

NON-DIVISIONAL COURSES

Accounting

201. Financial Accounting (Old Number ACC 01)

An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors.

One course credit, fall semester.

202. Management Accounting (Old Number ACC 02)

An introduction to cost accounting, cost-volume-profit analysis, and the influence of income taxes on business transactions. The understanding of financial statements developed in Accounting 1 is applied for managerial decision-making purposes. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors.

Prerequisite: Accounting 201.

One course credit, spring semester.

ACCOUNTING COURSES CANNOT BE USED FOR DISTRIBUTION OR FOR CREDIT TOWARD A MAJOR IN ECONOMICS.

Colloquium on Important Books

401, 402. Colloquium (Old Number COL 01, 02)

Director: D. Rogers

Students read and discuss a dozen or more historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week; grade is based solely on participation in class discussion, and enrollment is limited to 15. Counts toward distribution requirements in Literature/Fine Arts or History/Philosophy/Religion. Fall semester discusses classical and medieval texts; spring semester texts are from the modern period. Prerequisite: junior or senior standing and coordinator's permission to register. Each semester is taken independently of the other.

One course credit each semester.

201, 202. Cultures and Traditions (Old Number C&T 01, 02)

Co-chairs: J. Burnette, C. Hughes

See page 30.

100. Freshman Tutorials (Old Number FRT 99)

Co-chairs: T. Herzog, T. McDorman

Fall Semester

FT 04-A: Making It in the Performing Arts

L. Bennett, Department of Music, TuTh 2:40

What preparations and conditions pave the way for a successful career in the performing arts? Why do some careers continue to thrive, even after decades, while others falter? In this tutorial, we will examine the changing circumstances and personal qualities that influence the curves of performers' careers. Students will investigate the struggles, successes, and failures of outstanding classical musicians (Maria Callas, Yo-Yo Ma), actors (Laurence Olivier, Nicole Kidman), pop stars (Bette Midler, Bruce Springsteen) and cross-over artists (Bobby McFerrin, Philip Glass) past and present, the famous and not so famous. Students interested in sports may also consider the careers of well-known athletes (Nolan Ryan, Magic Johnson, Tiger Woods). Insights from distinguished directors and from playwrights like Neil Simon will shed light on the lives and trials of well-known artists. Aspects such as stress management and performance anxiety will also be considered. This tutorial will include attendance at live performances, and each student will interview a professional performer.

FT 04-B: Baseball, America, and the World

M. Butler, Department of Political Science, TuTh 9:45

Baseball, once called “the national pastime,” has been a part of American culture from the earliest days of our nation. This tutorial will explore the role of baseball in our culture by studying various aspects of the sport—the history, literature, economics, aesthetics, rules, rites and rituals of baseball. We'll travel to Wrigley Field to watch the Cubs finish their season and take in the ambience of one of baseball's oldest parks. We'll read some excellent baseball books, such as George Will's *Men at Work*, Bernard Malamud's *The Natural*, and Jules Tygiel's *Past Time: Baseball As History*. We'll study Ken Burns' documentary history of baseball. Finally, we'll look at baseball as it is played elsewhere in the world. What happens when this game, described as the “quintessentially American game,” is exported to Asia and the Caribbean?

FT 04-C: Science, Pseudo-Science, and How to Tell the Difference

R. Foote, Department of Mathematics and Computer Science, TuTh 9:45

We are constantly bombarded with factual-sounding claims about UFOs, medical treatments, psychic powers, scientific discoveries, extrasensory perception (ESP), and many other topics. Which of these are scientific, and why? Some of them are amusing and entertaining, but others are topics of heated controversy, such as creationism vs. evolution and alternative vs. standard medicine. Why are some scientifically dubious claims so widely accepted by the public while some established

science is rejected? What harm is there if someone visits an astrologer or takes herbal supplements? What cost is there to society for scientific misunderstanding? Through a variety of readings, videos, discussions, papers, research projects, and experiments, we will learn about techniques for separating valid claims from wishful thinking and about the difference between testable theories and non-testable beliefs. We will see what constitutes evidence for or against a claim and why evidence is often subtle. We will learn about the importance of experimental design and the analysis and interpretation of results. We will also discuss how science and pseudo-science are portrayed by the media and perceived by the public.

FT 04-D: Sword and Song: Masculinity from Beowulf to Middle Earth

K. Kinane, Department of English, TuTh 9:45

How are our own lives influenced by constructions of masculinity and femininity in literature and culture? In this course we will explore, analyze and evaluate constructions of gender, particularly the idea of “maleness,” in texts that range from the tenth to the twenty-first centuries. From the epic poem *Beowulf* and medieval Arthurian romances to the *Lord of the Rings* novels and recent films, we will discuss how various authors and media treat speech, action, friendship and humility with an eye toward recognizing gendered patterns and breaks in such patterns. In addition to reading and viewing these primary texts, we will draw from recent critical works to develop the theoretical vocabulary to engage with current debates regarding the usefulness and future of gender studies as a mode of inquiry. Finally, students will present projects that draw from popular culture, such as advertising, music and gaming, to interrogate what it can mean to be a man today.

FT 04-E: Modern Sculpture

P. Myers, Department of Classical Languages and Literatures, TuTh 2:40

If you are not a big fan of modern sculpture, this course might change your mind, or at least give you material with which to critique works of art intelligently. I used to hate modern sculpture, until I read a book by Rosalind Krauss, *Passages in Modern Sculpture*, which made me love it. *Passages* will be our core text. We will look at other art books, do trips to Indianapolis and Chicago, and make stuff up as we go along. This course will give you an opportunity to cultivate strong, well-informed opinions. We will do writing exercises and present oral reports about immediate reactions to art works and artists. We will follow these up with papers and presentations incorporating research on these same works and artists. We will work on articulating ideas in writing and speech, combining strong gut reactions with some good ideas that come from thorough study. By the end of the course you will be able to amaze people with the brilliant things you have to say about the sorts of works that often adorn parks, office building plazas, and museums.

FT 04-F: Raiding and Invading the North

R. Olsen, Department of Chemistry, TuTh 9:45

While most of the action during the American Civil War occurred on southern soil, several important battles were fought in Union territory—the battles at Sharpsburg and

Gettysburg come quickly to mind. In this tutorial we will examine the role played by raids and invasions carried out by the South. We will look in particular at Lee's Maryland and Pennsylvania campaigns, Morgan's Indiana and Ohio raid of 1863 and Early's raid on Washington in 1864. We will examine their strategic and tactical aspects and consider their consequences. Readings will include letters, diaries, memoirs and reports written by the participants. In addition to papers, discussions and oral reports, class work will include a film or two and a visit to a nearby battlefield.

FT 04-G: Some Glories of the Middle Ages

W. Placher, Department of Philosophy and Religion, TuTh 1:10

For a long time now scholars have recognized that the Medieval period (roughly 500-1500) in Europe was not the “Dark Ages” but a period of brilliant intellectual accomplishment. We will read three of the great works of that period—Dante's *Inferno*, Malory's tales of King Arthur and his knights, and Thomas Aquinas' *Compendium of Theology*. Dante's account of a trip through Hell presents both a Medieval view of the cosmos and an account of moral values. Malory gives us pictures of honor and romance. Aquinas' last work introduces the Christian faith that undergirded so much of Medieval life. We will also briefly consider some Medieval art, music, and architecture. Beyond studying this rich material, the course will help students develop skills in reading, discussion, and research.

FT 04-H: Christianity in the New Millennium

S. Webb, Department of Philosophy and Religion, TuTh 9:45

How will Christianity fare in this century? What are the social, cultural, and political trends that will help to shape and change Christianity? How is the very nature of religion changing when more people are attracted to New Age spirituality and are less loyal to institutional forms of religion, as represented by various church denominations? We will explore the different pressures that face the Christian church and the ways in which Americans are adapting their faith to meet the challenges of the new millennium. We will look at how young people today are changing the shape of religious belief. Moreover, we will do some polling of our own, so that we can test the generalizations of scholars against our own experiences and the experiences of our fellow Wabash students. Will the new world of computers, virtual reality, and the Internet fundamentally change Christian faith? Finally, we will look at some recent legal battles over the role of religion in America. What does the Supreme Court say about religious expression and the value of faith? Will the future of America be more or less friendly toward those with traditional and conservative beliefs?

Spring Semester

FT 04-I: In the Future We Will Play: The Art of Videogames

M. Abbott, Department of Theater

In 1903, anthropologist W.H. Holmes reported: “The popular notion that games are trivial in nature and of no particular significance as a subject has given way to an

adequate appreciation of their importance as an integral part of human culture.”

Playing is not reading. Yet, increasingly, videogames are challenging us to reassess the ways we think about storytelling, authorship, and representation. Aside from their obvious popular appeal, recent games such as “The Sims,” “Beyond Good and Evil,” and the “Final Fantasy” series test our current ways of understanding semiotics and engagement with the reader/player. Increasingly, videogaming can be seen as a convergence point, where media as diverse as film, literature, art, music, and design meet and coalesce to form a new, unique art form...one that fits squarely and comfortably within the Humanities.

We must develop a methodology for “reading” videogames that affords this new medium the regard it richly deserves. This tutorial will explore a variety of ways to accomplish this—borrowing, adapting, and revising familiar methodologies, and proposing new strategies for seeing and critically comprehending videogames. To this end, we will play, analyze, discuss, research, and write about videogames as a modern emerging art form.

FT 04-J: Healing and the Mind

C.P. Bankart, Department of Psychology

In this tutorial we will look at some of the ways that the extraordinary power of the human mind can be harnessed to cure sickness and create health. The readings in the course are found at the intersection of biology, psychology, and the wisdom traditions of Eastern cultures. We will explore how people can develop their minds to relieve stress, overcome anger and frustration, and achieve optimal performance in daily living. Mindfulness training, meditation, and yoga practice will be incorporated in class activities throughout the semester.

FT 04-K: Frank Lloyd Wright: Architecture as a Way of Life

D. Blix, Department of Religion

What if our buildings and homes were designed by engineers instead of architects? What would our lives be like? How does the way we live “create” the space of a house? How does a house help “create” the landscape around it? If you were going to design your own house, how would you do it? These are some of the questions that we will try to answer in this tutorial by studying the life and work of the great American architect Frank Lloyd Wright (1867-1959). By the time Wright died in 1959, he had revolutionized the way people built houses, hotels, churches, and office buildings from America to Japan. He believed that the outside of a house was there because of “what happened inside.” He also believed that a house should fit in comfortably with the natural world around it. We will look at Wright's dramatic life, his creation of the Prairie house and the Usonian house, his designs for several office buildings and other public facilities, his growing interest in Japanese art, and his beliefs about the relationship between architecture and society. We'll read and discuss some books and articles (both primary and secondary), and write a couple of short papers. We'll also take a few field trips to visit some of Wright's buildings. At

the end of the course, each student will have the chance to design a building of his own, although no artistic or drafting ability will be required or presupposed.

FT 04-L: *A Christmas Carol* and 20th Century Adaptations

D. Herring, Department of English

Dickens' little Christmas book has led an extraordinarily popular life in the English-speaking world, never having been out of print since it was published in 1843 and with new editions with new illustrations appearing almost annually. The number of film and television adaptations increases with every Christmas season; every year several television series seem to be compelled to offer seasonal adaptations of the story within their own small screen worlds. In this tutorial we will first explore the original written text of *A Christmas Carol* and chart its popularity in its first century, as well as examine illustrations for print versions (including Leech's original illustrations and those by Ronald Searle, Roberto Innocenti, and Quentin Blake) and both animated and film adaptations (ranging from the classic 1951 British production to those featuring the Muppets, Mr. McGoo, Mickey Mouse, Blackadder and those starring Frederick March, Alastair Sim, George C. Scott, Albert Finney, and Patrick Stewart). Noting how technological advances change the options for film and television directors will be one of our interests. How characterization of audiences and cultural contexts change the focus of each retelling of the story is another interest we will explore. Comparing our 2005 responses with those of original audiences will provide yet another focus. Offered in the spring semester, this tutorial allows students to debrief from a Christmas season no doubt filled with reruns and new adaptations of *A Christmas Carol*, in addition to new print versions.

FT 04-M: Into the Wild: American Writers on Wilderness

M. Hudson, Department of English

In the wilderness, travelers encounter the unexpected—new species of animals and trees, new species of thought, new possibilities. The wilderness is other—that “other civilization” opposite to the human, as Thoreau thought of it. After a sojourn there, the traveler returns to the human city transformed, perhaps a little more thoughtful. In this tutorial, students will read some of the literature of the American wilderness—some Thoreau, but mostly late twentieth-century writings, such as Jon Krakauer's *Into the Wild*, Edward Abbey's *Desert Solitaire*, *Dharma Bums* by Jack Kerouac, and *The Back Country* by Gary Snyder. In these and other texts, students will explore the many meanings American writers have attached to wilderness and the sorts of encounters that have occurred there. Class activities will include short papers, a group investigation of some wilderness issue, and a creative project. The course will include a couple of trips into the wild—or, at least, our local Indiana version thereof—Shades State Park.

FT 04-N: Poetry and Music: The Art of Song*D. Kubiak, Department of Classical Languages and Literatures*

All over the world people sing. Our songs are a heightened response to human emotions like love, joy, melancholy, and anxiety. Poetry has a similar function in culture with its stylized language and rhythmic patterns. In nineteenth-century Europe an important artistic genre was developed combining these two elements, called generally the art song, or in the German plural, “Lieder.” In this tutorial we will survey songs by the major composers Franz Schubert and Robert Schumann, and we will study examples from the French and British repertoire as well. We will also consider contemporary American songs, and their similarities to and differences from earlier classical compositions. In each case our goal will be two-fold: to analyze the poetic texts that inspired composers and to see how these words were meaningfully set to music.

There will be several field trips to concerts, including one to Chicago to hear the English tenor Ian Bostridge sing Schubert's “Winterreise,” or “Winter's Journey.” We will also meet the Grammy award-winning baritone Kurt Ollmann, who will be on campus as the McGregor Artist in Residence. Mr. Ollmann was one of Leonard Bernstein's favorite singers, and will both speak to our class and give a public recital. No previous knowledge of the subject is required, since we will work towards acquiring necessary aesthetic tools within the tutorial itself.

FT 04-O: Music in Folk Cultures*J. Makubuya, Department of Music*

This Freshman Tutorial examines the global contextual meaning and significance of music in folk and/or traditional societies. A random sampling of the definition of music by folk societies appears to extend far beyond the basic dictionary definition. By examining folk society events from a variety of cultures, this tutorial researches the defining characteristics of this global form of expression within the context of folk societies. The tutorial further explores the similarities and differences among the ways different societies use music as an essential ingredient in their life styles.

The focus of the course is on the weekly listening and reading assignments, as well as on videos shown in class. The Tuesday and Thursday class work is intended to pave the way for both meaningful oral class presentations as well as well-written analytical and research papers. We shall examine musical practices in terms of structure, performance, aesthetic values, contextual meaning, function and significance. Additional class activities include in-class instruction, oral discussion, and analysis of cultural/societal events (rituals, rites, and ceremonies) enhanced by/with musical performances. Particular emphasis will be placed on acquiring skills for (a) listening to the stylistic characteristics of the various world music types, (b) examining the meaning and significance of music within a people's culture (or way of life), and (c) examining the structure and effect of music within a people's culture (or way of life).

FT 04-P: Exploring the Role of Athletics in American Education

M. Pittard, Teacher Education

The legendary Vince Lombardi once said: “A school without football is in danger of deteriorating into a medieval study hall.” In a culture that seems to value sports and the competitive spirit, how do athletics shape the nature of schooling in America? This and other similar questions will be considered as students and professor collaborate to examine the ways in which athletics shape the context and climate of education in America. Guest speakers, course readings, documentary films, class discussions, and writing assignments will enable students to understand, question, and critically examine the complex and sometimes, precarious position athletics holds in the education of America's youth. Although a number of course readings will be determined by students' inquiry topics, the class will use a variety of texts from the popular press as well as academic research. One such text, *Sports in School: The Future of an Institution*, edited by John Gerdy, will advance class discussions and assignments as we consider the relationship between athletics and education in the K-16 school setting. Students will design their own inquiry projects and choose their topics of study; however, the following questions will broadly guide the course: What is the role of athletics in American education and what are the equity issues at play? How do athletics impact the education of student athletes and non-athletic students? What are the economic implications and influences of athletics in America's K-16 schools?

FT 04-Q: Nanotechnology: Discerning Fact from Fiction

L. Porter, Department of Chemistry

Imagine devices 50,000 to 100,000 times smaller than the width of a single human hair! The manipulation of matter on the nanometer scale (measured in one-billionths of a meter) has been termed nanotechnology or nanoscience, an exploding field still in its infancy. Unique, unpredictable, and highly intriguing physical, chemical, optical, and electrical phenomena can result from the confinement of matter into nanoscale features. As a result, the promise of amazing discoveries relating to the study and preparation of structures exhibiting such interesting and unusual phenomena has attracted the focus of scientists and engineers from across the globe. Much of the driving force for building tiny devices and features on the nanoscale is their importance for existing and emerging technologies such as microelectronics; ultrafast sensors; molecular computing; and medical diagnostics, which communicate directly with cells, viruses and bacteria, and molecular motors and have a myriad of other applications.

Over the past few years, nanotechnology has escaped the laboratories and disseminated into the popular culture. Check the newspaper, surf the web, or look to recent sci-fi books and movies, because nanotechnology seems to be everywhere these days! This freshman tutorial focuses on separating the science from the hype. As educated citizens, we must be able to appraise the potential of this emerging technology. The course will revisit the origins of the field and spotlight many current advances. Additionally, we will consider the social, political,

economical, and ethical ramifications of a “nanotech revolution.” Students will critique the popular perceptions of nanotechnology in modern motion pictures (*T3*, *Minority Report*, etc.), books (*Prey*, *Blood Music*, *Dogged Persistence*, etc.), and media coverage. Assignments will include several short papers, group exercises, and a final paper to be presented before the class. In addition to lecture and discussion, students will participate in several brief laboratory exercises and a field trip to engage in nanotechnology first hand. One year of high school science will be sufficient background for this tutorial.

FT 04-R: The German-American Experience

G. Redding, Department of Modern Languages and Literatures

Over 20% of U.S. citizens trace their heritage to immigrants from German-speaking lands, and in Indiana that number climbs to over 37%. These immigrant groups are known collectively as German-Americans. Given their large numbers, it is perhaps no surprise that German-Americans have had a profound impact on the United States in general and Indiana in particular. This course will explore the influence these immigrant groups have had on rural and urban life, using Indiana as a case study.

Indiana's German-Americans have been and continue to be a diverse group. A practical distinction will be made in this course between rural and urban German-Americans, with “rural” essentially being all of Indiana outside of Indianapolis. Our study of rural immigrant culture will focus on utopian communities (New Harmony), alternative religious lifestyles (Amish communities), religious orders and their Indiana outposts, and the craftsman tradition. The urban setting of Indianapolis will reveal the significant contributions made by German-Americans to civic life in the United States. Immigrants to urban environments thought of themselves as either “kirchendeutsch” (church German) or “vereinsdeutsch” (roughly in this context: society German). We will focus on the “society Germans,” many of whom were liberal free thinkers whose activism affected American urban life. They formed clubs and organizations that emphasized community service and responsible citizenship, while at the same time preserving their cultural heritage. We will explore German-American life in Indianapolis and extrapolate our findings to other urban environments within the American heartland, to include Cincinnati, Milwaukee, and St. Louis.

Our time in class will be devoted mostly to discussions of assigned readings and to presentations of student research. Each student will produce a final research paper. **NOTE:** This course includes an immersion component. Since Indiana is such an ideal laboratory for the study of German-Americans, we will travel during Spring Break to the places that we will study during the course.

FT 04-S: Men and Masculinity

W. Rosenberg, Department of English

What does it mean to be a man in our society? We will look at the array of cultural messages beamed at us from birth that have shaped our gendered identities. Our main purpose will be neither to celebrate or denigrate maleness (although both will occur), but rather to examine the conflicting definitions and demands of masculinity so that we can more freely choose the kind of men we wish to be. The underlying assumption of the course is, therefore, that men are not born but culturally created. We will read books like *A Separate Peace*, *Shane*, *Black Boy*, *Maurice*, *The Amazing Adventures of Kavalier & Clay*; see films like *Diner*, *Platoon*, *Unforgiven*, *Beautiful Girls*; discuss television and music; and share experiences on a variety of subjects central to the male experience: growing up, sports, friendship, parenting, war, love, and work.

FT 04-T: Telling Lives

T. Stokes, Department of Modern Languages and Literatures

“Telling Lives” centers on autobiography and memoir, which are among the most interesting and varied literary forms of our time. Writing about one’s own life is a venerable and time-honored pursuit. Examples of it exist from the ancient world, from the Middle Ages, and from the Renaissance, but modern autobiographical writing found its true model in Rousseau’s *Confessions*.

We will read several books together in this tutorial. Maxine Hong Kingston’s memoir of life as a Chinese-American girl, *The Woman Warrior*, and James McBride’s book, *The Color of Water*, about his Jewish mother who married an African-American man, are stories about strong women and their struggles for identity against their own cultural norms. Kien Nguyen’s memoir, *The Unwanted*, is the story of a Eurasian child from Vietnam who found his way through prejudice to a successful life in America. Paul Monette’s *Becoming a Man* is the story of a gay man who experienced social and emotional difficulties similar to Nguyen’s. In *The Periodic Table*, Primo Levi, an Italian Jew who was a chemist before World War II, writes about his ancestors and about his own experience using the metaphor of the chemist’s periodic table. Wladyslaw Szpilman’s memoir, *The Pianist*, long banned in Poland, tells the story of how music allowed him to remain sane during the persecution of Jews during World War II. *Into Thin Air* recounts Jon Krakauer’s personal experience of disaster on Mt. Everest.

In the tutorial, we will explore what it means to write about one’s own experience. “Tell all the Truth, but tell it slant/Success in Circuit Lies,” Emily Dickinson wrote. That is a good starting point for considering such issues as lies, truth, candor, self-understanding, and memory in the accounts that writers of autobiography and memoir give of themselves.

PHYSICAL EDUCATION

Staff: V. Mummert (Athletic Director), J. Mansfield (Director of Physical Education), P. Casares, M. Colston, C. Creighton, T. Flynn, S. House, R. Johnson, M. Jozwiak, J. Mulligan, N. Neathery, G. Perry, M. Petty, E. Reed, B. Ward

Physical Education courses are taken in addition to the 34 course credits required for graduation. Grades assigned do not compute in the student's GPA; however, courses and grades are listed on transcripts. These courses may be added to a student's normal load without special permission.

Course Descriptions

Theory of Coaching

Study of the organization and practice techniques utilized in the development of the skills and techniques of these sports. Additional consideration is given to problems and expectations of the coach in the community as well as conditioning for injury prevention.

- PE 030. Theory of Coaching Football
- PE 031. Theory of Coaching Soccer
- PE 032. Theory of Coaching Swimming
- PE 033. Theory of Coaching Basketball
- PE 034. Theory of Coaching Wrestling
- PE 035. Theory of Coaching Baseball
- PE 036. Theory of Coaching Track
- PE 037. Theory of Coaching Tennis

Swimming is taught only in the fall semester. One course credit.

Football, Baseball and Wrestling are taught only in the spring semester.

PE 020. Prevention and Care of Athletic Injuries

Study of the techniques and principles utilized in preventing injuries to athletes and the development of the necessary skills to care for an injured athlete until medical help can be obtained.

One course credit, fall semester.

General Elective Physical Education Activities

These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student.

- PE O11. Advanced Fitness
- PE O12. Beginning Golf
- PE O13. Beginning Swimming
- PE O14. Beginning Tennis
- PE O15. Life Saving
- PE O16. Scuba Diving
- PE O17. Sports Officiating
- PE O18. Beginning Weight Training

Beginning Golf, Life Saving, and Beginning Weight Training are taught only in the spring semester.