

Special Topics Course Descriptions Spring 2023

ART

ART 225-01 Experimental Filmmaking

This course re-evaluates the tropes and mainstream conventions of narrative filmmaking and focuses on the methodologies of the artist/filmmaker who uses the medium as a personal form of expression. It examines alternative modes of cinematic production, revolving around the Avant-guard, underground, abstract, poetic, transcendental, and visionary. Students will learn basic camera operation, editing software, audio field recording, and sound design. They will have the opportunity to explore their ideas through project prompts, with parameters designed to develop specific skill sets and aesthetic sensibilities. Depending on the semester, projects may include: remixing current/archival images and footage, time and repetition experiments, compositing/2D collage, nonlinear narratives, and site-specific projection. No previous camera or editing experience is required.

Prerequisite: None

Instructor: Mohl

Credit: 1

ART 219-01 Auteur Cinema

Mystery and atmosphere, abstract logic and absurdity, psychological surrealism, and genre stylization are just a few of the topics we will examine in this course on contemporary auteur filmmakers. Auteur theory connects a director to a film in the same way an author is connected to a book; as the primary creative force that distinctly links a myriad of decisions and ideas into a unified vision. A film can be much more than a spectacle that momentarily entertains, it can serve as a window into the mind of a director and allow an audience to view the world in imaginative, challenging, and unexpected new ways. Through screenings and discussions, we will analyze unique stylistic tonalities, thematic preoccupations, and philosophical perspectives that define auteur films and the directors who create them. In doing so, students will develop a deeper appreciation and understanding of the medium and its limitless possibilities.

Prerequisite: None

Instructor: Mohl

Credit: 1

ART 210-01/BLS 270-04 Contemporary African American Art

African American Contemporary art synthesizes approaches from art history, Black Studies and visual culture studies to investigate race and representation in the United States since 1919. In this course we will discuss historical art movements such as the Red Summer, the Harlem Renaissance, Social Realism, Abstraction, Magical Realism, and Afrofuturism. We will utilize digital humanities investigation techniques such as mapping and network theory to explore how African American artists addressed ideas about race and belonging through works of art, and through the ties they forged within artist communities, collectives, and social movements.

Prerequisite: None

Instructor: Mahady

Credit: 1

ART 210-01 Gender, Art and Media

This course takes an intersectional approach to the study of art through movies and video games. Rather than viewing works of art as discrete objects on display in a gallery, we will explore the ways that films, video games, painting, drawing and sculpture shape societal and individual ideas about gender. We will analyze how fine art informs popular media such

as John Wick, The Harder They Fall, Birds of Prey, and the Assassin's Creed franchise, and what these media communicate about representations of gender identity and performance.

Prerequisite: None

Instructor: Mahady

Credit: 1

ART 225-01 Advanced Photography and Photoshop

This course dives further into photoshop, in compositing, portrait enhancement, along with layout strategies and methods. Photography advancements will explore stroboscopic, macro and experimental methods along with advanced lighting techniques. Pre-requisites for the course are Art – 224 Photography or intermediate experience with photoshop and mastery of basic manual exposure DSLR techniques.

Prerequisite: ART-224 or previous expertise

Instructor: Weedman

Credit: 1

ART 225-01 Art + Social Practice

The field of Social Practice blurs the line between life and art, emphasizing creative work that connects to current social and cultural issues. Students will develop projects in response to social and cultural issues that are relevant to them, once areas of interest are identified they will research various strategies for expression to create socially engaged art projects. The course pays particular attention to underrepresented artists to better understand the ways in which social practice artists use evocative and agitational strategies to subvert oppressive systems. Among other topics we will consider issues of place, identity, immigration, climate, the role of the global majority in the social fabric, the nature of public space, and using art as a conduit for creative transformation in our contemporary life.

Prerequisite: none

Instructor: Artist in Residence Hoesy Corona, Annie Strader

Credit: 1

ASIAN STUDIES

ASI 112-01/ENG 180-01 Japanese Manga and Anime

From Akira Toriyama's *Dragon Ball* to Sui Ishida's *Tokyo Ghoul*, Japanese manga and anime have earned a reputation for being globally influential genres of literature and entertainment. Japanese manga artists often use their manga to interrogate complex themes of humanity, technology, gender, race, existential beliefs, and culture. Likewise, Japanese anime uses cinematic visual storytelling to raise questions about adolescence, identity, and personal growth. This course will delve into a variety of Japanese anime and manga genres in order to discover how these mediums function as literature. Assigned reading material includes Naoko Takeuchi's *Sailor Moon*, Akira Toriyama's *Dragon Ball*, Sui Ishida's *Tokyo Ghoul*, Hiromu Arakawa's *Fullmetal Alchemist*, and other works. We will also engage several anime adaptations, such as Noriyuki Abe's *Yu Yu Hakusho: Ghost Files*, Mitsuru Hongo's *Outlaw Star*, Shinichiro Watanabe's *Cowboy Bebop* and Daisuke Nishio's *Dragon Ball Z*. Major assignments will include quizzes, short literary analysis papers, an in-class oral presentation, a midterm exam, and a comprehensive final exam on the material.

Prerequisite: None

Instructor: Whitney

Credit: 1

ASI 112-02/ENG 180-02 Topics in Asian Culture: Chinese Science Fiction

Over the past decade, Chinese science fiction in translation has garnered attention worldwide, winning international awards and bringing Chinese literature to a wider audience than ever before. The genre is often seen

as a way of representing China's breakneck economic and technological development in a political environment where censorship is the norm. This course will consider the development of Chinese science fiction from the early twentieth century to the present. Stories will touch on themes ranging from cyborgs to alien invasion to environmental catastrophe. We will consider Chinese science fiction's unique contributions to both Chinese literary tradition and global science fiction. All readings will be in English.

Prerequisite: None

Instructor: Healey

Credit: 1

ASI 204-01/MUS 204-02 Music in East Asian Culture

The standard approach is to start with an introductory survey and examination of a wide range and selection of traditional folk musical instruments affiliated with the East Asian cultures. The selected East Asian traditional folk instruments will be used to provide an introductory basis and examination for the study of their contextual as well as societal significance in the respective East Asian cultural societies. Beyond the instruments and their roles in producing musical sound, this course also examines the significant ceremonies, rites, and rituals enhanced by the folk music. In addition to the music, this class also serves as a forum for learning about the selected East Asian cultures as case studies. The selected cultures will include those from: China, India, Pakistan, Indonesia, Japan, Vietnam, Korea, Laos, Burma, Philippines, and Malaysia.

Prerequisite: None

Instructor: Makubuya

Credit: 1

BIOLOGY

BIO 371-01/NSC 310 Molecular Endocrinology

Hormones, the chemical signals of the endocrine system, rely on receptors and signal transduction pathways to carry out their powerful physiological, neural, and behavioral effects. This course will examine the molecular and cellular mechanisms of hormone action through primary scientific literature analysis and extensive writing. Students will learn to integrate concepts from molecular biology, cell biology, neuroscience, physiology, and pharmacology while emphasizing the contributions basic endocrine research to human health. This course counts as an elective for the Biology and Biochemistry majors and the Neuroscience minor.

Prerequisite: BIO-212 or instructor permission

Instructor: Walsh

Credit: 1

BLACK STUDIES

BLS 270-01/FRE 277-01/HIS 230-01 French Colonial History and Media

Who gets to write History? This seminar will approach French colonial history through the lens of the "archive" as a site of knowledge and power. What alternative modes of knowledge production and preservation have risen to challenge dominant historical narratives across the Francophone world? How do the formal aspects and possibilities of a medium change how memories get transmitted? Drawing from historical sources, novels, and multimedia objects—from podcasts to photographs, graphic novels, and video games—we will learn to critique imperial modes of representation and elaborate a new definition of "the archival" through orality, repertoire, testimony, historical fiction, and other Francophone cultural productions.

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. This course is cross-listed with History and Black Studies. It also satisfies requirements for the Film and

Digital Media minor, as well as the diversity requirement for PPE majors.

Pre-requisite: None

Instructor: Altergott

Credit: 1

BLS 270-02/ENG 270-01 Law and Literature

What does reading literature teach us about the connections between race and law? How can legal and literary texts be read to understand issues of race and justice? In this class, we will discuss how literature (both fiction and non-fiction) examines the way the law negotiates and reinforces systems of race, bias and racism. We will think about the ways in which different literary works depict the law and encourage us to be skilled interpreters/critics of the law. Assigned reading material will include Bryan Stevenson's *Just Mercy*, Toni Morrison's *The Bluest Eye*, Harper Lee's *To Kill a Mockingbird*, and legal writings from a number of legal scholars such as Michelle Alexander and Cheryl Harris. Major assignments will include quizzes, short literary analysis essays, an in-class oral presentation, and a final exam. Students interested in either attending law school or doing any public policy work are highly encouraged to take the course.

Prerequisite: None

Instructor: Whitney

Credit: 1

BLS 270-03 Black Dance

What is the connection between spiritual dance and twerking? They are both dances inspired by African rhythmic and aesthetic movements. African and African Diasporic dance traditions are deployed for a range of ritual and cultural expressions. Spiritual movements in worship are meant to free the body from the mundane world bracketed by time and space while stylized movements in the club and on music videos are evocative of a worldly freedom. What is the source of these movements and gestures? How are we to make sense of the various religious and social articulation of Black bodies in the past and today? This course will explore Black dance across history and geography and at the intersections of race, class, gender and our modern hyper-media economy. Students will be able to trace the history of Black people through dance and critically engage dance for its social, political and economic valences.

Prerequisite: None

Instructor: Lake

Credit: 1

BLS 270-04/ART 210-01 Contemporary African American Art

African American Contemporary art synthesizes approaches from art history, Black Studies and visual culture studies to investigate race and representation in the United States since 1919. In this course we will discuss historical art movements such as the Red Summer, the Harlem Renaissance, Social Realism, Abstraction, Magical Realism, and Afrofuturism. We will utilize digital humanities investigation techniques such as mapping and network theory to explore how African American artists addressed ideas about race and belonging through works of art, and through the ties they forged within artist communities, collectives, and social movements.

Prerequisite: None

Instructor: Mahady

Credit: 1

BLS 280-01/HIS 240-01 Malcolm and Mandela

This course considers the overlapping lives and legacies of Malcolm X and Nelson Mandela, two revolutionary figures whose influence on the fight for civil rights in America and Africa was profound and far reaching. Though the American public rarely imagined them as political bedfellows in their time, their lives had striking autobiographical similarities and pan-African connections. Students will examine the convergences and

confluences of their biographies, political ideologies, and activism while exploring broader issues including colonialism, civil disobedience, cultural resistance, social justice, and freedom. We will consider how their lives intersected in the transnational struggle for racial equality and how their legacies continue to shape contemporary debates about black identity and the continued crisis of American race relations. Notably, students will also connect the lives of both men to Black experience at Wabash College and the Crawfordsville community since the 1950s.

Prerequisite: None

Instructor: Thomas

Credit: 1

BLS 280-02/HIS 230-01/GER 312-01 Black Germany

Despite its widespread image as a white, racially homogenous country, Germany is home to a vibrant and growing Black community with a long and complicated history. Students in this course will explore the history of Black Germany beginning with the 19th century colonial encounters between Germany and the African diaspora and the emergence of a German born Black population. The course will consider questions of nationality, citizenship, race, and identity, such as "What does it mean to be German?" and "What does it mean to be Black?" from transnational and transracial perspectives. This course includes an immersion trip to Germany in May.

Prerequisite: GER 301 and GER 302

Instructors: Thomas and Tucker

Credit: 1

BLS 280-05/PSC 210-01/PPE 238-01 Protest & Public Policy in US Politics

This course examines the role of protest as a means of political expression that has been used by a variety of political actors seeking to change the policies and political practices of the United States throughout its history. The focus will be on two overarching questions: Why has protest been such a fixture of American politics? And to what extent does it actually influence public policy outcomes? In addition to considering frameworks for making sense of the role of protest in the development of US public policy in general, we'll take a close look at the experiences of three specific protest movements: the mid-twentieth-century Civil Rights Movement; the Tea Party, and the contemporary Environmental Justice Movement. Students will also have the opportunity to research the policy impact of a US-based protest initiative of their choosing.

Prerequisite: None

Instructor: Gelbman

Credit: 1

BLS 300-01/REL 373-01 Anti-Racist Christian Theologies

"Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere." -- Elie Wiesel, Holocaust survivor.

The world is finally understanding that there can be no teaching *about* race that is not also teaching *against* racism. This course will compare the Black experience in the United States, and theological reflection thereon, with Black experience under the brutal Apartheid regime in South Africa. We begin by examining first-person narratives from Black and White Americans on the harms done by racism. We will do the same with Black (Bantu), White and the so-called "Cape-Coloured" South Africans. Then we will look at histories told about how the parallel systems of oppression were conceived, installed and how they functioned. The last half of the class explores arguments made by James Cone on how the cross of Jesus Christ looks like (and unlike) a lynching tree; by South African Allan Boesak on the dangerous but tantalizing specter of "hope"; and by the womanist theologian Kelly Brown Douglas on theology in the wake of the killing of teenager Trayvon Martin.

Prerequisite: None

Instructor: Nelson

Credit: 1

BLS 300-03/ENG-310-01/GEN 300-01 Southern Gothic Literature

This class is about the ghosts that haunt the literature of the American South. After the Civil War, when the ideal of the pastoral plantation crumbled, Southern writers sought to contend with the brutal historic realities that had always lurked behind the white-pillared façade: poverty, violence, slavery, racism, patriarchy. Southern Gothic literature—which emerged in the early 19th century and continues strong today—is marked by dark humor, transgressive desires, grotesque violence, folk spiritualism, hereditary sins, emotional and environmental isolation, supernatural forces, and punishing madness. In this class, we will listen to the stories that the ghosts of the American South have told, and still tell today.

Prerequisite: None

Instructor: Benedicks

Credit: 1

CHEMISTRY

CHE-471 Advanced Topics in Chemistry: Computational Chemistry

This course is designed as an introduction to the many applications of computational chemistry. The background theory of methods will be discussed briefly so that the proper method for each chemical topic can be chosen. 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.

Prerequisites: CHE-221

Instructor: Scanlon

Credit: 0.5; 2nd half semester course

CLASSICS

CLA 212-01/REL 290-03 Uncovering Greek Religion

The Greeks were a polytheistic society: they worshipped numerous gods. Moreover, they did so in a variety of modes and for a multitude of reasons. Using ancient literature and archaeological remains, we will consider the nature and function of the gods of the Greek pantheon, as well as the sacred spaces, festivals, dedications, and rituals through which the Greeks worshipped their deities from the Bronze Age through the Hellenistic period and the rise of Christianity. As we explore these topics, we will situate religion within the changing social and historical contexts of the ancient world. This entails analysis of the relation between cults and the state, especially Athenian democracy; the impact of deities and festivals on warfare, the economy, athletics, and literature; and the role of refugees, slaves, women, and other marginalized groups. The course is discussion oriented; most class periods will be spent in conversation about assigned readings. An intensive immersion component rounds out the course: we will travel to Greece from May 7-17, 2023.

Prerequisite: One course in CLA or permission of the instructor

Instructor: Wickkiser

Credit: 1

CLA 213-01 /HIS 210-01 STEM in the Greek and Roman World

Archimedes, the famous Sicilian-Greek mathematician and inventor, is said to have founded the discipline of fluid dynamics in a moment of inspiration while taking a bath. But beyond the confines of Archimedes' bathtub, the evolution of what we now think of as "science" was often a freewheeling and haphazard affair, with many fascinating detours and dead ends along the way. This course will investigate ancient Greek and Roman innovations in the fields of science, technology, engineering, and math, along with their varied connections to

the modern world. We will study the earliest attempts to understand, quantify, and control the natural world of the ancient Mediterranean, tracing the origins and growth of modern "STEM" fields from Ancient Egypt and Babylonia to Classical Greece and Imperial Rome.

Prerequisite: None

Instructor: Gorey

Credit: 1

COMPUTER SCIENCE

CSC 271-01/MAT 277-01 Image Processing

This course provides an introduction to basic concepts and techniques in digital image processing. Topics may include intensity transformations, spatial filtering, filtering in the frequency domain, image restoration and reconstruction, color image processing, wavelets and multiresolution processing, image compression, and image segmentation.

Prerequisite: CSC-111 and MAT-223

Instructor: Borjigin

Credit: 1

CSC 371-01 Retrocomputing: 8-bit/6502 Era

In 1977, The "Trinity" of mass-produced microcomputers hit the market: the TRS-80, the Apple II, and the Commodore PET. The latter two computers, like the Apple I before them, were powered by the venerable MOS 6502 processor. The 6502 though was not enough; building a computer around it required an array of auxiliary support processors. Thus, each computer of the era had different capabilities for sound, graphics, and storage; each had a different array of peripheral devices designed to work with them. Even today, millions of 6502 processors are manufactured; they are used in everything from industrial systems to the Tamagotchi toy. Fictional characters even use them, including Bender from Futurama and the T-800 series from Terminator. This intensely project-based class will focus on the 6502 processor and family of supporting auxiliary processors. We'll look at how the family was used in popular systems of the time, such as the Commodore 64 and the Famicom/Nintendo Entertainment System. We'll program in a variety of languages, including BASIC, Pascal, Forth, C, and TONS OF ASSEMBLY, using both modern emulators and real hardware. We'll look at how graphics and sound work, how data is stored, and how the user was able to interact with the system. We'll look at how the limitations of the 6502 and auxiliary processors fostered creative programming and clever thinking. Finally, we'll look at the legacy of the 6502 and its 16-bit descendent, the 65816.

Prerequisite: C- or better in CSC-241

Instructor: McKinney

Credit: 1

DIVISION I

DV1-178-01 Forensic Chemistry

The continued popularity of crime scene analysis dramas and literary whodunits reflect society's fascination with criminal investigation. This introductory survey course in chemistry will focus on the theme of forensic science. Designed for non-science concentrators, this class explores the historical and philosophical developments in chemistry, as well as applications of chemical principles to criminalistics in the laboratory setting. Topics include the development of the atomic theory of matter, atomic structure, chemical bonding, thermodynamics, the chemistry of life (organic and biochemistry), and forensic analysis. In addition, the course will explore the role of forensics in law enforcement, data ethics, bias, and issues relating to equity and social justice. Some elementary mathematics and simple statistics will be required for problem solving in class and lab. Two lectures and one laboratory each week. Partially fulfills the College laboratory science requirement but cannot be combined with CHE-101 or CHE-111 to complete the laboratory science requirement. This course does not satisfy requirements for the chemistry major or minor.

Prerequisite: None

Instructor: Porter

Credit: 1

ECONOMICS

ECO 358-01/PPE-358-01 The Political Economy of Crime and Punishment

This class will investigate the social phenomena of crime and punishment through the analytical tool kit of political economy. Students will learn a variety of theoretical approaches and apply them to understand and explain historic and contemporary trends of crime and punishment. Theoretical approaches will include rational and strategic decision making, public goods theory, bureaucratic incentives, comparative institutional analysis, and industrial organization. Key applied topics covered during the semester will include criminal behavior, the historic origins of criminal law and law enforcement services, the potentials and limits of both public and private provisions of policing and punishment, and the historic and contemporary patterns of crime and punitive trends across social contexts. Finally, students will assess the viability of historic and current criminal justice reform movements.

Prerequisite: ECO-101, one 200 level Economics course

Instructor: D'Amico

Credit: 1

ECO 277-01 The Economics of Asia

This course introduces the basics of Economics. It has two parts: the first part will focus on the microeconomic behavior (the behavior of consumers and firms) such as optimization of economic actions, role of the government, market structure, etc. The second part of this course will concentrate on the macroeconomic concepts such as the country's production, employment, inflation, policies, etc. The goal of this course is to expose you to the economic way of thinking and know about the functioning of an economy. The course will help you to solve basic microeconomic and macroeconomic problems related to the operation of the real economy and will also develop the skill of analyzing real-world economic data using Excel.

The goal of this course is to apply economic analysis to find analogy and evaluate everyday problems and to evaluate an economic argument.

Prerequisite: ECO-101

Instructor: Saha

Credit: 1

EDUCATION STUDIES

MUS 204-01/EDU 230-01 Teaching Jazz Improvisation

This course will focus on learning how to improvise with the Blues, and then teaching that improvisational skill to K – 12 school-age students in their native educational environment. Students will spend the first six weeks of the course on the Wabash campus learning, first, how to improvise with the blues and, second, how to teach this skill to younger students. Wabash students will be divided up into groups of 2 – 3 who will then be placed in a classroom corresponding with their age-level interests. The second half of the course will then be spent in an area K – 12 music classroom, teaching school-age students these improvisational skills. Wabash students will receive specific pedagogical methods appropriate for the age group in which they will be working, and the instructor will be able to observe their in-classroom teaching several times throughout the second half of the semester. While the ability to read music is not a requirement for this class, the willingness to sing for others (for teaching and demonstration) is a necessity.

Prerequisite: None

Instructor: Williams

Credit: 1

ENGLISH

ENG 109-01 Genocide and Refugees in World Literature

The course will explore representations of genocide and exile in Polish, Senegalese, South African, and Irish literatures and film. We will discuss the rise of fascism in Europe, the pre-WW II anti-Semitic rhetoric in the media, and the atrocities of the Holocaust itself from an interdisciplinary point of view, combining history, political science, and literature.

Prerequisite: None

Instructor: Szczeszak-Brewer

Credit: 1

ENG 109-02 Dante's *Divine Comedy*

Travel with Dante through hell, purgatory, and the celestial sphere—and also deep into the world of Medieval Italy. Dante Alighieri's *Divina Commedia* (in English, *The Divine Comedy*), is an epic poem written by a man in crisis. Depressed and driven from his homeland, Dante dedicated a decade of his life to this work, seeking to find meaning in heartbreak, exile, and tragic loss. What is the narrator looking for? Himself. His first love. Home. Revenge. Salvation. God. Each of these answers is correct, yet none is sufficient. Along the way, the poem is unsparing, as it exposes the corruption of politicians, popes, priests, and commoners alike. On this literary journey, we will read about the people, places, beliefs, and questions that moved the spiritual seekers of the Middle Ages, and line them up against the questions that plague our own age. Past students in this course have been surprised and pleased by how Dante's search for moral and ethical clarity—and his boldness in speaking truth to power—has inspired them on their own journeys.

Prerequisite: None

Instructor: Lamberton

Credit: 1

ENG 180-01/ASI 112-01 Japanese Manga and Anime

From Akira Toriyama's *Dragon Ball* to Sui Ishida's *Tokyo Ghoul*, Japanese manga and anime have earned a reputation for being globally influential genres of literature and entertainment. Japanese manga artists often use their manga to interrogate complex themes of humanity, technology, gender, race, existential beliefs, and culture. Likewise, Japanese anime uses cinematic visual storytelling to raise questions about adolescence, identity, and personal growth. This course will delve into a variety of Japanese anime and manga genres in order to discover how these mediums function as literature. Assigned reading material includes Naoko Takeuchi's *Sailor Moon*, Akira Toriyama's *Dragon Ball*, Sui Ishida's *Tokyo Ghoul*, Hiromu Arakawa's *Fullmetal Alchemist*, and

other works. We will also engage several anime adaptations, such as Noriyuki Abe's *Yu Yu Hakusho: Ghost Files*, Mitsuru Hongo's *Outlaw Star*, Shinichiro Watanabe's *Cowboy Bebop* and Daisuke Nishio's *Dragon Ball Z*. Major assignments will include quizzes, short literary analysis papers, an in-class oral presentation, a midterm exam, and a comprehensive final exam on the material.

Prerequisite: None

Instructor: Whitney

Credit: 1

ENG 180-02/ASI 112-02 Chinese Science Fiction

Over the past decade, Chinese science fiction in translation has garnered attention worldwide, winning international awards and bringing Chinese literature to a wider audience than ever before. The genre is often seen as a way of representing China's breakneck economic and technological development in a political environment where censorship is the norm. This course will consider the development of Chinese science fiction from the early twentieth century to the present. Stories will touch on themes ranging from cyborgs to alien invasion to environmental catastrophe. We will consider Chinese science fiction's unique contributions to both Chinese literary tradition and global science fiction. All readings will be in English.

Prerequisite: None

Instructor: Healey

Credit: 1

ENG 210-01 Writing for the Web

This course unfolds at the intersections of creative writing and technology. Design your own website. Create an interactive environment. Manipulate code to make poetry. We will explore a range of digital humanities, including open-access research design, digital mapping, and multimodal writing. Students will craft texts in multiple genres, such as personal narratives, free-verse poetry, and drama. Then, we will practice using a series of digital platforms that enhance storytelling by representing narratives in multiple modes: visual, auditory, spatial, and more. By the end of the semester, students will have experience with computer coding, digital mapping, crafting original work in Google Sites, and video production. There are no prerequisites or tech requirements for this course. No previous knowledge of coding is necessary. Computers, cameras, and apps will be made available, so it is not necessary to own a personal laptop to complete this course successfully. Most of the resources featured here are freely available so students develop multimodal writing skills for diverse media and contexts that are applicable beyond our class together.

Prerequisite: None

Instructor: Pavlinich

Credit: 1

ENG 270-01/BLS 270-02 Law and Literature

What does reading literature teach us about the connections between race and law? How can legal and literary texts be read to understand issues of race and justice? In this class, we will discuss how literature (both fiction and non-fiction) examines the way the law negotiates and reinforces systems of race, bias and racism. We will think about the ways in which different literary works depict the law and encourage us to be skilled interpreters/critics of the law. Assigned reading material will include Bryan Stevenson's *Just Mercy*, Toni Morrison's *The Bluest Eye*, Harper Lee's *To Kill a Mockingbird*, and legal writings from a number of legal scholars such as Michelle Alexander and Cheryl Harris. Major assignments will include quizzes, short literary analysis essays, an in-class oral presentation, and a final exam. Students interested in either attending law school or doing any public policy work are highly encouraged to take the course.

Prerequisite: None

Instructor: Whitney

Credit: 1

ENG 310-01/BLS 300-03/GEN 300-01 Southern Gothic Literature

This class is about the ghosts that haunt the literature of the American South. After the Civil War, when the ideal of the pastoral plantation crumbled, Southern writers sought to contend with the brutal historic realities that had always lurked behind the white-pillared façade: poverty, violence, slavery, racism, patriarchy. Southern Gothic literature—which emerged in the early 19th century and continues strong today—is marked by dark humor, transgressive desires, grotesque violence, folk spiritualism, hereditary sins, emotional and environmental isolation, supernatural forces, and punishing madness. In this class, we will listen to the stories that the ghosts of the American South have told, and still tell today.

Prerequisite: None

Instructor: Benedicks

Credit: 1

ENG 370-01 Neurodiversity in Literature, Film, and TV

This class addresses multiple ways of knowing, experiencing, and representing the world. We will explore literary and media representations of and by people on the Autism Spectrum. While neurodivergency is often considered “abnormal,” we will take it seriously as a valid form of meaning-making. We will read novels and short stories by people on the Autism Spectrum as well as analyze film and TV representations of neurodivergency. We will also address the growing body of theory on neurodiversity and its place in education and society. I welcome everyone to this class regardless of major or experience; however, I would like to have a brief conversation with you before you enroll in the course.

Prerequisite: None

Instructor: Benedicks

Credit: 1

ENVIRONMENTAL STUDIES

BLS 280-05/PSC 210-01/PPE 238-01 Protest & Public Policy in US Politics

This course examines the role of protest as a means of political expression that has been used by a variety of political actors seeking to change the policies and political practices of the United States throughout its history. The focus will be on two overarching questions: Why has protest been such a fixture of American politics? And to what extent does it actually influence public policy outcomes? In addition to considering frameworks for making sense of the role of protest in the development of US public policy in general, we’ll take a close look at the experiences of three specific protest movements: the mid-twentieth-century Civil Rights Movement; the Tea Party, and the contemporary Environmental Justice Movement. Students will also have the opportunity to research the policy impact of a US-based protest initiative of their choosing.

Prerequisite: None

Instructor: Gelbman

Credit: 1

FRENCH

FRE 277-01/HIS 230-01/BLS 270-01 French Colonial History and Media

Who gets to write History? This seminar will approach French colonial history through the lens of the “archive” as a site of knowledge and power. What alternative modes of knowledge production and preservation have risen to challenge dominant historical narratives across the Francophone world? How do the formal aspects and possibilities of a medium change how memories get transmitted? Drawing from historical sources, novels, and multimedia objects—from podcasts to photographs, graphic novels, and video games—we will learn to critique imperial modes of representation and elaborate a new definition of “the archival” through orality, repertoire,

testimony, historical fiction, and other Francophone cultural productions. 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. This course is cross-listed with History and Black Studies. It also satisfies requirements for the Film and Digital Media minor, as well as the diversity requirement for PPE majors.

Pre-requisite: None

Instructor: Altergott

Credit: 1

GENDER STUDIES

GEN 209-01 /PSC 330-01/PPE 338-02 Charlotte Perkins Gilman, Renaissance Woman

Learn from a polymath, pioneering social reformer—a woman who was also an economist, sociologist, novelist, lecturer, and feminist. In this class, we will read Gilman (1860-1935) on eugenics, utopia, architecture, clothing, children, the family, and more. We will study her as a Machiavellian, a pragmatist, and a pull-yourself-up-by-your-bootstraps American. Students will conduct original research into *The Forerunner*, a magazine Gilman wrote from front to back—even the advertisements. Students will read sections of *The Forerunner* and come together to discuss the political ideas they encounter there, before developing their own original analysis of those sections.

Prerequisite: None

Instructor: McCrary

Credit: 1

GEN 300-01/ENG 310-01/BLS 300-03 Southern Gothic Literature

This class is about the ghosts that haunt the literature of the American South. After the Civil War, when the ideal of the pastoral plantation crumbled, Southern writers sought to contend with the brutal historic realities that had always lurked behind the white-pillared façade: poverty, violence, slavery, racism, patriarchy. Southern Gothic literature—which emerged in the early 19th century and continues strong today—is marked by dark humor, transgressive desires, grotesque violence, folk spiritualism, hereditary sins, emotional and environmental isolation, supernatural forces, and punishing madness. In this class, we will listen to the stories that the ghosts of the American South have told, and still tell today.

Prerequisite: None

Instructor: Benedicks

Credit: 1

GEN 304-01/GHL 319-01/PPE 329-01/PHI 319-01 Bioethics

Controversies in bioethics have become a regular part of contemporary life. We are in the midst of a biological and technological revolution that raises interesting and important ethical and philosophical questions: When does life begin? How do we define death? What life is worth living, who decides, and how? When is experimentation on humans justified? Should we allow a free market in human organs, tissues, genes? Should we use new technologies for human enhancement? What does it mean to suffer from disease and disability? What is a good relationship between a patient and caregivers? How can we provide a just distribution of health-care resources? We will consider these and other questions in a seminar discussion format.

Recommended Prerequisites: (i) some background in biology (e.g. BIO 101) AND (ii) one prior course in philosophy or completion of Enduring Questions. Or permission from the instructor.

Instructor: Rognlie

Credit: 1

GEN 324-01/HIS 340-01 Sports, War, and Masculinity

Throughout history, sport has been an expression and a reflection of human conflict and aggression and a critical tool for teaching the virtues of manliness and defining masculinity. In America, sport has often been associated with war—preparing good soldiers—the better the athlete the better the soldier, while making boys into men. This course will explore the connection between sports, war and masculinity. It will examine and interpret the role of sports in America since the colonial era, and consider how sports have created an ideal of American masculinity that has contributed to American foreign policy goals. This is a course in American social and cultural history and will explore issues of gender, race, and class. It is also a course in American foreign policy and American militarism and will examine the relationship between sports, war, and masculinity within the geopolitical context of military conflict.

Pre-Requisite: At least one of the following – HIS-101, 102, 241, 242, or 243 or instructor permission.

Instructor: Thomas

Credit: 1

GERMAN

GER 312-01/BLS 280-02/HIS 230-01 Black Germany

Despite its widespread image as a white, racially homogenous country, Germany is home to a vibrant and growing Black community with a long and complicated history. Students in this course will explore the history of Black Germany beginning with the 19th century colonial encounters between Germany and the African diaspora and the emergence of a German born Black population. The course will consider questions of nationality, citizenship, race, and identity, such as “What does it mean to be German?” and “What does it mean to be Black?” from transnational and transracial perspectives. This course includes an immersion trip to Germany in May.

Prerequisite: None

Instructors: Thomas and Tucker

Credit: 1

GLOBAL HEALTH

GHL 212-21/HIS 240-01/PSC 212-01/PPE 234-01 The Poor and Justice

The economic impact of the COVID pandemic, including the evictions it caused, reflects a harsh reality: tens of millions of Americans still live in poverty although this is the richest nation on earth. What should government do about this? From the New Deal to the present, have our federal, state and local poverty initiatives done more harm or good? Have government benefits lifted citizens out of poverty or created dependency that traps them in poverty? Has government integrated citizens or continued to segregate them based upon race or wealth? Or should the focus instead be on our courts? Do they extend equal justice to the poor, or do they favor landlords and others with whom the poor do business? This is a critical time to ask these questions. Even before the pandemic struck, America had one of the highest levels of economic inequality and one of the lowest levels of economic mobility in its own history and among other industrialized nations. In addition, while the poor are participating less in politics, wealthy Americans are participating and funding politics more and more. Given the importance and difficulty of these issues, we will consider a wide variety of views including those of liberals, conservatives, and libertarians. We will ground our study not only in history but also in the present, lived experience of the urban poor as reported in Matthew Desmond's Evicted and the rural poor as reported in JD Vance's Hillbilly Elegy.

Prerequisite: None

Instructor: Himsel

Credit: 1

GHL 319-01/PPE 329-01/PHI 319-01/GEN 304-01 Bioethics

Controversies in bioethics have become a regular part of contemporary life. We are in the midst of a biological and technological revolution that raises interesting and important ethical and philosophical questions: When does life begin? How do we define death? What life is worth living, who decides, and how? When is experimentation on humans justified? Should we allow a free market in human organs, tissues, genes? Should we use new technologies for human enhancement? What does it mean to suffer from disease and disability? What is a good relationship between a patient and caregivers? How can we provide a just distribution of health-care resources? We will consider these and other questions in a seminar discussion format.

Recommended Prerequisites: (i) some background in biology (e.g. BIO 101) AND (ii) one prior course in philosophy or completion of Enduring Questions. Or permission from the instructor.

Instructor: Rognlie

Credit: 1

HISTORY

HIS 210-01/CLA 213-01 Ancient Science: STEM in the Greek and Roman World

Archimedes, the famous Sicilian-Greek mathematician and inventor, is said to have founded the discipline of fluid dynamics in a moment of inspiration while taking a bath. But beyond the confines of Archimedes' bathtub, the evolution of what we now think of as "science" was often a freewheeling and haphazard affair, with many fascinating detours and dead ends along the way. This course will investigate ancient Greek and Roman innovations in the fields of science, technology, engineering, and math, along with their varied connections to the modern world. We will study the earliest attempts to understand, quantify, and control the natural world of the ancient Mediterranean, tracing the origins and growth of modern "STEM" fields from Ancient Egypt and Babylonia to Classical Greece and Imperial Rome.

Prerequisite: None

Instructor: Gorey

Credit: 1

HIS 230-01/FRE 277-01/BLS 270-01 French Colonial History and Media

Who gets to write History? This seminar will approach French colonial history through the lens of the "archive" as a site of knowledge and power. What alternative modes of knowledge production and preservation have risen to challenge dominant historical narratives across the Francophone world? How do the formal aspects and possibilities of a medium change how memories get transmitted? Drawing from historical sources, novels, and multimedia objects—from podcasts to photographs, graphic novels, and video games—we will learn to critique imperial modes of representation and elaborate a new definition of "the archival" through orality, repertoire, testimony, historical fiction, and other Francophone cultural productions.

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. This course is cross-listed with History and Black Studies. It also satisfies requirements for the Film and Digital Media minor, as well as the Global Citizenship, Justice, and Diversity requirement for PPE majors.

Prerequisite: None

Instructor: Altergott

Credit: 1

HIS 240-01/BLS 280-01 Malcolm and Mandela

This course considers the overlapping lives and legacies of Malcolm X and Nelson Mandela, two revolutionary figures whose influence on the fight for civil rights in America and Africa was profound and far reaching. Though the American public rarely imagined them as political bedfellows in their time, their lives had striking autobiographical similarities and pan-African connections. Students will examine the convergences and confluences of their biographies, political ideologies, and activism while exploring broader issues including

colonialism, civil disobedience, cultural resistance, social justice, and freedom. We will consider how their lives intersected in the transnational struggle for racial equality and how their legacies continue to shape contemporary debates about black identity and the continued crisis of American race relations. Notably, students will also connect the lives of both men to Black experience at Wabash College and the Crawfordsville community since the 1950s.

Prerequisite: None

Instructor: Thomas

Credit: 1

HIS 230-01/BLS 280-02/GER 312-01 Black Germany

Despite its widespread image as a white, racially homogenous country, Germany is home to a vibrant and growing Black community with a long and complicated history. Students in this course will explore the history of Black Germany beginning with the 19th century colonial encounters between Germany and the African diaspora and the emergence of a German born Black population. The course will consider questions of nationality, citizenship, race, and identity, such as “What does it mean to be German?” and “What does it mean to be Black?” from transnational and transracial perspectives. This course includes an immersion trip to Germany in May.

Prerequisite: None

Instructors: Thomas and Tucker

Credit: 1

HIS 340-01/GEN 324-01 Sports, War, and Masculinity

Throughout history, sport has been an expression and a reflection of human conflict and aggression and a critical tool for teaching the virtues of manliness and defining masculinity. In America, sport has often been associated with war—preparing good soldiers—the better the athlete the better the soldier, while making boys into men. This course will explore the connection between sports, war and masculinity. It will examine and interpret the role of sports in America since the colonial era, and consider how sports have created an ideal of American masculinity that has contributed to American foreign policy goals. This is a course in American social and cultural history and will explore issues of gender, race, and class. It is also a course in American foreign policy and American militarism and will examine the relationship between sports, war, and masculinity within the geopolitical context of military conflict.

Prerequisite: At least one of the following – HIS-101, 102, 241, 242, or 243 or instructor permission.

Instructor: Thomas

Credit: 1

HIS 230-01/FRE 277-01/BLS 270-01 French Colonial History and Media

Who gets to write History? This seminar will approach French colonial history through the lens of the “archive” as a site of knowledge and power. What alternative modes of knowledge production and preservation have risen to challenge dominant historical narratives across the Francophone world? How do the formal aspects and possibilities of a medium change how memories get transmitted? Drawing from historical sources, novels, and multimedia objects—from podcasts to photographs, graphic novels, and video games—we will learn to critique imperial modes of representation and elaborate a new definition of “the archival” through orality, repertoire, testimony, historical fiction, and other Francophone cultural productions.

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. This course is cross-listed with History and Black Studies. It also satisfies requirements for the Film and Digital Media minor, as well as the Global Citizenship, Justice, and Diversity requirement for PPE majors.

Prerequisite: None

Instructor: Altergott

Credit: 1

HIS 230-03/MUS 204-03 The Beatles: A Cultural History

The four lads from Liverpool were arguably the most significant cultural event of the mid-20th c, from popular music to fashion, politics, and religion. This course will study the Beatles in their social, political and cultural context, from post-war Britain of the 1940s, through the economic and social recovery of the 50s, and the swinging and turbulent 60s. We will use a range of methods including social and cultural history as well as musicology.

Prerequisite: None

Instructor: Royalty

Credit: 1

HIS 240-01/PSC 212-01/PPE 234-01/GHL 212-21 The Poor and Justice

The economic impact of the COVID pandemic, including the evictions it caused, reflects a harsh reality: tens of millions of Americans still live in poverty although this is the richest nation on earth. What should government do about this? From the New Deal to the present, have our federal, state and local poverty initiatives done more harm or good? Have government benefits lifted citizens out of poverty or created dependency that traps them in poverty? Has government integrated citizens or continued to segregate them based upon race or wealth? Or should the focus instead be on our courts? Do they extend equal justice to the poor, or do they favor landlords and others with whom the poor do business? This is a critical time to ask these questions. Even before the pandemic struck, America had one of the highest levels of economic inequality and one of the lowest levels of economic mobility in its own history and among other industrialized nations. In addition, while the poor are participating less in politics, wealthy Americans are participating and funding politics more and more. Given the importance and difficulty of these issues, we will consider a wide variety of views including those of liberals, conservatives, and libertarians. We will ground our study not only in history but also in the present, lived experience of the urban poor as reported in Matthew Desmond's Evicted and the rural poor as reported in JD Vance's Hillbilly Elegy.

Prerequisite: None

Instructor: Himsel

Credit: 1

HIS 300-01: Swords, Sorcery, and Reality

This course will examine some of the great works of fantasy literature, especially in the subgenre described as "Sword and Sorcery" -- that is fantasy lit that describes combat that derives from (popular) impressions of medieval warfare -- including Tolkien and some visual fantasy such as Game of Thrones. It will place that literature in comparison with descriptions of and analysis of actual medieval warfare, especially as seen in primary source documents describing medieval combat and warfare more generally. The twin goal of the course will be to better understand medieval military history, and to evaluate how well medieval fantasy authors captured the essentials of that history in fictional form (with added magic!). A final project will involve students writing their own sword and sorcery short story that incorporates the lessons of the course.

Prerequisite: Previous coursework in History

Instructor: Morillo

Credit: 1

MATHEMATICS

MAT 277-01/CSC 271-01 Image Processing

This course provides an introduction to basic concepts and techniques in digital image processing. Topics may include intensity transformations, spatial filtering, filtering in the frequency domain, image restoration and

reconstruction, color image processing, wavelets and multiresolution processing, image compression, and image segmentation.

Prerequisite: CSC-111 and MAT-223

Instructor: Borjigin

Credit: 1

MUSIC

MUS 204-01/EDU 230-01 Teaching Jazz Improvisation

This course will focus on learning how to improvise with the Blues, and then teaching that improvisational skill to K – 12 school-age students in their native educational environment. Students will spend the first six weeks of the course on the Wabash campus learning, first, how to improvise with the blues and, second, how to teach this skill to younger students. Wabash students will be divided up into groups of 2 – 3 who will then be placed in a classroom corresponding with their age-level interests. The second half of the course will then be spent in an area K – 12 music classroom, teaching school-age students these improvisational skills. Wabash students will receive specific pedagogical methods appropriate for the age group in which they will be working, and the instructor will be able to observe their in-classroom teaching several times throughout the second half of the semester. While the ability to read music is not a requirement for this class, the willingness to sing for others (for teaching and demonstration) is a necessity.

Prerequisite: None

Instructor: Williams

Credit: 1

MUS 204-02/ASI 204-01 Music in East Asian Culture

The standard approach is to start with an introductory survey and examination of a wide range and selection of traditional folk musical instruments affiliated with the East Asian cultures. The selected East Asian traditional folk instruments will be used to provide an introductory basis and examination for the study of their contextual as well as societal significance in the respective East Asian cultural societies. Beyond the instruments and their roles in producing musical sound, this course also examines the significant ceremonies, rites, and rituals enhanced by the folk music. In addition to the music, this class also serves as a forum for learning about the selected East Asian cultures as case studies. The selected cultures will include those from: China, India, Pakistan, Indonesia, Japan, Vietnam, Korea, Laos, Burma, Philippines, and Malaysia.

Prerequisite: None

Instructor: Makubuya

Credit: 1

MUS 204-03/HIS 230-03 The Beatles: A Cultural History

The four lads from Liverpool were arguably the most significant cultural event of the mid-20th c, from popular music to fashion, politics, and religion. This course will study the Beatles in their social, political and cultural context, from post-war Britain of the 1940s, through the economic and social recovery of the 50s, and the swinging and turbulent 60s. We will use a range of methods including social and cultural history as well as musicology.

Prerequisite: None

Instructor: Royalty

Credit: 1

NEUROSCIENCE

NSC 310/BIO 371-01 Molecular Endocrinology

Hormones, the chemical signals of the endocrine system, rely on receptors and signal transduction pathways to carry out their powerful physiological, neural, and behavioral effects. This course will examine the molecular and cellular mechanisms of hormone action through primary scientific literature analysis and extensive writing. Students will learn to integrate concepts from molecular biology, cell biology, neuroscience, physiology, and pharmacology while emphasizing the contributions basic endocrine research to human health. This course counts as an elective for the Biology and Biochemistry majors and the Neuroscience minor.

Prerequisite: BIO-212 or instructor permission

Instructor: Walsh

Credit: 1

PHILOSOPHY

PHI 249-01 19th-Century European Philosophy

This course approaches 19th-century European philosophy through the treatment of four major figures whose influence continues to be felt: Hegel, Marx, Kierkegaard, and Nietzsche. Responding to Hegel's precedent, the three later thinkers must grapple with the relationship between systematic knowledge and history. Hegel produces a unified system of philosophy by articulating the history of knowledge in a way that denies the division of knowledge into various sub-disciplines (logic, ethics, metaphysics, epistemology, politics, and so forth). This insight into the history of knowledge guides the three other thinkers who follow even as they find various positions from which to criticize Hegel. Marx wants a more materialist philosophy, and so turns Hegel's dialectic on its head. Kierkegaard begins to expose the cracks in the project of universal systematic thinking, showing its limits by affirming the singularity of religious experience. Nietzsche makes the system break by developing a critique of metaphysics, which is to say, of any philosophical thinking purporting to operate outside of history, context, and particular motivations. So, the course begins by laying out a system of metaphysics and ends by considering why that very project might be a problem. The course will provide historical context that enriches students' understanding of existentialism and continental philosophy, but it presupposes no philosophical background.

Prerequisite: None

Instructor: Trott

Credit: 1

PHI 319-01/PPE 329-01/GHL 319-01/GEN 304-01 Bioethics

Controversies in bioethics have become a regular part of contemporary life. We are in the midst of a biological and technological revolution that raises interesting and important ethical and philosophical questions: When does life begin? How do we define death? What life is worth living, who decides, and how? When is experimentation on humans justified? Should we allow a free market in human organs, tissues, genes? Should we use new technologies for human enhancement? What does it mean to suffer from disease and disability? What is a good relationship between a patient and caregivers? How can we provide a just distribution of health-care resources? We will consider these and other questions in a seminar discussion format.

Recommended Prerequisites: (i) some background in biology (e.g. BIO 101) AND (ii) one prior course in philosophy or completion of Enduring Questions. Or permission from the instructor.

Instructor: Rognlie

Credit: 1

PHI 319-02/PPE 329-02 Social Morality

In order to enjoy the benefits of social cooperation, we need to live under common social rules. But, since many of us disagree about moral matters, living under common social rules risks subjecting some to the authority of others, which would threaten their freedom. How, then, can we live under moral norms that are justifiable to all (i.e., norms that are publicly justifiable)? In this course, we will closely investigate this question with the help of both classical and contemporary philosophical texts. (Readings will draw from the work of philosophers such as Gerald Gaus, Thomas Hobbes, John Stuart Mill, David Schmidtz, Peter Strawson, and Kevin Vallier.) In addition to grappling with the aforementioned question, we will address related topics such as: What role does freedom of expression play in allowing those who disagree about morality to live together without pushing each other around? What is the relationship between public justification and social trust?

Recommended Prerequisites: One of the following: PHI 110, PHI 218, PHI 240, PHI 242

Instructor: Salomon

Credit: 1

PHILOSOPHY, POLITICS, AND ECONOMICS

PPE 358-01/ECO 358-01 The Political Economy of Crime and Punishment

This class will investigate the social phenomena of crime and punishment through the analytical tool kit of political economy. Students will learn a variety of theoretical approaches and apply them to understand and explain historic and contemporary trends of crime and punishment. Theoretical approaches will include rational and strategic decision making, public goods theory, bureaucratic incentives, comparative institutional analysis, and industrial organization. Key applied topics covered during the semester will include criminal behavior, the historic origins of criminal law and law enforcement services, the potentials and limits of both public and private provisions of policing and punishment, and the historic and contemporary patterns of crime and punitive trends across social contexts. Finally, students will assess the viability of historic and current criminal justice reform movements.

Prerequisite: ECO-101, one 200 level Economics course

Instructor: D'Amico

Credit: 1

PPE 329-01/PHI 319-01/GHL 319-01/GEN 304-01 Bioethics

Controversies in bioethics have become a regular part of contemporary life. We are in the midst of a biological and technological revolution that raises interesting and important ethical and philosophical questions: When does life begin? How do we define death? What life is worth living, who decides, and how? When is experimentation on humans justified? Should we allow a free market in human organs, tissues, genes? Should we use new technologies for human enhancement? What does it mean to suffer from disease and disability? What is a good relationship between a patient and caregivers? How can we provide a just distribution of health-care resources? We will consider these and other questions in a seminar discussion format.

Recommended Prerequisites: (i) some background in biology (e.g. BIO 101) AND (ii) one prior course in philosophy or completion of Enduring Questions. Or permission from the instructor.

Instructor: Rognlie

Credit: 1

PPE 329-02/PHI 319-02 Social Morality

In order to enjoy the benefits of social cooperation, we need to live under common social rules. But, since many of us disagree about moral matters, living under common social rules risks subjecting some to the authority of others, which would threaten their freedom. How, then, can we live under moral norms that are justifiable to all (i.e., norms that are publicly justifiable)? In this course, we will closely investigate this question with the help of both classical and contemporary philosophical texts. (Readings will draw from the work of philosophers such as

Gerald Gaus, Thomas Hobbes, John Stuart Mill, David Schmidtz, Peter Strawson, and Kevin Vallier.) In addition to grappling with the aforementioned question, we will address related topics such as: What role does freedom of expression play in allowing those who disagree about morality to live together without pushing each other around? What is the relationship between public justification and social trust?

Recommended Prerequisites: One of the following: PHI-110, PHI-218, PHI-240, PHI-242

Instructor: Salomon

Credit: 1

PPE 234-01/PSC 212-01/ GHL 212-21/HIS 240-01 The Poor and Justice

The economic impact of the COVID pandemic, including the evictions it caused, reflects a harsh reality: tens of millions of Americans still live in poverty although this is the richest nation on earth. What should government do about this? From the New Deal to the present, have our federal, state and local poverty initiatives done more harm or good? Have government benefits lifted citizens out of poverty or created dependency that traps them in poverty? Has government integrated citizens or continued to segregate them based upon race or wealth? Or should the focus instead be on our courts? Do they extend equal justice to the poor, or do they favor landlords and others with whom the poor do business? This is a critical time to ask these questions. Even before the pandemic struck, America had one of the highest levels of economic inequality and one of the lowest levels of economic mobility in its own history and among other industrialized nations. In addition, while the poor are participating less in politics, wealthy Americans are participating and funding politics more and more. Given the importance and difficulty of these issues, we will consider a wide variety of views including those of liberals, conservatives, and libertarians. We will ground our study not only in history but also in the present, lived experience of the urban poor as reported in Matthew Desmond's Evicted and the rural poor as reported in JD Vance's Hillbilly Elegy.

Prerequisite: None

Instructor: Himsel

Credit: 1

PPE 238/PSC 210-01/BLS 280-05 Protest & Public Policy in US Politics

This course examines the role of protest as a means of political expression that has been used by a variety of political actors seeking to change the policies and political practices of the United States throughout its history. The focus will be on two overarching questions: Why has protest been such a fixture of American politics? And to what extent does it actually influence public policy outcomes? In addition to considering frameworks for making sense of the role of protest in the development of US public policy in general, we'll take a close look at the experiences of three specific protest movements: the mid-twentieth-century Civil Rights Movement; the Tea Party, and the contemporary Environmental Justice Movement. Students will also have the opportunity to research the policy impact of a US-based protest initiative of their choosing.

Prerequisite: None

Instructor: Gelbman

Credit: 1

PPE 338-01/PSC 315-01/REL 280-02 Religious Freedom

May a football coach pray at the 50-yard line at the end of a public school's football game? Is a state required to fund religious schools if it funds private secular schools? May the US Air Force Academy display a banner declaring "I am a member of Team Jesus Christ" in its football locker room? Are businesses required to provide health benefits like the morning after pill if doing so conflicts with their owners' religious beliefs? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? Can we accommodate the religious practices of every American in our schools, workplaces, and other institutions? If not, can we accommodate anyone's? The collision of religion, politics, and the law generates many sensitive and difficult questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to

exercise our many religions. We will also explore whether religion can play a productive role *in politics without debasing itself or causing strife*.

Prerequisite: Open to Sophomores, Juniors and Seniors

Instructor: Himsel

Credit: 1

PPE 338-02/PSC 330-01/GEN 209-01 Charlotte Perkins Gilman, Renaissance Woman

Learn from a polymath, pioneering social reformer—a woman who was also an economist, sociologist, novelist, lecturer, and feminist. In this class, we will read Gilman (1860-1935) on eugenics, utopia, architecture, clothing, children, the family, and more. We will study her as a Machiavellian, a pragmatist, and a pull-yourself-up-by-your-bootstraps American. Students will conduct original research into *The Forerunner*, a magazine Gilman wrote from front to back—even the advertisements. Students will read sections of *The Forerunner* and come together to discuss the political ideas they encounter there, before developing their own original analysis of those sections.

Prerequisite: None

Instructor: McCrary

Credit: 1

PPE 330-01/PSC 340-01 International Political Economy

This course will introduce students to the study of international economic relations and the relationship between political and economic behavior and decision-making. Under this broad umbrella, we will examine a number of issue areas, such as trade and financial flows, monetary and fiscal policy, growth and global inequality, and economic crises. At the conclusion of the course, students will possess an understanding of 1) how domestic political institutions and partisan incentives shape international economic policy and outcomes, 2) how international economic flows influence domestic policymaking, and 3) how international economic institutions affect economic policy and outcomes.

Prerequisite: PSC 121 or PSC 141 or Instructor Permission

Instructor: Irons

Credit: 1

POLITICAL SCIENCE

PSC 210-01/PPE 238/BLS 280-05 Protest & Public Policy in US Politics

This course examines the role of protest as a means of political expression that has been used by a variety of political actors seeking to change the policies and political practices of the United States throughout its history. The focus will be on two overarching questions: Why has protest been such a fixture of American politics? And to what extent does it actually influence public policy outcomes? In addition to considering frameworks for making sense of the role of protest in the development of US public policy in general, we'll take a close look at the experiences of three specific protest movements: the mid-twentieth-century Civil Rights Movement; the Tea Party, and the contemporary Environmental Justice Movement. Students will also have the opportunity to research the policy impact of a US-based protest initiative of their choosing.

Prerequisite: None

Instructor: Gelbman

Credit: 1

PSC 212-01/PPE 234-01/GHL 212-21/HIS 240-01 The Poor and Justice

The economic impact of the COVID pandemic, including the evictions it caused, reflects a harsh reality: tens of millions of Americans still live in poverty although this is the richest nation on earth. What should government do about this? From the New Deal to the present, have our federal, state and local poverty initiatives done

more harm or good? Have government benefits lifted citizens out of poverty or created dependency that traps them in poverty? Has government integrated citizens or continued to segregate them based upon race or wealth? Or should the focus instead be on our courts? Do they extend equal justice to the poor, or do they favor landlords and others with whom the poor do business? This is a critical time to ask these questions. Even before the pandemic struck, America had one of the highest levels of economic inequality and one of the lowest levels of economic mobility in its own history and among other industrialized nations. In addition, while the poor are participating less in politics, wealthy Americans are participating and funding politics more and more. Given the importance and difficulty of these issues, we will consider a wide variety of views including those of liberals, conservatives, and libertarians. We will ground our study not only in history but also in the present, lived experience of the urban poor as reported in Matthew Desmond's *Evicted* and the rural poor as reported in JD Vance's *Hillbilly Elogy*.

Prerequisite: None

Instructor: Himsel

Credit: 1

PSC 330-01/PPE 338-02/GEN 209-01 Charlotte Perkins Gilman, Renaissance Woman

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Prerequisite: None

Instructor: McCrary

Credit: 1

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This course will introduce students to the study of international economic relations and the relationship between political and economic behavior and decision-making. Under this broad umbrella, we will examine a number of issue areas, such as trade and financial flows, monetary and fiscal policy, growth and global inequality, and economic crises. At the conclusion of the course, students will possess an understanding of 1) how domestic political institutions and partisan incentives shape international economic policy and outcomes, 2) how international economic flows influence domestic policymaking, and 3) how international economic institutions affect economic policy and outcomes.

Prerequisite: PSC 121 or PSC 141 or Instructor Permission

Instructor: Irons

Credit: 1

PSC 315-01/PPE 338-01/REL 280-02 Religious Freedom

May a football coach pray at the 50-yard line at the end of a public school's football game? Is a state required to fund religious schools if it funds private secular schools? May the US Air Force Academy display a banner declaring "I am a member of Team Jesus Christ" in its football locker room? Are businesses required to provide health benefits like the morning after pill if doing so conflicts with their owners' religious beliefs? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? Can we accommodate the religious practices of every American in our schools, workplaces, and other institutions? If not, can we accommodate anyone's? The collision of religion, politics, and the law generates many sensitive and difficult questions. We will work through these kinds of questions to determine what our

Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role *in politics without debasing itself or causing strife*.

Prerequisite: Open to Sophomores, Juniors and Seniors

Instructor: Himsel

Credit: 1

PSYCHOLOGY

PSY 110-01 Happiness

The Declaration of Independence asserts that the "pursuit of Happiness" is a fundamental right, endowed by none other than the Creator. Great news! But what exactly are we pursuing? And how do we catch it? This course will introduce students to the science of well-being and its implications for the everyday pursuit of happiness. Course activities will include exercises for increasing a sense of well-being.

Prerequisite: None

Instructor: Bost

Credit: 0.5; meets once a week for full semester

RELIGION

REL-210-01 Issues in Contemporary Islam

What is the shape of Islam in the contemporary world? How did it get this shape? To what extent can Islam accommodate the contemporary world, and vice versa? These are some of the questions that we'll try to answer in this course. We'll start by looking at some key moments in Islamic history. Beginning with the fall of the Abbasids in 1258, we'll look at the reconfiguration of the Abode of Islam among the Mughal, Safavid, and Ottoman empires, and move from there down to the early 1700s. We'll then read a number of primary texts by Islamic reformers from the 1700s down to the present. We'll pay special attention to the rise of so-called Islamic fundamentalism; the recent conflicts associated with Islam in the Middle East and the Asian subcontinent; ISIS, al-Qaeda, and the Taliban; Islamophobia; the status of women in Islam; and living as a Muslim in the industrial societies of modern Europe and the United States.

Prerequisite: REL-103, or the consent of the instructor

Instructor: Blix

Credit: 1

REL-275-01 Nonviolence and Social Change

Nonviolence is a powerful way of life for courageous people committed to building peaceful communities. It remains a thriving force in contemporary America. We will study this philosophy and its religious roots in the thought and lives of Jesus, Martin Luther King, Jr., and M. K. Gandhi. We will also study, meet, and interact with current nonviolent public servants around the country who pursue nonviolent projects in public schools, prisons and disadvantaged neighborhoods and who have contributed powerfully to building movements for social and environmental justice. We will learn and practice employing nonviolent techniques and skills including restorative justice, nonviolent communication, conflict management, and conflict de-escalation and study the principles and skills of nonviolence as they have come to us from Dr. King's co-workers and successors, with whom we will also interact.

Prerequisite: None

Instructor: Reed Jay

Credit: 1

REL-280-01 Religion and Sports in America

This seminar examines the relationship between religion and sports in American history and the contemporary United States. The world of American sports overflows with religious elements: players praying after games and speaking openly about their faith; the elevation of superstar athletes to modern gods; sports as a means of acculturation and character formation; the creation of sacred space, time, and rituals; the devotion which some fans give to their teams; the cultural worship of youth, health, and fitness; the historic connections between religious ceremonies and athletics; and much more. Drawing upon a range of disciplinary methods, we will investigate the ways religion and sports uphold similar ideals as well as the ways they are in competition with one another for the hearts, minds, bodies, and resources of their devotees.

Prerequisite: None

Instructor: Baer

Credit: 1

REL 280-02/PPE 338-01/PSC 315-01 Religious Freedom

May a football coach pray at the 50-yard line at the end of a public school's football game? Is a state required to fund religious schools if it funds private secular schools? May the US Air Force Academy display a banner declaring "I am a member of Team Jesus Christ" in its football locker room? Are businesses required to provide health benefits like the morning after pill if doing so conflicts with their owners' religious beliefs? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? Can we accommodate the religious practices of every American in our schools, workplaces, and other institutions? If not, can we accommodate anyone's? The collision of religion, politics, and the law generates many sensitive and difficult questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role *in politics without debasing itself or causing strife*.

Prerequisite: Open to Sophomores, Juniors and Seniors

Instructor: Himsel

Credit: 1

REL-290-01 Ritual in Religion and Everyday Life

"All rites begin in simplicity, are brought to fulfillment in elegant form, and end in joy." So says Xunzi, the great Confucian writer of antiquity. Is he right? What are rituals? Are they routine acts, which we do simply because we've always done them? Or are they meaningful acts, which we do because they actually signify something? If the latter, what do they signify? Can we say that all rituals somehow religious? If so, why? If not, why not? In this half-course, we'll read selections from various writers on ritual. Using film and other media, we'll also look at a variety of ritual activities from different cultures, including College rituals, religious ceremonies, holidays like Thanksgiving, and the "little rituals" of everyday life in, e.g., media, sports, or politics.

Prerequisite: None

Instructor: Blix

Credit: 0.5; First Half-Semester Course

REL-290-02 Symbol and Myth in Religion and Everyday Life

Do myths and symbols belong in the skill-set of people living in a modern scientific world? Or are they playthings for nerds or soft-minded romantics? What exactly are symbols? Myths? What do they do? Are they socially constructed? Archetypal? Something else? How important are they for religion? Can you have a religion that's "demythologized"? Should you? These are some of the questions that we'll tackle in this half-course. We'll read selections from, among others, Mircea Eliade and Wendy Doniger, as well as their critics. Using film and other media, we'll also read or look at a variety of myths, both ancient and modern.

Prerequisite: None

Instructor: Blix

Credit: 0.5; Second Half-Semester Course

REL 290-03/CLA 212-01 Uncovering Greek Religion

The Greeks were a polytheistic society: they worshipped numerous gods. Moreover, they did so in a variety of modes and for a multitude of reasons. Using ancient literature and archaeological remains, we will consider the nature and function of the gods of the Greek pantheon, as well as the sacred spaces, festivals, dedications, and rituals through which the Greeks worshipped their deities from the Bronze Age through the Hellenistic period and the rise of Christianity. As we explore these topics, we will situate religion within the changing social and historical contexts of the ancient world. This entails analysis of the relation between cults and the state, especially Athenian democracy; the impact of deities and festivals on warfare, the economy, athletics, and literature; and the role of refugees, slaves, women, and other marginalized groups. The course is discussion oriented; most class periods will be spent in conversation about assigned readings. An intensive immersion component rounds out the course: we will travel to Greece from May 7-17, 2023.

Prerequisite: One course in CLA or permission of the instructor

Instructor: Wickkiser

Credit: 1

REL 373-01/BLS 300-01 Anti-Racist Christian Theologies

"Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere." -- Elie Wiesel, Holocaust survivor.

The world is finally understanding that there can be no teaching *about* race that is not also teaching *against* racism. This course will compare the Black experience in the United States, and theological reflection thereon, with Black experience under the brutal Apartheid regime in South Africa. We begin by examining first-person narratives from Black and White Americans on the harms done by racism. We will do the same with Black (Bantu), White and the so-called "Cape-Coloured" South Africans. Then we will look at histories told about how the parallel systems of oppression were conceived, installed and how they functioned. The last half of the class explores arguments made by James Cone on how the cross of Jesus Christ looks like (and unlike) a lynching tree; by South African Allan Boesak on the dangerous but tantalizing specter of "hope"; and by the womanist theologian Kelly Brown Douglas on theology in the wake of the killing of teenager Trayvon Martin.

Prerequisite: None

Instructor: Nelson

Credit: 1

RHETORIC

RHE 370-01 U.S. Presidential Rhetoric

The U.S. president has become, by many estimates, the most powerful person in the world. This course considers how such power in contemporary mediated society is connected to the president's use of rhetoric. Specifically, students will explore how contemporary presidents use rhetoric to govern, with particular attention to the relationship between presidents and the American people. The course material will include presidential rhetoric but also theoretical and rhetorical criticism essays that explore the operations of that rhetoric. This course focuses on the discourse of elected presidents who speak in an official capacity, not on election campaigns or fictional portrayals of U.S. presidents. Students should expect this to be a seminar course, meaning that our class sessions will be largely student-driven discussion from assigned material. By taking this course, students will cultivate a more nuanced understanding of the operations of U.S. presidential rhetoric, culminating in a research project that analyzes a significant historical instance of presidential rhetoric.

Prerequisite: None

Instructor: J. Drury

Credit: 1

RHE 370-02 Rhetoric in the Field

Over the last 30 years, rhetoric scholars have turned their attention to in situ rhetoric—rhetoric that happens in the moment. From major events like protests, concerts, live sports, or community gatherings to everyday places such as neighborhoods, museums and memorials, or commercial sites, their research strives to understand our lived, everyday rhetorical experiences. This class will engage with this disciplinary turn through rhetorical fieldwork, which focuses on how rhetoric and the study of rhetoric, through forms of power and resistance, influences how we create a more just and livable world for all. The central questions guiding this rhetorical fieldwork are: How are material/symbolic/embodied resources practiced, contested, and mobilized in these moments? And what influences and consequences does this have in shaping our social, political, and cultural worlds? Students will learn and critically consider the various methodological approaches to rhetorical fieldwork through facilitated discussions, site visits, multi-methodological mini-projects, and a final community-engaged research project. The final research project will focus on conducting fieldwork that analyzes the town-gown relationship between Wabash and the Crawfordsville residents. This project places students in the positions of researchers who will participate in and analyze an event, space, or everyday experience that influences this relationship and develop actions steps that promote belonging for all members in the Crawfordsville community. To do so, we will spend concerted time in the field—Crawfordsville—and foster local partnerships to critically examine power dynamics in the community with an eye toward building relationships for a more inclusive and livable world.

Prerequisite: None

Instructor: Clark

Credit: 1