

Special Topics Course Descriptions Spring 2020

ART

ART-210-01/ ENG-350-01: Literature and Photography

“What tales might those pictures tell,” Walt Whitman once asked, “if their mute lips had the power of speech?” In English 350, we’ll explore how writers and artists have answered that question since photography’s invention in 1839—an event that changed the way we look at art. We’ll read photographs and photobooks. We’ll consider the many ways that photography and literature intersect: authors’ photos, illustrations, captions, photo albums, and sequential art. Throughout it all, we’ll ask how the talkative text responds to the silent image. We’ll even think about the etymology for the word *photograph*: writing with light. Your readings will stretch from the 19th to 21st centuries, including poems, essays, stories, and criticism. Writers and photographers will include Edgar Allan Poe, Walt Whitman, James Agee, Walker Evans, Natasha Trethewey, Duane Michals, Emily Dickinson, Adrienne Rich, Robert Frank, and Diane Arbus. We’ll ground ourselves with Susan Sontag’s *On Photography*. We’ll learn from Roland Barthes that all photographers are “agents of death” (*Camera Lucida*).

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ART-210-02/REL-295-01/HUM-295-01: Religion and Representations of the Holocaust

This course examines different representations of the Holocaust in theology, literature, film, and art. Some of the questions and concerns the course raises includes: What are the limits to representing suffering and trauma? Is it legitimate to write poetry and fiction, paint and compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs and erect monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and the violence associated with it? What do representations of the atrocities of the Holocaust convey to later generations of Jews and Christians? Can Holocaust experiences be understood and interpreted in religious terms? This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects as they grapple with these questions in response to the Holocaust. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion (as REL-295); Literature/Fine Arts (as ART-210)

ART-225-01: Experimental Animation

This studio/survey course will teach students basic to advanced skills needed to create their own animations using Adobe After Effects. Some of the techniques covered will include: Animating layers and working with masks, using the Puppet and Roto Brush Tools, Motion-tracking and working in 3D Space. We will also examine the aesthetic nature of experimental film and specifically how it can be applied to animation. There will be a strong studio art component during the second half of the course. During this time, each student will research an idea and create their own original short experimental animation.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ART-225-02: Topics in Studio: Website Design and Development

The aim of this collaborative, project-centered course is to design and develop a website about Louis Orr (1876-1966), renowned printmaker and uncle of David Orr '57. Students will study best practices to develop a professional website. The goal is to create a website that will be a primary resource about one of America's historically important artists.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

NEW DESCRIPTION FOR PERMANENT COURSE

ART-226: Cinematic Environments: Digital Space

Cinematic Environments: Digital Space is a Film & Digital Media production course that focuses on the creation of miniature models and digital compositing. Students will learn important aspects of set design, chroma-key compositing, keyframe animation, camera use, non-linear editing, lighting, sound, and character design. The course is structured so that students work on one advanced video project the entire semester, which mirrors the stages of a film production. No previous experience is required.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ASIAN STUDIES

ASI-112-01/HIS-260-01: Special Topics: Beijing: Past, Present, and Future

Beijing, China's capital, is one of the world's most populous cities and a remarkable hybrid of old and new. This interdisciplinary course traces the history and culture of Beijing from the thirteenth century to the present, investigating how historical events, politics, and urban planning have shaped the city's character and the lives of its everyday people. We will analyze how Beijing has been portrayed in literature, film, and other media. We will also consider how larger trends like urbanization and global capitalism are shaping Beijing in new ways. **This course includes a 2-week immersion trip to Beijing in May. Enrollment by instructor permission only.**

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts (as ASI-112); History/Philosophy/Religion (as HIS-260)

ASI-204-01/MUS 204-02/HIS 260-02: Special Topics: Music in East Asian Cultures

This course, for all students regardless of their background, offers an introductory survey of East Asian musical instruments and their contextual significance in society. Beyond the instruments and their roles in producing musical sound, the course will examine significant ceremonies, rites, and rituals enhanced by music. In addition to being applicable to the distribution requirements, the course serves as a forum for learning about the historical connections that led to the interrelated adoptions and adaptations of musical styles and genres among the Chinese, Indian, Indonesian, Japanese, Korean, and Taiwanese (music) cultures.

Prerequisites: Permission of the instructor

Credit: 1

Distribution: Literature/Fine Arts (as ASI-204 or MUS-204); History/Philosophy/Religion (as HIS-260)

ASI-277-01/ ECO-277-01: The Economics of Asia

This is an introductory course on the economic development in East and South Asian Countries. The goal of this course is to explore the elements of emerging financial markets with a focus on the determinants and impact of capital flows, globalization, economic development, financing and financial crises. Several Asian economies experienced speedy economic growth in the last sixty to seventy years. After World War II, Japan was the first high-growth economy in Asia. And, it was quickly followed by a set of very diverse countries, for example, China, India, Hong Kong, Taiwan, Korea, Singapore and Vietnam. China and India had sudden emergence onto the world stage as active traders, investors, and consumers. Common characteristics of these countries' growth success are macroeconomic stability, relatively less inequality and investment in people, export promotion, etc. This course focuses on the economic characteristics and the development strategies of these Asian economies to examine similarities and differences among them, how the Asian regions grew from an agricultural area into a newly-developed area, and how the institutional environment supported the economic growth. Finally, it is worth noting that growth has also levied a toll on these countries' environment and has led to the rapid degradation of their natural resources.

Prerequisite: ECO-101

Credit: 1

Distribution: Behavioral Science

BIOLOGY

BIO-177-01/GHL-177-01: Global Health

The multidisciplinary issues of global health confront everyone on the planet. This course will introduce critical issues and key themes in global health from basic principles to disease burden to collaborative efforts to improve global health. Particular attention will be given to the connection between parasitic-infectious disease and poverty, social determinants of health, and the global burden of disease. Cultural, economic and ethical issues in global health will be discussed. **An immersion component following this class is planned for travel to Peru, July 31 -- August 13, 2020 (dates subject to change), and will likely involve travel to urban, mountain, and rainforest areas. Students should expect to make a financial contribution toward the trip. Grades for this course will be recorded as "incompletes" until after the summer immersion trip. Enrollment in the course is limited, competitive, and by application through the instructor; contact Prof. Eric Wetzel (wetzele@wabash.edu) if interested.** This course counts toward the Global Health minor; however, it does NOT count toward the major in Biology.

Prerequisites: BIO 101 or 111, or the consent of the instructor. Preference may be given to students who have some background in either Spanish, economics, political science, or global health.

Credit: 1

NEW DESCRIPTION FOR PERMANENT COURSE

BIO-313-01: Advanced Ecology

This course will apply ecology to specific environmental issues and study the practice of ecological research. This course emphasizes general research skills such as critically evaluating literature, designing and executing studies, biostatistics, and programming in R, and therefore this course will be especially valuable for students interested in performing research in any area of biology. Special attention will be given to a case study of the globally significant Everglades ecosystem of Florida, including its function and relationship to humans, culminating in a Spring Break immersion trip to a biological research station and the Everglades National Park in Florida, where students will apply their knowledge of ecology and research practices. **Due to the immersion trip component, interested students must contact the instructor to apply to this course.**

Prerequisite: BIO-213, and permission of the instructor
Corequisite (must be taken concurrently): BIO-313L
Credit: 1
Distribution: Lab Sciences; Quantitative Literacy

BLACK STUDIES

BLS-201-01/ ENG-260-01: Introduction to Black Studies

The course will introduce students to the history, methodology and major problems in black studies. This survey will explore the interdisciplinary nature of black studies scholarship and the challenges it presents to traditional academic models. The issue of the politicization of the academy and the relationship between black scholarship production and service to the black community will also be covered. The course will draw from a number of literary sources (Toni Morrison, Houston Barker, Henry Louis Gates), cultural theorist (bell hooks, Mark Anthony Neal, Cornel West) and historical works (Nell Painter, John H. Franklin, Alberto Raboteau.) This course will serve students interested in the study of the black experience. All majors are welcomed. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

BLS-270-01/RHE 270-01: Contemporary U.S. Public Address

Just what can a formal speech—in its traditional, oral form—do? How can we best judge a speech, determine its quality, or understand its rhetorical functions? And how have technologies, such as television, the internet, and social media, changed public address? This class will study major speeches written and delivered by U.S. rhetors during the 20th and 21st centuries. Speeches will range from award acceptance speeches and “late night” television monologues to legal arguments, protest rhetoric, and political discourse. We will study speeches from Eurocentric, Afrocentric, and feminist/queer theory approaches to learn about rhetorical artistry, the relationship between text and context, methods of analyzing public address, and the role of oratory in U.S. culture and democracy. Course sessions will emphasize primary texts but will utilize secondary literature to help understand the speeches and rhetorical analysis. Students will individually write three 6-8 page analysis papers and will work with a small group to produce and present an updated version of a 20th century speech for a 21st century audience. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

BLS-270-03/EDU-303-01/SOC-303-01: Diversity and Multicultural Education

This course introduces students to a sociological study of diversity in the U.S. system of public education, with particular attention to schools as sites of social conservation and reproduction. Readings, discussions, and written assignments explore the ways in which opportunity and (in)equality that exist in the wider society are reflected and perpetuated by typical approaches in U.S. schools. These explorations of challenges for schools are accompanied by an examination of multicultural and inclusive curricula and instructional practices. We consider the theoretical underpinnings of multicultural education as well as examples of curricula and practices designed to ameliorate education inequities. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: FRT-101 and EDU-201

Credit: 1

Distribution: Behavioral Science

BLS-280-01/FRE-313-01/ENG-300-01: Modernity in African Fiction

This course will investigate how modernity is lived in contemporary Africa. Taking cues from works like Wole Soyinka's *The Road*, Mariama Bâ's *Une si longue lettre (So Long a Letter)*, Ousmane Sembene's "Mandabi" and Cyprien's Ekwensi's *Jagua Nana*, we will examine what modernity becomes when it reaches Africa. We will acknowledge the particularity of each narrative selected for this course, and closely study how each depicts the local reception of key metaphors of modernity such as capitalism, the city, individualism, the nuclear family, secular education and the automobile. The goal of a close reading of the visual and written texts selected for this course is to acquire a deeper understanding of how communities found in Africa react to modernity, to unearth dimensions of modernity that we may be unaware of, and to find value in incorporating fictional accounts dealing with modern thought into broader conversations about modernity. **Class is open to all students.** Students taking it for a French credit will read, discuss, and write about the texts in French.

Prerequisites: FRE-311 and FRE-312 (when enrolling as FRE-313); one ENG course at Wabash (when enrolling as ENG-300)

Credit: 1

Distribution: Literature/Fine Arts

BLS-300-01/ ENG-360-01: Slave Literature

The goal of the course is simple. We will N.K. Jemisin's *The Broken Earth Trilogy*! We will, also, view a few film/TV productions on slavery. Well, I guess we'll do a bit more than read and view these works, we will discuss them. Deeply. Students will probe and prod various modes of cultural productions in order to understand how slavery is being presented in our "post-slavery world." Is the representation of slavery in these works didactic, political, or moralistic? Moreover, are they "true"? If the truth of enslavement can be found in these works then what is the use of such truth for us today? In short, what are these books doing for (or to) the reader (us)? We will read and discuss materials populated with characters living in worlds where non-free and free persons struggle together and against forces and circumstances that they themselves didn't create but, rather, still are deeply committed to for good or ill. Because we are students of literature or, perhaps, despite this, we will deplore the tradecraft of literary criticism. Historical criticism, Deconstructionist, Marxist, Feminist, and Black literary theory are some of the tools used to tease out the meanings embedded within texts. We will use tools such as these in our readings and discussions. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: one ENG course from Wabash

Credit: 1

Distribution: Literature/Fine Arts

CHEMISTRY

CHE-371-01: Special Topics in Chemistry (Makerlab: Computer-Aided Design, Desktop Prototyping, and Coding Fundamentals for Chemists)

Digital modelling software, desktop fabrication devices, and integrated development boards are increasingly powerful tools for scientists and engineers. When combined, these pave the way for novel methods of molecular visualization, the creation of unique analytical instrumentation, and tooling of customized laboratory equipment. Rapid prototyping, based on parametric digital modelling, transcends the limitations of conventional tooling and commercially available components. Critical and creative thinking in the digital space opens the way for innovative design and problem solving. This class will focus on developing proficiency with these exciting new tools. Coursework will focus on introductory training to developing confidence in three main areas: (1) Parametric computer-aided design using the Autodesk Tinkercad and Fusion 360 software packages, (2) Fabrication of physical objects using 3D printers and high-power laser cutters, and (3) Coding for practical functionality within the Arduino

integrated development environment. Students will demonstrate competency via several collaborative projects, including the design and production of specialized molecular models, functional analytical instrumentation, and novel laboratory equipment. **Students selected by application.**

Prerequisite: CHE-241 (or CHE-211) and permission of the instructor

Credit: 1

CHE 421-01: Advanced Organic Chemistry (Medicinal Chemistry)

After learning the basic reactivity of functional groups in Organic Chemistry, it is important to consider specific applications of this knowledge. Even within the pharmaceutical industry, organic chemists involved in the stages of drug discovery and production have very different concerns and employ different strategies. We will look at the role of organic chemistry in the medicinal field through the pharmaceutical industry. **This one-half credit course meets three times a week for the first half of the semester.**

Prerequisite: CHE-321 or permission of the instructor

Credit: ½

CHE 421-02: Advanced Organic Chemistry (Natural Product Synthesis)

Earlier Organic Chemistry courses introduce synthesis as a way to make simple target compounds, but interesting natural products that are biologically active involve strategic planning and the development of reactions for key intermediates. We will walk through one natural product synthesis together, discussing a few key reactions and the thought process behind the overall strategy. **This one-half credit course meets three times a week for the second half of the semester.**

Prerequisite: CHE-321 or permission of the instructor

Credit: ½

CLASSICS

CLA-111-01: Greek Tragedy and the Human Condition

Everyone knows that Oedipus killed his father and married his mother, but fewer people know who Sophocles is and that he wrote a famous play about these events. In this class we will trace the mysterious history of the tragic genre, which was a specifically Athenian invention flowering in the 5th century B.C., through reading selected plays of Aeschylus, Sophocles, and Euripides. Our goal will be to see how these authors used mythological characters and narratives to create literary works that summarize in a highly concentrated way the nature of the human condition and the dark entanglements that are an integral part of it. The first few classes will provide information about history and methods of approaching the texts, but the central purpose is for students to discuss the tragedies and bring their individual reactions to the issues they find there. There will be regular quizzes, two short papers, and a final examination.

Prerequisite: none

Credit: 1

Distribution: Literature/Fine Arts

CLA-213-01 / HIS-310-01 / GHL-219-01: Medicine, Magic, Miracle: Healthcare in the Greco-Roman World

This course will survey major healers, theories, techniques, and tools for the practice of medicine in Greek and Roman antiquity. We'll look at how 'scientific' medicine developed in contrast to traditional beliefs that pointed to the gods as the cause of illness; we'll delve into Hippocratic medical treatises; we'll consider the devastating effects of plague and other epidemics; we'll visit alternatives such as temple healing and magic; and we'll ponder ancient ethical dilemmas that frame medical practice to this day, concerning, e.g., abortion and assisted suicide. The course is discussion based. Students will give

presentations and write a substantial research paper that they will present at the end of the semester. This course counts towards the Global Health minor.

Prerequisite: 1 course in Classics or permission of the instructor

Credit: 1

Distribution: Literature/Fine Arts (as CLA-213); History/Philosophy/Religion (as HIS-310)

ECONOMICS

ECO-277-01/ASI-277-01: The Economics of Asia

This is an introductory course on the economic development in East and South Asian Countries. The goal of this course is to explore the elements of emerging financial markets with a focus on the determinants and impact of capital flows, globalization, economic development, financing and financial crises. Several Asian economies experienced speedy economic growth in the last sixty to seventy years. After World War II, Japan was the first high-growth economy in Asia. And, it was quickly followed by a set of very diverse countries, for example, China, India, Hong Kong, Taiwan, Korea, Singapore and Vietnam. China and India had sudden emergence onto the world stage as active traders, investors, and consumers. Common characteristics of these countries' growth success are macroeconomic stability, relatively less inequality and investment in people, export promotion, etc. This course focuses on the economic characteristics and the development strategies of these Asian economies to examine similarities and differences among them, how the Asian regions grew from an agricultural area into a newly-developed area, and how the institutional environment supported the economic growth. Finally, it is worth noting that growth has also levied a toll on these countries' environment and has led to the rapid degradation of their natural resources.

Prerequisite: ECO-101

Credit: 1

Distribution: Behavioral Science

ECO-377-01: Investments

The goal of this course is to explore the theory and the empirical evidence for investment management. The major topics are elements of investments, securities markets, portfolio theory, debt securities, derivatives market and investment planning. It will provide the basic knowledge about the current financial markets, valuation of investment tools and different investment strategies. This course will help to develop the quantitative analytical skill that can be applied to a broad range of investment decisions and thus will require use of Excel and other statistical packages. After completing the course, students will be able to explain and apply the key concepts and techniques in Investments to their daily lives and be able to understand how they work. The students who want to develop their decision-making abilities in investments or are planning to start a career as investment professionals will find this course useful. The subject matter of this course is intended to complement two other courses (Money and Banking and/or Corporate Finance) through application of the concepts to real world scenarios.

Prerequisites: ECO-253, and 361 or 362

Credit: 1

Distribution: Behavioral Science

EDUCATION STUDIES

EDU-303-01/SOC-303-01/ BLS-270-03: Diversity and Multicultural Education

This course introduces students to a sociological study of diversity in the U.S. system of public education, with particular attention to schools as sites of social conservation and reproduction. Readings, discussions, and written assignments explore the ways in which opportunity and (in)equality that exist in the wider society are reflected and perpetuated by typical approaches in U.S. schools. These explorations of challenges for schools are accompanied by an examination of multicultural and inclusive curricula and instructional practices. We consider the theoretical underpinnings of multicultural education as well as examples of curricula and practices designed to ameliorate education inequities. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: FRT-101 and EDU-201

Credit: 1

Distribution: Behavioral Science

EDU-330-01: Studies in Urban Education

Using Memphis, TN as the context, students in this course will study a variety of issues related to urban education. The course culminates in a week-long immersion trip to Memphis (May 10-15), where students will work with host teachers in Memphis public schools. Additionally, students will have opportunities to job-shadow in organizations related to urban development, education policy, and youth services. Enrollment through Registrar's Office With permission from instructor. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisite: Permission from the instructor

Credit: ½

ENGLISH

ENG-108-01: War Poetry

War poetry has been called “a language made of blood.” It encompasses some of the most intensely-felt human experiences and emotions: grief, terror, boredom, love, guilt, loss. In this class, we will consider poetry written by soldiers, professional writers, civilians, and protesters. While our focus will be on WWI, Vietnam, and the ongoing wars in the Middle East, we will also read war poetry from the ancient world and from various other perspectives. We will work to explore the vast range of responses to warfare and to consider how poetry offers a unique space for these responses to unfurl. **This one-half credit course meets three times a week for the first half of the semester.**

Prerequisites: none

Credit: ½

Distribution: Literature/Fine Arts

ENG-108-02: Arthurian Legends

From the medieval period until today, the legend of King Arthur and his round table of knights has persisted in the cultural imagination. In this class, we will read some of the most lasting iterations of the Arthurian myths, including the 15th-century classic *Le Morte D'Arthur*, the 19th-century retelling *Idylls of the King*, and more modern retellings and films. The class takes as its thesis that each generation creates the Arthurian legends anew to reflect the spirit of the age. **This one-half credit course meets three times a week for the second half of the semester.**

Prerequisites: none

Credit: ½

Distribution: Literature/Fine Arts

ENG-180-01: Environmental Science Fiction

While science fiction often envisions alien civilizations and futuristic forms of technology, the genre has also been used to examine humanity's relationship to the natural world. In this course, we will analyze ways that authors like Ray Bradbury, Philip K. Dick, and Ursula K. Le Guin use the genre to respond to major environmental issues of the twentieth and twenty-first centuries—from the threat of nuclear fallout in the post-World War II era to climate change in the last few decades. We will also analyze the ecological use of the genre in films, video games, and other media.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ENG-180-02: The American Road Trip

Wanderlust is a defining feature of the American psyche. Americans invented the automobile and the drive-thru window. They built the Interstate Highway System and—shortly thereafter—left a car on the moon. In this course, we'll explore how roads, cars, and road trips function in American literature and culture, keeping a few pertinent questions on the dashboard as we go: do road trips allow Americans to cross borders of race, class, religion, gender, and sexual identity that they would otherwise not? Who is able to take road trips? Who stays at home? We'll read Jack Kerouac's *On the Road* (1957) and Walt Whitman's "Song of the Open Road" (1856). We'll watch Ridley Scott's film, *Thelma and Louise* (1991), and view the photographs of Robert Frank as he crosses the U.S. (*The Americans*, 1959). We'll follow escaped slaves, post-apocalyptic survivors, and our own eye for interstate exploration.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ENG-210: Writing for Video Games

Today's video games are interactive and immersive narrative experiences. They push traditional genre boundaries and can be powerful vehicles for empathy. This course will examine today's video games, looking at narrative elements such as characterization, plot, story, place, and point of view in an effort to develop proposals for your own narrative-based video games.

Prerequisites: ENG-110 or Permission of the Instructor

Credit: 1

Distribution: Language Studies

ENG-260-01/BLS-201-01: Introduction to Black Studies

The course will introduce students to the history, methodology and major problems in black studies. This survey will explore the interdisciplinary nature of black studies scholarship and the challenges it presents to traditional academic models. The issue of the politicization of the academy and the relationship between black scholarship production and service to the black community will also be covered. The course will draw from a number of literary sources (Toni Morrison, Houston Baker, Henry Louis Gates), cultural theorist (bell hooks, Mark Anthony Neal, Cornel West) and historical works (Nell Painter, John H. Franklin, Alberto Raboteau.) This course will serve students interested in the study of the black experience. All majors are welcomed. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ENG-260-02: Native American Literature

Early depictions of American Indians often came from white explorers, settlers, and authors with little understanding of the history and culture of indigenous groups. The stereotypes and misinformation

spread through their accounts were further reinforced by mid twentieth-century Hollywood films that portrayed the history of frontier expansion as a battle between cowboys and Indians, or “civilization” and “savagery.” In this course, we will analyze ways that Native American authors like D’Arcy McNickle, M. Scott Momaday, Leslie Marmon Silko, and Sherman Alexie have critiqued dominant depictions of American Indians circulating in American culture from the arrival of Europeans to the present. Often emboldened by shifts in American attitudes towards marginalized groups during historical moments like the economic crisis of the 1930s and the countercultural and black power movements of the 1960s, these and other Native American authors emphasized the richness and importance of indigenous customs and traditions as well as the effects that federal policies have had (and continue to have) on indigenous groups and their descendants. In addition to reading literary fiction, nonfiction, and poetry, we will also examine ways that Native American film, music, and art contribute to new understandings of the history and culture of American Indians. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ENG-270-01 / HSP-270-01: Latinx Culture on the Margins / At the Border: (Non)-Fictional Representations of the Self

This course will explore blended representations of U.S. Latinx identity through fiction, non-fiction, and film. We will draw connections between the theme and form of a literature, which in its mixing and blending of genres reflects the mixing and blending of diverse Latinx identities. We’ll consider the blurring of reality and fiction with texts such as Piri Thomas’s memoir *Down These Mean Streets* (1967), Junot Diaz’s autobiographical fiction *The Brief Wondrous Life of Oscar Wao* (2007). In Daisy Hernandez’s *A Cup of Water under My Bed* (2014) we’ll explore the intersectional marginalization that U.S. Latinx people undergo. Jim Mendiola’s quasi-documentary *Pretty Vacant* (1996) will help us continue to identify additional border identities. We’ll also examine at least one of Jaime Hernandez’s graphic novels from the 1980s to present in his *Love and Rockets* series, delving into Hernandez’s representation of himself as his female protagonist. Finally, we’ll consider the borders of alive/dead, human/machine, past/present, and present/future with Latinx futurisms in novels such as Salvador Plascencia’s *The People of Paper* (2005) and films such as Alex Rivera’s award-winning *Sleep Dealer* (2008), Lee Unkrich and Adrian Molina’s *Coco* (2017), and Robert Rodriguez’s cyborg film *Alita: Battle Angel* (2019) using Gloria Anzaldúa’s *Borderlands / La Frontera: The New Mestiza* (1987). **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ENG 270-02: Literary Adaptation

This course will examine literary adaptation of short stories, novels, or plays to film. Since the term “adaptation” implies changing, morphing, or translation a text into another aesthetic form, the course will focus not only on the differences of the two texts, but the process of that text’s adaptation into another form. In turn, we will learn how to read differently; that is, to expand our skills of textual analysis and theory to include the visual medium of film. We will also investigate how socio/historical/economic forces and audience expectation can shape a work’s reception in different contexts.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ENG-300-01/BLS-280-01/FRE-313-01: Modernity in African Fiction

This course will investigate how modernity is lived in contemporary Africa. Taking cues from works like Wole Soyinka’s *The Road*, Mariama Bâ’s *Une si longue lettre (So Long a Letter)*, Ousmane Sembene’s

“*Mandabi*” and Cyprien’s Ekwensi’s *Jagua Nana*, we will examine what modernity becomes when it reaches Africa. We will acknowledge the particularity of each narrative selected for this course, and closely study how each depicts the local reception of key metaphors of modernity such as capitalism, the city, individualism, the nuclear family, secular education and the automobile. The goal of a close reading of the visual and written texts selected for this course is to acquire a deeper understanding of how communities found in Africa react to modernity, to unearth dimensions of modernity that we may be unaware of, and to find value in incorporating fictional accounts dealing with modern thought into broader conversations about modernity. **Class is open to all students.** Students taking it for a French credit will read, discuss, and write about the texts in French.

Prerequisites: FRE-311 and FRE-312 (when enrolling as FRE-313); one ENG course at Wabash (when enrolling as ENG-300)

Credit: 1

Distribution: Literature/Fine Arts

ENG-310-01/THE-218-01: The Multicultural Stage

This course will examine multicultural and intercultural theater and performance both in the United States and around the world. From the shadow puppet theaters (piyingxi) of China to the Black Arts Repertory Theatre of Harlem, live performance has always expressed of the values, cultures, and histories of the diverse racial and ethnic groups in America and throughout the world. The course will be roughly divided into two sections: the first part of the course will focus on how theater has served as a way for members of historically-marginalized racial and ethnic groups to express identity in America. The second part of the course will offer an overview of the state of contemporary global performance.

Prerequisites: one English Literature Course at Wabash

Credit: 1

Distribution: Literature/Fine Arts

ENG-350-01/ART-210-01: Literature and Photography

“What tales might those pictures tell,” Walt Whitman once asked, “if their mute lips had the power of speech?” In English 350, we’ll explore how writers and artists have answered that question since photography’s invention in 1839—an event that changed the way we look at art. We’ll read photographs and photobooks. We’ll consider the many ways that photography and literature intersect: authors’ photos, illustrations, captions, photo albums, and sequential art. Throughout it all, we’ll ask how the talkative text responds to the silent image. We’ll even think about the etymology for the word *photograph*: writing with light. Your readings will stretch from the 19th to 21st centuries, including poems, essays, stories, and criticism. Writers and photographers will include Edgar Allan Poe, Walt Whitman, James Agee, Walker Evans, Natasha Trethewey, Duane Michals, Emily Dickinson, Adrienne Rich, Robert Frank, and Diane Arbus. We’ll ground ourselves with Susan Sontag’s *On Photography*. We’ll learn from Roland Barthes that all photographers are “agents of death” (*Camera Lucida*).

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

ENG-360-01 /BLS-300-01: Slave Literature

The goal of the course is simple. We will N.K. Jemisin’s *The Broken Earth Trilogy*! We will, also, view a few film/TV productions on slavery. Well, I guess we’ll do a bit more than read and view these works, we will discuss them. Deeply. Students will probe and prod various modes of cultural productions in order to understand how slavery is being presented in our “post-slavery world.” Is the representation of slavery in these works didactic, political, or moralistic? Moreover, are they “true”? If the truth of enslavement can be found in these works then what is the use of such truth for us today? In short, what are these books doing for (or to) the reader (us)? We will read and discuss materials populated with characters living in worlds where non-free and free persons struggle together and against forces and

circumstances that they themselves didn't create but, rather, still are deeply committed to for good or ill. Because we are students of literature or, perhaps, despite this, we will deplore the tradecraft of literary criticism. Historical criticism, Deconstructionist, Marxist, Feminist, and Black literary theory are some of the tools used to tease out the meanings embedded within texts. We will use tools such as these in our readings and discussions. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: one ENG course from Wabash

Credit: 1

Distribution: Literature/Fine Arts

FRENCH

FRE-313-01/ENG-300-01/BLS-280-01: Modernity in African Fiction

This course will investigate how modernity is lived in contemporary Africa. Taking cues from works like Wole Soyinka's *The Road*, Mariama Bâ's *Une si longue lettre (So Long a Letter)*, Ousmane Sembene's "*Mandabi*" and Cyprien's Ekwensi's *Jagua Nana*, we will examine what modernity becomes when it reaches Africa. We will acknowledge the particularity of each narrative selected for this course, and closely study how each depicts the local reception of key metaphors of modernity such as capitalism, the city, individualism, the nuclear family, secular education and the automobile. The goal of a close reading of the visual and written texts selected for this course is to acquire a deeper understanding of how communities found in Africa react to modernity, to unearth dimensions of modernity that we may be unaware of, and to find value in incorporating fictional accounts dealing with modern thought into broader conversations about modernity. **Class is open to all students.** Students taking it for a French credit will read, discuss, and write about the texts in French.

Prerequisites: FRE-311 and FRE-312 (when enrolling as FRE-313); one ENG course at Wabash (when enrolling as ENG-300)

Credit: 1

Distribution: Literature/Fine Arts

GENDER STUDIES

GEN-209-01/PSY-110-01: Sex, Drugs, and Violence

Through the lens of psychological research, this course will introduce students to both mainstream and taboo topics related to sex, drugs, and violence. We will explore both contemporary and historical issues; how one might conduct and interpret research; and how both an individual's mental health and society might be affected by sex, drugs, and violence. Specific topics that we might discuss, read, and learn about throughout the semester include: video game research, addiction, pornography, school shootings, historical research on LSD, current research on ketamine and depression, spanking children, sexuality, female orgasms, electronic cigarettes, and much more. This course will be beneficial to both psychology majors and non-majors alike.

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

GEN-230-01/HIS-230-01: History of Sex and Gender in Modern Europe

In this course, students will study issues related to gender and sexuality in modern European history, 1750-present. Students will examine how historians use gender as a category of analysis to understand interpretations of sex and bodily health, scientific developments, labor practices, political

systems, and culture more generally. Rather than moving in a strictly chronological fashion our course readings will be topical and chronological. The class includes readings on masculinity and warfare (WWI and the Nazi period); medical treatments for venereal diseases; sex and sexuality in the 19th century city; fears surrounding masturbation; regulation of prostitution; and historical interpretations of men's and women's social roles. Most of the course content focuses on the history of gender and sexuality in Britain, France, and Germany. There will be two exams and several short papers over course readings. **This course will satisfy the Diversity Requirement for the PPE major.**

Credit: 1

Distribution: History/Philosophy/Religion

GEN-231-01/PPE-231-01/PSC-231-01: The Family, Gender, & Politics

Does the family trap people in particular roles? Does a citizen's attachment to his family threaten the power of the state? Or does the family help facilitate a relationship between the individual and society by teaching social values? The Family, Gender, and Politics will explore competing understandings of the family and its impact on political life. The course will trace interpretations of the family from those that require highly differentiated gender roles to those that aspire to more egalitarian roles. We will ask how politics impacts the changing modern family, critically exploring different policy approaches to contemporary issues relating to the family.

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

GEN-302-01/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. In the twentieth-century, the association of sports with masculinity and its promotion of physical strength, courage, and will power made sport an integral part of student-life at American universities and military academies. While the link between sport and war strengthened the fighting prowess of the modern American military, contributing to the perception of US world dominance, it also shaped strict definition and image of masculinity. 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. Course readings will combine primary and secondary source documents to encourage critical inquiry and engagement with defining issues of historical significance in the development of modern American society.

Prerequisites: ½ credit in HIS at Wabash

Credit: 1

Distribution: History/Philosophy/Religion

GEN-303-01/RHE-370-01: Media and the Body

This course will explore the diverse ways that we talk about—and through—our bodies. Our bodies function as a primary medium for communication: our voices resound, our ears listen, our fingers touch, our knees kneel, our eyes connect, our genitals provoke. Sensation is at the heart of embodied communication. Our abilities to see, hear, smell, taste, and touch both invite particular forms of communication and, too, limit our ability to persuade others. Likewise, bodies are omnipresent in media. Depictions of bodies engaging in myriad activities serve to entertain, inspire, convince, and attack. Media

show us bodies at work and at play—sweating in the fields and naked in the throes of passion. Still further, our bodies are fundamentally changed by the media and technologies we use, from headphones and smart watches to vibrators and pharmaceuticals like birth control. Finally, certain bodies (or parts of bodies) are prevented from communicating or being discussed at all. Bodies—and the identities (gender, sexuality, race, ability) they exhibit—can be silenced by other bodies. This course will draw upon recent scholarship in rhetoric, media studies, gender studies, and queer theory. Students will engage in close investigation and discussion of readings, will analyze mediated texts, and will compose and present an original research project.

Prerequisites: FRT-101

Credit: 1

Distribution: Literature/Fine Arts

GERMAN

GER-302-01: Introduction to Literature

Students who have previously taken this course may register for this instance with an enhanced set of requirements for essays and other assessments

Prerequisites: GER-301

Credit: 1

Distribution: Literature/Fine Arts; Foreign Language

GER-312-01: Die Dekadenz Babylons: Weimar Culture and Tykwer's "Babylon Berlin"

100 years ago, the first true representative democracy in Germany, the Weimar Republic (1919-1933), was established out of the trauma of the First World War. With it, a flurry of societal, cultural, and political changes were unleashed, as well as backlashes to those changes. While many celebrated transformations in woman's legal and gender roles, mass media, and Berlin's exuberant night and queer scene, many others saw German society succumbing to *Dekadanz* and decline. In this course, we will examine this time of *Dekadanz* specifically through Tom Tykwer's hit television mini-series "Babylon Berlin" (Sky/Netflix 2017-), a crime drama set in late 1920s Berlin. The story follows Gereon Rath, a police detective sent on assignment to Berlin, and Charlotte Ritter, a working-class woman extensively involved in night life. Along the way, we will also delve deeper into particular themes, such as discourses of trauma, political radicalism, the avant-garde, shifts in sexuality and gender, and conspiracy theories, before finally asking how we should value *Dekadanz*.

Prerequisites: GER-301 and GER-302

Credit: 1

Distribution: Literature/Fine Arts

GLOBAL HEALTH

GHL-177-01/BIO-177-01: Global Health

The multidisciplinary issues of global health confront everyone on the planet. This course will introduce critical issues and key themes in global health from basic principles to disease burden to collaborative efforts to improve global health. Particular attention will be given to the connection between parasitic-infectious disease and poverty, social determinants of health, and the global burden of disease. Cultural, economic and ethical issues in global health will be discussed. **An immersion component following this class is planned for travel to Peru, July 31 -- August 13, 2020 (dates subject to change), and will likely involve travel to urban, mountain, and rainforest areas. Students should expect to make a**

financial contribution toward the trip. Grades for this course will be recorded as “incompletes” until after the summer immersion trip. Enrollment in the course is limited, competitive, and by application through the instructor; contact Prof. Eric Wetzel (wetzele@wabash.edu) if interested. This course counts toward the Global Health minor; however, it does NOT count toward the major in Biology. Prerequisites: BIO-101 or 111, or the consent of the instructor. Preference may be given to students who have some background in either Spanish, economics, political science, or global health.

GHL-219-01 / HIS-310-01 / CLA-213-01: Medicine, Magic, Miracle: Healthcare in the Greco-Roman World

This course will survey major healers, theories, techniques, and tools for the practice of medicine in Greek and Roman antiquity. We'll look at how 'scientific' medicine developed in contrast to traditional beliefs that pointed to the gods as the cause of illness; we'll delve into Hippocratic medical treatises; we'll consider the devastating effects of plague and other epidemics; we'll visit alternatives such as temple healing and magic; and we'll ponder ancient ethical dilemmas that frame medical practice to this day, concerning, e.g., abortion and assisted suicide. The course is discussion based. Students will give presentations and write a substantial research paper that they will present at the end of the semester. This course counts towards the Global Health minor.

Prerequisite: 1 course in Classics or permission of the instructor

Credit: 1

Distribution: Literature/Fine Arts (as CLA-213); History/Philosophy/Religion (as HIS-310)

HISPANIC STUDIES

HSP-270-01/ENG-270-01: Latinx Culture on the Margins / At the Border: (Non)-Fictional Representations of the Self

This course will explore blended representations of U.S. Latinx identity through fiction, non-fiction, and film. We will draw connections between the theme and form of a literature, which in its mixing and blending of genres reflects the mixing and blending of diverse Latinx identities. We'll consider the blurring of reality and fiction with texts such as Piri Thomas's memoir *Down These Mean Streets* (1967), Junot Diaz's autobiographical fiction *The Brief Wondrous Life of Oscar Wao* (2007). In Daisy Hernandez's *A Cup of Water under My Bed* (2014) we'll explore the intersectional marginalization that U.S. Latinx people undergo. Jim Mendiola's quasi-documentary *Pretty Vacant* (1996) will help us continue to identify additional border identities. We'll also examine at least one of Jaime Hernandez's graphic novels from the 1980s to present in his *Love and Rockets* series, delving into Hernandez's representation of himself as his female protagonist. Finally, we'll consider the borders of alive/dead, human/machine, past/present, and present/future with Latinx futurisms in novels such as Salvador Plascencia's *The People of Paper* (2005) and films such as Alex Rivera's award-winning *Sleep Dealer* (2008), Lee Unkrich and Adrian Molina's *Coco* (2017), and Robert Rodriguez's cyborg film *Alita: Battle Angel* (2019) using Gloria Anzaldúa's *Borderlands / La Frontera: The New Mestiza* (1987). **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

HSP-300-01/HIS-350-01: Food in Latin American History

Students in this seminar will research the impact of food on Latin American history, broadly conceived. The production, consumption, environmental context, cultural philosophy and economics of food will be considered. Food Studies in the past several years has matured into a serious academic field, and students will be engaging primary and secondary literature from a variety of disciplines in the seminar. Pre-

colonial, colonial and independent period histories will be examined from a variety of disciplinary standpoints. Students will write reviews of key literature in the field, and will also produce a significant (20 page) term paper on a topic of their choice in the field of Latin American Food History. These projects will be presented to the Wabash community during a lunch session later in the semester. Finally, the course will require participation in several “labs,” as students will learn about food history through cooking.

Prerequisites: one course in Latin American history or permission of the instructor

Credit: 1

Distribution: History/Philosophy/Religion

HSP-312-01/SPA-312-01: Studies in Hispanic Culture: History of Mexican Cinema

Taught in English. “The History of Mexican Cinema” examines the historical, political, and theoretical development of Mexican Cinema. Students in the course will see and discuss one film a week. These landmark films will help us see the development of the important film makers and stars, as well as key moments in the political and theoretical understanding of a national cinema beyond the United States. This course counts toward the Spanish major and minor, but is also open to any student interested in film and Hispanic culture. We will watch the films as a group on Tuesdays, and discuss them on Thursdays. Please note that due to the length of some films, class on some Tuesdays will end past the regular hour.

Prerequisites: SPA-301 and SPA-302

Credit: 1

Distribution: Literature/Fine Arts

HISTORY

HIS-200-01/PSC-210-02: Citizens and Aliens: The History of Immigration Policy in the U.S.

In this course, we will examine, discuss, and analyze American immigration policy, and the twin concepts it created: the citizen and the alien. We will start our inquiry in the mid-nineteenth century by tracing how ideas about immigration developed from state laws into federal statutes. We will examine the establishment, expansion, and contraction of federal legislation through the twentieth century, and will conclude by looking at the Immigration Record and Control Act of 1986, the most recent comprehensive immigration reform enacted in the United States. Through our primary and secondary readings, we will consider the political, economic, and racial dimensions of migration and how they have created enduring legacies that continue to inform American immigration policy to this day. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion

HIS-230-01/GEN-230-01: History of Sex and Gender in Modern Europe

In this course, students will study issues related to gender and sexuality in modern European history, 1750-present. Students will examine how historians use gender as a category of analysis to understand interpretations of sex and bodily health, scientific developments, labor practices, political systems, and culture more generally. Rather than moving in a strictly chronological fashion our course readings will be topical and chronological. The class includes readings on masculinity and warfare (WWI and the Nazi period); medical treatments for venereal diseases; sex and sexuality in the 19th century city; fears surrounding masturbation; regulation of prostitution; and historical interpretations of men's and women's social roles. Most of the course content focuses on the history of gender and sexuality in Britain, France, and Germany. There will be two exams and several short papers over course readings. **This course will satisfy the Diversity Requirement for the PPE**

major.

Credit: 1

Distribution: History/Philosophy/Religion

HIS-240-01: War Stories, Remembering Vietnam: Introduction to Oral History

The Vietnam War damaged the trust between the American people and the U.S. government and caused many Americans to question the purpose of military power and conflict. In numerous small towns across America including Crawfordsville, declining economic opportunities collided with traditional notions of patriotism, service, and masculinity to send local youth to the war effort at disproportionate rates. At the same time, on college campuses, young men and women avoided the war and engaged in antiwar protests. Although Wabash College and the Crawfordsville community have often operated as two independent societies segregated along lines of class and opportunity, the Vietnam War and the call to serve widened the divide, juxtaposing local ideas about service, sacrifice and manhood with changing values about the meaning of patriotism, war and masculinity. Some Wabash students including Michael J. Hall and Philip Ducat, enlisted, fought, and died in Vietnam alongside five of their Crawfordsville community peers. Other Wabash men, distanced themselves from the pressures of war and protested against a war they saw as unjust. The “fundamental difference, “between those who serve and those who learn Wabash student Steve Shraber struggled to explain to his Wabash brothers, was “they could kill and we know we can’t.” Through the collection of oral history narratives of local Vietnam War Veterans, this course will study changing ideas about patriotism, masculinity and service in the Vietnam War era. Students are trained in oral history interviewing techniques, transcription, and the representation of oral evidence. Using the Vietnam War as a guide, the class will read theoretical material about collective memory, the relationship between memory and history, generational memory, trauma and memory, and the challenges and possibilities of co-creating oral narrative as history. Students will audit transcriptions, listen to audio interviews and oral history podcasts as they evaluate how co-creating an interview impacts its meaning. They also engage in listening exercises to deepen their ability to co-create nuanced oral histories. Each student will conduct a series of interviews with selected people associated with the Vietnam War including local Vietnam War veterans, and edit the texts for digital publication.

Prerequisites: Two of the following courses: HIS-101, 102, 241, 242, or 243

Credit: 1

Distribution: History/Philosophy/Religion

HIS-260-01/ASI-112-01: Topics Asian History: Beijing: Past, Present, and Future

Beijing, China’s capital, is one of the world’s most populous cities and a remarkable hybrid of old and new. This interdisciplinary course traces the history and culture of Beijing from the thirteenth century to the present, investigating how historical events, politics, and urban planning have shaped the city’s character and the lives of its everyday people. We will analyze how Beijing has been portrayed in literature, film, and other media. We will also consider how larger trends like urbanization and global capitalism are shaping Beijing in new ways. **This course includes a 2-week immersion trip to Beijing in May. Enrollment by instructor permission only.**

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts (as ASI-112); History/Philosophy/Religion (as HIS-260)

HIS-340-01/GEN-302-01: 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. In the twentieth-century, the association of sports with masculinity and its promotion of physical strength, courage, and will power made sport an integral part of student-life at

American universities and military academies. While the link between sport and war strengthened the fighting prowess of the modern American military, contributing to the perception of US world dominance, it also shaped strict definition and image of masculinity. 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. Course readings will combine primary and secondary source documents to encourage critical inquiry and engagement with defining issues of historical significance in the development of modern American society.

Prerequisites: ½ credit in HIS at Wabash

Credit: 1

Distribution: History/Philosophy/Religion

HIS-350-01/HSP-300-01: Food in Latin American History

Students in this seminar will research the impact of food on Latin American history, broadly conceived. The production, consumption, environmental context, cultural philosophy and economics of food will be considered. Food Studies in the past several years has matured into a serious academic field, and students will be engaging primary and secondary literature from a variety of disciplines in the seminar. Pre-colonial, colonial and independent period histories will be examined from a variety of disciplinary standpoints. Students will write reviews of key literature in the field, and will also produce a significant (20 page) term paper on a topic of their choice in the field of Latin American Food History. These projects will be presented to the Wabash community during a lunch session later in the semester. Finally, the course will require participation in several “labs,” as students will learn about food history through cooking.

Prerequisites: one course in Latin American history or permission of the instructor

Credit: 1

Distribution: History/Philosophy/Religion

HUMANITIES

HUM-295-01/ART-210-02/REL-295-01: Religion and Representations of the Holocaust

This course examines different representations of the Holocaust in theology, literature, film, and art. Some of the questions and concerns the course raises includes: What are the limits to representing suffering and trauma? Is it legitimate to write poetry and fiction, paint and compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs and erect monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and the violence associated with it? What do representations of the atrocities of the Holocaust convey to later generations of Jews and Christians? Can Holocaust experiences be understood and interpreted in religious terms? This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects as they grapple with these questions in response to the Holocaust. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion (as REL-295); Literature/Fine Arts (as ART-210)

HUM-296-01/REL-296-01: Parables in Jewish and Christian Traditions

This course examines the parable as a distinctive literary form employed by Jews and Christians to communicate profound religious truths. Parables are subversive stories, word images that challenge conventional theological and moral perceptions. By design, the parable's enigmatic and riddling character presses readers to the limits of reason, belief, and action. The course investigates how parables work linguistically and literarily, who employs them, how readers defend against them, and why religious traditions worth their salt both need and resist them. Among the ancient and modern Jewish and Christian parables to be studied are Jesus and the Gospel writers, the Rabbis and Hasidim, Kierkegaard and Kafka, Wiesel and Buber, Cohen and Crossan. We will also examine visual parables in the artwork of post-Holocaust painter Samuel Bak and in the film "Fight Club." The course engages the study of literature, Jewish and Christian theology, art, and religious responses to the modern world. One credit. No prerequisites.

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion

MATHEMATICS

MAT-106-01: Topics in Contemporary Math - Financial Mathematics

The first half of the course focuses on mathematical approaches to analyzing bonds, in particular the sorts of issues a portfolio manager would be interested in. Topics covered include the time value of money, bond pricing for option-free bonds, yield measures, the yield curve, spot rates, forward rates, return analysis, and duration as a measure of price volatility. The second half of the course deals with mathematical issues associated with financial derivatives. This course does not count toward the mathematics major or minor. It will count toward the mathematics and science distribution or the quantitative literacy requirements.

Prerequisites: none

Credit: 1

Distribution: Quantitative Literacy

MAT-106-02/PSC-220-01: Topics in Contemporary Math - The Mathematics of Voting and Electoral Systems

Voting and elections are the cornerstone of every democracy. They are how we the people tell the government what we want. Yet, complaints about the electoral process are as old as democracy itself. Even today – especially today – issues like Gerrymandering and the Electoral College have us questioning whether or no ordinary citizens really are qualified to make political decisions.

“The people who cast the votes decide nothing. The people who count the votes decide everything.” – Joseph Stalin

In this course, we will exam the variety of ways that voters decide and votes are counted. Are some electoral systems better than others? Are some fairer than others? Are those even the same thing? One unique feature of this course is that we will examine these issues from political and mathematical perspectives. Can math help us measure the proportionality, fairness, efficiency or effectiveness of a political system? Can it help us find solutions for the democratic dilemma? This course is cross-listed as MAT-106 and PSC-220. As such, it can be used to satisfy the Quantitative Skills, Quantitative Literacy, or Behavioral Science distribution credits.

Prerequisites: none

Credit: 1

Distribution: Quantitative Literacy (as MAT-106); Behavioral Science (as PSC-220)

MUSIC

MUS-204-01: Music Videos: History and Analysis

Since the early 1980s music videos have impacted the way audiences listen to music. The music video as a genre has changed significantly since its inception as has its relationship to pop songs. This is the result of many factors, including technology, industry, changing tastes of the public, and changing expectations for artists. In this class students will examine the cultural history of the music video and develop methods for formal analysis. We will analyze videos that represent key moments in the medium's history and development, but the students and their experiences will largely determine the videos we discuss. No prerequisites are required for this course.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

MUS-204-02/ASI-204-01/HIS 260-02: Special Topics: Music in East Asian Cultures

This course, for all students regardless of their background, offers an introductory survey of East Asian musical instruments and their contextual significance in society. Beyond the instruments and their roles in producing musical sound, the course will examine significant ceremonies, rites, and rituals enhanced by music. In addition to being applicable to the distribution requirements, the course serves as a forum for learning about the historical connections that led to the interrelated adoptions and adaptations of musical styles and genres among the Chinese, Indian, Indonesian, Japanese, Korean, and Taiwanese (music) cultures.

Prerequisites: Permission of the instructor

Credit: 1

Distribution: Literature/Fine Arts (as ASI-204 or MUS-204); History/Philosophy/Religion (as HIS-260)

PHILOSOPHY

PHI 109-01: Perspectives on Philosophy: Videogames and Philosophy

This course will serve as an introduction to philosophy by means of thinking about videogames. On the one hand, this means that thinking about videogames can help us to shed light on perennial philosophical questions. For example: Who are we? Do we have a choice in this matter? What is freedom, and what does it mean to say that we are free to act as we choose? What is real, and how do we know about it? On the other hand, work in philosophy can help us to consider important questions concerning videogames. For instance: What distinguishes videogames from other kinds of artworks? For that matter, does it make sense to think of videogames as works of art? Is it immoral to play videogames with violent or misogynist content? Can playing videogames be an important part of a good life? To tackle these questions, we will consider some important works of classical and contemporary philosophers, and we will play a number of recent games from a philosophically engaged perspective.

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion

PHI-319-01/PSC-330-01/PPE-329-01: Thinking with Arendt

In her report on Adolf Eichmann's trial in Jerusalem, Arendt points to two character flaws that allow Eichmann to become the architect of the plans that resulted in the murder of six million Jews during the Second World War. First "was his almost total inability to look at anything from the other fellow's point of view," and second his "inability to think." It was these flaws that led Arendt to see in Eichmann the personification of the "banality of evil." If evil acts can be done not out of malicious intent but because

of the failure to think, then each of us is much more susceptible to evil than we might want to think. This course is structured to think about how thinking could be a bulwark against evil. In *The Life of the Mind*, Arendt writes, “Could the activity of thinking as such, the habit of examining whatever happens to come to pass or to attract attention, regardless of results or specific content, could this activity be among the conditions that make men abstain from evil-doing or even actually “condition” them against it?” We will read *Eichmann in Jerusalem*, *The Life of the Mind*, Arendt’s *Lectures on Kant’s Political Philosophy*, her most well-known work *The Human Condition* and more.

Prerequisites: One of the following – PSC-131, PSC-230, PHI-110, 240, or 242, or by permission from the professor

Credit: 1

Distribution: History/Philosophy/Religion (as PHI-319); Behavioral Science (as PSC-230)

PHILOSOPHY, POLITICS, AND ECONOMICS

PPE-231-01/PSC-231-01/GEN-231-01: The Family, Gender, & Politics

Does the family trap people in particular roles? Does a citizen's attachment to his family threaten the power of the state? Or does the family help facilitate a relationship between the individual and society by teaching social values? The Family, Gender, and Politics will explore competing understandings of the family and its impact on political life. The course will trace interpretations of the family from those that require highly differentiated gender roles to those that aspire to more egalitarian roles. We will ask how politics impacts the changing modern family, critically exploring different policy approaches to contemporary issues relating to the family. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

PHI-319-01/PSC-330-01/PPE-329-01: Thinking with Arendt

In her report on Adolf Eichmann’s trial in Jerusalem, Arendt points to two character flaws that allow Eichmann to become the architect of the plans that resulted in the murder of six million Jews during the Second World War. First “was his almost total inability to look at anything from the other fellow’s point of view,” and second his “inability to think.” It was these flaws that led Arendt to see in Eichmann the personification of the “banality of evil.” If evil acts can be done not out of malicious intent but because of the failure to think, then each of us is much more susceptible to evil than we might want to think. This course is structured to think about how thinking could be a bulwark against evil. In *The Life of the Mind*, Arendt writes, “Could the activity of thinking as such, the habit of examining whatever happens to come to pass or to attract attention, regardless of results or specific content, could this activity be among the conditions that make men abstain from evil-doing or even actually “condition” them against it?” We will read *Eichmann in Jerusalem*, *The Life of the Mind*, Arendt’s *Lectures on Kant’s Political Philosophy*, her most well-known work *The Human Condition* and more.

Prerequisites: One of the following – PSC-131, PSC-230, PHI-110, 240, or 242, or by permission from the professor

Credit: 1

Distribution: History/Philosophy/Religion (as PHI-319); Behavioral Science (as PSC-230)

PHYSICS

PHY-278-01: Physics of the Manhattan Project

This course will explore the physics, history, and ongoing impacts of the development of nuclear weapons. Topics to be addressed include atomic and nuclear structure, nuclear fission, criticality, and radioactivity. Students in this course should have some knowledge of quantum mechanics and be at least familiar with differential equations.

Prerequisites: PHY-210 or CHE-351

Credit: 1

POLITICAL SCIENCE

PSC-210-01/RHE-270-02: Rhetoric of U.S. Social Movements

Why do people join social movements? How do people use rhetoric in movements to achieve their goals? What impact and legacy do U.S. social movements have? What are the best practices for movement organizers and members? These are some of the questions this course will address as it examines theories of social movements and applies them to a variety of cases. The course will engage primary texts from historical and contemporary movements as well as secondary, scholarly texts from fields such as rhetoric, sociology, and political science. Students will undertake independent research about the rhetorical strategies and tactics of social movements, culminating in an essay and class presentation.

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

PSC-210-02/HIS-200-01: Citizens and Aliens: The History of Immigration Policy in the U.S.

In this course, we will examine, discuss, and analyze American immigration policy, and the twin concepts it created: the citizen and the alien. We will start our inquiry in the mid-nineteenth century by tracing how ideas about immigration developed from state laws into federal statutes. We will examine the establishment, expansion, and contraction of federal legislation through the twentieth century, and will conclude by looking at the Immigration Record and Control Act of 1986, the most recent comprehensive immigration reform enacted in the United States. Through our primary and secondary readings, we will consider the political, economic, and racial dimensions of migration and how they have created enduring legacies that continue to inform American immigration policy to this day. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion

PSC-220-01/MAT-106-02: Topics in Contemporary Math - The Mathematics of Voting and Electoral Systems

Voting and elections are the cornerstone of every democracy. They are how we the people tell the government what we want. Yet, complaints about the electoral process are as old as democracy itself. Even today – especially today – issues like Gerrymandering and the Electoral College have us questioning whether or no ordinary citizens really are qualified to make political decisions.

“The people who cast the votes decide nothing. The people who count the votes decide everything.” – Joseph Stalin

In this course, we will exam the variety of ways that voters decide and votes are counted. Are some electoral systems better than others? Are some fairer than others? Are those even the same thing? One

unique feature of this course is that we will examine these issues from political and mathematical perspectives. Can math help us measure the proportionality, fairness, efficiency or effectiveness of a political system? Can it help us find solutions for the democratic dilemma? This course is cross-listed as MAT-106 and PSC-220. As such, it can be used to satisfy the Quantitative Skills, Quantitative Literacy, or Behavioral Science distribution credits.

Prerequisites: none

Credit: 1

Distribution: Quantitative Literacy (as MAT-106); Behavioral Science (as PSC-220)

PSC-231-01/GEN-231-01/PPE-231-01: The Family, Gender, & Politics

Does the family trap people in particular roles? Does a citizen's attachment to his family threaten the power of the state? Or does the family help facilitate a relationship between the individual and society by teaching social values? The Family, Gender, and Politics will explore competing understandings of the family and its impact on political life. The course will trace interpretations of the family from those that require highly differentiated gender roles to those that aspire to more egalitarian roles. We will ask how politics impacts the changing modern family, critically exploring different policy approaches to contemporary issues relating to the family. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

PSC-312-01: Parties, Elections, & Pressure Groups

Though they were hardly central to the original design of the American political system, political parties, elections, and pressure (or interest, or advocacy) groups – hereafter PEGs – have become essential to politics and government in the United States. In this course, we'll examine how that came to be, the role PEGs play in contemporary U.S. politics, and the implications for American democracy. This course offering is timed to coincide with the nomination stage of the 2020 presidential election, which will be a major focus of our seminar-style discussions and other course work. Prerequisites: PSC-111 or instructor permission.

Prerequisite: PSC-111

Credit: 1

Distribution: Behavioral Science

PSC-330-01/PPE-329-01/ PHI-319-01: Thinking with Arendt

In her report on Adolf Eichmann's trial in Jerusalem, Arendt points to two character flaws that allow Eichmann to become the architect of the plans that resulted in the murder of six million Jews during the Second World War. First "was his almost total inability to look at anything from the other fellow's point of view," and second his "inability to think." It was these flaws that led Arendt to see in Eichmann the personification of the "banality of evil." If evil acts can be done not out of malicious intent but because of the failure to think, then each of us is much more susceptible to evil than we might want to think. This course is structured to think about how thinking could be a bulwark against evil. In *The Life of the Mind*, Arendt writes, "Could the activity of thinking as such, the habit of examining whatever happens to come to pass or to attract attention, regardless of results or specific content, could this activity be among the conditions that make men abstain from evil-doing or even actually "condition" them against it?" We will read *Eichmann in Jerusalem*, *The Life of the Mind*, Arendt's *Lectures on Kant's Political Philosophy*, her most well-known work *The Human Condition* and more.

Prerequisites: One of the following – PSC-131, PSC-230, PHI-110, 240, or 242, or by permission from the professor

Credit: 1

Distribution: History/Philosophy/Religion (as PHI-319); Behavioral Science (as PSC-230)

PSC-340-01: Oppression, Terror, and Reconciliation: The Politics of Northern Ireland

Over 3,500 people were killed during the “Troubles” of Northern Ireland (1968-1998), a conflict in the heart of Europe that was defined by terrorist bombings, paramilitary gunfights, and military occupation. It pitted Republican Catholics, who wanted the six counties of Northern Ireland to rejoin the Republic of Ireland, against Unionist Protestants, who believed those counties should remain part of the United Kingdom. This course aims to serve as a deep-dive case study of what was to become one of the most enduring political conflicts of the 20th Century. It will cover the background and history of the conflict, including its roots in the emigration of Protestants from England in the 17th century and the period of the “Troubles” itself. It will also examine events and issues that have arisen since the 1998 Good Friday Agreement which formally ended hostilities, including concerns over Brexit’s potential impact on lasting stability. We will explore these issues through the lenses of history and political science, and we will do so both in the classroom and in an immersion experience over Spring Break. The immersion experience will provide students with the opportunity to see where much of this history has taken place (Dublin, Belfast, Londonderry/Derry) and most importantly, to engage in conversations with individuals who lived through the Troubles, from everyday citizens to active participants in the violence. **Immersion Course, enrollment by instructor permission.**

Prerequisites: PSC-121 or PSC-141, and permission of the instructor

Credit: 1

Distribution: Behavioral Science

PSYCHOLOGY

PSY-110-01/GEN-209-01: Special Topics: Sex, Drugs and Violence

Through the lens of psychological research, this course will introduce students to both mainstream and taboo topics related to sex, drugs, and violence. We will explore both contemporary and historical issues; how one might conduct and interpret research; and how both an individual’s mental health and society might be affected by sex, drugs, and violence. Specific topics that we might discuss, read, and learn about throughout the semester include: video game research, addiction, pornography, school shootings, historical research on LSD, current research on ketamine and depression, spanking children, sexuality, female orgasms, electronic cigarettes, and much more. This course will be beneficial to both psychology majors and non-majors alike.

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

PSY-210-01: Special Topics: The Psychology of Sport

In this course, students will explore the psychological forces at work in and around competitive sports. Topics will include, but not be limited to, tradition and ritual, fandom, gambling, locker-room dynamics, concussions, youth competition, advanced statistical analytics, and the science of high-level athletic performance. The course will intersect several major subdisciplines of psychology, including cognition, development, neuroscience, statistics, health psychology, and social psychology.

Prerequisites: At least one course credit in PSY

Credit: 1

Distribution: Behavioral Science

RELIGION

REL 273 -01: Theologies of the Protestant Reformation

The social movement spawned by Martin Luther's (1483-1546) protests against certain church practices and theologies in the later Middle Ages led to more upheaval and creativity than in any other period in history. This course will examine the causes of the Protestant Reformation, explore key texts of Luther's theological writings, and analyze what the effects have been, for good or ill, of the movement's legacy. Special attention will be given to Luther's writings on freedom and the relationship of the church to the temporal authority (what we would call the "state".) We also will compare those views with the views of other reformers, such as Calvin, Zwingli and Muntzer.

Prerequisites: REL-171 or 172 recommended, but not required

Credits: 0.5 (First Half-Semester Course)

Distribution: History, Philosophy, Religion

REL 273-02: Bonhoeffer and the Church Struggle against Nazism

Dietrich Bonhoeffer (1906-1945) was one of the greatest theologians of the 20th century, despite dying an early death at the hands of the Nazis. A Lutheran pastor and near-pacifist, he was involved with a plot to assassinate Hitler and was hanged for it, but not before producing a number of fascinating theological works about community, vocation, discipleship and politics. In this course we will learn about his remarkable life as well as engage key texts from his theological writings.

Prerequisites: REL-171 or 172 recommended, but not required

Credits: 0.5 (Second Half-Semester Course)

Distribution: History, Philosophy, Religion

REL-280-01: Lew Wallace and American Religion

Crawfordsville's own Lew Wallace wore many hats: attorney, artist, Union general in the Civil War, governor of the New Mexico Territory, and famous author. Wallace's *Ben Hur: A Tale of the Christ* (1880) was by most accounts either the first or second best-selling American novel of the nineteenth century, and it had a long afterlife on stage and in many feature films. In this seminar, we will examine Wallace's life and legacy, along with what *Ben Hur* and his other works reveal about American religion and culture in his era and beyond.

Prerequisites: none

Credit: 1

Distribution: History, Philosophy, Religion

REL-280-02 Jesus in America

This seminar will examine portrayals of Jesus in American history, religion, and culture. From God incarnate to compassionate friend, liberator to countercultural icon, baby in a manger to personal savior, Jesus has been represented in numerous ways in the American context. Utilizing stories, histories, films, and art, we will analyze changing American perceptions of Jesus and their role in American history and culture.

Prerequisites: none

Credit: 1

Distribution: History, Philosophy, Religion

REL-295-01/HUM-295-01/ART-210-02: Religion and Representations of the Holocaust

This course examines different representations of the Holocaust in theology, literature, film, and art. Some of the questions and concerns the course raises includes: What are the limits to representing suffering and trauma? Is it legitimate to write poetry and fiction, paint and compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs and erect

monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and the violence associated with it? What do representations of the atrocities of the Holocaust convey to later generations of Jews and Christians? Can Holocaust experiences be understood and interpreted in religious terms? This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects as they grapple with these questions in response to the Holocaust. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion (as REL-295); Literature/Fine Arts (as ART-210)

REL-296-01/HUM-296-01: Parables in Jewish and Christian Traditions

This course examines the parable as a distinctive literary form employed by Jews and Christians to communicate profound religious truths. Parables are subversive stories, word images that challenge conventional theological and moral perceptions. By design, the parable's enigmatic and riddling character presses readers to the limits of reason, belief, and action. The course investigates how parables work linguistically and literarily, who employs them, how readers defend against them, and why religious traditions worth their salt both need and resist them. Among the ancient and modern Jewish and Christian parablers to be studied are Jesus and the Gospel writers, the Rabbis and Hasidim, Kierkegaard and Kafka, Wiesel and Buber, Cohen and Crossan. We will also examine visual parables in the artwork of post-Holocaust painter Samuel Bak and in the film "Fight Club." The course engages the study of literature, Jewish and Christian theology, art, and religious responses to the modern world. One credit. No prerequisites.

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion

RHETORIC

RHE 270-01/BLS-270-01: Contemporary U.S. Public Address

Just what can a formal speech—in its traditional, oral form—do? How can we best judge a speech, determine its quality, or understand its rhetorical functions? And how have technologies, such as television, the internet, and social media, changed public address? This class will study major speeches written and delivered by U.S. rhetors during the 20th and 21st centuries. Speeches will range from award acceptance speeches and "late night" television monologues to legal arguments, protest rhetoric, and political discourse. We will study speeches from Eurocentric, Afrocentric, and feminist/queer theory approaches to learn about rhetorical artistry, the relationship between text and context, methods of analyzing public address, and the role of oratory in U.S. culture and democracy. Course sessions will emphasize primary texts but will utilize secondary literature to help understand the speeches and rhetorical analysis. Students will individually write three 6-8 page analysis papers and will work with a small group to produce and present an updated version of a 20th century speech for a 21st century audience. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: none

Credit: 1

RHE-270-02/PSC-210-01: Rhetoric of U.S. Social Movements

Why do people join social movements? How do people use rhetoric in movements to achieve their goals? What impact and legacy do U.S. social movements have? What are the best practices for movement organizers and members? These are some of the questions this course will address as it examines theories

of social movements and applies them to a variety of cases. The course will engage primary texts from historical and contemporary movements as well as secondary, scholarly texts from fields such as rhetoric, sociology, and political science. Students will undertake independent research about the rhetorical strategies and tactics of social movements, culminating in an essay and class presentation.

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

RHE 290-01: Deliberation & Democracy

Deliberation is a process through which public conversations occur and decisions can be made. During deliberation, citizens come together, share opinions, critique arguments and reasons, expand their understanding and perspective, and ultimately, seek to make public choices about pressing problems in their community. In this course, we will explore the theories and practices of democratic deliberation, evaluate the potentials for and limits of deliberation, and discuss and evaluate framing and facilitation techniques in diverse settings such as community meetings, strategic planning, and business. Assignments will include practice facilitations and deliberations, public facilitations, theory response papers, and a deliberation project. This class qualifies as a Language Studies credit.

Prerequisites: permission of the instructor

Credit: 1

Distribution: Language Studies

RHE-370-01/GEN-303-01: Media and the Body

This course will explore the diverse ways that we talk about—and through—our bodies. Our bodies function as a primary medium for communication: our voices resound, our ears listen, our fingers touch, our knees kneel, our eyes connect, our genitals provoke. Sensation is at the heart of embodied communication. Our abilities to see, hear, smell, taste, and touch both invite particular forms of communication and, too, limit our ability to persuade others. Likewise, bodies are omnipresent in media. Depictions of bodies engaging in myriad activities serve to entertain, inspire, convince, and attack. Media show us bodies at work and at play—sweating in the fields and naked in the throes of passion. Still further, our bodies are fundamentally changed by the media and technologies we use, from headphones and smart watches to vibrators and pharmaceuticals like birth control. Finally, certain bodies (or parts of bodies) are prevented from communicating or being discussed at all. Bodies—and the identities (gender, sexuality, race, ability) they exhibit—can be silenced by other bodies. This course will draw upon recent scholarship in rhetoric, media studies, gender studies, and queer theory. Students will engage in close investigation and discussion of readings, will analyze mediated texts, and will compose and present an original research project.

Prerequisites: FRT-101

Credit: 1

Distribution: Literature/Fine Arts

SOCIOLOGY

SOC-303-01/BLS-270-03/EDU-303-01: Diversity and Multicultural Education

This course introduces students to a sociological study of diversity in the U.S. system of public education, with particular attention to schools as sites of social conservation and reproduction. Readings, discussions, and written assignments explore the ways in which opportunity and (in)equality that exist in the wider society are reflected and perpetuated by typical approaches in U.S. schools. These explorations of challenges for schools are accompanied by an examination of multicultural and inclusive curricula and

instructional practices. We consider the theoretical underpinnings of multicultural education as well as examples of curricula and practices designed to ameliorate education inequities. **This course will satisfy the Diversity Requirement for the PPE major.**

Prerequisites: FRT-101 and EDU-201

Credit: 1

Distribution: Behavioral Science

SPANISH

SPA-311-01: Studies in Spanish Language: Translation Theory and Practice

This course focuses on the practicalities of translating to and from Spanish, as well as the theory behind different approaches to the process. Students in the course will practice translating short texts, learn to workshop and critique translation, and improve their understanding of the complexities of both languages. In addition, students will read and discuss major thinkers on translation. This course counts toward the Spanish major and minor, the Hispanic Studies major, and the Language Studies requirement.

Prerequisites: SPA-301 and SPA-302

Credit: 1

Distribution: Language Studies

SPA-312-01/HSP-312-01: Studies in Hispanic Culture: History of Mexican Cinema

Taught in English. “The History of Mexican Cinema” examines the historical, political, and theoretical development of Mexican Cinema. Students in the course will see and discuss one film a week. These landmark films will help us see the development of the important film makers and stars, as well as key moments in the political and theoretical understanding of a national cinema beyond the United States. This course counts toward the Spanish major and minor, but is also open to any student interested in film and Hispanic culture. We will watch the films as a group on Tuesdays, and discuss them on Thursdays. Please note that due to the length of some films, class on Tuesdays will end past the regular hour.

Prerequisites: SPA-301 and SPA-302

Credit: 1

Distribution: Language Studies

THEATER

THE-103-01: Topics in Theater: Devised Theater

Devised Theater is a creative, collaborative act of teamwork. Through improvisation, and a blend of techniques and experiences informed by theater, dance, visual arts, creative writing, and music, students create new theater as a team. Starting with texts and movement sequences, students construct solo, duets and group improvisations and performances. This course is suitable for interested students of all majors, but students who have a particular interest or experience in Theater, Art, Film & Digital Media, Music, and/or Creative Writing, are particularly encouraged to enroll.

Prerequisite: none

Credit: 1

Distribution: Literature/Fine Arts

THE-210-01/ENG 210-02: Playwriting

This special edition of Playwriting will focus on how playwrights turn history into drama. We will study dramatic structure, characterization, dialogue, and other playwriting elements as tools for rendering history into theater for a live audience. Each student will produce an original short play based on an historical event, with fidelity to the actual people and places where that event occurred.

Prerequisite: none

Credit: 1

Distribution: Literature/Fine Arts; Language Studies

THE-218-01/ENG-310-01: The Multicultural Stage

This course will examine multicultural and intercultural theater and performance both in the United States and around the world. From the shadow puppet theaters (piyingxi) of China to the Black Arts Repertory Theatre of Harlem, live performance has always expressed of the values, cultures, and histories of the diverse racial and ethnic groups in America and throughout the world. The course will be roughly divided into two sections: the first part of the course will focus on how theater has served as a way for members of historically-marginalized racial and ethnic groups to express identity in America. The second part of the course will offer an overview of the state of contemporary global performance.

Prerequisites: one English Literature Course at Wabash

Credit: 1

Distribution: Literature/Fine Arts

THE-303-01: London: Modern City

This course will consider London as the locus for what is and was Modern. We will spend one week in London attending and reviewing theater performances, visiting museums (particularly Tate Modern and The Design Museum), visiting landmark Mod culture sites (e.g. the legendary Troubadour Club (est. 1954), Ronnie Scott's Jazz Club in Soho, the British Music Experience Museum, Twickenham Film Studios, Bar Italia's Scooter Club) tracking the rise and evolution of Mod culture in London. Prior to the trip, we will study plays, films, music, fashion, architecture, and television documenting the rise of Mod culture in 1960s London. We will track its evolution through 80s punk and beyond, studying London's trend-setting nature and its continual effort to define and redefine what is Modern. We will also see theater productions representing a wide range of theater companies, conceptual approaches, and modes of production. **Enrollment through Registrar's Office with permission from instructor.**

Prerequisite: one credit in THE at Wabash, and permission from instructor

Credit: 1

Distribution: Literature/Fine Arts