

COURSE DESCRIPTION FALL 2014

CHE 461-01 Special Topics in Biochemistry: Epigenetics

Epigenetics is the study of heritable changes in gene activity that are not due to changes in DNA sequence. These changes can result from modification of DNA or histones, or transcription factor or repressor expression. Primary literature papers and review articles will be the main texts for the course. Prerequisites: CHE 461 or Bio 211. ½ credit, second half semester.

CHE 471-01=PHY 277-01 Lasers and Laser Spectroscopy

The laser has become arguably the most important laboratory tool utilized by chemists and physicists to probe the structural properties and dynamical processes in atoms and molecules. Lasers have many special characteristics (such as monochromaticity, coherence, high intensity, short-to-ultrashort pulse duration, and polarization) which have been exploited by scientists in the pursuit of fundamental knowledge about the basic units of matter.

This course will begin with a consideration of the physical basis of laser action and the design/properties of several different types of lasers. We will then discuss the ancillary spectroscopic hardware (optics, detectors, and electronics) needed to carry out laser experiments. Finally, we will study in some depth several current applications of lasers to problems in chemistry and physics from the primary literature. These examples will highlight the laser characteristics which are used and the specific molecular/atomic information which is gained. The class will meet occasionally for hands-on experiments and demonstrations which will emphasize and illustrate key points from the lecture.

The course grade will be determined primarily from a final exam and a final research paper, although a small amount of written laboratory work will be required.

Both chemistry and physics majors are invited to participate in this course.

CLA 112-01=HIS 210-01 Houses and Society in the Ancient World

Who lived in Greek and Roman houses? How were they organized and decorated? And how did the built environment shape interaction among inhabitants as well as between them and "outsiders?" As we visit the gritty streets of Pompeii, lavish villas of Roman emperors, and the humble dwellings of Greek peasants, this class will entertain these questions by blending readings from primary sources with analysis of archaeological remains. A chief goal is to introduce students to the basics of social history as we consider social structure, cultural values, domestic space, and the relationships among them. Key themes include issues of gender, status, childhood, slavery, religion, and law. In addition, other non-ancient houses and households (including a Frank Lloyd Wright house in West Lafayette) will offer comparative material and provide the opportunity for further exploration of modern conceptions of house and family.

CLA 213-01=HIS 310-01 Law and the Roman Family

We see in contemporary debates the many legal issues that surround the concept of "family," and the social and emotional disruption that accompany them. In this course we will examine the culture that gave English and the Romance languages the word used for this complex structure of human connection, that of the ancient Romans. Their term *familia* has some things in common with our experience of families, and other aspects that are quite foreign, like different types of marriage, each of which affected the family's constitution, or the fact that slaves and freedmen were an integral part of the *familia*. The emphasis will be on family and marriage law as it was interpreted and codified by the Roman jurists and experienced in people's lives. Law and reality are not always the same thing, and we will see, for example, how while Roman women were technically prohibited from engaging in legal transactions without the supervision and assent of a father, husband, or male guardian, the letter of the law was evaded to the point that Cicero's wife Terentia managed significant independent real estate holdings, not always to the satisfaction of her husband. The course will begin with a brief survey of Roman history and introduction to the Roman legal system. We will then examine Roman family law, both abstractly and through numerous real cases involving matters like divorce, inheritance, and the status of children that are recorded for us by the imperial jurists. The evidence of funerary inscriptions will also be important, since they give us otherwise unrecoverable evidence about the non-elite population. This course will

have a seminar format, and after the preliminary introductions to facts and methodology students themselves will analyze and present cases in class. A major term paper will be required at the end. Prerequisite: At least one class taught by the Classics Department

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

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

ECO-01 214 Spain: The Rise and Fall of a Great Power

In this course we will cover over 20 centuries of Spanish Economic History, from the times of the Roman Empire to the current financial crisis and European Monetary Union. Particular attention will be paid to the rise and demise of the Spanish colonial empire. We will begin by developing the economic tools that will be necessary to analyze the economic history of Spain. Prerequisite: Econ 101 or consent of the instructor.

ECO 277-01: 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.).

ECO 277-02: The Economics of Migrations

This course studies the policy implications, economic reasoning and economic effects of voluntary and involuntary migrations. We will begin by developing the economic tools necessary to understand how migration affects both the home and host nations, why people decide to migrate, who stays abroad and who decides to return, the relationship between trade and migration, and a wide etc. of related topics. We will discuss slavery, the Bracero program, the Dust Bowl, colonial migrations, transatlantic recruitment, the Irish Famine and the Gold Rush among other historical events related to migration.

Prerequisite: Econ 101 or consent of the instructor.

ENG 330-01=GEN 304-01=MAS 300-01 Postcolonial Literature and Theory

In this course, we will focus on major Anglophone and Francophone authors writing in and about formerly colonized territories such as parts of the Caribbean, Senegal, Zimbabwe, South Africa, India, and Ireland. 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, we will also study the political context of European imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism, Postcolonialism, and Postmodernism.

ENG 497-01=GEN 400-01 Seminar in English Literature – Gender Criticism

In what ways do conceptions of “masculinity” and “femininity” shape the way we create and respond to texts? In this seminar, we will consider this question, one that has been central to literary study for the past two decades. We will also look at gender criticism in relation to other critical currents like formalism, psychoanalysis, multiculturalism, new historicism, post-structuralism, gay studies, and cultural studies. During the first half of the semester we will read theoretical and critical essays, and study a range of works to create a common context for our discussions. Writers and filmmakers might be chosen from among Shakespeare, Austen, Melville, Dickinson, Cather, Hemingway, E.M. Forster, John Ford, Richard Wright, Anne Sexton, Russell Banks, Michael Chabon, Jane Champion, Ang Lee, and Toni Morrison. We will also study other cultural representations of gender, including television, the web, political ads, and comics. If possible, we will interact with a gender studies course at DePauw. The second half of the semester will be devoted to individual research projects shared with the class. This course is offered in the fall semester.

ENG 497-02 Seminar in English Literature – Ecocriticism and American Nature

Writing In this senior seminar we will study several essential texts of American nature writing through the lens of ecocriticism, that branch of literary studies which examines the relations among writers, texts, and the biosphere. We will use Greg Garrard’s excellent introduction, *Ecocriticism*, and begin our study with several chapters from Henry David Thoreau’s *Walden*, that Ur-text of dwelling—living thoughtfully and with care on the land. With Aldo Leopold’s *Sand County Almanac*, we’ll examine the ethics of dwelling and then read several works that explore our vexed human relationship with nature, Snyder’s 1969 book of poems, *Turtle Island*, Williams’ memoir, *Refuge*, and Wendell Berry’s novel, *Jayber Crow*. We will study some contemporary issues about agriculture and food by viewing the film, *Food, Inc.* and reading the recent novel by Ruth Ozeki, *All Over Creation*. The course will culminate in the writing and presentation of a critical essay on some literary question connected with the course’s themes and texts.

FRE 312-01=MAS 312-01 Stories about Distant Lands in Francophone Fiction

Stories about distant lands have been recurrent features of francophone film and writing. A good number of works by francophone filmmakers and writers talk about localities and communities that are usually distant from the filmmaker’s or writer’s audience. These travel accounts may be testimonies about first-hand knowledge of the places and communities being talked about, but they may also be mere mental constructions of the filmmaker or writer. Our task, in this course, will be to examine what francophone cineastes and writers say about the distant lands and communities that they come to know through unmediated and/or mediated ways of knowing. Class will cover several centuries (11th - 21st century), and materials will include excerpts from René Caillé’s recounting of his extremely dangerous trip to the mythical city of Timbuktu (1828-1848), and films such as Marc Allégret’s *Voyage au Congo* (1927), Gaston Kaboré’s *Wend Kuuni* (1983), Dani Kouyaté’s *Keïta* (1995), Jean Marie Teno’s *Pièces d’identité* (1998), Michel Ocelot’s *Kirikou et la sorcière* (1998), Bastien Dubois’s *Madagascar: Carnet de voyage* (2011). Original texts will be in French but English translations will be available for interested students. Class is open to all.

GER 313-01=HUM 277-01 The Holocaust in Literature, Image, and Memory

Students in this course will explore representations of the Holocaust in a variety of media and genres. We will consider imaginative responses created during the Holocaust, created by survivors and witnesses, by members of the second generation, and by those without an explicit personal connection to this history. How is the Holocaust represented from these various perspectives? How does one reflect in language, in image, in memory an atrocity that some feel tests the limits of representation and comprehension? How have responses to the Holocaust changed over time? And how do these representations shape how the Holocaust is remembered and memorialized?

All readings, discussion, and assignments in English. Students wishing to take the class for credit in German will have readings, assignments, and some discussion sessions in German.

HIS 240-01=MAS 243-01 Cowboy Culture: History, Myth, and Legacy

This course will focus on the history of the American cowboy, and the impact of cowboy culture and myth on the political, economic and social development of the US. American history and popular culture have created and distributed images of the cowboy, both real and mythical, and those images have greatly influenced social, political and even economic interests. This course will examine the roots, reality and creation of images connected to cowboys, and the impact of politicians, businessmen, movie producers,

and musicians that have repeatedly evoked the romantic image of the cowboy heroes for particular ends. Romanticized images from the earliest time of westward expansion included letters, newspaper accounts and dime store novels that portrayed cowboys as White, independent, spirited, strong, gentleman; the 20th century brought about the era of radio and television and cowboys became even more highly regarded in American households where programming focused on westerns featuring cowboy heroes that saved the day. Despite these creations of nineteenth and twentieth century popular culture, cowboy culture based in mounted cattle herding was centuries old by the time people in the present day United States became stockmen and cowhands. We shall examine the history and the development of cattle and cowboy culture, including the identities of the earliest cowboys in the Americas, cowboys throughout different regions of the world, cowboy labor, identity, influence, and certain myths associated with cowboys. We shall also examine the more recent utilization and ramifications of political tactics known as cowboy politics.

HIS 330-01 French History and Historical Memory

The course is structured around one central question: how do we create our past? Since the 1980s French historians have revisited in theoretical terms, the question of how the past is created. The answers may seem straightforward: we choose to write about some things rather than others; some documents are lost or never kept; no one cares about a particular topic; or all of the past is a memory. When individuals select or conserve particular documents, they make a statement about how they see themselves, their society, their past, *and* their present. Decoding that statement—or at least recognizing it exists—is part of the field of historical memory. Students will read works that explore the role of memory in French history as it relates to the café, warfare, cuisine, citizenship, and leadership. To augment the theoretical aspect of the course, students will travel to Paris to examine and interpret French “sites” of historical memory. Most class visits will occur in Paris and include such locations as the Louvre museum and Château of Versailles. We will also visit WW II and Holocaust memorials in Paris, Napoleon’s Tomb, and Notre Dame.

Workload:

There will be several précis, or required written summaries of historical texts during the first part of the course. On site, students will participate in daily class events and prepare a research project on Paris. In addition, students will blog on their experiences. Finally, each student will undertake research on some aspect of historical memory and present this research to the class at the end of the semester. Instructor pre-approval is required for registration.

HIS 360-01 “China for Sale”: Drugs, Food, Travel, and Advertising in Modern China

This course will make use of scholarly articles, primary materials of popular culture, such as news, advertisement, fiction, and film etc., and more forms of cultural interpretation to explore the events, ideas, and legacies of the development of China’s consumer culture. The course is an investigation of forms of leisure, the consumption of goods, and attendant cultural practices that starts in the late 19th century and moves forward chronologically into the present. The principal concerns of the course fall into three areas: material culture of consuming drugs and regional and international hybrid cuisine (such as Chinese food in the United States); travel, leisure and cultural practices; and media, advertising, and technology. The course seeks to provide students with a nuanced cultural and historical understanding of who was consuming what and how that changed society, primarily in the context of the lives of Chinese citizens and overseas Chinese; some materials on the United States and Japan will be included for comparative purposes. Prerequisite: students at least have taken one history course at any level.

MLL101-01 Introductory Intensive Chinese

This course meets MWF, with one additional 75-minute class on Tuesday, plus one 50-minute tutorial session per week. The student with little or no previous training in Chinese will become grounded in the language and gain understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct Chinese. Credit: 1 Schedule: MWF 10-10:50AM (Pullen) and T 1:10PM (Adjunct)

MLL201-01 Intermediate Intensive Chinese

This course meets MWF, with one additional 75-minute class on Thursday, plus one 50-minute tutorial session per week. This course focuses on continuing developing conversational proficiency as well as writing and reading skills and cultural understanding. Prerequisite: Chinese 102 or Placement Credit: 1 Schedule: MWF 9-9:50AM and Th 1:10PM (Adjunct)

MLL376-01 Special Topics in Chinese

You MUST finish taking MLL 202. The objective of the course is to train learners to function successfully in Chinese culture by using Mandarin as their primary language. The instructor assumes that learners are interested in interacting with Chinese people in a way that will permit them to pursue professional goals in a Chinese society. Learners are expected to learn how to present themselves in a way that a Chinese person will find comfortable.

Aside from building up learners' Chinese language skills, the course will also help learners to have a relatively advanced understanding of Chinese interpersonal behavioral culture and related thought patterns. At the end of the course, learners will be expected to perform in speaking, listening, reading and writing Chinese at a level of proficiency appropriate for using Chinese language in oral and written communication. Learners should also demonstrate a level of cultural understanding suitable for correct performance of assigned tasks in Chinese.

This means that the instructor will pay attention to the learners' behavior and use of the language. The instructor is coaching you to behave in Chinese culture. This is a long-term process, but the instructor will get to it right away. In order to do this, learners will have to perform. *Performance, learner's performance*, is the focus of the course.

MUS 204-01 "Technology and the Music Industry"

From the wind-up music box to the MP3, this course will explore the many ways in which technological innovations affect music's production and marketing, along with how consumers perceive and listen to music. Starting with the rise of mass production in the early 19th century, and continuing with 20th- and 21st-century contributions including recording technologies, mass media, and electronically-produced music, we will discuss how technology has culturally, economically, and aesthetically impacted music and the way we listen. Prerequisite: any 1 credit music course. Suitable for Distribution.

MUS 304-01 "Technology and the Music Industry"

This course is the same as MUS 204, but with additional reading and research. Senior Music Majors only.

PHI 109-01 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 Aristotle and moving historically through such thinkers as Cicero, Seneca, Montaigne, C.S. Lewis, and several more contemporary philosophers who are taking a renewed interest in friendship. This is an introductory half-semester course in the first half semester. No prerequisite.

PHI 109-02 Perspectives on Philosophy: Philosophy of Commerce

This course will explore the nature of commerce and critically examine life in commercial societies (defined as any society where products pass through markets). We will read selections from Plato, Aristotle, and Aquinas, Adam Smith and Karl Marx, Thorstein Veblen and Max Weber, Friedrich Hayek and other contemporary social and political philosophers. We will investigate the relation between commerce and politics, the ethics of commercial exchange, the contrast between healthy commerce and "commercialism," the proper measure and limits of wealth, the case for positive social and economic rights, and the rival case against notions of social justice or the common good. This course aims at reflective understanding of the pervasive effects of commerce on our own lives. One half course credit in the second half semester. No prerequisite.

PHI 269-01 Topics in Metaphysics and Epistemology: Epistemology

Much of the story of contemporary epistemology begins with Descartes. According to Descartes, by proper and sufficiently careful exercise of our mental faculties, we can come to hold beliefs with absolute rational conviction. Some such beliefs are foundational to our knowledge—known in an immediate way—while others are built on this foundation by the exercise of reason. Moreover, and fortunately for us, the beliefs that we arrive at in this manner are true, and we can know this with absolute rational conviction as well. This is a beautiful picture to be sure, a testament to the power of the human intellect. But, on closer inspection, this picture looks more like a mirage. Contrary to Descartes' optimism, we have good reason to believe that even in doing our very best, we still can get it wrong, and worse still, we might not even be able to tell that we are wrong. Should we thus be skeptical, withholding belief because we might be wrong? Alternatively, if we want to avoid skepticism, should we seek proper and careful exercise of our

mental faculties, or some other means to acquire true beliefs? To address these questions, we will read classical and contemporary works in epistemology, and carefully consider the strengths and shortcomings of each of the approaches that they advocate. No prerequisite.

PHI 299-02 Special Topics in Philosophy: Philosophy and Literature

This course will address the ancient antagonism between philosophy and poetry. This antagonism is dramatically portrayed in the *Republic*, where Plato exiles the poets from the ideal city ruled by philosopher kings. Plato's critique of poetry testifies to a scission within the language of the Western tradition between the word of thinking and the poetic word. And these two paths through language seem to correspond to different and equally antagonistic ways of approaching life, the one rational and self-aware, the other inspired and ecstatic. An initial examination of Plato's critique of poetry and of its ethical and political motivations will prepare the way for turning to more contemporary literary and philosophical works that address the ancient split in the word in new ways. We will be concerned especially with texts that confound the simple genre distinction between "philosophy" and "literature," texts that defy easy classification as belonging wholly to the word of thinking or to the poetic word. That is, we will be interested in literary texts that communicate philosophical insights and philosophical texts that communicate, through their style, insights that elude the language of concepts. Contemporary readings will include, but are not limited to, writings by Melville, Kafka, Borges, Heidegger, and Derrida.

PHI 449-01 Senior Seminar: Plato's *Republic*

This senior seminar course will focus on Plato's *Republic*. This seminar-style course will rely on students' close reading of the dialogue alongside consideration of interpretative essays on the dialogue. We will think together about how Plato's articulation of and possibly failed resolution to the question of justice suggests profound difficulty in achieving justice, how and why Plato connects living virtuously with pursuing wisdom, and how what happens and what is argued in the dialogue is performed by the very form of the text as dialogue. Students will be encouraged to think of these questions as 'live' questions with continued relevance for thinking and living today. Students will write several short (4-5 page) papers in the first half of the semester and then develop a longer research paper by the end of the semester.

PSC 335-01 History of Political Thought: Renaissance and Modern—Nietzsche

Friedrich Nietzsche is one of the most misunderstood theorists of the Western canon. The strange circumstances of his life, the iconoclastic nature of his works, and the complicated connections (or lack thereof) between Nietzschean philosophy and movements like Nazism have created an environment where his work can be sensationalized or misunderstood. Through an examination of works like *The Birth of Tragedy*, *Beyond Good and Evil*, *Thus Spake Zarathustra* and *Twilight of the Idols*, students will begin to separate Nietzsche's works from sensationalized statements about his works and evaluate Nietzschean concepts like the *Übermensch*, master and slave morality, and the problem of Socrates. Pre-requisites: PSC 231 or permission of instructor

PSC 371-01=RHE 270-01 Social Movements in the United States

In this course we will draw on research in political science and rhetoric to examine theories of social movements and apply them to a variety of historical and contemporary cases. Some of the questions we will explore include: Why do people join social movements? How do people in movements use persuasion to achieve their goals? What impact do social movements have on public policy? What are the best practices for movement organizers and members?

PSC 371-02 Congressional Elections

Timed to coincide with the 2014 midterm elections, this course focuses on the process and politics surrounding the biennial contests to elect members of the United States Congress. Guided by political science research findings, case studies from 2010 and 2012, and careful observation of current election dynamics, students will explore phenomena such as the effects of partisan redistricting on the competitiveness of congressional races, voting behavior in presidential and midterm election-year races, the impact of recent campaign finance developments, and incumbents and challengers' use of social media to advance their campaign goals.

PSC 372-01 = PSC 374-02 Asian Security Politics

Many scholars and policymakers around the world have proclaimed that the 21st century is to be the Asian century. The reasons for this have been the growing economic, political and demographic power throughout the continent, but specifically the growth of China and India. To understand this rapid shift in power, this course will look at the specific security issues arising from the increasing economic and political strength of China and India, where nearly 30% of the world's population resides. Starting from the end of World War II, we trace the economic and security issues that have emerged on the continent, from the perspective of these two large countries and their neighbors. Other countries we will cover include Bangladesh, Cambodia, Sri Lanka and Vietnam while examining both historical and contemporary issues of international, intrastate and human security. Prerequisite: PSC 122 OR PSC 242. This course counts towards satisfying either the comparative politics or international relations track of the political science major.

PSC 374-01 The Political Economy of Crime

Globalization has been great for many companies, countries and individuals. It has also been quite beneficial for the global criminal underworld. From drug production to wildlife poaching, from money laundering to human trafficking, the increased interconnectedness of the world economy has created opportunities and incentives for non-state actors in the criminal underworld. By using theories of political economy, we will examine the types of criminal networks around the world today, how one becomes involved in crime and how states have struggled to regulate criminal activities that originate outside of their borders.

Political economy is the study of how states seek to control and regulate the flow of trade, money and migration across their borders. However, globalization has made it increasingly difficult to regulate these economic activities. The goal of this course is to understand how politics and economics interact on the global stage by analyzing the actions of both the state and non-state actors competing for control of illicit resources. In addition, we will understand under what circumstances crime arises, how global criminal networks are established and what this means for the development of the state at the beginning of the twenty-first century. Prerequisite: At least one introductory political science course. This course counts towards satisfying the international relations track of the political science major

PSY 333-02 Research in Behavioral Neuroscience

Students in this course will become involved with research in an area of behavioral neuroscience. Students will travel to Montreal to a functional magnetic resonance imaging (fMRI) experiment to study the brain systems involved in learning. During the following semester, students will analyze the data collected in Montreal, and discuss the relevant primary literature in neuroscience. An immersion component connected with this class is planned for travel to Canada from August 2 -- August 12, 2014 (dates subject to change) and will involve travel to Montreal, Quebec. Students who have taken a previous immersion trip will be required to pay some portion of the cost of the trip. According to the new student contribution policy, a student's first immersion trip is covered by the College. The student pays 1/3rd of the cost for a second trip, and the full cost for a third trip or more. This policy does not apply to trips in required program courses or freshman tutorials. Enrollment in the course is limited and competitive. Prerequisite: PSY 104 or 233, or the consent of the instructor. Enrollment is through the instructor, by application; contact Prof. Neil Schmitzer-Torbert (torbertn@wabash.edu) if interested. 0.5 credits, full-semester.

REL 230-01 Topics in East Asian Religions: Daoism

In this course we'll begin with the texts of classical Daoism: 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. We will use hermeneutical theory, the secondary literature on Daoism, and recent archaeology (which has discovered different versions of the *Dao De Jing*). We will then turn to the "religious Daoism" that took shape in the Later Han period of Chinese history. In doing so, we will test the oft-repeated idea that "religious" and "classical" Daoism are radically different. Here we will look at Daoist symbolism and practice, including art, ritual, alchemy and early Chinese science. We will also look at Daoism in contemporary Chinese-speaking communities, whether the Chinese mainland, Taiwan, or the United States. We will conclude by reading the *Seven Taoist Masters*, and selections from Li Bo [Li Bai]. Part of the course work will be devoted to learning a core set of Chinese characters, and a few rudiments of Classical Chinese, although absolutely no prior knowledge of Chinese will be presupposed in any way,

shape, or form whatsoever. One course credit. Prerequisite: Religion 104, or the consent of the instructor.

REL 260-01 Love and Eros in the New Testament and Ancient World

What is love? What does it require of us? How does it bring us closer to one another or to God or the gods? How is love dangerous? How is love a risk? Why do we need it? In this course we will consider these questions by examining the ways writers of the New Testament and others in the ancient world understand the meaning of love and Eros and the role they play in the relationships humans have both with one another and with the divine. Authors such as Plato, Aristotle, Sophocles, and Ovid will take their place alongside the apostle Paul, Jesus, and the authors of the New Testament Gospels and 1 John as we investigate by comparison and contrast what love and Eros mean in these texts. In light of our study of these texts we will also have the opportunity to examine more recent attempts to grapple with the meaning of love and Eros in C.S. Lewis, James Baldwin, and Erich Fromm. One course credit. No prerequisites.

REL 270-01 Theological Ethics

We will study the ethical thought of key figures and movements in Christian history, working to understand how different theologians and segments of the Christian church have formulated ethical norms and applied them to moral issues. The first part of the course will focus on theological approaches to ethics, while the second part will apply them to contemporary ethical problems, such as abortion, war and peace, and biological and genetic issues. One course credit. No prerequisites.

REL 297-01 Anthropology of Religion

In this course we will examine the various ways anthropology describes and interprets religious phenomena. We will study anthropological theories of religion, and focus on how these theories apply to specific religions in diverse contexts. We will pay particular attention to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology. One course credit. No prerequisites.

RHE 270-01=PSC 371-01 Social Movements in the United States

In this course we will draw on research in political science and rhetoric to examine theories of social movements and apply them to a variety of historical and contemporary cases. Some of the questions we will explore include: Why do people join social movements? How do people in movements use persuasion to achieve their goals? What impact do social movements have on public policy? What are the best practices for movement organizers and members?

SPA 311-01 Spanish Business Communication and Culture

This is primarily a language course with a thematic emphasis on the culture and practice of business such as it exists in the Spanish-speaking world. The course aims at improving the linguistic competence of students, both oral and written, by means of class discussions and presentations, in addition to writing reports and essays throughout the semester. Course participants will also develop their skills by engaging local and area businesses run by Spanish speaking entrepreneurs, and/or mainstream businesses seeking to engage the Hispanic community. Additionally, the course will also cover highlights of the business culture and contexts of Latin America and Spain as a way of enhancing the students' ability to relate to and participate in a business environment in which Spanish is an increasingly important commercial language. Spanish 301, or permission of the instructor.

SPA-313-01 El cuento – Una ventana hacia el mundo Latinoamericano

En este curso vamos a explorar las múltiples manifestaciones literarias latinoamericanas enfocándonos en el cuento como género literario. El programa va a abarcar una variedad de autores latinoamericanos representativos de diversas tradiciones histórico-literarias y culturales (hispanoamericanos y luso-brasileños), desde el siglo XIX hacia el XXI. En este curso vamos a examinar las características de algunas de las tendencias literarias latinoamericanas y su vínculo con el contexto social del cual emergen. Uno de sus objetivos es ofrecer a los estudiantes una base segura a partir de la cual puedan desarrollar una amplia comprensión de la producción artística de los autores latinoamericanos adentro de su esfera social. Todas las actividades programadas durante el semestre tales como lecturas, discusiones, exámenes, presentaciones y proyectos de investigación, serán en español. Pre-requisitos: SPA-301 y SPA-302, o permiso de la profesora.

Short Stories – Windows to the Latin American World

In this course students will explore the multiple literary manifestations of Latin America within the genre of the Short Stories. The course reading list includes short stories from a wide representative group of Latin American authors (Hispanic as well as Luso-Brazilian) from the 19th, 20th and 21st centuries. During this course we will investigate the characteristics of some of Latin America's literary trends and their connections with the social context in which they come to flourish. This course aims to provide students with a strong foundation in understanding the artistic production of Latin American writers and their social sphere. All assignments (readings, discussions, quizzes, exams, presentations and papers) are in Spanish. Pre-requisites: SPA-301 and SPA-302, or permission of the professor.

THE 103-01 Topics in Theater and Film: Down for the Count: Boxing and Theater and the Rise of Dramatic Action

Boxing is brutal business, and no one emerges without pain. At its core, this ancient and controversial sport is also a form of drama, a story of ultimate conflict with deadly serious action. Like drama, boxing has its protagonist and antagonist, *hubris* and *catharsis*, and that moment of *peripeteia* that leads to victory or defeat. Boxing's narrative of violence and dramatic action has been the focus of many stage plays and celebrated films. The sport even found its way into the dramaturgy of theater visionary, Bertolt Brecht (1898-1956), who wanted the theater to have the "same fascinating reality" as a boxing ring. In this course, we will study boxing plays including *The Great White Hope* (Sackler) and *Golden Boy* (Odets), feature films including *Raging Bull* (Scorsese), *Million Dollar Baby* (Eastwood), and *Cinderella Man* (Howard), documentaries such as *Unforgivable Blackness: The Rise and Fall of Jack Johnson* (Burns) and *When We Were Kings* (Gast), and the novella *On Boxing* by Joyce Carol Oates.

THE 103-02 Topics in Theater and Film: Flash Mobs and Guerrilla Theater

Performances outside of the walls of a theater can be thrilling – dangerous even. This course will explore how using performance to interrupt our everyday – our social script – enlivens and broadens the meaning and function of theater. From the Happenings to Site-Specific to Flash Mobs, we will examine and create work in the vein of guerrilla theater. This is mainly a performance-based course. *Prerequisites: None.*