

COURSE DESCRIPTIONS

Art 225 Topics in Studio: Introduction to Computer Based Art

With new technology comes new ways of creating, displaying, experiencing and looking at art. By investigating current digital media practices, students will engage in practical and conceptual issues related to digital art. Technology will be both our tool and subject matter. This class will explore several approaches to digital art media: digital image creation, sound art, time-based art (video/animation), and net/virtual art. Open to all students

Biology 202: Electron Microscopy

While traditional light microscopes are valuable tools capable of producing magnified images for a variety of samples, visible wavelengths limit the ultimate resolution of these instruments to approximately 0.2 microns. In order to explore sample features and detail beyond this limit, electrons may be used to illuminate a specimen and generate an image. Electron microscopes achieve superior resolution and magnification due to the wavelength of an electron, its de Broglie wavelength, which is considerably smaller than that of a visible light photon. Students enrolled in this half-semester course will learn fundamentals of electron optics, vacuum systems, sample preparation, imaging, and data presentation. As a complement to lecture material and laboratory training activities, students will demonstrate basic instrument proficiency through the development of a final course project in collaboration with a Wabash faculty member. Enrollment in the course is limited and by consent of the instructor only.

Prerequisite: Biology 101 or 112 and consent of the instructor. Credits: ½ (first half of the semester)

Biology 371 (1): Evolution of Crop Plants

Domesticated plants have long provided a useful model for elucidating the evolutionary process. The recent application of molecular techniques to addressing the origins and subsequent diversification of these crop species has led to an enormous increase in our understanding of the process of domestication. This primary literature-based course will explore domestication in selected model systems (e.g., sunflower, maize, rice) to see how molecular techniques can help us understand where and when crops were domesticated, how many times domestication of the crops occurred, the tempo of domestication, and the nature of domestication genes. Prerequisite: Biology 211

Biology 371 (2): Evolution of Developmental Mechanisms

Research into embryogenesis has illuminated the molecular mechanisms of development for a select few organisms in exquisite detail. The field of Evolutionary Developmental Biology compares the developmental mechanisms of these model systems to distinct, understudied taxa. Using this comparative approach, we can infer the characteristics of the common ancestors of these organisms. In this course, we will explore how molecular, paleontological and evolutionary techniques can yield insights into animals that existed half a billion years ago. Evaluations will be based on discussion of primary literature and several short papers. Prerequisite: Biology 211

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Chemistry 421: Advanced Organic Chemistry: Medicinal Chemistry

In this course we will look at the organic chemistry of drug action and drug design. Topics will most likely include drug-receptor interactions, structure-activity relationships, drug metabolism, and the use of case studies to examine several important drug types. The work will take us into organic chemistry beyond the Chem 221,222 level, looking at structure, mechanism and synthesis. We will make use of computational methods to explore structure, and will do much of our work out of the primary medicinal and organic literature. In addition there may be an arranged laboratory component in which we will be introduced to some new organic laboratory and spectroscopic techniques. Prerequisite: Chemistry 222.

Computer Science 271: Special Topics in Computer Science: Computer Graphics

Covers two- and three-dimensional computer graphics, focusing on the latter. This will involve a combination of mathematics, programming, and using existing software such as POV-Ray. Topics will include PostScript, the geometry of surfaces and perspective, shading, OpenGL, raytracing, and radiosity. The language of instruction will be C++. Prerequisite: Computer Science 112.

Economics 277(1): 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, where the outcomes for one individual depend on the choices made by other individuals. 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.

Economics 277(2): The Global Economy

This course designed to provide a one-semester introduction to both the microeconomic and macroeconomic aspects of international economics. The prerequisite for the course is Econ 101, but the course is intended for a wide audience. The goal of the course is to provide you with a basic understanding of the fundamental theories of international economics including both international trade and international finance, to acquaint you with the historical and institutional contexts in which the US economy operates, and to broaden your understanding of other economies by studying their policy problems within the analytical framework of international economics.

Economics 277(3): Economics of the European Union

The course includes a variety of topics related to current economic policy and institutional arrangements in the EU, ranging from labor markets and common monetary policy to international trade policy and challenges of growth. The main goal of this class

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is to develop a deeper understanding of the economic structure and policies of the European Union (EU). Additionally, the class will help students to become familiar with some data sources for information about the EU. Finally, economic policy is done in the cultural, historical and social context of individual countries, therefore some of this context will be included in class. The regular in-class approach will be complemented with the immersion trip to visit EU institution in Brussels, Belgium and the European Central Bank in Frankfurt, Germany. This class has a twin course: Politics of the EU and students enroll in both courses. Prerequisite: Economics 101 and consent of the instructor.

Economics 277(4): Environmental Economics

An introduction to environmental science. Focus on the definition and description of environmental resources, as well as management, and conservation. Includes topics on ecosystems, energy and mineral resources, population dynamics and the impact on environmental quality, water and air quality, water supply, solid waste. Analysis of the economic, social, and political interactions towards environmental management.

Education 230 Special Topics: Studies in Adolescent Literacy and Learning

This course will focus on the role of literacy in the teaching and learning of the content areas. Students will be introduced to the major theories of literacy learning as well as current research on adolescent literacy teaching and learning. In the context of adolescent literacy, students are introduced to Classroom-Based Research (CBR) and will complete a pilot study of their own. Required field experience (20 hours) will culminate in a one-week team-teaching experience in a middle or high school setting. The course is required as part of the AOC in Education. It is open to admitted students and with the permission of the Director of Teacher Education. If juniors or seniors have not taken EDU 400, they should enroll in this course. For the 2008-09 academic, it will be offered in the second half of the spring semester. Prerequisites: EDU 101, EDU 201 (may be taken concurrently with EDU 201) Half credit

English 109: Anglophone Africana Literature

This course will focus on troupes of immigration and migration in Anglophone literatures of the African Diaspora. We will read a variety of contemporary poetry, fiction, drama from the Caribbean, United States, and the continent of Africa. Authors will include Chinua Achebe (Nigeria), Ama-Ata Aidoo (Ghana), Ishmael Beah (Sierra Leone), Edwidge Danticat (Haiti), Beryl Gilroy (British Guyana), Derek Walcott (St. Lucia), Maya Angelou (United States), and James Baldwin (United States). We will also view documentary films that augment our readings of the texts. We will explore themes that emerge in im/migratory spaces such as: exile, identity, and neo-colonialism.

English 202(2) Writing with Power and Grace

This class addresses one of the most important questions of higher education, and, indeed, of life: how to express yourself clearly and gracefully. The premise of this class is that writing well is a potent form of power and beauty. To achieve that goal, we'll

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study the major principles of grammar, style, and clarity. Although all are welcome, this class will be of particular interest to Freshmen and Sophomores who either did not take Composition or would like further practice in writing.

English 214: Intro. British Lit. 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 the clash between the rural and the urban reflected in the past century? What exactly prompted the aesthetic and thematic changes in British and Irish literature after 1945? We will focus on a variety of genres—fiction, non-fiction, poetry, and drama—and examine the experimentations with language and form in Modernism and Postmodernism, as well as representations of gender 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, Hanif Kureishi, and others. This is a reading- and writing-intensive course. Course requirements include a major research paper and two exams. Eng 214 is offered as an accelerated course this semester. We will meet on Mondays and Wednesdays between 2:10 and 4:00 until Spring Recess. Final exam: 3/16, 2:10 p.m.

English 300: Studies in Historical Contexts—The Age of Chaucer

The poet Geoffrey Chaucer is best known for his *Canterbury Tales*, but he wrote numerous works before he began that massive (and unfinished) project. Much of what he wrote was a product of his times—one of the most sophisticated, worldly, and international in the history of the world. We will look at several of Chaucer's works (including some of the *Canterbury Tales*, as well as *The Book of the Duchess*, *The Legend of Good Women*, and *The Parliament of Fowls*) in the context of his culture. We will also read some other medieval poems, listen to some medieval music, and view a selection of medieval art. I plan to use on-line resources as well as off-campus visits when possible to provide a living, breathing world in which to read one of the greatest of all English writers. Think of it as a "Chaucer Immersion" course!

English 320 Victorian Poetry and Poetics

Matthew Arnold's 1855 lament—we are "Wandering between two worlds, one dead, / The other powerless to be born"—is an evocative description of Victorian society in flux, a description that often rings true to modern audiences as well. One of the most important ways Victorians tried to come to terms with the world and their place in it was through poetry, arguably the most respected and popular genre of the day. In this course, we will read widely and deeply in nineteenth-century poetry and poetic theory, contextualizing our discussions of poems in the heated debates over the relationships among poetry, morality, national identity, and sanity. We will read works by Alfred Tennyson, E.B. Browning, Robert Browning, Matthew Arnold, Arthur Clough, George

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Meredith, Christina Rossetti, Algernon Swinburne, Gerard Manley Hopkins, Oscar Wilde, and others.

English 340: The Drama of George Bernard Shaw

In this half-course we will read six or more plays by Shaw (1857-1950), each of which provides a different answer to his recurring and deceptively simple question: What is wrong with civilization? Shaw's wit and satire make his frequently disagreeable answers both provocative and entertaining. Texts will include *Mrs. Warren's Profession* (1894), *Major Barbara* (1905), *Heartbreak House* (1919), and *Saint Joan* (1923).

English 360: Studies in Multicult/Nat'l Lit: The African Novel in English and Translation

This course will focus on African novels from the 20th and 21st centuries. We will explore many of the dominant themes found in African letters including: identity and nationhood, gender roles and nationhood, exile, neo-colonialism, and madness. Authors will include Chinua Achebe (Nigeria), Buchi Emecheta (Nigeria), Ama Ata Aidoo (Ghana), Miriama Ba (Senegal), Bessie Head (South Africa), Okot p'Bitek (Uganda), Naguib Maufouz (Egypt), Ngugi wa Thiongo (Kenya). We will also view creative and documentary films such as, Ousemane Sembene's *Moulaade*, and *These Girls are Missing: The Gender Gap in Africa's Schools*.

English 370 = Rhetoric 370 (01) African American Rhetoric and Expressive Culture

The extensive deposit of religious sermons and texts, literature, art, and music by African Americans comprise a rich storehouse of suitable subjects for exploring African American rhetoric and expressive culture. This course takes a rhetorical analysis and cultural studies approach to the study of this deep collection of African American texts, films, music, and speeches. The interdisciplinary nature of the course allows for a broader consideration of how these rhetorical/expressive traditions interact with cultural forms to mark a distinctive discourse community with its particular tropes and logic. The course makes use of a range of theories and perspectives from rhetorical studies, black studies, and cultural studies.

This course has an immersion component during the week of Spring Break (March 6-14). The trip will include time in Selma, AL, Montgomery, AL, and Memphis, TN. The class will be participating in the 44th Anniversary of Bloody Sunday & the Selma to Montgomery March sponsored by the National Voting Rights Museum & Institute as well as touring the Rosa Parks Museum and the National Civil Rights Museum. Enrollment in the course is limited and by consent of the instructors only.

German 403 = International Studies 270: Immigration and Integration in Modern Germany

This course explores two major developments in German society since 1950: rising immigration and the shift from a monocultural to a multicultural society, and the division and subsequent unification of Germany after World War II. Our readings will explore a

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wide range of perspectives on immigration and multiculturalism in modern German society and will give us a foundation for comparing the situation in Europe to what we observe in the United States. We will also examine the cultural differences between the former East and West Germany during the Cold War and the problems inherent in integrating the two into a united country. **All discussions, readings, and assignments in English.** Students wishing to take the course for credit in German will have weekly readings, assignments, and discussion sections in German. This course is aimed at all students with an interest in Germany, central Europe, politics, modern history, or cultural studies.

Greek 210: New Testament Greek

An introduction to exegesis of the Greek New Testament, other early Christian texts of the first two centuries CE, and the Greek Bible (Septuagint). Readings will focus on the philological, theological, and social-historical meanings of the texts. Prerequisite: Greek 102.

History 200 = Religion 272 (01):

Topics in History of Christianity: World Christianity

This course consists of two important topics in the history of Christianity. First, we will examine “old” forms of Christianity beyond the Catholic and Protestant realms, in particular the Orthodox tradition centered in Constantinople and the Christianities of Armenia and Ethiopia. Second, we will study the development and forms of Christianity outside the USA and Europe, i.e. in Latin America, Africa, the Middle East, and East Asia. No prerequisite.

History 320 = Religion 272 (03)

Topics in History of Christianity: The World of Francis of Assisi

After exploring the appropriate religious, political, and social contexts, we will study the life and influence of St Francis of Assisi in the thirteenth century. We shall begin with a reading of his own words, followed by an examination of the early ‘biographies’ of Francis. We shall examine Francis’ influence on the development of the Church in the thirteenth century and we will especially focus on the image of Francis in medieval Christian art. This is an Immersion Course, and students will spend spring break visiting Siena, Assisi, and Florence. No prerequisite.

History 340 = Political Science 350: History of Political Thought: American Political Thought

A broad survey of American political ideas as expressed in primary sources including classic texts, key public documents, and speeches. In this bicentennial year of Abraham Lincoln’s birth, we will pay special attention to his works and other works of that period as we carefully examine critical approaches to the study of American political thought.

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Humanities 277(01) : Special Topics in Humanities: Interdisciplinary Seminar in Creative Practice

A seminar course in creative practice, students will read and discuss a number of articles and texts (essays, poems, images, music, film) from across disciplines, with emphasis on creative process (how ideas/creative works are made and come into manifestation). Guest faculty from across the college will lead weekly discussions on a creative work or concept. Though this course is a natural fit for "artsy types," it would also be appropriate for students that approach any field of study at the college, in particularly creative or elegant ways. Grades are based on discussions and presentations, including cross-disciplinary, collaborative projects. This course is open to junior and senior students (or by permission of instructor) interested in the process of generating creative ideas.

Humanities 277 (02) = Spanish 277 (01): Special Topics: "Macho Men and Femme Fatales in Latin American Film."

Interested in Latin America? Interested in film? In this course we will engage the study of relevant contemporary issues such as the representation of sexual roles and stereotypes through an analysis of several films by Latin American directors. All films shown are subtitled. No previous exposure to Latin America or knowledge of Spanish (or Portuguese) is required, but students who choose to write in Spanish will earn credit in Spanish. The course meets once a week throughout the semester.

Humanities 296 = Religion 296: Parables in Jewish and Christian Traditions

This course examines the parable as a distinctive literary form employed by Jews and Christians to communicate profound religious truths. Parables are subversive stories, word images that challenge conventional theological and moral perception. By design, the parable's enigmatic and riddling character presses hearers and readers to the limits of reason, belief, and action. The course investigates how parables work, who employs them, how readers defend against them, and why religious traditions worth their salt both need and resist them. Among the ancient and modern Jewish and Christian parables to be studied are Jesus and the Gospel writers, the Rabbis and Hasidim, Kierkegaard and Kafka, Wiesel and Buber, Cohen and Crossan. Of special focus will be the artwork of Samuel Bak whose post-Holocaust images will be on exhibit at the Dean Art Gallery next March-April. The course engages the study of literature, Jewish and Christian theology, art, and religious responses to the Holocaust.

International Studies 270 = German 403 : Immigration and Integration in Modern Germany

This course explores two major developments in German society since 1950: rising immigration and the shift from a monocultural to a multicultural society, and the division and subsequent unification of Germany after World War II. Our readings will explore a wide range of perspectives on immigration and multiculturalism in modern German society and will give us a foundation for comparing the situation in Europe to what we observe in the United States. We will also examine the cultural differences between the former East and West Germany during the Cold War and the problems inherent in

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integrating the two into a united country. **All discussions, readings, and assignments in English.** Students wishing to take the course for credit in German will have weekly readings, assignments, and discussion sections in German. This course is aimed at all students with an interest in Germany, central Europe, politics, modern history, or cultural studies.

International Studies 296/496: International Studies Seminar: Latin America

Taking full advantage of the seminar setting students will engage in a close reading of Carlos Fuentes' *The Buried Mirror: Reflections on Spain and the New World*, a penetrating essay on the cultural history of what came to be known as "Latin America," plus other complementary texts. The purpose is to better understand the sociopolitical, economic, and artistic forces that contributed to the creation of Hispanic culture and its dissemination from the caves of Altamira to the walls of East Los Angeles. Primarily intended for students in the International Studies Area of Concentration, open to others previous consent of the instructor. The course meets once a week throughout the semester.

Math 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

Math 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

Math 277-01 Statistical Models

We will cover confidence intervals, classical hypothesis testing procedures: z-tests, t-tests, F-tests, Chi-square tests, basic factorial, complete block, and Latin square designs, and regression. An intuitive but mathematical treatment is given for all the distributions and procedures involved. Credit will not be given to students who take this course who have already taken Math 217 or Math 227. Prerequisite: Math 112 (Calculus II) 1st half-semester

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Math 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. Credit will not be given to students who take this course who have already taken Math 227. Prerequisite: Math 112 (Calculus II) 2nd half-semester

Math 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) 1st half-semester

Math 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. Prerequisite: Math 227 (Probability and Statistics I) or Math 277 (Probability Models I) or Math 277 (Topics in Probability) 2nd half-semester

Math 377-02 Life Contingency Models

This course deals with a probabilistic analysis of various components of life insurance. Topics include survival analysis, expected present value of a variety of insurances and annuities, benefits and reserves. Prerequisite: Math 227 (Probability and Statistics I) or Math 277 (Probability Models I). In addition students need to have taken or be currently enrolled in Math 277 Mathematical Interest Theory. 1st half-semester

Philosophy 109—Perspectives on Philosophy: Philosophy of Love and Sex

This course will examine historical and contemporary Western concepts, theories, and attitudes about love and sex. We will read and discuss philosophers' arguments about social and ethical issues such as monogamy, adultery, sexual orientation, same-sex marriage, pornography, rape, consent, etc. We will look at how certain norms, ideals, and myths have been constructed surrounding these issues, and how those norms and ideals translate into the cultural inclusions and exclusions of various practices and beliefs. As we examine various arguments and positions, our goal will be to learn to think clearly and consistently – to think philosophically – about issues that are often fraught with emotional, cultural, and personal biases and assumptions. No prerequisite.

Philosophy 299 (01) = Religion 273 (01) Philosophy of Religion: Classical Issues

We will examine the classical arguments about the existence of God, the problem of evil, the nature of human freedom, and the limits of rational explanations of religion. We

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will also look at the coherence of the concepts of heaven and hell and the problem of conceptualizing eternity. No prior experience in philosophy or religion is needed. This course will focus on the clarity and validity of various kinds of arguments about religion, and all students are welcome, from the religious to the skeptical

Philosophy 299 (02) = Religion 273 (02): Philosophy of Religion: Cognitive Science of Religion

The cognitive science of religion has exploded in recent years. Fueled by evolutionary theories about the development of the brain, cognitive scientists have come up with various scenarios and explanations for religious beliefs. One of the most popular concerns HADD, which stands for hyper-active detection devices. HADD has several components, including a theory about memory and an hypothesis about the role of inference-making in the creation of religious beliefs. We will dissect this argument as well as others in this new and growing field.

Philosophy 349 (01): Seminar in the History of Philosophy: Neo-Platonism

Plotinus was a Platonist of the 3rd Century C.E. His interpretations of Plato departed so radically from the skepticism of Plato's early Academy that most now call Plotinus' thought Neo-Platonism. Plotinus sought to make a systematic and unified theory of Plato's writings by focusing primarily on Plato's *Timaeus*, *Sophist* and *Parmenides*. As formulated by Plotinus and his followers, Neo-Platonism eventually became the foundation of much of medieval Christian theology and philosophy. This course is an advanced seminar whose primary purpose is to read, reflect upon and discuss selections from Plotinus' work, the *Enneads*. While we will focus on Plotinus, we will finish the semester with selections from St. Augustine. Prerequisite: at least one course in philosophy or permission from instructor

Philosophy 349 (02): Seminar in the History of Philosophy: Frege

Gottlob Frege (1848-1925) was professionally a mathematician, but he was one of the most important influences on the direction of philosophy in the 20th century. His influence came initially through his work in logic, which was arguably the most important since Aristotle, and through his analysis of the concepts of number and of function; but, in the second half of the century, his more general discussions of language were, for Anglo-American philosophy, starting points for much, if not most, philosophical thinking about the nature of language and, especially, the nature of meaning. We will read a short book of Frege's on the concept of number, several papers in which he develops his views on meaning, and some of the critical literature on Frege. Prerequisite: Phil 346 or Phi 270

Philosophy 399—Proseminar: Seminar in Feminist Philosophy

This course is a survey of feminist philosophy from its historical roots seeking basic recognition for women to its contemporary claims and controversies centering on the meaning and status of the category "woman". We will engage in close readings and critical discussions of key texts in the history of feminist philosophy, and engage with texts that demonstrate both the breadth and depth of feminist thought on matters such

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as sex, gender, knowledge, value, selfhood, and liberation. Some philosophy background (at least one course in philosophy) and a basic facility with reading, discussing, and writing on philosophy will be assumed.

Physics 220: Electronics

Introduction to electronics as related to scientific instrumentation. This course will cover the basic tools and techniques used in computer-controlled data acquisition and in electronic control of experiments. Class time and lab time will be held jointly and will consist of brief instructions and then hands-on development and testing of student projects. Prerequisite: Physics 112 or 114 or permission of the instructor. Credits: 1

Political Science 314: Civil Liberties in War and Peace.

This course will explore how well (or poorly) the Supreme Court has protected the civil liberties of those we fear most: those who challenge our most deeply held beliefs, those suspected of violent crime, and those accused of waging war against us. Should we protect speech even if it is racist, sexist, or terrorist? Should we exclude evidence that would convict a rapist because it was obtained by using a defective search warrant or Miranda warning? Should we extend to terrorists the due process of law they are seeking to destroy? Debating such questions will help us understand the nature and purpose of civil liberties and the role of courts in enforcing them.

Prerequisite: Political Science 111 or consent of the instructor.

Political Science 335-- History of Political Thought – Hobbes to 20th Century: JJ Rousseau

This half credit course will focus on the political writings of Rousseau including the First and Second Discourses, and The Social Contract in the context of Rousseau's autobiographical work, The Confessions.

Political Science 350 = History 340: History of Political Thought: American Political Thought

A broad survey of American political ideas as expressed in primary sources including classic texts, key public documents, and speeches. In this bicentennial year of Abraham Lincoln's birth, we will pay special attention to his works and other works of that period as we carefully examine critical approaches to the study of American political thought.

Religion 210 - Topics in Islam: Issues in Contemporary Islam

What is the shape of Islam in the contemporary world? How did it get this shape? To what extent can Islam accommodate the contemporary world, and vice versa? These are some of the questions that we'll try to answer in this course. We'll start by looking at some key moments in Islamic history. Beginning with the fall of the Abbasids in 1258, we'll look at the reconfiguration of the Abode of Islam among the Mughal, Safavid, and Ottoman empires, and move from there down to the early 1700s. We'll then read a number of primary texts by Islamic reformers from the 1700s down to the present. We

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will pay special attention to the rise of so-called Islamic fundamentalism, the recent conflicts associated with Islam in the Middle East and the Asian subcontinent, and the dynamics of Islam in the industrial societies of modern Europe and the United States. 1 course credit. Prerequisite: Religion 103, or the consent of the instructor. Enrollment limited to 15.

Religion 272 (01) = History 200

Topics in History of Christianity: World Christianity

This course consists of two important topics in the history of Christianity. First, we will examine "old" forms of Christianity beyond the Catholic and Protestant realms, in particular the Orthodox tradition centered in Constantinople and the Christianities of Armenia and Ethiopia. Second, we will study the development and forms of Christianity outside the USA and Europe, i.e. in Latin America, Africa, the Middle East, and East Asia. No prerequisite.

Religion 272(02): Topics in the History of Christianity: Christian Lives

A seminar focused on the autobiographies and biographies of noted Christians. We will examine critically 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, Martin Luther, William Wilberforce, Mother Teresa, and others. No prerequisite

Religion 272 (03) = History 320

Topics in History of Christianity: The World of Francis of Assisi

After exploring the appropriate religious, political, and social contexts, we will study the life and influence of St Francis of Assisi in the thirteenth century. We shall begin with a reading of his own words, followed by an examination of the early 'biographies' of Francis. We shall examine Francis' influence on the development of the Church in the thirteenth century and we will especially focus on the image of Francis in medieval Christian art. This is an Immersion Course, and students will spend spring break visiting Siena, Assisi, and Florence. No prerequisite.

Religion 273 (01) = Philosophy 299(01): Philosophy of Religion: Classical Issues

We will examine the classical arguments about the existence of God, the problem of evil, the nature of human freedom, and the limits of rational explanations of religion. We will also look at the coherence of the concepts of heaven and hell and the problem of conceptualizing eternity. No prior experience in philosophy or religion is needed. This course will focus on the clarity and validity of various kinds of arguments about religion, and all students are welcome, from the religious to the skeptical.

Religion 273 (02) = Philosophy 299 (02)

Philosophy of Religion: Cognitive Science of Religion

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various scenarios and explanations for religious beliefs. One of the most popular concerns HADD, which stands for hyper-active detection devices. HADD has several components, including a theory about memory and an hypothesis about the role of inference-making in the creation of religious beliefs. We will dissect this argument as well as others in this new and growing field.

Religion 296 = Humanities 296: Parables in Jewish and Christian Traditions

This course examines the parable as a distinctive literary form employed by Jews and Christians to communicate profound religious truths. Parables are subversive stories, word images that challenge conventional theological and moral perception. By design, the parable's enigmatic and riddling character presses hearers and readers to the limits of reason, belief, and action. The course investigates how parables work, who employs them, how readers defend against them, and why religious traditions worth their salt both need and resist them. Among the ancient and modern Jewish and Christian parables to be studied are Jesus and the Gospel writers, the Rabbis and Hasidim, Kierkegaard and Kafka, Wiesel and Buber, Cohen and Crossan. Of special focus will be the artwork of Samuel Bak whose post-Holocaust images will be on exhibit at the Dean Art Gallery next March-April. The course engages the study of literature, Jewish and Christian theology, art, and religious responses to the Holocaust.

Religion 298 Sociology of Religion: Apocalypticism

If it's the end of the world, how will we know it? In this course we will look at apocalyptic and millenarian religious movements as lenses to introduce sociological theory. We will study a range of groups, from the ancient Christian communities in the Roman Empire, to indigenous millenarian movements in Polynesia and Africa, to the continuing (and perhaps growing) apocalyptic fervor among Christians in the United States. The course will include learning sociological theory, focusing on sectarianism, religion and violence, and postcolonial theory. No prerequisite.

Rhetoric 270-01 Red States – Blue States: Rhetorics of Rural America

In recent years, political pundits have divided the United States into republican red and democratic blue states. This popular division reminds us of the significant political, religious, and cultural differences that exist between urban and rural America. These differences are not unique to the twenty-first century but rather an ongoing theme in U.S. public culture that reaches as far back as Thomas Jefferson's understanding of the "yeoman farmer" as the embodiment of American values like individualism, self-sufficiency, and public virtue. At the turn of the twentieth century rural America continued to be identified as uniquely American and associated with nature, truth, and faith, while the urban represented immorality, foreignness, and greed. What then are the rhetorics of rural America? To answer this question we will look at the writings of Thomas Jefferson, Frederick Jackson Turner, Theodore Roosevelt, Henry Nash Smith, and others to explore how the discursive constructions of rural America and Americans relate to our current political and cultural context.

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Rhetoric 370 (01) = English 370 African American Rhetoric and Expressive Culture

The extensive deposit of religious sermons and texts, literature, art, and music by African Americans comprise a rich storehouse of suitable subjects for exploring African American rhetoric and expressive culture. This course takes a rhetorical analysis and cultural studies approach to the study of this deep collection of African American texts, films, music, and speeches. The interdisciplinary nature of the course allows for a broader consideration of how these rhetorical/expressive traditions interact with cultural forms to mark a distinctive discourse community with its particular tropes and logic. The course makes use of a range of theories and perspectives from rhetorical studies, black studies, and cultural studies.

This course has an immersion component during the week of Spring Break (March 6-14). The trip will include time in Selma, AL, Montgomery, AL, and Memphis, TN. The class will be participating in the 44th Anniversary of Bloody Sunday & the Selma to Montgomery March sponsored by the National Voting Rights Museum & Institute as well as touring the Rosa Parks Museum and the National Civil Rights Museum. Enrollment in the course is limited and by consent of the instructors only.

Rhetoric 370 (02) Visual Rhetorics

Rhetoric is commonly understood as being composed of words and symbols. However, in reality, the rhetorical traditional has been much more adept and comfortable studying words—discourses—than visual images. Recently, though, scholars have begun to devote increased attention to the rhetorical dimensions of visual images. One might go so far as to claim that there is a “visual-turn” under way in the interdisciplinary study of iconic images, photographs and photojournalism, art work, editorial cartoons, monuments, memorials, and other visual artifacts. Such work exposes the interesting and complex relationships between rhetoric, images, memory, identity, and citizenship. This seminar style course will explore the literature devoted to visual rhetorics, develop vocabularies and techniques for critiquing visual culture, and seek to understand the role images play in our constructions of citizenship in liberal-democratic public culture. During the course of the semester students will engage in a series of studies of various visual images, of different types, from various disciplinary perspectives, and using a range of analytical tools.

Spanish 277 (01) = Humanities 277 (02): Special Topics: "Macho Men and Femme Fatales in Latin American Film."

Interested in Latin America? Interested in film? In this course we will engage the study of relevant contemporary issues such as the representation of sexual roles and stereotypes through an analysis of several films by Latin American directors. All films shown are subtitled. No previous exposure to Latin America or knowledge of Spanish (or Portuguese) is required, but students who choose to write in Spanish will earn credit in Spanish. The course meets once a week throughout the semester.

Theater 103 (1) : Reimagining Shakespeare on Film

From the beginnings of cinema Shakespeare's plays have been adapted to fit the

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constraints of film; however, the question of how best to use Shakespeare's startling theatricality and love of language in a medium of moving images has consistently confounded directors. While period, realistic adaptations dominate the genre, there have been a number of directors that have radically reshaped Shakespeare's text in an effort to tell a story more compelling to a contemporary audience. This course will examine several liberal adaptations of Shakespeare's tragedies including Richard Loncraine's *Richard III*, Peter Brook's *Hamlet*, Julie Taymor's *Titus*, Jean Luc Godard's *King Lear*, Richard Greenaway's *Prospero's Books*, and Akira Kurosawa's *Kumonosu-jō (Throne of Blood)*. We will examine both the content of the adaptation as well as the cinematographic techniques used in making the film in an effort to assess both the benefits and difficulties of reimagining Shakespeare on film.

Theater 103(2): Adapting Theatre to Film

Hundreds of plays have been adapted to film with varying degrees of success. While works for the stage can be natural source material for screenwriters, there are significant differences between theatre and film. We will discuss such questions as, how must a live performance be altered to succeed on screen; how do the screenwriter and director make the transition between a largely verbal medium to one based on imagery; and how can financial concerns and studio influence change the playwright's intent? This course will analyze a number of plays and compare the original script to the cinematic adaptation. Texts and films may include, *Who's Afraid of Virginia Woolf*, *Cat on a Hot Tin Roof*, *Uncle Vanya/Vanya on 42nd St.*, *The Madness of King George* and *Our Town*.

Theater 319: Introduction to Film/Video Production

This course will introduce students to concepts of film and video production. A selection of film and video work will be analyzed, including Hollywood-produced, Independent films and videos, art videos, and Internet video. After examining how the structure of these example pieces are made, students will produce their own video pieces, with emphasis on cinematography, aesthetic and formal approaches, narrative and non-narrative elements, juxtaposition of text/sound with image, and how to combine these into the art of a time-based visual experience. Class time will focus on discussions of filmmakers' and artists' works, critiques of students' videos, and conceptual and practical production techniques. Theater 104 is recommended as a prerequisite, but not required.