

## SPRING 2010 COURSE DESCRIPTIONS

### **Art 210 (Art 210 = History 270)**

This course will look at major kingdoms in Africa, including the Asante, Yoruba, Dahomey, Kuba, and Kongo. Because of the importance of ritual objects and representations of leadership, the political, economic, and social history of African royal empires will be explored mainly through art and architecture. The course will also examine the historiography of Africa's "lost kingdom", the Great Zimbabwe, which different interest groups in Rhodesia laid historic claim to.

### **Art 225-02 The Computer in the Contemporary Studio (Computer Studio)**

In contemporary art, the studio is an experimental space. This class will explore approaches to the studio space, both old and new, with special attention to how the traditional uses of drawing and the contemporary addition of the computer activates the work done there.

### **Chemistry 421 Advanced Topics in Organic Chemistry**

Course time, location, etc. to be determined R. Olsen

A more descriptive title for the course might be something like Modern Reactions and Methods in Organic Chemistry. In the seven weeks of the course we will look at seven reactions or techniques. About half will be reactions that are familiar from Chem. 221,321, but that we will look at in greater detail. The other half will be material not covered in Chem. 221,321, but which is important to modern organic chemists. We will consider the mechanisms of the reactions and their application to the synthesis of compounds of biological or theoretical interest. Much of the course material will be taken from the recent primary literature. Pre-requisite: Chem. 321 or permission of the instructor.

### **Classics 212 "The Cities of the Apocalypse" (Classics 212 = Religion 372)**

This travel immersion seminar will study the Book of Revelation and the cities of Asia Minor, where it was produced and circulated, in the Roman Empire of the first and second centuries CE. Students will study the history, society, archaeology, and culture of the cities of Roman Asia before travelling to Turkey during Spring Break. The second half of the course will focus on the religions of the Greco-Roman world, including early Christianity in the Apocalypse, in the context of Asia Minor. PERMISSION OF INSTRUCTOR REQUIRED. Prerequisite: coursework on the Roman Empire and/or religions of the ancient Mediterranean world (Greek, Roman, Jewish, or Christian).

### **Classics 213 Ancient Greek Law (Classics 213 = History 210)**

Extortion and homicide cases decided by wrangling juries. Law-makers arriving at legislation through a political process of compromise. Clever legal rhetoric winning cases in spite of justice. Much of Greek law and legal practice looks a lot like its modern American and European counterparts. But it can also look very different: religious law was as much a state matter as civil and criminal law; there were no public prosecutors, no police, no judges in trials; women lacked legal standing and were unable to bring suit or testify; and slaves' testimony was admissible, but only if extracted under torture.

This course will survey ancient Greek law in its relationship to Greek society. In the process, we shall consider standard topics (substantive law, procedure, punishment, etc.), recent developments (law embedded in aspects of social history such as gender and status), and scholarly disagreements (did law originate in communal dispute resolution or protection of elite power?). We will read: authors from Homer to Aristotle who reflect on law and justice; Athenian courtroom speeches such

## SPRING 2010 COURSE DESCRIPTIONS

as those of Demosthenes and Lysias; inscribed laws and law codes like that from Gortyn in Crete; and modern studies.

Prerequisites: some prior work in Classics or ancient history, the history of law, legal theory, or permission of instructor.

### **Computer Science 271 Special Topics: Stochastic Simulation**

Computer simulation of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks and industrial engineering. Topics for study include: review of basic probability models, pseudo-random number generation, queueing models, random walks, Markov chains and Monte Carlo methods. Emphasis is placed on computational aspects of the field including efficient implementation, analysis of algorithms, and graphics.

Prerequisite: CSC 111 and MAT 112 (Calculus II).

### **Division I - 301, 302 (Earth/Space Science)**

This course is opened to all students, who are either lab science majors or minors and have an interest in science education in a variety of contexts (middle/high school, zoo, museum, or other community education programs). Admission by permission of the instructor.

### **Economics 101-01**

This section of Econ 101 is an introduction to economics for students who have already completed one semester of calculus. It will explore methods in both macro and microeconomics using mathematical tools as well as Excel. For students who may choose to go on and major in economics and who complete the course with a C+ or better, the Eco 251 requirement will be waived. (Note, however, that credit for Eco 251 will not be granted.) No prior knowledge of economics is assumed. The audience for this course is mathematically sophisticated undergrads who are considering economics as a major, and for upper level Division 1 students who may prefer a more formal approach to the subject.

### **Education 330-02 - Facilitating Learning in Science**

This course is a practice-based seminar on learning science and teaching undergraduate peers. The course covers topics such as questioning strategies, learning theory, cooperative learning, facilitating discussion, student epistemologies, metacognition, argumentation, creating an inclusive learning environment, the nature and process of science, and qualities of an effective teacher. Students will investigate relevant educational literature and engage in in-depth discussions about their own teaching and learning.

Students in this course are expected to be tutors or Learning Assistants in Division I. Students focus on new pedagogical skills each week in their lab classes or tutoring sessions, and share their observations during discussion and in written work. The Seminar does not focus on specific science content or lab skills; rather it focuses on general skills applicable to science learning and teaching at the undergraduate level.

### **English 109: World Literature in Translation: Political Violence and Exile**

The themes of this course political violence, ethnic cleansing, colonialism, exile, and freedom are intertwined with each other, and they point to other issues tackled in the texts we'll be reading this semester: neocolonialism, globalization, propaganda, gender inequality, human rights, hybridity,

## SPRING 2010 COURSE DESCRIPTIONS

institutionally sanctioned violence, and terrorism. We will examine a variety of texts from all over the world to determine how people in non-Anglophone nations have defined freedom and what paths they have followed to achieve or maintain it. How do they transcend laws and rules limiting their freedom? Why? Can we privilege one cultures understanding of freedom over another? How do people respond to the state of exile, literal and metaphorical? We will talk and write about stories, novels, poems, and plays written by Voltaire, Witkacy, Tagore, Kafka, Lu Xun, Flann O'Brien, Aimé Césaire, Czeslaw Milosz, Adam Zagajewski, Fatou Diome, and others.

### **English 202 (1)(2) Writing with Power and Grace**

This class addresses one of the most important questions of higher education, and, indeed, of life; how to express yourself clearly and gracefully. The premise of this class is that writing well is a potent form of power and beauty. To achieve that goal, we'll study the major principles of grammar, style, and clarity. Although all are welcome, this class will be of particular interest to Freshmen and Sophomores who either did not take Composition 101 or would like further practice in writing.

### **English 202-03: Special Topics in Writing: Creative Non-Fiction**

As the title indicates, "Creative Non-Fiction" attempts to get at the truth of a situation, an idea, an incident through the personal presence of the writer. Creative Non-Fiction employs the tools of creative writing: Plot, Character, Metaphor, Symbol—but it does so in a rigorous pursuit of the Truth. Consequently, we will practice such forms as the personal essay, the memoir, the nature essay, and literary or critical commentary with an emphasis upon developing a creative, personal style. Short readings of and about Creative Non-Fiction will be assigned. Writing will be presented and critiqued in a workshop atmosphere. Limited to 15 students. Credits: 1

### **English 214: "British and Irish Literature after 1900"**

This course will introduce you to the major writers and literary trends of the British Isles after 1900. We will begin with the dawn of Modernism, after which we will trace important political, cultural, and aesthetic changes reflected in 20th- and 21st-century texts. How did the disintegration of the British Empire and two world wars affect British cultural identity? How was the fight for the Home Rule reflected in Irish literature? We will focus on a variety of genres (fiction, non-fiction, poetry, and drama) and examine the experimentations with language and form in Modernism and Postmodernism, as well as representations of gender roles and race in selected texts by Joseph Conrad, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, Wilfred Owen, George Orwell, Samuel Beckett, Eavan Boland, Angela Carter, Zadie Smith and others. Course requirements include multiple writing assignments, one major research paper, and two exams.

### **English 300-01: Modernity in France and Spain (English 300-01 = Spanish 304)**

This interdisciplinary and intercultural course will explore the rise of modernity in France and Spain in relation to themes such as the representation and romantization of the other, expatriation and displacement, the appeal for surrealism and alternative views of reality, the denunciation of totalitarianism and war, and human unreason and absurdity. Among the American and Spanish writers/artists that we will consider are Gertrude Stein, Pablo Picasso, Dolores Ibárruri, Luis Buñuel, Salvador Dalí, Federico García Lorca, Rafael Alberti, Ernest Hemingway, F. Scott Fitzgerald, Martha Gelhorn, Djiuna Barnes, James Baldwin, Anaïs Nin, Henry Miller, and Josephine Baker. The immersion portion of the course will provide students with a first-hand perspective of the location and artistic movements that influenced American modernist writers in

## SPRING 2010 COURSE DESCRIPTIONS

France and Spain. Students taking this course as Spanish 304 will meet for an extra-session each week and are expected to complete additional work, in order to acquire the background that will allow them to fully understand the role of Spanish writers in European modernity. Students must submit an essay about the role this course plays in their plan of study, detailing their background and interest in Spanish and American literature to receive full consideration. Juniors and seniors in English or Spanish who need this course to graduate will be given priority. Send essays to [jaeni@wabash.edu](mailto:jaeni@wabash.edu) and [freeze@wabash.edu](mailto:freeze@wabash.edu) before Monday, October 26th to apply for admission.

### **English 350: New York City in Literature and Film (Includes immersion trip to New York over Spring break)**

New York City, as the subject and setting for countless literary works, films, and television shows, will help us study the difference between print culture—novels, poems, and plays—and the film medium. We will look at how the City—some say the greatest on earth—is represented in classic films like Chaplin's *City Lights*, and Welles's *Citizen Kane*, in the poetry of Walt Whitman, in a novel by Henry James and two films made from it, in Woody Allen's *Manhattan* and Tony Kushner's and Mike Nichols' *Angels in America*, television shows like *Mad Men*, *Law and Order*, *Seinfeld*, and *Sex in the City*, and in documentary films. During mid-semester we will take a trip to the City and visit some of the settings of the works we study. Students will create a final project exploring some aspect of the Big Apple in a form of their choice—academic paper, fiction or poetry, a film. [rosenbew@wabash.edu](mailto:rosenbew@wabash.edu)

Enrollment will be limited to 15 students selected by the instructor.

Requirements: Applicants should have taken at least one previous English course, be Juniors or Seniors (some Sophomores may be included), have not previously visited New York City, and write a paragraph, e-mailed to Prof. Rosenberg, explaining why they want to take the course.

### **French 377: Special Topics *La nouvelle vague* [New Wave] in French Cinema (French 377-01 = Humanities 377-01)**

Open to students for French credit or for Hum credit.

If taken for French credit, students will write their papers in French. The course will be capped at 15 students.

*La nouvelle vague*/The New Wave in French cinema was one of the strongest and most important movements in European cinema. Several iconoclastic young directors changed the way films were made and the way audiences looked at films. They debated and chronicled their ideas in the *Cahiers du cinéma*. The film theorist André Bazin, Italian neorealist cinema, and the films of certain Hollywood directors -- Hitchcock, John Ford, Nicholas Ray, Howard Hawkes -- were recognized influences on the New Wave directors.

We will consider these influences and theoretical perspectives in examining the New Wave. Students will write papers on the films and will have individual or group projects on films relevant to the topic. These films will constitute the works assigned for class.

## SPRING 2010 COURSE DESCRIPTIONS

### **German 277 Special Topics**

#### **From Caligari to Lola: Twentieth-Century German Culture through Film**

German filmmakers were among the first to recognize the innovative artistic potential of the new medium and crafted some of the most influential films of the early twentieth century. We will begin our investigation of German cinema with such classics as *The Cabinet of Dr. Caligari*, *Nosferatu*, and *Metropolis*, continue with the New German Cinema of the 1970s, and end the semester with some of the post-reunification films that have reenergized German and Austrian filmmaking and won international acclaim, such as *Run Lola Run*, *Goodbye Lenin*, and the Oscar-winning *The Lives of Others*. Cinematic analysis will provide us with a lens for the political, social, and economic conditions that shaped these films and allow us insight into social issues that continue to be part of the public debate today, such as the nature of totalitarianism, the Holocaust, terrorism and social unrest, the divided and re-unified Germany, and immigration.

This course will be taught **in English** and open to all students. All films will be shown with English subtitles.

### **History 200-03: Topics in the History of Christianity: World Christianities (History 200-03 = Religion 272)**

This course consists of two important topics in the history of Christianity. First, we will examine “old” forms of Christianity beyond the Catholic and Protestant realms, in particular the Orthodox tradition centered in Constantinople and the Christianities of Armenia and Ethiopia. Second, we will study the development and forms of Christianity outside the USA and Europe, i.e. in Latin America, Africa, the Middle East, and East Asia.

### **History 210: Ancient Greek Law (History 210 = Classics 213)**

Extortion and homicide cases decided by wrangling juries. Law-makers arriving at legislation through a political process of compromise. Clever legal rhetoric winning cases in spite of justice. Much of Greek law and legal practice looks a lot like its modern American and European counterparts. But it can also look very different: religious law was as much a state matter as civil and criminal law; there were no public prosecutors, no police, no judges in trials; women lacked legal standing and were unable to bring suit or testify; and slaves’ testimony was admissible, but only if extracted under torture.

This course will survey ancient Greek law in its relationship to Greek society. In the process, we shall consider standard topics (substantive law, procedure, punishment, etc.), recent developments (law embedded in aspects of social history such as gender and status), and scholarly disagreements (did law originate in communal dispute resolution or protection of elite power?). We will read: authors from Homer to Aristotle who reflect on law and justice; Athenian courtroom speeches such as those of Demosthenes and Lysias; inscribed laws and law codes like that from Gortyn in Crete; and modern studies.

Prerequisites: some prior work in Classics or ancient history, the history of law, legal theory, or permission of instructor.

## SPRING 2010 COURSE DESCRIPTIONS

### **History 220 Religion and Literature: Dante's *Divine Comedy*** **(History 220 = Religion 296= Humanities 296)**

A study of *The Divine Comedy* of Dante Alighieri (1265-1321). In a semester's reading of the poem, we will consider it primarily as a religious text, but we will be attentive to the social and political dimension too. We will read some other contemporary works that will help to contextualize the poem as well as carefully selected secondary works.

### **History 270 (History 270 = Art 210)**

This course will look at major kingdoms in Africa, including the Asante, Yoruba, Dahomey, Kuba, and Kongo. Because of the importance of ritual objects and representations of leadership, the political, economic, and social history of African royal empires will be explored mainly through art and architecture. The course will also examine the historiography of Africa's "lost kingdom", the Great Zimbabwe, which different interest groups in Rhodesia laid historic claim to.

### **History 300 Medieval Japan: Courtiers and Warriors**

Seminar on Japan from the late Heian period (eleventh and twelfth centuries) through the Kamakura and Ashikaga shogunates down to the Onin War in 1467. All aspects of Japan's socio-economic and cultural development will be considered, but emphasis will be on the dynamics of power involving the court-based aristocracy and the rural warrior elites. The role of religion, including both Shinto and Buddhism and the odd Japanese institution of warrior monks, will also be examined. Students will write a major research paper

### **History 330 Nazi Germany: A "Special Path"?**

Since Jürgen Kocka's publication of "German History before Hitler: The Debate about the German Sonderweg" (*Journal of Contemporary History*, Jan., 1988), scholars have questioned how Nazi Germany developed and if it represented an exception in European history. In other words, why did National Socialism develop in 20th century Germany rather than in Britain or France? In this seminar students will consider the Sonderweg thesis and if a special path existed from Luther to Hitler that could explain National Socialism or the Holocaust. Readings will include various works on Nazi society, politics, scientific advances, and culture. Students will write several 1-page papers and a longer research paper for the final.

### **Humanities: Special Topics *La nouvelle vague* [New Wave] in French Cinema** **(Humanities 377-01 = French 377-01)**

Open to students for French credit or for Hum credit.

If taken for French credit, students will write their papers in French. The course will be capped at 15 students.

*La nouvelle vague*/The New Wave in French cinema was one of the strongest and most important movements in European cinema. Several iconoclastic young directors changed the way films were made and the way audiences looked at films. They debated and chronicled their ideas in the *Cahiers du cinéma*. The film theorist André Bazin, Italian neorealist cinema, and the films of certain Hollywood directors -- Hitchcock, John Ford, Nicholas Ray, Howard Hawks -- were recognized influences on the New Wave directors.

## SPRING 2010 COURSE DESCRIPTIONS

We will consider these influences and theoretical perspectives in examining the New Wave. Students will write papers on the films and will have individual or group projects on films relevant to the topic. These films will constitute the works assigned for class.

### **Humanities 296: Religion and Literature: Dante's *Divine Comedy***

**(Humanities 296 = History 220 = Religion 296)**

A study of *The Divine Comedy* of Dante Alighieri (1265-1321). In a semester's reading of the poem, we will consider it primarily as a religious text, but we will be attentive to the social and political dimension too. We will read some other contemporary works that will help to contextualize the poem as well as carefully selected secondary works.

### **Mathematics 106-01 Topics in Contemporary Mathematics – Pure Mathematics**

Mathematics is a distinctly human activity that everyone engages in at some level. For thousands of years, mathematics has demonstrated its power to enrich the minds of men and women and to modify the human condition, yet few people have an accurate feeling for the history, nature, goals, and accomplishments of mathematics. This course attempts to remedy the situation by addressing several questions:

- What is mathematics?
- What do mathematicians do?
- Why do people do mathematics?
- What mathematics is around us all the time?

We will investigate a variety of mathematical topics such as numerical patterns in nature, comparing infinities, and making decisions. Students will learn that real mathematics is very different than arithmetic and calculations. This course will count toward the mathematics and science distribution or the quantitative studies requirements.

Also, please note that the two flavors of Math 106 are sufficiently different that a student may take both and have both count for distribution (one for Div 1 and one for quantitative studies).

### **Mathematics 106-02 Topics in Contemporary Mathematics - Geometry: Symmetry, Shape, and Space**

Geometry can be fun -- really! (This will NOT be your high school geometry course!) Changes in the way mathematicians think about geometry have influenced how scientists and philosophers view the universe. Possible topics include billiards, the Golden Ratio, linkages, kaleidoscopes, the fourth dimension, perspective, map projections, and more. This course can be used to satisfy math/science distribution and quantitative studies requirements.

Also, please note that the two flavors of Math 106 are sufficiently different that a student may take both and have both count for distribution (one for Div 1 and one for quantitative studies).

### **Mathematics 178-01 Probability**

This course taken with Math 178-02 is the equivalent of Math 107. In Math 178-01, topics include a brief introduction to probability, conditional probability, and expected values as well as the application of probabilistic reasoning to interesting problems in the areas of medical testing, investing, insurance, retirement annuities, and the analysis of rare events. Math 178-01 does not count toward the mathematics major or minor. Credit will not be given to students who take this course who have already taken Math 107. No Prerequisite 1<sup>st</sup> half-semester

## SPRING 2010 COURSE DESCRIPTIONS

### **Mathematics 178-02 Statistics**

This course taken with Math 178-01 is the equivalent of Math 107. (178-01 is not a prerequisite for 178-02). Topics include paradoxes involving averages, correlation, and prediction. The classical approach to statistical reasoning is also presented, both the p-value argument to testing claims and the confidence interval approach to estimation. Math 178-02 does not count toward the mathematics major or minor. Credit will not be given to students who take this course who have already taken Math 107.

No Prerequisite  
2<sup>nd</sup> half-semester

### **Mathematics 277-01 Statistical Models**

We will cover confidence intervals, classical hypothesis testing procedures:  $z$ -tests,  $t$ -tests,  $F$ -tests, Chi-square tests, basic factorial, complete block, and Latin square designs, and regression. An intuitive but mathematical treatment is given for all the distributions and procedures involved.

Prerequisite: Math 112 (Calculus II)  
1<sup>st</sup> half-semester

### **Mathematics 277-02 Mathematical Interest Theory**

This course will involve a thorough treatment of the mathematical theory of interest, with special attention paid to calculating present and accumulation values for annuities (series of payments made at regular time intervals). Some topics include nominal and effective rates of interest and discount, force of interest, amortization schedules, sinking funds, and bonds.

Prerequisite: Math 112 (Calculus II)  
1<sup>st</sup> half-semester

### **Mathematics 377-01 Mathematical Statistics**

Topics include maximum likelihood estimators, the information inequality, asymptotic theory of maximum likelihood estimators, complete sufficient statistics, uniformly minimum variance unbiased estimators, likelihood ratio tests, asymptotic theory of likelihood ratio tests, most powerful tests, uniformly most powerful tests, and Bayesian statistics.

Prerequisites: Math 277 Statistical Models and Math 277 Probability Models  
2<sup>nd</sup> half-semester

### **Mathematics 377-02 Mathematical Finance**

An option gives the holder the right to purchase or sell an asset at a predetermined price at or before a predetermined time. We will spend most of this class giving an overview of the mathematical reasoning behind the pricing of options and we will derive the Black-Scholes pricing formula for call options.

Prerequisite: Math 112 (Calculus II)  
2<sup>nd</sup> half-semester

## SPRING 2010 COURSE DESCRIPTIONS

### **Music 104 (01)(02): Black Music in the United States**

This course examines the influence of African Americans on American music, both in high art and popular music, from the time of the American Revolution through today. We will cover major works and significant styles including eighteenth-century blackface minstrelry, the work songs and spirituals of slaves, nineteenth-century international travelling choirs and black musical theatre/comedy troupes, Civil War-era musical activism, the pre-eminence of African-American blues and jazz in the twentieth century, the Harlem Renaissance, black music on Broadway, in the symphonic hall and the opera house, and more recent genres such as soul music, rock and roll, funk, hip hop, R&B, and rap.

**Prerequisites:** none

### **Philosophy 109 – Socrates, An Examined Life**

Given that the unexamined life is not worth living (Apology 38a), we will examine our lives by reading and discussing Platos Socratic dialogues. These dialogues serve as introduction to philosophical thinking about things like courage, moderation, justice, and wisdom; Socrates, Platos ideal philosopher and man, is the primary character. The course is designed for first time readers of philosophy to practice philosophical inquiry by careful reading. In addition, the enrollment will be limited to ensure vigorous conversation about the dialogues, the virtues, and ourselves. One course credit. No prerequisite; junior and senior philosophy majors may take the course only with the instructors permission.

### **Philosophy 219-01—Topics in Ethics and Social Philosophy: Philosophy of Race and Gender**

This course will examine philosophical issues such as identity, subjectivity, power, oppression, and agency as they relate to gender and race. We will examine such questions as: What are gender and race – are they biological realities, cultural constructs, or some of each? Are they historically shifting, or metaphysically stable entities? What are racism and sexism? How do oppressive uses of racial and gendered identities intersect with the ways in which race and gender are constructed and lived? How can racism and sexism be resisted? How do race and gender intersect in identity and subjectivity, and in lived experience? In oppression and resistance? We will examine whiteness and masculinity as well as other raced and gendered identities. No prerequisite.

### **Philosophy 249-01—Topics in the History of Philosophy: 19th Century Philosophy**

This course provides an introduction to some of the major philosophers of the Nineteenth Century. We will begin with Hegel's systematic approach to philosophy and his descriptions of human subjectivity and the working of reason in history. Next, we'll look at an early work of Karl Marx in order to see how Marx uses and criticizes Hegel as he develops his own historical materialism and his vision for the future progress of humanity. We will read Kierkegaard's *Fear and Trembling* as a critical response to Hegel and a rethinking of the meaning of human existence. Then we'll turn to John Stuart Mill's arguments for individual liberty, justice, and human progress in his essay on the equality of men and women. And finally, we will read Nietzsche's radical reflections on 19th century European civilization and his own vision for the future of humanity in *Beyond Good and Evil*. Recommended pre-requisite: one prior course in philosophy.

## SPRING 2010 COURSE DESCRIPTIONS

### **Philosophy 319-01 - Seminar Ethics & Social Philosophy: Life & Death of the Body Politic**

This advanced seminar is focused on Michel Foucault's notion of Biopower or Biopolitics. In the nineteenth century a new form of political organization emerged which began to address itself primarily to populations, as opposed to individuals. The intentional and often unintentional attempts to preserve, manipulate, protect and kill whole populations are effects of a form of political power that takes the metaphor of 'the body politic' frighteningly literally. The readings for this course will be very difficult, previous experience in political philosophy is highly recommended; among others we will be reading Aristotle, Hobbes, Rousseau, Schmitt, Arendt, Foucault, and Agamben. The total number of students will be limited to ensure vigorous group discussion.

### **Philosophy 369-01—Seminar in Metaphysics and Epistemology: Recent Theories of Knowledge**

Since antiquity, philosophers have recognized that a true belief will not count as knowledge unless it is justified in some way. But, about 50 years ago, many philosophers came to the conclusion that requirements of truth and justification are not sufficient, that a belief that is both true and justified need not represent knowledge. This recognition has stimulated the development of a very rich variety of theories of knowledge over the last several decades. We will look at a sample of this literature. These theories differ in many ways but one central issue dividing them is whether what is required in addition to truth and justification is something internal to the believer or something external. From the latter point of view, a justified true belief might fail to be knowledge due to some feature of the circumstances of the belief that the person holding it may not be aware of. This idea represents something quite new to thinking about knowledge but is in keeping with views of perception, the content of thought, and linguistic meaning that have developed in recent decades. Prerequisite: Phi 242, 272 or Phi 346 or permission of the instructor.

### **Political Science 314: Religious Freedom (Political Science 314 = Religion 280-01)**

May the United States Air Force Academy display a banner declaring "I am a member of Team Jesus Christ" in its football locker room? May the Indiana General Assembly pray and sing a Christian song at the beginning of one of its sessions? Must employees be permitted to post at work biblical verses that condemn homosexuals? Must employees be permitted to pray multiple times during the work day? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? Should pastors discuss political issues or advocate candidates in the pulpit? If they do so, should their churches lose their tax exemptions? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife.

### **Political Science 335: Machiavelli**

"It is better to be feared than loved. At whatever cost, maintain your rule. "A ruler is justified in being cruel." These are some of the lessons of Machiavelli's *The Prince* as disseminated by popular culture, where the name Machiavelli and the term Machiavellianism have both become synonymous with shady politics, corruption, and power. That this should be the case is a tragedy. Simplifying Machiavelli's thought in this way does a great disservice to a subtle and principled thinker. This course seeks to provide students with a more complicated and rich understanding of Machiavelli's

## SPRING 2010 COURSE DESCRIPTIONS

thought and the history of the period that produced him. The class will examine whether it is just to call Machiavelli's thought evil or amoral, evaluate the claim that Machiavelli is the first modern thinker, and examine whether Machiavelli is a self-centered or other-centered political theorist. Students will also participate in a simulation, designed by Dr. Hoerl specifically for this class, that will allow them to find out just how 'Machiavellian' they actually are.

### **Political Science 371 The American Voter: Can S/he Be Trusted?**

Does the American voter live up to his/her democratic responsibilities? Do we need to be protected from American voters' malleability, ignorance of the issues, blind partisanship, irrationality, and sheer stupidity? Are the voters themselves unfit for their responsibilities in a democratic system? This course will examine the claims, counterclaims, and the ongoing debate over whether we get the quality of government we deserve, given what the voters bring to the table in the game of politics. We will look for answers to these questions and claims in the voting literature of political science and students will use available, systematically collected data to find evidence supporting or contradicting the image of the feckless citizen. Prerequisite: POLITICAL SCIENCE 111 or consent of instructor.

### **Political Science 374-01 Special Topics in International Relations: Insurgency, Revolution and Rebellion**

International relations scholars spend much time thinking about war between states, but in many wars governments fight against sub-state or non-state challengers. This raises a question this course will address: what causes revolutions and rebellions to occur? We will also address a second related question: under what conditions do revolutions or rebellions succeed? Thus, our study will include military and political strategies and tactics are successful or ineffective in defeating these threats. Often these threatening sub- or non-state actors are very weak and must rely on guerrilla/unconventional/low-intensity warfare rather than conventional approaches to war. Thus, we will also spend much time considering the characteristics associated with this type of warfare.

### **Political Science 374-02 Special Topics in International Relations: International Organizations**

International organizations (IOs) have an important role to play in helping states overcome the challenges to international cooperation, which allow many serious global problems to persist and worsen. In this course, we will examine theoretical explanations for why international organizations develop and the circumstances under which they are most likely to be successful. Second, we will examine the variety of international organizations that exist from those that involve nearly every country to those that have a regional focus. Also we will consider IOs that deal with a wide variety of issues from security and the environment to economic development and beyond.

### **Psychology 104: Introduction to Neuroscience**

An introduction to the study of the nervous system, with a focus on basic anatomy and physiology of the nervous system. Students will learn about the basic organization of the nervous system, neurophysiology, sensory processing, movement, development and neuroplasticity through a systems approach to brain function. Several laboratory experiences will be built into the course to reinforce the principles discussed in class. This course is offered in the Fall semester. This course does not count toward distribution credit in Behavioral Science.

*Prerequisite: none* Credits: 1

## SPRING 2010 COURSE DESCRIPTIONS

### **Religion 210 -Topics in Islam: Muhammad and the Qur'an**

In this course we will do a close study of some of the early sources in the history of classical Islam. We will examine the structure, style, and themes of the Qur'an with reference to both classical commentaries and recent scholarship, along with various attempts by some scholars to reconstruct the text's history. We'll also study the life of Muhammad as recorded in both classical and recent sources. Throughout the course, our chief question will be, In what ways do we come to a better understanding of one of these—Muhammad or Qur'an—by understanding the other?

One course credit. Prerequisite: Religion 103, or the consent of the instructor. Enrollment limited to 15.

### **Religion 272: Topics in the History of Christianity: World Christianities (Religion 272 = History 200-03)**

This course consists of two important topics in the history of Christianity. First, we will examine "old" forms of Christianity beyond the Catholic and Protestant realms, in particular the Orthodox tradition centered in Constantinople and the Christianities of Armenia and Ethiopia. Second, we will study the development and forms of Christianity outside the USA and Europe, i.e. in Latin America, Africa, the Middle East, and East Asia.

### **Religion 273- Topics in Theology: The Life and Theology of Dietrich Bonhoeffer**

Theologian and pastor Dietrich Bonhoeffer (1906-1945) was instrumental in the Confessing Church and the German resistance movement during World War II. His life cut short at the hands of Nazi soldiers, he left a body of work that continues to draw attention and remains influential. This course will explore Bonhoeffer's contribution to modern theology by way of his classic texts *The Cost of Discipleship*, *Ethics*, and *Letters and Papers from Prison*, while further exploring his legacy and current relevance in a number of his lesser known works. No prerequisites:

### **Religion 280-01 -Religious Freedom (Religion 280-01 = Political Science 314)**

May the United States Air Force Academy display a banner declaring "I am a member of Team Jesus Christ" in its football locker room? May the Indiana General Assembly pray and sing a Christian song at the beginning of one of its sessions? Must employees be permitted to post at work biblical verses that condemn homosexuals? Must employees be permitted to pray multiple times during the work day? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? Should pastors discuss political issues or advocate candidates in the pulpit? If they do so, should their churches lose their tax exemptions? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife.

### **Religion 280-02 - Topics in American Religion: The Challenge of Religious Pluralism in America.**

While religious toleration is enshrined in the text of our constitution and religious diversity has long characterized the American experience, as a country we struggle to fulfill the promise of this founding ideal. This course will look at the development of religious diversity in America from its largely Protestant origins in 1800 to currently what is perhaps the most religiously diverse country

## SPRING 2010 COURSE DESCRIPTIONS

on the planet. In doing so we will attempt to understand what this diversity might mean for the character and adherents of each religion, and what this diversity means for America's own religious self-identity in this post-9/11 world. No prerequisites.

### **Religion 296: Religion and Literature: Dante's *Divine Comedy***

**(Religion 296 = History 220 = Humanities 296)**

A study of *The Divine Comedy* of Dante Alighieri (1265-1321). In a semester's reading of the poem, we will consider it primarily as a religious text, but we will be attentive to the social and political dimension too. We will read some other contemporary works that will help to contextualize the poem as well as carefully selected secondary works.

### **Religion 372: "The Cities of the Apocalypse" (Religion 372 = Classics 212)**

This travel immersion seminar will study the Book of Revelation and the cities of Asia Minor, where it was produced and circulated, in the Roman Empire of the first and second centuries CE. Students will study the history, society, archaeology, and culture of the cities of Roman Asia before travelling to Turkey during Spring Break. The second half of the course will focus on the religions of the Greco-Roman world, including early Christianity in the Apocalypse, in the context of Asia Minor. PERMISSION OF INSTRUCTOR REQUIRED. Prerequisite: coursework on the Roman Empire and/or religions of the ancient Mediterranean world (Greek, Roman, Jewish, or Christian).

### **Rhetoric 270-Special Topics: Rhetoric of Social Movements**

We are all enmeshed in powerful political, social, and economic systems that are generally resistant to change. At times, however, people do band together and challenge these systems: they picket, they march, they strike, they sit-in, they form protest organizations and agitate for change. Such occasions are important because they represent the opportunity for citizens to challenge those who most often stand in positions of power. As the title indicates, this course centers on the "rhetoric" of social movements and our main interest will be in how the symbolic "electricity" of social movements contributes to social change. To do this we will survey the events and rhetorical documents of major American movements for social change including abolitionist, labor, women's rights, civil rights, gay and lesbian rights, and student movements. Readings will come from a wide-variety of sources including academic essays and primary documents. Assignments will likely include two essay exams, two short essays, and weekly reading summaries. This course fulfills a Literature/Fine Arts credit.

### **Spanish 304: Modernity in France and Spain (Spanish 304 = English 300-01)**

This interdisciplinary and intercultural course will explore the rise of modernity in France and Spain in relation to themes such as the representation and romantization of the other, expatriation and displacement, the appeal for surrealism and alternative views of reality, the denunciation of totalitarianism and war, and human unreason and absurdity. Among the American and Spanish writers/artists that we will consider are Gertrude Stein, Pablo Picasso, Dolores Ibauri, Luis Bunuel, Salvador Dali, Federico GarcLorca, Rafael Alberti, Ernest Hemingway, F. Scott Fitzgerald, Martha Gelhorn, Djiuna Barnes, James Baldwin, Anais Nin, Henry Miller, and Josephine Baker. The immersion portion of the course will provide students with a first-hand perspective of the location and artistic movements that influenced American modernist writers in France and Spain. Students taking this course as Spanish 304 will meet for an extra-session each week and are expected to complete additional work, in order to acquire the background that will allow them to fully understand the role of Spanish writers in European modernity. Students must submit an essay about the role this course plays in their plan of study, detailing their background and interest in Spanish

## SPRING 2010 COURSE DESCRIPTIONS

and American literature to receive full consideration. Juniors and seniors in English or Spanish who need this course to graduate will be given priority. Send essays to [jaeni@wabash.edu](mailto:jaeni@wabash.edu) and [freezee@wabash.edu](mailto:freezee@wabash.edu) before Monday, October 26th to apply for admission.

### **Spanish 376: Survey of Spanish Linguistics**

This course will provide an overview of the basic concepts and methodology used in Spanish Linguistics. The main goal of the course is to provide students with the tools of linguistic analysis and apply them to the study of Spanish. Attention is given to different levels of analysis in linguistics including phonetics, phonology, morphology, syntax, semantics, language variation, and language change. Class time will be divided between lecture, problem-solving exercises, discussion, and student presentations.

Prerequisite: Spanish 301 or permission of the professor.

Note: This course satisfies the Language Studies distribution requirement.

### **Theater 103 (01) Seminars in Theater: *Explorers and Exiles in Literature, Theater and Film***

Since the beginning of human settlement, there have been explorers and exiles, men and women who have voluntarily and involuntarily left their community to live, survive, and die elsewhere. The stories of these displaced individuals often touch us profoundly. Why are we interested in human reaction to extreme situations or the unknown? What does it mean to be displaced and to settle in to a strange land? Is civilized behavior only skin deep, and if given raw opportunities would we turn feral and bestial? In this seminar we will study journal writing, fiction, plays and films of notable explorers and exiles. Our study will include David Malouf's *An Imaginary Life*, Patrick Meyers' *K2*, and Peter Shaffer's *The Royal Hunt of the Sun*. Students will also document and evaluate the Wabash theater production of *Terra Nova*, Ted Talley's dramatic account of Robert Falcon Scott's tragic South Pole expedition.

### **Theater 103 (02) -Great Filmmakers: Alfred Hitchcock and Orson Welles**

The course will focus on the work of two of the most significant film directors of the 20<sup>th</sup> century: Alfred Hitchcock and Orson Welles. In films like *Notorious* (1946), *Psycho* (1960) and *The Birds* (1963), Hitchcock helped shape popular film genres including the slasher film, the spy film, and the psychological thriller. The iconoclastic Orson Welles is known primarily for his magnum opus *Citizen Kane* (1941). But in such films as *The Magnificent Ambersons* (1942), and *Touch of Evil* (1958), Welles paved the way for independent filmmakers everywhere by introducing innovative cinematic techniques. In class, we will examine the work of these two directors in terms of narrative structure, cinematography, and style. Further, we will discuss how these filmmakers continue to influence directors today