Fall 2016 Course Descriptions

**As of March 15, 2016**

**ART 210 = HUM 295 = REL 295: Religion and Representations of the Holocaust**

See REL 295

# ASI 196 = HUM 196 01 = REL 196 01: “Old Pond—Frog Jumps In”: Religion in Japanese Literature

See REL 196

**ASI 230 = REL 230: Topics in East Asian Religion: Zen Buddhism**

See REL 230

**CHE 461-01: Advanced Protein Structure and Design**

This course will build on basic biochemical principles and apply them to protein structure and design. Topics will include: protein crystallization, X-ray diffraction, building protein structure models using electron density, and a survey of protein design feats and methods. Students will learn to build, assess, and correct protein structures, and will design a novel protein. This course is offered during the second half of the fall semester. Prerequisite: CHE221 (CHE361 or BIO212 strongly recommended)​

Instructor: Novak

**CHE 471: Scientific Computing for Chemists**

A course covering the use of the Python programming language for the processing, analysis, and visualization of chemical data and the automation of scientific data management. This course will expose students to a variety of scientific computing libraries including NumPy, SciPy, Matplotlib, SymPy, pandas, and scikit-image, and MayaVi. No prior programming experience is required. This course does not satisfy a prerequisite in computer science.

Instructor: Weiss

**CLA 111= GEN 211: Masculine Heroism in Ancient Epic**

Most traditional cultures have one or more poetic narratives celebrating the life and deeds of their society’s ancestral heroes. These begin as oral compositions, and only later – sometimes never – are they written down to produce a fixed text. In this class we will consider three such epics, the Greek *Iliad* and *Odyssey*, which are the first works of western literature we possess, and the Anglo-Saxon *Beowulf*, a much later poem that assumes Christianity but reveals a pre-Christian base. The heroes of these poems are men, and the course will pay special attention to masculine values and the way they are exemplified in the texts: identity, duty, bravery, loyalty, and friendship will be among the themes explored. While the main focus is literary criticism, there will also be some treatment of material culture and Indo-European linguistics. Methods of instruction and assessment include lectures, discussion, reports both individual and group, several writing assignments, and two major examinations. No prerequisites. Instructor: Kubiak

**CLA 211: Satire from Athens to Colbert**

What do Aristophanes and Horace have to do with Stephen Colbert? This course will examine the voices of those who criticize, lampoon, mock, praise, and generally comment upon Greek, Roman, and modern heroes, rulers, and social climbers. We will begin with the comic tradition of Classical Athens, considering the social function of Aristophanes’ satirical (and often cruelly personal) invective in the Athenian democracy. We will then move onto the biting satire of Rome—the genre that the Romans claimed as “wholly ours.”  Through the works of Horace, Petronius, Juvenal, and others, we will see how satire’s biting wit reflected the changing values of the Roman world as it transitioned from Republic to Empire, saw new social arrivals attain unprecedented wealth and power, and discovered new targets and topics of poetic rage.  Along the way, the course will consider the place of satire and self-construction in the modern world as we think about the interaction of the collective and the personal voice in this most modern of ancient genres.

Instructor: Jessica Blum

**CSC 121-01: Programming in Python**

This is a half-credit introduction to the Python programming language for students who already have some programming experience. Students will build on their previous knowledge of a programming language to learn an additional language. Python is a multi-paradigm programming language similar in some respects to Java and C++, but different in others.

Prerequisite: CSC 111 or permission of the instructor

Instructor: Turner

**CSC 121-02: Programming in Scheme**

This is a half-credit introduction to the Scheme programming language for students who already have some programming experience. Students will build on their previous knowledge of a programming language to learn an additional language. Scheme is a functional programming language, which is very different from object oriented languages like Java and C++.

Prerequisite: CSC 111 or permission of the instructor

Instructor: Turner

**CSC 271: SPECIAL TOPICS: INTRODUCTION TO DATABASE DESIGN**

Database management is a central component of a modern computing environment. This course will introduce the fundamental concepts of database design and database languages.

Prerequisite: CSC 111 or permission of the instructor

Instructor: Turner

**DV1 277: INTRODUCTION TO Epidemiology**

This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, and use of health indicators and secondary data sources.  Students will gain an understanding of the role of epidemiology in developing prevention strategies and policy. This hybrid course will utilize both online and case study instruction.

Instructor: Greg Steele, DrPH, MPH (Fairbanks School of Public Health at IUPUI)

**ECO 277: Economics of Latin America**

The course includes a variety of topics focusing on current economic policies and institutional arrangements in Latin American countries, such as monetary policy, exchange rate regimes, international debt policies, challenges of growth and development (including natural resources and demographic developments).The main goal of this class is to develop a deeper understanding of the economic structure and policies of a number of Latin American countries with particular emphasis on their international economic relations. Additionally, the class will help students to become familiar with some data sources for information on Latin America. 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 class will include a substantial number of case studies of particular economic issues in particular countries (for example, exchange rate crisis in Argentina, international debt crisis in Mexico, successful economic growth in Chile, dollarization in Ecuador, prospects of economic transition in Cuba etc.).

Prerequisite: ECO101.

Instructor: Diaz

**ENG 109: World Literature in Translation: Dante’s *Divine Comedy***

Dante Alighieri’s *Divine Comedy* is a three volume epic poem and one of the great literary achievements of the Western world.  The poem is about a pilgrim named “Dante” who finds himself lost in the middle of his life, and so he begins a journey to find … what, exactly? Himself. His first love. Home. Salvation. God.  Each of these answers is correct, yet none is sufficient. *The Divine Comedy* is a pilgrimage narrative, and, like all pilgrimage narratives, the ultimate goal of spiritual enlightenment is only attainable through travel.  With Dante, then, we will travel through hell, purgatory, and heaven—but also deep into the world of Medieval Italy, learning something about the people, places, beliefs, and questions that moved the spiritual seekers of the middle ages.  This course is also about translation.  Even as he writes in his native tongue, Dante the poet insists that he is a translator in the *Divine Comedy*, reminding us throughout the poem that words fail him; he cannot fully capture the depth of his feeling, the horrors of hell, or the beauty of paradise.  We are always reading an approximation.  Throughout the semester, then, our discussions will return to the power and the limitations of language, as we travel with Dante to hell and back.

Instructor: Lamberton

**ENG 360: African American Literature on Page and Stage**

This course will examine literature by African American authors written for both the page and the stage—that is, works designed both to be read, perhaps silently and alone (like a poem or a novel), or to be experienced collectively in performance.  We will read authors such as James Baldwin, Richard Wright, Lorraine Hansberry, Zora Neale Hurston, August Wilson, Alice Walker, Toni Morrison, Z.Z. Packer.  Secondary readings will focus on historical and cultural context for these works of literature, and will include some critical theory on race and gender.

Instructor: Lamberton

**ENG 411: Advanced Composition: Business & Technical Writing**

This course is designed for Wabash Men who desire advanced instruction in crafting effective and efficient technical, business, and other forms of career-oriented writing. Topics include audience analysis, audience expectations, style analysis, grammar, punctuation, editing, research, revision, clarity, concision, cohesion, and consistency. Assignments adapted to the background and interests of each student include formal letters, memorandums, short proposals, instructions, presentations, and reports. If a student is planning on an internship or immersion trip, this course is highly recommended. Sophomores may take the course with instructor permission.

Instructor: Koppelman

**ENG 497 = GEN 400:** **Senior Seminar: Gendered Nationalism in South Africa and the African Diaspora**

The class will discuss literary responses to nationalist narratives in South Africa and investigate fictional reflections on nationhood, apartheid, post-apartheid politics, and the AIDS epidemic in the context of gender. We will read fiction, poetry, and non-fiction, and the course will have an interdisciplinary research component (literature, history, politics, literary and cultural theory). What do authors in South Africa and the African Diaspora say about tribal allegiances, gendered symbolic representations of the nation, women’s reproduction in national mythologies, and exclusion of ethnic others and other non-conforming citizens? We will read Bessie Head, Richard Rive, Miriam Tlali, Zoë Wicomb, Njabulo Ndebele, Jamaica Kincaid, Octavia Butler, and others.

 Instructor: Szczeszak-Brewer

**GEN 211 = CLA 111: Masculine Heroism in Ancient Epic**

See CLA 111

**GEN 225 = REL 297: Anthropology of Religion**

See REL 297

**GEN 230 = HIS 230: Topics in Modern European History “Gender and Sexuality in Modern Europe”**

See HIS 230

**GEN 400 = ENG 497: Senior Seminar: Gendered Nationalism in South Africa and the African Diaspora**

See ENG 497

**HIS 230-01 = GEN 230: Topics in Modern European History “Gender and Sexuality in Modern Europe”**

In this course students will study historians’ use of gender as a category of analysis to better understand the European past. Rather than moving in a strictly chronological fashion from 1750 to the present, course readings will be topical *and* chronological. The class includes readings on political movements, gender and warfare (WWI and the Nazi period), medical treatments for syphilis, scientific developments, medical change and masturbation, work practices, systems of prostitution, and legal interpretations of men’s and women’s social roles. Most of the course content focuses on the history of gender and sexuality in Britain, France, and Germany.

Instructor: Rhoades

**HIS 240-01: Topics in US History: The History and Politics of Hip-Hop**

*"You know what's gonna happen with Hip-Hop?*

*Whatever's happening with us"*

*If we smoked out, Hip-Hop is gonna be smoked out*

*If we doin alright, Hip-Hop is gonna be doin’ alright*

*…So the next time you ask yourself where Hip-Hop is goin’*

*ask yourself.. where am I goin? How am I doin?*

-*Mos Def, “Fear Not Of Man”*

This course will examine hip hop as cultural, social, and political history. It will explore the political and aesthetic foundations of hip-hop cultural practices including music, dance, visual art, performance and protest. Particular attention is given to the sociopolitical and economic conditions and context from which hip-hop culture originates incorporating notions of race, class, gender, and identity. The course will pay particular attention to how hip-hop engages gender and notions of the masculine/feminine. This course is team-taught, and students will benefit from a dual approach to hip-hop that includes academic study and experiential learning. Course sources will combine primary and secondary source documents, including artistic, personal, audio and video sources that encourage critical inquiry and engagement with defining issues of historical significance in the development of hip-hop culture.

Instructors: Marshall/Thomas

**HIS 260-01 Topics in Asian History: Modern South Asia**

 This course surveys the long history of South Asia from the Indus Valley Civilization to the birth of Bangladesh in 1971. The course starts by briefly examining the artistic, cultural, economic, political, social, and technological developments during the ancient and Mughal periods. We will then trace the impact of the British rule on South Asia, the rise of Indian nationalism, and the struggle for independence. Finally, we will examine how concepts such as caste, gender, and religion are formulated in the context of South Asia. This course will be a combination of lecture and discussion and will introduce students to the most important themes and debates in South Asian historical scholarship from a wide range of viewpoints.

Instructor: Paul

**HIS 300-01: Topics in World History: Maritime history, 1000-1800**

This course will examine the history of maritime and naval activity globally in the near millennium between 1000 and 1800. Trade, travel, shipbuilding, exploration, and naval warfare in the geographic contexts of various seas and the lands around them will all come under scrutiny through readings that will also draw on different historiographical modes of analysis to examine the tides and currents of this fluid topic.

Instructor: Morillo

**HUM 195 = REL 195 = ART 210: Religion and Representations of the Holocaust**

See REL 295

# HUM 196 = REL 196 = ASI 196: Religion and Literature: “Old Pond—Frog Jumps In”: Religion in Japanese Literature

See REL 196

**MAS 280 = REL 280: Topics in American Religion: African American Religious Experience**

See REL 280

**MAT 377 – SPECIAL TOPICS: Differential Geometry**

The differential geometry of curves and surfaces in two and three dimensions. Curvature and torsion of curves. Area and perimeter formulas for convex regions. Isoperimetric inequality and some elementary inequalities of physics. Principal, mean, and Gaussian curvatures of surfaces. Gauss and Weingarten (shape) maps. Gauss’ *Theorema Egregium*. Normal and geodesic curvature of curves on surfaces. Parallel transport and covariant derivatives. First and second variation formulas for arc length. The Gauss-Bonnet Theorem.

Prerequisite: MAT 224 or MAT 225 or permission of the instructor

Instructor: Foote

**MUS 204: Music Theory & Notation for Singers**

The core material of this course is similar to MUS 107 Basic Theory and Notation, introducing basic components of heard and notated music, and developing music-reading skills. However, this course proceeds with a focus on musical materials applicable to the performance of choral music. Accordingly, it emphasizes reading choral music parts in the bass and transposing treble clefs, sight-singing, aural skills, part music, and different styles of choral composition and performance. Class sessions include singing on a regular basis, so the ability to sing is a necessity. Some prior singing/choral experience is recommended. This course is open to all students and is suitable for fulfilling distribution requirements. It does not count toward the major or minor.

Instructor: Staff

**PHI 109-01: Perspectives on Philosophy: Video Games and Philosophy**

This course will serve as an introduction to philosophy by means of thinking about video games. On the one hand, this means that thinking about video games can help us to shed light on perennial philosophical questions. For example: Who are we? Do we have a choice in this matter? What is freedom, and what does it mean to say that we are free to act as we choose? What is real, and how do we know about it? On the other hand, work in philosophy can help us to consider important questions concerning video games. For instance: What distinguishes video games from other kinds of artworks? For that matter, does it make sense to think of video games as works of art? Is it immoral to play video games with violent or misogynist content? Can playing video games be an important part of a good life? To tackle these questions, we will consider some important works of classical and contemporary philosophers, and we will play a number of recent games from a philosophically engaged perspective. *No prerequisite (but not open to junior or senior philosophy majors without permission of the instructor)*.

Instructor: M. Carlson

 **PHI 124-01: Philosophy and Film**

This course uses film to investigate a variety of philosophical issues—issues in such areas as ethics, the theory of knowledge, or existentialism, specific issues such as free will, human responsibility, or human subjectivity, or issues concerning such topics as dystopian futures.  The course will also explore philosophical questions about film.  Students will typically be expected to watch one film that will be the focus of the class discussion each week and additional films on their own that are related to the theme of the week.  The final project may be a paper or perhaps a student-produced film that uses film to investigate a philosophical issue. Note that the course meets for an extended, 2-hour period on Tuesdays (9:45-11:45) to enable film screenings in class.  Students are expected to attend all film screenings and should reserve the 11 o’clock hour on Tuesdays for the class. On Thursdays the class will meet at the normally scheduled time (9:45-11:00).

Instructor: Gower

**PHI 219-01= PSC 230 02: Topics in Ethics and Social Philosophy: Theories of Justice**

The claim that justice is the highest ideal of our social and political institutions goes back at least to Plato. But what makes a society just? What roles do liberty and equality play in a just society? We will explore these questions through rival theories of justice: John Rawls’s liberal ideal of “justice as fairness” and Michael Walzer’s defense of pluralism and equality. We will also consider some of the critical responses to their work including libertarian and feminist critiques and more recent efforts to expand our understanding of justice. *No prerequisite*.

Instructor: Hughes

**PHI 449-01: Senior Seminar: Mind and Its Place in Nature**

In 1641, René Descartes concluded that people are essentially thinking things. But this conclusion, as good conclusions often are, was really a beginning; in particular, it marked the beginning of the modern philosophical and psychological study of the mind. Descartes’ conclusion quickly led thinkers to foundational questions concerning the mind and its place in nature. For example: What is thinking? How do we know that we are thinking? How do we know that others are thinking? Must we think in language? How much control over our thoughts do we have? Could there be such a thing as artificial intelligence, or must all intelligence be “natural”? In order to address these questions, we will read classical and contemporary works of philosophy, as well as works from some related disciplines, including linguistics and cognitive science.

Instructor: M. Carlson

**PHY 109-01: Motion and Waves**

An introduction to the study of motion and waves; topics include Newton’s laws, energy and work, periodic motion and feedback, sound and light waves, and optics. These topics are especially relevant for students interested in pre‐health. The lab activities will introduce measurement techniques and will emphasize understanding the limits to any measurement. Three class periods and one lab period each week. Partially fulfills the college laboratory science requirement, and may count toward a physics major or minor with department permission. This course is offered in the fall semester.

Prerequisite: None, though students should be proficient in basic mathematics, algebra, and trigonometry. MAT 111 placement is recommended, but not required.

Instructor: Madsen

**PSC 210-01: Election Polling and Public Opinion**

Election polls are ubiquitous in American politics. For months – if not years – before elections, commercial pollsters, campaign strategists, and academic survey researchers constantly query population samples in order to get a handle on what the American public as a whole thinks about issues, candidates, and campaign developments. This course takes a peek behind the curtain to examine how public opinion polls are conducted, the problems pollsters face in their efforts to accurately measure the attitudes and beliefs of large populations, best practices for media reporting on poll results, and the relationship between polling and democracy. The 2016 presidential election will serve as an important backdrop for the course, which will feature analysis of professional tracking polls and participation in the design and execution of a local election poll.

Instructor: Gelbman

**PSC 230-01: Citizenship in Dystopia: Political Theory in Fiction and Film​**

Using short stories, science fiction, film, and political theory, the class will explore imagined dystopian futures, examining what they have to say ​about contemporary debates. Questions to consider include: How are governments organized to repress human action? Does ever increasing technological development, enforced equality, and eugenic selection ​limit individual freedom? How can the human spirit aspire to greatness in the midst of forces, whether political or social, dragging it down?

Instructor: McCrary

**PSC 230 02 = PHI 219 01: Topics in Ethics and Social Philosophy: Theories of Justice**

See PHI 219 01

**PSC 240-01: War and the Media**

How does the average American make a judgment about whether the US should get involved in the Syrian civil war? How would he or she know if we are winning, or what winning would even mean? Existing political science research suggests that the public knows very little about foreign affairs compared to domestic issues, but these voices still matter. This course will explore the relationship between mass opinion and the actions our political leaders take in matters of war, with a particular focus on the role of the media. Topics for discussion will include how the public learns about and formulates opinions on foreign policy and war, when political leaders actually take those attitudes into account, and the effect of real-time reporting of events from a conflict on opinion and policy. Instructor: Wells

# REL 196-01=HUM 196-01=ASI 196-01 Religion and Literature: “Old Pond—Frog Jumps In”: Religion in Japanese Literature

“Old pond—frog jumps in—sound of water.” So runs the famous *haiku* by Basho. Is it religious? For the Japanese, yes. In Japan religion and art are arguably the same thing. In this course we’ll ask how and why. We’ll study Japanese ideas about art and religion (e.g. emptiness, solitude, “sublime beauty”), and how they appear in Japanese literature. We’ll read selections from Japanese poetry (including *haiku*), *Nō* drama, novels both classic and modern (e.g. *The Tale of Genji*, Endo, Kawabata), and short stories by Murakami. One-half credit course, second half. Prerequisites: None. (For the first half-semester course at 9:45 TuTh, see REL 275.)

Instructor: Blix

# REL 230 = ASI 230: Topics in East Asian Religion: Zen Buddhism

In this course we will try to understand Zen Buddhism by looking at its principal beliefs and practices, with an eye to both their historical context and their “inner logic.” We will pay special attention to the way in which Zen transformed the very questions Buddhists thought it was important to ask, and the way that transformation subsequently influenced the culture, art, literature, and religion of East Asia and the United States. Discussions will be based on readings from the classical texts of the Theravada, Mahayana, and Zen traditions, as well as from more recent literature. Some time will be spent practicing Zen meditation techniques in class. One course credit. Prerequisite: REL 104, or the consent of the instructor.

Instructor: Blix

**REL 270 Theological Ethics: God and Ethics**

An upper-level seminar/discussion of important works in ethics. Questions considered will include: What types of approaches to ethics are there and how do they differ? Does faith in God make a difference to ethics, and if so, how? Is there such a thing as Christian ethics? What, if anything, impels or motivates ethical conduct? Is ethical conduct a duty? Are the circumstances of individual agents or the anticipated consequences of possible actions relevant to ethical decision-making, and if so, how? What are the grounds—philosophical, historical, natural, biblical—and methodological criteria of various approaches to ethics? Throughout, attention will be paid to philosophical and theological, including feminist, issues and to religious denominational differences. One course credit. Prerequisites: Either REL 171, 172, 173, 270, PHI 242, or permission of instructor.

Instructor: Bowen

# REL 275 Topics in Religion and Philosophy: Religion and Science

Are religion and science in conflict with each other? In agreement? How or why, one way or the other? These are our questions. We’ll do two main things in this course. First, we’ll take a careful look at the different “ways of knowing” that are characteristic of science and religion, respectively. Second, we’ll look at several models for thinking critically and responsibly about how they are related. Readings will include selections from Alan Lightman, Jacob Bronowski, Ian Barbour, John Polkinghorne, and Richard Dawkins, as well as classic texts in the history of science. One-half credit course, first half. Prerequisite: one course, previous or concurrent, in one of the following departments: religion, philosophy, classics, history, literature, political science, economics, psychology, biology, chemistry, physics, or mathematics. (For the 2nd half-semester course at 9:45 TuTh, see REL 196.)

Instructor: Blix

**REL 280 = MAS 280 01: Topics in American Religion: African American Religious Experience**

This course will introduce students to the critical study of African American religious practices and traditions. Students will be exposed to the historiography of African American institutional religion (i.e., the history of black churches, temples, etc.) as well as the sectarian rituals and worldviews of worshiping black communities. The aim here is to get a rich understanding of the ways in which the religious life is manifested among black people as they respond to their period, region and social conditions. In order to get a sense of the creative religious imagination of African Americans, some consideration will be given to the religious practices of African peoples both on and off the continent.

Instructor: Lake

**REL 290 Topics in Comparative Religion: Contested Faiths, Contested Sites (with immersion trip)**

This course in comparative religion will study the Abrahamic religions of Judaism, Christianity, and Islam. We will compare the texts of these religions and their common traditions, such as the stories of Abraham, Moses, Mary, and Jesus. Students will learn about points of agreement and disagreement in narrative, history, beliefs, and practices. We will study the ways in which these different religious traditions, by means of different conquering powers, have reimagined and rebuilt the city of Jerusalem. Finally, we will study issues of religious diversity and interfaith conflict and cooperation in the Middle East. During a Thanksgiving break immersion trip to Israel and Palestine, we will visit a variety of contested sites in the Galilee, Jerusalem, and the West Bank to study first-hand the struggles and interactions within and between the three religious traditions from ancient to contemporary times. One course credit. By permission of Instructor. Students who have taken one or more of REL 103, 141, and 162 will receive first consideration.

Instructor: Royalty

**REL 295 = ART 210 = HUM 295: Religion and Representations of the Holocaust**

This course examines different representations of the Holocaust in theology, literature, film, and art. What do representations of the atrocities of the Holocaust convey to later generations of Jews and Christians? Can Holocaust experiences be understood and interpreted? Is it legitimate to write poetry and fiction, paint and compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs and erect monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and the violence associated with it? This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects as they grapple with these questions in response to the Holocaust.

Instructor: Phillips

**REL 297 = GEN 225: Anthropology of Religion**

This is a discussion course examining the ways anthropology describes and interprets religion in widely diverse contexts. The course investigates anthropological theories of religion, and examines how they apply to specific case studies and religious practices. Particular attention is paid to the social and symbolic functions of beliefs and rituals; to the meanings and functions of myths, symbols, and cosmology; and to religion and gender.

Instructor: Royalty

**RHE 270-01: Political Campaign Rhetoric**

What sorts of rhetoric occurs during political campaigns? What rhetorical strategies do candidates use to build support, connect with diverse audiences, address concerns, recover from gaffes (or not), and attack their opponents? How do political campaigns adapt to new rhetorical opportunities in social media use while maintaining campaign traditions, like advertising and debates? In the era of political action committees (PACs) and Super-PACs, how do we understand rhetorical agency in elections? How do we evaluate success, effects, and ethics in the rhetoric of elections? In this course we’ll study these questions and more, drawing on the discourse of elections past and present across speeches, debates, advertisements, websites, and social media.

This course counts towards the Literature/Fine Arts distribution.

Instructor: S. Drury

**SPA 311-01: Survey of Spanish Linguistics**

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

Note: This course satisfies the Language Studies distribution requirement.

Prerequisite: SPA 301 or permission of the professor.

Instructor: Hardy

**SPA 313-01:** ***“Puros cuentos: el cuento hispánico.”***

It has been observed that in the great struggle between reader and text “the novel always wins by points, while the short story must win by knockout.” In this course we will examine the *cuento* as a genre, leading to an understanding of the attraction short stories exert on readers. Additionally, we will discuss and write about a selection of some of the greatest short stories in Spanish. In Spanish, first half of the spring semester.

Prerequisite: Spanish 302 or permission of the instructor.

Instructor: Gómez

**SPA 313-02:** ***“Los cuentos de Jorge Luis Borges”***

Universally revered as a master of the short story, Borges’ influence is seen in the work of many writers (and film makers) across the globe. This course is an in-depth study of the motives and techniques in his work, with an emphasis on Ficciones (1944) and a selection of other of his stories such as El aleph (1949). Students will write frequent short essays and a longer study, along with class presentations. In Spanish, second half of the spring semester.

Prerequisite: Spanish 302 or permission of the instructor.

Instructor: Gómez

**THE 103-01: Games and Interactive Media**

Digital artists are building immersive interactive worlds that provoke us to reflect on enduring questions facing the human race. Games like *This War of Mine*, *Gone Home*, *Kentucky Route Zero*, *Everybody’s Gone to the Rapture*, and *Undertale* are challenging the very definition of "game" and pushing designers to explore the power of a new art form to illuminate our minds and spark our imaginations.

To produce these rich narrative environments, programming and systems architecture must work hand-in-hand with sturdy dramaturgy, aesthetics, and thoughtful design. This requires creative, problem-solving collaboration among people with wildly disparate talents: coders and poets; AI designers and psychologists; engineers and actors. In this complex creative environment, our liberal arts credo has never been more relevant: it takes a broadly educated mind—or, better, many such minds working together—to grapple with complexity. In this course, we will leverage the power of games and interactive media to convey meaning through channels of communication unavailable to traditional media.

Instructor: Abbott

**THE 303: New York City: Stage and Screen**

From Lincoln Center to the Astor Place Opera House, from the Disney mega-musicals of Broadway to edgy one-person shows in the East Village, New York City has shaped American performance culture since the founding of the Republic. The objective of this course is to examine and experience the vast array of performance offerings of the City, a rich and perpetually-changing tapestry of theater, film, dance, opera, and performance art. We will also reflect on the ways in which New York City itself exists as a site of performance, both literally and symbolically. In this course, the student will study the history of New York performance, the distinctive theater and film industries and cultures of New York, and “the current season.” We will also learn about the world of New York theatrical criticism, and become critics ourselves. Through research papers, short critical essays, presentations, and an immersion trip, students will engage with New York City as a center of national and global performance culture.

Instructor: Cherry