Art 210 -01
Contemporary Architecture: Blobs, Blurs, & Decorated Sheds
instructor. Michael Bricker
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Pre-requisites. sophomore level and above, or with permission of instructor
Architecture seems to be an increasingly ambiguous field of work and study, ranging today from utilitarian stripmalls to starchitect-designed museums. We know that architects exist and that they do architecture, but somehow this “architecture” doesn’t always appear relevant or meaningful. And yet, we live in a world that is entirely constructed, full of massive objects inserted into the land.

As such, we will spend the semester trying to make sense of our constructed world by considering the landscape, the building, and the city as they relate to issues in contemporary architecture. Students will be challenged to interrogate and to define contemporary architecture and spaces through a variety of media, including film, drawings, graphics, and installations. This participation-based seminar is for students with a strong interest in architecture and the built environment.

Bottom line: We’re gonna look at cool buildings and talk about them.

Art 210-02 The Art of Ife: Africa’s Ancient City
Morton
This course will focus on ancient metal, terra-cotta, and stone sculptures produced in the urban center of Ife in Nigeria. The first part of the course will entail an intense study of the history and culture of the Yoruba people and the importance of Ife as the mythical location of the genesis of human life. During the second part of the course, students will work with the instructor as visiting assistant curators to help in preparation of the show Dynasty and Divinity: Ife Art in Ancient Nigeria at the Indianapolis Museum of Art.
Enrollment by permission of instructor. Watch for an email inviting applications.

Biology 177 - Special Topics: Global Health
The multidisciplinary issues of global health confront everyone on the planet. This half-semester course will examine 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 development including health determinants and the burden of disease, poverty and the influences of economics, history, and politics. We will examine important infectious diseases such as HIV, TB, malaria, and the neglected tropical diseases as well as important chronic disease problems. Cultural and ethical issues will be discussed. An immersion component connected with this class will travel to Peru July 31-August 14, 2011 (dates subject to change) and will involve travel to urban and rainforest areas. Students should expect to pay a small amount (to be determined) toward the immersion trip. Also, students are expected to enroll in a Fall 2011 half-semester, independent study follow-up course.
Enrollment in the course is limited. 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, or political science. 2nd half-semester. Enrollment is through the instructor.

**Chemistry 171, Transition to Chemistry**
This course will prepare students who have completed Che 101 for further work in Chemistry. Consultation with Che 101 instructor required for enrollment. Second half semester.

**Classics 211 = Political Science 330: Roman Political Thought**
Some scholars claim that there is really no such thing as Roman political thought; they claim that the Romans merely appropriated Greek political thought. While it is true that the Romans were heavily indebted to the ideas of Plato, Aristotle and others, they developed their own important contributions to political thought. Students will examine Roman concepts of duty, patron-client relationships, the relationship between military and politics, the relationship between the ideal statesman and rhetoric, and Stoicism. Students will read treatises, speeches, letters and histories from authors like Cicero, Seneca, Marcus Aurelius and Livy.

**Classics 213 = History 310 Ancient Greek Athletics: Sport, society, and religion. Immersion trip included.**
One feature of ancient Greek culture that set it off strongly from others with which we might compare it (Egyptian, Mesopotamian, Roman, Indian, Chinese) was its enormous expenditure of energy and time on athletic training and competition. Athletics occupied a vital position in Greek culture, with huge implications for the worship of gods, the social self-presentation of many men and some women, the expenditure of wealth, the production of art and poetry, the education of boys and some girls, the practice of medicine, and political activity.

The course will examine the history, practice, and cultural importance of Greek athletics, and it will culminate in an immersion trip to Greece (7-17 May). Students will study and present in person the four Panhellenic athletic centers (Olympia, Delphi, Nemea, Isthmia) and sites and museums in Athens.

Since the class will be abroad at Commencement, seniors may not enroll. **Enrollment by permission of instructor. Watch for an email inviting applications.**
Prof. J. Day. TTh 2:40

**Computer Science 271: Special Topics in Computer Science: Algorithmic Computer Music**
Computer Science 271 = Music 204
This course focuses on the creation of music with computers through the use of algorithmic procedures. Students will learn how to design systems that create music automatically. Topics include music representation; iteration and control structures; mapping and scaling; patterns; randomness; and Markov chains. Student work will be done in a free and open-source LISP-related computer music programming application called Grace. Assessment will be based on regular homework assignments; two small-scale compositional projects; and larger, more open-ended mid-semester and final projects. No prior programming experience is necessary. The course is designed for anyone with an interest in the intersection of music and computers. **Prerequisite: Music 106 or permission of the instructor.**
Economics 277-01: Economics of the European Union
The course includes a variety of topics related to current economic policy and institutional arrangements in the EU, ranging from labor markets and common monetary policy to international trade policy and challenges of growth. The main goal of this class is to develop a deeper understanding of the economic structure and policies of the European Union (EU). Additionally, the class will help students to become familiar with some data sources for information about the EU. Finally, economic policy is done in the cultural, historical and social context of individual countries, therefore some of this context will be included in class. The regular in-class approach will be complemented with the immersion trip to visit EU institution in Brussels, Belgium and the European Central Bank in Frankfurt, Germany. This class has a twin course: Politics of the EU and students enroll in both courses.

Prerequisite: ECO 101, concurrently taking PSC 374-02 AND consent of the instructor.

Economics 277-02 Game Theory
While the economic model of perfect competition assumes that prices and profits are determined by the invisible hand of the market and individuals take them as given, in markets that are not perfectly competitive there is more room for bargaining and strategic interaction. Game theory analyzes situations where there is strategic interaction, where the outcomes for one individual depend on the choices made by another individual. Such situations occur not only in economics, but also in politics and biology, and in everyday life. This class will examine a variety of games and their equilibrium outcomes. This class will require mathematical reasoning, but will not require calculus.

Economics 377-01 Economic Growth and Development
The course seeks to introduce you to issues in long run economic growth. We will try to understand “Why some countries are so rich and why some countries are so poor?” In doing so, we will focus on both theoretical models of economic growth and also compare evidence across countries over long periods of time. We will begin by looking at the role of capital, labor and technological change in fostering growth in countries within the framework of the “production function”. After that, the course will focus on the role of the government in facilitating growth and examine the effects of political instability, corruption, democracy, the role of fiscal policy and the correct degree of government intervention. Further, the course will focus on some other important aspects of growth- the role of income inequality, the role of international trade, international capital flows, financial aid and financial markets, and finally look at cultural and geography based explanations. Towards the end of the course we will spend some time thinking about the “limits to economic growth”.
Prerequisites: Intermediate Macro, Introductory Econometrics

Economics 377 -02 Environmental Economics
This course focuses on the application of economic principles to help understand and manage the relationship between humans and the environment. The central theme is that there are competing demands for our limited natural resources, including water quality, air quality, and waste assimilation capacity of the environment, necessitating that difficult choices be made regarding how those resources are used. The course illustrates how resources are allocated in a market economy, potential problems from a social perspective with that allocation, and alternative
solutions for reallocating resources to achieve more socially desirable outcomes. Issues such as efficiency and externality, benefit-cost analysis, and alternative policy instruments for pollution control are examined. Topics related to global warming, water resources, and other current environmental policy issues will be discussed as time permits. Prerequisites: Eco291 and Eco253.

**Education 202: The Role of Literacy in Middle School Curriculum and Instruction – 1 credit**
This course has two primary foci: a study of the philosophy of and key curricular models and debates around the contemporary middle school in the United States, and the role of literacy in the teaching and learning of the content areas at the middle school level. Students will be introduced to the major philosophies and curricular theories behind the current middle level education movement along with theories of literacy learning and current research on adolescent literacy methods. In the context of teaching young adolescents and promoting their literacy levels at this important age, students are also introduced to Classroom-Based Research (CBR) and will complete a pilot study of their own questions on literacy development in young adolescents. Required field experience (20 hours) will culminate in a two-week team-teaching experience in a middle school setting. The course is required as part of the AOC in Education and for state licensure.

**Prerequisite: EDU 101**
Level: Open to students not yet admitted to the Teacher Education Program; recommended students take this course in the sophomore year.

**English 109: World Literature in Translation: Irish Literature in Translation**
Are you interested in Irish culture? Would you like to explore its richness beyond the traditional images of the shamrock, Guinness, and Saint Patrick’s Day parade? Do you know the difference between “Irish” and “Gaelic”? This course is an introduction to the rich heritage of literature in Irish and its complex cultural and political context. The themes we will focus on—political violence, colonialism, exile, nostalgia, and language—are intertwined with each other, and they point to the variety of ways in which we can discuss Irish nationalism. What is the relationship between national identity and language? Is a coherent narrative of the Irish identity possible at all?

**English 210: Special Topics in Creative Writing (Travel Writing)**
**Prerequisite: (at least one other creative writing course or consent of the instructor)**
This is an intermediate-level workshopping course in travel writing. The course will have a strong workshopping component, starting early in the second week of instruction. The course will focus heavily on generating travel essays and learning to read as writers. Students will read a variety of critical and creative texts. Authors such as Barry Lopez, Peter Matthiessen, Ian Frazier, Isabel Allende, Paul Theroux, David Foster Wallace, or anthologies such as Best American Travel Writing 2010 will inform our understanding of travel writing. Creative nonfiction craft books such as Michael Shapiro’s A Sense of Place and Mimi Schwartz’s Writing True will provide students with the tools that they need to effectively write travel narratives. These texts will also familiarize students with different approaches and genres of travel writing. Since this will be a workshopping course, students will write weekly exercises and sketches.
which they then may develop into longer work that we will critique in class. By the end of the course, students will have acquired the following skills:

• Understanding of various forms of travel writing
• Understanding of style and voice
• Ability to effectively articulate and critique peer work
• Successfully generate and revise travel writing
• Learn to read as a writer through close analysis of form and language

The immersion portion of this course will include a trip to the Maho Bay Preserve in the US Virgin Islands National Park over spring break (Mar 5-12 2011). Maho Bay will help students investigate travel from a post-colonial perspective. Students will interrogate their own presence as “others” by attempting to defamiliarize a well-known tourist destination (the Caribbean) to a western audience through daily writing ateliers and workshops. At the USVI National Park, students will also do park service (clearing trails, cleaning colonial ruins, maintaining reefs) as well as hear from lecturers about colonialism and Caribbean literature. These activities will help students to grapple with issues of post-colonialism, displacement, or hybridity. My hope is that students will return to Wabash with a more complex understanding of the dynamics of travel and a better sense of themselves as global citizens so that their writing is more self-conscious and aware of the potential pitfalls of the travel writer. Interested students will submit an essay about the role this course will play in their studies, detailing their background and interest in travel writing to receive full consideration. Students studying creative writing will receive priority. Please submit essays to Dr. Eric Freeze at freezee@wabash.edu by Friday, November 5, 2010.

English 214: 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. Course requirements include multiple writing assignments, one major research paper, and two exams.

Prof. Lamberton, MWF 11:20am
It’s the mid-nineteenth century in Britain, and “change” seems to be the national buzz word. Not only has the industrial revolution restructured the landscape and the economy in recent years, but it seems the institutions that shape fundamental values and define the social order are all being called into question. The assumptions that have for generations guided the practices of Education, Science, and Religion can no longer be taken for granted. Sisters and daughters want to go to college, scientific inquiry threatens religious belief, and some of the leading preachers in the country are “going over to Rome,” i.e., converting to Catholicism. How do thoughtful
citizens respond to these changes? In other words, what do the country’s leading intellectuals have to say about these social trends and how their fellow citizens should navigate them? It was in this context that some of the most influential thinkers in the Victorian period turned to essay writing to engage in public debate. Reading the works of writers such as John Ruskin, John Henry Newman, J.S. Mill, Emily Davies, Amy Levy, T.H. Huxley, and George Eliot, we will examine how essay writers shaped national debates about religion, science, gender, and education, and we will come to better understand the rhetorical moves that characterize effective debate and social change. This course counts toward the Literature and Fine Arts distribution requirement.

**English 310-02 Studies in Fiction: London and Londoners in Crisis**

*Monday and Wednesday: 2:10-3:25*

Like all major urban centers, London and its inhabitants have faced multiple public and personal crises: fire, disease, economic downturns, social unrest, political upheaval, moral and spiritual decline, social fragmentation, war, immigration, and terrorism. In this course we will read novels selected from four centuries in which authors examine such crises from various literary and historical angles. We will begin with two important 18th-century novelists, Daniel Defoe and Henry Fielding, exploring the London plague of 1665 (Defoe’s A Journal of the Plague Year) and the criminal underworld of early 18th century “Enlightenment” London (Fielding’s Jonathan Wild). Our readings in this period will be supplemented with 18th-century British artist William Hogarth’s satirical treatment of London life. Moving to 19th-century London, we will read Charles Dickens’s Our Mutual Friend, a panoramic novel portraying mid-century London life with an emphasis on its social and economic fragmentation, and we will study the images and text of Gustave Dore and Blanchard Jerrold’s London: A Pilgrimage (1872). Finally, two books from the 20th and 21st centuries will provide us with an opportunity to see how much London life and Londoners have changed and remained the same over the approximately 300 years covered in the course (Zadie Smith’s White Teeth and one book to be selected later). We will, of course, pay particular attention to the development of the British novel as a dominant artistic form. Additional historical and cultural background readings, along with pertinent films, will also be part of the course.

**English 397: Critical Reading: Literary and Cultural Theory**

English 397 asks you to apply argumentative skills to literature. You will explore the purpose of literature and, more importantly, develop your own ability to read a text and say something interesting and intelligent about it. We will learn several different critical approaches to literature and use them to construct arguments about the texts we read and to develop an awareness of your cultural resources. We will ask a set of questions about the nature of certain reading practices and the value of the theoretical approaches included in your reading list. Once we develop our close reading skills, we will explore Gender, Feminist, and Queer Theories, Race, Ethnicity, and Post-colonial Analysis, Ecocriticism, New Historicism, and Cultural Analysis. Sound intimidating? Don’t worry: the literary texts and films that accompany the theoretical material will serve as concrete cases that allow us to see theory in action. Before you produce any essays in this course, you will learn key terminology of literary criticism. What is at stake in choosing one critical methodology over another? How should we read texts and analyze culture? We will pay particular attention to critical voice, essayistic form, the positioning of the reader. But most of all, we’ll have fun! The course is open to English Majors.
History 250-01
Topics in Latin American History: Mexican American History
Warner
This half credit course surveys the history of Mexican Americans, or Chicanos. While some attention will be paid to the pre-colonial and colonial past of Mexico as historical roots, more emphasis will be placed on history since the war of North American Intervention in 1846. Another major theme will be the complexity of Mexican American identity as a rich and continuing process.

History 370 = Religion 272-02: African Christianity
The course will examine the 2000-year history of Christianity on the continent of Africa. It begins with a survey of the Fathers of the Church from Africa, especially the beginnings of Christian monasticism. It will examine two important forms of Christianity that survive from antiquity—the Coptic Church in Egypt and the church in Ethiopia. Most of the course will focus on Christianity in sub-Saharan Africa beginning with the colonization of the 19th century. The course will examine both Protestant and Roman Catholic forms of Christianity as they have developed in the last two centuries, focusing on a variety of African Christianities. For two weeks, students will encounter African Christianity directly with a two-week residency in Kenya. There, they will experience interfaith dialogue between Christians and Muslims, attend workshops on the adaptation of Christian stories to the artistic styles of Africa, live with Kenyan Franciscan friars, and do some physical labor in schools and convents.

Math. 106-01 Topics in Contemporary Mathematics – Geometry: Symmetry, Shape, and Space
Geometry can be fun -- really! (This will NOT be your high school geometry course!) Changes in the way mathematicians think about geometry have influenced how scientists and philosophers view the universe. Possible topics include billiards, the Golden Ratio, linkages, kaleidoscopes, the fourth dimension, perspective, map projections, and more. This course can be used to satisfy math/science distribution and quantitative studies requirements.

Math. 106-02 Topics in Contemporary Mathematics: Pure Mathematics
This course is designed to convey some of the beauty, power and pervasiveness of mathematics by exploring a variety of mathematical topics such as numerical and geometric patterns in nature, the meaning of infinity in mathematics, chaos and fractals, elementary ideas from probability, etc. While many people associate mathematics with the process of solving "problems" by using a set of "formulas", in this course students will engage in the process of "doing" mathematics by exploring a variety of mathematical ideas in which the quest for patterns, symmetries, order and aesthetic value guide the process of mathematical reasoning. Students will discover that mathematics can be far from just arithmetic and calculations.

Music 202 – Instruments and Culture
An introduction to world-music instrumental cultures with an emphasis on organology. A wide selection of traditional instruments will provide a basis for the study of cultural, scientific, and artistic aspects of instrumental music. Specific cultures are illuminated by the examination of aesthetic principles valued by each tradition, the role of musical instruments in culture, the theory of each tradition, and the visual representation of the instrument as both a sound and an
art object. The course culminates in a final project. For this project, students may choose to write a term paper, give a class paper presentation, perform on a traditional instrument, or design and build an instrument by constructing a replica of an existing instrument, modifying a traditional instrument, or creating a totally new musical instrument design. This course is offered in the spring semester. **Note:** Students Must Be Also Enrolled In Physics 104 To Take This Course.

**Music 204: Special Topics: Algorithmic Computer Music**

**Music 204 = Computer Science 271**

This course focuses on the creation of music with computers through the use of algorithmic procedures. Students will learn how to design systems that create music automatically. Topics include music representation; iteration and control structures; mapping and scaling; patterns; randomness; and Markov chains. Student work will be done in a free and open-source LISP-related computer music programming application called Grace. Assessment will be based on regular homework assignments; two small-scale compositional projects; and larger, more open-ended mid-semester and final projects. No prior programming experience is necessary. The course is designed for anyone with an interest in the intersection of music and computers. **Prerequisite: Music 106 or permission of the instructor.**

**Philosophy 109—Perspectives on Philosophy: Socrates, An Examined Life**

This entry-level seminar will focus on the Socratic dialogues by Plato. The primary objective is to acquire and improve our ability to inquiry collectively about the most important matters for humans, piety, courage, moderation, etc. **No prerequisite. The course is designed for non-majors and those with no experience with philosophy; junior and senior majors can take this course only with prior permission from the instructor.**

**Philosophy 249-01—Topics in the History of Philosophy: American Philosophy**

This course will focus on readings that relate to "pragmatism," the only major American philosophical tradition. We will read selections from late 19th and early 20th century philosophers such as C. S. Pierce, Ralph Waldo Emerson, William James, and John Dewey; we will also read more contemporary work from Richard Rorty and Cornell West. **No Pre-requisite**

**Philosophy 249-02 = Religion 273-01—Topics in the History of Philosophy: Augustine**

We will read several of Augustine's earliest writings, which cover the topics of free will, the nature of knowledge, the relationship between knowledge and virtue, and the nature of God. Augustine was heavily influenced by Platonism and serves as the crucial transitional figure in the transition from a Greek to a Christian metaphysical world. **One previous course in philosophy or religion is suggested but not required.**

**Philosophy 249-03 = Religion 273-02—Topics in the History of Philosophy: Aquinas**

We will read a selection of Aquinas's writings from the Summa as well as other sources. Aquinas was the most systematic theologian of the Middle Ages (and perhaps of any Christian period), and he heavily revised the metaphysics of Aristotle in order to account for the Christian understanding of God. He covered every issue in the study of philosophy, from language,
knowledge, and freedom to causation, evil, the difference between the voluntary and the involuntary, the nature of the law and the nature of virtue.

One previous course in philosophy or religion is suggested but not required.

Philosophy 349-01—Seminar in the History of Philosophy: Wittgenstein
Ludwig Wittgenstein (1889-1951) was the central figure of mid-20th century Anglo-American philosophy. He transformed philosophical thinking about language and his views on language were a central influence on two key philosophical movements in the 20th century, the logical positivism of the 1920s and 1930s and ordinary language philosophy of the 1950s and 1960s. These movements were influenced by different periods of his work, and he is often seen as someone who radically transformed his views during the course of his life. We will focus on his most important work, the *Philosophical Investigations*, which he worked on during the 1930s and 1940s and which was published shortly after his death.

**Prerequisite:** Phi 346 or permission of the instructor.

Philosophy 349-02—Seminar in the History of Philosophy: Plotinus
Plotinus was a Platonist of the 3rd Century C.E. His interpretations of Plato departed so radically from the skepticism of Plato's early Academy that most now call Plotinus’ thought Neo-Platonism. Plotinus sought to make a systematic and unified theory of Plato’s writings by focusing primarily on Plato’s *Timaeus, Sophist* and *Parmenides*. As formulated by Plotinus and his followers, Neo-Platonism eventually became the foundation of much of medieval Christian theology and philosophy. This course is an advanced seminar whose primary purpose is to read, reflect upon and discuss selections from Plotinus’ work, the *Enneads*. While the focus is on Plotinus, we will begin the semester with key readings from Plato. **Prerequisite:** at least one course in philosophy or permission from instructor.

Physics 104 Special Topics: Acoustics of Musical Instruments
**Instructor:** Dr. Madsen
This course will cover the physics of waves, sound, music, and musical instruments at the introductory level. We will develop basic models describing how instruments create sound. There will be a hands-on practical component to the course consisting of weekly activities making measurements of sounds and instruments. This course does NOT have a lab component and does NOT satisfy the lab-science distribution requirement.

**Note:** Students Must Be Also Enrolled In Music 202 To Take This Course.

Prerequisites: None
Co-requisite: Music 202: Instruments & Culture Credits: 1

Physics 278 Special Topics: Introduction to Cosmology
**Instructor:** Dr. Krause
This course will examine the past, current, and future states of the universe. Models of the Big Bang will be studied in light of observations. Topics to be addressed include: cosmic dynamics, measurement of cosmological parameters, cosmic background radiation, nucleosynthesis, formation of galaxies, dark matter, and dark energy. **Prerequisites:** Physics 113.

Credits: 1
Political Science 314: Civil Liberties in War and Peace.
This course will explore how well (or poorly) the Supreme Court has protected the civil liberties of those we fear most: those who challenge our most deeply held beliefs; those suspected of violent crime; and those accused of waging war against us. Should we protect speech even if it is racist, terrorist or otherwise offensive? For example, should we permit people to protest at military funerals? Should we exclude evidence that would convict a rapist because it was obtained without a Miranda warning? Should we extend to terrorists the due process of law they are seeking to destroy? For example, should suspected terrorists get jury trials? Can we try suspected terrorists if the evidence against them was extracted through torture? And can we detain terrorists without trial if we currently lack evidence but believe that they will attack us if we release them? Debating such questions will help us understand the nature and purpose of civil liberties and the role of courts in enforcing them.

Political Science 330 =Classics 211 - Roman Political Thought
Some scholars claim that there is really no such thing as Roman political thought; they claim that the Romans merely appropriated Greek political thought. While it is true that the Romans were heavily indebted to the ideas of Plato, Aristotle and others, they developed their own important contributions to political thought. Students will examine Roman concepts of duty, patron-client relationships, the relationship between military and politics, the relationship between the ideal statesman and rhetoric, and Stoicism. Students will read treatises, speeches, letters and histories from authors like Cicero, Seneca, Marcus Aurelius and Livy.

Political Science 335 : Nietzsche
Friedrich Nietzsche is one of the most misunderstood theorists of the Western canon. The strange circumstances of his life, the iconoclastic nature of his works, and the complicated connections (or lack thereof) between Nietzschean philosophy and movements like Nazism have created an environment where his work can be sensationalized or misunderstood. Through an examination of works like The Birth of Tragedy, Beyond Good and Evil, Thus Spake Zarathustra and Twilight of the Idols, students will begin to separate Nietzsche's works from sensationalized statements about his works and evaluate Nietzschean concepts like the Ubermensch, master and slave morality, and the problem of Socrates.

Political Science 371-01 Women in American Politics
In this seminar students will examine the roles and significance of women in American politics today and how the involvement and influence of women has developed and changed over time. We will study women as participants in mass politics (voters and nonvoters, members of the mass public, etc.) and as actors in established institutions such as Congress and state legislatures. The course will, of necessity, examine and evaluate gender as a variable for understanding how people behave and participate in politics and how our political institutions function, and the policies they produce.

Political Science -374-01 Military Institutions in Domestic and International Politics
Prof. Paul Vasquez
In this course we examine one of the world’s oldest and most important political institutions: militaries. Armed forces are created primarily to defend states and their interests against other states and threatening actors. However, they can also play an important role in the domestic
political affairs of the states that they are created to defend. This course will improve students’ understanding of military actors in both of these regards. Because an all-encompassing treatment of military affairs is impossible within the context of a single semester, this course will emphasize the role played by people (soldiers, officers and their civilian leaders) rather than machines (tanks, artillery, small arms, etc.). A few of the topics addressed in this course include, but are not limited to: the nature of war; civil-military relations; the role of militaries in transitions to democracy; and the use of child soldiers and private military contractors.

PSC 374-02 Politics of the European Union
This course will examine the politics of the European Union (EU). Attention will be given to the political institutions and dynamics of the Union itself, as well as to those of its member states and to the process of EU expansion more generally. Special attention will be given to the possible effects of EU integration on national identity in contemporary Europe. Counts as advanced course in comparative politics or international relations. This course requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break.
Prerequisites: PSC 122, concurrent enrollment in ECO 277-01 and consent of instructor.
Credits: 1

Political Science -374-03 Insurgency, Revolution, and Terrorism
Prof. Paul Vasquez
In this course, we will begin by becoming familiar with essential terms and concepts related to insurgency, revolution, and terrorism. Along the way, we will learn about the conditions—political, military, social, and economic—that contribute to the political success or failure of these kinds of activities. Additionally, we will examine how these processes influence international relations and foreign policymaking more generally.

Religion 210 Topics in Islam: Issues in Contemporary Islam
2:40 TuTh    David Blix
What is the shape of Islam in the contemporary world? Where did this shape come from? Can Islam accommodate the contemporary world, and vice versa? If so, how? We’ll tackle these questions by reading both secondary and primary texts. Beginning with the fall of the Abbasids in 1258, we’ll look at the reconfiguration of the Abode of Islam among the Mughal, Safavid, and Ottoman empires. Then we’ll trace the rise of Islamic reform movements, starting in the 1700s.

We will then look at the rise of Islamic fundamentalism, the recent conflicts associated in the Middle East and the Asian subcontinent, and the new dynamics of Islam in the industrial societies of modern Europe and the United States.

1 course credit. Prerequisite: Religion 103, or the consent of the instructor. Enrollment limited to 15.

Religion 272-01: Heretics, Gnostics & Other Christians
Who or what is a heretic? This course will consider the origins and history of what Christians call “heresy” from the earliest history of the church to more recent instances and accusations of heresy. We will study the ideology or beliefs of different “heretics” and the rhetorical
construction of heresy in Christian texts. A central question of the course is why does Christianity develop this notion of heresy?

1 course credit. Prerequisite: Religion 162, or the consent of the instructor.

Religion 272-02 = History 370 : African Christianity
The course will examine the 2000-year history of Christianity on the continent of Africa. It begins with a survey of the Fathers of the Church from Africa, especially the beginnings of Christian monasticism. It will examine two important forms of Christianity that survive from antiquity—the Coptic Church in Egypt and the church in Ethiopia. Most of the course will focus on Christianity in sub-Saharan Africa beginning with the colonization of the 19th century. The course will examine both Protestant and Roman Catholic forms of Christianity as they have developed in the last two centuries, focusing on a variety of African Christianities. For two weeks, students will encounter African Christianity directly with a two-week residency in Kenya. There, they will experience interfaith dialogue between Christians and Muslims, attend workshops on the adaptation of Christian stories to the artistic styles of Africa, live with Kenyan Franciscan friars, and do some physical labor in schools and convents.

Religion 273-01 = Philosophy 249-02 —Topics in the History of Philosophy: Augustine
We will read several of Augustine's earliest writings, which cover the topics of free will, the nature of knowledge, the relationship between knowledge and virtue, and the nature of God. Augustine was heavily influenced by Platonism and serves as the crucial transitional figure in the transition from a Greek to a Christian metaphysical world.
One previous course in philosophy or religion is suggested but not required.

Religion 273-02 = Philosophy 249-03 —Topics in the History of Philosophy: Aquinas
We will read a selection of Aquinas's writings from the Summa as well as other sources. Aquinas was the most systematic theologian of the Middle Ages (and perhaps of any Christian period), and he heavily revised the metaphysics of Aristotle in order to account for the Christian understanding of God. He covered every issue in the study of philosophy, from language, knowledge, and freedom to causation, evil, the difference between the voluntary and the involuntary, the nature of the law and the nature of virtue.
One previous course in philosophy or religion is suggested but not required.

Rhetoric 270 - Environmental Communication
Prof. Hamilton, TR 1:10pm
This course examines how rhetorical processes inform, shape, and shift our relations with "the environment." We look at environmental problems and solutions as both actively socially constructed and as materially experienced. This course will provide an in-depth exploration of the theoretical, methodological, and applied aspects of environmental communication and it will put those understandings into action with the creation of an environmental communication campaign. We focus on public understanding of environmental issues; public participation structures and dynamics; environmental advocacy; expert-public-government dialogue; risk communication; conflict resolution through collaboration and consensus; public policy decision-making and implementation; and media framing of environmental issues. This course counts toward the Literature and Fine Arts distribution requirement.
Rhetoric 370 -01 = English 310-01
The Rhetoric of Debate: Victorian Essayists on Science, Religion, and the Education of the Sexes
Prof. Lamberton, MWF 11:20am
It’s the mid-nineteenth century in Britain, and “change” seems to be the national buzz word. Not only has the industrial revolution restructured the landscape and the economy in recent years, but it seems the institutions that shape fundamental values and define the social order are all being called into question. The assumptions that have for generations guided the practices of Education, Science, and Religion can no longer be taken for granted. Sisters and daughters want to go to college, scientific inquiry threatens religious belief, and some of the leading preachers in the country are “going over to Rome,” i.e., converting to Catholicism. How do thoughtful citizens respond to these changes? In other words, what do the country’s leading intellectuals have to say about these social trends and how their fellow citizens should navigate them? It was in this context that some of the most influential thinkers in the Victorian period turned to essay writing to engage in public debate. Reading the works of writers such as John Ruskin, John Henry Newman, J.S. Mill, Emily Davies, Amy Levy, T.H. Huxley, and George Eliot, we will examine how essay writers shaped national debates about religion, science, gender, and education, and we will come to better understand the rhetorical moves that characterize effective debate and social change. This course counts toward the Literature and Fine Arts distribution requirement.

Rhetoric 370 -02 - Rhetoric of the News Media
Prof. J. Abbott, MWF 2:10pm
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 and political elections. This course counts toward the Literature and Fine Arts distribution requirement.

Theater 103-01
Parody and American Performance
M/W/F 1:10-2:00
½ credit course
James M. Cherry
It seems we live in a time rife with parody: from The Colbert Report on television to Forbidden Broadway on the stage to the Scary Movie franchise on film, and America: The Book in print, parody seems a more central element of American cultural life than ever. Parody—the imitation and referencing of another text or cultural product for a comedic or critical purpose—has played a particularly important role in the history of American performance, for good and ill. For example, blackface minstrelsy caricatured the nineteenth-century African-American experience,
popularizing and legitimating a racist mythology through performance. In the present, parodies accompany their foundational texts almost immediately into the public discourse: 300 immediately spawns Meet the Spartans. This course will focus on parody as a part of American theater and film, but we will also branch out into art, television, and digital culture. Grounding our discussions in work of literary and performance theorists like Linda Hutcheon, Henry Louis Gates, and Simon Dentith, we will examine such texts as Harriet Beecher Stowe’s Uncle Tom’s Cabin, the cinema of Mel Brooks, the art of Andy Warhol and Robert Rauschenberg. In doing so, we will consider parody’s status as a subversive or conservative mode of expression, and the larger place of parody in our postmodern culture.

Theater 318: Performance and Design: The London Stage
What are the comparative roles of the playwright, director, actor, and designer in theater? How does architecture and space influence theater? What does it mean to develop a production concept? What role does an audience play in shaping a performance? To study these questions, the class will engage in an immersion experience (May 7-14) to view and review current productions on the London stage. In preparation for the London trip, students will also participate in the production process of the Wabash theater performance of Timberlake Wertenbaker’s Our Country’s Good. Enrollment is by interview only. **Students must have completed prerequisites for Theater 318**