



## Special Topics Course Descriptions Fall 2020

### ART

#### **ART-225-01 Experimental Animation**

This survey course will provide students with the basic knowledge and tools needed to create their own animations using Adobe After Effects. Techniques covered may include: Animating layers, working with masks, distorting objects with the Puppet Tools, using the Roto Brush Tool, color correction and working with the 3D Camera Tracker. Sound design, composition and other basic image-making principles will be explored. We will also examine the aesthetic nature of experimental film and specifically how it can be applied to animation. There will be a studio art component during the second half of the semester during which each student will create their own original short experimental animation.

**Prerequisites: none**

**Instructor: D. Mohl**

**Credit: 1**

**Distribution: Literature/Fine Arts**

### ASIAN STUDIES

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

Over the past five years 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.

**Prerequisites: none**

**Instructor: C. Healey**

**Credit: 1**

**Distribution: Literature/Fine Arts**

#### **ASI-260/GEN-270/HIS-260 Topics in Asian History: East Asian Masculinities**

What does it mean to be a man? How does culture shape ideals of masculinity? From samurai to scholars to K-pop idols, this course will study various models of masculinity in China, Japan, and Korea and trace how these models evolved over time. This interdisciplinary course will consider historical texts, sociological studies, literary motifs, and portrayals in popular media.

**Prerequisites: none**

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**Instructor:** C. Healey

**Credit:** 1

**Distribution:** History/Philosophy/Religion (ASI 260/HIS 260); Literature/Fine Arts (GEN 260)

## **ECO 220/ASI 277/PPE 256 Special Topics: Global Economy**

The goal of this course is to offer an overview of different aspects of the global economy. It provides a basic understanding of the fundamental theories of international economics including both international trade and international finance, with regard to the historical and institutional contexts in which the U.S. economy operates, and to broaden the understanding of other economies by studying their policy problems within the analytical framework of international economics. With globalization, an economy cannot be treated individually, and so it is important to know how differences in location can make economic activities easier. This course has two parts: the first part will focus on topics on international trade such as, trade theories, trade policies and impacts of international trade on the environment. The second part of this course will concentrate on topics on international finance such as, balance of payments, exchange rates, regional issues in global economy, etc. This course explores the economic fundamentals regarding the dynamics of global economy, and how to relate it to the current, global and real-world scenarios in terms of economic, social, and political interactions.

**Prerequisites:** ECO-101

**Instructor:** S. Saha

**Credit:** 1

**Distribution:** Behavioral Science

## **BLACK STUDIES**

### **HIS 240/BLS 270-04 Topics in U.S. History: Malcolm, Martin and Mandela**

This course considers the overlapping lives and legacies of Malcolm X, Martin Luther King Jr., and Nelson Mandela, three 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, a closer inspection of their lives reveals striking autobiographical similarities and pan-African connections. Students will closely 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? Meets the Diversity Requirement for the PPE major.

**Prerequisites:** none

**Instructor:** S. Thomas

**Credit:** 1

**Distribution:** History/Philosophy/Religion

## CHEMISTRY

### **CHE-441-03 Advanced Inorganic Chemistry (Organometallic Chemistry)**

This course will delve more deeply into concepts introduced in CHE-241, emphasizing the applications of structural principles, kinetics, and thermodynamics to modern organometallic systems. Through digestion of recently published literature, we will identify and discuss common motifs that garner the majority of 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.

**OFFERED IN THE FIRST HALF OF THE SEMESTER, 8/27 – 10/13**

**Prerequisite: CHE-241: Inorganic Chemistry**

**Instructor: T. Cook**

**Credit: 0.5**

### **CHE-441-04 Advanced Inorganic Chemistry (Electrochemistry)**

Building on principles of oxidation-reduction reactions discussed in first-year chemistry courses, this course offers an in-depth exploration of the theory and analytical techniques that underpin modern investigations into electron transfer behavior and its applications. Topics include: solution-phase electrochemistry, electrocatalysis, solid-state devices (batteries), photovoltaic materials, and electrochemical methods for quantitation of certain analytes. This one-half credit course meets twice a week for the second half of the semester.

**OFFERED IN THE SECOND HALF OF THE SEMESTER, 10/20 – 12/19**

**Prerequisite: CHE 241: Inorganic Chemistry**

**Instructor: T. Cook**

**Credit: 0.5**

### **CHE-461 Advanced Biochemistry: Advanced Protein Structure**

This course will build on basic biochemical principles and apply them to protein structure. Topics include: protein crystallization, X-ray diffraction, building protein structures into electron density, and a survey of protein design. Students will learn to build, assess, and correct problematic protein structures. This one-half credit course meets twice a week for the second half of the semester.

**OFFERED IN THE SECOND HALF OF THE SEMESTER, 10/20 – 12/19**

**Prerequisite: CHE-361 or permission of instructor.**

**Instructor: W. Novak**

**Credit: 0.5**

## CLASSICS

### **CLA-112/HIS-220 Special Topics: Houses and Society in the Ancient World**

Pompeii's gritty streets, humble shacks in the Greek countryside, over-the-top villas of Rome's emperors – inhabitants of the ancient Mediterranean dwelled in all manner of different places and fashions. How did these "houses" reflect Greek and Roman life? Who lived in them? How

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were they organized and decorated? And how did the built environment shape interaction among inhabitants as well as between them and “outsiders?”

This class will entertain these questions by blending readings from primary sources with analysis of archaeological remains. A chief goal is to introduce students to the basics of social history as we consider social structure, cultural values, domestic space, and the relationships among them. Key themes include gender, status, childhood, slavery, religion, and law. In addition, non-ancient houses and households – such as a Frank Lloyd Wright house in West Lafayette as well as Wabash dorms and fraternity houses – will offer comparative material and provide the opportunity for further exploration of modern conceptions of house and family.

**Prerequisite: none**

**Instructor: J. Hartnett**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

## **CLA-211/ ENG-270 Special Topics: Virgil’s Aeneid**

This class will be an intensive literary and historical study of Virgil’s epic the Aeneid, which after the Bible has been the most consistently influential book in the western canon. The poem will be read in translation, but the class is also intended for students of Latin who have not been able to read extensively in the original text. We will examine the literary traditions in which the Aeneid stands, Virgil’s very particular aesthetic orientation, and the historical and cultural developments in Rome that influenced the composition of the poem. Explication of the text itself will be the main focus of the course, but there will also be readings from modern scholars representing different interpretative approaches. Finally, we will take up the question of the Aeneid’s influence in later European literature, and will read the Inferno of Dante’s Divina Commedia entire.

**Prerequisite: One CLA credit**

**Instructor: D. Kubiak**

**Credit: 1**

**Distribution: Literature/Fine Arts**

## **ECONOMICS**

### **ECO-220/ASI-277/PPE-256 Special Topics: The Global Economy**

The goal of this course is to offer an overview of different aspects of the global economy. It provides a basic understanding of the fundamental theories of international economics including both international trade and international finance, with regard to the historical and institutional contexts in which the U.S. economy operates, and to broaden the understanding of other economies by studying their policy problems within the analytical framework of international economics. With globalization, an economy cannot be treated individually, and so it is important to know how differences in location can make economic activities easier. This course has two parts: the first part will focus on topics on international trade such as, trade theories, trade policies and impacts of international trade on the environment. The second part of this course will concentrate on topics on international finance such as, balance of payments, exchange rates,

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regional issues in global economy, etc. This course explores the economic fundamentals regarding the dynamics of global economy, and how to relate it to the current, global and real-world scenarios in terms of economic, social, and political interactions.

**Prerequisite:** ECO-101

**Instructor:** S. Saha

**Credit:** 1

**Distribution:** Behavioral Science

## **ECO-277 Behavioral Economics**

Behavioral Economics, a relatively new field in economic theory, attempts to bridge the divide between the classical microeconomic model and what we observe in the real world. In this class, we will explore concepts like mental accounting (or why my bank account never seems to have as much money in it as I remember), hyperbolic discounting (or why I keep hitting the snooze button on my alarm clock), reciprocity (or why I charge less to people I know better), and prospect theory (or why I weigh my fear of getting a C on an exam much more than my joy of getting an A on it), among other topics.

**Prerequisite:** ECO-101

**Instructor:** E. Dunaway

**Credit:** 1

**Distribution:** Behavioral Science

## **ENGLISH**

### **ENG 180-01 Medieval Magic / Modern Monsters**

Once upon a time, fairies made public beheadings a noble sport while dragons terrorized the humans of Middle Earth. Although we tend to look down on the Middle Ages from our modern perspectives, contemporary audiences continue to enjoy medieval narratives retold through books and films such as *Harry Potter*, television adaptations such as *Game of Thrones*, and video games such as *The Legend of Zelda*. We will travel back and forth through time, analyzing both medieval texts and modern representations of the Middle Ages, including riddles, poetry, graphic novels, and short films.

**Prerequisite:** none

**Instructor:** E. Pavlinich

**Credit:** 1

**Distribution:** Literature/Fine Arts

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

Over the past five years 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

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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: C. Healey**

**Credit: 1**

**Distribution: Literature/Fine Arts**

## **ENG-270-01/CLA-211-01 Special Topics: Virgil's Aeneid**

This class will be an intensive literary and historical study of Virgil's epic the Aeneid, which after the Bible has been the most consistently influential book in the western canon. The poem will be read in translation, but the class is also intended for students of Latin who have not been able to read extensively in the original text. We will examine the literary traditions in which the Aeneid stands, Virgil's very particular aesthetic orientation, and the historical and cultural developments in Rome that influenced the composition of the poem. Explication of the text itself will be the main focus of the course, but there will also be readings from modern scholars representing different interpretative approaches. Finally, we will take up the question of the Aeneid's influence in later European literature, and will read the Inferno of Dante's Divina Commedia entire.

**Prerequisite: One CLA credit**

**Instructor: D. Kubiak**

**Credit: 1**

**Distribution: Literature/Fine Arts**

## **THE 215/ENG 310 The Classic Stage**

This course will focus on the theater history and dramatic literature between the golden age of classical Greek drama and the revolutionary theater of Romantic period: 2,000 years of theater in one semester. We will study representative plays of various periods and genres—the "old" comedies of the Greeks, the morality plays of medieval Europe, the tragedies of Shakespeare and his contemporaries—while also considering how the plays reflect the moral, social, and political issues of their time. This course is appropriate for all students, regardless of artistic background.

**Prerequisite: none**

**Instructor: J. Cherry**

**Credit: 1**

**Distribution: Literature/Fine Arts**

## **ENG 370/GEN 270-02 Extraordinary Bodies: Disability Theories & Narratives**

What happens when stories and theories represent bodies that aren't "normal"? In this class, we will read narratives by disabled people as well as study theories of disability to try to understand how physical difference challenges traditional views of gender, culture, writing, space, and time. Meets the Diversity Requirement for the PPE major.

**Prerequisites: None**

**Instructor: C. Benedicks**

**Credit: 1**

**Distribution: Literature/Fine Arts**

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## **ENG 497 Domestic Space in the Works of James Baldwin**

This course examines James Baldwin's depictions of domestic space over the last seventeen years of his life in St. Paul de Vence, France. Works such as *If Beale Street Could Talk*, *No Name in the Street*, and his unpublished play *The Welcome Table* reveal an artist ahead of his time who was heavily influenced by African American women writers such as Alice Walker, Toni Morrison, and Paule Marshall. Parallel concerns—depiction of African American women, a valuing of domestic space, and reactions against heteronormative male-centered politics in the Black Arts and Black Power movements—permeate Baldwin's work. We will also examine how Baldwin's physical home, a Provençale farm house and outbuildings which were recently razed by developers, affected his depictions of domestic space. To do this, we will rely on the digital museum *Chez Baldwin*, curated by the Smithsonian, interviews with writers and locals, and the French nonprofit *La Maison Baldwin* which is dedicated to preserving the legacy of James Baldwin in southern France.

**Prerequisites:** Open to senior English majors only

**Instructor:** E. Freeze

**Credit:** 1

## **FRENCH**

### **FRE 312 Studies in French Culture: Modern Expression from Romanticism to Surrealism**

This course will consider major literary and artistic movements in France spanning from Romanticism to World War I. Considering short stories, novels, and poems from key writers (such as Chateaubriand, Baudelaire, Zola, and Breton) who shaped modernism, we will trace the major motifs in literature and art that arose in response to revolution, empire, industrialization, urbanization, and war. Throughout, we will concentrate on French writers and poets who were also art critics and theorists; painters who called themselves poets; poets who were also painters; and musicians who translated the language of poetry into song. Along with readings, images in a variety of media (paintings, drawings, sculpture), as well as musical excerpts, will be integral to class discussion. Course taught in French.

**Prerequisites:** none

**Instructor:** K. Quandt

**Credit:** 1

## **GENDER STUDIES**

### **ASI 260/GEN 270-01/HIS 260 Topics in Asian History: East Asian Masculinities**

What does it mean to be a man? How does culture shape ideals of masculinity? From samurai to scholars to K-pop idols this course will study various models of masculinity in China, Japan, and Korea and trace how these models evolved over time. This interdisciplinary course will consider historical texts, sociological studies, literary motifs, and portrayals in popular media.

**Prerequisites:** none

**Instructor:** C. Healey

**Credit:** 1





**Distribution: History/Philosophy/Religion (ASI 260/HIS 260); Literature/Fine Arts (GEN 270)**

**ENG 370/GEN 270-02 Extraordinary Bodies: Disability Theories & Narratives**

What happens when stories and theories represent bodies that aren't "normal"? In this class, we will read narratives by disabled people as well as study theories of disability to try to understand how physical difference challenges traditional views of gender, culture, writing, space, and time. Meets the Diversity Requirement for the PPE major.

**Prerequisites: None**

**Instructor: C. Benedicks**

**Credit: 1**

**Distribution: Literature/Fine Arts**

**GLOBAL HEALTH**

**PSC 232/PPE 232/GHL 232 Disability and Politics**

People with disabilities have been excluded in practice—from buildings, transportation, education, etc.—and also in (political) theory: This class will explore the exclusion of people with disabilities in the history of political thought, from Hobbes and Locke to Rawls, as well as more inclusive political theories, such as those of Martha Nussbaum and Alasdair MacIntyre. It will also explore social movements that work to include people with disabilities, including the Disability Rights movement and the Independent Living Movement, centuries-old foster family care in Geel, Belgium, and L'Arche, where people with disabilities and without disabilities live together in community. This class will include a service learning component—we will be in the community, interacting with people with disabilities.

**Prerequisites: none**

**Instructor: L. McCrary**

**Credit: 1**

**Distribution: Behavioral Science**

**PSY 310/NSC 310/GHL 310 Alzheimer's Disease and Dementia**

Title: Alzheimer's Disease (AD) is the sixth leading cause of death in the US, with steep costs to affected individuals and their families. A better understanding of the disease pathology, potential treatments and effective prevention strategies are a critical part of the effort to reduce the burden and suffering associated with this condition. In this course, we will consider the neuropathology of AD and other conditions involving dementia, the impact of AD on cognition, known risk factors associated with the disease, and the state of current research into treatments and prevention strategies. Special emphasis will be given to memory systems, including the hippocampus.

**OFFERED IN THE FIRST HALF OF THE SEMESTER, 8/26 – 10/15**

**Prerequisites: PSY/NSC 204, or PSY235, or BIO112**

**Instructor: N. Schmitzer-Torbert**

**Credit: 0.5**



## HISTORY

### **CLA-112/HIS-220 Special Topics: Houses and Society in the Ancient World**

Pompeii's gritty streets, humble shacks in the Greek countryside, over-the-top villas of Rome's emperors – inhabitants of the ancient Mediterranean dwelled in all manner of different places and fashions. How did these "houses" reflect Greek and Roman life? Who lived in them? How were they organized and decorated? And how did the built environment shape interaction among inhabitants as well as between them and "outsiders?" This class will entertain these questions by blending readings from primary sources with analysis of archaeological remains. A chief goal is to introduce students to the basics of social history as we consider social structure, cultural values, domestic space, and the relationships among them. Key themes include gender, status, childhood, slavery, religion, and law. In addition, non-ancient houses and households – such as a Frank Lloyd Wright house in West Lafayette as well as Wabash dorms and fraternity houses – will offer comparative material and provide the opportunity for further exploration of modern conceptions of house and family.

**Prerequisite: none**

**Instructor: J. Hartnett**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

### **HIS-200-01 A History of the End of the World**

How will the world end? When will the world end? Will the world end at all? While many recall the May 21, 2011 "deadline" of Harold Camping's Family Radio caravans and the "ending" of the Mayan calendar in December 2012, these questions have provoked the human imagination for millennia. 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 America. Using the lenses of social, cultural and political history, we will examine how these apocalyptic ideas have been shaped by historical events and how subgroups have interacted with, and often changed, society.

**Prerequisite: none**

**Instructor: R. Royalty**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

### **HIS-200-02 Contemporary History of Race and Racism in the U.S. and the World**

In this introductory-level class, students will survey the history of race and racism in the United States and how these concepts reflected and influenced other parts of the world. Students will examine the construction of race since 1865, how it has been defined, and how it has changed over time. Students will look at the internal logic and contradictions contained within racial categories, and how people have deployed them to do the political, economic, and cultural work in the United States. We will approach these issues from a comparative perspective, probing the experiences of differently racialized groups through analysis of primary and secondary sources. Topics students will cover include, Jim Crow and apartheid policies, scientific racism from the

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Tuskegee Experiment to the Holocaust, immigrant exclusion and the expansion of whiteness to different immigrant groups, sex across the color line and miscegenation laws, post-World War II housing policies and the rise of suburbanization, and the War on Poverty to the War on Drugs.

**Prerequisite: none**

**Instructor: S. Kunze**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

## **HIS-240/BLS 270-04 Topics in U.S. History: Malcolm, Martin and Mandela**

This course considers the overlapping lives and legacies of Malcolm X, Martin Luther King Jr., and Nelson Mandela, three 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, a closer inspection of their lives reveals striking autobiographical similarities and pan-African connections. Students will closely 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? Meets the Diversity Requirement for the PPE major.

**Prerequisite: none**

**Instructor: S. Thomas**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

## **HIS-260/ASI-260/GEN 270-01 Topics in Asian History: East Asian Masculinities**

What does it mean to be a man? How does culture shape ideals of masculinity? From samurai to scholars to K-pop idols this course will study various models of masculinity in China, Japan, and Korea and trace how these models evolved over time. This interdisciplinary course will consider historical texts, sociological studies, literary motifs, and portrayals in popular media.

**Prerequisite: none**

**Instructor: C. Healey**

**Credit: 1**

**Distribution: Literature/Fine Arts (GEN-270); History/Philosophy/Religion (ASI-260/HIS-260)**

## **HIS 300-01 Wabash in World History**

This course engages themes in world history since 1832, as well as institutional and personal histories related to Wabash College since that time. As such, the class will explore important historical topics across global lines during these two centuries, in part to see how these events and trends influenced the history of our College. Additionally, we will investigate the stories of particular Wabash men and women who have lived lives of global importance. In other words, the class will study the historical context through which Wabash has persevered since 1832, as well as the individual and college participation in this period. Previous work in History is required. This class meets early in the morning.

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**Prerequisite:** none

**Instructor:** R. Warner

**Credit:** 1

**Distribution:** History/Philosophy/Religion

## **HIS 300-02 War and Conflict in the Middle Ages. A Global Perspective.**

This course takes a “deep history” look at the patterns and practices of armed conflict of all sorts in the world of approximately 400 to 1500. The chronology of the period, what makes it a coherent period (if anything!), the definitions of what counts as war and conflict, and how we take “a global perspective” will all come in for scrutiny in a course that will encourage unorthodox views of the topic – culminating in student research papers that will explore some aspect of the broad topic based on student preferences and choices. Previous course work in pre-modern (pre-1500) history recommended but not required.

**Prerequisite:** none

**Instructor:** S. Morillo

**Credit:** 1

**Distribution:** History/Philosophy/Religion

## **HIS 310/REL 372 Historical Jesus**

*“From Jesus to Christ” . . . “The Proclaimer became the Proclaimed” . . . “Jesus preached the Kingdom of God and what came about was the Church.”*

What can we really know about Jesus of Nazareth, one of the most important historical figures in world history? These slogans reflect the differences, even the *divisions*, perceived by many scholars, for well over 200 years now, between the activities, sayings, and intentions of the “historical Jesus” and “Jesus Christ” of the Church’s creeds and confessions. This class will examine these recent claims by leading scholars that that earliest and best sources about Jesus of Nazareth and Second Temple Judaism and the creeds of Christian Churches are at odds with each other—sometimes mildly, sometimes dramatically so.

**Prerequisite:** A 200 level course in Classics, History, or Religion

**Instructor:** R. Royalty

**Credit:** 1

**Distribution:** History/Philosophy/Religion

## **HUMANITIES**

### **HUM-176 An Introduction to the Liberal Arts at Wabash**

This course will engage students with the ideas and people that can help them succeed at Wabash. They will read primary literature and listen to podcasts about what it means to be a first generation, low income, or minority student in a higher education setting. They will think about their own backgrounds and experiences as they articulate the strengths that they bring to Wabash, as well as the challenges that they are likely to face. They will also craft, revise, and implement a “plan for success”, one that considers course material and conversations and that includes specific strategies that they think will foster success at the College. Class sessions will involve discussion of texts, visits by and conversations with staff from College offices, like

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Career Services, Financial Aid, and Mental Health counseling, as well as by and with alumni, as well as student panels, for which we will recruit current students to share their experiences and words of wisdom. Grading in the course will be based upon class engagement, weekly reflections, and the personal plan for success, which will be drafted and revised throughout the semester. The course will meet one day per week, will count as a half-credit towards graduation. This half-credit will not count towards majors, minors, or distribution/proficiency requirements.

**Prerequisites: Permission of the instructor**

**Instructors: R. Horton; M. Pittard**

**Credits: 0.5**

## MATHEMATICS

### **MAT-178 Mathematics of Games**

An introduction to the mathematical theory of two-player games with no chance involved. We will cover basic strategies for these games, game trees, sums of games, impartial games, and determining when games are equivalent to numbers. Examples of some games we will see include Domineering, Nim, Dots & Boxes, and Subtraction Games.

**OFFERED IN THE SECOND HALF OF THE SEMESTER, 10/19 – 12/19**

**Prerequisites: none**

**Note: Will NOT count toward a Math major or minor. Will count for distribution in Quantitative Literacy.**

**Instructor: Z. Gates**

**Credits: 0.5**

### **MAT-277 Introduction to Proofs**

An introduction to formal logic, set theory, and methods of proof. Topics include logic, quantifiers, set theory, mathematical induction, proof by contradiction and contraposition, relations, functions, modular arithmetic, and divisibility.

**OFFERED IN THE FIRST HALF OF THE SEMESTER, 8/26 – 10/15**

**Prerequisite: MAT-112**

**Note: not available to students who have already completed MAT-331. Will count toward a Math major or minor. Will count for distribution in Quantitative Literacy.**

**Instructor: Z. Gates**

**Credit: 0.5**

## MUSIC

### **MUS-104 Music and Social Conflict**

Music has long informed or reflected social conflict, often acting as an agent of change or used in mobilizing movements. In this class, we'll examine the music that accompanied and inspired political and social revolutions from the 18th century through today. This will include case studies of classical, pop, folk, and religious music. No prerequisites or experience in music required.

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**Prerequisite:** none

**Instructor:** M. Ables

**Credit:** 1

**Distribution:** Literature/Fine Arts

## **MUS 204 01D/02D Popular Music in the United States**

We will study a broad spectrum of popular music performed and heard in the United States and probe its relationship to small- and large-scale changes in American culture. This course is divided into two halves. In the first portion, we will learn principal methods in music research (musicology and ethnomusicology), basic ethnography, and genres and styles from until the mid-20<sup>th</sup>-century. The second half will cover from the rock revolution of the 1960s to the present. In both halves, we will ask questions about the centrality of America's vernacular genres to its musical heritage. We will learn about the origins of African American, Latin American, and Anglo-American traditions, discuss notable characteristics in folk and popular idioms, and venture to explain how and why vernacular and popular genres provide compelling means to communicate with others and express social values. Music 204 will be taught as a virtual course this semester. Students on campus as well as students who will not be in residency are encouraged to enroll.

**MUS 204 01D OFFERED IN THE FIRST HALF OF THE SEMESTER, 8/12 – 9/29**

**MUS 204 02D OFFERED IN THE FIRST HALF OF THE SEMESTER, 9/30 – 11-24**

**Prerequisites:** none

**Instructor:** A. Badue

**Credit:** 0.5 for each section. Students can take both sections of this course and earn a full credit.

## **MUS 304 Heroes and Heroines: Gender in Musical Theater**

In this course we will embark on a journey to explore the concept of heroism in musical culture. Focusing exclusively on the American musical theater repertoire, we will meet individuals who changed the way music was composed, performed, and perceived. We will focus on issues of gender to study characters from selected musicals who broke through artistic and gender boundaries. The course also considers musical theater performers and songwriters who have used their public prominence to promote social change and defy limits of gender. Examples include songs, characters, and creators of shows as early as *Show Boat* (1927) to the recent hits *Hamilton* (2015) and *Six* (2017).

**Prerequisites:** Must be a Music major

**Instructor:**

**Credit:** 1

## **NEUROSCIENCE**

**PSY-310/NSC-310/GHL-310 Alzheimer's Disease and Dementia**

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Title: Alzheimer's Disease (AD) is the sixth leading cause of death in the US, with steep costs to affected individuals and their families. A better understanding of the disease pathology, potential treatments and effective prevention strategies are a critical part of the effort to reduce the burden and suffering associated with this condition. In this course, we will consider the neuropathology of AD and other conditions involving dementia, the impact of AD on cognition, known risk factors associated with the disease, and the state of current research into treatments and prevention strategies. Special emphasis will be given to memory systems, including the hippocampus.

**OFFERED IN THE FIRST HALF OF THE SEMESTER, 8/12 – 9/29**

**Prerequisites: PSY/NSC 204, or PSY235, or BIO112**

**Instructor: N. Schmitzer-Torbert**

**Credit: 0.5**

## PHILOSOPHY

### **PHI-449 Senior Seminar: Plato's *Republic***

The senior seminar focuses on one text across the semester – Plato's *Republic* – with the goal of having students develop a seminar paper in which they take up their own set of questions and concerns about the text. Students will present on secondary literature throughout the course, write close reading papers and then develop an insight into a long essay. Required for all senior philosophy majors.

**Prerequisite: none**

**Instructor: A. Trott**

**Credit: 1**

## PHILOSOPHY, POLITICS, AND ECONOMICS

### **PPE-232/PSC 232/GHL 232 Disability and Politics**

People with disabilities have been excluded in practice—from buildings, transportation, education, etc.—and also in (political) theory: This class will explore the exclusion of people with disabilities in the history of political thought, from Hobbes and Locke to Rawls, as well as more inclusive political theories, such as those of Martha Nussbaum and Alasdair MacIntyre. It will also explore social movements that work to include people with disabilities, including the Disability Rights movement and the Independent Living Movement, centuries-old foster family care in Geel, Belgium, and L'Arche, where people with disabilities and without disabilities live together in community. This class will include a service learning component—we will be in the community, interacting with people with disabilities.

**Prerequisites: None**

**Instructor: L. McCrary**

**Credit: 1**



**Distribution: Behavioral Science**

**PPE-256/ECO-220/ASI-277 Special Topics: The Global Economy**

The goal of this course is to offer an overview of different aspects of the global economy. It provides a basic understanding of the fundamental theories of international economics including both international trade and international finance, with regard to the historical and institutional contexts in which the U.S. economy operates, and to broaden the understanding of other economies by studying their policy problems within the analytical framework of international economics. With globalization, an economy cannot be treated individually, and so it is important to know how differences in location can make economic activities easier. This course has two parts: the first part will focus on topics on international trade such as, trade theories, trade policies and impacts of international trade on the environment. The second part of this course will concentrate on topics on international finance such as, balance of payments, exchange rates, regional issues in global economy, etc. This course explores the economic fundamentals regarding the dynamics of global economy, and how to relate it to the current, global and real-world scenarios in terms of economic, social, and political interactions.

**Prerequisite: ECO-101**

**Instructor: S. Saha**

**Credit: 1**

**Distribution: Behavioral Science**

**POLITICAL SCIENCE**

**PSC 200 Political Inquiry and Analysis**

This course is for students who intend to major in Political Science. The course introduces students to the craft of asking and answering questions about politics. It considers the variety of normative, descriptive, and causal concerns that motivate contemporary political science and surveys an array of approaches political scientists use to gather and analyze information in their quest to understand political phenomena. In addition to examining the use of fundamental research process elements in published political science studies, students will produce their own research project proposal. Enrollment by instructor permission.

**Prerequisite: PSC 111, PSC 121, PSC 131, or PSC 141**

**Instructor: M. Wells**

**Credit: 1**

**Distribution: Behavioral Science**

**PSC-211 Election Polls and Public Opinion**

Election polls are ubiquitous in American politics. For months – if not years – before elections, commercial pollsters, campaign strategists, and academic survey researchers constantly query population samples in order to get a handle on what the American public thinks about issues, candidates, and campaign developments. This course takes a peek behind the curtain to examine



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how public opinion polls are conducted, the challenges pollsters face in their efforts to accurately measure the attitudes and beliefs of large populations, best practices for media reporting on poll results, and the relationship between public opinion polling and democracy.

**Prerequisites:** None

**Instructor:** S. Gelbman

**Credit:** 1

**Distribution:** Behavioral Science

## **PSC-232/PPE-232/GHL-232 Disability and Politics**

People with disabilities have been excluded in practice—from buildings, transportation, education, etc.—and also in (political) theory: This class will explore the exclusion of people with disabilities in the history of political thought, from Hobbes and Locke to Rawls, as well as more inclusive political theories, such as those of Martha Nussbaum and Alasdair MacIntyre. It will also explore social movements that work to include people with disabilities, including the Disability Rights movement and the Independent Living Movement, centuries-old foster family care in Geel, Belgium, and L'Arche, where people with disabilities and without disabilities live together in community. This class will include a service learning component—we will be in the community, interacting with people with disabilities.

**Prerequisites:** None

**Instructor:** L. McCrary

**Credit:** 1

**Distribution:** Behavioral Science

## **PSYCHOLOGY**

### **PSY-310/NSC-310/GHL-310 Alzheimer's Disease and Dementia**

Title: Alzheimer's Disease (AD) is the sixth leading cause of death in the US, with steep costs to affected individuals and their families. A better understanding of the disease pathology, potential treatments and effective prevention strategies are a critical part of the effort to reduce the burden and suffering associated with this condition. In this course, we will consider the neuropathology of AD and other conditions involving dementia, the impact of AD on cognition, known risk factors associated with the disease, and the state of current research into treatments and prevention strategies. Special emphasis will be given to memory systems, including the hippocampus.

**OFFERED IN THE FIRST HALF OF THE SEMESTER, 8/26 – 10/14**

**Prerequisites:** PSY/NSC 204, or PSY235, or BIO112

**Instructor:** N. Schmitzer-Torbert

**Credit:** 0.5

## **RELIGION**

**REL-260 Interpreting the Gospel of John and Its Legacy**

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This seminar invites an immersive reading of the most mystical, and philosophical gospel of love and the history of its interpretation. The Gospel of John figures prominently in the subsequent history of Christianity and has been influential in shaping theology, art, and film, among other genres. The Gospel's legacy in later Christianity, includes its ambiguous portrayal of Jews and its role in the emergence of Antisemitism.

**Prerequisite: none**

**Instructor: J. Jay**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

## **REL 280 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: J. Baer**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

## **REL-290 Finding, Losing, and Living Religion: Autobiography in World Religions**

Religious experiences tend to force their experiencers into reflection. "Was that mountain experience genuine?" "Do I still believe in God after all I have been through?" This course examines autobiographies in Christianity, Judaism, Islam, and Buddhism. The semester-long seminar is a comparative exercise in the shaping of plots in narrative construction and memory, notions of the self, self-shaping practices/rituals/disciplines, various namings of ultimate reality, notions of justice, and social, ethical, and political practice. The course will conclude with students "impersonating" the figures we will have read.

**Prerequisite: none**

**Instructor: J. Jay**

**Credit: 1**

**Distribution: History/Philosophy/Religion**

## **HIS-310/REL-372 Historical Jesus**

*"From Jesus to Christ" . . . "The Proclaimer became the Proclaimed" . . . "Jesus preached the Kingdom of God and what came about was the Church."*

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What can we really know about Jesus of Nazareth, one of the most important historical figures in world history? These slogans reflect the differences, even the *divisions*, perceived by many scholars, for well over 200 years now, between the activities, sayings, and intentions of the “historical Jesus” and “Jesus Christ” of the Church’s creeds and confessions. This class will examine these recent claims by leading scholars that that earliest and best sources about Jesus of Nazareth and Second Temple Judaism and the creeds of Christian Churches are at odds with each other—sometimes mildly, sometimes dramatically so.

**Prerequisite:** A 200 level course in Classics, History, or Religion

**Instructor:** R. Royalty

**Credit:** 1

**Distribution:** History/Philosophy/Religion

## RHETORIC

### **RHE-270 Political Campaign Communication**

What sorts of rhetoric occurs during political campaigns? What rhetorical strategies do candidates use to build support, connect with diverse audiences, address concerns, recover from gaffes (or not), and attack their opponents? How do political campaigns adapt to new rhetorical opportunities in social media use while maintaining campaign traditions, like advertising and debates? How do we evaluate success, effects, and ethics in the rhetoric of elections? In this course we’ll study these questions and more, drawing on the discourse of elections past and present across speeches, debates, advertisements, websites, and social media.

**Prerequisite:** none

**Instructor:** S. Drury

**Credit:** 1

## SPANISH

### **SPA 311-01 Survey of Spanish Linguistics**

This course offers an overview of the basic concepts and methodology used in Spanish Linguistics, providing students with the tools of linguistic analysis and applying 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 time will be divided between lecture, problem-solving exercises, discussion, and student presentations.

**Prerequisite:** SPA-301 and 302

**Instructor:** J. Hardy

**Credit:** 1

### **SPA-312 Breaking Borders: Transatlantic Representations of Narcoculture**

Narcoculture, which began as a form of expression for drug cartels in Mexico and Colombia, has grown in popularity and impacted artforms, dress, language, and religion. This course

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analyzes representations of narcoculture, from the early twentieth century to the present, in a transatlantic sociopolitical context between Colombia, Mexico, Spain, and the United States. Fundamental issues include the impact on violence, wealth and poverty, as well as masculinity and gender roles. Students will use a variety of artforms—music, literature, film, and television—to develop analytical skills for class discussion and critical essays.

**Prerequisites: SPA-301 and 302**

**Instructor: M. Greenhalgh**

**Credit: 1**

## THEATER

### **THE-101 Introduction to Theater**

This course explores many aspects of the theater: the audience, the actor, the visual elements, the role of the director, theater history, and selected dramatic literature. The goal is to heighten the student's appreciation and understanding of the art of the theater. The plays we will encounter will range from the Greek tragedies of 2,500 years ago to new works by contemporary playwrights: from Sophocles' *Antigone* to Lin-Manuel Miranda's *Hamilton*. Students will see and write reviews of theater productions, both on- and off-campus. This course is appropriate for all students, at all levels.

**Prerequisite: none**

**Instructor: J. Cherry**

**Credit: 1**

**Distribution: Literature/Fine Arts**

### **THE-105 Introduction to Acting**

This course introduces students to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes for classroom and public presentation. Students will also collaborate with the directing class in producing an evening of original one-act plays for the community. This course is appropriate for all students, regardless of artistic background.

**Prerequisite: none**

**Instructor: H. Vogel**

**Credit: 1**

**Distribution: Literature/Fine Arts**

### **THE-202 Introduction to Scenic Design**

This course traces the design and use of scenery as environments for theatrical performance from concept through opening night. Areas covered include the scene design process, collaboration and critique, model making, and creating appropriate design paperwork. This course will provide the liberal arts student with an exploration of the scenic design process from the page to the stage. This course is appropriate for all students, regardless of artistic background.

**Prerequisite: none**

**Instructor: TBA**

**Credit: 1**

**Distribution: Literature/Fine Arts**



### **THE-205 Acting for the Camera**

Through exercises, study of screen-acting techniques and scene study, this course will build the performer's range of emotional, intellectual, physical, and vocal expressiveness for the camera. Students will participate in on-camera and off-camera exercises, scripted scenes, and technique activities. This class meets at the same time as the Narrative Filmmaking class and students from both will work together to create short narrative films.

**Prerequisites:** THE 105

**Instructor:** H. Vogel

**Credit:** 1

**Distribution:** Literature/Fine Arts

### **THE-207 Directing**

The art and practice of stage directing is best learned by hands-on experience. This course enables students who have completed the introductory acting course (THE 105) to work on the other side of the stage with student actors. Scene analysis and the development of a fully-formed production concept are also core experiences in the course. The semester culminates in the Studio One-Acts, which the directors will conceive and stage with students enrolled in THE 105, offered concurrently.

**Prerequisites:** THE 105

**Instructor:** M. Abbott

**Credit:** 1

**Distribution:** Literature/Fine Arts

### **THE-208 Games and Interactive Media**

Digital artists are building immersive interactive worlds that provoke us to reflect on enduring questions facing the human race. Games like *This War of Mine*, *The Last of Us*, *Kentucky Route Zero*, *Celeste*, and *Undertale* are challenging the very definition of "game" and pushing designers to explore the power of a new art form to illuminate our minds and spark our imaginations. To produce these rich narrative environments, programming and systems architecture must work hand-in-hand with sturdy dramaturgy, aesthetics, and thoughtful design. This requires creative, problem-solving collaboration among people with wildly disparate talents: coders and poets; AI designers and psychologists; engineers and actors. In this complex creative environment, our liberal arts credo has never been more relevant: it takes a broadly educated mind-or, better, many such minds working together-to grapple with complexity. In this course, we will leverage the power of games and interactive media to convey meaning through channels of communication unavailable to traditional media.

**Prerequisite:** none

**Instructor:** M. Abbott

**Credit:** 1

**Distribution:** Literature/Fine Arts

### **THE-215/ENG-310 The Classic Stage**

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This course will focus on the theater history and dramatic literature between the golden age of classical Greek drama and the revolutionary theater of Romantic period: 2,000 years of theater in one semester. We will study representative plays of various periods and genres—the “old” comedies of the Greeks, the morality plays of medieval Europe, the tragedies of Shakespeare and his contemporaries—while also considering how the plays reflect the moral, social, and political issues of their time. This course is appropriate for all students, regardless of artistic background.

**Prerequisite: none**

**Instructor: J. Cherry**

**Credit: 1**

**Distribution: Literature/Fine Arts**