BUTLER UNIVERSITY

FALL 2019

COURSE RECOMMENDATIONS
FOR NEW STUDENTS

BE PREPARED FOR YOUR COLLEGE MEETING AND ADVISING APPOINTMENT

- Wear your nametag in a place others can easily see it.
- Bring your individual schedule and folder (received at check-in on your NSR date).
- Bring a pen for taking notes and jotting down questions.
- Bring this Course Recommendations booklet.
- Use the Enrollment Worksheet in this booklet to create a list of potential courses of interest to discuss with your academic advisor. Include options from the Core Curriculum, introductory classes in your chosen major or other majors/minors of interest, and elective classes that explore an interest.
### COURSE OPTIONS

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### WEEKLY SCHEDULE

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RECOMMENDED CLASSES

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COURSE CHANGES

Please be advised that since the publication of this booklet, modifications may have been made (and may continue to be made throughout the summer) to course descriptions, course numbers and titles, times, and instructor designations.

The most up-to-date class offerings are located online: my.butler.edu can be used to access the complete undergraduate course catalog and the class schedule for the upcoming semester. You can browse all of the courses in a subject, or search for a particular course by subject and catalog number. The enrollment limit and available seat count reflects up-to-the-minute information.

CLASS MEETINGS

Classes generally meet according to the following patterns:

MWF Monday, Wednesday, Friday
TR Tuesday (T) and Thursday (R)
T Tuesday in any meeting pattern, such as MTWF
R Thursday in any meeting pattern, such as MWF
S Saturday
M–F Class meets every day of the week

BUILDING CODES:

AU Atherton Union
CF Center for Faith and Vocation (Blue House)
CH Clowes Memorial Hall
FB Fairbanks Center
ECCW Efroymson Center for Creative Writing
FH Hinkle Fieldhouse
GA Garden House
GH Gallahue Hall
HB Holcomb Building
HR Health and Recreation Complex
HO Holcomb Observatory
IL Irwin Library
JH Jordan Hall
JCX Jordan College Annex
LSB Lacy School of Business
LH Lilly Hall
RB Robertson Hall
SC Howard L. Schrott Center for the Arts
PB Pharmacy and Health Sciences Building
SCM South Campus Main
# ACADEMIC YEAR CALENDAR for 2019-2020

## Fall 2019
- **Begins March 25**: Advising for Fall 2019
- **Begins April 8**: Self-Service Registration begins
- **August 21**: W Last day to apply for admission
- **August 28**: W First day of instruction for Fall A session
- **August 31**: S Last day to file for December graduation
- **September 2**: M Labor Day Holiday (no classes)
- **September 4**: W Last day to add a class for credit
- **September 11**: W Last day to drop a class
- **September 25**: W Last day to change P/F to credit or credit to P/F
- **October 1**: T Mid-Term Grades due in R&R
- **October 17–18**: Th–F Fall Break (no classes)
- **October 21**: M Advising for Spring 2020 begins
- **October 22**: T Last day of classes for Fall A session
- **October 25**: F Grades due in Registration & Records by 10:00 AM for Certificate Program Fall A session
- **November 4**: M Self-Service Registration for Spring 2020 begins
- **November 8**: F Last day to withdraw or change to non-credit
- **November 25–29**: M–F Thanksgiving Holiday (no classes)
- **December 13**: F Last meeting of classes
- **December 17**: F Last day of instruction for Fall B session
- **December 23**: M Grades due in Registration & Records by 10 am
- **December 25**: F Commencement

## Spring 2020
- **Begins October 21**: Advising for Spring 2020
- **Begins November 4**: Self-Service Registration for Spring 2020
- **January 6**: M Last day to apply for admission
- **January 13**: M First day of instruction for Spring A Session
- **January 17**: F Last day to add a class for credit
- **January 20**: M Martin Luther King holiday (no classes)
- **January 27**: M Last day to drop a class
- **February 1**: S Self-Service Registration for Summer 2020 begins
- **February 10**: M Last day to change P/F to credit or credit to P/F
- **February 18**: T Early Term grades due in R&R
- **March 6**: F Last day of classes for Spring A session
- **March 9**: M First day of instruction for Spring B session
- **March 9–13**: M–F Spring break (no classes)
- **March 10**: T Grades due in Registration & Records by 10:00 AM for Certificate Program Spring A session
- **March 23**: M Advising for Fall 2020 begins
- **March 27**: F Last day to withdraw or change to non-credit
- **April 6**: M Self-Service Registration for Fall 2020 begins
- **April 28**: T Reading day
- **April 29-May 5**: W–T Final examinations
- **May 1**: F Last day of classes for Spring B session
- **May 7**: Th Grades due in Registration & Records by 10:00 AM
- **May 9**: S Commencement

## Summer 2020 Planning Dates
**First part of term (7 weeks)**
- **Begins February 1**: S Self-Service Registration for Summer 2020
- **May 4**: M Last day to apply for non-degree admission
- **May 11**: M First day of class
- **May 25**: M Memorial Day Holiday (no classes)
- **June 26**: F Last day of class
- **June 30**: T Grades due in Registration & Records by 10:00 AM

**Second part of term (7 weeks)**
- **Begins February 1**: S Self-Service Registration for Summer 2020
- **June 22**: M Last day to apply for non-degree admission
- **June 29**: M First day of class
- **July 3**: F Independence Day Holiday (no classes)
- **August 14**: F Last day of class
- **August 18**: T Grades due in Registration & Records by 10:00 AM

## FINAL EXAMINATIONS
Final exams will begin on Monday, December 16. Final examination schedule for Fall 2019 will be available on the Registration and Records website, www.butler.edu/registrar.
UNIVERSITY CORE CURRICULUM

FIRST YEAR SEMINAR

The First Year Seminars are for entering first-year students new to Butler. Completing FYS 101 in the fall, and FYS 102 in the spring, fulfills first year core requirements.

3268 FYS 101 01 First-Year Seminar 3, U MWF 9-9:50 Breaking Bad
Etzler, Melissa S

3269 FYS 101 02 First-Year Seminar 3, U MWF 10-10:50 Breaking Bad
Etzler, Melissa S

3270 FYS 101 03 First-Year Seminar 3, U MWF 11-11:50 Breaking Bad
Etzler, Melissa S

Breaking bad or “behaving violently without a reason” implies violence is prompted by either sane or insane impulses. Inspired by the ambiguity of “breaking bad,” we will explore intersections of crime and madness. We will examine artworks featuring issues of guilt, justice, abnormality, and deviance to uncover particular and universal social commentaries on moral values and community constructs. Focusing primarily on written and visual German and American texts from the 18th century to the present, multidisciplinary fields will inform our interpretations. Students will have the opportunity to incorporate their own interests within a wide range of topics including “men behaving beastly” (animal studies), “wild women”—vamps and hysterics (gender issues), “gang mentality” (sociology), “surveillance” (I.T.), and “mass paranoia” (politics). This course will assist students in the development of the necessary communicative skills to read critically, to write analytically and creatively, and to express ideas clearly and persuasively.

3271 FYS 101 04 First-Year Seminar 3, U MWF 11-11:50 So, Where Are You From?
Stigter, Michelle

Innocent question or a microaggression? Who is asked? Who is not asked? Does anyone really know where they are from? How does “knowing” where we and where others are from influence our own concept of identity? During the semester our exploration of immigration, identity, and marginalized life in the United States will take a three-pronged approach. Through analyzing a wide variety of texts, reflecting on our own identities, and serving the immigrant and refugee community we will crystallize our own beliefs about what it means to be a member of our “community.”

3426 FYS 101 05 First-Year Seminar 3, U TR 9:35-10:50 Barden, Dan From Story to Screen (and Stage): The Adventure of Adaptation

The American cultural landscape is filled with examples of novels that have become movies, newspaper articles that have become TV shows, and biographies that have become stage plays. The process of “adaptation” is fundamental to how we see ourselves as Americans and artists and writers. This two-semester course will track some of the greatest examples of adaptation in American culture. From The Godfather to The Wire, from Great Gatsby to Hamilton, from Shakespeare to The Walking Dead, this course will study how we engage and transform the cultural materials that are most important to us.

3427 FYS 101 06 First-Year Seminar 3, U TBA Topic To Be Determined

3429 FYS 101 07 First-Year Seminar 3, U TR 11-12:15 Campbell, Barbara Jean Written by the Body: Medical Humanities & Bioethics

3431 FYS 101 08 First-Year Seminar 3, U MW 1-2:15 Campbell, Barbara Jean Written by the Body: Medical Humanities & Bioethics

3432 FYS 101 09 First-Year Seminar 3, U MW 2:25-3:40 Campbell, Barbara Jean Written by the Body: Medical Humanities & Bioethics

Just as the heart pumps our blood and nerve endings send signals to our brains, stories about the human body exhibit similarly complex and interdependent relationships. These stories reinforce, challenge, or complicate traditional biomedical models. In this course, we will dissect or analyze depictions of health, illness, and disability through fiction, nonfiction, and film with a particular focus on those perceived or classed as different. Why do we tell stories about the body? How does language shape our understanding of the human body and mind? How do cultural representations of the body change over time? What are the social and political implications of terms such as “normal” and “abnormal” in regards to the body? These are just a few of the ethical considerations we will undertake as we explore the relationships between science and art, medical professionals and patients, and the body and mind.
This course will examine the works of international women writing in the 20th and 21st Centuries. By studying contemporary literary texts and other cultural materials, our class will examine the ways in which the politics of sex and gender intersect with and challenge the politics of race, class, ethnicity, sexual orientation, nationality, and other markers of difference in varying cultural contexts.

The first half of this year long FYS course addresses the histories, theories, and practices associated with comics (here considered as the standard one to five panel versions from daily newspapers and the ubiquitous comic book) and graphic novels (which concerns longer works comprised of comic materials, which do not necessarily have to be fictional). We will explore the history and development of individual comics and characters, become acquainted with and comfortable in wielding relevant theories and vocabulary in the field of “comic studies,” and develop a sense of how these texts work as cultural artifacts. Students will have a wide range of choice in picking texts for the class—the canon is broad and varied, but it’s expected that the course readings will include work from the superhero, biographical/autobiographical, instructional, and horror genres (among others). No knowledge of the theories is expected; but an appreciation for comics/graphic novels is, and your enthusiasm for any sort of work in this canon is welcomed and enjoyed.

According to the World Bank, in 2013, 767 million of people lived on less than $1.90 a day, one in three pre-school children are malnourished, and a vast majority of global poor live in post-colonial lesser-developed countries (LDCs) of Asia, Africa, and Latin America. What explains the prevalence of poverty in lesser-developed countries? What are the critical economic, social, and political challenges the LDCs face that hinder their development? What roles do the international economy and developed nations play in this? Will the LDCs ever be able to get out of the cycle of poverty? Focusing on these questions, this course explores the major theoretical and conceptual tools to analyze the politics of development in LDCs with special emphasis on the theories of development, current critical issues plaguing the development of the LDCs, and policy directions undertaken to address the developmental concerns.
What are the correlations between curiosity and creativity? Regardless of profession, does being more curious help us live lives of discovery and fulfillment? To test this theory, we will indulge our curiosity on a myriad of subjects, looking to generate our own creative research projects. A major component of the seminar will be reflection, exploring what happens in our minds when we intentionally foster curiosity and looking deeply at how creativity can help us become who we want to be.

The Noisy Cloister: Personal Achievement and Public Obligation

What happens when we, quite understandably, attempt to live fulfilling and successful lives? What can go right, or wrong, for us or for the community in which we live? In this year-long seminar we will read works of fiction and non-fiction that examine the ways we try to create personal space in our world where most of us live in community with one another. Our readings will include works of fiction, poetry, and non-fiction by Kate Chopin, Eugene O’Neill, Willa Cather, Mark Twain, and others.

FYS 101 22  First-Year Seminar  3, U
TR  11-12:15  Lynch, Alessandra J
Visiting Writers Series

In this course, we’ll read texts written in this century, most of which will be connected to a writer visiting campus this year as part of the Visiting Writers Series. We’ll explore some big questions about literature (and about who we are as readers, writers and thinkers), including: Why read literature? Why write? What are books for? Ultimately, this class is about engaging with literature and engaging with each other.

FYS 101 23  First-Year Seminar  3, U
TR  11-12:15  Neville, Susan S
Through the Eyes of Kurt Vonnegut

“Keep your hat on, we may end up miles from here” warns writer Kurt Vonnegut in one of his favorite jokes. In this seminar we’ll travel with Vonnegut, looking at major issues of the 20th and 21st centuries through his novels and non-fiction. We’ll be reading Slaughterhouse Five, Cat’s Cradle, Breakfast of Champions, and other books. We’ll move from his childhood in Indianapolis to the bombing of Dresden in World War II, the islands of Galapagos, and on to (in his graduation speeches) advice for your own future as citizens of this beautiful, fragile world.

FYS 101 24  First-Year Seminar  3, U
TR  1-2:15  Spyra, Ania
Visiting Writers Series

In this course, we’ll read texts written in this century, most of which will be connected to a writer visiting campus this year as part of the Visiting Writers Series. We’ll explore some big questions about literature (and about who we are as readers, writers and thinkers), including: Why read literature? Why write? What are books for? Ultimately, this class is about engaging with literature and engaging with each other.

FYS 101 25  First-Year Seminar  3, U
TR  11-12:15  Stapleton, Robert L
Travel Writing and Literature

This course will celebrate and deconstruct the art of travel and the act of travel writing. Through readings, discussions, local adventures, and a variety of critical and creative assignments, we will expand our understanding of the
self, the other, the sources of our restlessness, the shifting identities born of traveling, and the dynamic between external and internal journeys. We will analyze the rhetoric of travel narratives to inform our own writing and to better comprehend the human impulse to move. We will consider place not as a setting but as an ancestor, a storied part of the moving world, and we will inventory a variety of cultures, histories, and voices along the way.

3450 FYS 101 27 First-Year Seminar 3, U MW 1-2:15 Watts, William H
Imagining the Middle Ages

The literature of the Middle Ages might be seen as the original fantasy literature. Here we find tales of unbelievably brave knights, incredibly resourceful and beautiful ladies, awe-inspiring monsters, and the possibility of magic everywhere. In this course, we will read works from the Middle Ages, and we will also study movies and works by more recent authors, such as J. R. R. Tolkien and J. K. Rowling, that draw on this rich tradition of imaginative literature.

3496 FYS 101 28 First-Year Seminar 3, U MWF 9-9:50 Hege, Brent Faith, Doubt and Reason

Reading and discussion of classic philosophical religious and literary texts exploring the ways in which human beings have reflected on their relationship to God; the world and their fellow human beings. In the first semester (The Search for God), we will focus on how human beings have sought to know and understand God and the world and on how that search has shaped the way humans define themselves. In the second semester (The Search for Community), we will focus on how human beings have sought to define themselves in terms of the various communities to which they belong, including families and clans, ethnic communities, nations and faith communities. The interaction and interconnections of faith, doubt and reason will receive attention in both semesters.

3956 FYS 101 30 First-Year Seminar 3, U MWF 10-10:50 Vecera, Grant Rock and Roll High School

Like rock and roll itself, this class will be a hybrid, an extended jam of threads and themes as we map the ideological geography of youth culture through literature, music, film, and art. This is not a history of rock and roll class, but rather an ongoing inquiry into the collective expressions of rebellion, coming-of-age, and generational battles. Semester one will examine the rise of youth culture through 1975.

3508 FYS 101 31 First-Year Seminar 3, U TR 11-12:15 Sertler, Ezgi
Finding Home

3509 FYS 101 32 First-Year Seminar 3, U TR 1-2:15 Sertler, Ezgi
Finding Home

This seminar will survey various accounts and stories of (mostly contemporary) migration and displacement. We will look at what it means for people to move from one place to another and ask how we make sense of these movements socially, politically, and ethically. In this context, we will also question what constitutes a home, what it means to have a home, what it means to share our homes, how and why people leave home(s) and find new ones.

3521 FYS 101 33 First-Year Seminar 3, U TR 9:35-10:50 Bauman, Chad
Dystopias in Literature and Religious Cults

Dystopias are real or imagined societies full of injustice and suffering. In creative works, dystopias frequently take place under totalitarian regimes, or in burnt-out, post-apocalyptic landscapes. Both in creative works and in the real world, however, dystopias often emerge from idealistic striving, from utopian visions gone wrong. Herein lies the connection between literary and religious dystopias: Religions, by definition, involve utopian thinking-think “The Kingdom of Heaven” in Christian thought—but their utopian striving occasionally turns to ruin, as in the groups we call “cults” (e.g., Jonestown, Waco, Heaven’s Gate, the Rajneesheis). Encountering literary and religious dystopias therefore allows us to think simultaneously about the good society, on the one hand, and, on the other, how/why attempts to bring it into being periodically end in calamity. In addition to the prominent theme of religion, significant sub-themes of the course include technology, women’s rights, and race.

3524 FYS 101 34 First-Year Seminar 3, U MW 11-12:15 Colburn Jr, Kenneth D
The Sixties: Decade of Social Change

This course is an interdisciplinary examination of the tumultuous decade of the 1960s as reflected in the films, music, texts, politics, culture and social movements of the era. Civil rights, the women’s movement, the Vietnam War, the youth counter-culture, the anti-war movement, hippie communes, the environmental movement, drug use, violence and the assassinations of public figures, growth of the media and technology are among the major topics and issues we will examine. The focus throughout our course will be on developing a critical understanding of the legacy of the 1960s as a decisive period of social conflict and cultural change that redefined and reshaped contemporary American society.
A word loaded with historical significance and contemporary baggage, often misrepresented and misunderstood, used to both unite and divide. What is feminism? Do we need it? Can anyone be a feminist? Should we want to be? In this First Year Seminar, we'll explore these questions and more, using books, films, speeches, and music to guide us through the histories of feminist thought to the present, from Sojourner Truth and John Stuart Mill to Sheryl Sandberg and Beyoncé.

This course will examine the many ways that Americans have, over the last one hundred and fifty years, remembered, memorialized, and presented a number of historical figures, the war, the Confederate nation, and Reconstruction: Americans' changing interpretations and popular constructions of these past constructions have impacted our current understanding of history. This course will rely on a wide range of primary and secondary sources that were produced for standing of history. This course will rely on a wide range of these primary and secondary sources that were produced for standing of history.

Students will read and write about fiction and nonfiction that reflect the cultural regions of the United States. In the fall we will examine literature from the Midwest, the South, and the Northeast. In the spring semester we will shift our focus to Southern California, Texas, and the Pacific Northwest. Questions we will consider are: do we find regionalism an important influence on our identities and where is home or homeland for us, and why?

This course will examine the many ways that Americans have, over the last one hundred and fifty years, remembered, memorialized, and presented a number of historical themes from the broadly defined Civil War Era. By exploring Americans’ changing interpretations and popular depictions of slavery, the era’s major political and military figures, the war, the Confederate nation, and Reconstruction, we will gain a more critical understanding of how these past constructions have impacted our current understanding of history. This course will rely on a wide range of primary and secondary sources that were produced for popular consumption including poetry, works of fiction and non-fiction, current events and news, museums and other public history venues, monuments, remembrance activities, imagery, music, and film.

Dante’s Commedia was the supreme poetic achievement of the middle ages, portraying the harmony of the cosmos. Not only was Dante a gifted poet of God’s love, but all human loves as well. The poet was an active citizen in the violent politics of the fledgling city-state of Florence, a pretty much untested form of government that would quickly lead on to the Renaissance. This seminar will look at the poetic, religious, and political aspects of Dante’s life in the hopes of reaching a deeper understanding of each by studying them all together. Michelangelo in the spring.
The society into which we are born is an historical accident. The society we advocate should not be so. To live in a society is to engage in politics. What should our leaders be like? How should we pick them? Who should pick them? Greater minds than ours have considered these issues over the years. This course examines what you, a citizen, owe your government and what the government owes you. We will look at works by Plato (The Republic), Aristotle (Politics), Rousseau (The Social Contract), Marx/Engels (The Communist Manifesto) and Margaret Atwood (The Handmaid's Tale). The second semester will cover texts by Machiavelli (The Prince), Hobbes (Leviathan), J. S. Mill (On Liberty), Hayek (The Road to Serfdom), and Orwell (1984) - and watch Shakespeare's most political play (Coriolanus).

The story of Helen of Troy literally and figuratively embodies the struggle between sex and politics and the human propensity to forsake politics for war. In this course, we will examine how the myth of Helen is intimately connected with misogynistic attitudes, romantic and sexual fantasies, and notions of political power that may be seen throughout twenty-eight centuries of the telling and retelling of the story of the “face that launched a thousand ships.” Course readings include Bettany Hughes' Helen of Troy: Goddess, Princess, Whore; Euripides' Helen; Aeschylus' Oresteia, among others.

This First Year Seminar will analyze challenges to authority, with attention to the way those challenges are reflected in fiction and non-fiction. Larger questions such as — What constitutes a rebellion? Why and how do we rebel? What role does the rebel serve in society? — these will become topics for discussion and writing integrated with the texts used. In the course of reading and discussing these works of literature, students will cultivate the skills necessary for critical thinking, oral communication, and effective writing. The course will also serve as an introduction to the vitality of the liberal arts. As a seminar the class will be structured around student discussion as well as student presentations, in class writing and writing workshops. The second semester will consider the American Civil War, called at its outset the War of the Rebellion, will emphasize the common soldier and his family, and will require a genealogy project.

This course focuses on writing that is psychological in nature with the goal of fostering a deeper understanding not only of self but of how we interact with society. Through our reading and writing, we will build empathy for and understanding of various intersectionalities, examine origins of prejudice, and learn what drives the impulses behind our seemingly hard-wired behaviors (both good and bad). We will also study how writing can heal and even rewire the brain as it forces a deeper examination of personal and world perspectives. Texts include both analytical and personal narratives by Oliver Sacks, Roxane Gay, Janet Mock, Lauren Slater, and more.
the last twenty years, explore themes in contemporary
feminist literature and films. How do feminist authors and
filmmakers reflect and critique the changes in society?
What can we learn from their work?

To answer these questions, we will explore a selection of
books and films that have been influential in shaping feminist
thought. Some examples include
- Virginia Woolf's *A Room of One's Own*
- Luce Irigaray's *This Sex Which Is Not Here*
- Lillian Faderman's *Sappho Redefined"

We will also examine how feminist authors and filmmakers
have responded to and challenged patriarchal norms, and how
their work has influenced subsequent generations.

In conclusion, this course will provide students with a
deeper understanding of feminist literature and film, and
the impact they have had on society.

FYS 101 54 First-Year Seminar 3, U
TR 9:35-10:50 Reed, Jessica S
Physics and the Arts

From a graphic novel about Marie Curie to a film on
Stephen Hawking, from plays and symphonies inspired by
quantum physics to fiction and poetry on astrophysics and
relativity, the arts are a powerful way to investigate the
beauty and complexity of scientific ideas. Physics and litera-
ture have a rich historical past, reaching back at least as far
back as two millennia, with Lucretius' didactic epic poem
about atoms. And yet there is often a perceived division
between science and art. This seminar will examine repre-
sentations of physics in literature, celebrating their com-
mon ground, whether in essays by Alan Lightman and K.
C. Cole, poetry by Arthur Sze and Brenda Hillman, fiction
by Italo Calvino, plays by Steve Martin and Tom Stoppard,
or graphic novels on great physicists such as Richard
Feynman and Marie Curie. Contemporary poets such as A.
Van Jordan, Rae Armantrout, Robert Hass, Tracy K.
Smith, Forrest Gander, Bin Ramke, Alice Fulton, Alison
Hawthorn Deming, Diane Ackerman, and more have bril-
liantly incorporated modern physics into their projects.
Students will explore opera, dance, painting, photography,
and sculpture that engage with the most fundamental
questions physics poses, and in the process will discover
how physics approaches the world.

FYS 101 56 First-Year Seminar 3, U
TR 9:35-10:50 Salisbury, Karin
Modern Family: Where Are We Going and Where Have
We Been?

The ideas of marriage and family continue to transform in
the U.S. and around the world. With socioeconomic and
generational changes pervading our society, traditional
roles in marriage and family have followed. This course
will delve into the work of defining the ever-evolving mod-
ern family. As we do so, we will examine the question: how
has media such as literature, film, and music influenced or
mirrored these changes? To answer this question, we will
closely examine films from female and male directors dur-
ing the last twenty years, explore themes in contemporary

music, and read the works of twenty-first-century writers
such as Yaa Gyasi, Elif Shafak, Ann Patchett, David
Levithan, Celeste Ng, and Jesmyn Ward.

FYS 101 57 First-Year Seminar 3, U
TR 11:12:15 Salisbury, Karin
Modern Family: Where Are We Going and Where Have
We Been?

This First Year Seminar will analyze challenges to author-
ity, with attention to the way those challenges are reflected
in fiction and non-fiction. Larger questions such as —
What constitutes a rebellion? Why and how do we rebel?
What role does the rebel serve in society? — these will be-
come topics for discussion and writing integrated with the
texts used. In the course of reading and discussing these
works of literature, students will cultivate the skills neces-
sary for critical thinking, oral communication, and effec-
tive writing. The course will also serve as an introduction
to the vitality of the liberal arts. As a seminar the class will
be structured around student discussion as well as student
presentations, in class writing and writing workshops. The
second semester will consider the American Civil War,
called at its outset the War of the Rebellion, will emphasize
the common soldier and his family, and will require a ge-
nealogy project.

FYS 101 58 First-Year Seminar 3, U
MWF 11:11:50 Smith, Christine M
Rebels with a Cause

Since rap first rose from the South Bronx nearly three dec-
dades ago, the hip hop movement has remixed pop music
playlists and redefined American culture. Though the pro-
found rhythm and rhyme of rap are often obscured by
crassness and controversy, the loaded literary wordplay of
artists like Common and Mos Def rewards a sophisticated
listener. In this course, we will train our ears to hear rap’s
connection to African-American oral culture and the tradi-
tion of Western poetry, as well as the instrumental lineag
of hip hop's evolution. We’ll examine how MCs past and present
relate to the world of jazz, blues, funk, and soul music.
We'll see how MCs past and present relate to the
topics for discussion and writing integrated with the
texts used. In the course of reading and discussing these
works of literature, students will cultivate the skills neces-
sary for critical thinking, oral communication, and effec-
tive writing. The course will also serve as an introduction
to the vitality of the liberal arts. As a seminar the class will
be structured around student discussion as well as student
presentations, in class writing and writing workshops. The
second semester will consider the American Civil War,
called at its outset the War of the Rebellion, will emphasize
the common soldier and his family, and will require a ge-
nealogy project.

FYS 101 59 First-Year Seminar 3, U
TR 8:9:15 Speckman, Chris
The Poetic History of Hip Hop

The ideas of marriage and family continue to transform in
the U.S. and around the world. With socioeconomic and
generational changes pervading our society, traditional
roles in marriage and family have followed. This course
will delve into the work of defining the ever-evolving mod-
ern family. As we do so, we will examine the question: how
has media such as literature, film, and music influenced or
mirrored these changes? To answer this question, we will
closely examine films from female and male directors dur-
ing the last twenty years, explore themes in contemporary

music, and read the works of twenty-first-century writers
such as Yaa Gyasi, Elif Shafak, Ann Patchett, David
Levithan, Celeste Ng, and Jesmyn Ward.

FYS 101 60 First-Year Seminar 3, U
TR 8:9:15 Reading, Nicholas
Sports and Culture

Jackie Robinson, Muhammad Ali, Billie Jean King, Serena
Williams, Peyton Manning. The importance of athletes
and sports in the context of American culture cannot be
understated. Writers as diverse as Ernest Hemingway,
Joyce Carol Oates, Norman Mailer and Claudia Rankine
have written compelling books and essays about it. An-
thropologists, psychologists, political scientists, and cul-
tural critics study it. The spectacle and personal stories
tell us a lot about ourselves. In this FYS we will explore
these complexities. Readings will include both contempo-
rary and historical accounts of sports and culture. Texts
will be drawn from literature, film, and journalism. Fiction writer Don DeLillo wrote that "the game doesn't change the way you vote or comb your hair or raise your children. It changes nothing but your life." As we will discover in this FYS, it's more than just a game.

3986 FYS 101 65 First-Year Seminar 3, U MWF 11-11:50 Topic To Be Announced

3987 FYS 101 66 First-Year Seminar 3, U W 7-9:45 Flood, Royce E World War II through Film

World War II was the greatest conflict in human history and its impact is still felt in major ways even today. In this course we will explore the background, causes, conduct and results of this cataclysm; our primary texts will be noted historical films covering this era. Significant viewing, research and writing; extensive class discussion.

ANALYTIC REASONING

3527 AR 210-MA 01 Statistically Speaking 3, U MWF 8-8:50 Echols, Lacey P

3528 AR 210-MA 02 Statistically Speaking 3, U MWF 9-9:50 Echols, Lacey P

3529 AR 210-MA 03 Statistically Speaking 3, U MWF 10-10:50 Echols, Lacey P

Who needs statistics in the 21st century? Anyone looking critically at numerical information who does not want to be misled by incorrect or inappropriate calculations or anyone dealing with issues in their environment, state/nation, or career would benefit from studying methodology of statistics. These problems include finding ways to improve our environment and living standards or studies conducted in an effort to fight diseases. This course is an introduction to applied statistics in the natural, social, and managerial sciences through the use of current environmental and global issues. Topics include sampling, data analysis, experimental design, and the use of computer-based statistical software.

3530 AR 212-MA 01 Win, Lose, or Draw 3, U MWF 9-9:50 Holmes, Karen

3531 AR 212-MA 02 Win, Lose, or Draw 3, U MWF 10-10:50 Holmes, Karen

This course is an interdisciplinary examination of the tumultuous decade of the 1960s as reflected in the films, music, texts, politics, culture and social movements of the era. Civil rights, the women’s movement, the Vietnam War, the youth counter-culture, the anti-war movement, hippie communes, the environmental movement, drug use, violence and the assassinations of public figures, growth of the media and technology are among the major topics and issues we will examine. The focus throughout our course will be on developing a critical understanding of the legacy of the 1960s as a decisive period of social conflict and cultural change that redefined and reshaped contemporary American society.
THE NATURAL WORLD

3723 NW 202-BI 01 The World of Plants 5, U MWF 9-9:50 Meadows, Marva

3724 NW 202-BI 01A The World of Plants T 10:35-12:15 Meadows, Marva

3725 NW 202-BI 02 The World of Plants 5, U MWF 10-10:50 Meadows, Marva

3726 NW 202-BI 02A The World of Plants T 3:25-5:15 Meadows, Marva

How the anatomy and physiology of diverse plants help them to survive, reproduce, and benefit humans and ecosystems. Lecture and laboratory. A course for non-science majors.

3305 AR 220-CS 01 Robot Programming 3, U TR 3:50-5:05 Eglen, Jeremy

This introductory programming course features personal robots that can move, draw, and take digital pictures. Robot behaviors are programmed and controlled remotely using a high-level language such as Python from a desktop or laptop computer. Topics include conditional execution, repetition, defining functions, and using arrays. No prior programming experience required.

3511 AR 231-PL 01 Principles of Reasoning 3, U TR 11-12:15 Staff

A survey of principles of reasoning used in a variety of disciplines, including philosophy, mathematics, statistics, the natural and social sciences, and law. Attention also will be paid to how to recognize and avoid fallacies.

3332 AR 212-MA 03 Win, Lose, or Draw 3, U MWF 11-11:50 Holmes, Karen

3333 AR 212-MA 04 Win, Lose, or Draw 3, U MWF 12-12:50 Holmes, Karen

Why do we play games? Whatever the reason, games are a big piece of life. The world has played games for a long, long time—every time period, every culture. We will study games and gambling in our culture as well as those in other cultures. To better understand games, students will study probability theory and its application to gaming. Applications include casino games, lotteries, racing, wagering systems, as well as other games. Some analytical tools that will arise during the course are counting methods, expected value, trees, gambler's ruin, and distributions.
### A one-semester study of selected topics in physics, astronomy, chemistry, and other related fields, and the mathematical analysis of physical problems. Some mathematical tools will be introduced as needed. Four lecture periods and two hours of laboratory per week.

### A one-semester survey of astronomy including ancient Greek astronomy, the motions of the night sky, the solar system, other solar systems, the lives of stars including the Sun, and the origin and fate of the universe. This will be a four-lecture-hour/two-hour lab course.

## PHYSICAL WELL BEING

**Note:** Physical Well Being courses are available only to students who have not already completed the PWB core requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
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<tbody>
<tr>
<td>3481</td>
<td>NW 262-PH 01 The Physical World</td>
<td>MTWF</td>
<td>10-10:50</td>
</tr>
<tr>
<td>3482</td>
<td>NW 262-PH 01A The Physical World</td>
<td>R</td>
<td>2-3:50</td>
</tr>
<tr>
<td>3483</td>
<td>NW 262-PH 01B The Physical World</td>
<td>R</td>
<td>4-5:50</td>
</tr>
<tr>
<td>3938</td>
<td>NW 262-PH 02 The Physical World</td>
<td>TBA</td>
<td>Staff</td>
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<tr>
<td>3940</td>
<td>NW 262-PH 02A The Physical World</td>
<td>TBA</td>
<td>Staff</td>
</tr>
<tr>
<td>3939</td>
<td>NW 262-PH 02B The Physical World</td>
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A one-semester study of selected topics in physics, astronomy, chemistry, and other related fields, and the mathematical analysis of physical problems. Some mathematical tools will be introduced as needed. Four lecture periods and two hours of laboratory per week.

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<tbody>
<tr>
<td>3484</td>
<td>NW 263-AS 01 The Astronomical Universe</td>
<td>MWF</td>
<td>10-10:50</td>
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<tr>
<td>3485</td>
<td>NW 263-AS 01A The Astronomical Universe</td>
<td>T</td>
<td>9-10:50</td>
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<tr>
<td>3486</td>
<td>NW 263-AS 01B The Astronomical Universe</td>
<td>T</td>
<td>11-12:50</td>
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</table>

A one-semester survey of astronomy including ancient Greek astronomy, the motions of the night sky, the solar system, other solar systems, the lives of stars including the Sun, and the origin and fate of the universe. This will be a four-lecture-hour/two-hour lab course.

### Note: Physical Well Being courses are available only to students who have not already completed the PWB core requirement.

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<tbody>
<tr>
<td>3277</td>
<td>PWB 101 01 Ballroom Dance Sport</td>
<td>TR</td>
<td>11-11:50</td>
</tr>
<tr>
<td>3278</td>
<td>PWB 101 02 Ballroom Dance Sport</td>
<td>TR</td>
<td>1-1:50</td>
</tr>
<tr>
<td>3623</td>
<td>PWB 101 03 Ballroom Dance Sport</td>
<td>F</td>
<td>9-9:50</td>
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</table>

This course is designed to give students a basic introduction to the International and American Style of Ballroom, Latin, and Social dancing. The primary focus is to teach and reinforce the life-long health and wellness benefits of partnership dancing including physical activity and fitness, stress reduction, intra and interpersonal relationships, and self-efficacy. No dance experience required.

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<tbody>
<tr>
<td>3279</td>
<td>PWB 102 01 Israeli Dancing</td>
<td>MW</td>
<td>2-2:50</td>
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</table>

Israeli Dancing reflects the diverse culture of Israel and the fusion of traditional and contemporary dance styles. This course emphasizes dance as a lifetime fitness activity while acquainting students with other aspects of Israeli culture. The dancers’ social interaction enhances the activity and is integral to the dance form.

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<tbody>
<tr>
<td>3923</td>
<td>PWB 103-DA 1 Beginning Ballet (non-majors)</td>
<td>TR</td>
<td>8-9:15</td>
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</tbody>
</table>

Basic ballet technique in the recognized classic form. For students who have had no previous training. Not applicable to the dance major; open to all other students. Two meetings per week.

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<tbody>
<tr>
<td>3924</td>
<td>PWB 104-DA 1 Beginning Jazz</td>
<td>MF</td>
<td>8-8:50</td>
</tr>
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</table>

Basic jazz styles and forms for non-majors. Two meetings per week.

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<th>Course Code</th>
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<tbody>
<tr>
<td>3925</td>
<td>PWB 105-DA 1 Intermediate/Advanced Jazz</td>
<td>TR</td>
<td>9:35-10:25</td>
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</table>

Jazz styles and forms for non-majors. Two meetings per week.

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<th>Course Code</th>
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<tbody>
<tr>
<td>3926</td>
<td>PWB 106-DA 1 Modern Dance (non-majors)</td>
<td>MF</td>
<td>9-9:50</td>
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</table>

Dance technique as a combination of movement improvisation and modern technique, emphasizing qualities of movement in space and time. Not applicable to dance majors; open to all other students. Two meetings per week.

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<tbody>
<tr>
<td>3626</td>
<td>PWB 110 01 Hiking &amp; Backpacking</td>
<td>R</td>
<td>3:50-6:30</td>
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</tbody>
</table>

In this semester-long course, we will consider hiking/backpacking as a recreational sport in both its historical and cultural context. Students will have the opportunity to go on hikes and develop/plan their own backpacking trip to fulfill the Physical Well Being requirement. This course is designed to teach the value of both urban nature and wilderness experiences and the knowledge and skill necessary for enjoyable and safe basic hiking and wilderness trips.

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<tbody>
<tr>
<td>3280</td>
<td>PWB 115-BI 01 Cultivating Well Being</td>
<td>W</td>
<td>1-2:50</td>
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</tbody>
</table>

This hands-on gardening course will empower students to make healthy food choices while learning how gardening can improve well-being. Students will be challenged to think about where food comes from, how to grow healthy foods at home, and the role gardening can play in a lifetime of well-being.

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<tbody>
<tr>
<td>3281</td>
<td>PWB 121-PE 01 Beginning Tennis</td>
<td>MW</td>
<td>9-9:50</td>
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</table>

This course is designed for the novice or advanced beginner tennis player to develop competent or proficient tennis skills, and to develop confidence in the game of tennis that can be enjoyed across a lifespan. The students will also learn to apply rules, regulations, and courtesies of tennis governed by the United States Tennis Association (USTA) and the International Tennis Federation (ITF). No tennis experience necessary.

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<tbody>
<tr>
<td>3282</td>
<td>PWB 121-PE 02 Beginning Tennis</td>
<td>MW</td>
<td>10-10:50</td>
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</tbody>
</table>

This course is designed for the novice or advanced beginner tennis player to develop competent or proficient tennis skills, and to develop confidence in the game of tennis that can be enjoyed across a lifespan. The students will also learn to apply rules, regulations, and courtesies of tennis governed by the United States Tennis Association (USTA) and the International Tennis Federation (ITF). No tennis experience necessary.
This course is designed to advance player development for the intermediate and advanced tennis player both physically and mentally. Primary focus will be on advanced tennis strategies and tactics for both singles and doubles. Skill proficiency, a focus on fitness, and tactical and strategic decision-making during match play conditions are intended to enhance sport enjoyment, personal challenge, and a more sophisticated appreciation of tennis that will promote good health and increased quality of life.

T'ai Chi is a traditional Chinese system of stress relief and exercise rooted in the martial arts. Recognizing and relieving stress in conjunction with increasing strength, balance, and coordination contribute to body and mind development. This balanced approach to wellness promotes good health, encourages lifespan physical activity, and an overall quality of life.

Buda Khi is a unique combination of aerobic, muscular strength, and flexibility training that combines martial arts with overall physical conditioning. The purpose of this course is for students to develop physical, mental, and emotional productivity that will enhance confidence and motivation that contributes towards health, wellness, and individual goal achievement.

This course is designed to provide an educational supervised weightlifting environment, which allows students to gain strength, basic knowledge of weight training principles, lifting techniques, and training strategies.
This course combines the study of visual art (art history, art criticism, and aesthetics) with studio art experience (the elements of art and the principles of design put into practice). A wide variety of media are considered, including those sometimes-termed popular culture: film, television, advertising art, and web design in addition to more traditional forms such as painting and sculpture. Students develop a critical awareness of art and develop a vocabulary with which to describe their own and others’ work. The coursework primarily comprises class discussion, written assignments, and creative projects. Art + Design majors are not eligible for enrollment.

The purpose of this class is to investigate the various genres of the visual and performing arts in relation to contemporary society. Through reading, discussion, writing, and creative learning activities, students will learn to appreciate, explore and accept a wide framework of artistic endeavors.

Over the past two decades, critics, publishers, and readers have celebrated the growth of a field of writing known as creative non-fiction. Among the forms of creative non-fiction, none are more popular than those that allow the writer to tell the story of his or her own experience. Students will read memoirs, personal essays, autobiographies, and travel writing. We will experiment writing in and about each of these forms. This course helps students develop cognitive and affective appreciation for the process and products of artistic creation. Students will participate actively in the creation of an artistic product and reflect on the nature and sources of aesthetic value. This course is designed to develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

As Stephen King writes in Danse Macabre, “the work of horror is not interested in the civilized furniture of our lives.” Yet people are interested in horror, it litters Amazon.com in myriad lengths and forms, and populates theaters, VOD, and the bargain bins at big box stores. But much of what is out there can come up wanting for any number of reasons, and it’s the aim of this course to develop your appreciation for written and cinematic horror, and use that development as a way to crafting “good scary stories.” We’ll cover the basics of the horror genre, develop and practice with a set of tools to use these elements in our own work, and share and revise our own efforts in this wildly popular genre. A note about the content here: Horror has many forms and its content’s power is varied. What bothers one may not bother another. If the thought of dealing with terrifying or troublesome subject matter creates problems for you, then maybe this course is not a good choice.
This course focuses on the fundamentals of scriptwriting, including the elements of effective storytelling and proper formatting. The primary coursework entails writing a full-length script (a play, screenplay, or teleplay), while exploring and refining one’s own unique perspective, voice, artistic approach and potential contribution regarding the art of scriptwriting.

THE SOCIAL WORLD

This course designed for students interested in understanding how racism affects our social institutions and interactions. We will take a close look at prejudices and myths about race and our own beliefs, behaviors, and biases. During the semester, case studies and readings will be used to help students understand ethnic relations and the unique creation of race within societies. Issues of inequality as related to institutions will be discussed along with ethnic values and socialization.

In this course students will use a sociological perspective to examine American life and culture, honing their abilities to link the seemingly mundane experiences of life in the US to sociological understandings of individuals and societies. Specifically, students will learn what it means to think sociologically and how sociology is “done” before turning to a number of topics that explore our contemporary world.

Life is not fair. Some people are born into circumstances which present them with advantages or a “head start” in life. Others are born into circumstances where the “deck seems to be stacked against them.” These inequalities frequently coincide with factors such as race, class, and gender, and affect relationships between individuals, groups, communities, and even nations. Sociology has a long-standing interest in understanding how such processes occur and are maintained. In this course, we examine key sociological theories and concepts with an eye toward advantages and disadvantages in experiences in society.

In this course students will learn to develop and apply their sociological imaginations in order to better understand the interconnections between themselves, social interactions, institutions, and the social and natural worlds through examinations of the connections between society and the environment. Social systems and environmental systems are deeply connected. Social systems impact and alter environmental systems, while at the same time environmental systems shape social formations and social processes. Throughout the course we will use cases of society-environment interconnections to explore various social theories, methodologies, and core sociological concepts including culture, socialization, social change/stability, social structures and institutions, political-economy, social movements, and others.

Life is not fair. Some people are born into circumstances which present them with advantages or a “head start” in life. Others are born into circumstances where the "deck seems to be stacked against them." These inequalities frequently coincide with factors such as race, class, and gender, and affect relationships between individuals, groups, communities, and even nations. Sociology has a long-standing interest in understanding how such processes occur and are maintained. In this course, we examine key sociological theories and concepts with an eye toward advantages and disadvantages in experiences in society.

Cultural anthropology is a discipline focused on how humans create meaning, forge alliances, and assert differences. This course allows students to explore conceptual, theoretical, methodological, and ethical issues central to the anthropological study of what it means to be human and make meaning in the world.

This course examines important concepts of microeconomics and macroeconomics and analyzes issues such as energy prices, prescription drug costs, pollution, and globalization of markets using these concepts. It explores how...
economic life is intertwined with a society's culture, politics, values, and history. Further, it considers the limitations of the economic methodology to place economics in a context with the other social sciences.

3862 SW 223-GWS 01 Resistance for Social Change 3, U TR 11-12:15 Beloso, Brooke Meredith

Civil rights, social movements, resistance, and liberation are the subjects of this course. We will examine the ways in which such minoritized populations as people of color, women, the LGBT-identified, and the poor have demanded rights and responsibilities.

3792 SW 240-PO 01 Gender, Generations: War/Peace 3, U MW 1-2:15 McEvoy-Levy, Siobhan M

This course is organized around the following inquiry: When gender and generation are used as categories of analysis, what do we learn about the politics of violence and peace? We are taking the lenses of gender and age and training them on different aspects of global politics, society, and culture. What forms of violence do we see?

3477 SW 241S 01 Making Difference in the World 3, U MWF 11-11:50 Braid, Donald N

In this course we will consider the philosophical and practical question: How can I do “good” and do well simultaneously? Through the exploration of course readings that consider theories and practices of civic engagement and service-learning experiences in local social service agencies, students will: 1) become familiar with social science methodologies that are used to study individuals and communities; 2) develop a working knowledge of social change and intercultural partnerships; and 3) come to understand how they might make both a living and “a life of purpose, in which individual flourishing is intertwined with the welfare of others” (BU Strategic Plan 2009). This course satisfies the Indianapolis Community Requirement through completion of at least 20 hours of community engagement in a course-designed project that connects experience in the Indianapolis community with academic learning goals within the classroom.

3577 SW 250-PS 01 Psychological Inquiry 3, U MWF 9-9:50 Staff

3578 SW 250-PS 02 Psychological Inquiry 3, U MWF 11-11:50 Bohannon III, Neil

3579 SW 250-PS 03 Psychological Inquiry 3, U MWF 1-1:50 Bohannon III, Neil

3580 SW 250-PS 04 Psychological Inquiry 3, U MW 2:25-3:40 Alceste, Fabiana

3581 SW 250-PS 05 Psychological Inquiry 3, U TR 9:35-10:50 Staff

3582 SW 250-PS 06 Psychological Inquiry 3, U TR 11-12:15 Day, Brian M

3583 SW 250-PS 07 Psychological Inquiry 3, U TR 1-2:15 Johnson, India R

An introduction to the general principles and facts of behavior, cognition, and emotion as established by the methods of social science.

3491 SW 260-RL 01 Religions, Cults, (In)Tolerance 3, U TR 11-12:15 Bauman, Chad

A basic introduction to the religions and religious communities of Indianapolis, and an exploration of prominent issues and themes related to our city’s (and our country’s) increasing religious diversity.

3764 SW 261-RX 01 Health Disparities 3, U TR 9:35-10:50 Omenka, Ogbonnaya Isaac

3765 SW 261-RX 02 Health Disparities 3, U TR 2:25-3:40 Omenka, Ogbonnaya Isaac

This course will allow undergraduate students to examine current population-level health issues and the unequal distribution of health through an introduction to the broad and exciting field of public health and health equity. The course will explore the varying historical, environmental, social, cultural, and political determinants of the health of the people of the United States, emphasizing health of vulnerable populations. It will provide students with a unique opportunity to think critically about ways of identifying and addressing current health issues and the unequal distribution of health status throughout the population. In this interactive course, students are encouraged to explore public health issues in their area of study and examine solutions for the same.

3312 SW 266-COM 01 Media Literacy 3, U MWF 11-11:50 Harthcock, Allison L

3337 SW 266-COM 02 Media Literacy 3, U MWF 9-9:50 Staff

3338 SW 266-COM 03 Media Literacy 3, U MWF 10-10:50 Staff

3339 SW 266-COM 04 Media Literacy 3, U MWF 11-11:50 Staff

3340 SW 266-COM 05 Media Literacy 3, U TR 3:50-5:05 Staff

3341 SW 266-COM 06 Media Literacy 3, U MW 3:50-5:05 Edgerton, Gary

3342 SW 266-COM 07 Media Literacy 3, U TR 9:35-10:50 Staff

This course is an exploration of the cultural implications of electronic media. Through systematic analysis of the grammar of mediated messages, students develop sensitivity to and a critical understanding of the interplay between popular culture and electronic media, i.e., how mediated messages influence our lifestyles, attitudes and values and reflect who we are.

3561 SW 270-IS 01 Understanding Global Issues 3, U TR 2:25-3:40 Muedini, Fait

3562 SW 270-IS 02 Understanding Global Issues 3, U TR 3:50-5:05 Cooper, Travis W

The course addresses the intensification of globalization during the first decade of the 21st century. It introduces students to contemporary issues related to globalization.
Why do we eat what we eat? Why are food-insecurity and obesity both growing problems in the United States? What are food deserts, and how/why do they form? Why do we need food stamp programs? What are the consequences of industrializing and globalizing systems of food production? This course will begin to answer these and other questions through critical readings, reflections, and discussions of important texts and ideas in the area of food studies. Students will develop their abilities to think critically about how food production and consumption has significant human health, societal, and environmental consequences.

**TEXTS & IDEAS**

3500 TI 201-CLA 01 Ancient Greek Perspectives 3, U MWF 3:50-5:05 Staff

An examination of areas of ancient Greek culture. Sources include texts of poetry, history, drama, law, medicine, and philosophy, as well as works of art. Themes will vary depending on the professor. Possible themes: deep thinking and free thinking, participating in democracy, gender roles, warfare, and empire.

3655 TI 204-HST 01 Questions in History 3, U MWF 9-9:50 Hunter, Antwain K Slavery, Abolition, & Freedom

This course will explore the history of African American people in the United States from the introduction of slavery in the colonial era to the institution’s demise during the American Civil War. It will familiarize the students with the lives and labors of slaves and free people of color, enslaved people’s contributions to the country’s growth and productivity, multiracial anti-slavery movements, pro-slavery ideology, slave resistance and rebellion, slavery’s role in domestic and international politics, the end of slavery, and the continued struggle for freedom in its aftermath.

3454 TI 210-EN 01 Inquiries in Am Lit & His I 3, U MWF 10-10:50 Swenson, Brynnar Nelson

3455 TI 210-EN 02 Inquiries in Am Lit & His I 3, U MWF 11-11:50 Swenson, Brynnar Nelson

This course offers an introduction to the field of American literature prior to 1860. We often overlook the diversity and complexity of early literary and cultural life in the “new world,” forgetting that to speak of American literature at this time is to imply a field that is not only stylistically diverse but also radically multiethnic, multilingual, and transatlantic. Focusing on writing in English, this course will respect the variety of these perspectives while bringing them into a provisional conversation with one another. We will spend considerable time addressing the material practices of reading and writing literature, the role of written texts in forming communities, and the way that these texts shaped the development of a specifically “American” identity.

3451 TI 211-EN 01 Inquiries in Am Lit & His II 3, U MW 1-2:15 Flanzbaum, Hilene Introduction to African-American Literature

This course will introduce students to the most important writers and texts in the African-American literary canon, from 1850 to the present, including Frederick Douglass’s *Narrative, Zora Neale Hurston’s Their Eyes Were Watching God, The Autobiography of Malcolm X* and others.

3452 TI 211-EN 02 Inquiries in Am Lit & His II 3, U TR 9:35-10:50 Reeves, Carol A American Literature and Medicine

3453 TI 211-EN 03 Inquiries in Am Lit & His II 3, U TR 11-12:15 Reeves, Carol A American Literature and Medicine

3654 TI 229-HST 01 Themes in World History 3, U MWF 9-9:50 Bigelow, Bruce

In this class, we will read works of American literature that address matters of life and death, birth, mental illness, medical practice and ethics. We will learn to think about some of these subjects through the lens of history and the key concepts of power, justice, and autonomy in relation to our health and our experiences as doctors and patients.

3456 TI 235-HST 01 American Visions 3, U TR 1-2:15 Deno, Vivian

3457 TI 235-HST 02 American Visions 3, U TR 2:25-3:40 Deno, Vivian

What does it mean to be an American? Are there connective cultural/historical threads across time that help to form a national identity? These and other questions are at the heart of a raucous, multifaceted exploration of American history, identity, and culture.

3458 TI 237-HST 01 Themes in European History 3, U MWF 11-11:50 Swanson, Scott G

This course will survey formative periods in European societies from the 12th century to the present. Emphasis throughout will be on the evolution of the nation-state; the emergence of industrial, capitalist, and socialist economies; and transformations in thought.
**Major Themes in Asian History**  
3, U  
TR  2:25-3:40  
Staff  
Through analyzing sacred, historical, and literary texts, this course offers a survey of major themes in Asian history from ancient times to the present, with a focus on the interactions among cultures and states in the modern period. The themes explored can vary from semester to semester.

**Knowledge and Reality**  
3, U  
T  6-8:40  
Long, Joseph W  
MWF  11-11:50  
Staff  
Fundamental philosophical questions about knowledge and reality will be studied through the analysis of classical and contemporary texts. Topics may include skepticism, the relationship between faith and reason, the nature of mind, free will, the nature and existence of the external world, and the nature and existence of God.

**Ethics, the Good Life, & Society**  
3, U  
Creasy, Kaitlyn N  
MWF  1-1:50  

**Religions of the World**  
3, U  
Clark, Michael  
MW  3:50-5:05  

**The Bible**  
3, U  
Sendrow, Ben  
TR  3:50-5:05  

Introduction to the content, historical context, methods of study, religious ideas, and cultural influence of the Jewish and Christian scriptures.
HONORS PROGRAM COURSES

2430 HN 110 01  Honors First-Year Seminar  4, U MW 1-2:15 Carter, Natalie L
Women Writing the World

This seminar introduces students to critical thinking and a discussion of values, and develops oral and written communication skills through an investigation of contemporary women’s literature written in a variety of global cultures. Through contemporary literary texts, the course will explore women’s perspectives on current issues influencing women’s sense of self, relationships, worldviews, opportunities, and challenges; we’ll consider the ways that sexual politics intersect with the politics of race, class, ethnicity, sexual orientation, nationality, and other markers of difference. By examining literary texts and other cultural materials, we’ll consider possibilities for understanding and changing the cultural, political, and social systems that define women in the world.

2438 HN 110 02  Honors First-Year Seminar  4, U MW 2:25-3:40 Keating, Jim
The Noisy Cloister: Personal Achievement and Public Obligation

What happens when we, quite understandably, attempt to live fulfilling and successful lives? What can go right, or wrong, for us or for the community in which we live? In this year-long seminar we will read works of fiction and non-fiction that examine the ways we try to create personal space in our world where most of us live in community with one another. Our readings will include works of fiction, poetry, and non-fiction by Kate Chopin, Eugene O’Neill, Willa Cather, Mark Twain, and others.

2431 HN 110 03  Honors First-Year Seminar  4, U TR 3:50-5:05 Hofstetter, Angela Dawn
Call of the Wild: Nature, Nurture, & Justice

Drawings of horses, stags, and bulls on the caves of Lascaux illustrate that animals have captured the human imagination since the dawn of the Paleolithic era as food, workers, companions, and fellow warriors: our path to modernity tells the tale of a relationship paradoxically fraught with violence and affection. The intensity of this primordial fascination erupted with new vehemence in the nineteenth century as discussions of transmutation (what became evolution) destabilized the fragile line distinguishing man and beast. The burgeoning fields of anthropology, psychology, and criminology bolstered by the convergence of biology, zoology, and economics chart the birth of a surprisingly rigid taxonomy of class, race, sex, and gender whose legacy still governs our conversations about which lives matter. This First Year Seminar adopts an interdisciplinary approach to how questions of animals, animality, nature, nurture, and justice developed across generic and national boundaries. In addition to the controversial writings of Descartes, Darwin and Lombroso, texts include Edgar Allen Poe’s The Murders in the Rue Morgue, Anna Sewell’s Black Beauty, Robert Louis Stevenson’s The Strange Case of Dr. Jekyll and Mr. Hyde, Jack London’s The Call of the Wild, D.W. Griffith’s Birth of a Nation, F.W. Murnau’s Nosferatu, Ava DuVernay’s 13th, and Richard Wright’s Native Son.

2432 HN 110 04  Honors First-Year Seminar  4, U TR 9:35-10:50 Bungard, Christopher
Homo Ridens: Comedy and the Human Experience

Comedy has been an essential part of the human experience throughout time. Aristotle believed that laughter marked the moment when a baby became truly human. We find comedy from antiquity to today in every corner of the globe. In this year-long course, we will look at comedies from ancient Greece and Rome, medieval Japan, modern Europe, and the United States. As we do, we will seek to understand how culture influences comedy and how comedy helps us to think more critically about society.

2440 HN 110 05  Honors First-Year Seminar  4, U TR 2:25-3:40 Meyers, Daniel G
Faith, Doubt, and Reason

In the first semester of this year-long course, we read and discuss philosophical, religious and literary texts, exploring the ways in which human beings have reflected on their relationship to God, the world, and their fellow human beings. We explore the nature of and relationship between faith, doubt and reason.

In the second semester of this year-long course, we read and discuss philosophical, religious and literary texts, exploring how human beings define themselves in terms of the various communities to which they belong. We examine different explanations of injustice and prescriptions for creating a more just world. Like all honors courses, a fourth credit hour is part of this class which usually will involve out-of-class group assignments. Options for scheduling full-class fourth hour sessions will be explored on the first day of class.

3575 HN 200 01  In-Depth Honors Seminar  2, U MW 10-10:50 Lantzer, Jason
The Wonderful World of Disney

Since Steamboat Willie first arrived in movie theaters, the world has been captivated by a mouse named Mickey, as well as the man and the company that brought him to life: Walt Disney. This course will allow students to engage in
investigation of and reflection about Disney as a man, a company, a community of artists, and as a global cultural force. Students can and will explore these and other avenues using a variety of sources, disciplines and interests - including the arts, literature, music, history, business, technology, conservation, philosophy, anthropology, and film. Students will learn to recognize both the value of and challenges raised by a cultural purveyor such as Disney, and they will engage the material (both that produced by Disney as well as a scholarly literature that runs the gambit from fawning to highly critical) via a number of projects and writing assignments.

3576 HN 200 02 In-Depth Honors Seminar 2, U TR 11-11:50 Popa, Tiberiu M Stoic Life

We may speak of somebody's stoic attitude or of enduring something stoically, perhaps without wondering about the history and philosophical perspective behind such words. Stoicism was one of the most successful philosophical schools in ancient times, and its influence is still considerable today. The Stoics were chiefly interested in what a good life is and in how we could attain happiness, but their ethical view was tightly connected with fascinating and sometimes paradoxical theories about a material and all-pervasive god and his providence, about the tension between fate and free will, and about politics (among other things they invented the idea of “citizen of the world” - kosmopolites, hence cosmopolitanism, a distant precursor to many modern initiatives, going all the way to the foundation of the UN and of the EU). This course is meant as an introduction to those seminal and interconnected ideas and as a basis for careful reflection on topics which are still very much of interest today - from questions about the nature of God (immanent or transcendent, personal or impersonal, involved in history or aloof) to the place of ethics in politics and in science. Our emphasis will be on late ancient Stoicism and, implicitly, on three remarkable personalities: Lucius Annaeus Seneca, Epictetus and Marcus Aurelius.

3577 HN 200 03 In-Depth Honors Seminar 2, U T 9-10:40 Bloom, Stephen J Mathematics and Magic

Magicians often use sleight of hand to perform illusions and magic tricks. There are, however, a good number of magic tricks which rely on mathematical principles. This course will examine the mathematics of these magic tricks, focusing on card tricks and number “magic.” We will learn to perform some of these tricks and take them on the road to local schools. We will also examine other uses of the mathematical principles behind the tricks, such as de-coding and analyzing DNA strings. We might even take a look at the mathematics of juggling! Along the way, we will investigate some of the history of magic.

3578 HN 200 04 In-Depth Honors Seminar 2, U W 4:15-5:05 Mason, Thomas Alexander Niccolò Machiavelli on the Cusp between Medieval and Modern: Despotism, Classical Republicanism, and the Renaissance

Niccolò Machiavelli is most often identified with his best-known work, The Prince (1513). In that book he tried to persuade the Medici ruler of Florence, recently restored to power, to return him to his former position in government. Machiavelli wanted his old job back. In The Prince, he told the new powers that be what he thought they wanted to hear — he advocated despotism—one-man rule. But there is a problem: In all his other major works written after The Prince, Machiavelli advocated classical republicanism - a form of government without a monarch/king, opposed to hereditary rule, in which elected representatives created laws and ruled according to law.

So — as they say in the television show To Tell the Truth— will the real Niccolò Machiavelli please stand up? Did he favor despotism or classical republicanism? The seminar will look at four of his works in pursuit of a resolution of this conundrum - during which we can learn a lot about ancient, medieval, and early modern political thought.

3579 HN 200 05 In-Depth Honors Seminar 2, U R 12:35-2:15 Bosworth, Amy K The Emergence of the Automobile

This course will explore major themes of late 19th and 20th century history through a detailed look at the emergence of the automobile, considering topics such as gender, the African-American experience, technology and warfare, culture/society, and leisure. Recognizing Butler University’s location just miles from “The Racing Capital of the World” - the Indianapolis Motor Speedway - we will also study the emergence and role of auto racing. Students will complete an original research paper on a related topic of their choosing.
This course is designed to offer tools and techniques to enhance academic success at the college level. Topics may include time and self-management, effective classroom strategies, goal setting, and academic planning. The course will involve discussion and reflection on the proven strategies for creating greater academic, professional, and personal success. This section is open to all students.

This course is specifically designed for first-year Exploratory Studies majors. Decision-making, self-assessment, academic exploration, and career planning are the foundational components. The course encourages students to reflect upon assessments, personal values, skills, interests, and decision-making styles while being exposed to various academic fields of study. Students apply this knowledge to investigate suitable career options.

**AIR FORCE ROTC**

1006 AI 101 01 Heritage & Values of the USAF 2, U Staff
R 3:35-4:25

1007 AI 101 02 Heritage & Values of the USAF 2, U Staff
R 4:40-6:35

1008 AI 201 01 Team and Leadership Fundamentals 2, U Staff
R 2:25-3:20

1009 AI 201 02 Team and Leadership fundamentals 2, U Staff
R 4:50-6:35

**ARMY ROTC**

1002 RZ 101 01 Foundations of Officership 1, U Ramos, William Francisco
W 3:30-4:20

1003 RZ 201 01 Individual Leadership Studies 2, U Komiak, Jason A
T 9-10:50
ANTHROPOLOGY

3856 AN 101 01 Close Encounters 3, U
    TR 1-2:15 Sluis, Ageeth

ASTRONOMY

1360 AS 100 50 The Astronomical Universe 3, U
    M 6:30-8:50 Brown, Richard B

BIOLOGY

1443 BI 105 01 Introductory Cell Biology 3, U
    MWF 11-11:50 Kowalski, Jennifer
1783 BI 105 02 Introductory Cell Biology 3, U
    MWF 2-2:50 Schmid, Katherine M
1597 BI 111 01 Contemporary Issues in Biology 1, U
    W 12-12:50 W
1598 BI 111 02 Contemporary Issues in Biology 1, U
    W 12-12:50 Etnier, Shelley A
1599 BI 111 03 Contemporary Issues in Biology 1, U
    W 12-12:50 Salsbury, Carmen M
1586 BI 210 01 Genetics - Fundamentals 4, U
    MWF 8-8:50 Hauck, Nat
1646 BI 210 07 Genetics - Fundamentals 4, U
    MWF 1-1:50 Trombley, Mike Patrick
1647 BI 210 07A Genetics – Fundamentals
    T 11-11:50 Trombley, Mike Patrick
1522 BI 220 01 Cellular & Molecular Bio: Fund 4, U
    MWF 8-8:50 Villani, Philip
1523 BI 220 01A Cellular & Molecular Bio: Fund
    W 2-4:50 Villani, Philip
1524 BI 220 02 Cellular & Molecular Bio: Fund 4, U
    MW 1-2:15 Kowalski, Jennifer
1525 BI 220 02A Cellular & Molecular Bio: Fund
    T 2:25-5:15 Kowalski, Jennifer
1551 BI 230 01 Ecology & Evolutionary Biology: Fund 5, U
    TR 11-12:15 Ryan, Travis James
    W 2-2:50
1552 BI 230 01A Ecology & Evolutionary Biology: Fund
    W 3-4:50 Ryan, Travis James
1626 BI 230 02 Ecology & Evolutionary Biology: Fund 5, U
    MWF 10-10:50 Salsbury, Carmen M
    T 2:25-3:15
1627 BI 230 02A Ecology & Evolutionary Biology: Fund
    T 3:25-5:15 Salsbury, Carmen M
1628 BI 230 03 Ecology & Evolutionary Biology: Fund 5, U
    MWF 9-9:50 Stoehr, Andrew
    R 2:25-3:15
1629 BI 230 03A Ecology & Evolutionary Biology: Fund
    R 3:25-5:15 Stoehr, Andrew

CHEMISTRY

1882 CH 105 01 General Chemistry 5, U
    MTWR 9-9:50 Kirsch, Joseph L
1883 CH 105 02 General Chemistry 5, U
    MWF 10-10:50 Macbeth, Mark R
1884 CH 105 03 General Chemistry 5, U
    MTWF 11-11:50 Staff
1885 CH 105 04 General Chemistry 5, U
    MTWR 1-1:50 Hopkins, Todd
1886 CH 105 05 General Chemistry 5, U
    MTWR 2-2:50 Herder, Laura M
1888 CH 105 01A General Chemistry 5, U
    M 2-4:50 Staff
1889 CH 105 01B General Chemistry 5, U
    M 2-4:50 Samide, Michael J
1890 CH 105 01C General Chemistry 5, U
    T 9-11:50 Staff
1891 CH 105 01D General Chemistry 5, U
    T 9-11:50 Herder, Laura M
1892 CH 105 01E General Chemistry T 2:25-5:15 Staff
1893 CH 105 01F General Chemistry T 2:25-5:15 Staff
1894 CH 105 01G General Chemistry W 2:45-5:00 Johnson, Jeremy
1895 CH 105 01H General Chemistry W 2:45-5:00 Staff
1896 CH 105 01I General Chemistry R 8-10:50 Staff
1897 CH 105 01J General Chemistry R 8-10:50 Herder, Laura M
1898 CH 105 01K General Chemistry R 11:30-2:20 Kirsch, Joseph L
1899 CH 105 01L General Chemistry R 11:30-2:20 Macbeth, Mark R
1900 CH 105 01M General Chemistry R 3:50-5:45 Staff
1901 CH 105 01N General Chemistry R 3:50-5:45 Herder, Laura M
1902 CH 105 01O General Chemistry F 8-10:50 Kirsch, Joseph L
1903 CH 105 01P General Chemistry F 1-3:50 Kirsch, Joseph L
1904 CH 105 01Q General Chemistry F 1-3:50 Herder, Laura M
1905 CH 107 01 Advanced General Chemistry M-F 9-9:50 Chen, Zhihong
1906 CH 107 01A Advanced General Chemistry M 1-4:50 Sand, Andrew Mikal
1907 CH 107 01B Advanced General Chemistry T 1-4:50 Sand, Andrew Mikal
1920 CH 110 01 Chemistry in the Community 1, U F 2-2:50 Morgan, Paul

CLASSICAL STUDIES

Greek
3499 GK 101 01 Elementary Greek 1 4, U TR 3:50-5:45 Catalan, Rosina Eileen
3520 GK 203 01 Intermediate Ancient Greek 1 3, U MW 3:50-5:05 Catalan, Rosina Eileen

Latin
1518 LT 101 50 Elementary Latin 1 4, U MW 6:30-8:20 Gilmartin, William A
1519 LT 203 01 Intermediate Latin 1 3, U MWF 1-1:50 Bungard, Christopher
1320 DD 297 02 Engineering Topics 1, U W 3:50-5:05 McCormick, Jessica Risley

COMPUTER SCIENCE

1239 CS 142 01 Intro to Comp. Sci. and Prog. 3, U TR 1-2:15 Chen, Zhihong
For Math and Science majors - will use the supercomputer
1240 CS 142 02 Intro to Comp. Sci. and Prog. 3, U MW 2:25-3:40 Rybarczyk, Ryan Thomas
1644 CS 142 03 Intro to Comp. Sci. and Prog. 3, U TR 9:35-10:50 Chen, Zhihong
1709 CS 142 04 Intro to Comp. Sci. and Prog. 3, U TR 4:30-5:45 Sligh, Jon Wesley
1238 CS 151 01 Foundations of Computing 1 3, U MWF 9-9:50 Gupta, Ankur
1613 CS 151 02 Foundations of Computing 1 3, U MWF 10-10:50 Gupta, Ankur

Software Engineering

1245 SE 267 01 Business Application Dev. 3, U TR 8-9:15 Linos, Panos K

Data Science

1946 DS 110 01 Introduction to Data Science 3, U MWF 10-10:50 Jayasekare, Rasitha R

DUAL DEGREE ENGINEERING IUPUI

1284 DD 190 01 Elementary Engineering Design 3, U TR 9:30-10:50 McCormick, Jessica Risley
1285 DD 190 02 Elementary Engineering Design 3, U TR 11:12-2:30 McCormick, Jessica Risley
1292 DD 250TCM 01 Career Planning in Engineering 1, U W 2:25-4:15 McCormick, Jessica Risley
This course will meet for the first half of the semester.
1294 DD 276EC 01 Intro to Digital System Design 4, U TR 4:30-5:45 McCormick, Jessica Risley
T 6-8:50
1268 DD 274ME 01 Basic Mechanics 2 3, U MW 6:15-7:30 McCormick, Jessica Risley
M 7:35-8:25
1293 DD 297 01 Engineering Topics 1, U W 2:25-3:40 McCormick, Jessica Risley
MATLAB

NEW STUDENT COURSE RECOMMENDATIONS | 21
### ENGLISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor(s)</th>
<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101 01</td>
<td>Writing Tutorial</td>
<td>Boucher, Andrea Carolyn</td>
<td>3, U</td>
<td>TR 8-9:15</td>
</tr>
<tr>
<td>EN 101 02</td>
<td>Writing Tutorial</td>
<td>Sweeney, Margaret Rose</td>
<td>3, U</td>
<td>TR 8-9:15</td>
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<tr>
<td>EN 101 03</td>
<td>Writing Tutorial</td>
<td>Crosbie, Rebecca Jane</td>
<td>3, U</td>
<td>M 6-8:30</td>
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<tr>
<td>EN 101 04</td>
<td>Writing Tutorial</td>
<td>Staff</td>
<td>3, U</td>
<td>R 6-8:30</td>
</tr>
<tr>
<td>EN 101 05</td>
<td>Writing Tutorial</td>
<td>Staff</td>
<td>3, U</td>
<td>TBA</td>
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Intensive practice in discovering, shaping and communicating meaning through writing. Individualized instruction for students who need additional critical reading and writing development to perform satisfactorily in the First Year Seminar or other writing courses. Students will arrange a weekly tutorial time with the professor as well as arrange weekly or biweekly tutorials with a Peer Tutor from the Writers Studio. Students are assigned to the course on the basis of tests and writing samples. Pass/fail credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EN 185 01</td>
<td>Intro to Disciple of English</td>
<td>3, U</td>
<td>MWF 1-1:50</td>
</tr>
<tr>
<td>EN 203 01</td>
<td>Intro Professional Writing</td>
<td>3, U</td>
<td>W 6-8:30</td>
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</tbody>
</table>

The course undertakes several things. It will be built around the study of three major genres (poetry, fiction and drama). Through close reading, class discussion and critical writing we will exercise our ability to interpret, argue for interpretations and appreciate diverse interpretations. We will also gain practical knowledge of literary terms and become acquainted with major approaches in critical theory. These are the basic skills necessary for the study of literature. Over the course of the term we will also explore the different paths the major offers, from creative to professional writing. Required of all English majors.

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<tbody>
<tr>
<td>EN 218 01</td>
<td>Intro Creative Writing: Poetry</td>
<td>3, U</td>
<td>TR 2:25-3:40</td>
</tr>
</tbody>
</table>

This course is an introduction to poetry writing. We will practice using various essential poetic techniques, and we will sometimes critique your drafts in a workshop setting in order to guide you toward meaningful revisions. However, our main focus will be on process, not product. We will study published work and engage in impromptu writing exercises in class in order to become attentive to the key elements that make for memorable poems, as well as to help you sneak up on those parts of yourself—your memory, your powers of observation, and your imagination—from which such writing comes.

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<tbody>
<tr>
<td>EN 219 01</td>
<td>Intro Creative Writing: Prose</td>
<td>3, U</td>
<td>TR 9:35-10:50</td>
</tr>
</tbody>
</table>

Prose: Introduces students to the craft and techniques of fiction and non-fiction prose with emphasis on production of student writing, reading and analysis of selected contemporary essays and short fiction, workshop and individual critiques of student writing, attendance at the Visiting Writers’ Series events, and targeted writing exercises.

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<tbody>
<tr>
<td>EN 219 02</td>
<td>Intro Creative Writing: Prose</td>
<td>3, U</td>
<td>TR 11-12:15</td>
</tr>
</tbody>
</table>

Image and Text: In this class you will use images, postcards, old photographs, drawings, film stills, etc. as a way to jumpstart your writing. Through daily writing practice you will experiment with form, structure, point of view, and the many possibilities of imagery as well as explore various forms of creative nonfiction, including memoir and travel writing. You’ll start by exploring the larger genre of creative nonfiction and its various forms in a diverse set of readings and exercises, including a series of daily warm-ups. You’ll do a number of dynamic in-class writing exercises to help you develop material and personal style, and hone your craft as creative prose writers. Much of our time will be spent in response groups and full-class workshops.

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<td>Inquiries in Am Lit &amp; His I</td>
<td>3, U</td>
<td>MWF 10-10:50</td>
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<tr>
<td>EN 245 02</td>
<td>Inquiries in Am Lit &amp; His I</td>
<td>3, U</td>
<td>MWF 11-11:50</td>
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</table>

This course offers an introduction to the field of American literature prior to 1860. We often overlook the diversity and complexity of early literary and cultural life in the “new world,” forgetting that to speak of American literature at this time is to imply a field that is not only stylistically diverse but also radically multiethnic, multilingual, and transatlantic. Focusing on writing in English, this course will respect the variety of these perspectives while bringing them into a provisional conversation with one another. We will spend considerable time addressing the material practices of reading and writing literature, the role of written texts in forming communities, and the way that these texts shaped the development of a specifically “American” identity.
NEW STUDENT COURSE RECOMMENDATIONS

EN 246 01 Inquiries in Am Lit & His II 3, U TR 1-2:15 Campbell, Barbara Jean
The Value of Literature: Realism, Naturalism, Mode

This course will explore the myths, themes, and politics that have shaped the development of American literature since 1865, while casting a particular eye toward the troubled, changing conception of identity in the modern American imagination. As we survey such literary movements as Realism, Naturalism, and Modernism, we will pay close attention to the ways that literature reflects, responds to, and sometimes influences dramatic social and historical events. We will also consider what American literature announces about the self, the other (and the relation between the two), and what it means to be American. The works we will read demonstrate a wide range of perspectives and narrative techniques, and each suggests new ways to imagine the status of the individual, the boundaries of nationality, and the meaning of such categories as class, gender, race, and ethnicity in America. In our study of the American literary canon, we will read texts by major authors considered to be significant in literary history but also investigate the work of some lesser-known writers. While examining the works shared interests in history, identity, and human agency, we will also bear in mind the unique nature of the individual writers and their texts. Authors will include William Dean Howells, Stephen Crane, Kate Chopin, William Carlos Williams, Langston Hughes, Lucia Trent, and plays from The Federal Theater Project.

EN 246 02 Inquiries in Am Lit & His II 3, U MW 1-2:15 Flanzbaum, Hilene
Introduction to African-American Literature

This course will introduce students to the most important writers and texts in the African-American literary canon, from 1850 to the present, including Frederick Douglass’s Narrative, Zora Neale Hurston’s Their Eyes Were Watching God, The Autobiography of Malcolm X and others.

EN 265 01 Inquiries in Brit Lit & His I 3, U MWF 10-10:50 Watts, William H
British Literature Survey 1. The first half of a two-course sequence surveying major periods, genres, and authors in British literature from Beowulf through the 18th century.

EN 287 01 Literary Theory, Culture, & Criticism 3, U TR 9:35-10:50 Staff

This course will introduce students to core texts and current debates in Feminist and Queer Theory in the Humanities. We will analyze the intersection of constructed categories such as gender, sexuality, race, ethnicity, and class and how they are represented in cultural texts. The course is designed to provide students theoretical tools to think critically about how to engage with cultures. Thinking beyond gender, we will question how norms are created, circulated, and enforced.

ENVIRONMENTAL STUDIES

ENV 200 01 Intro to Environmental Studies 3, U MWF 10-10:50 Van Gerven, Jesse

GENDER, WOMEN, & SEXUALITY STUDIES

GWS 100 01 Perspectives in Gender, Women & Sexuality 1, U T 3:50-4:40 Beloso, Brooke Meredith

GWS 202 01 Resist for Social Change 3, U TR 11-12:15 Beloso, Brooke Meredith

HISTORY

HST 101 01 Close Encounters 3, U TR 1-2:15 Sluis, Ageeth

HST 111 01 Introductory Seminar 3, U TR 11-12:15 Cornell, John S
Walls: The continuing histories of three borders between East/West Germany (the Berlin Wall), Israel/Palestine, and U.S./Mexico presented in compact, comparative fashion.

HST 205 01 Questions in History 3, U MW 2:25-3:40 Hanson, Paul R

The Ibis Trilogy

The Ibis Trilogy, by Amitav Ghosh, was published between 2008 and 2015, and is already being called “one of the most significant works of historical fiction of our time.” The three books focus on the world of trade between South Asia and Africa in the 18th and 19th centuries. This was the era of the British East India Company, at the beginning of which the slave trade still flourished, and at the end of which the Opium Wars took place in South China. In this class we will explore that world through these three novels, and students will have the opportunity to pursue historical projects focused on topics suggested by these fictional works.

MATHEMATICS

MA 101 01 Algebra 3, U MWF 10-10:50 Eckert, Dennis James

MA 101 02 Algebra 3, U MWF 9-9:50 Eckert, Dennis James

MA 101 03 Algebra 3, U TR 5:30-6:45 Staff

MA 101 04 Precalculus 3, U MWF 9-9:50 Staff

MA 102 02 Precalculus 3, U MWF 10-10:50 Valentin, Jeanne E
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<td>Webster, Jonathan Eugene</td>
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</table>

**MODERN LANGUAGES, LITERATURES & CULTURES**

### Chinese

- **CN 101 01** Beginning Chinese I | 4, U | MTWR | 10-10:50 | Staff |
  - *You may only enroll directly in this 101 course if you: 1) did not take this language in high school; 2) placed at 101 via the Butler Language Placement Exam; or 3) received permission from the department chair.*

### French

- **FR 101 01** Beginning French I | 4, U | MTWR | 10-10:50 | Staff |
  - *You may only enroll directly in this 101 course if you: 1) did not take this language in high school; 2) placed at 101 via the Butler Language Placement Exam; or 3) received permission from the department chair.*

### German

- **GR 101 01** Beginning German I | 4, U | MTWR | 10-10:50 | Stigter, Michelle |
  - *You may only enroll directly in this 101 course if you: 1) did not take this language in high school; 2) placed at 101 via the Butler Language Placement Exam; or 3) received permission from the department chair.*
### Spanish

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<td>SP 101 01</td>
<td>Beginning Spanish I</td>
<td>MTWR</td>
<td>8:50-9:50</td>
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<td>SP 101 02</td>
<td>Beginning Spanish I</td>
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You may only enroll directly in this 101 course if you: 1) did not take this language in high school; 2) placed at 101 via the Butler Language Placement Exam; or 3) received permission from the department chair.

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### 300-Level Spanish Courses

Note: Spanish Skills courses (SP 300-320) are non-sequential and of equal difficulty.

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<td>SP 300 02</td>
<td>Grammar in Context</td>
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<td>SP 305 01</td>
<td>Spanish for Oral Communication</td>
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### PHYSICS

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<td>PH 107 02A</td>
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<td>11:00-12:00</td>
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<td>PH 107 01B</td>
<td>Elementary Physics I</td>
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### ECOMMENDATIONS

- Staff
### POLITICAL SCIENCE

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<td>PO 101SL 01 Introduction to Politics</td>
<td>3, U</td>
<td>TR 9:35-10:50</td>
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<tr>
<td>3788</td>
<td>PO 131 01 Introduction to U.S. Politics</td>
<td>3, U</td>
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<td>4039</td>
<td>PO 131 02 Introduction to U.S. Politics</td>
<td>3, U</td>
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<td>PO 230 01 Activism</td>
<td>3, U</td>
<td>TR 2:25-3:40</td>
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### PSYCHOLOGY

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### SCIENCE, TECHNOLOGY & SOCIETY

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### SOCIOLOGY AND CRIMINOLOGY

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EDUCATIONAL FOUNDATIONS

2020 ED 112 01 Intro to Profession of Teaching 3, U Staff
M 8-10:40

ED 112 01 and ED 245 01 must be taken together as a block.

2072 ED 242 01 Educ Children w/ Special Needs 2, U Staff
T 12:35-2:15
R 12:35-2:15

3930 ED 242 02 Educ Children w/ Special Needs 2, U Staff
F 9-11:40

2051 ED 243 01 Methods & Mat: Strat for Teach 3, U Staff
F 9-11:40

3988 ED 243 02 Methods & Mat: Strat for Teach 3, U Staff
F 1-3:40

2083 ED 244 50 Concepts of Education 3, U Staff

1999 ED 245 01 Intro to Computers in Education 2, U Staff
W 8-9:50

ED 112 01 and ED 245 01 must be taken together as a block.

2069 ED 299 01 Integrated Core II Block 8, U Staff
TR 9:35-12:15

3929 ED 299 02 Integrated Core II Block 8, U Staff
TR 9:35-12:15

EARLY/MIDDLE CHILDHOOD

2023 ED 204 01 Infus Arts Ear/Mid Child Curri 4, U Hubbard, Tim
M 4-7

2002 ED 206 01 Intro Early/Mid Childhood Ed 3, U Hochman, Arthur W
W 9-11:40

MIDDLE/SECONDARY EDUCATION

2018 ED 227 01 Intro to Mid-Sec Students/School 3, U Staff
W 1:3-4:0

2047 ED 228 01 Content Area Lit in Mid-Sec Cu 3, U Staff
M 1:3-4:0

3544 ED 199 01 Exploring Educator Identity 5, U Staff
TR 1-3:20

3545 ED 199 02 Exploring Educator Identity 5, U Staff
MW 1-3:20

3546 ED 199 03 Exploring Educator Identity 5, U Staff
T 8-12:40

PHYSICAL EDUCATION

2008 PE 127 01 Intro Health PE Recreation Dance 2, U Staff
MW 2-2:50

2009 PE 128 01 Intro to Health Education 2, U Staff

2071 PE 128 02 Intro to Health Education 2, U Staff

2068 PE 147 01 Prevention Care of Ath. Injuri 3, U Staff
MWF 8-8:50

2045 PE 202 01 Skills Series: Basketball/Socc 1, U Staff
MW 10-10:50

2065 PE 203 01 Skills Series: Pickleball/Golf 1, U Staff
TR 2:25-3:15

2041 PE 204 01 Skills Series: Tennis/Badminton 1, U Staff
TR 9:35-10:25

2073 PE 218 01 Water Safety Instructor 2, U Staff
F 10-11:50

2010 PE 235 01 Educational Gymnastics 2, U Staff
TR 8-8:50

2044 PE 253 01 Motor Learning 2, U Staff
MW 11-11:50

2074 PE 261 01 Theory & Practice of Coaching 2, U Staff
MW 12-12:50

2046 PE 297 01 Orient to Intern in PE & Health 2, U Staff
F 9-10:50
BUSINESS ADMINISTRATION

ENTREPRENEURSHIP & INNOVATION

3777 LE 264 04 Business Ethics 3, U Buttrick, Hilary
MW 1-2:15

3776 LE 264 03 Business Ethics 3, U Lewinski, Michael J
MW 12-12:50

3775 LE 264 02 Business Ethics 3, U Lewinski, Michael J
MW 11-11:50

3774 LE 264 01 Business Ethics 3, U Lewinski, Michael J
MW 9-9:50

1043 EI 101 01 First-Year Business Experience 3, U McKnight, James Robert
MWF 8-8:50 F 2:25-4:15

1046 EI 101 02 First-Year Business Experience 3, U Faulconer, Thomas J
MWF 8-8:50 F 2:25-4:15

1044 EI 101 03 First-Year Business Experience 3, U Mitchell, Kristi L.
MWF 9-9:50 F 2:25-4:15

1047 EI 101 04 First-Year Business Experience 3, U McKnight, James Robert
MWF 9-9:50 F 2:25-4:15

1045 EI 101 05 First-Year Business Experience 3, U Faulconer, Thomas J
MWF 9-9:50 F 2:25-4:15

1093 EI 101 06 First-Year Business Experience 3, U Mitchell, Kristi L.
MWF 10-10:50 F 2:25-4:15

1104 EI 101 07 First-Year Business Experience 3, U Staff
MWF 10-10:50 F 2:25-4:15

1081 EI 101 08 First-Year Business Experience 3, U Mitchell, Kristi L.
MWF 11-11:50 F 2:25-4:15

1112 EI 101 09 First-Year Business Experience 3, U Staff
MWF 11-11:50 F 2:25-4:15

1113 EI 101 10 First-Year Business Experience 3, U Mitchell, Kristi L.
MWF 12-12:50 F 2:25-4:15

1209 EI 101 11 First-Year Business Experience 3, U Hines, Lisa
TR 9:35-10:50 F 2:25-4:15

1216 EI 101 12 First-Year Business Experience 3, U Hines, Lisa
TR 11-12:15 F 2:25-4:15

LEGAL ETHICS

3778 LE 264 05 Business Ethics 3, U
MW 2:25-3:40 Buttrick, Hilary

3779 LE 264 06 Business Ethics 3, U
TR 8-9:15 Stephan Ryan, Laura C

3780 LE 264 07 Business Ethics 3, U
TR 9:35-10:50 Stephan Ryan, Laura C

3781 LE 264 08 Business Ethics 3, U
TR 11-12:15 Stephan Ryan, Laura C

MANAGEMENT SCIENCE

Note: Students must attend all class sessions in order to pass the course. Instructors will not make any exceptions to this policy.

1065 MS 100 01 Basic Excel Skills for Bus App 1, U
MWF 8-8:50 Lambert, Cate

1066 MS 100 02 Basic Excel Skills for Bus App 1, U
MWF 8-8:50 Lambert, Cate

1067 MS 100 03 Basic Excel Skills for Bus App 1, U
MWF 8-8:50 Lambert, Cate

1068 MS 100 04 Basic Excel Skills for Bus App 1, U
MWF 9-9:50 Lambert, Cate

1069 MS 100 05 Basic Excel Skills for Bus App 1, U
MWF 9-9:50 Lambert, Cate

1070 MS 100 06 Basic Excel Skills for Bus App 1, U
MWF 9-9:50 Lambert, Cate

1071 MS 100 07 Basic Excel Skills for Bus App 1, U
MWF 12-12:50 Lambert, Cate

1072 MS 100 08 Basic Excel Skills for Bus App 1, U
MWF 12-12:50 Lambert, Cate

1096 MS 100 09 Basic Excel Skills for Bus App 1, U
MWF 12-12:50 Lambert, Cate

1115 MS 100 10 Basic Excel Skills for Bus App 1, U
MWF 10-10:50 Davidson, Jason L

1116 MS 100 11 Basic Excel Skills for Bus App 1, U
MWF 10-10:50 Davidson, Jason L

1117 MS 100 12 Basic Excel Skills for Bus App 1, U
MWF 10-10:50 Davidson, Jason L

1171 MS 100 13 Basic Excel Skills for Bus App 1, U
MW 3:50-5:05

1172 MS 100 14 Basic Excel Skills for Bus App 1, U
MW 3:50-5:05

1173 MS 100 15 Basic Excel Skills for Bus App 1, U
MW 3:50-5:05

1189 MS 100 16 Basic Excel Skills for Bus App 1, U
MW 5:30-6:45

1204 MS 100 17 Basic Excel Skills for Bus App 1, U
MW 5:30-6:45

1190 MS 100 18 Basic Excel Skills for Bus App 1, U
MW 5:30-6:45
## PREPROFESSIONAL HEALTH SCIENCE

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<td>Exploring Pharmacy 1, U</td>
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## HEALTH SCIENCES

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<td>2259 BSHS 110 01</td>
<td>Intro to Healthcare</td>
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<td>2362 BSHS 290 01</td>
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<td>Omenka, Ogbonnaya Isaac</td>
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JORDAN COLLEGE OF THE ARTS

EVENT ATTENDANCE

First-Year Students
2725  JC 100 01  Arts Event Attendance 0, U  TBA
       Art Program Majors
2510  JC 100 02  Arts Event Attendance 0, U  TBA
       Zurbuchen, Susan J
       Arts Administration Majors
2448  JC 100 03  Arts Event Attendance 0, U  TBA
       Thoreson, Glen V
       Theatre Majors
3020  JC 150 01  Schrott Center Prod Training 1, U  TBA
       Zurbuchen, Susan J
Sophomores
2726  JC 200 01  Arts Event Attendance 0, U  TBA
       Nyktas, Steve
       Art Program Majors
2602  JC 200 02  Arts Event Attendance 0, U  TBA
       Zurbuchen, Susan J
       Arts Administration Majors
2601  JC 200 03  Arts Event Attendance 0, U  TBA
       Thoreson, Glen V
       Theatre Majors

ART
3197  ART 105 01  Survey of Visual Culture 3, U  Wang, Peter
       TR 4:5:15
2724  ART 107 01  Drawing I 3, U  Staff
       TR 1:15-3:30
       Permission of instructor only

ARTS ADMINISTRATION
3628  AA 201 01  Survey of Arts Administration 2, U  Zurbuchen, Susan J
       MW 11-11:50

DANCE

Courses Open to Non-Majors
2456  DA 101 01  Beginning Ballet I 1, U  Negron, Caitlin Ruth
       TR 8-9:15
2457  DA 103 01  Beginning Jazz 1, U  Negron, Caitlin Ruth
       MF 8-8:50
2458  DA 105 01  Intermediate/Advanced Jazz 1, U  Negron, Caitlin Ruth
       TR 9:35-10:25
2459  DA 107 01  Modern Dance 1, U  Negron, Caitlin Ruth
       MF 9-9:50

Studio Courses for Dance Majors
2621  DA 109 01  Professional Practices 0, U  F 3:40-4:30
       Attaway, Larry A
2653  DA 111 01  Ballet Technique 1 - First Year 2, U  Attaway, Larry A
       MWF 2:3:30  TR 1-2:30
2654  DA 113 01  Ballet Technique 2 - First Year 2, U  Attaway, Larry A
       MWF 2-3:30  TR 1-2:30
2659  DA 211 01  Ballet Technique 1 2, U  Attaway, Larry A
       MWF 2-3:30  TR 1-2:30
2660  DA 213 01  Ballet Technique 2 2, U  Attaway, Larry A
       MWF 2-3:30  TR 1-2:30
2655  DA 119 01  Ballet Technique, Men - First Yr 2, U  Attaway, Larry A
       MWF 12-20:1-50  TR 1-2:30
2662  DA 219 01  Ballet Technique, Men - Soph 2, U  Attaway, Larry A
       MWF 12:20-1:50  TR 1-2:30
2656  DA 121 01  Pointe 1 - First Year 1, U
       MW 3:40-4:40  Cholewa, Rosanna S
       TR 1-2:30
3105  DA 123 01  Pointe 2 - First Year 1, U
       TR 2:40-3:40  Attaway, Larry A
2663  DA 221 01  Pointe 2 - Sophomore 1, U
       TR 2:40-3:40  Attaway, Larry A
2657  DA 125 01  Pas de Deux 1 1, U
       M 3:40-4:40  Flowers, Ramon A
       Permission of instructor required
3179  DA 125 02  Pas de Deux 1 1, U
       W 3:40-4:40  Flowers, Ramon A
2664  DA 225 01  Pas de Deux 2 1, U
       W 3:40-4:40  Cholewa, Marek
       Permission of instructor required
2658  DA 127 01  Men's Allegro Technique 1 1, U
       TR 2:40-3:40  Cholewa, Marek
2665  DA 227 01  Men's Allegro Technique 2 1, U
       TR 2:40-3:40  Cholewa, Marek
2812  DA 131 01  Modern Technique 1 1, U
       TR 11:12:30  McGuire, Susan
2813  DA 231 01  Modern Technique 2 1, U
       TR 9-10:30  McGuire, Susan
2463  DA 141 01  Jazz 1 1, U
       MF 11-12:15  Pratt, Cynthia A
2666  DA 241 01  Jazz 2 1, U
       MWF 10-10:50  Pratt, Cynthia A
2465  DA 151 01  Butler Ballet - First Year 1, U
       M 4:45-5:30  S 8-5  TR 3:45-6
2466  DA 251 01  Butler Ballet - Sophomore 1, U
       M 4:45-5:30  S 8-5  TR 3:45-6
Dance Academics and Theatrical Courses

2460 DA 161 01  Body Placement 1  1, U 7:30-8:50  Pratt, Cynthia A
TR  10-11:50
2464 DA 247 01  Character Dance  1, U  10-11:50  Cholewa, Marek
MF  11-12:50
3042 DA 249 01  Acting for Dancers  2, U  9-10:50  Goodson, John M
M  6-7:50
3044 DA 261 01  Laban Movement Analysis  2, U  9-10:50  Pratt, Cynthia A
MWF  9-10:50
2814 DA 263 01  Music for Dance - Theory  1, U  8-9:50  Attaway, Larry A
TR  8-9:50

APPLIED MUSIC

Courses for Non-Majors

2625 AM 125 01  Guitar Class 1  1, U  8-9:50  Terrell, Brett
W  3-4:50
2647 AM 127 01  Voice Class 1  1, U  8-9:50  Kelton, Kathie
MW  8-9:50
2730 AM 127 02  Voice Class 1  1, U  9-10:50  Kelton, Kathie
MW  9-10:50
3210 AM 130 01  World Drumming Class  1, U  2:30-3:30  Crabel, Jon A
MW  3:30-4:30

Courses for Dance Majors

2475 AM 11 01  Keyboard Skills 1  1, U  8-9:50  Smith, DJ Joseph
TR  8-9:50
2476 AM 11 02  Keyboard Skills 1  1, U  9-10:50  Smith, DJ Joseph
TR  9-10:50
2744 AM 13 01  Keyboard Skills 3  1, U  6:30-7:30  Bartsch, Meghan Elizabeth
TR  6:30-7:30
3220 AM 13 02  Keyboard Skills 3  1, U  7:30-8:30  Bartsch, Meghan Elizabeth
TR  7:30-8:30

Courses for Music Majors

2477 AM 21 01  Keyboard Skills 1  1, U  9-10:50  Smith, DJ Joseph
MW  9-10:50
2686 AM 21 02  Keyboard Skills 1  1, U  1-2:50  Smith, DJ Joseph
MW  1-2:50
2478 AM 21 03  Keyboard Skills 1  1, U  2-3:50  Smith, DJ Joseph
TR  2-3:50
2965 AM 21 04  Keyboard Skills 1  1, U  4-5:50  Smith, DJ Joseph
MW  4-5:50
3094 AM 21 05  Keyboard Skills 1  1, U  10-11:50  Smith, DJ Joseph
MW  10-11:50
2479 AM 23 01  Keyboard Skills 3  1, U  12-1:50  Smith, DJ Joseph
MW  12-1:50
2480 AM 23 02  Keyboard Skills 3  1, U  12-1:50  Smith, DJ Joseph
TR  12-1:50
2966 AM 23 03  Keyboard Skills 3  1, U  3-4:50  Smith, DJ Joseph
MW  3-4:50
3045 AM 23 04  Keyboard Skills 3  1, U  11-12:50  Smith, DJ Joseph
MW  11-12:50
2923 AM 222 05  Voice Studio Class  1, U  9-10:50  Worthington II, Oliver W
TR  9-10:50
2902 AM 222 14  Voice Studio Class  1, U  2-3:50  Bourne, Thaddaeus
MW  2-3:50
3230 AM 222 16  Voice Studio Class  1, U  2-3:50  Zenobi, Dana
MW  2-3:50
2924 AM 222 48  Voice Studio Class  1, U  2-3:50  Gunlogson, Kirsten A
MW  2-3:50
2917 AM 226 24  Piano Studio Class  1, U  2-3:40  Boyd, Kate
R  2-3:40
3101 AM 293 07  Applied Jazz Studies  2, U  1-2:40  Dole, Richard B
TBA  1-2:40
3102 AM 293 09  Applied Jazz Studies  2, U  1-2:40  Siukola, Jennifer L
TBA  1-2:40
3069 AM 293 11  Applied Jazz Studies  2, U  1-2:40  Benedict, Erin Twenty
TBA  1-2:40
2710 AM 293 12  Applied Jazz Studies  2, U  1-2:40  Pivec, Matthew J
TBA  1-2:40
2989 AM 293 13  Applied Jazz Studies  2, U  1-2:40  Williams, Alexander W.
TBA  1-2:40
2998 AM 293 15  Applied Jazz Studies  2, U  1-2:40  Wittman, Jesse Chase
TBA  1-2:40
3001 AM 293 26  Applied Jazz Studies  2, U  1-2:40  Walters, Gary
TBA  1-2:40
3103 AM 293 34  Applied Jazz Studies  2, U  1-2:40  Phelps, Kenneth A
TBA  1-2:40

Ensemble

2758 ES 101 01 Chamber Music  1, U  1-2:40  Murray, David P
TBA  1-2:40
For pre-formed groups with this instructor as coach
2759 ES 102 01 Chamber Music: Guitar  1, U  1-2:40  Terrell, Brett
TBA  1-2:40
2760 ES 103 01 Chamber Music: AJSQ  1, U  1-2:40  Radtke, Heidi J
TBA  1-2:40
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<td>Jordan Jazz</td>
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<td>1, U</td>
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**MUSIC EDUCATION**

**THEATRE**

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## CCOM REQUIRED COURSES

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## COMMUNICATION SCIENCES & DISORDERS

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<td>3424 CSD 231</td>
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## CREATIVE MEDIA & ENTERTAINMENT

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<tr>
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<td>Media Aesthetics &amp; Studio Prod</td>
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<td>3388 CME 106</td>
<td>Survey of Digital Media</td>
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<td>3392 CME 211</td>
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## CRITICAL COMMUNICATION & MEDIA

**Critical Communication & Media students may take either COM101 or SW266-COM. Course options can be found in the Core Curriculum Social World Section.**

<table>
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## JOURNALISM

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As a technology, business, industry, and social force a half-century ago. A similar awareness has emerged in the 21st century about the impact of lead writer-producers in television now known as showrunners, dating back to pioneers such as Rod Serling (The Twilight Zone), Norman Lear (All in the Family), and Steven Bochco (Hill Street Blues). This class examines a variety of contemporary showrunners within this historical context who serve as creators, executive producers, and head writers on TV series across broadcast, cable-and-satellite, and OTT streaming services. Examples include David Chase (The Sopranos), Tina Fey (Unbreakable Kimmy Schmidt), Amy Sherman-Palladino (Gilmore Girls), Shonda Rhimes (Scandal), and Matt Weiner (Mad Men), among many others. These showrunners will be analyzed as individual authors with agency, influence, and power, as well as members of creative teams that operate within the complex organizational structures of the television sector of the entertainment industry.
### MUSIC INDUSTRY

<table>
<thead>
<tr>
<th>Code</th>
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### ORGANIZATIONAL COMMUNICATION & LEADERSHIP

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### SPORTS MEDIA

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