

SPRING 2014 COURSE DESCRIPTIONS

10/30/13

ART 210-01=GEN 203-01 Imaging Masculinity

This course investigates representations of masculinity in a broad spectrum of historical and geographic contexts, from fine art to pop culture. Progressing chronologically, students will consider idealized bodies in Greek and Roman sculpture; the “two-spirit” concept in many Native American cultures; costume/fashion and hairstyles; female masculinity; “machismo” and the relationship of power and violence to masculinity. We will look at work by Caravaggio, Gustave Caillebotte, George Bellows, Leon Golub, Robert Mapplethorpe, Matthew Barney, Catherine Opie, and Yasumasa Morimura, among others. Readings by philosophers and sociologists such as Michel Foucault, Pierre Bourdieu, and bell hooks will complement and complicate our analyses of visual culture. This course will be run as a discussion-based group study.

BIO 177-01 - Special Topics: Global Health

The multidisciplinary issues of global health confront everyone on the planet. This half-semester course will introduce critical issues and key themes in global health from basic principles to disease burden to collaborative efforts to improve global health. Particular attention will be given to the connection between parasitic-infectious disease and poverty, determinants of health, and the global burden of disease. We will consider important yet neglected tropical diseases as well as chronic disease problems. Cultural, economic and ethical issues will be discussed. An immersion component connected with this class is planned for travel to Peru July 31 -- August 12, 2014 (dates subject to change) and will involve travel to urban, mountain, and rainforest areas. Students should expect to make a financial contribution toward the trip. Also, students are expected to enroll in a Fall 2014 half-semester follow-up course (although interested seniors may enroll in the spring semester portion even though they would neither travel to Peru nor take the Fall portion of the course).

Enrollment in the course is limited and competitive. **Prerequisite:** BIO 101 or 111, or the consent of the instructor. Preference may be given to students who have some background in either Spanish, economics, political science, or global health. 2nd half-semester. Enrollment is through the instructor, by application; contact Prof. Eric Wetzel (wetzele@wabash.edu) if interested.

NOTE that this course does NOT count toward the major in Biology.

BIO 371-01 – Special Topics: Advanced Cell Biology

The field of cell biology is constantly growing due to new insights and techniques being developed in genetics, chemistry, and physics. This course will compare and contrast the cell biology of cancer cells and stem cells, while focusing on aspects of cell movement, cell signaling events, and gene regulation. We will utilize primary literature to help conceptualize some of the amazing work currently underway in cell biology. Pre-requisite: BIO 212.

CLA 112-01 Special Topic: Food in the Ancient World

All people have to eat to live (it is surely one of the universal elements of the human condition), but the food stuffs that are available and the means of exploiting them vary from place to place, and patterns of eating and drinking are particular to cultures and often provide a means by which one culture distinguishes itself from another—you are not only what you eat, but how you eat. The course will look at food in ancient Mediterranean civilizations, primarily Greece and Rome. We will investigate the available foods, the mechanics of food production, the exchange of food, food preparation, and our sources of information (literary, documentary, artistic, and archaeological) on what people ate and on their general health. We will go beyond the mechanics of eating and drinking, however, to analyze the social and symbolic significance of food: for example, food in religion, food and sex, food and gender, food and medicine, food and death, food and war, food and the construction of “otherness.” We will also examine in depth and reenact social occasions where food and drink were key (like the Greek Symposium or the Roman Cena). No prerequisites.

CLA 213-01 - Special Topic: Ancient Greek Religion and Magic

This course will explore the basic elements of Greek religion, including deities, cults, temples, sanctuaries, festivals, and votive dedications. We will also investigate the role of magic, especially the use of curse tablets and binding spells, in Greek society. Related topics include Athenian democracy; the

role of women and other marginalized groups; healthcare; and the impact of cults and festivals on warfare, the economy, athletics, art, and literature. Sites we will “visit” in our studies include the oracle of Apollo at Delphi, the sanctuary of Zeus at Olympia, the Acropolis and Agora of Athens, and the healing center of Asklepios at Epidauros. We will encounter these sites and topics through both literary and archaeological evidence and will consider the relative value and limitations of various data in our understanding of ancient religion. We will also consider the concept of ‘religion’ and its recent development into a category distinct from other spheres of activity. There will be occasional quizzes, tests, and short presentations, and the course will culminate in a research project. Prerequisite: A 100-level Classics course or permission of the instructor.

CSC 271-01 – Special Topics in Computer Science – Stochastic Simulation

Computer simulation of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks and industrial engineering. Topics for study include: review of basic probability models, pseudo-random number generation, queuing models, random walks, Markov chains and Monte Carlo methods. Emphasis is placed on computational aspects of the field including efficient implementation, analysis of algorithms, and graphics. Cross-listed with MAT 277. Prerequisites: CSC 111, MAT 112

EDU 370-01=HIS 300-02=GEN 305-01 – Colonial & Postcolonial Education

This course will examine the ways in which colonial systems of education were envisioned and implemented, and ways in which postcolonial critiques began to emerge as colonialism came to an end. We will consider these broad themes in relation to the experiences of selected nations in Africa and the Caribbean, and students will then conduct independent research into a country or region of their choice.

ENG 108-01 History and Literature (The History Of Herzog)

A one-semester introduction to literature and a life: In this course, we will read British and American literature in the genres of creative nonfiction, poetry, novel, short story, and drama. We will also view two films. The course does not have a specific chronological, period, theme, or author focus. Instead, the readings and viewings emerge from my 45 years of teaching undergraduates at Purdue and Wabash. These texts and authors had special meaning or brought extraordinary joy, insight, or solace at particular moments in my professional and personal lives—not that these lives are all that significant. But such a connection between the literature and those moments illustrates how literature resonates with a reader and a time period beyond the written page. We will read the writings of George Orwell, Martin Luther King, John Updike, Bernard Malamud, F. Scott Fitzgerald, Ernest Hemingway, Arthur Miller, Mary Wollstonecraft, Jonathan Swift, William Wordsworth, John Keats, Charles Dickens, Thomas Hardy, Jerzy Kosinski, Sharon Olds, Carolyn Forché, Sylvia Plath, Wilfred Owen, Bruce Weigel, and Tim O’Brien. Class activities will include exams, quizzes, papers, and plenty of class discussion.

ENG 109-01=ISE 101-01=MSA 112-01 World Literature in Translation

What does an infant-eating official in a remote province of China have to do with a Senegalese teenage boy who wants to play soccer for a French team? Does Salome, asking for John the Baptist’s head on a silver plate have anything in common with a disabled immigrant in London employed as a beastly Irishman in a traveling circus? The themes of this course will include political violence, ethnic cleansing, colonialism, and exile. We will examine a variety of texts from all over the world to determine how people in non-Anglophone nations have defined freedom and what paths they have followed to achieve or maintain it. How do they transcend laws and rules limiting their freedom? Why? Can we privilege one culture’s understanding of freedom over another? How do people respond to the state of exile, literal and metaphorical? We will talk and write about stories, novels, poems, and plays written by Tagore, Kafka, Lu Xun, Flann O’Brien, Aimé Césaire, Czeslaw Milosz, Adam Zagajewski, Mo Yan, Fatou Diome, and others.

ENG 122-01= HUM 122-01=MLL 122-01 Studies in Language: Modern Linguistics This course is an introduction to the basic principles of linguistics, the theory and analysis of human language. The first half of the course will focus on structural aspects of language: speech sounds and sound systems (phonetics and phonology), and the formation of words and sentences (morphology and syntax). Students will engage with the subject matter through readings, lecture, discussion, and analysis of naturalistic data from English and other languages spoken around the world. Credits: 1/2

ENG 121-01=HUM 121-01, MLL 121-01 Studies in Language: Language Variation and Change

Building on concepts from ENG 122 (HUM 121, MLL 122), this course will examine the social phenomena of language, including language acquisition, social and regional variation, and language change over time. Analysis of real world examples will focus primarily on English, but may also include other languages spoken around the world. Prerequisite: ENG 122 (HUM 122-01, MLL 122-01) Credits: 1/2

ENG 180-01=GEN 107-01 Science and Speculative Fiction

The goals of this class include familiarization with the genres of Science and Speculative Fiction and their profound impact not only on the Anglophone literary tradition but also on the development of science and technology in general. The students will analyze the social 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, William Gibson, Octavia Butler, Lauren Beukes, and others, as well as graphic novels (*V for Vendetta* and *Marvels*). The movies will include *Metropolis*, the *Matrix* trilogy, and *District 9*.

ENG 210-01=RHE 290-02-- Audio Rhetoric

The course is designed to invite us to think critically about our *soundscape*. The Brazilian author Clarice Lispector once wrote, "The world's continual breathing is what we hear and call silence," and this semester is, in part, about uncovering what we hear but may fail to notice. How do we experience the world through sound...and silence? In what ways do we use sound to direct the attention and interpretation of others? How do sounds shape our relationships? How does sound function rhetorically? In Audio Rhetoric, "Hearing" and "Listening" will be both activities (things we do, ways we compose texts) and metaphors—do you *hear* what I'm saying? 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 editing producing your own audio essays. Through all of these activities, our shared goal will be to build a more refined awareness of sound's possibilities for writing, speaking, and making meaning in the world. Meets Language Studies Requirement.

ENG 214-01=GEN 204-01 British and Irish Literature after 1900

This course will introduce you to the major writers and literary trends of the British Isles after 1900. We will begin with the dawn of Modernism, after which we will trace important political, cultural, and aesthetic changes reflected in 20th- and 21st-century texts. How did the disintegration of the British Empire and two world wars affect British cultural identity? How was the clash between the rural and the urban reflected in the past century? We will focus on a variety of genres—fiction, non-fiction, poetry, and drama—and examine the experimentations with language and form in Modernism and Postmodernism, as well as representations of gender roles and race in selected texts by Joseph Conrad, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, Flann O'Brien, George Orwell, Samuel Beckett, Eavan Boland, Angela Carter, Hanif Kureishi, and others.

ENG 360-01= RHE 370-03=MAS 300-01 African American Rhetoric and Expressive Culture

This course will combine a rhetorical analysis and cultural studies approach to the study of a collection of African American texts, films, music, and speeches. The interdisciplinary nature of the course allows for a broader consideration of how these rhetorical/expressive traditions interact with cultural forms to mark a distinctive discourse community with its particular tropes and logic. Students interested in exploring the ways that culture functions will find this course particularly enjoyable. We will read sermons, watch stand-up comedy, listen to folklore, and view popular dance and visual arts as well as other African American cultural forms. This class qualifies as a Lit/Fine Arts course.

FRE-312-01=SPA-312-01=ISL 312-01=MAS 312-01 Negotiating Identities in the Francophone and Hispanic Caribbean

Interested in Caribbean food? music? film? stand-up comedy? and, of course... literature? Then, this course has been prepared especially for you!

Historically established as the place of encounter of communities with different origins - Europeans, Africans, Asians and Americans, the Caribbean is today home to the world's most enchanting cross-cultural *mélanges*. As deterritorialized groups, Caribbean communities have (been) engaged in some of

the most interesting cases of identity negotiation that punctuate contemporary discourses on identity, ethnicity and diversity. This course will examine how Caribs' experiences with displacement, and identity negotiation translate into expressive arts by home-based or expatriate Caribbean writers, moviemakers, musicians, and comedians.

GER 312-01=HIS 320-01=GEN 310-01 Mis/Mass Info In 16th Century European Print

In this course, students will consider mutual influences between the "information revolution" of 16th- & 17th-century Europe, the spread of mass-printing technology from Germany, and the broadening of the European world (that is, the dizzying cultural contexts of Humanism, the Reformation, and European acquaintance with the (to them) New World). How did widespread, printed information accelerate and/or shift changes already underway in the era? All students in the course will read primary and secondary sources about printing and popular culture of the era, including excerpts from early bestsellers (such as *The Historia* of D. Johannes Faustus, Sebastian Brant's *Ship of Fools*) works by Albrecht Dürer (his printing & his technical-aesthetic writing), and examples of genres peculiar to the era, broadsheets (the earliest newspapers), emblem books, and choreographies. Students enrolled in the history course will read sources (in English) and write a 20–25 page research paper in English; German students will read (select) sources in German and write eight 2-page response papers and a final exam, all in German. The class will be conducted in English with some pull-out discussions in German.

HIS 260-01 =MLL177-01 Visual China: Modern Chinese Culture and History through Film

From its first appearance at a Shanghai teahouse in August of 1896 to Jackie Chan's late 20th century transnational stardom, Chinese film has raised questions of national and cultural identity. How do modern Chinese films from China, Taiwan, and Hong Kong create the spectacle of "China," narrate its history, and represent its increasingly diversified cultural landscapes both at home and abroad?

We will learn about the foundational legends of Chinese cinema, the relationship of film to pop culture, and the important role that films play as aesthetic responses to historical crisis points. We will also examine the shifting audience tastes as affected by such influences as trends in popular consumption, gender, class, race and ethnicity, and "spectacular" violence as represented in the martial-arts genre. This course has no prerequisites and is limited to freshmen and sophomores.

Prerequisites: None. Credits: 1

HIS 240-01 Topics in American History, American Frontiers: Irish, Chinese, and Mexican Labor and Society in the 19th and early 20th century U.S.

This course will focus on the history of Irish, Chinese and Mexican laborers in the mid-19th and early 20th century American frontier. We will examine the historical experiences of laborers in the ranching, mining and railroad industries, and their involvement in the development of labor unionization in the American Southwest. We will study issues of citizenship regarding all three groups, and the social and cultural experiences of workers through various times and places.

HIS 240-02 – African American History Special Topic(s) – The History and Influence of African Americans in American Popular Culture

This course will explore historical representations and cultural influences of African Americans in American popular culture. This interdisciplinary course will explore a diverse range of sources to address the different conceptions and perceptions of African Americans and the ideology of "blackness." In this course an interdisciplinary lens will be used to take into account the social, political, cultural, economic, and historical realities that helped shape and determine how representations of blackness and African American life are presented to mainstream society and assess how these representations impact individuals and the larger society. The course is organized thematically, covering this topic in a variety of contexts from print media to visual arts, incorporating and addressing larger issues of gender, sexuality, exploitation, violence, stereotypes, race, black feminism, discrimination and hip-hop culture.

HIS 300-01 Advanced Topics, World and Comparative History:

His 300: Byzantium and Islam, 600-1025

This course will examine the relationship between the Byzantine Empire (or the Eastern Roman Empire) and the new Islamic Caliphate that emerged to threaten the very existence of Byzantium. We will follow the ebb and flow of their political and military relationship and examine their mutual religious and cultural

influences and antagonisms. Special attention will be paid to source analysis and the question of how we know about these entangled histories.

HIS 330-01 Advanced Topics, Modern Europe

This seminar addresses the German *Sonderweg* thesis and rise of Nazi Germany. Students will read about the *Sonderweg* and consider to what extent Germany may have developed differently than the rest of Europe. Our reading will address German science, culture, and politics of the 1930s and early 1940s. It will not focus directly on the military expansion associated with WWII. However, a portion of the course will center on issues of culpability. We will consider the extent to which German citizens understood state authority, the progression of the Holocaust, and their participation in a society that rose to great heights but destroyed many lives in the process. Students should expect 90 to 110 pages of reading per class and several short papers. The seminar will culminate in a research paper of 20 to 25 pages.

HIS 340-01=MAS 301-01 – The American Civil War

This seminar course will examine the causes, conflicts, and consequences of the American Civil War. Particular emphasis will be given to the unique institution of slavery in the U.S. and other sectional and regional 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 its 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. Lastly, this course will include an immersion trip to important Civil War museums, sites, and battlefields located in Washington, D.C., Maryland, Virginia, and Pennsylvania.

Permission to take this course will be granted by the instructor and admission to the course will be decided through a selective application process.

HIS 340-02=MAS 301-02 –Advanced Topics, Asian American History: A Cultural Perspective

This course will focus on the history of Asian immigrants and their descendants in the United States. The Japanese, Chinese, Koreans and Vietnamese immigrated to the United States from the 19th to the later 20th century. We will examine the history of push/pull factors that highlighted Asian immigration, and the political and economic realities of the time. Asian immigrants built communities and had American children born and raised under the Stars and Stripes. We will examine the manner in which social and cultural arenas changed as generations reformulated their own identities and positions within the larger American society, and within their own smaller ethnic communities.

HIS 360-01 – Advanced Topics in Asian History: Everyday Life in Modern China: Politics, Society and Overseas Chinese Communities Since the Late 19th Century

This course examines modern Chinese history from the perspective of everyday life, which will introduce a distinguished methodology to analyze history not from leaders and elites' points of view, but from ordinary people. We study how people live in China and in the overseas: people's daily routines and activities that have been practiced since the ancient time; how people's lives have been changed since the beginning of the 20th century; and how people have experienced the macro-transformations of nation-state, war, and global capitalism in China and the elsewhere. Our approach is rigorously historical and broadly comparative. The goal is to cast a new light on political, cultural, social issues of nation-state, nationalism, revolution, mass/popular culture, social movements, modernization, labor, and ideologies—communism, anarchism, socialism, fascism, and feminism that are central to modern Chinese history in the 20th and 21st century. In so doing, we highlight the contributions of ordinary people in their everyday life as history-makers instead of mere ethnographic informants. In order to enrich our knowledge of how people's everyday life reflected historical trajectories across the globe, students are encouraged to share in class their own knowledge and experiences of everyday life in any world region or historical period so as to generate comparative questions and global thinking.

MAT 106-01 – 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 106-02 – Topics in Contemporary Mathematics – Pure Mathematics

Mathematics is a distinctly human activity that everyone engages in at some level. For thousands of years, mathematics has demonstrated its power to enrich the minds of men and women and to modify the human condition, yet few people have an accurate feeling for the history, nature, goals, and accomplishments of mathematics. This course attempts to remedy the situation by addressing several questions:

- What is mathematics?
- What do mathematicians do?
- Why do people do mathematics?
- What mathematics is around us all the time?

We will investigate a variety of mathematical topics such as numerical patterns in nature, comparing infinities, and making decisions. Students will learn that real mathematics is very different than arithmetic and calculations. This course will count toward the mathematics and science distribution or the quantitative studies requirements.

MUS 204-01=MAS 212-01 – Topics In Music: Music In East Asian Cultures

A class for all students regardless of background. Applicable to distribution requirements. An introductory survey of East Asian musical instruments, and their contextual significance in society. Beyond the instruments and their roles in producing musical sound, this course will examine significant ceremonies, rites, and rituals enhanced by the music, as a forum for learning about Chinese, Indian, Indonesian, Japanese and Korean cultures. Prerequisites: None. Credits: 1

MUS 204-02 – Topics In Music: Music Computer Programming

A class for all students regardless of background. Some musical knowledge helpful. Applicable distribution requirements. A course in the object-oriented computer programming environment Max/MSP. Students learn to write computer programs that synthesize, sample and process computer audio according to basic musical acoustics, to control its parameters mathematically according to the Music Instrument Digital Interface protocol, and to create digital applications for the live performance of computer-based electronic music. Prerequisites: None. Credits: 1

PHI 219-01=MAS 223-01 – Topics in Ethics and Social Philosophy: Philosophy of Race

What is race? Does it exist? How does the concept of race develop? How does race function? What does it mean to be racist? Is there such a thing as reverse racism? How is racism different than prejudice or stereotyping? How do structures and systems produce racist thinking? Is racism a social problem or an individual problem? How does colonialism contribute to racism? How do our ideas of Europe, America, Africa, South America and Asia lead to certain notions of what it means to be rational and human? What motivates the development of these ideas and are they still in circulation today? What conceptions of sameness and difference are at work in recognizing race and confronting racism? Is racism gendered? What is required to overcome racist thinking? Readings that address these questions will be addressed. Five papers will comprise student grades.

PHI 299-02=REL 275-01 Topics in Religion and Philosophy: Belief and Unbelief

Why do people believe and why do they reject belief? Is it a matter of choice based on proof, an affirmation or critique of calling and grace, or simply a communal and/or personal vision of how the

universe “must be”? In an exploration of these questions, this course will introduce students to some major Western European debates on the subject of religion, god, belief, and unbelief. We will critically examine those theories of knowledge, interpretation, and culture that have informed a rejection or acceptance of god and faith. One of our primary goals will be to put these theorists into conversation with one another and determine their impact on some of the most influential philosophers and theologians of our day. One course credit. No prerequisites.

PHI 346-01 and PHI 346-02 – Analytic Philosophy: Theories of Meaning

For many philosophers in the 20th century, the concept of meaning had something like the significance that ideas and the understanding had for philosophers of the 17th and 18th centuries: it provided a framework within which a variety of issues regarding knowledge and reality could be discussed. Philosophers also discussed the nature of meaning itself, offering a variety of accounts, and this pair of half courses will sample what they had to say. The first half will concern the late 19th through the mid-20th centuries, focusing on philosophers such as Peirce, Frege, Russell, Wittgenstein, and Carnap. The second half will concern work since then, with a focus on ordinary language philosophers, Quine, and Kripke. Although the first half will deepen understanding of the second half, each half can be taken independently. There is no prerequisite for either, but an acquaintance with logic will be helpful at points in both.

PHI 349-01=PSC 335-01 – Seminar in the History of Philosophy: Rousseau

This half-credit course will focus on two texts from Rousseau, “The Discourse on Inequality,” and *The Social Contract*. We will read Louis Althusser’s critical essay, “Rousseau: The Social Contract (The Discrepancies),” as supplementary material. Students will be required to write a five page paper on “The Discourse on Inequality,” and a six-to-eight page paper on *The Social Contract*. The course will consider a number of themes and questions: how Rousseau’s way of configuring nature in relation to reason leads him to conceptualize community as he does, whether the solution presented in *The Social Contract* adequately solves the problem developed in “The Discourse on Inequality,” how and whether the community can legitimate the forming of the community before they are community, and about the work and necessity of civil religion.

PHI 490-01 – Senior Reading

This half-credit course will focus on how philosophy can be put to work in the public sphere, in several senses: philosophical ideas as diagnostic tools of current affairs, situations or events, ideas or approaches as solutions to contemporary problems and philosophical arguments popularized to explain contemporary issues in science, math, medicine, neuroscience, astronomy and so forth. We will read “The Stone,” the philosophy weblog of *The New York Times* and watch clips of philosophers doing public philosophy. Students will be asked to offer suggestions of philosophers that they think lend themselves to public philosophy which we will then read together as a class. Students’ grades will be based on maintaining a regular weblog through which students will engage in public philosophy themselves. Prerequisite: Senior majors.

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

PHY 278-01 Special Topics: Oscillations and Waves

This course will make extensive use of Mathematica to study different types of oscillatory and wave systems (e.g., oscillating electrical circuits, strings, sound, light, transmission lines). We will investigate wave phenomena such as reflection, refraction, interference, diffraction, and dispersion in much greater detail than in Physics 112. Not only will we cover some very interesting physics, this material is very useful for mechanical and electrical engineering. *Prerequisites: PHY 112 and MAT 112* Credits: 1

PSC 314-01 – Topics in Constitutional Law: Civil Liberties in War and Peace

Can the government gather information about every phone call we make and website we visit without a warrant if that would help stop terrorist attacks? Can the government use a drone to kill American citizens without charge or trial if it suspects they are al-Qaeda operatives? Should we jail those who leak classified information if they reveal that the government is violating our constitutional rights? Should we throw out a confession made without Miranda warnings if that means a rapist will go free? Preserving liberty while also maintaining security is difficult in war and peace. This course will explore how well (or poorly) the Supreme Court has protected the civil liberties of those we fear most: those who challenge our most deeply held beliefs; those suspected of violent crime; and those accused of waging war against us. Debating such questions will help us understand the nature and purpose of civil liberties and the role of courts in enforcing them. Course prerequisites: None. Sophomores, Juniors and Seniors may enroll.

PSC 330-01 History of Political Thought, Ancient/Medieval: Medieval Political Thought and the Modern Imagination

This course is an investigation of the place of medieval political theory in the Western tradition and of the reception of medieval ideas in the modern political imagination. The first half of the course will be devoted to the investigation of primary texts so that we can understand the medieval thinkers' quest for things like comfort and unity in the context of the intellectual and artistic currents of the time. In doing so we will consider the question of why medieval political thought seems so different from classical thought and early modern thought. We will also investigate how medieval political ideas were embodied in concrete art and architecture. After our course immersion trip to Paris, France and surrounding cities we will evaluate the role that medieval political thought plays in contemporary thinking about politics. We will study both critics of the medieval tradition and also those thinkers who were very sympathetic to what the medieval period continues to offer those of us who seek comfort in a confusing and daunting world. Students should consult my email with a draft syllabus and immersion course application for more information. Immersion Trip—Enrollment through Instructor Only

PSC 371-01=HIS 340-03=MAS 301-01 Politics of US Immigration

How is immigration policy made in the United States? Why do immigration policies turn out the way they do, and what are the consequences of those policy outputs? We will grapple with these questions, drawing on the rich policy history of immigration in the United States to explore the complexities of the policy process and consider the prospects for immigration reform in the contemporary milieu. Students will be expected to produce a 20-25 page research paper using both primary and secondary sources.

PSC 372-01=PSC 374-01=ISE 312-01 Politics of Africa

In the year 2000, the magazine *The Economist* published a cover story pro-claiming Africa "The Hopeless Continent." A decade later, they published new story called "Africa Rising: The Hopeful Continent." The purpose of this course is to examine the political, economic and social issues facing the people of Sub-Saharan Africa to develop an understanding of the struggles facing the continent following independence to the dynamic continent of today. We will focus on specific issues such as civil war, natural resources, decolonization development, and the AIDS crisis on the continent using case studies of countries such as Rwanda, Mali, the DRC, Ethiopia and Kenya.

PSC 374-02=ISE 312-02 Global Environmental Politics

How do geography and the environment shape politics? Does having oil lead to dictatorship? Do drought and scarcity cause civil wars and lead to the collapse of civilizations? How do governments respond to the outbreak of disease? What is sustainable development and how do divergent countries practice it? All of these pressing questions illustrate that at the beginning of the 21st century, the environment helps shape politics. The purpose of this course is to answer these questions and others by understanding how the state and other actors interact with nature and what that means for the International system.

PSY 210-01 – Human Memory

This course will provide a detailed overview of both classic and current issues in the study of human memory. The class will examine research findings to gain a better understanding of the structure and organization of memory. Topics will include working memory, encoding, retrieval processes, implicit memory, reconstructive memory, developmental changes in memory, collaborative memory, memory disorders, memory improvement, and the repressed/recovered memory debate. Students will also design and conduct a research project to test an aspect of human memory.

Prerequisites: PSY 101

PSY 210-02 – Language Development

This course investigates the processes by which language develops. In this discussion-based class, we will explore theoretical explanations concerning the mechanisms by which language develops and empirical data on the development of phonological, semantic, syntactic, and pragmatic competence in both typically developing and atypical populations. We will also explore forms of communication other than spoken language, such as sign language and communicative systems in nonhuman animals. This course often includes visits to research laboratories at other universities and to other sites that allow students to observe and learn about variability in language development.

Prerequisites: PSY 201 (may be taken concurrently) Credits: 1

REL 196-01 Religion and Literature: 101 Ways to End the World

Even though we survived the “ending” of the Mayan calendar in December 2012, the “end of the world” has been prominent in films this year and remains an undercurrent in commentary on wars in the Middle East or looming disasters such as climate change, avian flu, and even economic policy. The books of Daniel and Revelation in the Bible are two foundational texts for much of the Western world when thinking about *apocalyptic eschatology*—the dramatic, sudden, and often violent end of time. These biblical texts are part of a larger literary tradition ranging from ancient mythologies to recent films and post-apocalyptic graphic novels. This course in religion and literature will consider an array of ancient and modern apocalyptic literature, scripture, music, film, video games, and art works.

One Course Credit. No Prerequisites. = HUM 196

REL 210-01 Topics in Islam: Islam in the U.S.: Race, Ethnicity, and Community

Islam like many minority faiths has adapted itself to the context of life in the United States. The Muslim American experience is both uniquely and ordinarily American and ordinarily and uniquely Muslim. This course is an exploration of that experience. Through the culture, history, and lives of Muslims in America, students will discover how Muslims see questions of religion & citizenship, contextualizing Islam within the larger debates surrounding the place of religion in contemporary American society. By engaging with themes such as gender, race, religious leadership, and ritual practice, we will examine the ways that Muslims have simultaneously expressed their Islamic and American identities. Indeed, some of the most compelling discourses among Muslims today are emerging as a result of this expression and the profound diversity of the Muslim community in the United States. One course credit. Rel. 103, Rel. 181, or permission of instructor.

REL 272-01 Topics in the History of Christianity: The Christian Tradition of Vocation

What do you think is your vocation or calling in life? How do you decide or know? How does having a vocation make a difference? This seminar investigates the notion of vocation or calling throughout the history of Christianity. Vocation has been variously defined, but it has to do with a larger sense of mission, purpose, and meaning in our lives, particularly in specific aspects such as work. Through primary and secondary readings, fiction, film, and more, we will investigate changes in the Christian understanding of vocation, focusing especially on the early church and the Reformation and modern eras. One course credit. No prerequisites.

REL 273-01 Topics in Theology: Luther, Calvin and the Protestant Reformation (with immersion trip)

This seminar, and its immersion trip to key Reformation sites in Germany, will focus on the theologies of Martin Luther and John Calvin. Luther is the pivotal man in early modern European history, because the protest he fomented against abuses in the medieval church paved the way for the development of nation

states, localized churches within those states, separated churchly governance from civil government, and ushered in the modern age, with all its advances and problems. Calvin led one of the most important and intellectually rich wings in this Reformation of church and state in Europe. We will read excerpts from their thought, focusing especially on the topics of faith, sin and evil, and the person and work of Jesus, and we will also read and discuss key interpreters of their thought. The immersion trip is a required portion of the class. One course credit. No previous coursework in religion is required, but permission to take the course will be granted by the instructor and will be determined through a selective application process.

REL 280-01 Topics in American Religion: Religion and Sports in America This seminar examines the relationship between religion and sports in American history and the contemporary United States. The world of American sports overflows with religious elements: players praying after games and speaking openly about their faith; the elevation of superstar athletes to modern gods; sports as a means of acculturation and character formation; the creation of sacred space, time, and rituals; the devotion which some fans give to their teams; the cultural worship of youth, health, and fitness; the historic connections between religious ceremonies and athletics; and much more. Drawing upon a range of disciplinary methods, we will investigate the ways religion and sports uphold similar ideals as well as the ways they are in competition with one another for the hearts, minds, bodies, and resources of their devotees. One course credit. No prerequisites.

REL 290-01 Topics in Comparative Religion: Contested Texts, Contested Sites (with immersion trip)

In this course, we will study the shared scriptures of the Abrahamic religions of Judaism, Christianity, and Islam. We will compare the texts of these religions and how they have reinterpreted their common traditions, such as the stories of Abraham, Moses, Mary, and Jesus. Students will learn about the points of agreement and disagreement in narrative, rhetoric, history, and theology. We will also study the ways in which these different traditions, expressed primarily by different conquering powers, have reimagined and rebuilt the city of Jerusalem in the image of their different faiths. During a spring break immersion trip to Israel and Palestine, we will visit Jerusalem and other contested sites in Israel/Palestine to contextualize the struggles and interactions between the three religions from ancient to contemporary times. One course credit. By permission of Instructor. Students who have taken one or more of REL 103, 141, and 162 will receive consideration.

REL 298-01 Sociology of Religion: Teens and Emerging Adults in the Contemporary U.S.

This seminar 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 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 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, discuss and evaluate facilitation techniques in diverse settings such as community meetings and business, and ultimately, participate in the creation and convening of public deliberation events. Assignments will include response papers to key readings, practice facilitations and deliberations, and a community deliberation project. This class qualifies as a Language Studies credit.

Prerequisites: None, but RHE 101 or sophomore standing is strongly requested.

Note: Enrollment for seniors will be limited to 4; Enrollment for juniors, sophomores, and freshmen will be limited to 12.

RHE 370-01 Rhetoric of the News Media

In this seminar-style course, we will explore the rhetorical function of the print and television news media. We will investigate such questions as: What qualifies as “news”? Do journalists simply discover “news” or

construct it? How do the news media influence our perceptions of the subjects they report? Do the news media educate, persuade, protect, or entertain their audiences? What *should* they strive to do? In our discussion of these and similar questions, we will consider the historical development of the news media, the financial, technical, and institutional factors that shape the news, and comparisons between mainstream and alternative news media. Case studies will include the news coverage of such topics as war, political elections, and religion. This class qualifies as a Literature/Fine Arts credit.

RHE 370-02 – Voices of America, The Rhetoric of the Nation’s Capital: Immersion Trip—Enrollment through Instructor Only

In this course, we will explore and analyze the diverse rhetorical agents and voices, past and present, in Washington, D.C. As the capital of the United States, Washington D.C. is a place of politics, activism, service, history, and public memory. After first exploring history, rhetorical theory, and rhetorical criticism related to the capital, we will travel to Washington, D.C. over spring break to experience the public discourse of the capital first hand. This immersion will provide students an opportunity to consider the various ways that rhetoric in and surrounding Washington, D.C. constructs, manages, unifies, and divides the nation. Our analysis will focus on the qualities, character, and limitations of rhetoric in American identity and politics. Each student will undertake an independent research project that draws upon his experience during the immersion trip. As such, to enroll in this course, students must be able to travel to Washington, D.C. over spring break.

Enrollment in the course is limited. To apply for this immersion course, please email Dr. Sara Drury (drurys@wabash.edu) the Washington DC Immersion Trip application form sent via email to students. Applications are due NO LATER THAN November 7, 2013. Contact Dr. Drury for more information.

THE 103-01 Great Directors: Alfred Hitchcock

When asked why audiences were so fond of his films, Alfred Hitchcock replied, "They like to put their toe in the cold water of fear." In films like *Psycho* (1960), *Notorious* (1946), *Rear Window* (1954), and *Vertigo* (1958), British director Alfred Hitchcock helped shape popular film genres including the slasher film, the spy film, and the psychological thriller. His films are unpredictable mixtures of styles and moods, shifting between the macabre and the whimsical, the shadowy and the sarcastic. In class, we will examine the work of Hitchcock in terms of narrative structure, cinematography, and style. We will also study Hitchcock the man, a portly son of a grocer who became an international celebrity and one of the greatest filmmakers of all time. Further, we will discuss how Alfred Hitchcock continues to influence directors today. All the while, as we dip our toes into the cold water of fear, the Master of Suspense will show us how the perilous and the monstrous lurk just below the veneer of everyday life.

THE 103-02 Great Directors: Stanley Kubrick

Of Stanley Kubrick, the great film director Sidney Lumet said: "Each month Stanley Kubrick isn't making a film is a loss to everybody." In such films as *Dr. Strangelove* (1964), *2001: A Space Odyssey* (1968), *Full Metal Jacket* (1987), and *Eyes Wide Shut* (1999), Stanley Kubrick routinely exploded cinematic conventions, and challenged preconceptions about the ways in which film could be used to tell a story. His films are consistently both aesthetically beautiful and deeply philosophical, exploring the meaning of life, the futility of war, the incomprehensibility of human relationships. In class, we will examine the work of Kubrick in terms of narrative structure, cinematography, and style. Further, we will discuss how Kubrick continues to influence directors today. Gorgeous, brazenly intellectual, and always provocative, the work of Stanley Kubrick is a testament to the potential of film as art.

THE 105-01 Introduction to Acting

This course provides an introduction to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will explore various acting methodologies throughout the course to distill individual processes, build technique and hone craft. Students will work on scenes from several modern plays for classroom and public presentation.

Prerequisites: None.

THE 206-01 Studies in Acting and Collaboration

Theater is inherently collaborative and expressive. The skills taught through the lens of “technique for the actor” are valuable in many fields including business, medicine, law, and education, to name a few. In addition to learning and enhancing basic stage techniques, students will apply a variety of theatrical styles to dramatic text, literary adaptation, ensemble improvisation and devised storytelling. This class will utilize ensemble collaboration to create in-class and public presentations, with the aim to produce a larger piece for the Indianapolis Fringe Festival.