Cover: The Honors College House is a quiet, welcoming haven for IU’s Honors College community, as well as for many distinguished visitors during the year.

At left: Honors College students have many opportunities to work directly with faculty members. From top:

Elliot Ransom, a professional experience intern, speaks with Brian Powell, a professor in the Department of Sociology.

Honors research grant recipient Katie Hersberger meets with David Clemmer, chair of the Department of Chemistry.

Colleen Jankovic discusses her honors thesis with Joan Hawkins, an associate professor in the Department of Communication and Culture.

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As a strong student, you may like the liberal arts college ideal of small classes, lively discussions, and accessible faculty. But you may also seek the abundant academic specialties, computer and research facilities, and diverse student body and faculty that go with a large research university.

Students in the Honors College at Indiana University Bloomington enjoy the best of both worlds. As an Honors College student, you will have ample access to a small-college experience. We offer these advantages:

- stimulating, low-enrollment seminars and courses
- close working relationships with some of IU’s top faculty
- personal honors advising
- grants for research, internships, creative activities, and international travel
- specialized career and placement counseling
- varied living-community options
- exciting extracurricular programs and community service opportunities

At the same time, you will have the resources of one of the country’s most distinguished public universities within easy reach. IU offers these benefits:

- dozens of top-rated undergraduate majors
- a nationally recognized faculty
- numerous specialized options for overseas study
- access to a nationwide network of internship and career possibilities
- a vast array of cultural and extracurricular opportunities
- the chance to make friends with people of highly varied backgrounds, worldviews, and talents

IU Honors College graduates have...

...won these fellowships and scholarships for graduate study:
Beinecke, Churchill, Goldwater, Marshall, Mellon, Rhodes, Truman, Udall

...gone on to study at these universities, among others:

...joined volunteer programs like these upon graduation:
Americorps, the Peace Corps, Teach for America

...been recruited into firms such as these:
Abbott Laboratories; Bear, Stearns and Company; Citibank; Deloitte & Touche; Eli Lilly and Company; Exxon Mobil; Hallmark; Hewlett Packard; IBM; Leo Burnett; Lucent Technologies; Procter & Gamble; Prudential; Smith Barney; Strong Capital Management
For high-caliber students who are truly excited about learning, the Honors College provides a wide assortment of small-group programs within a rich university environment at a reasonable cost. The Honors College also provides a strong foundation for pursuing a variety of advanced honors options at IU—and for attaining any number of ambitious goals after graduation. Our graduates have won many prestigious scholarships and fellowships; studied at the nation’s most distinguished graduate and professional schools; moved into responsible positions in Fortune 500 businesses, health care groups, news organizations, symphony orchestras, the diplomatic corps, military service, and nonprofit agencies; and made their mark as performers, computer experts, entrepreneurs, lawyers, teachers, writers, scientists, and more. As you shape your own future, we invite you to consider the advantages of IU’s Honors College.

Metz and Lilly Scholar Aravon McCalla is a biology major and hopes to become a doctor, just like his father and grandfather. Even though he has a scientific major and career goals, McCalla chose to take several non-science honors courses during his first year at IU and hopes to continue along that path.

I knew that I could take fewer biology courses and other required courses in my freshman year and still be on track for my major, so I took H211 and H212, an H203 literature course, and honors philosophy and political science courses.

In H211 we got to read classic books and delve into Plato, whom I had never studied in high school. H211 was a good basis for philosophy and sparked my interest in taking H212 and a philosophy class in the second semester. I really enjoyed reading Nietzsche, Descartes, Camus, Darwin, and Rousseau. I especially liked William James in philosophy and John Barth and Kafka in the literature course. We did a lot of writing in all of these courses, and I could always find one or two topics that I wanted to write about.

Except for Darwin, I couldn’t really say that my honors courses had much to do with biology, but I think that they will have a lot to do with who I am. Being a doctor is not based just on science. My honors courses have helped make me more whole as a person, and that’s important in any profession.

The average enrollment in Honors College seminars is 22.

Aravon McCalla, ’06
Biology
ENTERING THE HONORS COLLEGE

By Automatic Invitation

If you are interested in the Honors College, you should file the freshman application with the IU Office of Admissions (see page 24). Once you have been accepted to IU, you will automatically receive an invitation to join the Honors College if you meet either of the following criteria:

• a combined SAT score of 1350 or above (or an ACT composite score of 31 or more) or
• a class rank in the top 5 percent of your graduating class

By Application

If you do not meet our initial criteria, you may still apply for admission to our program. We are especially interested in highly motivated students who have taken advanced placement, accelerated, or honors courses in high school.

Please send the following materials to us as soon as possible but no later than April 1 of your high school senior year:

• a brief letter explaining why you would like to enter our program
• a letter of recommendation from your high school English teacher attesting to your ability to do honors work
• a copy of your high school transcript

About 10 percent of IU’s incoming freshmen join the Honors College each year. One strong attraction is the chance to meet with outstanding faculty such as Assistant Professor Diane Reilly, who teaches Medieval art history.
**After Starting at IU**

Students who do not enter the Honors College as incoming freshmen may still be eligible for admission if their academic work during their first semester at IU is outstanding. After completion of that semester, you may ask that your record be reviewed if you are interested in participating in Honors College courses and programs. To be considered for admission at that time, you must have completed, during your first full semester at IU, a minimum of 14 graded academic credits (grades of S for Satisfactory will not be counted), and you must have maintained a 3.6 GPA.

**PURSUING SCHOOL AND DEPARTMENTAL HONORS**

Many IU schools and departments offer honors programs of their own for their undergraduate majors, and many Honors College students choose to pursue these programs. Requirements vary, but all involve taking specified classes and maintaining a minimum grade point average. Most also require a senior thesis or comparable large-scale project. Contact your department’s or school’s honors advisor as soon as possible after declaring your major.

**GRADUATING WITH THE GENERAL HONORS NOTATION**

As an Honors College student, you may also earn a General Honors Notation when you graduate. You would need to fulfill these requirements:

- complete at least 18 credit hours of approved honors courses (you may earn up to 3 credit hours through community service activities and up to 4 credit hours through overseas study)
- earn a GPA of 3.3 or higher in these courses
- have an overall GPA of 3.3 or higher at graduation

This distinction appears on your diploma and official IU transcript.

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As an award-winning music professor, Austin Caswell specializes in women’s music, U.S. popular music, the history of improvisation, and music of the Baroque. As a teacher of the Honors College introductory seminar for 25 years, he delights in introducing gifted freshmen to texts from many different fields.

My job is to ask questions that make students look at things in new ways, and their job is to do the same to me. Most of the time we do our jobs pretty well and come away from classes with new points of view we can accept, or at least tolerate.

This kind of stimulus-by-conversation can happen only in small classes where the barrier of fear of embarrassment is broken down by mutual support. The trouble is that most students get this experience only in upper-level courses, after their classroom behavior patterns have been set. To get freshmen into seminars early, where they can discover that everyone (teacher included) flounders around trying desperately to express herself or himself, is one of the most important things the Honors College does. It’s a privileged kind of teaching—and learning.

Austin Caswell
Professor Emeritus of Musicology
Ph.D., University of Minnesota, 1964
The affordability of attending Indiana University is one reason many of our Honors College students have chosen us over other high-ranking programs. As a talented student, you may also qualify for a variety of merit-based scholarships. The many other types of financial aid IU offers are part of our commitment to helping support your drive for excellence.

HONORS COLLEGE SCHOLARSHIPS

If you qualify for an automatic invitation to join our program (see page 4), you will also receive an Honors College scholarship application form, as long as you are admitted to IU by January 25. (We recommend that you send in your IU Application for Freshman Admission by November 1.) The scholarship application requires information about your test scores (SAT or ACT), class rank, and extracurricular involvement, as well as a short essay and brief personal statement. It is important that you return your application promptly to receive fullest consideration for Honors College scholarships.

A committee of Honors College faculty carefully reads each application. We are particularly interested in the quality of your high school program, the courses you have taken, the quality of your writing, and the nature of your extracurricular activities.

Our awards are merit scholarships ranging in value from $1,000 to $10,000 per year. If you receive an Honors College scholarship, you can renew it for three years beyond your freshman year, as long as you satisfy all of these criteria:
• remain enrolled as a student at IU Bloomington
• take at least 12 credit hours of courses each semester
• maintain a cumulative GPA of at least 3.4
• attend at least one approved educational/cultural activity each year
• successfully complete at least three approved honors courses during your first four semesters on campus

THE HERMAN B WELLS SCHOLARS PROGRAM

The Wells Scholarship, which is based solely on merit, provides tuition and mandatory and course-related fees as well as a living stipend for four years of study at IU Bloomington. Scholars may choose to spend one of these years studying abroad through the university’s overseas study programs, and they may major in any field offered at IU. The Wells program emphasizes close interaction with faculty; academic and career mentoring; special opportunities for internships, research, and community service; and frequent contact with distinguished visitors. Between 18 and 22 incoming freshmen receive the award each year.
To be considered for the Wells Scholarship, a student must be nominated. Accredited Indiana high schools, as well as selected schools from other states, are eligible to nominate two candidates each for the Wells Scholarship. The Office of Admissions is also able to nominate a small number of candidates from those who do not attend eligible high schools. See the Wells Scholars Program Web site for additional information: www.indiana.edu/~wsp/.

Finalists are chosen by the middle of November and then are invited to campus for interviews held the first weekend in December. In considering candidates, the program looks for students who have shown exceptional qualities of character and leadership, been significantly involved in extracurricular activities, demonstrated a concern for their community, and excelled in terms of class rank, grade point average, and performance on standardized tests. To offer the most enriching educational environment, the Wells Scholars Program seeks to create a diverse body of students by considering, among other factors, intellectual and cultural diversity.

OTHER FINANCIAL AID AT INDIANA UNIVERSITY

IU Bloomington students receive more than $225 million per year in scholarships, loans, grants, and work-study pay. If you are an entering student with demonstrated financial need, IU will do its best to help you finance your education.

To learn more about IU financial aid, see page 25 of the 2003–04 Indiana University Bloomington Viewbook. Or contact the Office of Student Financial Assistance (OSFA), Franklin Hall 208, 601 E. Kirkwood Avenue, Bloomington, IN 47405-1223, telephone (812) 855-0321, e-mail rsvposfa@indiana.edu; or visit OSFA’s Web site at www.indiana.edu/~sfa. OSFA does not award scholarships, but it does administer loans, work-study funds, and many grants, and it can give you tips on applying for non-IU scholarships.

Wells Scholar Mzilikazi Koné participates in Indiana University's Individualized Major Program (IMP). She has also served in various positions on the Union Board during her years at IU. Her major is human rights with a focus on Latin America. Her program includes courses in Latin American politics, as well as history, criminal justice, and African American and African Diaspora studies. She wants especially to learn about the historical and current status of women in Latin America, and she believes the IMP program will enable her to pursue this goal.

My Honors College advisor talked to me about the Individualized Major Program. She suggested classes and possible professors to talk to as well. She was very helpful and supportive. I decided to join the IMP program because it gave me a chance to focus on something that I have a genuine interest in learning more about. I chose my major in the same way that many other students do; I tried to think about what was the most interesting to me and what it was that I really wanted to learn about in college (as well as what I wanted from my college experience). I thought this would be the right time to take my education into my own hands. I think the Honors College curriculum has meshed well with my goals because the small classes and discussion-oriented sections have led to better understanding of the material. I have found the discussions provoked in these classes to be especially insightful.
Honors College students usually take one honors class each semester. The experience is challenging, but it is also intensely rewarding and fun. You will get to know your fellow students in a small-class environment as you learn from one another under the guidance of an outstanding professor.

While our expectations for students are high, the atmosphere in our courses is supportive and cooperative rather than competitive.

**INTRODUCTORY SEMINARS**

First-year students normally include one or two interdisciplinary Honors College seminars in their schedule. The cornerstones of our seminar program are H211–H212 Ideas and Experience and our topical offerings, H203, H204, and H205.

H211 and H212 provide you with the opportunity to read some of the great books of world literature—those that have embodied their eras’ collective culture and those that have shattered common ways of thinking. In reading key works of the arts and humanities as well as the social and natural sciences, you can confront questions humans have always asked about themselves and their world.

In H211 Ideas and Experience I, you explore the foundations of Western culture through the reading of selected parts of the Bible and through the works of such writers as Homer, Sophocles, Plato, Dante, Machiavelli, Shakespeare, Montaigne, and Voltaire.

In H212 Ideas and Experience II, you study the sources of modern thinking in the works of such writers as Rousseau, Goethe, Mary Shelley, Darwin, Marx, Freud, Kafka, Frantz Fanon, and Toni Morrison.

The Honors College also offers upper-level interdisciplinary seminars—H303, H304, and H305. These innovative and exploratory seminars, developed especially for our students by Honors College faculty, cover a range of topics in arts and humanities, social and historical studies, and natural and mathematical sciences. They challenge you to see the world and yourself from new, arresting perspectives.

Here is a partial list of Honors College topical seminars offered over the past few years:

- Anatomy and Botany in the Renaissance
- Art and Intellect Versus Life
- Best-Sellers in America
- Debussy and His Era
- Freedom of Speech in the United States
- Geology of Sculptors’ Materials
- Great Latin American Literature
- History of American Crises
- Machiavelli and Management
- Medicine, Magic, and Mortality
- Poetics of Justice
- Politics of Food
- Reading and Writing Contemporary Poetry
- Theory of the Earth
- Transformations and Metamorphoses
- War and Peace and The Brothers Karamazov
Other Honors College–authorized courses are usually offered by these programs, departments, and schools in any two-year cycle:

- African American and African Diaspora Studies
- Anthropology
- Business
- Chemistry
- Classical Studies
- Communication and Culture
- Comparative Literature
- Computer Science
- Criminal Justice
- Economics
- Education
- English
- Fine Arts
- French and Italian
- Gender Studies
- Geology
- Health, Physical Education, and Recreation
- History
- Jewish Studies
- Journalism
- Linguistics
- Mathematics
- Medieval Studies
- Music
- Philosophy
- Physics
- Political Science
- Public and Environmental Affairs
- Psychology
- Religious Studies
- Sociology
- Spanish and Portuguese

THE HONORS TUTORIAL

The Honors Tutorial (1 to 3 credit hours) enables you to work independently in areas outside regular departmental courses. You develop a proposal with a faculty member for a study program that culminates in a paper or research project. After the Honors College approves your proposal, you will receive authorization to register for credit.

Dennis Rome’s interests include criminology, race and minority relations, mass media, and research methods. He has published extensively in these fields over the past 15 years and has received numerous grants and awards for his professional activities. Professor Rome is a past Fulbright Scholar who has received several awards from IU for teaching excellence. In 2001 he was selected as a Carnegie Scholar, a prestigious national honor.

I particularly like the small number of students in honors classes. It helps in establishing a productive rapport for learning. I’m able to modify my normal lecture and exam format and explore creative teaching techniques and strategies. I usually encourage different projects, such as poster sessions or theatrical presentations, which add flavor and variety to class activities. As a result we all benefit. I learn a lot from my students in my honors classes, and they all learn from each other. While honors students are very demanding, they are also very tolerant of difference. As a result we have lively and challenging debates.

The Honors College provides many opportunities for students to meet distinguished scholars. Here, Nobel Laureate Douglas Osheroff, professor of physics at Stanford University, talks with Katie Claussen, ’06, at a discussion lunch.
ADVISING

The advising process begins during summer orientation, when you will meet with an Honors College advisor or faculty member. He or she will review several essential topics with you—your academic background and interests, your eligibility for advanced credit, your appropriate course placement, and any requirements for majors that you may be considering. If you plan to explore different disciplines during your first year at IU, your advisor will help you select courses that will give scope to your curiosity and satisfy requirements, even while you are still deciding on your major.

For your freshman year, you will be assigned a specific academic advisor with a broad knowledge of university programs. Your advisor will respond to questions or concerns about your current courses, guide you in planning for the next semester’s registration, and assist you with academic or career issues.

As our faculty members get to know you in small-class settings, they will also advise you and your classmates, but on a more informal basis. In addition, an advanced Honors College student may act as your mentor during your first year or two at IU.

CAREER DEVELOPMENT AND PLACEMENT

IU’s Career Development Center (CDC) provides information and guidance in making educational and career choices for the future. We encourage you to put the CDC to work for you from the time you arrive on campus. Visit the center to discuss your career planning. Talk with the director of career counseling, who personally schedules individual appointments with Honors College students at their request.
Take advantage of standardized interest tests, and use the print and electronic resources of the Career Resources Library. You can also sign up for these activities to explore your future planning in more depth:

- workshops on attending graduate school, resume writing, and interviewing skills
- a 2-credit-hour course in career development
- job shadowing and internship programs

To learn more about the CDC and its services, connect to its comprehensive Web site at www.indiana.edu/~career, or e-mail iucareer@indiana.edu. Another source of basic information, especially valuable for beginning students, is the University Division’s Majors and Careers Web site (www.indiana.edu/~udiv/majors/majorinfo.cgi/9), which has been awarded a national advising association prize.

Different schools and departments at IU also have placement offices for their majors. Contact these offices early in your college career. They can help you see in more detail the choices that a particular major may offer you. When you have chosen your major(s), these placement offices will help you pursue graduate school or employment goals. Some even offer for-credit career exploration and strategy courses.

If you are thinking about law, medicine, dentistry, optometry, pharmacy, veterinary science, or the allied health professions, contact the Health Professions and Prelaw Information Center soon after you arrive on campus. The center provides academic advising and admissions information for professional schools nationwide. Advisors there will also help you navigate the application process to the schools of your choice.

You can work with the center throughout your undergraduate career. Call (812) 855-1873, send an e-mail message to udivhpp@indiana.edu, or consult the center’s Web site at www.indiana.edu/~udivhpp/ for more information.

A political science major, Jennifer Miller took advantage of the Honors College advising system when she needed help planning her classes. She was impressed by the system’s flexibility and her advisor’s knowledge.

For the second semester of my freshman year, I had difficulty choosing classes for my schedule. There were so many options just within the Honors College that I needed a little help in sorting things out. On more than one occasion my advisor was very patient and helped me sift through all the possible courses I could take. I got help picking my poli-sci class as well as checking class times to make sure they would all fit in my schedule.

The Honors College advisors are extremely accommodating in terms of arranging meetings beyond the ones necessary for determining your schedule. Another big advantage of the Honors College advising system for me was summer orientation. I got a head start on preparing for my first semester; a lot of people have their entire schedules planned before even moving to school.

The advisors are adept at helping choose classes that are challenging, yet not impossible. I can tell they care about my future.

Jennifer Miller, ’04
Political Science
The Honors College sponsors a number of competitive awards that allow you to pursue research or creative activity, gain valuable hands-on teaching or work experience, or travel overseas. The individual attention and guidance you receive as an Honors College student help prepare you for these opportunities.

Most of our grants provide a maximum of $600 during the school year and $1,750 in the summer. Any junior or senior with a 3.2 GPA or higher is eligible to apply for most of our awards. Some, however, are available mainly to Honors College students or to students in a school or departmental honors program who are working on an honors thesis.

**RESEARCH AWARDS AND HONORS COLLEGE THESIS AWARDS**

Research awards help students pursue serious academic inquiry and are intended to help develop intellectual independence. Thesis awards recognize students engaged in honors theses during their final semester on campus. Honors College Thesis Awards range from $250 to $1,000. See the box on this page for a sampling of recent grant-supported research and thesis topics.

**CREATIVE ACTIVITY AWARDS**

These grants help students spend a large part of the summer on artistic and creative endeavors. Recent awards have helped support musicians, writers, painters, photographers, dancers, sculptors, and performance artists. Recipients are usually expected to share their work with other students the following fall.

**TEACHING INTERNSHIP GRANTS**

Students receive these grants to assist professors in teaching a college class. Interns usually develop a close working relationship with the professor and make a major contribution to the class being taught.

The Honors College has helped support undergraduate teaching interns in almost every school and department at IU.

---

### Recent Research and Thesis Awards: A Sampler of Topics

- Urban Religious Spaces in Postpalatial Crete
- The Validity of Spiritual Experience
- Improving the Health of Our Health Care System
- Communicating Self: Postcolonial Intersections
- Personality and Consumer Decision Making
- Cognitive Film Theory and the Independent Film at the Turn of the Twenty-first Century
- Jihad and Just War Theory: Conduct of War in Islam and Christianity
- Cell Death
- Risk of STDs and HIV Infection in Ghana
- Visual Processing in Individuals with Autism
**PROFESSIONAL EXPERIENCE**

**INTERNSHIP GRANTS**

These grants help fund nonacademic work related to students’ professional goals. Recent grants have helped support internships with employers ranging from IU’s public TV station and Office for Women’s Affairs to CNN in Atlanta, the National Criminal Justice Association in Washington, D.C., the Eiteljorg Museum of American Indians and Western Art, and the Indianapolis Children’s Museum.

**EDWARD L. HUTTON INTERNATIONAL EXPERIENCES PROGRAM (IEP)**

Indiana University’s Honors College is among the first honors programs to make international experience a central feature of its mission and goals. Our aim is to offer the possibility of an international experience to all of our students. The Edward L. Hutton International Experiences Program (IEP) helps make this possible. These grants of up to $2,000 support participation in a study-abroad program for a summer, semester, or year; participation in research projects or vocational internships in countries around the world; or participation in service projects in foreign countries.

Since its inception in 2000, this program has helped fund student travel to every continent.

Preference for these awards goes to those who enter IUB as Honors College students or who join the Honors College before their junior year. Students in the Herman C. Hudson Scholars Program and the James P. Holland Scholars Program also receive preference for these awards. Recipients of the IEP awards, designated Hutton Scholars, can be freshmen, sophomores, juniors, or seniors.

Patrick Spencer, an inaugural recipient of an Edward L. Hutton International Experiences Program (IEP) grant, graduated from IU in ‘02 with high distinction and a Phi Beta Kappa key after majoring in East Asian languages and literature and in English. As a Hutton Scholar, Spencer spent his junior year at Tsinghua University in Beijing, China, in the university’s Chinese language training program. Spencer has returned to Beijing and now works as a researcher at the United States Information Technology Office, a group of American information technology trade consortiums and companies.

Recently, while sitting with an American delegation at the Chinese Ministry of Foreign Trade and Economic Cooperation, I thought, how did I get here? Working in Beijing is far from what I once imagined for myself. But my course work in East Asian studies motivated me, and with the help of the IEP grant, I got the opportunity to spend a year in Beijing. That’s when it clicked. The decision to allow a culture and language to become a significant part of your life isn’t one you’re likely to make in the classroom alone.

My experiences at IU not only helped me set goals for the future, but pointed me in the right direction to achieve them. It’s difficult to find a job abroad. But I had very strong foreign language skills, critical thinking ability, and a specialized knowledge of a particular geographical region. From my course work in the English and East Asian studies departments, to my study abroad, to a job at the Honors College, IU gave me the opportunity to develop marketable skills.
In the Honors College, we know that your education only begins in the classroom. We encourage you to experience some part of the campus’s nonstop activity while you are here. We also sponsor numerous activities that offer you unique opportunities to participate and to grow. In fact, our students often mention Honors College extracurricular programming as one of the best parts of their IU experience.

BEYOND THE CLASSROOM

The Honors College frequently hosts events that bring students together with faculty, community leaders, and distinguished visitors in informal gatherings, often over pizza. The conversations are lively, and students are involved in planning as well as hosting Honors College programs. Topics at recent gatherings have included racial profiling since September 11, the meaning of art, the ethics of genetic engineering, and the future of the book.

Recent guests have included Dead Man Walking author Sister Helen Prejean; the Swedish folk group Väsen; Nobel Peace Laureate Oscar Arias; Holocaust scholar Christopher Browning; Salon.com senior editor Kate Moses; Nigerian writer and Nobel Laureate for Literature Wole Soyinka; former Dow Chemical Company CEO Frank Popoff; Nobel Prize-winning physicists Steven Chu, Wolfgang Ketterle, and Douglas Osheroff; South African playwright Athol Fugard; economist Laurence Kotlikoff; bioethicist Thomas Murray; and Israeli writer Amos Oz.

You will be able to choose from many other events, including evenings at the art museum, opera, theatre, and other venues—often combined with conversations with faculty, artists, or performers—and visits to nearby places of interest, including the Tibetan Cultural Center, the Bloomington Islamic Center, and the studio and home of American impressionist painter T. C. Steele.

GETTING PUBLISHED

The Honors College sponsors two undergraduate magazines: Labyrinth is an annual literary magazine that publishes poetry, fiction, art, and photography. The staff meets during the late fall and early spring semesters to choose material and design the magazine. All IU undergraduates can submit work to this magazine or join its staff.

The Undergraduate Scholar provides an annual forum where students from all disciplines can publish their essays, research, and opinions. The student staff meets throughout the year and works on every aspect of the publishing process, from soliciting, selecting, and editing manuscripts to designing and producing the final product.
GIVING BACK TO THE COMMUNITY

The Honors College Community Service Program helps students connect with the wider Bloomington community through volunteerism. Each semester the program organizes numerous service events for groups of IU students. In the past, Honors College students have carried out projects like these:

• raising money for families needing assistance with utility bills
• helping with Halloween festivities for low-income children
• cleaning up the local animal shelter
• building homes with Habitat for Humanity
• serving meals at a community kitchen

The program also encourages long-term student involvement in community service. In recent years, more than 30 Honors College students have made yearlong commitments to tutor at-risk children. Others have traveled to various communities for Alternative Spring Break service projects such as rural house repair in West Virginia and antiviolence training in New York City.

BECOMING A LEADER

A natural outcome of working with ideas is the urge to put them into action. That is one reason Honors College students can be found in leadership positions all across campus—in student government, the Union Board, residence life, the IU Student Foundation, community service programs, and the campus newspaper, the Indiana Daily Student (IDS).

Our own student leadership group, the Honors Advisory Board (HAB), provides our administrators, faculty, and staff with a student perspective on a full range of campus issues. Advisory board members design and develop projects to enhance the Honors College experience for all students. Feel free to apply for membership as early as your freshman year.

John Thephasdin joined the Honors Advisory Board (HAB) at the end of his freshman year because he wanted to become more involved in Honors College activities. HAB meets regularly with the Honors College dean to discuss students’ issues and concerns. Soon after joining HAB, Thephasdin became the student coordinator for the Honors College Mentoring Program, in which veteran Honors College students help freshmen in the program adjust to life at IU.

Get a mentor. Sign up. Your mentor will serve as a contact who will help you get used to being at IU. Mentors will try to answer questions about all aspects of life at IU. They will provide opinions and information about classes, about faculty, and about activities outside the classroom.

Your mentor will have interests similar to yours and will be able to talk with you about what classes might be really interesting and suitable and what professors might be the right ones for you.

Mentors will also try to help you find out about a lot of the other things available to you at IU: parking, joining fraternities or sororities, where to live, where to take your parents or significant other to dinner, how to get basketball tickets, how to get a job through a job fair or the Career Development Center. Best of all, your mentor might also become a friend.

John Thephasdin, ’06
Accounting
ACADEMIC COMMUNITIES

Academic communities—specially designated floors found in most residence centers—offer a quiet, considerate atmosphere for academically motivated students. As an entering freshman, you can apply for and reserve space in an academic community when you apply for housing. After starting at IU, anyone with a good academic record may request reassignment to an academic community.

THEMATIC COMMUNITIES

Based on students’ shared interests, thematic communities include all class levels, from freshmen to seniors. Faculty and specially trained student staff help support student-initiated activities related to the theme of the community. Here are some of special interest to Honors College students:

The Honors Residential Community (HRC)  This academically oriented living environment emphasizes social and cultural aspects of campus life. You can take selected Honors College courses at the residence center and consult with a peer mentor living nearby. The community’s student-planned programming features guest lecturers, faculty and ethnic dinners, movie nights, an annual Chicago trip, a banquet, and various group outings to cultural events.

Atkins (Thomas I.) Living-Learning Center  The Atkins Living-Learning Center emphasizes the study of African American history and culture and welcomes all students. It is named after the first African American president of the IU Student Association. Residents, through the center’s student-run board of directors, plan programs and activities, which in the past have included Kwanzaa celebrations, trips to Indianapolis for the Circle City Classic football game, and interaction with noted African American scholars. New Atkins residents must take U211, a 1-credit-hour community development course.

All first-year IU students are required to live in one of IU’s 11 residence centers. One particular advantage of on-campus living is the plethora of choices adapted to specific interests. As an Honors College student, you may want to consider one of the special housing options listed here.
Collins Living-Learning Center  Collins is geared toward students with an enthusiasm for integrating their intellectual and social experiences at IU. Students and faculty work together to develop Collins’s unique residential seminars. Students also operate a large number of special programs—publications, arts performances, peer group tutoring, excursions, roundtable discussions, and more. To receive additional information and the required special application, visit the Web site www.indiana.edu/~llc or write the director, Collins Living-Learning Center, 541 N. Woodlawn Avenue, Bloomington, IN 47406-7500.

Foster International  Students living in Foster share an interest in international or cross-cultural affairs. Several freshman courses are taught on site. Special programs include a series of informal seminars taught by experts from around the world. Other activities include special dinners with international themes, screenings of award-winning foreign films, and informal discussions with prominent guests staying at the Foster International visitors’ suite.

Language Houses  In these residences, students speaking French, German, Chinese, Korean, Russian, Spanish, and Japanese share the goal of using the languages—not just studying them. There is no fluency requirement; the residents help one another in increasing fluency and cultural understanding. Each house has a language assistant who provides support. Residents participate in language tables, where they eat with faculty and other students in their language area to develop their skills. New language house residents must take Q100, a 1-credit-hour community development course. To participate, you need some command of the spoken language and a desire to become a fluent speaker. Enrollment in a language course or a language major is not necessary.

FOR MORE INFORMATION

Apply as early as possible for admission to these special housing options or programs. Contact IU’s Division of Residential Programs and Services, 801 N. Jordan Avenue, Bloomington, IN 47405-2107; (812) 855-1764; housing@indiana.edu; www.rps.indiana.edu.

John Scrofano came to IU because of the reputation of the Kelley School of Business, but he soon discovered that living in the Honors Residential Community (HRC) gave him the living arrangements he needed to take full advantage of all IU has to offer.

As an incoming freshman, I thought the idea of a residential community was intriguing. The people who lived on the honors floors came from all over, had a thousand different interests and experiences, and offered different strengths. We had a lot of fun together, and we motivated each other to do well.

After living in this awesome community, I wanted to invest my time and energy to see it grow and give to other residents what I got from it. That’s why I was really excited to become a resident assistant my sophomore year.

With one of the highest floor return rates on campus only two years after its inception, the HRC is really a great place to live.

John Scrofano, '04
Entrepreneurship
A group of nationally recognized scholars with reputations as superior teachers, our faculty spend part of their time teaching and advising honors students, and the other part teaching and studying in their own departments and schools. Below you will find brief notes about the backgrounds and interests of the Honors College faculty.

**JAMES R. ANDREWS**  
Professor Emeritus of Communication and Culture, American Studies, and Victorian Studies  
Ph.D., The Pennsylvania State University, 1966  
Formerly chair of IU’s Department of Communication and Culture for 15 years, James Andrews has received several teaching awards, both university-wide and national, as well as national awards for his research. He is interested in British and U.S. public discourse, examining such questions as the role of rhetoric in the shaping of national identity, presidential rhetoric, and the interaction of imperialism and rhetoric. His numerous books and articles reflect his commitment both to research and to teaching, and Houghton-Mifflin has just published a new edition of his co-authored textbook on public speaking. Professor Andrews taught at the University of California, Santa Barbara, and at Columbia University before coming to IU.

**AKWASI B. (A. B.) ASSENSOH**  
Professor of African American and African Diaspora Studies  
Ph.D., New York University, 1984  
A. B. Assensoh is a historian and journalist who has also taught at Stanford, Emory, Southern, and Dillard universities. His specialty is comparative history, including aspects of Third World history, African American history, civil rights history, and peace studies. A former editor and research director for Stanford’s Martin Luther King Papers Project, Professor Assensoh has published widely. His latest books include African Political Leadership (1998) and African Military History and Politics, 1900-Present (co-authored, 2001). He has received several U.S. national fellowships (NEH and Fulbright-Hays) as well as doctoral and postdoctoral fellowships from Great Britain and Sweden. Professor Assensoh holds a national teaching award from the Association of Third World Studies. At IU he has won the Teaching Excellence Recognition Award and the College of Arts and Sciences’ James Philip Holland Award for Exemplary Teaching and Service to Students.

**CHRISTINE BARBOUR**  
Clinical Assistant Professor of Political Science  
Ph.D., Indiana University, 1990  
Professor Barbour has taught political science since 1990. At IU, she has been a Lilly Fellow, working on a project to increase student retention in large introductory courses, and she has worked with the Freshman Learning Project, a university-wide effort to improve the first-year undergraduate experience. She has won several teaching awards, but the two that mean the most to her were awarded her by students: the Indiana University Student Alumni Association Award for Outstanding Faculty (1995–96) and the Indiana University Chapter of the Society of Professional Journalists Brown Derby Award (1997).

**MICHAEL BERKVAM**  
Professor of French and Italian  
Ph.D., University of Wisconsin, 1973  
A recipient of teaching and service awards from IU, Michael Berkvam principally studies twentieth-century French literature. He is, however, at home in earlier eras of French history as well. His published work includes two programs for exhibitions at IU’s Lilly Library of rare books and manuscripts: “Liberty, Equality, or Death: The French Revolution, 1789–1794” and “La vie parisienne 1650–1900.” In 2000, Professor Berkvam completed the book Writing the Story of France in World War II: Literature and Memory, 1942–1958.
Julia Bondanella
Professor of French and Italian
Ph.D., University of Oregon, 1973
A Renaissance scholar, Julia Bondanella recently translated the autobiography of sculptor Benvenuto Cellini into English. Professor Bondanella began teaching in the honors program at IU 30 years ago and became the coordinator for the two great books seminars offered by the program (now H211 and H212). She served as associate director of the Honors Division for many years and as associate dean of the Honors College before becoming assistant chair for programs at the National Endowment for the Humanities for a year. Professor Bondanella was instrumental in helping to establish the Honors College International Experiences Program. She is also a former president of the National Collegiate Honors Council and has won many teaching awards.

Richard Burke
Professor Emeritus of Telecommunications
Ph.D., University of Michigan, 1963
Richard Burke has specialized in the role of mass media in social change. For more than 30 years he has combined his teaching and research in communications with extensive fieldwork in Africa, Latin America, and the Middle East. He has also taught media ethics and professional responsibility. In the Honors College, Professor Burke teaches H211 and H212, Ideas and Experience, and he is an active member of the Honors College extracurricular activities committee. He has had a lifelong interest in drama and theatre, is a docent for the IU Art Museum, and serves as a Court Appointed Special Advocate in the Monroe County juvenile justice system.

Richard Cecil
Associate Professor of English; Adjunct Associate Professor, Honors College
M.F.A., Indiana University, 1985
Richard Cecil holds a joint appointment in the English department and the Honors College. He is the author of three collections of poetry, Einstein’s Brain (University of Louisville Press, 1986), Alcatraz (Purdue University Press, 1992), and In Search of the Great Dead (Southern Illinois University Press, 1999).

Abhijit Basu
Class of 1948 Herman B Wells Professor of Geological Sciences
Ph.D., Indiana University, 1975
Abhijit Basu is a geologist with roots in rocks, minerals, and the outdoors. He investigates natural gardening of moon soils by extralunar particles, studies metal pollution in the Venice Lagoon, and has explored for coal in remote jungles of India. He has also published research on undergraduate teaching and received awards for teaching and service.

Most geological processes are extremely slow and huge by human standards. Thus, laboratory experiments to simulate “geology” are not fully adequate to test hypotheses. Observations from submicroscopic to planetary scales and scaling up of experimental results are necessary. My current teaching philosophy is based on the principles of conjectures and refutations of hypotheses about the earth’s working through observation and experiments.

The opportunity to teach in the Honors College brings remarkable and rare rewards. I continually look forward to the inspiration provided by students in freshman honors seminars. In the Honors College a student and a teacher can collectively begin to explore the symbiotic relationship between Noguchi and Honda, or between Walden Pond and Silicon Valley.
LUI S DÁ V I L A  
Associate Professor of Spanish and Portuguese  
Ph.D., Ohio State University, 1970

Luis Dávila's research and teaching encompass a wide range. He focuses on nineteenth- and twentieth-century Spanish-American narrative, poetry, and essay; Mexican prose narrative, poetry, essay, and theatre; and all genres of U.S. Latino literature. He has been a National Endowment of the Humanities fellow and also on the Wells Scholars selection committee. Professor Dávila's current projects include studying borderlands literature and the Mexican cultural labyrinth and U.S. Latino literature and postmodernity.

ALEXANDER R. DZIERBA  
Professor of Physics  
Ph.D., University of Notre Dame, 1969

Alex Dzierba's research seeks to understand how the quarks that constitute matter interact, particularly why quarks cannot exist outside the particles they inhabit. To address these questions, he has led teams of researchers in settings including the Brookhaven National Laboratory and the Jefferson Lab. His most recent project involves using intense beams of photons to produce new forms of matter in which the particles that hold the quarks together manifest themselves in a novel way. His research was featured in the cover story in the September/October 2000 issue of American Scientist.

PAUL D. EISENBERG  
Professor Emeritus of Philosophy; Adjunct Professor, Jewish Studies Program  
Ph.D., Harvard University, 1967

Until his retirement in May 2003, Paul Eisenberg was a full-time faculty member in philosophy and an adjunct professor of Jewish studies. He will continue to teach part time. Within philosophy he is especially interested in the history of ethics, both ancient and modern. He has frequently taught H211-H212 for the Honors College. He is the recipient of both campus and all-IU awards for service and for teaching.

STEVEN FRANKS  
Professor of Slavic Languages and Literatures; Chair and Professor of Linguistics  
Ph.D., Cornell University, 1985

Steven Franks has served on the IU faculty since 1987. His teaching interests lie in formal models of knowledge of language, with a research focus on comparative Slavic syntax. He is founding editor of the Journal of Slavic Linguistics and is author of Parameters of Slavic Morphosyntax (1995) and co-author of A Handbook of Slavic Clitics (2000), both of which won the AATSEEL President's Award for the Best Work of Scholarship in Slavic Linguistics. He has taught as guest professor at the University of Warsaw, Plovdiv University, and the University of Connecticut; has been a faculty fellow at Princeton (1996–97); and held a Mellon postdoctoral fellowship at the University of Pennsylvania (1990–91). Professor Franks conducted Fulbright research in Zagreb (1977–78) and has accepted a Distinguished Fulbright Chair in Venice for 2004.

NORMAN FURNISS  
Professor of Political Science  
Ph.D., Harvard University, 1971

Norman Furniss's academic interests are in the areas of comparative politics and public policy. His research focuses on the problems of modernization and political change in advanced industrial states, with particular attention to the West European experience. Professor Furniss is concerned in particular with the role of property rights, comparative public policy, and political futures for the "welfare state." His writings have been featured in many publications.

ROY GARDNER  
Chancellor's Professor of Economics and West European Studies  
Ph.D., Cornell University, 1975

Roy Gardner came to IU in 1983 after holding research and teaching positions at Iowa State, Northwestern, and universities in Bonn and Paris. At IU he teaches economic theory and game theory at all levels, as well as an honors course, Principles of Economics, and an advanced course, Economics of European Economic Integration. He won the Students' Choice teaching award at IU in 1996. His research has been supported by grants from the National Science Foundation, the U.S. Department of Agriculture, and the Department of State. Professor Gardner's research specialty, game theory, has taken him to Europe, Asia, and Latin America, as well as all over North America.
At present, he is also academic director of the Economics Education and Research Consortium at Ukrainian National University’s Kyiv-Mohyla Academy, which is eight time zones away from Bloomington.

EDWARD GUBAR
Director, Publications and Undergraduate Grant Program, Honors College; Adjunct Lecturer, School of Journalism; Adjunct Lecturer, Honors College
M.F.A., University of Iowa, Fiction, 1969; M.A., English, 1972

In addition to teaching courses in literature and journalism, Edward Gubar advises Labyrinth, the Honors College literary magazine; administers the Honors College Undergraduate Grant Program and the Edward L. Hutton International Experiences Program; and oversees most Honors College publications. He has also chaired the Honors College Scholarship Committee several times and served as acting dean of the Honors College during 2002. His fiction, nonfiction, and journalism have appeared in a variety of small magazines and more than 25 newspapers. He has received an NEH National College Teaching Fellowship, as well as numerous grants from the Indiana Committee for the Humanities.

PAUL GUTJAHR
Associate Professor of English
Ph.D., University of Iowa, 1996

Paul Gutjahr’s training is in American studies, and so he favors approaches that are highly interdisciplinary in nature. His specialized field of research is the history of publishing and literacy in the United States. Within that field, he works in the area that has come to be called “history of the book” studies, and primarily in the North American context. Professor Gutjahr is interested in how different forms of writing influence a vast array of cultural practices from religious preaching to proper etiquette at meals. He has written extensively on the production of the English Bible in America. He also edited a collection of essays on typography and textual interpretation and an anthology on nineteenth-century American popular literature.

PERRY HODGES
Assistant Professor, Honors College; Assistant Professor and Writing Consultant, School of Law
Ph.D., Columbia University, 1980

Professor Hodges is interested in law and literature and the relationship between the two. Publishing in both English and law journals, she explores themes common to both fields, especially those that raise questions about interpretation. She has written on legal writing as well as on the law and literature movement, recently publishing an article titled “The Letter of the Law: Reading Hawthorne and the Law of Adultery.” Her latest research project, “Trials in Error,” examines judicial responses to reconstruction in Southside Virginia after the Civil War. She has taught in the foreign language department at Adilet Higher Law School in Almaty, Kazakhstan, served as a consultant to the Indiana Judicial Center, and on occasion presented literary workshops to the court. Professor Hodges is the faculty advisor for The Undergraduate Scholar, the Honors College undergraduate research magazine.

NORETTA KOERTGE
Professor Emerita of History and Philosophy of Science
Ph.D., University of London (England), 1969

Initially trained as a chemist, Professor Koertge has had a long and distinguished career as a scientific methodologist. She is the author of the groundbreaking textbook The Nature of Scientific Inquiry, as well as books for a general audience, including Professing Feminism: Education and Indoctrination in Women’s Studies. She also edited A House Built on Sand: Exposing Postmodern Myths about Science. Since 1999 Professor Koertge has been editor in chief of Philosophy of Science, the leading journal in the field. Though she retired from her regular teaching assignment in 2000, she continues to teach courses on topics such as research ethics, scientific reasoning, and statistics and common sense.

J. TIMOTHY LONDERGAN
Professor of Physics; Director, Wells Scholars Program
D.Phil., Oxford University (England), 1969

J. Timothy Londergan was a Rhodes Scholar who joined the IU faculty in 1973. His research area is theoretical nuclear physics. Professor Londergan is the author of over 100 research articles, 60 invited talks at conferences and workshops, and a book on the physics of low-dimensional systems. He has held consulting appointments at institutes in Australia, Switzerland, and India. He served as chair of the physics department for eight years and served three terms as director of the IU Nuclear Theory Center.
JOHN LUCAITES
Associate Professor of Communication and Culture
Ph.D., University of Iowa, 1984

Professor Lucaites studies the relationship between rhetoric and social theory. Much of his recent writing examines the communicative power of famous, “iconic” photographs that have made their way from news reports to a permanent place in the public consciousness. He also researches the relationship between race and “American” identity, as well as the fragmentation of liberalism in the United States at the end of the twentieth century. A member of the IU faculty since 1987, Professor Lucaites teaches undergraduate courses that include Communication and Social Conflict, Freedom of Speech, Rhetoric and American Identity, and Photojournalism and Democratic Public Culture.

GIANCARLO MAIORINO
Rudy Professor of Comparative Literature; Director of the Center for Comparative Arts Studies
Ph.D., University of Wisconsin, 1973

Giancarlo Maiorino studies the Renaissance, comparative arts, art and money, history of ideas, and the relationship between Postmodernism and earlier periods such as Mannerism and the Baroque.

HERBERT J. MARKS
Associate Professor of Comparative Literature; Director of the Institute for Biblical and Literary Studies
Ph.D., Yale University, 1985

With an expertise that includes biblical studies, medieval Italian masters, the modern novel, and twentieth-century poets, Herbert Marks inspires his students to deepen their understanding of prose, poetry, and scriptural writing. In nearly 20 years at IU, Professor Marks has created many courses and taught not only in the comparative literature department but also in English, Near Eastern languages and cultures, religious studies, and Jewish studies. His popular course Who Wrote the Bible? explores the diversity of biblical writing while introducing students to literary analysis and testing the role of the reader in the “construction” of literary meaning.

HENRY H. H. REMAK
Professor Emeritus of Germanic Studies, Comparative Literature, and West European Studies
Ph.D., University of Chicago, 1947; Doctor Honoris Causa, University of Lille (France), 1973

A recipient of university-wide awards for both distinguished teaching and distinguished service, Henry Remak is committed to exploring and comparing the German, French, and American cultures. He is particularly interested in the student protest movements in the United States and Europe during the late 1960s and early 1970s, and what our cultures have absorbed and rejected from these movements. But Professor Remak’s greatest love, in his words, is “literature, whenever and wherever.”

JACK ROLLINS
Professor, part time, Honors College; Research Scholar, African Studies Program
Ph.D., Indiana University, 1978

Jack Rollins, a former Rockefeller Humanities Fellow, has taught comparative literature at universities in Europe and, as a Fulbright Lecturer, in Africa. His current research and publications focus on the relationships between literature and medicine, especially in the development of pathography—writing focusing on a person’s illness. His most recent publications in this field have appeared in the Journal of Medical Humanities. He is also a Masters swimmer and a feature writer for the Tea & Coffee Trade Journal in New York.

ALVIN ROSENFELD
Professor, Jewish Studies Program; Professor of English
Ph.D., Brown University, 1967

Alvin Rosenfeld served for 30 years as director of IU’s highly regarded Jewish Studies Program. During these years he has also been a professor of English at IU, and his courses on the literature of the Holocaust and on American Jewish literature have helped to educate large numbers of students about these subjects. A widely published author of books and articles on Holocaust literature, Professor Rosenfeld was appointed in 2002 by U.S. President George W. Bush to the governing council of the United States Holocaust Memorial Museum in Washington, D.C. He has lectured widely in the United States, Europe, and Israel, and he serves on numerous academic committees and institutional boards in America and abroad.
JOSEPH STEINMETZ  
Eleanor Cox Riggs Professor of Social Sciences and Ethics  
and Chair of Psychology  
Ph.D., Ohio University, 1983  

Joseph Steinmetz's major research interests lie in the fields of behavioral and cognitive neuroscience. In particular, he is interested in how the brain changes activity to encode learning and memory experiences. He also studies the detrimental effects of early alcohol exposure on the brain and how this exposure affects behavioral function. He is the author of over 140 research publications. In 1996, he received the Troland Research Award from the National Academy of Sciences for early career contributions to experimental psychology and also received the 2000 Distinguished Faculty Award from the IU College of Arts and Sciences Alumni Association.

HERBERT TERRY  
Associate Professor of Telecommunications  
Ph.D., University of Minnesota, 1976  

Herbert Terry's teaching and research focus on telecommunications laws and policies, on the values and ethical principles embodied in those laws and policies, and on the political processes that produce them. He has been a member of the City of Bloomington Telecommunications Council and now serves as a consultant to the Bloomington Community Access television center.

JONATHAN WEINBERG  
Assistant Professor of Philosophy  
Ph.D., Rutgers University, 2001  

Professor Weinberg's research and teaching backgrounds range over both philosophy and cognitive science, especially where the two fields intertwine, such as in the connectionism/classicism debate and the nature of psychological explanation as well as evolutionary psychology, "naturalized" epistemology, and questions about the impact of empirical psychology on our views of ourselves as rational (or not). Two of his current projects are an investigation of the scope and nature of a priori justification, and an empirical study of the diversity of epistemological intuitions across ethnic and socioeconomic lines. Were there world enough and time, he would also do more work in philosophical aesthetics, especially on genre and the philosophy of film.

A recipient of Wells and Truman Scholarships at IU, Pai-Ling Yin recently completed her Ph.D. in economics at Stanford University and joined the Harvard Business School faculty to teach strategy. She spent the year after her graduation from IU in residence at the Harry S. Truman Scholarship Foundation in Washington, D.C., and then attended the London School of Economics, where she earned a master's degree.

The Honors College and the Wells Scholars Program helped me by strengthening the breadth of my liberal arts education, which I think helped me to become a well-rounded person. Such training has allowed me to be an effective communicator and educator in economics because I'm able to tie concepts to many other disciplines and think about my specific field in a broad context.

My most helpful courses at IU were in the mathematics department, because they demanded careful analytical proofs, and my econometrics courses in the economics department, because they taught me the fundamentals of interpreting data.

Pai-Ling Yin, '95  
Economics, French, and Mathematics
In addition to her principal faculty appointment in philosophy, Honors College Dean Karen Hanson is an adjunct professor of comparative literature, gender studies, and American studies. She publishes on topics at the intersection of philosophical psychology and value theory and has received a variety of teaching awards.

Indiana University offers endless possibilities for study, growth, and achievement. The Honors College helps you and other outstanding students take full advantage of this wonderful range of opportunities. You may come to Bloomington set on a particular degree program, or you may be undecided about your plans. In any case, as a member of the Honors College, you are immediately part of a special community. You are encouraged to pursue all your interests— to take challenging, exciting courses, to engage in research and creative activities, to become involved in extracurricular events and projects.

Because the Honors College is campuswide, it serves a diverse group of students, students with a variety of majors, talents, and backgrounds. One thing all of these students share, though, is a commitment to excellence. The students, faculty, and staff of the Honors College are a lively and supportive group, and your participation in the Honors College will help you make connections— between one course and another, between one discipline and another, between curricular and extracurricular activities, and with people who will be your friends for life. You can make your own contribution to the Honors College tradition of excellence.

**TO LEARN MORE**

The best way to discover what Indiana University and the Honors College have to offer you is to visit the Bloomington campus. Members of our staff are available at the Honors College House, 324 N. Jordan Avenue, and at the Honors College Advising House, 326 N. Jordan Avenue, to answer your questions and to talk with you about opportunities in the Honors College.

You may also send us questions via e-mail (babaker@indiana.edu) or visit our Web site (www.indiana.edu/~iubhonor), which provides detailed information about all aspects of the Honors College experience.

To make arrangements for a campus visit, contact IU’s Office of Admissions:

IU Office of Admissions  
300 N. Jordan Avenue  
Bloomington, IN 47405-1106  
(812) 855-0661  
iuadmit@indiana.edu  
www.indiana.edu/~iuadmit

International students:  
(812) 855-4306  
intladm@indiana.edu

Indiana University is an Affirmative Action/Equal Opportunity institution.

Indiana University complies with the Americans with Disabilities Act. Students who believe that they are eligible for an accommodation should contact Disability Services for Students at (812) 855-7578 or TTY (812) 856-2264.

The Honors College is part of the IU Office of Academic Support and Diversity.

At right: Dedicated in 1987, the Sample Gates and adjoining plaza mark the historic entrance to the IU Bloomington campus.

Karen Hanson  
Dean, Honors College  
Rudy Professor of Philosophy and Chair  
Ph.D., Harvard University, 1980

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Honors College

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