

COURSE DESCRIPTIONS

Art 225-Life Drawing in Context

This course will focus on the dynamics of the human body in drawing and painting compositions. Through a variety of media, the student will explore how the human figure, as subject, is composed to establish the mood, drama, and emotion of the human experience. This course will also consider how artists, both past and present, have organized figure composition for maximum visual effect. Prerequisite: Art 122, and for students wishing to investigate this topic through painting, Art 228 is also required.

Computer Science 338 = Mathematics 338

Topics in Computational Mathematics

Computational Geometry

Instructor: Dr. Foote

Anyone who uses a computer is used to creating, modifying, and manipulating geometric shapes, and having those shapes respond. Some objects know when the mouse cursor is near them or when they have been clicked on; they may move when dragged and some know when they have reached their destination (perhaps the Trash icon). If you play computer games, you have seen and manipulated images of three-dimensional objects that seem to interact like real, physical objects. Have you ever wondered how this is done? Mathematically the answer is computational geometry, which is used in virtual reality, computer vision, robotics, molecular modeling, and medical imaging. This course will focus primarily on the mathematical ideas involved in representing and manipulating two and three-dimensional images on a computer screen and the details of implementing them in a computer program. Mathematical topics will include projective and affine geometry, the mathematics of perspective, homogeneous coordinates, quaternions, and computational robustness. Computer science topics will include animation, interactivity, adapted coordinate systems, object-oriented programming, and geometric data structures. Concepts and formulas will progress from mathematical theory, through computer experiments with *Mathematica*, to implementation in java programs.

Prerequisites: CSC 111 and some course that uses vectors (Math 223 or Physics 111), or permission of the instructor.

English 330: Studies in Special Topics

Postcolonial Anglophone Literature

Professor Szczeszak-Brewer

Postcolonial literature is extremely diversified. In this course, we will focus on major Anglophone authors writing in and about formerly colonized territories such as Ireland, India, and parts of the Caribbean and Africa. We will focus on gender roles and race in connection to the literary canon, and we will discuss a dialogue between the center of the empire (London) and the "margins" (British colonies). How did the authors describe conflicts between assimilation and resistance in the colonial and postcolonial milieu? How were the national, cultural, and individual identities affected by decades of foreign imperial presence? Can we trace any intersections between postmodern and postcolonial themes? To understand and enjoy the texts, students will also study the political context of British imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism, Postcolonialism, and Postmodernism.

English 360-Special Topics: Feminism and African Literature

This course explores feminism in an African context by considering the following questions: Does feminism work in post/colonial contexts? Should women prioritize resistance to colonial oppression over resistance to African patriarchy? How are gender roles constructed in African nations? African men and women write about problematic

COURSE DESCRIPTIONS

relationships between men and women. Women often express the oppressive feeling of a "double yoke" of colonial oppression and African male domination. However, colonialism is complex and must not be discussed in strictly binary terms; therefore, we will discuss ways in which colonialism informs the feminist movement in African nations. We will read novels written by both men and women, such as Chinua Achebe, Buchi Emecheta, Naguib Mahfouz, and Bessie Head, who write about the struggles of women in African societies that are largely male-dominated. What is the cure? African writers tackle the problem from both sides of the gender divide.

English 497-01: Senior Seminar

Joseph Conrad, James Joyce, and the Question of Political Violence

Professor Szczeszak-Brewer

For Joseph Conrad and James Joyce, two modernist authors who rejected formal religion and yet remained supersaturated with it, the colonial milieu—with its violence, racism, and hypocrisy—was a source of oppression and inspiration, the profane and the sacred. In this seminar, we will discuss parallels and contrasts between these writers' lives and cultural contexts. Did Joseph Conrad endorse or oppose imperialism? Are his novels and stories racist? Would he want us to read them tongue-in-cheek, as an ironic criticism of colonialism and political violence? Our discussion of *Heart of Darkness*, "Outpost of Progress," and other stories will lead us to a broader consideration of racism and the literary canon, while *The Secret Agent* will provide fascinating material about the history and the nature of terrorism. We will also discuss the theme of political violence in James Joyce's *Ulysses*. Our discussion of *Dubliners* and *Ulysses* will focus mainly on the writer's attitude towards imperialism, racial bias, anti-Semitism, and other forms of oppression present in late-colonial Ireland. We will try to determine why Joyce famously declared: "I will not serve that in which I no longer believe, whether it call itself my home, my fatherland, or my church." Throughout the semester, students will have an opportunity to draw connections between the cultural and political backgrounds of Conrad and Joyce.

English 497-02: Senior Seminar

Pen & Protest: Reading Civil Rights

Professor Tim Lake

This course will introduce students to the critical study of African American literature and expressive culture as a means of political and philosophical articulation. Employing the lens of social realism, a richer sense of the political and theoretical underpinnings of African American artistic production during the 1950s through the 1980s begins to emerge. African American art, literature, music, and cinema reflect an attempt to grapple with issues of human psychology, justice, love, race, and democracy. Moreover, it is these issues that form the major themes of the course. The readings, videos, and audio-recordings are presented as a source of material for examining what, if anything, African American cultural producers have to say about what it means to be human, why and how race matters, the nature of justice, the efficacy of love, and the possibility of creating a society of equals.

German 303-01 = Humanities 277-01 (first half semester)

Close Readings in Thomas Mann (English / German)

Students in survey courses and in C&T sometimes complain that their courses move too quickly: just as the discussion begins to find its way into the most important questions and issues, the class must turn its attention to the next reading on the syllabus. This

COURSE DESCRIPTIONS

course is an experiment that moves in the opposite direction, toward the slow, deliberate, and careful reading of literary works. We will apply this model of close reading to two important works by Thomas Mann: *Tonio Kröger* (1903) and *Death in Venice* (*Der Tod in Venedig*, 1912). Mann, one of Germany's greatest authors, received the Nobel Prize in 1929. **All discussions, readings, and assignments in English.** Students wishing to take the course for credit in German will do readings and write papers in German and will have a weekly discussion session in German. **This course is suitable for all students with an interest in English, comparative literature, nineteenth-century philosophy (Nietzsche, Schopenhauer), or German.**

German 303-02= Humanities 277-02 (second half semester)

History, Memory, and Politics in Günter Grass (English / German)

Günter Grass received the Nobel Prize in Literature in 1999 and is widely considered to be Germany's most important living author. His writing has often worked toward *Vergangenheitsbewältigung*, or "coming to terms with the past." But Grass's relationship to the past became controversial recently when he revealed in 2006 that he had been a member of the Waffen-SS during World War II. How could an author continually admonish Germany to grapple honestly with its sullied history, when he himself had never owned up to his own history? Does Grass still have something important to tell us about memory and the past? This course will address such questions by reading two of his major works, *Cat and Mouse* (*Katz und Maus*, 1961) and *Crabwalk* (*Im Krebsgang*, 2002), along with a variety of essays, articles, and interviews. **All discussions, readings, and assignments in English.** Students wishing to take the course for credit in German will do readings and write papers in German and will have a weekly discussion session in German. **This course is suitable for all students with an interest in English, comparative literature, European history, or German**

History 340-02 = Political Science 330

History of Political Thought: American Political Thought

This course provides a broad survey of American political ideas as expressed in classic texts, key public documents, speeches and other primary sources. The course emphasizes themes of "Mission, Means and Membership" as Americans have articulated them and as they have shaped American political life. 1 course credit.

Humanities 477- Special Topics: Memory and Experience

Texts: Cervantes, *Don Quixote*
Faulkner, *Absalom, Absalom!*
Halberstam, *The Best and the Brightest*
Hesse, *The Glass Bead Game*
Parkman, *The Oregon Trail*
Rousseau, *Confessions*

Aspects of the course --

- (1) A "Senior Experience" course, somewhat like Colloquium, which would allow students to reflect on reading as part of a liberal arts education and as one of its lifelong effects;
- (2) Core readings of several important fiction and non-fiction books;
- (3) A required final essay which is a narrative of the student's reading up to now: how his reading has helped to form him intellectually and in other aspects of his life and experience.

COURSE DESCRIPTIONS

(4) A group project with another student on one or two books of interest to both. This could lead to a class presentation, to papers, or to some other, more creative, project.

(5) Students will be asked to consult with other faculty members and with students who are not in the class to broaden and deepen their connection with the class texts and with other texts they read on their own.

Class meeting: Friday, 1-4 p.m.

Cap: 10 students

Admission by permission of instructor

Open to first-semester seniors

You will be asked to write an essay as a criterion of admission to the class

International Studies 270 – Ecuador

IS 270 is the preparation course for the Wabash Summer Study in Ecuador Program. The course introduces students to the fundamentals of Ecuadorian culture, politics, history, and literature. IS 270 Ecuador will meet from 8:00 AM to 9:15 AM on Tuesdays and Thursdays and will be team-taught by program faculty. IS 270 will also introduce the principal themes of this summer's learning modules: Indigenous Connection with Professors Doug Calisch and J.D. Phillips or Globalization in Latin America with Professors Melissa Butler and Kay Widdows. Students who successfully complete the summer experience and assigned written work will receive another credit.

Enrollment is limited to only those students who were enrolled in IS 270 for the Spring 2007 Semester.

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. 1st 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 2nd half-semester

Mathematics 277-01 Probability Models I

This course covers probability material formerly covered in Math 227. Math 277 is an introduction to discrete and continuous random variables. Distributions considered include the hypergeometric, binomial, geometric, Poisson, uniform, normal, gamma, chi-square, t and F. We will cover the Central Limit Theorem, multivariate distributions, and transformations of random variables. Students taking this course are also encouraged to sign up for one of the two follow-up courses offered the second half of the semester,

COURSE DESCRIPTIONS

Math 377-01, Probability Models II, or Math 377-02, Regression Models. Credit will not be given to students who take this course who have already taken Math 227.

Prerequisite: Mathematics 112 . 1st half-semester

Mathematics 338 = Computer Science 338

Topics in Computational Mathematics

Computational Geometry

Instructor: Dr. Foote

Anyone who uses a computer is used to creating, modifying, and manipulating geometric shapes, and having those shapes respond. Some objects know when the mouse cursor is near them or when they have been clicked on; they may move when dragged and some know when they have reached their destination (perhaps the Trash icon). If you play computer games, you have seen and manipulated images of three-dimensional objects that seem to interact like real, physical objects. Have you ever wondered how this is done? Mathematically the answer is computational geometry, which is used in virtual reality, computer vision, robotics, molecular modeling, and medical imaging. This course will focus primarily on the mathematical ideas involved in representing and manipulating two and three-dimensional images on a computer screen and the details of implementing them in a computer program. Mathematical topics will include projective and affine geometry, the mathematics of perspective, homogeneous coordinates, quaternions, and computational robustness. Computer science topics will include animation, interactivity, adapted coordinate systems, object-oriented programming, and geometric data structures. Concepts and formulas will progress from mathematical theory, through computer experiments with *Mathematica*, to implementation in java programs.

Prerequisites: CSC 111 and some course that uses vectors (Math 223 or Physics 111), or permission of the instructor.

Mathematics 377-01 Probability Models II

This course is a continuation of 277-01. Topics include mixed random variables and their connection to probability problems involving insurance. We will also spend time on credibility theory, which deals with how insurance companies adjust future premiums for policyholders based on their past claims behavior.

Prerequisite: Probability Models I (See 277-01 above) or Math 227. 2nd half-semester

Mathematics 377-02 Regression Models

To quote Robert Jennrich, Almost all of statistics is linear regression and most of what is left over is nonlinear regression. This course is a matrix-based presentation of regression. We will concentrate on the probabilistic reasoning behind regression in particular the inferences we can make using linear combinations of normal random variables.

Prerequisite: Math 223 (concurrent registration OK) and either Probability Models I (See 277-01 above) or Math 227. 2nd half-semester

Philosophy 109 (both sections)—Perspectives on Philosophy: Friendship

What are friends for? Who do we count among our friends? What are the ethical benefits and ethical dilemmas that occur in friendship? How do friendships contribute to our character and identity? What is the role of friendship in a good life? We will explore some of the ways philosophers have tried to answer these questions beginning with Plato and Aristotle and moving historically through such thinkers as Cicero, Seneca, Aquinas, Montaigne, Nietzsche, and several contemporary philosophers who are taking a renewed

COURSE DESCRIPTIONS

interest in friendship. We will also use films, short stories, and case studies to enhance discussion. This is an introductory course. No prerequisite. Enrollment limited to freshmen.

Philosophy 269—Topics in Metaphysics and Epistemology

Metaphysics and epistemology discuss questions such as these: What is there in the world? Matter? Minds? Both? What kinds of things? How can we know? Can we trust our senses? Can we be certain of anything? This course will consider some of these fundamental philosophical questions. No prerequisite.

Philosophy 299-1—Special topics in Philosophy: Philosophy of Religion (same as: Rel 273-01)

We will explore and debate some of the classic questions in the philosophy of religion. Can science discredit religion? Is it rational to believe in the resurrection? Can only one religion be true? Does God take risks in governing the world? Is eternal damnation compatible with a Christian concept of God? Does God respond to petitionary prayer? No previous experience in philosophy or religion is needed.

Philosophy 349-01—Seminar in History of Philosophy: Levinas

Emmanuel Levinas (1906-1995) was one of the most original thinkers of 20th century Europe. He stands in the tradition of Hegel, Husserl, and Heidegger, developing his own existential phenomenology and a complex critique of what he called the “totalizing philosophies” that had come before him. He was fond of quoting a passage from Dostoevsky’s *The Brothers Karamazov*: “We are all responsible for everyone else—but I am more responsible than all the others,” and this gives some indication of his focus on the exigencies of ethical responsibility, which he found to be missing in the work of Heidegger. He is perhaps best known for his analysis of the “face-to-face” relation in which the primitive self encounters the Other and is called into an infinite responsibility. This seminar will explore Levinas’s first major work, *Totality and Infinity*, along with other essays, interviews, and secondary materials. Prerequisite: PHI 345 or permission of the instructor.

Philosophy 349-02—Seminar in the History of Philosophy: Kant’s *Critique of Pure Reason*

An advanced seminar on the *Critique of Pure Reason*, one of Immanuel Kant’s most difficult and important works. We will also read Henry Allison’s interpretation, *Kant’s Transcendental Idealism*. This course is designed for philosophy majors, minors and those with significant prior experience in philosophy. The course will be focused on common inquiry through text-based discussion. Prerequisite: at least two previous courses in philosophy or permission of the instructor.

Philosophy 399. Proseminar: African American Intellectual Thought (same as: Religion 373)

This course will cover the development of both Black Theology and Black Philosophy. The key personalities and ideas associated with these two intellectual traditions will be closely examined. Students will receive a broad introduction to questions of black theodicy, black faith, and black redemption. Equal consideration will be devoted to theories of race/ism, human psychology, justice, black aesthetics, and prophetic pragmatism. Prerequisite: previous work in philosophy or permission of the instructor.

COURSE DESCRIPTIONS

Political Science 330 = History 340-02

History of Political Thought: American Political Thought

This course provides a broad survey of American political ideas as expressed in classic texts, key public documents, speeches and other primary sources. The course emphasizes themes of "Mission, Means and Membership" as Americans have articulated them and as they have shaped American political life. 1 course credit.

Political Science 374: Special Topics in International Relations. Guerrillas in their Midst: Insurgency, Revolution, and Rebellion

For several years the U.S. Government has been fighting insurgents in Iraq and Afghanistan as part of the "War on Terror." While this fact obviously contributes to current interest in insurgencies and guerrilla warfare, there are also other important reasons for studying these occurrences. For example, these types of events have transpired across the span of human history. Furthermore, they have taken place in nearly every country on the globe.

In this course, we will begin by becoming familiar with essential terms and concepts related to insurgency, revolution, and guerrilla warfare. Along the way, we will learn about the conditions—political, military, social, and economic—that contribute to the success or failure of insurgencies and similar processes. Next, we will study and compare cases of insurgency in depth including, but not limited to Vietnam and Iraq.

Additionally, we will examine how insurgencies and revolutions influence international relations and foreign policymaking as well as how adherence to moral principles such as Just War Theory would influence governments' ability to constrain or foster insurgencies. Evaluations of course performance will be based heavily on written assignments and class participation.

Religion 230- Topics in East Asian Religions: Daoism

In this course we'll begin with the texts of classical Daoism (or Taoism): the *Dao De Jing* [*Tao Te Ching*] and the *Zhuangzi* [*Chuang Tzu*]. Reading them closely, we will focus on problems involved in their translation and interpretation, especially in light of hermeneutical theory, the secondary literature on Daoism, and recent archaeological discoveries of alternate versions of the *Dao De Jing*. We will then turn to the "religious Daoism" that emerged in the post-Han era. Here we will look at Daoist symbolism and practice, including art, ritual, poetry, alchemy, and later texts like *Seven Taoist Masters*. In so doing, we will test the common Western idea that "religious" and "classical" Daoism are radically different. We will conclude by looking at the nature and status of Daoism in contemporary Chinese-speaking communities, whether the Chinese mainland, Taiwan, or the United States. No prior knowledge of Chinese is required, although part of the course work will be devoted to learning some basic Chinese characters. One course credit. Prerequisite: Religion 104, or the consent of the instructor.

Religion 260 "Jesus and the Gospels"

Who was the "historical" Jesus? Do the Christian Gospels agree with each other? Do Christian creeds and confessions reflect what Jesus said or did? What can we learn from the Gospels that are not in the New Testament? This class will examine these questions, the ancient primary sources for Jesus, including the four canonical Gospels and more recently discovered texts such as the *Gospel of Thomas*, and various recent scholarly

COURSE DESCRIPTIONS

reconstructions of the “historical Jesus.” Readings will include primary and secondary sources. Some background in the study of religion and early Christianity (Rel 160 or 171) would be helpful but there is no prerequisite.

This course will also include assessment of the latest archaeological findings about Jesus, such as the Talpiyot Tomb in Jerusalem, the so-called "Lost Tomb of Jesus" in the recent James Cameron film on the Discovery Channel.

Religion 272—Topics in History of Christianity: Classics in Christian Theology

Reading and discussion of primary sources in the history of Christian theological reflection. Authors read will tentatively include Ignatius of Antioch, Athanasius, Augustine, Anselm, Julian of Norwich, Martin Luther, Teresa of Avila, Jonathan Edwards, and Dietrich Bonhoeffer. Religion 171 or 172 would provide helpful background but is not required as a prerequisite. Enrollment limited to 15.

Religion 273-01—Topics in Theology: Philosophy of Religion (same as: Phil. 299-1)

We will explore and debate some of the classic questions in the philosophy of religion. Can science discredit religion? Is it rational to believe in the resurrection? Can only one religion be true? Does God take risks in governing the world? Is eternal damnation compatible with a Christian concept of God? Does God respond to petitionary prayer? No previous experience in philosophy or religion is needed.

Religion 273-02—Topics in Theology: Religion and Masculinity

Why do more women than men go to church? What is the impact of Christianity on traditional characterizations of masculinity? What is feminization, and how has Christianity been shaped by and how has it contributed to that process? No prerequisites.

Religion 373. Seminar in Theology: African American Intellectual Thought (same as: Philosophy 399)

This course will cover the development of both Black Theology and Black Philosophy. The key personalities and ideas associated with these two intellectual traditions will be closely examined. Students will receive a broad introduction to questions of black theodicy, black faith, and black redemption. Equal consideration will be devoted to theories of race/ism, human psychology, justice, black aesthetics, and prophetic pragmatism. Prerequisite: previous work in philosophy or permission of the instructor.

Rhetoric 270: Rhetoric of Sport

This course uses issues and controversies of American sport culture as a vehicle for studying rhetoric and rhetorical theory. While often belittled as trivial or unimportant, sport has played an integral role in forming the social and political fabric of American society. We will examine some of the scholarship that approaches sport as an important area of academic study. Areas of study in the course will include: (1) The study of sports apologetics (e.g. Pete Rose). (2) Rhetorical construction of sport celebrity images. (3) The study of the rhetoric of sport films (e.g. *Rocky*, *Field of Dreams*, and *Any Given Sunday*). (4) Exploration of the rhetoric of “sport culture” (such as the use of Native American team names and depictions of women in sport). Assignments will include writing at least two developed rhetorical analyses on sport focused topics, giving two presentations, and taking one or two exams. This course counts toward the Literature and Fine Arts distribution requirement.

COURSE DESCRIPTIONS

SPA 377: 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 opportunity to learn the tools of linguistic analysis and to 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, and discussion.

Prerequisite: SPA 301 or permission of the professor.

Spanish 477-Special Topics: Masterpieces of the Spanish Golden Age

A journey through some of the most significant literary works that were produced in Spain during the 16th and 17th Centuries. This course offers an introduction to the novels, plays and poems by authors such as Miguel de Cervantes, Maria de Zayas, Ana Caro, Calderón de la Barca, Luis de Góngora and Francisco de Quevedo, connecting them to the philosophical, historical and socio-cultural context in which they were created. Some of the themes covered in this class are: 1. the psychological ideas of the Renaissance and their expression in *Don Quixote* and other novels of the time, 2. the Spanish stage revolution as well as its theatrical reception by the Golden Age audience, 3. the corruption of Spanish politics, the decay of the Spanish Empire, and the denunciation of abusive social patterns, as reflected in the literature of this period, and 4. the search for innovation in poetic language. Conducted in Spanish.

Theater 103 (1) (Seminars in Theater: “Of Apple Pie and Apocalypse: The Plays of Thornton Wilder”)

In the canon of American drama, few playwrights offer a vision of human experience as unique as that created by Thornton Niven Wilder (1897-1975). He achieved his first recognition as a Pulitzer Prize-winning novelist and produced comparatively few full-length dramatic works, but his major plays have significantly influenced subsequent dramatists and are frequently revived. Merging images of small-town American life and his Christian faith with modernist dramatic techniques, Wilder emerged as a forerunner of the existentialist, metatheatrical playwrights of the mid-twentieth century, including Bertolt Brecht and the Theatre of the Absurd writers. Despite an acute awareness that humankind teeters on the brink of apocalypse, Wilder remained the proverbial “cockeyed optimist” and compassionate humanist of the American stage. His major plays, *Our Town* (1938), *The Skin of Our Teeth* (1942), and *The Matchmaker* (1955) will be studied, as well as his novel *The Bridge of San Luis Rey* (1927), his screenplay for the film classic *Shadow of a Doubt* (1943), a selection of his one-act plays, and Wilder’s theoretical essays on drama.

Theater 103 (2) Seminars in Theater: “Discovering New Worlds from Old: History or Dramatic Imagination?”

Myth, legends, history, topical news and headlines provide a treasury of sources for playwrights and the dramatic imagination. Sophocles’ myths, Shakespeare’s history plays, works based on religious texts, and many contemporary plays have exploited and transformed sources to create highly influential dramas. Why do playwrights often choose to convey their message through preexisting texts? What happens to the historical record once it is dramatized? Are playwrights responsible for historical accuracy? Is history beside the point? In this seminar we will study several prized plays and films and

COURSE DESCRIPTIONS

their sources. Furthermore, students will have an opportunity to participate and/or analysis theater as historical ethnography. Plays studied will include Shakespeare's *Henry V*, Arthur Miller's *The Crucible*, Lawrence and Lee's *Inherit the Wind*, and Ted Tally's *Terra Nova*.