Wabash.

SPECIAL TOPICS COURSE DESCRIPTIONS
FALL 2024

ART

ART-204-01=HSP-270-01 Art & Arch of Ancient Americas
Prerequisite: none
Instructor: Morton, Elizabeth
Credit: 1.00
This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.

ART-225-01 Drawing Animation
Prerequisite: none
Instructor: Mohl, Damon
Credit: 1.00
Do you enjoy sketching or drawing? In this course, you will not only develop your drawing skills but bring your drawings to life with animation. Using Adobe After Effects and Photoshop, students will learn effective ways to animate their drawings and explore their ideas. Through a series of prompts, the class will create short animations that explore various drawing media such as graphite, charcoal, and ink. Experimentation, aesthetic sensibilities, and creating unique, original visual images will be stressed in every animation. Some projects may also incorporate the use of digital scanners to include original textures, materials, and objects. This class does not focus on traditional hand-drawn animation methods of creating multiple drawn frames to produce the illusion of movement (it's much easier and less time-consuming than that. You only have to draw something once to animate it.) No previous drawing or software experience is required.

ENG-350-01=ART-210-01 Literature & Photography
Prerequisite: One previous ENG or ART course or permission of the instructor
Instructor: Mong, Derek

Credit: 1.00
"What tales might those pictures tell," the poet Walt Whitman once asked, "if their mute lips had the power of speech?" In English 350/ART 210, we'll explore how writers and artists have answered that question in the years since photography's invention in 1839. Nothing before photography had so accurately represented the natural world.
How *would* the talkative text respond to the silent image? How does literature compete with photography's beauty and presumed factuality? And is it helpful, in answering these questions, to remember photography's etymology—writing with light? This semester, we'll read from the 19th century to the 21st, looking at poems, essays, stories, and criticism that respond to photography. We'll look at photographs and photobooks. We'll consider various ways that photography and literature intersect, including author photos, illustrations, captions, photo albums, and sequential art. Writers and photographers will include: Walt Whitman, James Agee, Carrie Mae Weems, Walker Evans, Natasha Trethewey, Duane Michals, Emily Dickinson, Allen Ginsberg, Robert Frank, Diane Arbus, and others. We'll ground ourselves with Susan Sontag's *On Photography*. We'll learn from Roland Barthes that all photographers are "agents of death" (*Camera Lucida*). Projects include analyzing images from Wabash's archives and class presentations on new photographers.

ASIAN STUDIES

PSC-240-01=ASI-277-01=PPE-238-01 Trade Politics of Asia Pacific
Prerequisite: none
Instructor: Ye, Huei-Jyun
Credit: 1.00
Trade politics are a complex nexus of domestic and international politics, economic conditions, global and regional institutions, business interests, and civil society. This course aims to provide an understanding of trade politics in the Asia-Pacific region – the largest market and manufacturing base in the world. The course introduces the latest developments in the Pacific Rim by reviewing cutting-edge research. The first half of the course covers trade policy preferences of Asia-Pacific countries, intraregional and extra-regional free trade agreements, and the political implications of Asia-Pacific's key position in the global supply chain. Specifically, we will analyze trade politics between Australia, China, Mexico, Peru, South Korea, and the United States. The second half of the course focuses on the politics of multinational corporations, foreign direct investment, trade in services, and digital trade. We will then examine the impacts of global trade on Asia-Pacific's labor rights, development, and environment. There are no

prerequisites for this class as we will go over the trade models throughout the semester if needed.

BLACK STUDIES

PSC-214-01=BLS-280-01=HIS-240-01Politics of Civil Rights Movement
Prerequisite: none
Instructor: Gelbman, Shamira
Credit: 1.00

This course offers an in-depth look at the African American civil rights movement and its significance to the political development of the United States. Topics will include the organizations and campaigns that comprised this historic social movement; the mobilization and experiences of individual civil rights movement participants; the impact of the civil rights movement on public policy; and contemporary social movement efforts to mitigate racial inequality. Particular attention will be paid throughout the course to the role college students played in the civil rights movement.

CHEMISTRY

CHE-461-01 Advanced Biochemistry: Protein Design
Prerequisite: CHE-361
Instructor: Novak, Walter
Credit: 0.50
The design of new proteins is a challenging and scientifically useful endeavor. Current and potential applications are exciting, ranging from improved enzymes for biotechnological production of chemicals like biofuel, to the design of research tools like biosensors and drugs that act as inhibitors or highly specialized vaccines. This course will cover topics such as force-fields for energy calculations, Monte-Carlo sampling, directed evolution, and *de novo* protein design. The course will investigate protein design through primary literature readings and hands on computational design using cutting-edge software.

CHE-471-01 Computational Chemistry
Prerequisite: CHE-321
Instructor: Scanlon, Joseph
Credit: 0.50

This course is designed as an introduction to the many applications of computational chemistry. The background theory of theories and basis sets will be discussed so that the proper method for each chemical topic can be chosen. Students will learn about the different types of calculations and what information can be obtained from them. The focus of the course will be to showcase how to use computational chemistry to solve chemical problems. Students will run calculations to answer chemical questions.

CHE-491-01 Integrative Chemistry: The Chemistry of Molecular Machines – 1st Half Semester Course
Prerequisite: Instructor Permission
Instructor: Scanlon, Joe
Credit: 0.50
This senior capstone course will challenge students with an application of fundamental concepts from earlier coursework, particularly computational modeling, to the topic of molecular machines. With potential applications in drug delivery and molecular electronics to development of "nanocars", molecular machines are an emerging field. The first artificial molecular machine was synthesized in 1994 and the 2016 Nobel Prize in chemistry was awarded to Stoddart, Sauvage, and Feringa for their work with molecular machines. In-depth exploration will connect overarching themes in the major and provide a powerful launching point for written comprehensive exam preparation. Critical engagement with the primary literature and diverse modes of oral and written presentation will be emphasized. This one-half credit course is required of all chemistry majors and meets twice each week for the first half of the semester.

CLASSICS

CLA-105-01=HIS-200-01 Ancient Greece
Prerequisite: none
Instructor: Staff
Credit: 1.00
This is a survey course of Greek political, military, cultural, and literary history from the end of the Bronze Age (ca. 1100 B.C.) to the time of Alexander the Great (4th century B.C.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or "city-state."

REL-290-01=CLA-111-01 Death - 1ST Half Semester Course
Prerequisite: none
Instructor: Campbell, Warren
Credit: 0.50
In this half semester course, we will go on a little 'Tour of Hell', so to speak, and explore a wide array of underworld conceptions in ancient Greek, Roman, Jewish, and Christian sources. Why? Ideas about death, the underworld, an afterlife in general, are all historical not timeless, and exploring that history allows us to engage our own ideas about death more actively. In our time, we keep death at a firm distance, isolating it into the clinical space. It is the domain of professionals. For the ancients, death was part of life and there is a substantial ancient literary tradition of 'descending' to visit the underworld; to observe, search, behold, and, sometimes, to escape. The theologies and social histories of hell are dynamic and shifting and we aim to trace that dynamism in order to gain understanding of the history and power of hellish ideas. In addition to classroom discussions, expect to visit a cemetery, a morgue, and an epic trick-or-treat event. (Can be taken along with REL 290-02, "Afterlife," or independently).

REL-290-02=CLA-111-02 Afterlife - 2nd Half Semester Course
Prerequisite: none
Instructor: Campbell, Warren
Credit: 0.50
Conceptions of afterlife frequently govern our 'now'-life, providing it with meaning and an overarching logic. Yet, we rarely pause to consider where our ideas about the afterlife come from, not to mention the historical events, social histories, and philosophies that gave rise to views of the afterlife now held to be obvious and timeless. There was a time 'before' heaven above, resurrection of the body, the immortality of the soul, and even angels. How do conceptions of the afterlife emerge, and what is the range of those conceptions in the Jewish, Roman, and Christian traditions? Moreover, how do these traditions mutually inform one another? This course will detail ancient ideas about the afterlife in a wide array of textual and archeological tradition in conversation with our contemporary world. Will our technology change our afterlife? (Can be taken along with REL 290-01, "Death," or independently).

COMPUTER SCIENCE

CSC-271-01 Corporate Partner Project
Prerequisite: Instructor Permission Required and at least one of CSC-241, CSC-242, or CSC-243.
Instructor: Westphal, Chad
Credit: 1.00
Students in this course will develop experience with a wide range of practical computational tools used in working with big data and will work in a team to address a real-world data science project with a corporate partner. Topics include R programming, Unix, bash, regular expressions, SQL, XML, and various tools for data visualization. Our student team will be connected to a corporate partner through the Purdue University Data Mine network, and we will engage directly with the partner to address a real-world industry problem. Enrollment in this course is by instructor permission. Minimum Prerequisite: completion of at least one of CSC-241, CSC-242, or CSC-243 with a C- or better.

Interested students should complete Dr. Westphal's questionnaire at https://forms.office.com/r/vhU0XUpGsJ for permission to enroll.

ECONOMICS

ECO-277-01=PPE-258-01 Behavioral Economics
Prerequisite: ECO101, ECO291 helpful but not required
Instructor: Dunaway, Eric
Credit: 1.00
Behavioral Economics, a relatively new field in economic theory, attempts to bridge the divide between the classical microeconomic model and what we observe in the real world. In this class, we will explore concepts like mental accounting (or why my bank account never seems to have as much money in it as I remember), hyperbolic discounting (or why I keep hitting the snooze button on my alarm clock), reciprocity (or why I charge less to people I know better), and prospect theory (or why I weigh my fear of getting a C on an exam much more than my joy of getting an A on it), among other topics.

ECO-358-01=HPS-277-01=PPE-358-01 Growth & Inequality in Latin
Prerequisite: ECO101 AND ONE 200 LEVEL ECON CLASS
Instructor: Mikek, Peter
Credit: 1.00

This interdisciplinary course focuses on many aspects of Inequality and Growth in Latin America and will include an immersion trip component to Costa Rica. Among the main goals for the course are the following: develop understanding of the economic situation on the continent and in the particular country, use economic theories and data to explore racial and income discrimination (and discrimination more broadly) in Latin America, and developing understanding of a tight connection between economic growth and inequality outcomes.

Developing an understanding of the historical background will serve as a starting point to examine economic policies and realities related to a few basic economic concepts, such as inflation, poverty, stabilization, and debt. The region has experienced a variety of interesting economic conditions from monetary union to tequila effect, from rapid growth to poor growth in resource riche environments. Therefore, it lends itself well for a variety of country case studies as they relate to economic theories. In addition to broader overview, we will spend substantial time studying exchange rate experience of Argentina and data sources available for information on these countries. Some knowledge of Spanish and Economics/PPE will be advantageous for students in this class.

EDUCATION STUDIES

EDU-370-01 Public Schools & Communities
Prerequisite: one course in EDU; FRC, or by instructor permission
Instructor: Pittard, Michele
Credit: 1.00
With an eye toward issues of equity and justice within and across public schools and their communities in rural, suburban, and urban settings, students in this course will explore the various elements of historical, cultural, economic, social, and political influences that shape public education in the U.S. For example, students will be introduced to the ways in which socioeconomic (poverty/wealth) diversity and sociocultural (racial/ethnic) diversity within schools and communities characterize public schools in different settings. As part of an investigation into how public schools function in rural, suburban, and urban communities, the class will focus on the ways in which community dynamics can exacerbate inequities at the same time provide support and resources for a more just and equitable public-school experience. Students will study how different school districts within urban, rural, and suburban communities characterized by distinctive demographics also have different needs and resources, which determine schools' unique curricular and programmatic offerings. For example, case studies of school districts will enable students to consider questions such as: what

are relevant vocational program options for suburban and urban schools? And how do agricultural education programs in rural schools serve those communities? Students will also consider how achievement data and socio-economic data across the three different school and community settings lead us to questions of equity and justice. In addition to course texts (including academic books and articles, case studies, documentaries, and podcasts), school/community field trips, guest speakers, and a variety of assignments will further enable students to rethink the range of opportunities and challenges that are uniquely characteristic of public schools and communities in rural, suburban, and urban settings.

ENGLISH

ENG-109-01=GEN-171-01=GHL-177-01 World Literature: Illness in Literature and Film
Prerequisite: none
Instructor: Szczeszak-Brewer, Agata
Credit: 1.00
How do writers and filmmakers portray the sick and those who live around them? We will read, watch, and discuss creative depictions of the Black Death, AIDS, and Covid 19 as well as texts about mental health. How have societies around the world classified sickness and how have they treated bodies and minds that are unwell? We will read *The Plague* by Albert Camus, *Nervous Conditions* by Tsitsi Dangarembga, *The Kissing Bug* by Daisy Hernández, and stories and poems from Southern Africa as well as China. We will also watch and discuss movies and TV series, including *Angels in America* and *The Last of Us*.

FRE-277-01=ENG-270-01 Social Justice in Mod. France
Prerequisite: none
Instructor: Quandt, Karen
Credit: 1.00
Inspired by the American Revolution and the founding of an independent American republic, French revolutionaries built their model of a new state upon the principals of freedom (*la liberté*), equality (*l'égalité*), and fraternity (*la fraternité*). But, as in the United States, these enshrined ideals have been far from the realities of common experience. Through political treatises, essays, works of literature, and film, this course will trace the paradoxes and contradictions that emerge as the ideal of *fraternité* clashes with oppressive regimes, economic disparity, misogyny, colonialism, xenophobia, homophobia, and racism. A guiding question in this course will be how works of

literature centered on questions of social justice lend themselves so well to the screen and stage, and we will end with a look at the prevalence of social justice themes in contemporary film. We will also consider the ways in which American and French ideals of fraternity harmonize or clash with each other. Authors and film directors include Voltaire, Victor Hugo, George Sand, Emile Zola, Jean-Paul Sartre, and Lady Ly. This course will be taught in English, and we will use English translations of French texts. Those taking the course for credit towards the French major or minor will be expected to do the readings and written assignments in French.

ENG-350-01=ART-210-01 Literature & Photography
Prerequisite: One previous ENG or ART course or permission of the instructor
Instructor: Mong, Derek
Credit: 1.00
"What tales might those pictures tell," the poet Walt Whitman once asked, "if their mute lips had the power of speech?" In English 350/ART 210, we will explore how writers and artists have answered that question in the years since photography's invention in 1839. Nothing before photography had so accurately represented the natural world.
How *would* the talkative text respond to the silent image? How does literature compete with photography's beauty and presumed factuality? And is it helpful, in answering these questions, to remember photography's etymology—writing with light? This semester, we'll read from the 19th century to the 21st, looking at poems, essays, stories, and criticism that respond to photography. We'll look at photographs and photobooks. We'll consider various ways that photography and literature intersect, including author photos, illustrations, captions, photo albums, and sequential art. Writers and photographers will include: Walt Whitman, James Agee, Carrie Mae Weems, Walker Evans, Natasha Trethewey, Duane Michals, Emily Dickinson, Allen Ginsberg, Robert Frank, Diane Arbus, and others. We'll ground ourselves with Susan Sontag's *On Photography*. We'll learn from Roland Barthes that all photographers are "agents of death" (*Camera Lucida*). Projects include analyzing images from Wabash's archives and class presentations on new photographers.

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GENDER STUDIES

ENG-109-01=GEN-171-01=GHL-177-01 World Literature: Illness in literature and film
Prerequisite: none
Instructor: Szczeszak-Brewer, Agata
Credit: 1.00
How do writers and filmmakers portray the sick and those who live around them? We will read, watch, and discuss creative depictions of the Black Death, AIDS, and Covid 19 as well as texts about mental health. How have societies around the world classified sickness and how have they treated bodies and minds that are unwell? We will read *The Plague* by Albert Camus, *Nervous Conditions* by Tsitsi Dangarembga, *The Kissing Bug* by Daisy Hernández, and stories and poems from Southern Africa as well as China. We will also watch and discuss movies and TV series, including *Angels in America* and *The Last of Us*.

GLOBAL HEALTH

ENG-109-01=GEN-171-01=GHL-177-01 World Literature: Illness in literature and film
Prerequisite: none
Instructor: Szczeszak-Brewer, Agata
Credit: 1.00
How do writers and filmmakers portray the sick and those who live around them? We will read, watch, and discuss creative depictions of the Black Death, AIDS, and Covid 19 as well as texts about mental health. How have societies around the world classified sickness and how have they treated bodies and minds that are unwell? We will read *The Plague* by Albert Camus, *Nervous Conditions* by Tsitsi Dangarembga, *The Kissing Bug* by Daisy Hernández, and stories and poems from Southern Africa as well as China. We will also watch and discuss movies and TV series, including *Angels in America* and *The Last of Us*.

HIS-200-02=GHL-219-01 Drugs & Society in Modern Hist
Prerequisite: none
Instructor: Rhoades, Ann-Michelle
Credit: 1.00
What is a drug? This course examines the history of drugs in society by first asking what a drug or intoxicant might be. The class will then consider how different societies have

accepted or rejected drugs based on their usefulness or danger to the social order. We will examine changing cultural attitudes toward drugs, the rise of modern drug regulation, and the development of the pharmaceutical drug. For example, why did drinking coffee and tea become an accepted activity, but smoking opium was increasingly frowned upon during the nineteenth century? Why did Viagra become medically acceptable, but mercury fell out of favor to treat disease in the 20th century? Key topics will include:

- The growth and regulation of the opium trade in the 19th century
- The cultural, economic, and social factors shaping alcohol policies in the late 19th and early 20th centuries
- The medicalization of drug use and the development of the pharmaceutical industry
- The impact of drug regulation and the emergence of the global war on drugs in the 20th century
- The historical interpretations of Cannabis, Alcohol (Tequila, Absinthe), Meth, Viagra, Chocolate, etc.

This course is suitable for all students interested in history, drugs, sociology, and public health! By the end of the course, students will have developed critical thinking and analytical skills to better understand the historical relationships between drugs and society. There is no immersion trip associated with this course, but to be blunt, students will have a daily dose of reading and discussion in addition to short assignments and two exams.

HISPANIC STUDIES

SPA-312-02=HSP-250-01 The Dominican Republic 2nd Half Semester Course
Prerequisite: none
Instructor: Rogers, Dan
Credit: 0.50
The history of baseball in the Caribbean is rich and deeply intertwined with the region's culture, social dynamics, and historical events. "The Dominican Republic" is a half semester course (2nd half) and will give students the chance to study the literature, culture, and history of the Caribbean through the lens of Baseball. The language of instruction will be English.

Wabash.

ART-204-01=HSP-270-01 Art & Arch of Ancient Americas
Prerequisite: none
Instructor: Morton, Elizabeth
Credit: 1.00
This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.

ECO-358-01=HPS-277-01=PPE-358-01 Growth & Inequality in Latin
Prerequisite: ECO101 AND ONE 200 LEVEL ECON CLASS
Instructor: Mikek, Peter
Credit: 1.00
This interdisciplinary course focuses on many aspects of Inequality and Growth in Latin America and will include an immersion trip component to Costa Rica. Among the main goals for the course are the following: develop understanding of the economic situation on the continent and in the particular country, use economic theories and data to explore racial and income discrimination (and discrimination more broadly) in Latin America, and developing understanding of a tight connection between economic growth and inequality outcomes.

Developing an understanding of the historical background will serve as a starting point to examine economic policies and realities related to a few basic economic concepts, such as inflation, poverty, stabilization, and debt. The region has experienced a variety of interesting economic conditions from monetary union to tequila effect, from rapid growth to poor growth in resource riche environments. Therefore, it lends itself well for a variety of country case studies as they relate to economic theories. In addition to broader overview, we will spend substantial time studying exchange rate experience of Argentina and data sources available for information on these countries. Some knowledge of Spanish and Economics/PPE will be advantageous for students in this class.

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HISTORY

CLA-105-01=HIS-200-01 Ancient Greece
Prerequisite: none
Instructor: Staff
Credit: 1.00
This is a survey course of Greek political, military, cultural, and literary history from the end of the Bronze Age (ca. 1100 B.C.) to the time of Alexander the Great (4th century B.C.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or "city-state."

HIS-200-02=GHL-219-01 Drugs & Society in Modern Hist
Prerequisite: none
Instructor: Rhoades, Ann-Michelle
Credit: 1.00
What is a drug? This course examines the history of drugs in society by first asking what a drug or intoxicant might be. The class will then consider how different societies have accepted or rejected drugs based on their usefulness or danger to the social order. We will examine changing cultural attitudes toward drugs, the rise of modern drug regulation, and the development of the pharmaceutical drug. For example, why did drinking coffee and tea become an accepted activity, but smoking opium was increasingly frowned upon during the nineteenth century? Why did Viagra become medically acceptable, but mercury fell out of favor to treat disease in the 20th century?

Key topics will include:

- The growth and regulation of the opium trade in the 19th century
- The cultural, economic, and social factors shaping alcohol policies in the late 19th and early 20th centuries
- The medicalization of drug use and the development of the pharmaceutical industry
- The impact of drug regulation and the emergence of the global war on drugs in the 20th century
- The historical interpretations of Cannabis, Alcohol (Tequila, Absinthe), Meth, Viagra, Chocolate, etc.

This course is suitable for all students interested in history, drugs, sociology, and public health! By the end of the course, students will have developed critical thinking and analytical skills to better understand the historical relationships between drugs and

society. There is no immersion trip associated with this course, but to be blunt, students will have a daily dose of reading and discussion in addition to short assignments and two exams.

MUS-205-01=HIS-200-03 European Music Before 1750
Prerequisite: none
Instructor: Ables, Mollie
Credit: 1.00
The rise of European art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach.

PSC-214-01=BLS-280-01=HIS-240-01Politics of Civil Rights Movement
Prerequisite: none
Instructor: Gelbman, Shamira
Credit: 1.00
This course offers an in-depth look at the African American civil rights movement and its significance to the political development of the United States. Topics will include the organizations and campaigns that comprised this historic social movement; the mobilization and experiences of individual civil rights movement participants; the impact of the civil rights movement on public policy; and contemporary social movement efforts to mitigate racial inequality. Particular attention will be paid throughout the course to the role college students played in the civil rights movement.

HIS-330-01 The Nazi "Special Path" to War
Prerequisite: none
Instructor: Rhoades, Ann-Michelle
Credit: 1.00
This seminar explores Nazi Germany through the Sonderweg (special path) thesis. Developed by historians, the controversial Sonderweg thesis asserts that Germany followed a unique trajectory of political and economic development in the 19th and early 20th centuries distinct from Western Europe, setting the stage for Nazism.

The course begins by tracing the origins and core arguments of the Sonderweg thesis, examining how historians have characterized Imperial and Weimar Germany as deviating from Western norms of capitalist democracy and rule of law. It then explores

scholarly debates around the validity of the idea that Germany had a "special path" divergent from the West.

Students in the course will analyze primary sources and historical works that support and contradict the Sonderweg interpretation to address some of the following questions. What were the unique factors that gave rise to Hitler's movement? To what extent did Nazi ideology and institutions have indigenous roots? Why did Nazi rule culminate in unprecedented genocide? Did modern communications support the rise of Nazism? Was warfare inevitable? Through discussion, students will arrive at their own conclusions about the roots of Nazism and Germany's departure from or continuity with European norms. Finally, they will reflect on the legacy of the Sonderweg thesis for historians' current understanding of German and European history. This seminar focuses on debate and discussion, culminating in a short research paper on some aspect of the "special path" interpretation of German history.

HIS-340-01 Rock and Roll and Wabash
Prerequisite: HIS 200-level or equivalent research experience
Instructor: Royalty, Robert
Credit: 1.00
From *The Bachelor*, November 22, 1957:

"John Banghart, Sig councilman and one-man committee on the jukebox situation, reported that the Campus Center Board decided to try to get a replacement for the nickelodeon recently removed for lack of profit. The replacement, if obtained, would require a dime per play and would contain only "screened" records (classical, semi-classical, jazz, popular-"no rock 'n roll").

Rock and Roll hit the airwaves of American in the mid-1950s as Bill Haley and the Comets, Elvis Presley, and Chuck Berry rocked the post-war teenage generation. Did Wabash College resist the wave? In this research seminar, with extensive work in the Wabash Archives, we will study both the history of popular music from 1955 to the 1970s and how it manifested on campus as well as on the airwaves and television set. Our focus is not only developments in music but also social and cultural changes in the US, particularly in terms of race. How did this play out on the national stage--and in Crawfordsville, Indiana?

Wabash.

MODERN LANGUAGES

FRE-277-01=ENG-270-01 Social Justice in Mod. France
Prerequisite: none
Instructor: Quandt, Karen
Credit: 1.00
Inspired by the American Revolution and the founding of an independent American republic, French revolutionaries built their model of a new state upon the principals of freedom (*la liberté*), equality (*l'égalité*), and fraternity (*la fraternité*). But, as in the United States, these enshrined ideals have been far from the realities of common experience. Through political treatises, essays, works of literature, and film, this course will trace the paradoxes and contradictions that emerge as the ideal of *fraternité* clashes with oppressive regimes, economic disparity, misogyny, colonialism, xenophobia, homophobia, and racism. A guiding question in this course will be how works of literature centered on questions of social justice lend themselves so well to the screen and stage, and we will end with a look at the prevalence of social justice themes in contemporary film. We will also consider the ways in which American and French ideals of fraternity harmonize or clash with each other. Authors and film directors include Voltaire, Victor Hugo, George Sand, Emile Zola, Jean-Paul Sartre, and Lady Ly.
This course will be taught in English, and we will use English translations of French texts. Those taking the course for credit towards the French major or minor will be expected to do the readings and written assignments in French.

SPA-312-01 Spanish Film
Prerequisite: none
Instructor: Greenhalgh, Matthew
Credit: 1.00
¡Luces, cámara, acción! The cinema of Spain boasts a strong tradition, from the surrealism of Luis Buñuel and the counterculture movement of the *Movida Madrileña,* after the death of dictator Francisco Franco, to the international acclaim of contemporary filmmakers. This course surveys select films from before the Spanish Civil War and the transition to democracy. With this foundation, we will turn our focus to films primarily produced in the twenty-first century. Some of the genres we will cover include drama, comedy, fantasy, science fiction, and horror. Bring a bag of popcorn and join us as we explore themes of historical memory, satire, social justice, and fairy tales.

SPA-312-02=HSP-250-01 The Dominican Republic - 2nd Half Semester Course
Prerequisite: none
Instructor: Rogers, V.
Credit: 0.50
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MUSIC

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Prerequisite: none
Instructor: Ables, Mollie
Credit: 1.00
The rise of European art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach.

PHILOSOPHY

PHI-109-01 Philosophical Arguments
Prerequisite: none
Instructor: Carlson, Matthew
Credit: 1.00
Could a computer genuinely think? Are we in a simulation? Is there a God? Are we free to choose how we will act in the world? What do we owe to one another, and to ourselves? Is it really a good idea to think critically, or should we trust what experts tell

us? Could a banana duct-taped to a wall really be a work of art? How would you go about answering these questions? Philosophers think through these questions, and many others, by developing and critiquing arguments for possible answers to them. This course will serve as an introduction to philosophy via an in-depth study of philosophical arguments such as these. In the course, you will learn to use argument-mapping software to clearly and precisely articulate the structure of philosophical arguments so that you can understand and evaluate them more effectively. In addition to introducing you to some fascinating philosophical topics, this course will greatly improve your skills in reading and writing texts (including articles and papers for other classes!) that contain arguments.

PHI-269-01 Knowledge and Skepticism
Prerequisite: none
Instructor: Carlson, Matthew
Credit: 1.00
Here are some things that I take myself to know. The world around me is real, and not merely a simulation. The universe is billions of years old and did not come into existence five minutes ago. Antarctica is a continent, but the Arctic is not. There are 211 Republicans in the U.S. House of Representatives. The sun will rise tomorrow. But how do I know those things? What reliable information can I really have about the world around me? These questions are made particularly pressing by the existence of philosophical skepticism, according to which it is impossible for us to know what the world around us is actually like. Despite skepticism's absurd appearance, it is of enduring interest because of the power of the arguments in favor of it. Thus, to study skepticism, we will direct most of our attention to the careful study of arguments. The arguments we study will come from classic and contemporary philosophical works, and we will study them by using software called MindMup to map their structure. This will put us in a position to understand and evaluate these skeptical arguments, with an eye toward determining how we can have knowledge of the world around us.

PHI-319-01=PPE-329-01 Philosophy of Social Critique
Prerequisite: none
Instructor: Montiel, Jorge
Credit: 1.00

This course will focus on the *legitimacy* of social institutions, or what makes social institutions *just* or *unjust*. The problem of legitimacy becomes particularly important for modern philosophers who conceive of the social world as historically contingent, which

means that it could have been *otherwise*. This means that nothing justifies us in preferring our present social arrangements to any other social arrangements. Moreover, since social institutions involve power relations, then there seems to be no source of *legitimacy* that would make these power relations *just* as opposed to arbitrary and *unjust*. The course will focus on how we *legitimize* social institutions as well as on the norms that serve to criticize power relations as *just* or *unjust*.

The course will take the form of an in-depth study of 19th and 20th century social and political philosophers. We will particularly focus on the work of G.W.F. Hegel and Karl Marx from the 19th century, and Michel Foucault and Enrique Dussel from the 20th century. These philosophers will help us raise questions regarding rights and the state, punishment, science and power, as well as globalization and colonialism.

PHI-449-01 Senior Seminar
Prerequisite: none
Instructor: Carlson, Matthew
Credit: 1.00
David Hume (1711–1776) was a central figure in the "Scottish Enlightenment" of the 18th century and stands today as one of the most important and influential thinkers in the Western philosophical tradition. Hume produced groundbreaking new approaches in many areas of philosophical inquiry, including knowledge, morality, and the relationship between philosophy and science. While many of his arguments were, and are, disturbing to established systems of thought, the eloquence and intellectual integrity with which he made those arguments is beyond reproach. In this course, we will study some of Hume's central contributions to epistemology, ethics, and the study of human behavior by close and careful examination of his most important philosophical works, *A Treatise of Human Nature* and *Enquiries Concerning Human Understanding and Concerning the Principles of Morals*. This course is required for senior philosophy majors but is open to other students.

POLITICAL SCIENCE

PSC-214-01=BLS-280-01=HIS-240-01 Politics of Civil Rights Movement
Prerequisite: none
Instructor: Gelbman, Shamira
Credit: 1.00
This course offers an in-depth look at the African American civil rights movement and its

significance to the political development of the United States. Topics will include the organizations and campaigns that comprised this historic social movement; the mobilization and experiences of individual civil rights movement participants; the impact of the civil rights movement on public policy; and contemporary social movement efforts to mitigate racial inequality. Particular attention will be paid throughout the course to the role college students played in the civil rights movement.

PSC-220-01=PPE-238-02 Political Violence
Prerequisite: none
Instructor: Liou, Yu-Lin
Credit: 1.00
Most conflicts today take place within states - either between governments and civilians or among different groups in the country. This course combines theories from international relations and comparative politics to examine a broad range of topics related to political violence. We will discuss various forms of domestic conflicts, including antigovernment protests, riots, state repression, civil war, terrorism, coups, electoral violence, and conflict-related sexual violence. We will also investigate the aftermath of conflicts and international interventions in these conflicts. This class is not a history class or a class on current events; instead, the focus will be on understanding the interests of important actors in political conflicts and the arenas in which these actors interact. At the conclusion of this course, students will be able to: (1) evaluate scientific explanations and key concepts of political violence and nonviolence; (2) explain the causes and consequences of various forms of internal conflicts; (3) understand how the international community deals with the conflicts; (4) apply theoretical approaches to analyze current events and make predictions about future developments; and (5) express ideas in a professional way on several topics and write an original paper.

PSC-240-01=ASI-277-01=PPE-238-01 Trade Politics of Asia Pacific
Prerequisite: none
Instructor: Ye, Huei-Jyun
Credit: 1.00
Trade politics are a complex nexus of domestic and international politics, economic conditions, global and regional institutions, business interests, and civil society. This course aims to provide an understanding of trade politics in the Asia-Pacific region – the largest market and manufacturing base in the world. The course introduces the latest developments in the Pacific Rim by reviewing cutting-edge research. The first half of the course covers trade policy preferences of Asia-Pacific countries, intraregional and extra-regional free trade agreements, and the political implications of Asia-Pacific's key position in the global supply chain. Specifically, we will analyze trade politics between

Australia, China, Mexico, Peru, South Korea, and the United States. The second half of the course focuses on the politics of multinational corporations, foreign direct investment, trade in services, and digital trade. We will then examine the impacts of global trade on Asia-Pacific's labor rights, development, and environment. There are no prerequisites for this class as we will go over the trade models throughout the semester if needed.

PHILOSOPHY, POLITICS AND ECONOMICS

PSC-240-01=ASI-277-01=PPE-238-01 Trade Politics of Asia Pacific
Prerequisite: none
Instructor: Ye, Huei-Jyun
Credit: 1.00
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ECO-277-01=PPE-258-01 Behavioral Economics
Prerequisite: ECO101, ECO291 helpful but not required
Instructor: Dunaway, Eric
Credit: 1.00
Behavioral Economics, a relatively new field in economic theory, attempts to bridge the divide between the classical microeconomic model and what we observe in the real world. In this class, we will explore concepts like mental accounting (or why my bank account never seems to have as much money in it as I remember), hyperbolic discounting (or why I keep hitting the snooze button on my alarm clock), reciprocity (or why I charge less to people I know better), and prospect theory (or why I weigh my fear of getting a C on an exam much more than my joy of getting an A on it), among other topics.

PHI-319-01=PPE-329-01 Philosophy of Social Critique
Prerequisite: none
Instructor: Montiel, Jorge
Credit: 1.00
This course will focus on the *legitimacy* of social institutions, or what makes social institutions *just* or *unjust*. The problem of legitimacy becomes particularly important for modern philosophers who conceive of the social world as historically contingent, which means that it could have been *otherwise*. This means that nothing justifies us in preferring our present social arrangements to any other social arrangements. Moreover, since social institutions involve power relations, then there seems to be no source of *legitimacy* that would make these power relations *just* as opposed to arbitrary and *unjust*. The course will focus on how we *legitimize* social institutions as well as on the norms that serve to criticize power relations as *just* or *unjust*. The course will take the form of an in-depth study of 19th and 20th century social and political philosophers. We will particularly focus on the work of G.W.F. Hegel and Karl Marx from the 19th century, and Michel Foucault and Enrique Dussel from the 20th century. These philosophers will

help us raise questions regarding rights and the state, punishment, science and power, as well as globalization and colonialism.

ECO-358-01=HPS-277-01=PPE-358-01 Growth & Inequality in Latin
Prerequisite: ECO101 AND ONE 200 LEVEL ECON CLASS
Instructor: Mikek, Peter
Credit: 1.00
This interdisciplinary course focuses on many aspects of Inequality and Growth in Latin America and will include an immersion trip component to Costa Rica. Among the main goals for the course are the following: develop understanding of the economic situation on the continent and in the particular country, use economic theories and data to explore racial and income discrimination (and discrimination more broadly) in Latin America, and developing understanding of a tight connection between economic growth and inequality outcomes. Developing an understanding of the historical background will serve as a starting point to examine economic policies and realities related to a few basic economic concepts, such as inflation, poverty, stabilization, and debt. The region has experienced a variety of interesting economic conditions from monetary union to tequila effect, from rapid growth to poor growth in resource riche environments. Therefore, it lends itself well for a variety of country case studies as they relate to economic theories. In addition to broader overview, we will spend substantial time studying exchange rate experience of Argentina and data sources available for information on these countries. Some knowledge of Spanish and Economics/PPE will be advantageous for students in this class.

PSYCHOLOGY

PSY-110-01 Mindfulness and Health - 2nd Half Semester Course
Prerequisite: none
Instructor: Schmitzer-Torbert, Neil
Credit: 0.50
Mindfulness has become increasingly popular in programs to help support health and wellness. Studies of mindfulness programs have focused on a range of potential benefits, from stress reduction and managing blood pressure, to helping with substance abuse and sleep quality. In this course, we focus on the psychology of stress and focus on developing mindfulness through practices drawn from Mindfulness-based Stress Reduction (MBSR), adapted for the college classroom. We will also consider how mindfulness today (which is often presented as set of secular tools) has roots in several contemplative traditions. Class activities will focus heavily on active participation in components MBSR and application of mindfulness to our daily life.

Wabash.

RELIGION

REL-275-01 Religion & Cognitive Science - 1st Half Semester Course
Prerequisite: none
Instructor: Blix, David
Credit: 0.50
Can religious beliefs by adequately analyzed or explained by cognitive science? If so, how and to what extent? If not, why not? These are the questions that this course will address. The relatively new field of cognitive science is the scientific study of the human mind, drawing on fields like psychology, anthropology, archeology, linguistics, and neuroscience. The course has 3 parts. First, we'll read what some cognitive scientists have to say about religion, e.g. Pascal Boyer, *Religion Explained: The Evolutionary Origins of Religious Thought*. Second, we'll read some philosophical and theological critiques of these ideas. Third, in light of these critiques, we'll consider their adequacy to the task of analyzing or explaining religious beliefs.

REL-280-01 Contemporary American Religion
Prerequisite: none
Instructor: Baer, Jonathan
Credit: 1.00

This discussion course examines the nature and contours of religion in the U.S. today and in recent decades. The American religious atmosphere is undergoing significant changes, from the diminishment of denominationalism and associated religious identities, to individualized bespoke spirituality and the substantial recent growth of "nones" (people with no declared religious affiliation). We will situate such changes historically, but our main focus will be analyzing the current landscape and its meaning for collective and individual religiosity, as well as for American culture and society generally. We will cover a diverse range of religious expressions, from more traditional to newer forms of religiosity.

REL-290-01=CLA-111-01 Death - 1st Half Semester Course
Prerequisite: none
Instructor: Campbell, Warren
Credit: 0.50
In this half semester course, we will go on a little 'Tour of Hell', so to speak, and explore a wide array of underworld conceptions in ancient Greek, Roman, Jewish, and Christian

sources. Why? Ideas about death, the underworld, an afterlife in general, are all historical not timeless, and exploring that history allows us to engage our own ideas about death more actively. In our time, we keep death at a firm distance, isolating it into the clinical space. It is the domain of professionals. For the ancients, death was part of life and there is a substantial ancient literary tradition of 'descending' to visit the underworld; to observe, search, behold, and, sometimes, to escape. The theologies and social histories of hell are dynamic and shifting and we aim to trace that dynamism in order to gain understanding of the history and power of hellish ideas. In addition to classroom discussions, expect to visit a cemetery, a morgue, and an epic trick-or-treat event. (Can be taken along with REL 290-02, "Afterlife," or independently).

REL-290-02=CLA-111-02 Afterlife - 2nd Half Semester Course
Prerequisite: none
Instructor: Campbell, Warren
Credit: 0.50
Conceptions of afterlife frequently govern our 'now'-life, providing it with meaning and an overarching logic. Yet, we rarely pause to consider where our ideas about the afterlife come from, not to mention the historical events, social histories, and philosophies that gave rise to views of the afterlife now held to be obvious and timeless. There was a time 'before' heaven above, resurrection of the body, the immortality of the soul, and even angels. How do conceptions of the afterlife emerge, and what is the range of those conceptions in the Jewish, Roman, and Christian traditions? Moreover, how do these traditions mutually inform one another? This course will detail ancient ideas about the afterlife in a wide array of textual and archeological tradition in conversation with our contemporary world. Will our technology change our afterlife? (Can be taken along with REL 290-01, "Death," or independently).

REL-296-01 Religion in Chinese Poetry 2nd Half Semester Course
Prerequisite: none
Instructor: Blix, David
Credit: 0.50
In the heart, it's intention; coming forth in words, it's poetry." So says the "Preface" to the *Book of Songs*, the ancient classic of Chinese poetry. In this course, we will read selections (in English) from the *Book of Songs*, and later poets like Li Bo [Li Bai], Du Fu, and Wang Wei. We will study how Chinese poets use image and metaphor to convey their distinctive ideas about nature, religion, and human life. On occasion, we will also read Chinese poems alongside selected English-language poems, comparing their

techniques and aims. Absolutely no knowledge of Chinese is required. This section of REL-296 can apply as an elective for the Asian Studies minor.

THEATER

THE-103-01 TBD
Prerequisite: none
Instructor: Staff
Credit: 1.00
TBD