

SPRING 2015 COURSE DESCRIPTIONS

ART 210-01: MAKING A DOCUMENTARY ON INDIANA IMPRESSIONISM

In this course, students will create a documentary film about the 19th Century Hoosier School of Indiana Impressionism. The course will involve a wide-variety of research, filming, scriptwriting, and all aspects required to finish a documentary. It will also include some field-trips to important Indiana sites. This course will require a strong project-oriented commitment. No prerequisites.

BIO 222-01: BIOLOGY OF THE INVERTEBRATES

Immersion trip – Enrollment through Instructor Only. Please email Dr. Wetzel (wetzele@wabash.edu) for an application to the course. This Immersion Trip (during Spring Break) is a required part of the course. Please do NOT enroll in the course if you cannot participate.

BIO 351-01: EVOLUTION OF POPULATIONS

The focus of this semester's course will be the evolution of crop plants. Students will receive an introduction to population genetics in the first half of the semester and will spend the second half of the semester reading primary literature about the evolution and domestication of two important crops that originated in the New World, maize and sunflower.

BIO 371-01: MOLECULAR ENDOCRINOLOGY

This course will explore the molecular physiology of the endocrine system. Using primary literature, this course will emphasize the biochemical pathways of hormone synthesis, pharmacology of hormone receptors, and the hormonal regulation of gene expression. Lectures and discussions will highlight the contribution of recent advances in endocrinology to human health. This course is an approved elective for the Biochemistry major. Prerequisite: BIO 212.

CHE 201-01: SURVEY OF CHEMISTRY II

Enrollment in this course is reserved solely for those students who took and passed CHE 101 and desire to prepare for further study in chemistry, such as organic chemistry. Topics include chemical bonding, thermodynamics and kinetics, chemical equilibrium, and electrochemistry. The laboratory will feature experiments and activities that reinforce and expand upon the fundamental principles explored in lecture. Three lectures and one laboratory each week. Partially fulfills the College laboratory science requirement. This course is offered in the spring semester. *Prerequisite: CHE 101 (not available to students who have taken CHE 111) and permission of the instructor.*

Credits: 1

CLA 111-01 & 02: TROY STORY: THE TROJAN WAR IN ARCHAEOLOGY, TEXT, AND FILM

A conflict of epic proportions, the Trojan War sits at the center of Western ideology about valor, masculinity, and athleticism. We will start by reading Homer's *Iliad*, the earliest surviving narrative of the war, evaluate the historicity of the conflict by sifting through archaeological evidence, and finally consider later retellings of it, including the Hollywood blockbuster *Troy*.

0.5 credit, no prerequisites-first-half of the semester; repeated in the second-half of the semester

CLA 112-01 & 02: POMPEII: DAILY LIFE IN A ROMAN CITY

Destroyed and thus also preserved by the eruption of Mount Vesuvius in 79 CE, Pompeii offers an extremely rich document of many spheres of Roman urban life: entertainment, politics, commerce, deviance, housing, religion, slavery, loitering, etc. This course is dedicated to using the evidence of Pompeii and its lesser-known cousin, Herculaneum, to reconstruct and analyze Roman culture and society. Readings and projects will concentrate on the primary evidence of graffiti, inscriptions, historical documents, artifacts, and other archaeological remains.

0.5 credit, no prerequisites-first-half of the semester; repeated in the second-half of the semester

CLA 211-01=PHI 349-01: ARISTOTLE'S THEORETICAL PHILOSOPHY

In this course, we will study what is often called Aristotle's 'theoretical philosophy.' This is the study of those things that Aristotle argues remain the same: first principles, nature, the soul. The course will cover significant portions of Aristotle's *Metaphysics*, *Physics* and *De Anima* to develop an understanding of Aristotle's system of thought as well as selections from Aristotle's biological works as an exercise in thinking through the implications of that system. In addition, we will address contemporary critiques of the gendering of Aristotle's metaphysics. Students will write two short papers and a longer research paper.

CLA 212-01=REL 260-01: EARLY CHRISTIANITY IN ROME

This course is dedicated to the study of Early Christianity as it was manifested in one particular place, the deeply-charged and long-standing imperial capital of Rome. This cross-listed and team-taught immersion course addresses one central question with multiple off-shoots: How did Christianity take shape in Rome? How did it emerge from, rebel against, and engage with that city's deep past? Before Constantine, what was the experience of early Christians? After Constantine, how did the shape and character of the city (not to mention its inhabitants) change? What did early adherents of Christianity believe, and how were those beliefs negotiated, enhanced, challenged, and made orthodox through visual and material culture, especially religious architecture and its decoration? What was the experience of practitioners of traditional Greco-Roman religion after Christianity became the default religion of the Empire? In other words, our investigation will be about social history, architecture, religious history and theology, and art/iconography. It is about the *realia* of what people believed, saw, experienced, and did. And the best way to get a sense of those features of ancient life and belief is to visit the key places themselves: the city of Rome and, as a complement to the features of the urban experience that Rome lacks, its port city of Ostia. The immersion component of the course will occur March 6-14, 2015. One course credit. By application only.

CLA 213-01=HIS 310-01: PAIDEIA: GREEK CITIZENS, SOLDIERS, AND POETS

Paideia is the ancient Greek word for education, and in this course we will explore key values espoused by the Greeks, especially the Athenians and Spartans, as they engaged in politics, fought in a phalanx, hawked goods in marketplaces, vied for athletic glory, and buried their kin. We will read great works of Greek literature, which are foundational for Western culture, including Homer, Sophocles, Plato, Sappho, and Thucydides. We will also examine law court speeches, medical treatises, and the art and architecture of sites like the Athenian Acropolis. In this discussion-oriented course, students will give oral presentations, write several short papers, and engage in experiential encounters with the past.

no prerequisites

CSC 271-01: MOBILE DEVICE PROGRAMMING

This course explores mobile device programming. Through a hands-on project-oriented approach, students will learn to program apps for Android devices, which account for a majority of the US smartphone market. This course assumes students are already familiar with the Java programming language.

Prerequisites: Credit or concurrent enrollment in CSC 211, or permission of the instructor

DV1 178-01: BIOCHEMISTRY FOR NON-MAJORS.

The course will focus on the biochemistry involved in nutrition, drugs, and genetically modified foods while providing a broad overview of general and organic chemistry. Emphases will include structure/function relationships, energy, and human health. This course fulfills the lab science requirement, but does not count towards the chemistry, biochemistry or biology major.

ECO 177-01=HIS 250-01=HSP-277-02=SPA 213-02: CHILEAN ECONOMIC HISTORY

This course introduces a number of fundamental economic concepts and theories, traditionally taught in Econ 101, to analyze the economic history of Chile over the past 6 centuries. The course contents, lectures, readings and examinations will be in Spanish and special emphasis will be paid to the acquisition of the language of economics in Spanish. Clarifications will be given in English upon need, yet the instructor will always prefer to use Spanish as its acquisition is one of the learning objectives of the course. This is an Economics, Spanish and History course, which fits into a well-planned Hispanic studies major. *Prerequisite: SPA 202 or equivalent.*

ECO 277-01: ENTREPRENEURSHIP

This course provides an introduction to the study of entrepreneurship in economic science. Topics include commercialization strategies, entrepreneurial finance, productivity and entrepreneurship, competition and innovation, entrepreneurship and household behavior, and entrepreneurship in developing countries. We examine theories and empirical regularities from recent studies on entrepreneurship.

Prerequisites: ECO 101.

EDU 370-01=PHI 399-01: METHOD, RATIONALISM, AND REASON IN EDUCATION

This course will examine the ways in which understandings of method from the sciences have been applied—and misapplied—to education. We will examine the historical and philosophical backdrop to methodizing generally, as well as in specific areas within the sciences. Areas of particular interest will include the question of inquiry is to be conducted, and whether it is a solitary or a community-based process. Our focus will be upon the ways in which these traditions and views have informed the development of educational research, teaching, and assessment, including quantitative, qualitative, and mixed-methods approaches to educational research. Shared readings and discussions will lead to substantial individual research into a topic of choice.

ENG 180: “SCIENCE AND SPECULATIVE FICTION”

In “Science and Speculative Fiction,” we will analyze the social, historical, and political contexts for such themes as time travel, artificial intelligence, genetic engineering, alien invasion, and biological interdependence. We will read fiction by H.G. Wells, Ray Bradbury, Arthur C. Clarke, Octavia Butler, Margaret Atwood, Lauren Beukes, and others, as well as graphic novels. The movies will include *Metropolis*, the *Matrix* trilogy, *District 9*, and *Cloud Atlas*.

ENG 210-01=RHE 290-02: AUDIO RHETORIC AND CREATIVE WRITING

How do we experience the world through sound—and through silence? In Audio Rhetoric and Creative Writing, our overarching goal will be to build a more refined awareness of sound’s possibilities for writing, speaking, and making meaning in the world. This course invites you to think critically about your soundscape. You will compose and edit podcasts that are meant to be heard, as opposed to texts designed to be read on the page. Assignments will include listening to radio podcasts; thinking about the relationship between music and spoken language; reading about the strengths and limitations of sound as a mode of communication; and writing and producing your own interviews and audio essays.

Prerequisite: For Creative Writing credit: ENG 110. For rhetoric credit: None.

ENG 300-01: THE BEAT WRITERS

The American writers of the Beat Generation have a perennial appeal. Perhaps it is the Dionysian energy of their writing, perhaps the myths around their self-destructive lives, but they have come to represent “the other side” of the Fifties. Since much of this course is focused on poetry, an exuberant poetry of open form, and Kerouac’s novels may be considered extended prose poems, we will begin with selections from Whitman’s “Song of Myself.” We will also do some reading on the Fifties, and then view the film, *The Beat Generation*. Then we will turn to the early work of Ginsberg, especially his tremendous poem, “Howl.” Next up is that Ur-Text of the Beat Movement, Kerouac’s novel, *On the Road*. We will focus on four poets of the San Francisco Renaissance, Michael McClure, Philip Lamantia, Gary Snyder, and Philip Whalen. Because Gary Snyder emerged as a major American poet, we will read one of his early books, *Riprap*, in its entirety and learn some principles of ecocriticism. Then we will read two later novels, William Burroughs’s infernal satire, *Naked Lunch*, and Kerouac’s *The Dharma Bums*. We will conclude by reading the work of some lesser known Beats and fellow travelers, including Diane DiPrima and Ann Waldman, and then some later work by Ginsberg and Snyder. Our focus will be the texts themselves and their relationship to the American culture of the 1950s and after.

Prerequisite: One English Literature course taken at Wabash.

PHI 299-01=ENG 330-01: PHILOSOPHY AND LITERATURE

See description listed under PHI 299-01

ENG 360-01 = MAS 202-01 = GEN 300-01: AFRICAN AMERICAN LITERATURE ON PAGE AND ON 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 look at the work of authors such as Linda Brent, James Weldon Johnson, James Baldwin, 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.

Prerequisite: One literature course taken at Wabash.

ENG 411-01: ADVANCED COMPOSITION: BUSINESS & TECHNICAL WRITING

This course is designed for Wabash juniors and seniors 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.

FRE 312-01: AMERICAN TRANSCENDENTALISM AND NEGRITUDE

Created almost a century apart and in different geographical spaces, the American transcendentalist movement (1820s-1830s), and Negritude (1930s) seem too far apart to display any commonality.

However, a close reading of writings by major figures of the Transcendentalist movement such as Walt Whitman and Ralph Waldo Emerson, and Negritude such as Léopold Sédar Senghor and Birago Diop will reveal striking similarities between these literary movements among which their emphatic articulation of humanist and universalist philosophies, and their use of poetry in the expression of concepts that mattered to them. Besides, examining the differences between these two schools of thought, our task will also be to highlight the points of convergence between these two intellectual circles.

Course materials will include excerpts from Emerson's *Nature* (1836), Whitman's *Song of Myself* (1855), Senghor's *Chants d'ombres* (1945) and *Poèmes* (1970), Birago Diop's *Les Contes d'Ahmadou Coumba* (1947), and articles, documentaries and interviews related to the transcendentalists and Negritudists.

French students will read texts in French, non-French students in English.

FRE 377-01 = HUM 377-01: STUDIES IN FRENCH CULTURE

Existentialist drama was at its heyday in the 1950's in France. Its main exponents were Jean-Paul Sartre, Albert Camus and Samuel Beckett. Their concerns were individual and collective responsibility, but they also were interested in human action and behavior.

We will examine plays by all three writers – Beckett who first wrote his plays in French, Camus the resistance fighter against the Nazis, Sartre the affluent intellectual who became a thorn in the side of French governments after World War II. Some of the plays are well known among students and intellectuals, such as *Huis clos* (*No Exit*), *En attendant Godot* (*Waiting for Godot*) and *Les mouches* (*The Flies*), but others like *Caligula*, *Oh! Les beaux jours* (*Happy Days*) and *Les mains sales* (*Dirty Hands*) and *Le malentendu* (*The Misunderstanding*) address the pertinacious comportment of human beings.

We will consider the plays in light of theatrical criticism by Artaud, Sartre, and Martin Esslin and we will try to see filmed versions of certain plays.

GEN 300-01 = ENG 360-01 = MAS 202-01: AFRICAN AMERICAN LITERATURE ON PAGE AND ON STAGE

See description listed under ENG 360-01

GEN 324-01 = HIS 340-01: THE AMERICAN LABOR MOVEMENT, LEFTIST, RADICALS, COMMUNISTS, AND ANARCHISTS

See description listed under HIS 340-01

GER 312-01: 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.

GRK 277-01=MAT 178-01: READINGS IN ANCIENT GREEK MATHEMATICS

See description listed under MAT 178-01

HIS 240-01: AMERICAN INDIGENOUS PEOPLE'S SOCIAL AND CULTURAL HISTORY

This course will introduce and address a number of American indigenous groups. Lakota Sioux, Cherokee, Comanche, and Apache tribal groups have experienced similar, yet extremely different histories. A variety of source materials will examine these histories, the manner in which popular culture has shaped "Indian" identity and the way non-tribal people view indigenous groups.

HIS 240-02: CIVIL WAR

This course examines the causes, conflicts, and consequences of the American Civil War. Particular emphasis is given to the unique institution of slavery in the U.S. and other sectional differences, historical events, and various issues that lead to the conflict; military, economic, political and social. This course will also address the impact of the Civil War and it's aftermath on overall American society; in particular the post-Emancipation and post-Civil War experiences of African-Americans, as well as the lives of American Southerners, particularly former members of the Confederacy. Additionally, this seminar will have a special focus on the history and impact of the American Civil War in the state of Indiana.

HIS 244 -01: RAP MUSIC AND HIP HOP

This course examines how rap music and hip hop culture progressed from an east coast-based, urban underground art form and youth movement to become one of the most dominating musical genres and cultural influences within the upper echelons of mainstream music in America as well as abroad. The impact of rap music and hip-hop culture has moved beyond music, influencing all forms of society; culturally, economically, and politically. This course will address how rap music and hip-hop culture has become integrated into everyday mainstream society and analyze its overall influence on current society. Further, this course will examine what role hip-hop culture and rap music will play in the future. Specifically for this course the broad question will be raised about how rap music and hip hop culture has affected African Americans within their communities as a whole as well changing or altering the perceptions of African Americans outside of their communities. Additionally, this course will review and analyze the negative and positive influences of rap music and hip-hop culture in broad terms of race, class, gender and sexuality.

HIS 250-01=ECO 177-01=HSP-277-02=SPA 213-02: CHILEAN ECONOMIC HISTORY

See description listed under ECO 177-01

HIS 310-01=HIS 310-01: PAIDEIA: GREEK CITIZENS, SOLDIERS, AND POETS

See description listed under CLA 213-01

HIS 340-01: THE AMERICAN LABOR MOVEMENT: LEFTISTS RADICALS, COMMUNISTS, AND ANARCHISTS

The Labor movement developed in a variety of ways throughout the globe. This course will cover the history of the American labor movement with special attention to groups identified as radicals.

HIS 260-01=PSC 240-01: BEST FRENEMIES: CHINA & VIETNAM FROM 111 B.C. to 2015 A.D.

How do countries interact with each other? How do international relationships shape history of a nation? What makes some countries friends and others enemies? And how could allies turn into deadly foes? This course explores the driving political and historical forces behind one of the longest international

relationships in history: China and Vietnam. Starting with the Chinese annexation of Vietnam in 111 BC, we will examine the long complicated relationship between these two countries while emphasizing key concepts in the disciplines of history and political science. By studying one of the longest-documented interactions in international relations, we will be able to understand the evolving nature of the international system from the heyday of Imperial China to the current era of globalization.

Drawing upon a combination of methods employed in the disciplines of history and political science, our goal is to fully comprehend the complexity of the relationships of the two old countries not only from the international and national perspectives, but also from the social spectrums of ordinary people and everyday life. Special topics include the long period of Chinese occupation in Vietnam shared traditions, colonialism in Asia, the origins of revolution and civil war, ideological similarities and differences between Mao Zedong and Ho Chi Minh, balance of power politics, international wars, Cold War, trade, capitalism and globalization. We will look at grand processes from the perspectives of internationalism, nation—state leaders, and the people. In doing so, we will come to understand that all international relations between countries and peoples are complicated, meaning that all states are neither friends, nor enemies, but instead frenemies. Note: One-day immersion trip is included. This course counts towards satisfying the international relations track of the political science major.

HIS 260-02: CHINA: WAR, SOCIETY, CULTURE, 450 BCE – 900 CE

From the onset of the Warring States Era just after the time of Confucius until the end of the Tang Dynasty in a series of civil wars, warfare played a central role in the social transformations, political fortunes, and cultural developments of the Middle Kingdom. This course will examine this history from a variety of primary sources in translation and secondary works on Chinese history.

HIS 330-01: CULTURE AND MODERNITY IN FIN-DE-SIÈCLE FRANCE

Students in this course will examine late 19th century cultural change brought on by new manufacturing, city growth, scientific innovations, and national disasters. Course topics will include a study of the occult and France's fascination with death or spiritualism; increases in anti-Semitism; innovations in science and new attention to the body; renewed city development; and the public "consumption" of arts, literature, and entertainment. Course assignments include discussion of assigned reading, several short papers, and a longer research paper.

HIS 340-01 = GEN 324-01: THE AMERICAN LABOR MOVEMENT, LEFTIST, RADICALS, COMMUNISTS, AND ANARCHISTS

The Labor movement developed in a variety of ways throughout the globe. This course will cover the history of the American labor movement with special attention to groups identified as radicals.

HIS 340-02: NIGHTMARES IN RED, WHITE & BLUE AMERICAN HISTORY & THE AMERICAN HORROR FILM

This seminar addresses how the film genre category of "horror" or as more broadly defined for this particular course; "American Horror, American Gothic Horror, and American Science Fiction, Fantasy, and Horror" reflect the historical events, policies, perspectives, perceptions, and reflections of the broader American society. Second, students will be challenged to form and develop their own perspectives and criticisms regarding how the expansive genre of American Horror reflects, intercedes, and perceives the history of the United States by investigating, reading, and researching multiple diverse materials such as films, documentaries, literature, audio recordings, and critical essays.

HIS 350-01=PHY 104-01=SPA 312-01 MAYAN ARCHAEO-ASTRONOMY

See description listed under PHY 104-01

HUM 277-01: GAME DESIGN AS EXPRESSION OF HUMAN VALUES

Too often in the digital arts -- particularly with interactive media like video games -- technology outpaces aesthetics. We can build immersive 3D worlds rendered in jaw-dropping detail, but rarely do these creations provoke us to reflect on enduring questions facing the human race. We squander our technological prowess on

mindless simulations of violence, digital sandboxes for mayhem, and adaptive artificial intelligence for virtual goalies and linebackers.

The obstacles inherent in merging virtual worlds with thoughtful interactivity mean that programming and systems architecture often take priority over sturdy dramaturgy and meaningful design. The apparent conflict between the tech/engineering and aesthetic/philosophical dimensions of digital art is provoking many artists to rethink their creative process and to consider how we can harness our powerful tools and imaginations to address human issues and explore human values.

And, importantly, it has opened the door to creative and problem-solving collaboration among people with wildly disparate talents: coders and poets; AI designers and psychologists; physics engineers and actors. It turns out that our liberal arts credo is right: it takes a broadly educated mind -- or, better, many such minds working together -- to grapple with complexity.

This course will explore ways to leverage the unique powers of interactive media to speak to us on channels of communication unavailable to traditional media. Students will study existing games that function as frameworks for ethical inquiry and -- this is essential -- use accessible tools to create their own. Students will collaboratively study and build games that explore relationships among human beings and function as evocative mirrors for self-examination.

HSP-277-02=ECO 177-01=HIS 250-01=SPA 213-02: CHILEAN ECONOMIC HISTORY

See description listed under ECO 177-01

HUM 377-01=FRE 377-01: STUDIES IN FRENCH CULTURE

See description listed under FRE 377-01

MAS 202-01=ENG 360-01: AFRICAN AMERICAN LITERATURE ON PAGE AND ON STAGE

See description listed under ENG 360-01

MAS 217-01=PHI 217-01: PHILOSOPHY OF RACE

See description listed under PHI 217-01

MAT 106-01: TOPICS IN CONTEMPORARY MATHEMATICS – PURE MATHEMATICS

What is contemporary mathematics? What do mathematicians actually study? How is it relevant to the world? In this course, we attempt to answer these questions by exploring a variety of great and intriguing notions from the field of mathematics. By studying topics including numerical patterns in nature, infinity, contortions of space, and randomness we will develop a better understanding of what mathematics actually is and see how it relates to us and the world.

This course does not count toward the mathematics major or minor. It will count toward the mathematics and science distribution or the quantitative studies requirements.

MAT 106-02: TOPICS IN CONTEMPORARY MATHEMATICS – FINANCIAL MATHEMATICS

The first half of the course focuses on mathematical approaches to analyzing bonds, in particular the sorts of issues a portfolio manager would be interested in. Topics covered include the time value of money, bond pricing for option-free bonds, yield measures, the yield curve, spot rates, forward rates, return analysis, and duration as a measure of price volatility. The second half of the course deals with mathematical issues associated with financial derivatives and on insurance.

This course does not count toward the mathematics major or minor. The course is not open to students who have taken Math 178: Fixed Income Mathematics, Math 251: Mathematical Finance, or Math 252: Mathematical Interest Theory. Prerequisites: None

MAT 178-01 = GRK 277-01: READINGS IN ANCIENT GREEK MATHEMATICS

This course will focus on the mathematics of the Hellenistic era, primarily in the original Greek. We will read selections from Euclid's *Elements*, Apollonius, and Archimedes, concentrating on both the mathematical content

and the linguistic construction. Students will also complete independent translation projects on selected works and present their work in a mathematics colloquium. Prerequisites: GRK102 or permission of instructor

MAT 377-01: MATHEMATICAL FINANCE II

This course is a follow-up to Math 251: Mathematical Finance and Math 252: Mathematical Interest Theory. In both of those classes, for the most part, we treated interest rates as being fixed. The major focus in this class will be to account for uncertainty in interest rates. To do so, we will look more carefully at the stochastic calculus needed to develop interest rate models and will look at several well-known interest rate models. Stochastic calculus topics include Brownian motion, Ito processes, differentials, Ito's Lemma, the Black Scholes Equation, and stochastic integration. Interest rate models include the Black-Derman-Toy model, the Rendleman-Bartter model, the Vasicek model, and the Cox-Ingersoll-Ross model. We will also use some of the models to price financial derivatives, such as forwards and caps.

Prerequisites: Math 251: Mathematical Finance, Math 252: Mathematical Interest Theory, Math 253: Probability Models, Math 353: Probability Models II, and consent of the instructor

MUS 204-01: ELECTRONIC MUSIC HISTORY AND LITERATURE

This course surveys the history and literature of electronic music, providing a thorough treatment of the relevant history behind the marriage of technology and music that has led to the state of electronic music today. Beginning with the early history of electronic music before 1945, this course outlines key composers, inventions, and concepts, ranging from Edgard Varèse to Brian Eno; *musique concrete* to turntablism; and compositional techniques used in both analog and digital synthesis. Fulfills 1 credit of Lit / Fine Arts Distribution requirements.

Prerequisite: None.

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: Are video games art? If so, what *kind* of an art form are they? If not, what, if anything, makes it worthwhile to spend one's time playing games? Is it *right* to blast that zombie with a shotgun? Does it even make sense to think about ethical questions in video games? One-half course credit, second half. No prerequisite (but not open to junior or senior majors without permission of instructor).

PHI 217-01 = MAS 217-01: PHILOSOPHY OF RACE

This course covers the history of the development of the concept of race, the metaphysical framework for thinking about the "reality" of race, the various ways to consider the meaning of race, and the relation between the meaning of race and the experience of racism. Questions about how difference and equality function in the law and the application of the law, concepts of white privilege and community investment in racial distinctions, intersectional analyses that think race together with gender, class and sexuality and the concept of race in colonial and post-colonial settings are likely topics.

PHI 218-01: PHILOSOPHY OF COMMERCE

This course will consider broadly how concerns for the *oikos*, the household, the root of our word *economics*, serve, support and potentially undermine our efforts to live well. The concepts of property, markets, labor, corporations, collective and individual responsibility, economic vs. political freedom, wealth, debt, and value will be subjected to philosophical scrutiny. Philosophical investigation of these ideas will be joined to broad philosophical questions, including but not limited to: their treatment in the history of philosophy, the role of these concerns in the good life, the development of markets in the context of the emergence of modern subjectivity, the relation of desire and its production to the need for markets, and the account of what it means to be human that these concepts assume or encourage. The goal of this course is for students to have a robust understanding of the historical and contemporary arguments, assumptions and views these economic concepts presuppose about what it means to be human. Application of these considerations to contemporary debates in public life will be encouraged.

PHI 269-01: MATHEMATICS, LANGUAGE & REALITY

“The book of nature is written in the language of mathematics.” With these words, Galileo elegantly summed up the new approach to the study of nature that made the scientific revolution, well, *revolutionary*. On this approach, science aims to provide a true description of the natural world by representing its behavior in equations, and more recently, in mathematical models and simulations. In this course, we will consider a variety of puzzling questions that are raised by the relationship between mathematics and phenomena of the natural world. For instance: Why is mathematics so effective in representing natural processes? Do our ways of representing the world in mathematics and language tell us about what *really* exists? If so, how? For that matter, do the objects of mathematics—numbers, sets, functions, etc.—themselves really exist? Are they in any way similar to the objects we typically encounter in the world around us? If not, how do we know anything about them? Consideration of these questions will take us on a tour of some central themes in the philosophies of mathematics, language, and science.

PHI 299-01=ENG 330-01: PHILOSOPHY AND LITERATURE

In Plato’s *Republic*, Socrates banishes the tragic poets from his ideal city because, he claims, their art corrupts the rational part of the soul and encourages irrationality. In this course we will attempt to complicate this distinction between philosophical rationality and poetic or literary irrationality. An initial examination of the antagonism between poetry and philosophy in the Greek context will highlight the ethical and political stakes of Plato’s critique of poetry and will prepare the way for turning to more contemporary literary and philosophical works. We will be concerned especially with texts that confound the simple genre distinction between “philosophy” and “literature,” that is, with literary texts that communicate philosophical insights and philosophical texts that communicate, through their style, insights that elude the language of concepts. Readings will include authors such as Sophocles, Plato, Kafka, Borges, Heidegger, and Derrida.

PHI 319-01: BIOETHICS

Controversies in bioethics have become a regular part of contemporary life. We are in the midst of a biological and technological revolution that has profound implications for human life and raises interesting and important ethical and philosophical questions that we will take up in this course: When does life begin? How do we define death? What life is worth living, who decides, and how? What are the ethical, legal, and social implications of the human genome project? When is experimentation on humans justified? Should we allow a free market in human organs, tissues, genes? What does it mean to suffer from disease and disability? What is a good relationship between a patient and caregivers? How can we provide a just distribution of health-care resources?

Recommended: (i) Some background in biology (e.g. Bio 101) and (ii) at least one prior course in philosophy OR completion of Enduring Questions OR permission of instructor.

PHI 349-01=CLA 211-01: ARISTOTLE’S THEORETICAL PHILOSOPHY

See description listed under CLA 211-01

PHI 399-01=EDU 370-01: METHOD, RATIONALISM, AND REASON IN EDUCATION

See description listed under EDU 370-01

PHY 104-01=HIS 350-01=SPA 312-01 MAYAN ARCHAEO-ASTRONOMY

This course will contrast the modern science of astronomy with ancient Mesoamerican approaches to the subject. Based partly on study of Mayan culture through documents and artifacts, and partly through modern scientific materials and observation, the class will engage the classical Mayan worldview. The course will investigate the contemporary Mayan worldview through novels, short stories, and poetry from modern Mexican writers. Thus, the course combines the fields of anthropology, history, literary studies, with physics and astronomy. Our investigations will be helped along by an immersion trip to southern Mexico during spring break, where we will explore Mayan archaeological zones (also known as “ruins”) and become familiar with current- day Mayan culture in the region.

APPLICATION TO INSTRUCTORS REQUIRED

PHY 105-01: ADVENTURES IN PHYSICS: HOW THINGS WORK

A one-semester course for the non-science liberal arts student that investigates the world from the viewpoint of a physicist. This course will look at a number of every-day objects and situations and use physics models to explain

and predict their motion. Partially fulfills the college laboratory science requirement, but does not count toward a physics major or minor. Three class periods and one laboratory each week. *Prerequisite: None* Credits: 1

PSC 240-01=HIS 260-01: BEST FRENEMIES: CHINA & VIETNAM FROM 111 B.C. to 2015 A.D.

See description listed under HIS 260-01

PSC 315-01 = REL 280-02: RELIGIOUS FREEDOM

May the United States Air Force Academy display a banner declaring "I am a member of Team Jesus Christ" in its football locker room? Are businesses required to provide health benefits like the morning after pill if doing so conflicts with their owners' religious beliefs? May the Indiana House of Representatives pray and sing a Christian song at the beginning of one of its sessions? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive and difficult questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife. When this course is taught, it is offered in the spring semester. One course credit. Prerequisites: Open to Sophomores, Juniors and Seniors.

PSC 320-01 = PSC 340-01: THE ARAB SPRING

How do people decide to revolt against their government? What tactics work for citizens wanting to change the country they live in? Why do some protests end in peaceful transitions to democracy, while other end in state breakdown and war? While the world has become increasingly democratic in the past twenty-five years, there are many citizens that still live under authoritarian rule. The purpose of this course is to understand the process of revolution in contemporary society by using the various countries of the Arab Spring to illustrate the mechanism of protest and revolt.

The Arab Spring is a series of protests that occurred seemingly without warning throughout the Middle East and North Africa at the beginning of 2011. Each week we will examine what political scientists say about protest and political violence and use these theories to gain an understanding of the Arab Spring. We will explore questions of participation, the use of violence versus nonviolence, The role of ethnicity and religion and why some revolutions succeed, while other fail. We will also look at strategies of survival for leaders facing revolutionary upheaval and ask what conditions are needed for change. Throughout the semester, we will be looking at cases such as Egypt, Tunisia, Libya, Yemen, Bahrain and Syria to understand how well these political science theories explain recent current events. This course counts towards satisfying the international relations or comparative politics track of the political science major.

PSC 340-01=PSC 320-01: THE ARAB SPRING

See description listed under PSC 320-01

PSY 110-01: HEALTH PSYCHOLOGY

In this course we will discuss the ways in which our thought processes and behaviors affect our health. Some behaviors promote or impair health. Other behaviors influence our willingness to seek medical help. We will discuss topics such as stress, sleep, exercise, diet, smoking, and drinking. We will also discuss health psychology from diverse perspectives, such as culture, race, and gender. The course will consist of lectures, discussion, and reading of primary literature. Health Psychology will be beneficial to pre-health students, and others who want to know more about how to improve and maintain their own health. Prerequisites: None.

PSY 210-01: PSYCHOLOGY & LAW

In this course we will discuss the intersection between psychology and the legal system. This course will survey a variety of topics important to both psychologists and legal scholars. Some of these topics include eyewitness memory, lie detection, repressed and recovered memories, jury decision making, and the death penalty. This course will also examine social inequalities that exist within the legal system in the United States. The course will consist of lectures, discussion, and reading of primary literature. Psychology and

Law will be beneficial to those students interested in pursuing careers in law, law enforcement, and psychology. Prerequisites: None.

REL 210-01: MUHAMMAD AND THE QUR'AN

In this course we will do a close study of some of the early sources in the history of classical Islam. We will begin by studying the life of Muhammad as recorded in both classical and recent sources. We will then go on to examine the structure, style, and major themes of the Qur'an. We will do a close reading of selected suras, or parts of suras, analyzing the "logic" of the Qur'anic world-view, and referring to the classical commentaries as well as more recent, innovative scholarship (especially by women). We will pay some attention to the attempts made by Western scholars to reconstruct the history of the Qur'anic text. Throughout the course, our main question will be, How can our understanding of one of these—Muhammad or Qur'an—help us in understanding the other? One course credit. Prerequisite: Religion 103, or the consent of the instructor.

REL 260-01=CLA 212-01: EARLY CHRISTIANITY IN ROME

See description listed under CLA 212-01.

REL 273-01: THEOLOGY OF A BLACK GOD

This course will explore the various ways that Black people think, speak, sing, and picture God. We will examine the geographic, cultural, and political nature of what it means to represent the divine in our human particularities. We will investigate the various forms of expression used to convey the features, characteristics, and concerns of a Black God. Films, visual art, songs, sermons, scripture, and theological texts will be among the sources for our discussions. Students interested in learning about the meaning and ways conceptions of God function within a community will find this a particularly valuable course. Those interested in the intersection between race, religion, politics, and culture will also enjoy this course. One course credit. No prerequisites.

REL 275-01: HERMENEUTICS AND CULTURE: LISTENING TO THE "OTHER"

Can we ever really understand the ideas and practices of another culture or religion? Can we actually learn *from* another culture or religion, in the manner of the humanities—literature, philosophy, religion, or fine arts? Or can we only learn *about* them, in the manner of an anthropologist or historian? Why, one way or the other? And how? In our global world, these are questions of vital importance. Hermeneutics, which is the theory and practice of "interpretation," addresses these questions head-on. In this course, we will read selections from Hans-Georg Gadamer's *Truth and Method*, as well as selections from Clifford Geertz, Michel de Certeau, Robert Bernasconi, and others. We will examine how their ideas may be used in the interpretation of written texts, symbols, art, and architecture, in both secular and religious contexts. One course credit. Prerequisite: 1 previous course in either Religion or Philosophy.

REL 280-01: SECTS AND CULTS IN AMERICA

This course investigates the history, beliefs and practices of new, marginal, and dissenting American religious groups, which are often labeled "sects" or "cults." We will draw upon the sociology of religion to understand these terms and new religious movements in general. Primarily, we will focus on the history, theology, and practices of groups such as the Branch Davidians, Mormons, Pentecostals, the Peoples Temple, Scientology, and the New Age movement. One course credit. No prerequisites.

REL 280-02=PSC 315-01: RELIGIOUS FREEDOM

See description listed under PSC-315-01

REL 296-01: THE BIBLE AS LITERATURE

Whatever else they may be, the stories of the Bible are the product of a unique literary art. Its pages are full of rich and complex characters such as Adam, Eve, Cain, Abraham, Sarah, Hagar, Jacob, Joseph, Dinah, Saul, David, Tamar, Absalom, Jesus, Herod, Salome, Pilate, the disciples, and Judas. Many dramatic and riveting narratives also unfold within the Bible, including Adam and Eve's expulsion from Eden, the destruction of Sodom and Gomorrah, David's affair with Bathsheba, the betrayal of Judas, the failure of the disciples, and the crucifixion. In this course our task is to understand what makes characters and stories such as these so memorable and enduring by examining the literary techniques of the Biblical storytellers. How does the plot work? How are figures characterized and

how do we judge them? How do we detect wit, humor, foreshadowing, and irony within these Biblical stories? And what vision of God, the cosmos, and humanity do they ultimately disclose? Our primary texts will include Genesis, 1-2 Samuel, the Gospel of Mark, and the Gospel of Luke, which we will read in tandem with articles by leading literary interpreters of the Bible. One course credit. No prerequisites.

REL 298-01: SOCIOLOGY OF RELIGION

This discussion course focuses on the history and methods of sociology as applied to the study of religion. In exploring the interaction between religion and society, the course will have two main components: first, we will examine the major sociological theories of religion; and second, we will apply them to an examination of religion among teenagers and emerging adults in the United States today. One course credit. No prerequisites.

RHE 270-01: CONTEMPORARY AMERICAN PUBLIC ADDRESS

This class will survey a wide variety of major speeches from the 1960s to present. Speeches will range from commencement addresses and eulogies to political campaign discourse, protest rhetoric, and apologia. We will study speeches to learn about rhetorical artistry, the relationship between text and context, methods of analyzing public address, as well as the power of speech. Course sessions will emphasize primary texts but will utilize secondary literature to help understand the speeches and model rhetorical analysis. This class qualifies as a Literature/Fine Arts credit.

RHE 290-01: DELIBERATION

Deliberation is a process through which public conversations occur and decisions can be made. During deliberation, citizens come together, share opinions, critique arguments and reasons, expand their understanding and perspective, and ultimately, seek to make public choices about pressing problems in their community. In this course, we will explore the theories and practices of democratic deliberation, evaluate the potentials for and limits of deliberation, and discuss and evaluate framing and facilitation techniques in diverse settings such as community meetings and business. Assignments will include response papers to key readings, practice facilitations and deliberations, public facilitations, and a public deliberation project. This class qualifies as a Language Studies credit.

Prerequisites: None, but RHE 101 is strongly recommended.

RHE 290-02=ENG 210-01: AUDIO RHETORIC AND CREATIVE WRITING

See description listed under ENG 210-01

RHE 370-01: U.S. PRESIDENTIAL RHETORIC

The president of the United States has become, by many estimates, the most powerful person in the world. This course presumes that such power in contemporary mediated society is connected to the rhetorical efforts of the president, using this premise as a starting point to explore how contemporary presidents use rhetoric to govern (with particular attention to the relationship between presidents and the American people). The course material will include presidential rhetoric but also theoretical and rhetorical criticism essays that explore the operations of that rhetoric. This course focuses on the discourse of elected presidents who speak in an official capacity, not on election campaigns. This class qualifies as a Literature/Fine Arts credit.

SPA 213-02=ECO 177-01=HIS 250-01=HSP-277-02: CHILEAN ECONOMIC HISTORY

See description listed under ECO 177-01

SPA 312-01=PHY 104-01=HIS 350-01: MAYAN ARCHAEO-ASTRONOMY

See description listed under PHY 104-01

SPA 313-01: “PUROS CUENTOS: LA FICCIÓN CORTA HISPÁNICA.”

It has been remarked 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.

Prerequisite: Spanish 302 or permission of the instructor. In Spanish, first half of the spring semester.

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 across the globe. This course is an in-depth study of the motifs and techniques in his work, with an emphasis on Ficciones (1944) and a selection of other of his stories. The course includes multiple research trips to the library—unescorted. Prerequisite: Spanish 302 or permission of the instructor. In Spanish, second half of the spring semester.

THE 103-01: ACTING SHAKESPEARE

Acting Shakespeare is an intermediate performance course. Students will explore the challenges and significance of verse and antiquated language as Shakespeare's work is brought to life. This course will investigate style and genre within Shakespearean acting and attempt to answer the eternal question: How can we, in our time, bring immediacy to The Bard? This course is most appropriate for students who have completed THE 105. Other students may be eligible, but should speak to the instructor before enrolling.

THE 303-01: SEMINAR IN THEATER—THE LONDON STAGE

This travel immersion seminar will involve a study of the culture and tradition of the London stage. From its foundation in 1575 in Elizabethan and Stuart Theaters to the West End Theater of today, from Richard Burbage to Ralph Fiennes we will explore principal dramatic events and theater artists that have shaped the English theater. In addition to the London trip (March 7-13), students will read stage theory and criticism, view and review films and plays related to the seminar, and participate in the production process of the Wabash theater performance of *The Beaux’ Stratagem*. Enrollment in the course is by application only.

½ credit, 1st half of semester