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SPECIAL TOPICS COURSE DESCRIPTIONS FALL 2023

ART

ENG-180-01/ART-210-01 Comics and Graphic Novels

Prerequisite: none

Instructor: Mong, Derek

Credit: 1.00

Distribution: LFA

Dismissed once as kids' fare or shrugged off as sub-literate--"in the hierarchy of applied arts," Art Spiegelman once wrote, comic books surpass only "tattoo art and sign painting"--comics today are enjoying their Renaissance. In 2015, comics and graphic novel sales topped \$1 billion, a 20-year high. Award-winning writers now moonlight for Marvel (Roxanne Gay, Ta-Nehisi Coates) or pen essays on Peanuts (Jonathan Franzen). Superheroes dominate the big screen. In this class, we'll explore this deceptively simple medium as it develops its special abilities. We'll use Scott McCloud's *Understanding Comics*, a critical text that is itself a comic, to become smart readers of sequential art. Hillary Chute's book *Why Comics?* will help us to frame comics's enduring subject matters: sex, the suburbs, disasters, and superheroes. Readings might include Alison Bechdel's *Fun Home*, selection from the Hernandez Brothers' *Love and Rockets*, Spiegelman's *Maus*, Lynda Barry's *One! Hundred! Demons!* and works by Daniel Clowes, Harvey Pekar, R. Crumb, *Ebony Flowers*, Aline Kominsky-Crumb, and others. The course is open to all students; underclassmen are encouraged to enroll. There will be capes and tights.

ASIAN STUDIES

ASI-112-01 Martial Arts Film

Prerequisite: none

Instructor: Healey, Cara

Credit: 0.50

Distribution: LFA, GCJD

This half-credit course traces major trends in Chinese martial arts cinema, including works from mainland China, Taiwan, Hong Kong, and beyond. We analyze films from multiple angles, including aesthetics, historical context, production, and circulation. We consider how films articulate diverse identities, operating in relation to national and transnational cultural institutions. All films include English subtitles. Film screenings in class Wednesdays 2:10-4:00. Meets during the first half-semester. See ASI-112 *Korean Popular Culture* for the second half-semester course. Counts as an elective for Film and Digital Media.

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ASI-112-02 Korean Popular Culture

Prerequisite: none

Instructor: Healey, Cara

Credit: 0.50

Distribution: LFA, GCJD

From media like *Squid Game* and *Parasite* to music groups like Blackpink and BTS, the Korean Wave has taken the world by storm. This half-credit course considers the production, circulation, and consumption of Korean popular culture as a global phenomenon. We analyze and contextualize popular music, film, television, literature, material culture, and cuisine. Special attention is paid to new media forms, soft power, and transnational networks of cultural exchange. All readings in English. Meets during the second half-semester. See ASI-112 *Martial Arts Film* for the first half-semester course. Counts as an elective for Film and Digital Media.

ASI-112-03/HIS-260-01 Premodern China

Prerequisite: none

Instructor: Healey, Cara

Credit: 1.00

Distribution: LFA, HPR, GCJD

This survey course introduces Chinese history and cultural traditions from ancient times to 1911, outlining historical trends such as Confucianism, Daoism, Buddhism, dynastic cycles, literati culture, traditional gender roles, and interactions with the West. We will analyze a variety of primary sources (in translation), including poetry, fiction, philosophical writings, historical records, and visual art.

PSC-220-01/ASI-277-01/PPE-238-01 Political Economy in East Asia

Prerequisite: none

Instructor: Ye, Huei-Jyun

Credit: 1.00

Distribution: BS

This course is to introduce students to politics and the political economy in East Asia. Japan, China, and the East Asian Tigers, including South Korea, Taiwan, and Singapore, have experienced economic success and political transitions in the past decades. How do East Asian countries achieve "economic miracles"? How do the state and society drive economic growth? Why do East Asian countries establish regional economic institutions to promote free trade? How does the region's political economy influence the world? We will focus on the development strategies of the countries in the region and discuss the underlying theoretical logic that explains East Asia's growth. In particular, students will be exposed to different datasets, analyze the empirical evidence, and make cross-country comparisons. This course will cover a range of topics, including developmental state, East Asian regional integration, and the relationship between the regional supply chain and the global economy.

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BLACK STUDIES

ENG-330-01/BLS-270-01/GEN-304-01 Postcolonial Literature

Prerequisite: none

Instructor: Szczeszak-Brewer, Agata

Credit: 1.00

Distribution: LFA, GCJD

In this course, we will focus on major Anglophone and Francophone authors writing in and about formerly colonized territories such as parts of the Caribbean, Senegal, Zimbabwe, South Africa, India, and Ireland. We will focus on gender roles and race in connection to the literary canon, and we will discuss a dialogue between the center of the empire (London) and the "margins" (British colonies). How did the authors describe conflicts between assimilation and resistance in the colonial and postcolonial milieu? How were the national, cultural, and individual identities affected by decades of foreign imperial presence? To understand and enjoy the texts, we will also study the political context of European imperialism and the anti-imperial resistance.

EDU-230-02/BLS-270-02 School to Prison Pipeline

Prerequisite: none

Instructor: Seltzer-Kelly, Deborah

Credit: 1.00

Distribution: QL

"In the last decade, the punitive and overzealous tools and approaches of the modern criminal justice system have seeped into our schools, serving to remove children from mainstream educational environments and funnel them onto a one-way path toward prison.... The School-to-Prison Pipeline is one of the most urgent challenges in education today." (NAACP 2005)

In this course, we will examine the ways in which the U.S. system of P-12 public education has become increasingly enmeshed with the criminal justice system. As the ACLU has noted, school disciplinary measures have become more rigid and more likely to divert students toward local law enforcement agencies. Beyond the area of school conduct issues, inequities that predict students' success in our testing-focused educational system may also predict students' likelihood of engagement with law enforcement (e.g. family income and educational levels, presence/absence of learning exceptionalities, stereotyping based upon personal and/or cultural identity, and wealth/poverty levels of schools and neighborhoods). In this class, we will examine the underlying policies and school-level practices that contribute to this destructive pattern, along with interventions that have been developed, such as greater attention to students' educational and vocational needs, restorative justice approaches to behavioral issues, and a focus on social-emotional learning. Specific issues we will examine that are implicated in the so-called "school-to-prison pipeline" include:

- "Zero tolerance" disciplinary policies in schools that include conduct, attire, and speech in using law enforcement approaches and personnel;

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- Patterns of inclusion/exclusion related to personal and cultural identity;
- High-stakes testing, including its role in restricting curricula and instructional practices, as well as a focus on retention and remediation through rote approaches to remedial instruction;
- Restrictive approaches to curricula and classroom instruction—often driven by standardized testing --that disproportionately fail to engage students in higher poverty schools;
- Lack of appropriate policies and practices for students with both diagnosed and undiagnosed disabilities and exceptionalities; and
- The ways in which underlying socioeconomic inequalities among communities and their schools tend to exacerbate factors that push students out of educational systems and toward the criminal justice system.

BLS-270-04/ENG-370-01 Color TV: Black Folk on TV from 1980-2000

Prerequisite: none

Instructor: Lake, Timothy

Credit: 1.00

This course surveys the explosion of Black folk on TV during the mid-1980s through 2000. We will spend less time on the 1980s in order to devote time to shows developed during the two succeeding decades. We will examine the rise of Black directors, writers, and actors on television shows. Most of the time will be given to TV shows which feature a Black cast and/or lead actor(s). We will read cultural and literary theorists in order to understand the narrative structures and modalities of cultural production at work. Ultimately you should leave the course better able to critically engage TV. Warning! We will watch a lot of TV.

CHEMISTRY

CHE-388-01 Special Problems: Advanced Biochemical Methods

Prerequisite: CHE-241 and Instructor Permission

Instructor: Novak, Walter

Credit: 0.50

This course is designed to provide students with an in-depth understanding of advanced biochemical methods used in modern research. Students will gain hands-on experience with laboratory techniques such as DNA mutagenesis, protein purification, gel electrophoresis, chromatography, and spectroscopy. In addition, students will learn about the principles and applications of various biochemical assays such as enzyme kinetics, protein-protein interactions, and other biological processes. This course will emphasize critical thinking, data analysis, and scientific communication skills through a series of lab reports, research papers, and oral presentations. This course does not count towards the major if CHE487 or CHE488 is also taken. Enrollment is by instructor permission.

CHE-421-01 Advanced Organic Chemistry: Organocatalysis

Prerequisite: CHE-321

Instructor: Kalb, Annah

Credit: 0.50

Building upon the basic principles and reactivity of organic molecules that were discussed in the year-long organic chemistry sequence, this course offers an in-depth analysis of the use of small organic molecules to catalyze organic transformations. Recent literature will be discussed while exploring the methods, mechanisms, and synthetic applications of different organocatalysts. An introduction to the field of enantioselective catalysis will also be given. This one-half credit course meets twice a week for the second half of the semester.

CHE-431-01 Advanced Analytical Chemistry

Prerequisite: CHE-331

Instructor: Schmitt, Paul

Credit: 0.50

This class explores data analysis in chemistry and the physical sciences, with an emphasis on regression analysis and machine learning techniques. Topics include, but are not limited to: linear and nonlinear least squares regressions, principal component analysis, linear discriminant analysis, artificial neural networks, and digital filtering. The course will engage heavily with the primary literature, and students will develop basic proficiency in relevant aspects of programming.

CHE-441-01 Advanced Inorganic Chemistry: Organometallic Chemistry Prerequisite: CHE-241

Instructor: Kalb, Annah

Credit: 0.50

This course will delve more deeply into concepts introduced in CHE 241, emphasizing structural principles, thermodynamics, and kinetics of organometallic systems. Through reviewing recently published literature, we will identify and discuss common motifs that garner research interest within the field. Anaerobic techniques for preparing and characterizing air-sensitive complexes will be introduced, though there will be no scheduled weekly laboratory period. This one-half credit course meets twice a week for the first half of the semester.

CHE-461-01 Advanced Biochemistry: Genetic Engineering

Prerequisite: CHE-361 or Instructor Permission

Instructor: Taylor, Ann

Credit: 0.50

Genetic engineering has transformed our ability to conduct biological research—and alter organisms for use in agriculture and medicine. This course will look in depth at the processes used to introduce new genetic material into organisms and techniques for altering gene expression and

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genes themselves, including RNAi and CRISPR/Cas9. The course will focus on genetically engineered foods, RNAi in medicine, and CRISPR/Cas9 in research, and use primary literature papers as the core readings.

CHE-491-01 Integrative Chemistry

Prerequisite: Instructor Permission

Instructor: Schmitt, Paul

Credit: 0.50

This senior capstone course will challenge students with the application of fundamental principles of spectroscopy and chemical instrumentation to the field of chemical imaging. Chemical imaging is an ever-expanding area of advanced research, and this course will focus primarily on Raman spectroscopy-based and mass-spectrometry based methods applied to a wide variety of analytes, from tissues analysis to pharmaceutical manufacturing. In-depth exploration of these topics 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-113-01/HIS-210-01 Sports in Antiquity: Games, Sports, and Recreation in Ancient Greece and Rome

Prerequisite: none

Instructor: Barnes, RJ

Credit: 1.00

Distribution: LFA, HPR

The ancient cultures of Greece and Rome left lasting legacies not only in philosophy and politics but also in sports and athletics. In this class, students become acquainted with a diverse range of ancient sports and recreational activities practiced by Greeks and Romans. Through the engagement with ancient texts, inscriptions, paintings, sculptures, and the hands-on re-creation of ancient games, students not only observe the significant role that these pastimes played in classical culture but also reflect on the continued importance of sports and recreation in modern society. Along the way, the class explores larger themes, such as the role of ritual in sports, the nature of play, and the question of professionalism versus amateurism, as well as issues related to gender and ethics.

REL-290-01/CLA-211-01 Death and Afterlife: Greek, Roman, Jewish and Christian Conceptions

Prerequisite: none

Instructor: Campbell, Warren

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Credit: 1.00

As individuals and within communities, we tend to focus our energies on building a happy and secure future for ourselves; yet in a real sense we live surrounded by death, threatened by the impermanence of our relationships and by the fragility of life on our planet. The fear of death and the dread of what comes afterward is part of the human experience, both in the ancient and modern world. There is a substantial ancient literary tradition of "descending" to visit the underworld and "ascending" to visit the heavenly; to observe, search, behold, and, sometimes, to escape. However, these "places" are far from static conceptions and the theologies of the afterlife develop in notable ways throughout the Roman Imperial period. In this course, we will go on our own "Tour of Heaven and Hell" and explore the wide array of underworld and afterlife conceptions in ancient Greek, Roman, Jewish, and Christian sources. Our core questions in the class are: (1) How is the Underworld/Afterlife accessed and who goes there? (2) What kind of experience is had in the Underworld/Afterlife and why? (3) How does the concept of the afterlife evolve over time and across textual traditions?

COMPUTER SCIENCE

CSC-271-01 Intro to Data Science

Prerequisite: CSC-211

Instructor: Westphal, Chad

Credit: 1.00

This course examines key elements of the data-to-knowledge pipeline: gathering data from reliable sources; cleaning, processing and visualizing data; analyzing data with appropriate statistical tools; and making informed decisions. Using a variety of computational and statistical tools, students will develop practical data science skills in a collaborative, project-based environment.

CSC-338-01/MAT-338-01 Machine Learning

Prerequisite: MAT-223 with a C- or higher, CSC-111 with a C- or higher

Instructor: McKinney, Colin

Credit: 1.00

Machine learning as a term was first coined in 1959 by Arthur Samuel, based on work he did developing a computer checkers game. The area has grown vastly since then, and is used for applications from self-driving vehicles to ChatGPT. This course will explore both the theory and practice of machine learning models and algorithms.

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EDUCATION STUDIES

EDU-230-02/BLS-270-02 School to Prison Pipeline

Prerequisite: none

Instructor: Seltzer-Kelly, Deborah

Credit: 1.00

Distribution: QL

"In the last decade, the punitive and overzealous tools and approaches of the modern criminal justice system have seeped into our schools, serving to remove children from mainstream educational environments and funnel them onto a one-way path toward prison.... The School-to-Prison Pipeline is one of the most urgent challenges in education today." (NAACP 2005)

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Specific issues we will examine that are implicated in the so-called "school-to-prison pipeline" include:

- "Zero tolerance" disciplinary policies in schools that include conduct, attire, and speech in using law enforcement approaches and personnel;
- Patterns of inclusion/exclusion related to personal and cultural identity;
- High-stakes testing, including its role in restricting curricula and instructional practices, as well as a focus on retention and remediation through rote approaches to remedial instruction;
- Restrictive approaches to curricula and classroom instruction—often driven by standardized testing --that disproportionately fail to engage students in higher poverty schools;
- Lack of appropriate policies and practices for students with both diagnosed and undiagnosed disabilities and exceptionalities; and
- The ways in which underlying socioeconomic inequalities among communities and their schools tend to exacerbate factors that push students out of educational systems and toward the criminal justice system.

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EDU-370-01 Curriculum Design

Prerequisite: Instructor permission required

Instructor: Seltzer-Kelly, Deborah

Credit: 1.00

In this course, we will study the process of curriculum design for P12 classrooms from a historic and philosophic perspective, and on a practical level. Students will learn about the process through which curricula are created for core content and elective classes, including grade-level considerations related to child development and sequencing of content across grade, as well as larger social and cultural influences that can help to shape the focus of the content taught in public schools in the U.S. Factors including diversity and inclusion as well as accommodation for disability will be included in our study. Depending upon student interest, selected global comparisons may be studied as well.

Students' assignments early in the semester will include analysis and discussion of the materials used to structure curriculum design. The latter portion of the semester will be devoted to students' individual development of curriculum materials for a P12 content area of their choice. Classroom placements in local schools for opportunities to assist in the classroom and teach selected lessons will be an option, subject to availability. This course satisfies the Curriculum and Pedagogy requirement for the Education Studies minor, or may be taken for elective credit.

ENGLISH

ENG-180-01/ART-210-01 Comics and Graphic Novels

Prerequisite: none

Instructor: Mong, Derek

Credit: 1.00

Distribution: LFA

Dismissed once as kids' fare or shrugged off as sub-literate--"in the hierarchy of applied arts," Art Spiegelman once wrote, comic books surpass only "tattoo art and sign painting"--comics today are enjoying their Renaissance. In 2015, comics and graphic novel sales topped \$1 billion, a 20-year high. Award-winning writers now moonlight for Marvel (Roxanne Gay, Ta-Nehisi Coates) or pen essays on Peanuts (Jonathan Franzen). Superheroes dominate the big screen. In this class, we'll explore this deceptively simple medium as it develops its special abilities. We'll use Scott McCloud's *Understanding Comics*, a critical text that is itself a comic, to become smart readers of sequential art. Hillary Chute's book *Why Comics?* will help us to frame comics's enduring subject matters: sex, the suburbs, disasters, and superheroes. Readings might include Alison Bechdel's *Fun Home*, selection from the Hernandez Brothers' *Love and Rockets*, Spiegelman's *Maus*, Lynda Barry's *One! Hundred! Demons!* and works by Daniel Clowes, Harvey Pekar, R. Crumb, *Ebony Flowers*, Aline Kominsky-Crumb, and others. The course is open to all students; underclassmen are encouraged to enroll. There will be capes and tights.

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ENG-180-02/GEN-171-01 War and Literature

Prerequisite: none

Instructor: Szczeszak-Brewer, Agata

Credit: 1.00

Distribution: LFA

How do writers, poets, and filmmakers portray combat and suffering? What do they say about patriotism and nationalism? What does war tell us about masculinity and empathy? In this class, we will read short fiction, poetry, and essays by authors around the world. We will also engage in film and media analysis.

ENG-210-01 Writing for Serious Games

Prerequisite: none

Instructor: Freeze, Eric

Credit: 1.00

Distribution: LS

Did you know games could be *serious*? In this course, you will learn about how to write games for purposes other than entertainment. Serious games may be used for education, training, or as information delivery systems. You will learn how to gamify tasks in a number of different contexts, using game and level design to write for clients or institutions looking for an engaging way to teach, inspire, and motivate users. This course will lead you through all the steps of serious game development, from concept to delivery, working both individually and as a team. As a creative writing workshop course, you will also benefit from receiving detailed feedback on your games from your professor and peers.

ENG-270-01/GEN-270-01 Contemporary Literature and Masculinity

Prerequisite: none

Instructor: Freeze, Eric

Credit: 1.00

Distribution: LFA

This course will explore how contemporary literature impacts and shapes masculinity. Students will read novels, short stories, poetry, creative nonfiction, and theory to ask how contemporary texts reify or challenge gender norms. Are definitions of masculinity expanding, creating spaces for men that didn't exist before? Or are they contracting? Or both? We will grapple with these questions, using theory to help us read and interpret texts as well as understand the complex cultural forces that shape masculinity today.

ENG-330-01/BLS-270-01/GEN-304-01 Postcolonial Literature

Prerequisite: none

Instructor: Szczeszak-Brewer, Agata

Credit: 1.00

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Distribution: LFA, GCJD

In this course, we will focus on major Anglophone and Francophone authors writing in and about formerly colonized territories such as parts of the Caribbean, Senegal, Zimbabwe, South Africa, India, and Ireland. We will focus on gender roles and race in connection to the literary canon, and we will discuss a dialogue between the center of the empire (London) and the "margins" (British colonies). How did the authors describe conflicts between assimilation and resistance in the colonial and postcolonial milieu? How were the national, cultural, and individual identities affected by decades of foreign imperial presence? To understand and enjoy the texts, we will also study the political context of European imperialism and the anti-imperial resistance.

BLS-270-04/ENG-370-01 Color TV: Black Folk on TV from 1980-2000

Prerequisite: none

Instructor: Lake, Timothy

Credit: 1.00

This course surveys the explosion of Black folk on TV during the mid-1980s through 2000. We will spend less time on the 1980s in order to devote time to shows developed during the two succeeding decades. We will examine the rise of Black directors, writers, and actors on television shows. Most of the time will be given to TV shows which feature a Black cast and/or lead actor(s). We will read cultural and literary theorists in order to understand the narrative structures and modalities of cultural production at work. Ultimately you should leave the course better able to critically engage TV. Warning! We will watch a lot of TV.

ENG-497-01 The Younger Romantics: Byron and the Shelleys

Prerequisite: none

Instructor: Whitney, Julian

Credit: 1.00

Distribution: LFA

This course will examine the lives and literary works of three authors from the British Romantic period: Lord Byron, Percy Shelley, and Mary Shelley. In the early nineteenth century, Lord Byron was a celebrity among poets. Along with Percy and Mary Shelley, the three formed an important "literary circle" that contributed much to British Romanticism and the canon of literature more generally. We will focus on the major works they produced and examine the highly scandalous lifestyles they led in order to develop a deeper understanding of their significance to English literature. In addition to literature, this course will expose students to different critical and theoretical frameworks as well. Course assignments will include short reading quizzes, a group oral presentation, several papers, and a final capstone project.

FRENCH

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FRE-277-01/MUS-104-01 Sound and Literature in French

Prerequisite: none

Instructor: Altergott, Renee

Credit: 1.00

Distribution: LFA

Can we recover the sounds of Paris prior to sound recording? Why were church bells silenced during the French Revolution, and how did the meaning of this sound become secularized in the countryside? What types of sources are researchers using to restore the sonic aspects of the Notre Dame cathedral since the disastrous fire in April 2019? This course will take up these and other questions about the role of sound in the construction of French cultural and political identities. Drawing from key concepts in Sound Studies, we will explore the evolving soundscapes across France and the French colonial empire. Through poetry and prose from classic French and Francophone writers such as Charles Baudelaire, Frantz Fanon, Gustave Flaubert, and Proust, we will study how authors have used literature to preserve the sounds of history before and after sound recording, and listen to the earliest recorded human voice, the cries of Parisian street vendors, and the sounds of war from the medieval era to the present.

GENDER STUDIES

ENG-270-01/GEN-270-01 Contemporary Literature and Masculinity

Prerequisite: none

Instructor: Freeze, Eric

Credit: 1.00

Distribution: LFA

This course will explore how contemporary literature impacts and shapes masculinity. Students will read novels, short stories, poetry, creative nonfiction, and theory to ask how contemporary texts reify or challenge gender norms. Are definitions of masculinity expanding, creating spaces for men that didn't exist before? Or are they contracting? Or both? We will grapple with these questions, using theory to help us read and interpret texts as well as understand the complex cultural forces that shape masculinity today.

ENG-330-01/BLS-270-01/GEN-304-01 Postcolonial Literature

Prerequisite: none

Instructor: Szczeszak-Brewer, Agata

Credit: 1.00

Distribution: LFA, GCJD (PENDING)

In this course, we will focus on major Anglophone and Francophone authors writing in and about formerly colonized territories such as parts of the Caribbean, Senegal, Zimbabwe, South Africa, India, and Ireland. We will focus on gender roles and race in connection to the literary canon, and

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we will discuss a dialogue between the center of the empire (London) and the "margins" (British colonies). How did the authors describe conflicts between assimilation and resistance in the colonial and postcolonial milieu? How were the national, cultural, and individual identities affected by decades of foreign imperial presence? To understand and enjoy the texts, we will also study the political context of European imperialism and the anti-imperial resistance.

HISTORY

HIS-200-01/HSP-250-01 Digitizing Immigration History

Prerequisite: none

Instructor: Levy, Aiala

Credit: 1.00

Distribution: HPR

How has digital technology affected our understanding of the past? In this course, we will examine the ways in which the Internet has dramatically changed the creation and consumption of historical knowledge. With a focus on the history of immigration, this course will interrogate search engines, explore digital archives, and look under the hoods of mapping, textual analysis, network visualization, and crowdsourcing projects. Throughout, students will consider the methodological implications of doing immigration history online, including the ethical challenges of sharing immigrant stories and reducing human lives to data. The course will follow digital history's call to collaboratively play - and sometimes fail - with technology, concluding the semester with an online group research project related to the history of immigration.

HIS-200-02/GHL-210-01 Drugs and Society in Modern History

Prerequisite: None

Instructor: Rhoades, Michelle

Credit: 1.00

Distribution: HPR

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

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

HIS-200-03/REL-272-01 A History of the End of the World

Prerequisite: none

Instructor: Royalty, Robert

Credit: 1.00

Distribution: HPR

How will the world end? When will the world end? Will the world end at all? While you might recall the May 21, 2011 “deadline” of Harold Camping’s Family Radio caravans and the “ending” of the Mayan calendar in December 2012 (or maybe someone in your family does), these questions have provoked the human imagination for thousands of years. This course will study the history of how these questions have been posed and answered from Jewish and Christian communities in the ancient Mediterranean world to Christians in medieval Europe to contemporary apocalyptic movements around the world. Using the lenses of social and cultural history, we will examine how these apocalyptic ideas have been shaped by historical events and how subgroups have interacted with, and often changed, society.

ASI-112-03/HIS-260-01 Premodern China

Prerequisite: none

Instructor: Healey, Cara

Credit: 1.00

Distribution: LFA, HPR, GCJD

This survey course introduces Chinese history and cultural traditions from ancient times to 1911, outlining historical trends such as Confucianism, Daoism, Buddhism, dynastic cycles, literati culture, traditional gender roles, and interactions with the West. We will analyze a variety of primary sources (in translation), including poetry, fiction, philosophical writings, historical records, and visual art.

HIS-300-01/GEN-304-02/HSP-300-01 Rebels, Yuppies, and Punks: Youth in the Global 1980s

Prerequisite: none

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Instructor: Pliego Campos, Noe

Credit: 1.00

Distribution: HPR

This course introduces students to the history of the Global 1980s (1979-1991) with attention to the origins, developments, and consequences of youth as an idea and lived experience in the world. The course asks how people around the world understood youth and how youth interacted with the political, economic, and health changes that shaped the decade. Students will examine how young people responded politically, economically, and culturally to international, national, and local events. Special attention will be given to Latin American youth, in particular from Mexico. As such, students will study the interactions between youth, nationality, class, gender, sexuality, and ethnicity/race.

HIS-300-02 A Murderous History

Prerequisite: None

Instructor: Rhoades, Michelle

Credit: 1.00

Distribution: HPR

What can a murder case tell us about a society and its culture? Does the victim matter in different ways to different societies? Do trials always convict the culprit? Who does the law protect, ultimately? Do forms of communication shape public opinions of crime and criminality? In this seminar, students will read about famous (or infamous) murder cases drawn from European, British, and American history. The criminal cases covered in class will address the sensational nature of crimes of strangulation and dismemberment, but they will also delve into the social, political, and cultural interpretations of those crimes. From Jack the Ripper to the O.J. Simpson trial, students will read about policing, crime, and criminal activity in the 19th and 20th centuries. The course will encourage students to think critically about the cultural and societal forces that have shaped the ways in which murder has been understood and punished. Key themes include:

- The definitions and understandings of murder in the 19th and 20th centuries
- The rise of forensic science and its impact on investigations
- The relationship between murder and broader social and cultural trends, including urbanization, immigration, and class struggles
- The representation of murder in literature, film, and media

This course is good for students interested in history, criminology, media, and cultural change. Coursework will include several short writing assignments and a final project where students will use English-language newspapers to research a little-known murder and write about its historical context, from initial report and social reactions, to legal resolution.

PHILOSOPHY

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PHI-109-01 Philosophical Arguments

Prerequisite: None

Instructor: Carlson, Matthew

Credit: 1.00

Distribution: HPR

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-109-02 Philosophy of Sport

Prerequisite: None

Instructor: Rognlie, Dana

Credit: 1.00

Distribution: HPR

This course provides an introduction to fundamental questions in the field of the philosophy of sport. Engaging metaphysics, phenomenology, ethics, and social and political philosophy, students will ponder such questions as: What is sport? What is the value of sport? What does sport reveal about the relation of our mind and body? Of our identity? Of our freedom? Is sport an arena for social justice? These questions will be examined using a diverse set of tools ranging from ancient Greek philosophy to contemporary trans feminist philosophy and philosophy of race.

PHI-269-01 Knowledge and Skepticism

Prerequisite: None

Instructor: Carlson, Matthew

Credit: 1.00

Distribution: HPR

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 215 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

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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 Why Be Moral?

Prerequisite: PHI-110

Instructor: Salomon, Aaron

Credit: 1.00

We have all been taught that we shouldn't lie, steal, or cheat, even when we could get away with it. But is there actually good reason not to do such things, or is morality really just a kind of superstition or fraud? In this course, we will closely investigate three kinds of answers to this question that attempt to vindicate morality against such skepticism—Hobbesian, Kantian, and Aristotelian. And we'll do so with the help of both classical and contemporary philosophical texts. (Readings will draw from the work of philosophers such as Aristotle, Philippa Foot, David Gauthier, Thomas Hobbes, Immanuel Kant, Plato, T.M. Scanlon, and Judith Jarvis Thomson.)

PHI-319-02/BLS-280-01/GHL-310-01/HSP-217-01 Decolonial Philosophy

Prerequisite: PHI-110 or PHI-242

Instructor: TBA

Credit: 1.00

Although the colonization of the Americas in 1492 represented a paradigm shift in the ways that people conceived of science, ethics, politics, and economics, its significance in shaping the modern world has been largely ignored by Western European philosophers. This obliviousness is not coincidental. According to the Eurocentric view, modernity results from the historical unfolding of Europe, and it represents a moment of rational maturity such that human beings can self-govern. This course will expose what decolonial philosopher Enrique Dussel calls the "myth of modernity," which means that the Eurocentric view of modernity not only emerges from but also serves to justify colonial violence against non-European peoples. We will show that the Eurocentric view of modernity relies on a *developmentalist* conception of history which situates Western European peoples as historically developed and non-European peoples as historically backwards. The "myth of modernity" thus implies that while Western European peoples can self-govern, non-European peoples must be governed by others, thereby justifying colonial practices of land dispossession, enslavement, and serfdom. We will also explore the ways in which the "myth of modernity" informs the self-conception of colonized peoples at the most intimate levels of our racial, gendered, and sexual selves. We will end by considering various liberation projects, including the option of emancipatory violence. In addition to juxtaposing canonical philosophical discourses about the idea of modernity alongside decolonial discourses from the global south, we will also incorporate literary works that capture the experience of colonization and its implications for our conception of modernity.

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PHILOSOPHY, POLITICS AND ECONOMICS

PSC-220-01/ASI-277-01/PPE-238-01 Political Economy in East Asia

Prerequisite: none

Instructor: Ye, Huei-Jyun

Credit: 1.00

Distribution: BS

This course is to introduce students to politics and the political economy in East Asia. Japan, China, and the East Asian Tigers, including South Korea, Taiwan, and Singapore, have experienced economic success and political transitions in the past decades. How do East Asian countries achieve "economic miracles"? How do the state and society drive economic growth? Why do East Asian countries establish regional economic institutions to promote free trade? How does the region's political economy influence the world? We will focus on the development strategies of the countries in the region and discuss the underlying theoretical logic that explains East Asia's growth. In particular, students will be exposed to different datasets, analyze the empirical evidence, and make cross-country comparisons. This course will cover a range of topics, including developmental state, East Asian regional integration, and the relationship between the regional supply chain and the global economy.

PPE-258-01 Political Economy of Crisis

Prerequisite: ECO-101

Instructor: D'Amico, Daniel

Credit: 1.00

What are the proper and efficient roles of governments, markets, and civil society organizations towards resolving the challenges of crises? Students will learn and gain proficiency in the theoretical approaches to understanding the political economy of crises. What are the predictable processes and outcomes associated with private and collective action responses to crises? How do different communities and societies relatively endure and respond to often swift, unexpected, and devastating changes in their political, material and social conditions that citizens live within? Students will survey a wide variety of informative case studies across contexts such as wars, nation building in weak and failed states, natural disasters, and pandemic diseases.

PSC-330-01/PPE-338-01 Capitalism and Its Critics

Instructor: Harvey, Matthew

Credit: 1.00

Distribution: BS

Capitalism is a philosophical concept, a mode of economic organization, a moral foundation for political freedom, and a contested source of struggle and oppression. In this course, we examine the historical trajectory of capitalism as a socio-economic system, its interactions with democratic politics, various arguments against capitalism with proposed alternative modes of societal

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organization, and the role that capitalism should (or should not) play in contemporary political crises. How do historical and contemporary theories of capitalist and anti-capitalist politics shape our understanding of the world? What role does capitalism play in shaping political, social, and environmental outcomes today - and are those outcomes similar for all political citizens? Is there a future for capitalism in global society, and if not, what might such an alternative future look like? This course will be focused on critical readings of historical and modern texts in political thought, exploring the historical development of capitalist/anti-capitalist ideologies, how they intersect with our contemporary political lives, and texts that envision what our economic futures could (or should) look like.

PHYSICS

PHY-277-01 Special Topics: Astrophysics

Prerequisite: PHY-112 and MAT-112

Instructor: Ross, Gaylon

Credit: 1.00

This course serves as an introduction to astrophysics for students who have completed the two-semester calculus-based physics sequence. Topics include stellar properties and their measurement, structure, formation and evolution of stars, the interstellar medium and galaxies, and cosmology.

POLITICAL SCIENCE

PSC-220-01/ASI-277-01/PPE-238-01 Political Economy in East Asia

Prerequisite: none

Instructor: Ye, Huei-Jyun

Credit: 1.00

Distribution: BS

This course is to introduce students to politics and the political economy in East Asia. Japan, China, and the East Asian Tigers, including South Korea, Taiwan, and Singapore, have experienced economic success and political transitions in the past decades. How do East Asian countries achieve "economic miracles"? How do the state and society drive economic growth? Why do East Asian countries establish regional economic institutions to promote free trade? How does the region's political economy influence the world? We will focus on the development strategies of the countries in the region and discuss the underlying theoretical logic that explains East Asia's growth. In particular, students will be exposed to different datasets, analyze the empirical evidence, and make cross-country comparisons. This course will cover a range of topics, including developmental state, East Asian regional integration, and the relationship between the regional supply chain and the global economy.

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PSC-230-01/PPE -238-01 Political Ecology

Prerequisite: None

Instructor: Harvey, Matthew

Credit: 1.00

Distribution: BS

This course focuses on some fundamental questions for our political moment. To what degree are our political and economic institutions shaped by the physical spaces we inhabit, and the web of non-human life that we share the world with? Is a democratic future compatible with an assumption of human exceptionalism in nature, and can a sustainable future for humanity be achieved? In essence, this course examines how ecology (geographic place, environment, and non-human life) shapes and constrains our political lives. Over the course of the term, we will critically engage with texts from political theory, sociology, geography, and environmental science, to interrogate how our relationships with nature impact our understandings of democracy, justice, and equality. Particular emphasis will be focused on two core themes: the compatibility of democracy with equitable climate justice, and the political consideration of the non-human and material elements of Earthly nature.

PSC-240-01 Political Violence

Prerequisite: none

Instructor: Liou, Ryan

Credit: 1.00

Distribution: BS

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. Though current and historical events will be discussed, your grade will not depend on your rote memorization of these events. Instead, the focus will be on understanding the underlying interests of important actors for political conflicts, the arenas in which these actors interact, and the rules which govern their interactions.

PSC-330-01/PPE-338-01 Capitalism and Its Critics

Instructor: Harvey, Matthew

Credit: 1.00

Distribution: BS

Capitalism is a philosophical concept, a mode of economic organization, a moral foundation for political freedom, and a contested source of struggle and oppression. In this course, we examine the historical trajectory of capitalism as a socio-economic system, its interactions with democratic politics, various arguments against capitalism with proposed alternative modes of societal organization, and the role that capitalism should (or should not) play in contemporary political

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crises. How do historical and contemporary theories of capitalist and anti-capitalist politics shape our understanding of the world? What role does capitalism play in shaping political, social, and environmental outcomes today - and are those outcomes similar for all political citizens? Is there a future for capitalism in global society, and if not, what might such an alternative future look like? This course will be focused on critical readings of historical and modern texts in political thought, exploring the historical development of capitalist/anti-capitalist ideologies, how they intersect with our contemporary political lives, and texts that envision what our economic futures could (or should) look like.

PHI-319-01/PPE-329-01 Why Be Moral?

Prerequisite: PHI-110

Instructor: Salomon, Aaron

Credit: 1.00

We have all been taught that we shouldn't lie, steal, or cheat, even when we could get away with it. But is there actually good reason not to do such things, or is morality really just a kind of superstition or fraud? In this course, we will closely investigate three kinds of answers to this question that attempt to vindicate morality against such skepticism—Hobbesian, Kantian, and Aristotelian. And we'll do so with the help of both classical and contemporary philosophical texts. (Readings will draw from the work of philosophers such as Aristotle, Philippa Foot, David Gauthier, Thomas Hobbes, Immanuel Kant, Plato, T.M. Scanlon, and Judith Jarvis Thomson.)

PSYCHOLOGY

PSY-110-01 Psychology of Mindfulness

Prerequisite: none

Instructor: Schmitzer-Torbert, Neil

Credit: 1.00

Distribution: BS

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 will examine the psychology of mindfulness, focusing on common mindfulness programs. We will consider how mindfulness today (which is often presented as set of secular tools) has roots in several contemplative traditions. Class activities will be divided between active participation in components of an established mindfulness program for stress reduction, and on examining psychological research on effectiveness and mechanisms of mindfulness.

PSY-310-01/GHL-310-02/NSC-310-01 COVID on the Brain

Prerequisite: One credit from PSY-204/NSC 204, PSY-233, PSY-235, or BIO-111

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Instructor: Schmitzer-Torbert, Neil

Credit: 0.50

COVID-19, a novel coronavirus, produces flu-like symptoms in many individuals, and has been a major health risk globally since 2020. During the pandemic, the risk of mortality and stress on medical infrastructure were the primary public health concerns. However, even for individuals who experience mild COVID or recover after a COVID infection, many will experience a range of symptoms such as fatigue, loss of smell, 'brain fog', etc., which suggest an impact of COVID-19 on the nervous system. As COVID-19 infections continue, a better understanding of the effects of COVID-19 on the brain will be a critical part of the effort to reduce the burden and suffering associated with this condition. In this course, we will consider the neurological impacts of COVID-19, including long COVID, and the state of current research into treatments and prevention strategies.

RELIGION

REL-196-01/ASI-196-01 Religion and Literature: "Old Pond--Frog Jumps In":

Religion in Japanese Literature

Prerequisite: none

Instructor: Blix, David S.

Credit: 0.50

Distribution: LFA, HPR

"Old pond- frog jumps in-sound of water." So runs the famous *haiku* by Basho. Is it religious? For the Japanese, yes. In Japan religion and art are arguably the same thing. In this course we'll ask how and why. We'll study Japanese ideas about art and religion (e.g. emptiness, solitude, "sublime beauty"), and how they appear in Japanese literature. We'll read selections from Japanese poetry (including *haiku*) N? drama, a classic novel (*The Tale of Genji*), and some short stories by Murakami and Kawabata.

REL 240-01 The Word of God: Prophecy and Writing in Ancient Judaism

Prerequisite: none

Instructor: Campbell, Warren

Credit: 1.00

This class will focus on the notion of the "Word of the Lord" by considering the history of prophecy in the Hebrew Bible/Old Testament and the varying conceptions of "scripture" in the Second Temple Period. We will begin with the rise of prophecy during the era of the kings and investigate the core themes of the prophets in their shifting historical contexts. What are the different types of prophets found within the Hebrew Bible/Old Testament? What role did the prophets play within their larger society? What is the nature of prophecy and in what sense is it the "word of the Lord"? We will then trace the idea of a written "word of God" in texts like Exodus, Chronicles, and Ezra in order to situate how writing itself and the written Law of Moses in particular focalized the idea of the "word" into a physical text. Finally, we will look at the array of conceptions of written scripture in the Jewish

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tradition up until the first century CE. Here we will explore ancient notions of scripture by considering how the Hebrew Bible/Old Testament was rewritten, expanded, summarized, interpreted, and otherwise handled.

REL-260-01/CLA-212-01 Ancient Christianity in Rome

Prerequisite: none

Instructor: Nelson, Derek

Credit: 1.00

Distribution: LFA, HPR

This course is dedicated to the study of Early Christianity as it was manifested in one particular place, the deeply-charged and long-standing imperial capital of Rome. This immersion course addresses one central question with multiple off-shoots: How did Christianity take shape in Rome? How did it emerge from, rebel against, and engage with that city's deep past? Before Constantine, what was the experience of early Christians? After Constantine, how did the shape and character of the city (not to mention its inhabitants) change? What did early adherents of Christianity believe, and how were those beliefs negotiated, enhanced, challenged, and made orthodox through visual and material culture, especially religious architecture and its decoration? What was the experience of practitioners of traditional Greco-Roman religion after Christianity became the default religion of the Empire?

In other words, our investigation will be about social history, architecture, religious history and theology, and art/iconography. It is about the realia of what people believed, saw, experienced, and did. And the best way to get a sense of those features of ancient life and belief is to visit the key places themselves: the city of Rome and, as a complement to the features of the urban experience that Rome lacks, its port city of Ostia.

The immersion component of the course will occur November 17-25, 2023. By application only.

REL-275-01 Religion and Science

Prerequisite: none

Instructor: Blix, David S.

Credit: 0.50

Distribution: HPR

Are religion and science in conflict with each other? In agreement? How or why, one way or the other? These are our questions. We'll do two main things in this course. First, we'll take a careful look at the different "ways of knowing" that are characteristic of science and religion, respectively. Second, we'll look at several models for thinking critically and responsibly about how they are related. Readings will include selections from Bertolt Brecht, Alan Lightman, Jacob Bronowski, Adam Frank, and others, as well as some classic texts in the history of science.

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REL-280-01 Religion and the Body

Prerequisite: none

Instructor: Smith, Emily

Credit: 1.00

This course explores how American religious leaders and denominations have defined, transgressed, and challenged ideas about the body. Students will learn about the relationship between disability, race, gender, sexuality, and religion in American's past and present. Using creative source bases, methods, and interpretive frameworks, we will think critically about how power and representation (in the archives, media, political discourse, and everyday life) shape our understanding of religion and bodies.

REL-290-01/CLA-211-01 Death and Afterlife: Greek, Roman, Jewish and Christian Conceptions

Prerequisite: none

Instructor: Campbell, Warren

Credit: 1.00

As individuals and within communities, we tend to focus our energies on building a happy and secure future for ourselves; yet in a real sense we live surrounded by death, threatened by the impermanence of our relationships and by the fragility of life on our planet. The fear of death and the dread of what comes afterward is part of the human experience, both in the ancient and modern world. There is a substantial ancient literary tradition of "descending" to visit the underworld and "ascending" to visit the heavenly; to observe, search, behold, and, sometimes, to escape. However, these "places" are far from static conceptions and the theologies of the afterlife develop in notable ways throughout the Roman Imperial period. In this course, we will go on our own "Tour of Heaven and Hell" and explore the wide array of underworld and afterlife conceptions in ancient Greek, Roman, Jewish, and Christian sources. Our core questions in the class are: (1) How is the Underworld/Afterlife accessed and who goes there? (2) What kind of experience is had in the Underworld/Afterlife and why? (3) How does the concept of the afterlife evolve over time and across textual traditions?

RHETORIC

RHE-270-01 Misinformation in a Social Media Age

Instructor: Drury, Jeffrey

Credit: 0.50

Distribution: LFA

Research shows that most Americans get their news from social media at the same time we know that misinformation runs rampant on those platforms. In a society built on the principle of free speech, how do we ensure that the information we receive is reliable? This course engages communication scholarship that explores the nature and scope of misinformation, prominent case studies, and media literacy tactics that students can implement to guard against misinformation.

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Students will generate several short assignments with the possibility of creating a public information campaign. First half semester.

RHE-270-02 The Rhetoric of Student Activism

Instructor: Drury, Jeffrey

Credit: 0.50

Distribution: LFA

Since the 1960s, student activism on college and university campuses across the United States has become quite common. As youth grapple with their role in society and test the limits of their expression, struggles between them and the power structures— “the administration,” “the system,” “the man,” etc.—are expected. This course explores the relevant theories and concepts regarding the goals, strategies, and tactics of student activism as well as historical and contemporary cases, including on Wabash’s campus. Second half semester.

RHE-370-01 Digital Rhetoric

Instructor: Proszek, James

Credit: 1.00

Distribution: LFA

Have you ever wondered how fantasy football, Twitch, YikYak, and Craigslist are connected? Did you know that with every snap you send or Netflix recommendation that you watch you are engaging in rhetoric? In today’s technologically mediated world, digital and non-digital spaces, performances, and socio-cultural norms are increasingly intertwined. Students in this course will study digital rhetoric theories, methods, and practices to better understand how these spaces, performances, and norms construct and negotiate meaning through multimedia. We will study digital rhetoric through a variety of technologies, platforms, and networks—particularly those linked to/through the Internet. Our assignments and in-class discussions will culminate in a semester-long literature review of an original student-research proposal that contributes to the scholarly investigation of digital rhetoric as a critical cultural practice.

SPANISH

SPA-311-01 Survey of Spanish Linguistics

Prerequisite: SPA-302

Instructor: Hardy, Jane

Credit: 1.00

This course will provide an overview of the basic concepts and methodology used in Spanish Linguistics. It will provide students with the tools of linguistic analysis and apply them to the study of Spanish. Attention is given to different levels of analysis in linguistics, including morphology, syntax, phonetics, phonology, language variation (dialects), and language change over time. Class

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time will be divided between lecture, problem-solving exercises, discussion, and student presentations.

SPA-313-01 Studies in Hispanic Literature

Prerequisite: SPA-302

Instructor: Enriquez-Ornelas, Julio

Credit: 1.00

In this course students will develop their Spanish speaking, listening, reading, and writing skills by learning about the diverse experiences of U.S. Latinx communities represented in contemporary literature. Students will learn a wide range of concepts such as nationalism, Latino/a, Latin@, Latinx, hybrid identities, acculturation, process of assimilation, bilingualism, and Afro-Latinidad. Students will also examine how religious and socioeconomic backgrounds shape perceptions on race, gender, and sexuality. The course will also include a variety of in-class and extra-class activities such as traveling to local businesses within the Crawfordsville area. These cultural experiences and out of class performance activities will grant students a unique opportunity to be exposed to the local Latinx culture all while practicing their Spanish skills.

THEATER

THE-303-01 New York City on Stage and Screen

Prerequisite: One previous course in Theater, and Instructor Permission Required

Instructor: Cherry, James

Credit: 1.00

Distribution: LFA

From Lincoln Center to the Astor Place Opera House, from the Disney mega-musicals of Broadway to edgy one-person shows in the West 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-shifting 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.