

## COURSE DESCRIPTIONS

### **Biology 178 - Science of Biology**

This course focuses on the *process* of science as applied to biological questions. It is organized around a series of fundamental elements of science as a methodology for understanding the natural world. The laboratory is the central element of the course. A series of open-ended and student-designed experiments and exercises allow students to discover the ways that scientists approach and solve problems, analyze data, and draw conclusions. It is offered at 9:45 T-Th with 2 labs to choose from on Wednesday or Thursday. (This counts for lab credit in the natural sciences)

### **Chemistry 471 Special Topics in Chemistry: Materials Chemistry**

Materials chemistry is one of today's most dynamic research fields with a huge impact on social development and on our entire way of life. Ceramics, polymers, semiconductors, superconductors, alloys, and composites are the materials of choice for a host of applications ranging from building materials and advanced microelectronics to food packaging and medical implants. In order to develop or select the proper material for a certain application, scientists and engineers must understand the structure of various materials at the microscopic level. This is because macroscopic properties (density, chemical resistance, color, biocompatibility, etc.) are dictated by chemical structure. Today's chemists, engineers, physicists, and biologists are working diligently to develop exotic new materials to enable the revolutionary technologies of the future. The course will present a survey of the field and explore the frontiers (*e.g.* nanotechnology) of the field via the primary literature. Two class periods of combined discussion and lecture will meet per week on T/Th 8:00 – 9:15 am during the first half of the semester. Prerequisite: Chemistry 241 (Descriptive Chemistry)

### **Classics 212 (Classics 212 = History 310) Crete, Mycenae, and the Eruption of Santorini**

The Bronze Age in the Aegean saw the rise of the first civilization in Europe on the island of Crete, characterized by a literate complex palace society with contacts throughout the eastern Mediterranean. At its zenith, this civilization dominated the islands of the Aegean and influenced the mainland of Greece, but at some point in the 16th or 15th centuries BC (the date is one of the issues we will be exploring), the volcano on the island of Santorini/Thera exploded, burying the Minoan cities on the island, but also generating earthquakes and tsunamis and producing volcanic ash that must have had a profound effect on a society that was both agricultural and maritime. Within several generations, the Minoan civilization fell, and the Greek mainland society centered at Mycenae took over Crete, the islands, and even the trade with the Near East. The course will look at the Minoan and Mycenaean civilizations and examine what we can know of the effects of the volcanic eruption on them in an attempt to understand the shift in power in the Aegean during this period. This course includes an immersion trip to Greece in May to explore sites on Crete, in Santorini, and in the Argolid.

**By permission of the instructor.** Enrollment limited to 12.

**Prerequisites:** at least one course from the following: ancient Greek or Latin, Greek Art and Archaeology, Greek History, Greek Drama, or Classical Mythology. Students must do the following by November 1:

- submit a 2-3 page essay explaining what they hope to get from the course and what they have to offer the group.
- Provide the name of a faculty member who can speak on their behalf.

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### **Division I -178 Special Topics: Energy**

With concerns for global warming and the energy crisis, alternative and renewable energy resources are becoming more important. This non-majors course will investigate several different forms of physical and chemical energy. For each energy resource we will consider the following questions: What is it? How is it generated? How is it stored? And how is it used? We will study and apply the impact and importance of energy conservation as an energy resource. This course counts towards the laboratory science requirement and will include lab activities such as: making a wind turbine, constructing a solar cell, and distilling ethanol fuel. Two class periods of combined discussion and laboratory will meet per week on T/Th 8:00 – 11:00 am.

### **Division I -277 - Archaeoastronomy**

**( Div. 1-277= History 350 = Humanities 277 =Spanish 277)**

Archaeoastronomy is the study of ancient or traditional astronomies in their cultural context, utilizing archaeological and anthropological evidence. This course, culminating in an immersion trip to Mayan archeological sites, examines the historical and archeological record of classical Mayan culture with a specific focus on Mayan astronomy.

This approach, also known as ethno-astronomy and ethno-mathematics will examine the role of astronomical observation and calendar schemes in Mayan culture. The Spring Break immersion trip will allow students to investigate archeological sites, not just as historical records of the past, but as scientific instruments (on a monumental scale) that measure astronomical events.

### **Economics 277 Special Topics: Game Theory**

While the economic model of perfect competition assumes that prices and profits are determined by the invisible hand of the market and individuals take them as given, in markets that are not perfectly competitive there is more room for bargaining and strategic interaction. Game theory analyzes situations where there is strategic interaction, i.e., where the outcomes for one individual depend on the choices made by another individual. Such situations occur not only in economics, but also in politics and biology, and in everyday life. This class will examine a variety of games and their equilibrium outcomes. This class will require mathematical reasoning, but will not require calculus.

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

This course is an extension and development of English 201, “The Essay.” 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. It 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, memoir, nature essay, and literary or critical commentary with an emphasis upon creative, personal style. Short readings of and about Creative Non-Fiction will be assigned. Writing will be presented and critiqued in a workshop atmosphere.

### **English 214: British and Irish Literature After 1900**

This course will introduce students 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

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the clash between the rural and the urban reflected in the past century? We will focus on a variety of genresfiction, non-fiction, poetry, and dramaand 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, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, 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 221 Studies in Linguistics: Sociolinguistics.**

This course is an introduction to the study of language in society, particularly the diversity of American speech as reflected in its many cultural variations. Students will read about the varieties of American speech, study its historical, sociological, and cultural background, and learn how to describe it through the tools of linguistic analysis. There will be weekly quizzes, a presentation, and a paper based upon original research in the intersections of culture and language. One-half course credit, first half semester

### **English 260: Multiculture Literatures: Introduction to Black Studies**

The course will introduce students to the history, methodology and major problems in black studies. This survey course will explore the interdisciplinary nature of black studies scholarship and the challenges it presents to traditional academic models. The issue of the politicization of the academy and the relationship between black scholarship production and service to the black community will also be covered. The course will draw from a number of literary sources (Toni Morrison, Houston Baker, Henry Louis Gates), cultural theorists (bell hooks, Mark Anthony Neal, Cornel West) and historical works (Nell Painter, John H. Franklin, Albert Raboteau). This course will serve students interested in the study of the black experience. All majors are welcomed. Students interested in a black studies Area of Concentration are encouraged to enroll."

### **English 290 Special Topics in Language: Psycholinguistics.**

This is an introduction to the study of language and psychological behavior. We will consider current issues in language and the mind, including the structure and processing of language, language acquisition in children, and how humans store and retrieve linguistic information. No previous experience in linguistics is necessary, although it would be helpful if the student has taken Introduction to Psychology. There will be weekly quizzes, a short paper, and a comprehensive final examination. One-half course credit, second half semester.

### **English 310 Studies in Literary Genres: Science Fiction.**

In this course we will consider the development and variety of science fiction literature, both in America and abroad. We will begin with early classics, such as H.G. Wells' *The Time Machine*, but we will focus on modern American authors such as Philip K. Dick, Ursula LeGuin and Dan Simmons; and some European and Japanese authors as well. I am particularly interested in the way this genre stretches our conceptions of literary form. 1 course credit

### **English 330 Studies in Special Topics: Modern Literature of War**

A character in Tim O'Brien's Vietnam Novel, Going After Cacciato, comments that "things may be viewed from many angles. From down below, or from inside out, you often discover entirely new understandings." This course will examine the age-old theme of conflict in general and war in particular (WWI and Vietnam) as viewed from various angles and presented in different literary and

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media forms (poetry, fiction, nonfiction, and film). We will also study the biographical, literary, historical and cultural contexts in which the various works are written. Through research, panels, readings, critical papers, films, slides, and discussion, our principal goal will be an in-depth assessment of the literary treatment of this major theme across time and genres. Writers and texts studied in this class will be Joseph Conrad, *Heart of Darkness*; Erich Maria Remarque, *All Quiet on the Western Front*; Ernest Hemingway, *A Farewell to Arms*; Graham Greene, *The Quiet American*; *World War One British Poets*; Bao Ninh, *The Sorrow of War*; Tim O'Brien, *Going After Cacciato*; Pat Barker, *Regeneration*; and Larry Heinemann, *Paco's Story*.

### **English 340: Two Literary Kinsmen: William Butler Yeats and Ezra Pound**

William Butler Yeats and Ezra Pound were close friends for a time, living a portion of each year in Stone Cottage in the Sussex countryside (1913-1916): Yeats, the already distinguished Irish poet, and Pound, twenty years Yeats' junior, the brash and brilliant American émigré. Together, they would become two of the principal architects of international Modernism. They shared a dream of poetry as a high and sacred calling and would produce some of the twentieth century's most memorable verse. Their years together at Stone Cottage proved to be a crucible for Modernism, and helped move Pound from his rather dreamy-eyed Victorianism to a tougher and often satiric mode of poetry. Both poets continued to develop, and both would engage the broken history of the twentieth century more and more deeply. Yeats' poetry grew more vigorous and passionate as he aged, while Pound's grew more fractured, but no less ambitious. Pound became the greatest translator of poetry into English and the author of a vast, difficult epic, *The Cantos*. Yeats simply became the greatest poet in English of the past century. In this course, conceived in honor of the centennial of Pound's brief tenure at Wabash (1907-1908), we will trace the development of both poets' work and the formal and thematic connections between them. The critic and poet, James Longenbach, who has written an excellent study of Yeats and Pound at Stone Cottage, will deliver a lecture on Pound at Wabash and visit our class in late March.

### **English 370: African/American Im/migration**

This course will examine the themes of migration and immigration in African-American literature from the captivity narratives of early America to the twenty-first century. We will examine the African-American relationship with Africa from the early stages of separation to the movements of reclamation. We will also look at contemporary works that detail immigration from the continent of Africa, the Global South, and Canada. The writers we will read are preoccupied with defining their identities as people, and not as captives. We will move from slavery to freedom, through Reconstruction, post-WWII, through the Civil Rights era and into contemporary society by reading the works of authors like: Olaudah Equiano, Nella Larsen, Jean Toomer, Ralph Ellison, Chester Himes, Dorothy West, Maya Angelou, Audre Lorde, Dione Brand, Toni Morrison, Edwidge Danticatt, Shay Youngblood and Chris Abani. The texts reflect African-American migration from the rural South to the urban North, immigration from the Global South to the United States, expatriation to France and even "back" to Africa. The readings are compiled to allow us to explore the question: what is an "African-American"?

### **French 478 (French 478 = Humanities 478)**

Special Topics : *La nouvelle vague* [New Wave] in French Cinema

Open to students for French credit or for Hum credit.

(If taken for French credit, students will write their papers in French.)

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*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.

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.

*Le beau Serge* (Chabrol, 1958)  
*Les 400 coups* (Truffaut, 1959)  
*Hiroshima, mon amour* (Resnais, 1959)  
*À bout de souffle* (Godard, 1960)  
*Cléo de 5 à 7* (Agnès Varda, 1962)  
*Baiser volés* (Truffaut, 1968)  
*Ma nuit chez Maud* (Rohmer, 1969)  
*La maman et la putain* (Eustache, 1974)

They go from the early days of the New Wave in 1958 through to its decline in the early 1970s. Some of the later films, though not classic New Wave works, benefit from and show forth its revivifying influence on cinema of the 20<sup>th</sup> century.

### **History 310 (History 310 = Classics 212)**

#### **Crete, Mycenae, and the Eruption of Santorini**

The Bronze Age in the Aegean saw the rise of the first civilization in Europe on the island of Crete, characterized by a literate complex palace society with contacts throughout the eastern Mediterranean. At its zenith, this civilization dominated the islands of the Aegean and influenced the mainland of Greece, but at some point in the 16th or 15th centuries BC (the date is one of the issues we will be exploring), the volcano on the island of Santorini/Thera exploded, burying the Minoan cities on the island, but also generating earthquakes and tsunamis and producing volcanic ash that must have had a profound effect on a society that was both agricultural and maritime. Within several generations, the Minoan civilization fell, and the Greek mainland society centered at Mycenae took over Crete, the islands, and even the trade with the Near East. The course will look at the Minoan and Mycenaean civilizations and examine what we can know of the effects of the volcanic eruption on them in an attempt to understand the shift in power in the Aegean during this period. This course includes an immersion trip to Greece in May to explore sites on Crete, in Santorini, and in the Argolid.

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( Div. 1-277= History 350 = Humanities 277 =Spanish 277)

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### **Humanities 277 Archaeoastronomy**

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### **Humanities 478 ( Humanities 478 = French 478)**

Special Topics : *La nouvelle vague* [New Wave] in French Cinema

Open to students for French credit or for Hum credit.

(If taken for French credit, students will write their papers in French.)

*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.

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### **Mathematics 106 (1) 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, the fourth dimension, rubber sheet geometry, and fractals. Classes will involve many hands-on activities and other techniques one may not associate with a mathematics course. This course will count toward the mathematics and science distribution or the quantitative studies requirements.

### **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

### **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

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designs, and regression. An intuitive but mathematical treatment is given for all the distributions and procedures involved. Credit will not be given to students who take this course who have already taken Math 217 or Math 227.

Prerequisite: Math 111 (Calculus I) 1<sup>st</sup> half-semester

### **Mathematics 277-02 Topics in Probability**

This course covers a variety of interesting probability problems not covered in the fall half-course Probability Models I. We will start with a brief introduction to discrete random variables, then take a detailed look at random walks and other set ups which can be modeled using Markov chains. If time permits, we will look at some problems in game theory and will finish with sums of Bernoulli random variables. Credit will not be given to students who take this course who have already taken Math 227.

Prerequisite: Math 111 (Calculus I) 2<sup>nd</sup> half-semester

### **Mathematics 277-03 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 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. If time permits, we will take a mathematical look at another interesting problem in finance, portfolio optimization.

Prerequisite: Math 227 (Probability and Statistics I) or Math 277 (Probability Models I)  
2<sup>nd</sup> half-semester

### **Mathematics 377-02 Advanced Estimation and Hypothesis Testing**

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, Kolmogorov-Smirnov test, and the Anderson-Darling test.

Prerequisite: Math 227 (Probability and Statistics I) or Math 277 (Probability Models I)  
Half-course

### **Music 313 Seminar in American Music**

Is there an essentially American style of music? This course will attempt to answer this question by surveying American music from its roots in the colonial period to the Second World War. Attention will be given both to folk traditions (New England and Sacred Harp singing schools, Appalachian ballades, minstrelsy, early gospel and blues) and cultivated styles (Ives, Griffes, Copland, Barber). A portion of the course will focus on American popular music (Gershwin, Kern, Irving Berlin, Richard Rogers, Cole Porter) from the 1890s to 1945.

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### **Philosophy 109 Perspectives on Philosophy: Socrates, An Examined Life [second half semester]**

Given that the unexamined life is not worth living (*Apology* 38a), we will examine our lives by reading and discussing Plato's Socratic dialogues. These dialogues serve as introduction to philosophical thinking about things like courage, moderation, justice, and wisdom; Socrates, Plato's 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 half course credit; offered during the 2nd half of the semester. No prerequisite; junior and senior philosophy majors may take the course only with the instructors permission.

### **Philosophy 219-01 Topics in Ethics & Social Phil: Contemporary Black Conservative Thought [first half]**

We will read a novel by Stephen Carter, one of the best black writers in America today, as well as some of his political, theological, and legal work. We will also read some of the work of Thomas Sowell, J.C. Watts, John McWhorter, Shelby Steele, and Stanley Crouch. We will seek to understand the original perspectives, arguments, and concerns of these well known black scholars and civic leaders.

One half course credit; offered during the 1<sup>st</sup> half of the semester. No prerequisite.

### **Philosophy 219-02 Topics in Ethics & Social Phil: Origins of Modern Conservatism [second half]**

We will begin with Whittaker Chambers, a communist who turned against the communist party and exposed some communists working at the highest levels of American government. His book, *Witness*, marks the beginning of modern American conservatism. We will also read essays by Russell Kirk, Michael Novak, Leo Strauss, Hannah Arendt, and Friedrich Hayek. We will seek to understand the principles, the history, and the future of American conservatism.

One half course credit; offered during the 2<sup>nd</sup> half of the semester. No prerequisite.

### **Philosophy 299 Special Topics in Philosophy: Human Nature**

This course will explore current work in philosophy and cognitive science concerning human nature. The focus will be on the extent to which innate elements shape our moral, emotional, and cognitive capacities. The course will be centered on two main texts—Steven Pinker's *The Blank Slate* (which argues these capacities are heavily influenced by innate elements) and Jesse Prinz's *Beyond Human Nature* (which challenges Pinker's claims).

One course credit. No prerequisite.

### **Philosophy 319 Seminar in Ethics & Social Philosophy: Environmental Ethics**

Is it morally wrong for humans to pollute or to consume a huge proportion of the planet's natural resources? What does sustainability mean? Should we preserve wilderness? What happens when feeding people conflicts with saving nature? Suppose a mining company engages in open pit mining in a previously unspoiled area. Does the company have a moral obligation to restore the land and surface ecology? Are there good reasons to support a respect for nature or some level of moral concern for animals? plants? ecosystems? How do advances in science and technology affect an ethically responsible environmental future? These are some examples of the questions that characterize the relatively new and growing area of environmental ethics. We will explore abstract questions about the value of nature and the moral relationship of human beings to the environment as well as practical questions about particular cases and social policy issues.

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One course credit. Prerequisite: One prior course in philosophy or permission of instructor.

### **Philosophy 349 Seminar in the History of Philosophy: Philosophy After Quine**

In the 1950s, W.V. Quine argued that philosophy should not be in the business of analyzing concepts, generating airtight definitions, or speculating about necessary truths. This course will explore various reactions to this claim and the pragmatic elements that have led to a blurring of the following distinctions: philosophy and science, fact and value, and epistemology and metaphysics. Central figures will be Quine, Davidson, Rorty and Putnam. We will end the course by exploring the eventual reemergence of metaphysics through the work of Kripke and Putnam. One-half course credit. 2<sup>nd</sup> Half Sem. Prerequisite: Philosophy 346 or permission of instructor.

### **Political Science 314 Religious Freedom (Political Science 314-01 = Religion 280-02)**

It is said that religious freedom is one of America's greatest contributions to the world. Indeed, Harvard's Diana Eck asserts that the United States is one of the very few nations that models how "a truly pluralistic, multi-religious society" can work. Is Eck right? What is "the free exercise of religion," and can we protect it without endorsing or "establishing" religion? Can we reconcile the increasing desire of some Christians to have Government acknowledge or endorse their faith with our exploding growth of religious diversity--especially among non-Christians? Given our growing religious diversity, can we accommodate the religious practices of every American in our schools, workplaces, prisons, public squares, and other institutions? If not, can we accommodate anyone's religion? Can religion play a role in politics without debasing religion and causing strife in politics? How does our study of the intersection of law, religion and politics shape our understanding of these three crucial disciplines?

### **Political Science 374-01 Special Topics: Military Institutions in Domestic and International Politics**

Paul Vasquez

Few institutions of government can have a larger impact on international or domestic affairs than military institutions. In this class, you will examine a wide variety of ways in which military organizations can influence politics both internationally and at home. First, we will examine the role that military organizations played in the process by which states were formed as well as the writings of great minds such as Plato, Aristotle, Machiavelli, De Tocqueville, and Kant on the attributes that make for an effective military organization. Second, we will explore efforts to bring greater order to modern military organizations as well as to make them accountable to civilian political leaders. Third, we will examine how military institutions influence military doctrine, decisions regarding expansion abroad, political opinions of their members, state decisions to use force, and military innovation. Also, we will look at individual-level motivations for military service, defense manpower policy with respect to draft and volunteer militaries, as well as issues of social diversity in uniform. Next, we will turn our attention to extra-governmental military actors such as mercenaries, private military contractors, and child soldiers. Finally, we will examine the way in which military institutions can threaten the very societies they were created to protect.

### **Political Science 374-02 Special Topics: Conflict, War, and Peace**

#### **THIS COURSE HAS BEEN CANCELLED AND WILL NOT BE OFFERED**

This course will focus on factors that influence the process by which violence is used between international political actors, which are primarily, but not exclusively state actors. While war is the most obvious outcome that we will examine, we will also look at phenomenon short of war

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including conflict involvement, conflict initiation, conflict escalation, and conflict termination. We will examine the degree to which realism, liberalism, constructivism, and other intellectual perspectives can account for these kinds of state behavior. Thus, we will look at international conflict as it is influenced by factors such as government type (democratic peace), state power capabilities and power transitions, alliances, the balance between offensive and defensive forces, deterrence and proliferation, crisis bargaining, economic interdependence, and international institutions. We will also look at the influence exerted by nationalism, public opinion, bureaucratic politics, and psychological explanations as well as the pursuit of resources and territory. Finally, we will also discuss processes such as ethnic conflict and terrorism, which involve nonstate actors, as well as aspects of conflict resolution.

### **Religion 210 Topics in Islam: Muhammad, Qur'an, and Hadith**

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 look at the nature and development of the science of hadith, and 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 or hadith—by understanding the other two? One course credit. Prerequisite: Religion 103, or the consent of the instructor.

### **Religion 260 Topics in New Testament and Early Christianity: Heresy and Orthodoxy**

Who decided which books would be in the New Testament? What was not included and why? What did the "heretics" believe and why did orthodox Christian writers attack these other Christians and their beliefs? We will consider these questions in this course on the formation of the ideas of "heresy" and "orthodoxy" in the first 200 years of the Christian church. Readings will include some of the texts in the New Testament, Gnostic and other non-canonical writings (including the *Gospels of Thomas, Mary, and Judas*), and the writings of early orthodox teachers and theologians. Prerequisite: Rel 162 or 171 or permission of instructor.

### **Religion 272 Topics in the History of Christianity: Christian Lives**

A seminar focused on the autobiographies and biographies of noted Christians. We will critically examine how men and women have constituted Christian lives and met specific challenges in a range of historical contexts. Focusing on their beliefs and practices, we will investigate the ways Christians have combined thought, devotion, and action in different times and places. Figures include Augustine, William Wilberforce, Mother Theresa, and others. One course credit. No prerequisites.

### **Religion 273-01 Topics in Theology: History & Theology of Roman Catholicism after 1800**

We will study the history and theology of the Roman Catholic Church in Europe and America in the nineteenth and twentieth centuries. We will read some papal documents, some theologians, and some historians. Maybe even a novel. No prerequisites.

### **Religion 280-01 Topics in American Religion: Sects and Cults in America**

This course investigates the history, beliefs and practices of new, marginal, and dissenting American religious groups, which are often labeled "sects" or "cults." We will draw upon the sociology of religion to understand these terms and new religious movements in general. Primarily, we will focus on the history, theology, and practices of groups such as the Branch

## COURSE DESCRIPTIONS

Davidians, Christian Scientists, Mormons, Pentecostals, the Peoples Temple, Scientology, Heaven's Gate, and the New Age movement. One course credit. No prerequisites.

### **Religion 280-02 Religious Freedom (Religion 280 (Religion 280-02 = Political Science 314)**

It is said that religious freedom is one of America's greatest contributions to the world. Indeed, Harvard's Diana Eck asserts that the United States is one of the very few nations that models how "a truly pluralistic, multi-religious society" can work. Is Eck right? What is "the free exercise of religion," and can we protect it without endorsing or "establishing" religion? Can we reconcile the increasing desire of some Christians to have Government acknowledge or endorse their faith with our exploding growth of religious diversity--especially among non-Christians? Given our growing religious diversity, can we accommodate the religious practices of every American in our schools, workplaces, prisons, public squares, and other institutions? If not, can we accommodate anyone's religion? Can religion play a role in politics without debasing religion and causing strife in politics? How does our study of the intersection of law, religion and politics shape our understanding of these three crucial disciplines?

### **Rhetoric 270-01: Rhetoric of Humor**

This course will examine the varied expressions of humor in human society with a focus on the manner in which humor functions to advance, subvert, and complicate social issues and values. The course will utilize a range of rhetorical theory and theorists from Cicero to George Campbell, as well as a selection of analyses from contemporary scholars on the functioning of humor. Students will learn and then use a series of rhetorical methods to analyze humor in its many forms, from stand up comedy to film and television. This course counts toward the Literature and Fine Arts distribution requirement.

### **Rhetoric 270-02: Rhetorical Analysis of Film**

This course will examine contemporary film, both mainstream and independent films, from a rhetorical perspective. This will include learning fundamental skills in rhetorical analysis along with a number of rhetorical theories well suited to the analysis of film. Students will view films and read scholarly analyses of the films they have viewed. Discussion will also be a significant part of the course. Students will also apply the theories and methods they have learned to conduct several original analyses of films of their choice. This course counts toward the Literature and Fine Arts distribution requirement.

### **Spanish 277 Archaeoastronomy**

**( Div. 1-277= History 350 = Humanities 277 =Spanish 277)**

Archaeoastronomy is the study of ancient or traditional astronomies in their cultural context, utilizing archaeological and anthropological evidence. This course, culminating in an immersion trip to Mayan archeological sites, examines the historical and archeological record of classical Mayan culture with a specific focus on Mayan astronomy.

This approach, also known as ethno-astronomy and ethno-mathematics will examine the role of astronomical observation and calendar schemes in Mayan culture. The Spring Break immersion trip will allow students to investigate archeological sites, not just as historical records of the past, but as scientific instruments (on a monumental scale) that measure astronomical events

## COURSE DESCRIPTIONS

### **Spanish 377: Spanish Phonetics & Phonology**

This course provides an introduction to the formal analysis of the Spanish sound system. We will begin with the mismatch between orthography and pronunciation, learn how to describe and classify speech sounds, and represent them in phonetic transcription using the International Phonetic Alphabet. We will also look beyond the pronunciation of consonants and vowels and consider syllable structure, stress, rhythm, and intonation. Next we will study the rules that govern the distribution of speech sounds (the phonology) and the difference between phonemes

and allophones. Finally, we will examine how pronunciation varies across dialects and the factors that contribute to this variation. Prerequisite: SPA 301 or permission of the professor. 2<sup>nd</sup> half semester

### **Spanish 477 – Master Novelists of the Hispanic World: Cervantes and García Márquez**

This course proposes an examination of the two most important works of narrative fiction in the Hispanic world, El ingenioso hidalgo Don Quijote de la Mancha (part I, 1605) and Cien años de soledad (1967). Although separated by several centuries, both works exhibit important commonalities in terms of the always conflicted relationship between “reality” and “fiction.” Both works are also milestones in the development of the novel as an artistic form. The course will pay particular attention to these and other related aspects of the cultural and literary contexts in which these essential novels were written. This course will include an immersion trip during spring break, the purpose of which will be to visit areas in Castile that are featured in the narrative of Don Quijote. Registration by permission of the instructor. One credit.

### **Theater 103 (01) Seminars in Theater: “*More than Laughter: Theories and Structures of Comedy*”**

Comedy has always been thought of as the less talented, younger brother of tragedy. It has rarely been given the critical or academic respect given to tragedy, even though it has always enjoyed great popular success. Aristotle said comedy represented humans, “worse than they are,” but the comic hero, a fallen man that continues to get back up, has appealed to generations of audience members and theater artists. What, then, makes a comedy a comedy? Is comedy defined by laughter or are there structural demands that need to be met before a text can be called a comedy? This seminar will attempt to define the elements necessary for comedy and how they have evolved by examining critical essays and representative comedies that span the history of western drama including *Lysistrata*, *The Comedy of Errors*, *The Importance of Being Earnest*, *The Cherry Orchard*, and *The Odd Couple*. One-half course credit, Spring Semester (first half of semester) Phillips

### **Theater 103 (02) Seminars in Theater: “*Our American Brothers in Drama from Eugene O’Neill to Suzan-Lori Parks*”**

The family serves as a continual source of exploration for American playwrights, and brothers are often at the center of their stories. Writers from Eugene O’Neill to Suzan-Lori Parks have created models of brotherly love and interaction, tragedy and heartbreak, with a steady stream of American plays that focused on splintered families. In this seminar, we will study the image of brothers in film and drama in works by Eugene O’Neill, Clifford Odets, Arthur Miller, Tennessee Williams, August Wilson, Sam Shepard, and Suzan-Lori Parks. Of special note, the class will read and discuss the 2002 Pulitzer Prize winning play *Topdog/Underdog* by Suzan-Lori Parks, and have a chance to meet the playwright during her campus visit in March. One-half course credit, Spring Semester (second half of semester) Watson