine interest in welding too, which was cultivated in the metal shop on campus.”

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Ann used the grant program to pursue her own interests while at IU, but she was then able to take the life skills she learned through her projects to work in a different industry.

Ann planned out her entire grant application program early in her undergraduate career, a useful step for those who hope to take advantage of as many of these great offers as they can. It is useful to keep the grants in mind as offers as they can. It is useful to keep the grants in mind as offers as they can. It is useful to keep the grants in mind as offers as they can. It is useful to keep the grants in mind as offers as they can. It is useful to keep the grants in mind as offers as they can. It is useful to keep the grants in mind as offers as they can. It is useful to keep the grants in mind as they evolve through exposure to class lessons and homework. I was proactive and sought direction from professors too. Keep looking until you find a professor that will support you. It may take many conversations, and you might feel discouraged, but don’t give up!”

For more information about each grant, application materials, and application deadlines, see http://www.indiana.edu/~iubhonor/hds/granthd.php.
EXTRACURRICULAR PROGRAMS

Hutton Honors College freshmen work with other students and with faculty to help plan publicize, and host approximately 50-70 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; outdoor hikes; evenings at the theatre, 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. Examples of previous themes include "Treating the Earth as if We Planned to Stay"; "The Good, the Bad, and the Beautiful"; "Choices & Decisions," "The Pursuit of Happiness"; "Friends and Enemies"; and "What Should an Educated Person Know?" 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 with Nobel Laureate in Physics John Mather; Harvard English and African American studies scholar Werner Sollors; Nobel economist Thomas Schelling; Pulitzer Prize-winning journalist Charlie Savage; former U.S. Poet Laureate Billy Collins and current Poet Laureate Kay Ryan; members of the West African blues band Etran Finatawa; Broadway playwright Wendy Kesselman; Grammy-award winning soprano Sylvia McNair; torture and democracy scholar Darius Rejali; former U.S. Assistant Secretary of Defense and CIA official Mary Beth Long; international security scholars Sabelo Gumedeze, John Gearson, Andre de Mello e Souza, and Ahmad Shikara; MacArthur "genius" grant recipient Liz Lerman and members of the Liz Lerman Dance Exchange; death penalty attorney Lorinda Youngcourt; bioethicist Margaret Mohrman; opera star Carol Vaness; Baba Brinkman, the creator of The Rap Canterbury Tales; members of the Grammy Award-winning South African a cappella group Ladysmith Black Mambazo; the cast of the national touring company of Sweeney Todd; and others.

Students planned programs on how and why we eat the food we do; community activism and effective strategies for identifying and achieving social goals; the way we choose our mates; how to design and sustain a green campus; microfinance; and other topics. They organized an Honors Olympics and an origami workshop; celebrated Abraham Lincoln’s Bicentennial with an intervarsity Lincoln-Douglas debate competition and a Happy Birthday, Abe! Party; hosted short story evenings and film discussion groups; held panels on the national elections and the economic downturn; and tackled many other tough issues and interesting projects.

Honors students are already at work on programs for 2009-2010. 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.
NOTES
For Information about the Hutton Honors College Freshman Orientation Summer Program
See Pages 2 & 3