ART 225-01 - Special Topics in Studio: New & Expanded Media
What does it mean to make Art in the 21st Century? In this course, students will take a hands-on approach to exploring this question as they learn to work with multiple different mediums—including digitally generated imagery, installation & site specific work, and more. Projects will allow students to experiment with traditional and contemporary mediums, and develop a working knowledge of artistic practice. The class aims to expose students to varied methods and motivations for making art, and also invites them to actively consider the relevance of visual art in our contemporary moment.

BIO 177-01 - Special Topics: Environmental Biology
In this non-majors biology course students will learn about the processes occurring in the natural world and how these processes have been and continue to be impacted by human activity. We will explore a wide range of environmental issues including population growth, biodiversity, agriculture, environmental toxins, and global climate change. In addition to lectures and readings from the text, we will explore current environmental issues using recent news media, as well as other sources. This course does not fulfill the lab science requirement or requirements for the Biology major.

BIO 371-01 - Special Topics: The Evolution of Populations
This course will provide an in-depth examination of the population-level effects of evolutionary processes. The first half of the semester will focus on examining advances in evolutionary biology, centered around a quantitative approach to understanding the principles of population genetics. The second half of the semester will involve close reading of primary literature focused on the population genetics and evolution of domesticated plants.

CHE 471-01 = PHY 278-01 - Materials Chemistry & Nanotechnology
Materials chemistry is one of today's most dynamic research fields and impacts modern society in many important ways. Ceramics, polymers, semiconductors, superconductors, alloys, and composites are the materials of choice for a host of applications ranging from building materials and advanced microelectronics to food packaging and medical implants. In order to develop and select the proper material for a certain application, scientists and engineers must understand the structure of various materials at the microscopic level. This is because macroscopic properties (density, chemical resistance, color, biocompatibility, etc.) are dictated by a material's chemical structure. Chemists, engineers, physicists, and biologists work diligently to develop exotic new materials that will enable the revolutionary technologies of the future. The course will present a survey of the field and explore the frontiers (e.g. nanotechnology) of the field via the primary literature. 1st Half Semester

CLA 213-01 = HIS 310-01 - Advanced Topics in Ancient History Thucydides, Periclean Athens, and the Peloponnesian War
This course will examine Athenian politics, society, and culture during the "Golden Age" of the fifth-century BCE. Starting from the height of Athenian prosperity and imperial power in the middle of the century, we will consider the career and policies of Pericles, Athens’ most famous leader, including his political reforms, foreign policy, and monumental building projects. While expanding Athens’ power, influence, and cultural reach, Pericles drove the Athenians into the Peloponnesian War with Sparta, which ended in Athenian defeat and humiliation – and ruin for much of the Greek world. The course will center on discussion of ancient sources for the period, especially Thucydides, hailed as the greatest of ancient historians and the first political theorist. We will also consider the plays of Euripides and Aristophanes, the biographies of Plutarch, and the rich archaeological record, including the Parthenon and Acropolis.

CSC 271-01 - Mobile Device Programming
This course explores mobile device programming. Through a hands-on project-oriented approach, students will learn to program apps for Android devices, which account for a majority of the US smartphone market. This course assumes students are already familiar with the Java programming language.

ECO 221-01 - 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. Concurrently taking PSC-322-01

**EDU-201-01 = PHI-299-01 – Philosophy of Education**

This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) and investigate the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society.

**EDU 370-01 = PHI 399-01 - Method, Rationalism, and Reason in Education**

This course will examine the ways in which constructions of method derived from the sciences have been applied to education. We will consider the historical and philosophical backdrop to methodizing generally and in the sciences, with particular attention to ways in which these traditions have informed the development of quantitative, qualitative, and mixed-methods approaches to educational research and classroom teaching and assessment.

**ENG 122-01=HUM-122-01=MLL-176-01 – 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, and the formation of words and sentences. Credits: ½ First half semester.

**ENG 121-01=HUM-121-01=MLL-176-02 – Studies in Language: Language Variation and Change**

This continuation of ENG122 (HUM121, MLL 176-02) will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time. Credits: ½ Second half semester.

**ENG 310-01 - The Contemporary American Novel**

What is America writing right now? What are the thematic and formal concerns occupying contemporary American novelists--if indeed they can be said to have such concerns in common? And how might these concerns tell us something about where and how we live in the early twenty-first century? This course will address these questions through a survey of some of the most notable American novels (including graphic novels) of the past five years, with attention to the works of authors such as Jonathan Franzen, Karen Russell, Gary Shteyngart, Alison Bechdel, and others.


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 the assumptions of religious belief, and some of the leading preachers in the country are "going over to Rome," i.e., converting to Catholicism. It is in this context that some of the most influential thinkers in the Victorian period turned to the essay form to engage in public debate. How do thoughtful citizens respond to these changes? What do the country's leading intellectuals have to say about these social trends and how their fellow citizens should navigate them?

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 contours of the essay form, as well as the rhetorical moves that characterize effective debate and social change.

**ENG 340-02 - Studies in Individual Authors: Thomas Hardy—the Novels and Poetry**
In this intermediate course, we will study the life, times, and writings of one of the most important late 19th-century British novelists and early 20th-century poets. A practicing architect (church restorations) in his early professional career in mid-19th century England, Thomas Hardy soon turned his interests to writing poetry and novels. These writings were influenced by his experiences of living most of his life in rural Dorset in southwest England. Some of the controversial subjects of his novels set in the 19th-century rural farm villages of his birthplace might seem more appropriate for topics on modern tabloid and reality television: murder, rape, fake pregnancy, seduction, infanticide, alcoholism, illegitimate children, wife selling, marriage between cousins, failed marriages, class conflict, and complicated love triangles. In fact, Hardy abandoned his career as a novelist in 1896 after his novel *Jude the Obscure* (the story of a farm boy wanting to attend college) was labeled by critics as a “shameful nightmare” and “Jude the Obscene.” The frustrated Hardy shifted his literary pursuits to writing essays and poetry, which he continued to do until his death in 1928. Hardy’s novels and poetry focusing on personal as well as topical subjects—including industrialization, war, and the sinking of the Titanic—are marked by his modernist, ironic, and tragic world view. We will read a broad selection of his poetry and four novels: *Far From the Madding Crowd*, *The Mayor of Casterbridge*, *Tess of the D’Urbervilles*, and *Jude the Obscure*.

**ENG 350-01 - Masculinities in Literature and Film**

After studying the art and practice of adapting fiction or drama to film, we will focus on pairs of texts that highlight a variety of masculine representations. The label “masculinities” implies that there is not one way of being a man, and the works we consider will reveal a full range of experiences touching on differing cultures, races, classes, sexual orientations, and ethnic groups. Fiction and films may include Jack Schaefer’s *Shane* (Dir. George Stevens); E.M. Forster’s *Maurice* (Dir. James Ivory); Russell Bank’s *Affliction* (Dir. Paul Schraeder); Nick Hornby’s *High Fidelity* (Dir. Stephen Frears); Annie Proulx’s *Brokeback Mountain* (Dir. Ang Lee). Our work will be informed by reading a number of theoretical and critical texts on the representation of masculinity.

**ENG 397-01 - CRITICAL READING—TOPICS IN LITERARY AND CULTURAL THEORY**

English 397 asks you to learn several different critical approaches to literature and use them to construct arguments about poetry, fiction, drama, and contemporary cultural production in general. 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. We will explore Gender and Queer Theories, Race, Ethnicity, and Post-colonial Analysis, New Historicism, and Cultural Analysis. Sound intimidating? Don’t worry: we will always ground the theory in literary texts, films, and music. 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. Sign up if you want to explore what Virginia Woolf, Lady Gaga, and *The Big Lebowski* have in common.

This course is no longer limited to English Majors only. Upper-level students interested in intensive critical reading of culture, including literary texts, film, music, and advertising, are encouraged to enroll.

**FRE 314-01 - The Complex Universe of the Tale and Traditional Thought**

Traditional societies present several social dispositions that allow one to see them either as communities with closed social ethos or as societies with backward worldviews. Yet, one of their most studied expressive arts, the tale, displays narrative features that seem to suggest that traditional philosophy is quite expansive and open. So, it becomes worthwhile examining the nature of the tale and its role in traditional philosophy.

Questions that will be raised, in this course, will include the following: Does the tale present enough arguments that can allow one to state that traditional societies are indeed more receptive to novel experiences than they usually appear to be? Can we depart from the fictional world of the tale to make descriptive suggestions about “real and concrete” phenomena - traditional philosophy and societies? Have tales, as presented to us today, remained unaltered over the years, or are they modern recreations of traditional stories? Is the expansiveness displayed in the tale alike the one that is usually considered a mark of openness or is it an alternative form of openness?

To allow the class to deeply reflect on the questions raised here, this study will be limited to a very short selection of American tales excerpted from Benjamin Peret’s *Anthologie des Mythes, Légendes et Contes Populaires d’Amérique* (1989); of several African tales: Daniel Fagunwa’s *The Forest of a Thousand Daemons* (1939), Djibril Tamsir Niane’s *Soundjata* (1960), “Maman Caïman” and “Sarzan” from
Birago Diop’s *Les Contes d’Amadou Koumba* (1947); of European tales: “L’os qui chante”, “La poule noire” and “Peau d’âne” taken from Geneviève Massignon’s *De bouche à Oreille : Anthologie des contes populaires de France* (2006) and Homer’s *The Odyssey* (VIIIe-BC).


Djibril Tamsir Niane’s *Soundjata* (1960) *ASIN:* B003CTJP1G

Homer’s *The Odyssey* (VIIIe-BC) *ISBN-10:* 006124418X

**FRE 377-01 - The 20th Century Novel: 1900-1945 (Le Roman du 20ième Siècle: De la Belle Époque à la fin de la Seconde Guerre Mondiale)**

This course will explore the socio-historical context and events surrounding the 20th century French novel from La Belle Époque (1900-1914) until the end of World War II (1945). The first half of the 20th century witnessed dramatic shifts in the technology, the advent of modernity, World War I, and World War II. How do we see these changes and conflicts expressed through literature and what are their effects? How does the French novel change and evolve as a consequence of the times in which it is written?

We will begin with Proust’s *Un Amour de Swann*, which is part of his magisterial work *À la Recherche du Temps Perdu*. Students will gain an understanding of the transition between the 19th and 20th century through this work and will also explore Proust’s theory of involuntary memory. We will then study Alain-Fournier’s charming narrative *Le Grand Meaulnes*, published in 1913 at the end of La Belle Époque. Following our exploration of *Le Grand Meaulnes* et La Belle Époque, we will read Eugène Dabit’s *Petit Louis*. *Petit Louis* is a coming of age novel set during World War I and gives a unique perspective concerning the personal experiences of a young soldier.

Finally, students will read Vercours’ *Silence de la Mer* and Marguerite Duras’ *La Douleur*. These texts express the rage, suffering, and loss of identity experienced by the French public during the Occupation by the Nazi regime. Vercours’ novel was published clandestinely in 1942 during the Occupation and is a nostalgic and gripping tale of the relationship between a French girl, her grandfather, and a German officer. This work allows a glimpse of the complexity of emotions and the psychological effects caused by World War II.

**HIS 240-01 - The History of Mexican Americans, Native Americans, African Americans and Japanese American Populations in the 20th Century United States.**

This course will focus on Mexican American, Native American, African American and Japanese American populations in the United States in the 20th century. We will examine the history of specific events that prompted activism, resistance, and demands for sociopolitical and economic reforms. Major changes in activism within communities of color were prompted by participation of people of color in the war efforts, including WWII, Korea, and Vietnam. Jim Crow Laws, the “repatration” of Mexican Americans in the 1930s (forced deportation of US citizens), The Zoot Suit Riots, Japanese American internment camps, Black and Brown Power movements, the Women’s Rights Movement, and the American Indian Movement are issues we will address along with support and opposition from organizations like the Committee of Industrial Organizations, and the Knights of the Ku Klux Klan. The significance of this issue to students in the early 21st century is that despite the fact that discussions related to race, equality and ethnic inclusion have been at the forefront of sociopolitical and economic debate for well over one hundred and fifty years, they continue to be triggers to political actions even in the present day.

**HIS 260-01 - Topics Asian History: Modernization and Democracy in China’s 20th Century**

This course is concerned with political developments in modern China. We will focus on how the idea of democracy has evolved, what it means and what institutional arrangements it entails in China’s 20th century. We are also interested in how democracy interacts with the forces of development, modernization, and revolution, of nationalism and colonialism, and of ethnic, intellectual (liberalism and Enlightenment) and other political-cultural traditions (empire and religions). We shall examine how and why, despite conflicts and uncertainties, democracy has become increasingly influential in political processes, policy formulations and ideological commitments in China’s revolution and development. By focusing on the century-long political and socio-economic transformations as well as regime changes, students will learn how the concept of democracy as it is associated with development programs and revolutionary agendas is continuously contested in China, politically, culturally and institutionally; they
will learn to compare China’s democratization with other existing forms of democracy in Euro-America and in Asia.

At the end of the course, students are expected to be intellectually prepared for working further in history and historiography. They shall grasp archives research skills, analyze primary materials through secondary literature, and make valid arguments in historical writing. They should in particular be familiar with political developments in modern China, and competent in discussing at least two cases in comparative and global perspective with detailed background knowledge and a measure of theoretical and historiographical fluency.

HIS 320-10 = PSC 314-01 - The Common Law: The Role of History In Anglo-American Government
A majority of the current US Supreme Court is deciding the meaning of civil liberties like the right to keep and bear arms and the rights, if any, of terrorist detainees to due process of law based upon the "original intent" of our Founders, which in turn is usually based upon English constitutional history. Outside of the constitutional realm, every day our courts apply rules developed in past cases to resolve modern disputes. Why do we rely so heavily upon history in governing ourselves today? Should we use history only as a reference point that we are free to disregard as we see fit? Or should history play a stronger, more determinative role? If history plays a stronger role, how do we ensure that we are applying history fairly and accurately rather than in a biased manner to advance our present political goals? Is it even possible to be that objective? What does reliance on history tell us about our fundamental assumptions, cultural frames of reference, and self-image. There is perhaps no better way to answer these questions than to study the evolution and practice of the courts of England and the United States and the "common law" they have handed down for over 900 years. We will explore that most venerable common law institution, trial by jury, the radical changes in the jury's role and procedure over time, and its more recent decline; the rise of a competing, non-jury mechanism called "equity" that was better suited to more complex business disputes, and equity's "triumph" over the jury; and the evolution of key American constitutional rights from their English roots in the common law, Magna Carta, and the constitutional crisis of the seventeenth century during the reign of the Stuart monarchs. We will explore these issues not only in the classroom and through research but also through our observations during an immersion trip to England over Spring Break and in visits closer to home.

Prior work in history or political science is required. Enrollment (limited to 14) by approval of the instructors only. Applications due October 22, 2012. Sophomores, Juniors and Seniors may apply.

HIS 340-02 - Borderlands and the Southwest
This course will focus on the border regions between Mexico and the United States, and the Southwest from the time of Spanish colonization to the present. Although the actors and subject matter has shifted since the mid 16th century, violence based in a desire to control the landscape and people has historically plagued the region, and continues in to the present day. We will examine the history of the region as a frontier space, how people of varying political leanings, ethnic backgrounds and lived experiences have interacted with each other, and how frontier ideology continues to impact the identity of certain groups in the region. We will study the causes and effects of violence and interactions in the Borderlands from the colonial era to the modern day, and touch upon illegal immigration, drug cartels, economic imperialism, free trade zones, maquiladoras and ultimately, militia groups and the multi-million dollar fence built along the Rio Grande to separate "us" from "them." Students will be expected to produce a 20-25 page paper utilizing both primary and secondary source materials.

HIS 350-01 - Food In Latin American History
This course engages the history of food in the region of Latin America. We will concern ourselves with the subject of food through time and across the region, and will study the matter from a variety of perspectives including the histories of plant and animal food sources, global markets, production and cultural meanings of food, issues of gender and ethnicity in food production and consumption, and other avenues of investigation. Students will read and analyze scholarly articles and books on the subject of food history, and will produce a 20-25 page term paper on one aspect of Latin American food history. Cuisines from across the Americas will be examined in the course, and there will be some practical application involved (i.e., you will learn how to cook some Latin American food). Prerequisite: At least one course in History or permission of instructor.
HIS 360-01 - Advanced Topics in Asian Hist: Everyday Life in Modern China
This course examines modern Chinese history (1911-2008) 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: 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.

MAT 106 - 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, Celtic knots, the Golden Ratio, Penrose tilings, Islamic patterns, non-Euclidean geometry, perspective drawing, and more. This course can be used to satisfy math/science distribution and quantitative studies requirements.

MAT 178-01 - Fixed Income Mathematics
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, duration as a measure of price volatility, and options. This course does not count toward the mathematics major or minor. The course is not open to students who have taken Math 252: Mathematical Interest Theory. 1st Half Semester

MAT 178-02 - Matrix Algebra with Applications to Probability, Statistics, and Game Theory
The course provides an introduction to matrix algebra and uses matrix algebra to address a variety of applied problems. We look at sums and products of matrices, determinants of square matrices, the inverse of a matrix, eigenvalues, eigenvectors and diagonalization of matrices. Applications include Markov chain problems, regression, principle component analysis, and solutions to finite 2-person zero-sum games. This course does not count toward the mathematics major or minor. The course is not open to students who have taken Math 223: Elementary Linear Algebra.

MUS 204-01 - Topics in Music: Electronic Music History and Literature
This course surveys the history and literature of electronic music, providing a thorough treatment of the relevant history behind the marriage of technology and music that has led to the state of electronic music today. Beginning with the early history of electronic music before 1945, this course outlines key composers, inventions, and concepts, ranging from Edgard Varèse to Brian Eno; musique concrete to turntablism; and compositional techniques used in both analog and digital synthesis. Fulfills 1 credit of Lit / Fine Arts Distribution requirements.

PHI 109-01 and PHI 109-02 - Perspectives on Philosophy: Friendship
What are friends for? Who do we count among our friends? What are the ethical benefits and ethical dilemmas that occur in friendship? How do friendships contribute to our character and identity? What is the role of friendship in a good life? We will explore some of the ways philosophers have tried to answer these questions beginning with Aristotle and moving historically through such thinkers as Cicero, Seneca, Montaigne, C.S. Lewis, and several more contemporary philosophers who are taking a renewed interest in friendship. This is an introductory half-semester course which is being offered in each half semester.

PHI 219-01 - Topics in Ethics and Social Philosophy: Contemporary Moral Problems
This is a course in Applied Ethics, which is where ethical theory (knowing what we ought to do) and moral practice (doing what we ought to do) converge. As human beings we seek to live reasonable, principled, and consistent lives. However, knowing what we ought to do and why we ought to do it isn’t always easy. In this course we will be considering a number of questions which force us to think hard about matters of moral permissibility, fairness, and altruism. We will begin the course with an overview in ethical theory,
thus familiarizing ourselves with the different principles upon which ethical decision making is traditionally based. With this foundation in place we will then move forward to evaluate moral problems related to issues in contemporary society (e.g. abortion, the treatment of animals, euthanasia, torture, and capital punishment). Finally, we will examine actual contemporary cases, and work hard to articulate principled reasons for how we would adjudicate moral disputes relating to those cases. Grades will be determined by papers and student participation in discussions.

PHI 219-02 - Topics in Ethics and Social Philosophy: The Political Philosophy of Martin Luther King, Jr.
This course will introduce students to the political philosophy of Martin Luther King, Jr. In addition to King’s sermons and public addresses, we will read his published texts with the goal of understanding his thinking on matters of justice, the role of government, the requirements of human freedom, and the political nature of love. This course is designed to explore King as philosopher and public intellectual. Thinkers like Plato, Hegel, W.E.B DuBois and Cornel West will also be discussed here. The goal of the course is for students to go beyond the image of King as “Dreamer” and understand his contribution to political theory. Students who are interested in democracy will also benefit from this course.

PHI 219-03 - Topics in Ethics and Social Philosophy—Changing Your World: The Ethics of Creating Change through Business, Entrepreneurship, and Activism
This course is for any student who aspires to enact change in his community or society through commercial enterprise, entrepreneurial action, or the mobilization of groups behind a cause. It is an ethics course for future business leaders, entrepreneurs, and social activists. Our primary themes illuminate and unify major issues of culture, economics, business practice, and politics. In this course, we ask what change is, how we can assess it, and how we can lead lives that reflect our ethical commitments in creating change. We will deal with numerous issues of practice along the way, from everyday workplace ethics, trust and honesty in business, the nature of corporations, ethical issues in finance (what money is, how we make it, and how we spend it), justice, fairness, social responsibility, and intellectual property. This course will be challenging. Be prepared for light-readings read rigorously alongside some extremely difficult texts. Requirements include regular participation in a course blog, a midterm philosophical essay (~10 pages), and a final, creative paper proposing and assessing the ethics of a case (~15 pages). There may also be one or two film screenings throughout the semester, some guest speakers, and the rehearsal of mock-ethical situations. We read texts from, among others, Plato, Foucault, Hubert Dreyfus, Joseph Schumpeter, and Robert Solomon.

PHI 346-01 - Analytic Philosophy: Wittgenstein and after
The later work of Ludwig Wittgenstein (1889-1951) was a dominant influence on philosophy in the English-speaking world during the mid-twentieth century. In this work, Wittgenstein rejected the conception of philosophy as a quest for hidden structure in our thought and saw it instead as an effort reorient our thinking by focusing on the ordinary use of language. We will look at selections from his work, reactions to it, and samples of the “ordinary language” philosophy of the post-war period that was inspired by his work or was in its spirit. 1st half semester.

PHI 346-02 - Analytic Philosophy: Kripke and after
Saul Kripke (1940-) changed the direction of analytic philosophy in 1970 with a series of lectures published under the title Naming and Necessity. Kripke’s discussion of the meaning of proper names in these lectures served to revive interest in the ideas of essence and to natural kinds, to open questions about our grasp of meaning, and to suggest new directions for philosophical realism. We will look at his book, some reactions to it, and some of its echoes in the philosophical work of the last 40 years. 2nd half semester.

PHI 349-01 - Seminar in the History of Philosophy: The Philosophy of Plato
Alfred North Whitehead once stated that “The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato.” While this statement is no doubt hyperbolic, the general point it conveys is accurate: Plato’s philosophy is seminal to the Western philosophical tradition. The philosophy of Plato memorializes the life, death, and legacy of Socrates. Plato’s Socrates tells us that the unexamined life is not worth living. If he is right, then we should think hard about what it means to live an examined life, and make every effort to live such a life. In this class we will study several of Plato’s works in an attempt to understand how it is that we might come to live
lives that are worthy of our humanity. We will especially attend to the following questions: What is knowledge? What is virtue? What is justice? How might we become knowledgeable, virtuous, and just? We will develop our answers to these questions within the context of Plato’s theories of knowledge and reality. Finally, we will attend not only to the content of Plato’s philosophical thought, but the form in which he conveyed it, viz. the dramatic dialogue. Among the dialogues we will read: *Meno; Theaetetus; Phaedo; Republic; and Phaedrus*. Grades will be determined by papers and student participation in discussions.

**PSC 330-01 = CLA 211-01 - History of Political Thought: Ancient and Medieval.**

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.

**REL173-01 - Introductory Topics in Theology**

This course will introduce students to the study of Christian theology. Special attention will be given to the methods and forms of theological thought, as well as to themes like creation, redemption and reconciliation. Most readings will be drawn primarily from the late modern period, including theologies from Tillich, Caputo, Placher, Moltmann, and Keller.

**REL 210-01 -Topics in Islam: Issues in Contemporary Islam**

What is the shape of Islam in the contemporary world? How did it get this shape? To what extent can Islam accommodate the contemporary world, and vice versa? These are some of the questions that we’ll try to answer in this course. We’ll start by looking at some key moments in Islamic history. 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, and move from there down to the early 1700s. We’ll then read a number of primary texts by Islamic reformers from the 1700s down to the present. We will pay special attention to the rise of so-called Islamic fundamentalism, the recent conflicts associated with Islam in the Middle East and the Asian subcontinent, al-Qaeda and the Taliban, and the dynamics of Islam in the industrial societies of modern Europe and the United States.

**REL 230-01 - Topics in East Asian Religion: Folk Religions in China**

This course is an introduction to the folk religion tradition in China. Using a historical and sociological perspective, it examines the origin and development of China’s folk religion and its recent revival in the post-Mao reform. The course will address the relationship between China’s folk religion and institutionalized religions, including the impact of Christianity in modern times. By means of case analysis, we will explore the roles played by folk religion in China’s culture formation and social changes.

**REL 260-01 - Topics in New Testament and Early Christianity: “Was Jesus Married?”**

The announcement this past September of an ancient text in Coptic that read “Jesus said to them, my wife” sent immediate shock waves through the scholarly and media world. While historians of early Christianity debated the authenticity of the text, media outlets from *The New York Times* and NPR to *The Daily Show* and *The Colbert Report* reported the finding. The text was scheduled to be published in January 2013, but that has been delayed and authenticity might be established during this coming semester. The course will use this text as a springboard to ask a series of questions about Jesus and early Christianity: (1) What do we know about Jesus and how do we know it? What other new discoveries have radically changed views about Jesus—or have subsequently been debunked? (2) How has our knowledge about Jesus changed with the discovery of new texts and artifacts, in particular the Nag Hammadi texts? (3) How did early Gnostic Christians view Jesus? and (4) Could Jesus have been married? What can we know about marriage, family, and sexuality in early Christianity? These are wide-open questions and students will gain the tools and knowledge to start researching possible answers. All readings will be in English translation.

**REL 272-01 - Topics in the History of Christianity: World Christianities**

This course consists of two important topics in the history of Christianity. First, we will examine “old” forms of Christianity beyond the Catholic and Protestant realms, in particular the Orthodox tradition
centered in Constantinople and the Christianities of Armenia and Ethiopia. Second, we will study the development and forms of Christianity outside the USA and Europe, i.e. in Latin America, Africa, the Middle East, and East Asia.

REL 273-01 - Topics in Theology: Augustine
This course will examine many 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 Plato and Platonism and serves as the crucial figure in the transition from the Greek to the Christian metaphysical world.

REL 273-02 - Topics in Theology: Aquinas
We will read a selection of Aquinas’s writings from the Summa Theologica 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 nearly 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.

REL 273-03 - Topics in Theology: Ritual in Religion and Everyday Life
This course takes on several questions. What are “rituals”? Are they routine acts, which people do simply because they’ve always done them? Or are they meaningful acts, which people do because they actually signify something? Can we say that all rituals are religious? If so, why? If not, why not? Etc. In this half-course, we will read selections from Jonathan Z. Smith, Catherine Bell, and other writers on ritual. Using film and other media, we will also look at a variety of ritual activities from different cultures, including fraternity and College rituals, religious ceremonies (e.g. the Mass, Hindu temple rituals, Confucian rites), holidays like Halloween, and the “little rituals” of everyday life, such as those associated with meals and sports.

REL 273-04 - Topics in Theology: Symbol and Myth in Religion and Everyday Life
Do myths and symbols belong in the skill-set of people living in a modern scientific world? Or are they playthings for nerds or soft-minded romantics? What exactly are symbols? Myths? What do they do? Are they socially constructed? Archetypal? Something else? How important are they for religion? Can you have a religion that is “demythologized”? Should you? These are some of the questions that we will tackle in this half-course. We will read selections from, among other, Mircea Eliade, Jonathan Z. Smith, Wendy Doniger, Paul Ricoeur, as well as their critics. Using film and other media, we will also read or look at a variety of myths, both ancient and modern.

REL 280-01 - Topics in American Religion: Religion and Health in America
In this seminar, we will examine the various ways religious groups in America have understood the body and practiced health, focusing on issues of illness, medicine, healing, and death. Discussions will be based on readings addressing health among evangelical and African-American Protestants, Catholics, New Age adherents, Jews, and others. In particular, we will focus on the beliefs and practices of Christian groups in the nineteenth and twentieth centuries, as well as contemporary issues and medical research in health and religion.

REL 298-01 - Sociology of Religion
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.

RHE 270-01 - National Identity, Public Opinion, and Rhetoric
Do “the American people” exist? Is it possible to measure “public opinion”? Whose interests are served by the voice of the people? This course approaches these questions and others from a rhetorical perspective as it studies the relationship between rhetoric, publics, and public opinion. In approaching this relationship as grounded in democratic theory as well as practically enacted in everyday discourse, the course
addresses a variety of themes including the influence of rhetoric on opinion formation and control, the construction of national identity, and the exercise of ideology and power in relation to “the people.” Ultimately, this course encourages students to reflect on the power of rhetoric to construct publics and public opinion. This course will count as a Lit/Fine Arts distribution credit.

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 the assumptions of religious belief, and some of the leading preachers in the country are "going over to Rome," i.e., converting to Catholicism. It is in this context that some of the most influential thinkers in the Victorian period turned to the essay form to engage in public debate. How do thoughtful citizens respond to these changes? What do the country's leading intellectuals have to say about these social trends and how their fellow citizens should navigate them? 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 contours of the essay form, as well as the rhetorical moves that characterize effective debate and social change. This course will count as a Lit/Fine Arts distribution credit.

RHE 370-02 - Theories and Practices of Democratic Deliberation, Rhetoric, and Civic Engagement
By arrangement with the instructor (Dr. Sara Drury)
This intense course will explore the theories and practices of democratic deliberation in the United States, drawing on readings in rhetorical studies and political theory. Throughout the semester, we will be considering and evaluating the use of deliberation in educational and public settings. All students in this course will collaborate in designing and implementing a research project on the effectiveness of democratic deliberation. Furthermore, students will participate in a site visit of public deliberation, and present at a research exchange at the Kettering Foundation in Dayton, Ohio.

Enrollment in the course is limited. In order to qualify for the course, students must have:
  1. A 2.5 GPA at the start of the Spring 2013 semester.
  2. Taken RHE 101 prior to Spring 2013.

Students interested in applying should send Dr. Sara Drury an email (drurys@wabash.edu) by November 2, 2012, with the following information:
  1. Class year
  2. Major/minor
  3. Name of advisor
  4. Current overall GPA (freshman need not include this)
  5. List of previous immersion and research experiences at Wabash, if any
  6. Statement of no more than 250 words of your interest in the course (reason for taking it, how it will fit your course of study, and interest in deliberation research).
  7. A writing sample (preferably a research paper)

SPA 312-01 = HUM 277-01 - Mexican Film
Taught in English. From the classic films of Dolores del Río, Fernando Fernández, and Cantinflas to “Mexploitation” films of the 1960s and 70s, to the cutting edge work of Alejandro González Iñárritu and Guillermo del Toro in this century, Mexico an has extensive and important cinematic tradition. During the spring semester we will see and discuss one film each week as we trace the development of the Mexican movie industry through the 20th and into the 21st century.

Spanish 312: Mexican Film counts toward the Spanish major or minor, but is also open to any student interested in film and Hispanic culture. Students wishing to take the course for credit toward the minor or major will write papers and read primary sources in Spanish.
**Humanities 277**: Non-majors and minors will discuss, read, and write in English. All students will write short responses to each film and three longer papers throughout the semester.

Mexico City has one of the most well developed and oldest film industries in the Americas. Whether considered in terms of the number of films produced, level of financing available, or technical resources, Mexican Cinema has had an enormous influence on the Spanish-speaking world. Mexican films also give us a unique insight into Mexican cultural and political history in the 20th century as the country moved from Revolution to post-industrial capitalism. In fact, it's not an exaggeration to say that students can’t really understand contemporary Mexico without an understanding and appreciation for films such as *María Candelaria*, *Río Escondido*, and *Los Olvidados*, directors like Emilio Fernández, Alejandro González Iñárritu, and Luis Buñuel, or actors including María Félix, Pedro Armendáriz, and Cantinflas. Films include:

- *Vámanos con Pancho Villa* (1935) Dir. Fernando de Fuentes
- *Allá en el Rancho Grande* (1936) Dir. Fernando de Fuentes
- *María Candelaria* (1944) Dir. Emilio Fernández (starring Dolores del Río)
- *Río Escondido* (1947) Dir. Emilio Fernández (starring María Félix)
- *Nosotros los pobres* (1947) Dir. Ismael Rodríguez (starring Pedro Infante)
- *Los olvidados* (1950) Dir. Luis Buñuel
- *El vampiro* (1957) Dir. Fernando Ménez (starring Carmen Montejo)
- *La sombra del caudillo* (1960) Dir. Julio Bracho (basada en una novela de Martín Luis Guzmán)
- *Santo en el museo de cera* (1963) Dir. Alfonso Corona Blake

-Su Excelencia* (1967) Dir. Miguel M. Delgado

**THE 206-01 - Studies in Acting**

Legal arguments, business presentations, political speeches, storytelling, and even telling a good joke are all examples of public performance. Effectiveness in delivering these various forms of communication is directly related to the presentation of self and the art and craft of acting. In addition to learning basic stage techniques and establishing greater expression and creativity in using voice and movement, students will study methods and acting styles expressed in classical soliloquies, dramatic and “non-dramatic” monologues and devised scenes.

**THE 303-01 - Seminar in Theater**

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

**Enrollment in the course is limited.** In order to qualify for the course, students must have:

1. A 2.5 GPA at the start of the Spring 2013 semester.
2. Taken on Theater course prior to Spring 2013.

**Students interested in applying should send Dr. James Cherry an email** (cherryj@wabash.edu) **by November 2, 2012, with the following information:**

1. Class year.
2. Major/minor.
3. Name of advisor.
4. A list of all previous immersion and study abroad experiences at Wabash, if any.
5. A description detailing any previous visits to New York City, including age at time of visit.
6. Statement of no more than 250 words describing your interest in the course (reason for taking it, how it will fit your course of study, and your interest in contemporary performance).