



## Special Topics Course Descriptions Spring 2021

These are the course descriptions for Spring 2021 course offerings on special topics that are offered at Wabash periodically. Descriptions for regularly offered courses, and distribution requirement information, can be found in the [Wabash College Academic Bulletin](#) and in the [Self-Service Academic Catalog](#).

### ART

#### **ART-210-01=ENG-180-01: Comics & Graphic Novels**

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

**Prerequisite:** None

**Instructor:** Mong

**Credit:** 1

**Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

#### **ART-210-02D: Special Topics in Art History: African Art in Hollywood Films**

This course will look at Hollywood films that feature stories, dress, settings, architecture, and art inspired by Africa. It will look at how visual forms from Africa have been used in such varied films as *The Black Panther* (2018), *Coming to America* (1988), and *Black is King* (2020). The focus of the course will be on the original art, architecture, and dress of Africa that is referred to in these films. These African visual forms will be explored as evidence of rituals and beliefs of the various cultural groups that created them.

**Prerequisites:** None

**Instructor:** Morton

**Credit:** 1

**Primary Delivery Mode:** Virtual

**Accepts Virtual Learners:** Yes

#### **ART-210-03D= REL-295-01D=HUM-295-01D: Religion and Representations of the Holocaust**

# Wabash.

This course explores a variety of representations of the Holocaust in theology, literature, film, and art. This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects. The course explores the limits and possibilities of representing atrocity by raising such questions as: Can suffering be represented? What do representations of the Jewish genocide convey to 21<sup>st</sup> century citizens and subsequent generations of Jews and Christians? Is it barbaric to write poetry and fiction, paint or compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs or erect monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and our responses to it? Meets the Diversity Requirement for the PPE major.

**Prerequisite:** None

**Instructor:** G Phillips

**Credit:** 1

**Primary Delivery Mode:** Virtual

**Accepts Virtual Learners:** Yes

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

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

**Prerequisites:** None

**Instructor:** Morton

**Credit:** 1

**Primary Delivery Mode:** Virtual

**Accepts Virtual Learners:** Yes

## **ART-225-02: Artist Website Design and Development**

The aim of this project-centered course is for Art majors or minors to design and develop a personal artist website. In this course, students will study best practices of professional website development to create an artist website. Students will also become proficient in Wix Editor.

**Prerequisites:** ART-312, ART-330, or ART-331

**Instructor:** Weedman

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes



### ASIAN STUDIES

**ASI-260-01=HIS-260-01: Mongols and More: Central Asia to 1700.** This course examines the history of an important but underappreciated region of the world, the Central Asian steppes (grasslands). We will look at the origins of the horse-riding pastoralists who lived there and periodically threatened the sedentary civilizations around the steppes, consider the role of the region as a highway connecting the major sedentary areas commercially (aka "The Silk Road"), and trace the dynamics and chronology of the major steppe political powers that emerged there, including the Scythians whom Herodotus wrote about, the Hsiung Nu of Chinese fame, and the Huns and Turks who took their turns being terrifying to various folk. We will look closely at the climax of all this, the sudden emergence of the Mongols as world conquerors. We will close around 1700, when the steppes ceased to maintain an independent political existence.

**Prerequisites: None**

**Instructor: Morillo**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: Yes**

### BLACK STUDIES

**BLS-270-01=ENG-260-02: Black Lives Matter: Murder in America**

This course will introduce students to the contemporary movement for social justice and racial equality and policing reform. In the wake of recent murders of unarmed Black Americans at the hands of law enforcement agents, this course will provide context to the global movement for the recognition and dismantling of structural and systemic racism that denies justice to Black victims of state sanctioned violence. The course will draw upon novels, essays, news articles, social media, political theory and theological texts. These materials will ground class discussions and help to unpack the many ways that race continues to matter. Students will come away with a deeper awareness of how historical racial practices and assumptions continue to impact the life chances of Black people. Meets the Diversity Requirement for the PPE major.

**Prerequisite: None**

**Instructor: Lake**

**Credit: 1**

**Primary Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

**BLS-300-01=ENG-310-01=GEN-301-01: Southern Gothic Literature**

This class is about the ghosts that haunt the literature of the American South. After the Civil War, when the ideal of the pastoral plantation crumbled, Southern writers sought to contend with the brutal historic realities that had always lurked behind the white-pillared façade: poverty, violence, slavery, racism, patriarchy. Southern Gothic literature – which emerged in the early 19<sup>th</sup> century and continues strong today – is marked by dark humor, transgressive

# Wabash.

desires, grotesque violence, folk spiritualism, hereditary sins, emotional and environmental isolation, supernatural forces, and punishing madness. In this class, we will listen to the stories that the ghosts of the American South have told, and still tell today. We'll read the work of authors such as William Faulkner, Flannery O'Connor, Carson McCullers, Tennessee Williams, Richard Wright, Dorothy Allison, Zora Neal Hurston, Toni Morrison, Kristen Arnett, Karen Russell, Gillian Flynn, and Jesmyn Ward. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Benedicks

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

## **BLS 300-02=ENG370-01: Law & Literature**

What can literature teach us about the relationship between race and law? How can legal texts about race be read as a form of literature? In this course, we will address how literature (both fiction and non-fiction) exposes the way the law negotiates and reinforces systems of race and racism. We will think about the ways in which many literary texts depict the law at work alongside how literature can challenge us to be better interpreters of the law. This course will engage literary texts and legal texts from different time periods with a central focus on how the law highlights and subverts the pursuit of racial justice. Assigned works will include Byran Stevenson *Just Mercy: A Story of Justice and Redemption* and Harper Lee's *To Kill a Mockingbird*. We will also read several legal texts such as *Somerset v. Stewart* (1772), *Dred Scott v. Sandford* (1857) and look at *Brown v. Board of Education* (1954). Assignments will include literary and legal analysis papers, an in-class oral presentation, regular quizzes, and a final research paper. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Whitney

**Credit:** 1

**Primary Delivery mode:** Hybrid

**Accepts Virtual Learners:** No

## **BLS-300-03=HIS-340-01=PSC-310-01=PPE-338-01: Reconstruction: The Politics of History**

Americans sought to right the wrongs that caused our bloody Civil War through constitutional amendments abolishing slavery, guaranteeing equal protection of the law, and protecting the right to vote during Reconstruction. Why did these amendments completely fail to achieve their purposes for nearly a century until the Civil Rights Movement of the late 1950s and the 1960s? And to what extent do the failures of Reconstruction continue to plague us today? Can we trace them to today's Black Lives Matter movement or last summer's protests over the death of George Floyd? We will begin our search for answers by trying to recover what freedom, equality, and the right to vote meant both to those who advocated the Reconstruction Amendments and those who strenuously opposed them. We will also examine the "politics of history" – how in the decades after Reconstruction, some tailored the history of that era and the Civil War to support their political agenda in favor of a segregated society. Finally, we will ask whether that distorted history of Reconstruction still affects us today. Is it still "baked" into our legal and political system? These are all critical questions because we still rely upon the

# Wabash.

Reconstruction Amendments to resolve most of our major civil rights questions, including voting rights, immigrant rights, affirmative action, and LGBTQ rights. We will examine a number of these recent civil rights decisions in light of the understanding we gain about Reconstruction. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** Sophomore, Junior, or Senior standing

**Instructors:** Thomas, Himsel

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

## CHEMISTRY

### **DV1-178-01 Forensic Chemistry, DV1-178L-01 Forensic Chemistry Lab**

The continued popularity of crime scene analysis dramas and literary whodunits reflect society's fascination with criminal investigation. This survey course in chemistry will focus on the theme of forensic science. It is designed for non-science concentrators, which considers the historical and philosophical developments in chemistry, as well as the application of chemical principles to physical phenomena, social issues, and criminalistics. Topics include the development of the atomic theory of matter, atomic structure, chemical bonding, thermodynamics, the chemistry of life (organic and biochemistry), and forensic analysis. Some elementary mathematics will be used. Two lectures and one laboratory each week. Partially fulfills the College laboratory science requirement, but cannot be combined with CHE-101 or CHE-111 to complete the laboratory science requirement. This course does not satisfy requirements for the chemistry major or minor.

**Prerequisites:** None

**Corequisites:** DV1-178 and DV1-178L must be taken concurrently

**Instructor:** Porter

**Credit:** 1

**Primary Delivery Mode:** DV1-178 (lecture) = Hybrid; DV1-178L (lab) = Face to Face

**Accepts Virtual Learners:** No

### **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 Organic Chemistry II (or instructor permission)

**Instructor:** Wysocki

**Credit:** 0.5 (first half)

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

**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 Organic Chemistry II (or instructor permission)

**Instructor:** Wysocki

**Credit:** 0.5 (second half)

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

**CHE-431-01: Advanced Analytical Chemistry**

A laboratory-based, research-focused exploration of advanced topics in instrument design, function, and data analysis. Experiments dealing with basic analog and digital electronics will stress measurement techniques and data acquisition figures of merit. The use of computers and programming will be considered, with emphasis on data collection and manipulation. These topics will be integrated into discussion and experiments dealing with instrumental analysis. Individual research projects will involve the construction and use of instruments and techniques. This course is offered on an occasional basis.

**Prerequisites:** CHE-331

**Instructor:** Schmitt

**Credits:** 0.5 (second half)

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

**CHE-451-01: Advanced Physical Chemistry**

This course offers further study of special topics in physical chemistry beyond the topics covered in CHE 351. Examples of recent topics include time-dependent quantum mechanics as explored through spin and other two state-systems, and the quantum-mechanical treatment of laser-based spectroscopies. This course is offered on an occasional basis.

**Prerequisites:** CHE-331

**Instructor:** Schmitt

**Credits:** 0.5 (first half)

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

### CLASSICS

**CLA-111-01: Troy Story: The Trojan War in Archaeology, Text, and Film**

A conflict of epic proportions, the Trojan War sits at the center of Western ideology about valor, masculinity, and athleticism. We will start by reading Homer's *Iliad*, the earliest surviving narrative of the war, evaluate the historicity of the conflict by sifting through archaeological





evidence, and finally consider later retellings of it, including a Greek tragedy and the Hollywood blockbuster *Troy*.

**Prerequisite: None**

**Instructor: Wickkiser**

**Credit: 0.5 (first half)**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: No**

#### **CLA-111-02: Troy Story: The Trojan War in Archaeology, Text, and Film**

A conflict of epic proportions, the Trojan War sits at the center of Western ideology about valor, masculinity, and athleticism. We will start by reading Homer's *Iliad*, the earliest surviving narrative of the war, evaluate the historicity of the conflict by sifting through archaeological evidence, and finally consider later retellings of it, including a Greek tragedy and the Hollywood blockbuster *Troy*.

**Prerequisite: None**

**Instructor: Wickkiser**

**Credit: 0.5 (second half)**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: No**

#### **CLA-113-01=HIS-210-01: Eureka! Science, Tech, Engineering and Math in the Ancient World**

Archimedes, the famous Sicilian-Greek mathematician and inventor, is said to have founded the discipline of fluid dynamics in the 3rd century BC while taking a bath. But beyond the confines of Archimedes' bathtub, the evolution of what we now think of as "science" was often a freewheeling and haphazard affair, with many fascinating detours and dead ends along the way. This course will survey ancient Greek and Roman innovations in the fields of science, technology, engineering, and math, along with their varied connections to the modern world. We will study the earliest attempts to understand, quantify, and control the natural world of the ancient Mediterranean, tracing the origins and growth of modern "STEM" fields from Archaic Greece to Imperial Rome.

**Prerequisite: None**

**Instructor: Gorey**

**Credit: 0.5 (first half)**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: No**

#### **CLA-113-02=HIS 210-02: Eureka! Science, Tech, Engineering and Math in the Ancient World**

Archimedes, the famous Sicilian-Greek mathematician and inventor, is said to have founded the discipline of fluid dynamics in the 3rd century BC while taking a bath. But beyond the confines of Archimedes' bathtub, the evolution of what we now think of as "science" was often a freewheeling and haphazard affair, with many fascinating detours and dead ends along the way. This course will survey ancient Greek and Roman innovations in the fields of science, technology, engineering, and math, along with their varied connections to the modern world. We will study the earliest attempts to understand, quantify, and control the natural world of the



ancient Mediterranean, tracing the origins and growth of modern “STEM” fields from Archaic Greece to Imperial Rome.

**Prerequisite:** None

**Instructor:** Gorey

**Credit:** 0.5 (second half)

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

### **CLA-213-01=HIS 210-03: Pompeii: Daily Life in a Roman City**

Destroyed and thus also preserved by the eruption of Mount Vesuvius in 79 CE, Pompeii offers an extremely rich document of Roman life. This seminar-style course concentrates on the primary evidence of graffiti, historical documents, wall paintings, artifacts, and other archaeological remains from the world’s most famous archaeological site – together with its lesser-known cousin, Herculaneum – to shed light on Roman culture and society. We will explore the experience of everyday Romans across a number of realms: entertainment, politics, commerce, deviance, housing, religion, slavery, leisure, industry, commerce, and many more. In addition to discussion, presentations and several small projects/papers form the backbone of the course.

**Prerequisite:** one Classics course or permission of the instructor

**Instructor:** Hartnett

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

## **COMPUTER SCIENCE**

### **CSC-106-01 and CSC-106-02: Topics in CSC: Programming and Interactive Media**

This project-based course will focus on visual programming for interactive media, such as architectural visualization, real-time cinematics, and video games. Using the Blueprint functionality in Unreal Engine 4, and some C++, students will learn the fundamentals of object-oriented programming, such as classes, objects, inheritance, and instancing. Students will learn to use a version control system such as GitHub. Students will produce a series of interactive media projects and assets for these projects, both individually and in groups. Students will also document the iterative nature of their creative and technical process with online blogs. At the end of the semester, students will showcase their individual and group projects. No prior experience with computer programming or computer aided design is required, but a willingness to dive into a complex technical and creative environment is.

Students are strongly recommended to have a PC or Mac that meets the following specifications. A limited number of suitable systems will be available in the Educational Technology Center of the Lilly Library during regular library hours.

- Windows 10 64-bit or Mac OS X 10.14 or later
- Quad-core Intel or AMD processor, 2.5 GHz or faster
- NVIDIA GeForce 470 GTX or AMD Radeon 6870 HD series card or higher
- 8 GB RAM





**SPECIAL INSTRUCTIONS: ENROLLMENT BY PERMISSION OF INSTRUCTOR ONLY.**  
**USE THIS LINK TO REQUEST PERMISSION:** <https://forms.gle/VmKxi3xTekroKo2u7>

**Prerequisites:** None

**Instructor:** McKinney

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

### **ECONOMICS**

#### **ECO-358-01=PPE-358-01: Topics in Political Economy: Migration**

Immigration is an important current issue not only in the US, but across the globe, and past migrations have shaped history. This class will study the economic causes and consequences of migration. We will study how politics have shaped migration policy, and how policy shapes outcomes. While the economics of migration will be the primary focus, we will also consider the politics and ethics of migration policy. This class does not require intermediate economic theory or econometrics and thus it does not count towards the upper-level course requirement for the economics major. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** ECO-101

**Instructor:** Burnette

**Credit:** 1

**Primary Delivery Mode:** Face to face

**Accepts Virtual Learners:** No

#### **ECO-358-02=PPE-358-02: Topics in Political Economy: War**

Although wars may have many causes, a political economy focus can be an extremely useful tool for understanding why wars occur, why they succeed or fail, how they are fought, etc. Certainly, wars always have economic consequences. This course applies economic concepts to evaluate human action as a result of war and the threat of war by examining historical wars such as the American revolution, the World Wars, and more recent ones like the war of drugs and the war on terror. Topics explored will be the economics of conflict, revolutions, civil war, foreign interventions, humanitarian interventions, War and Prosperity, etc. Students will develop a deeper understanding of these issues through a framework of Politics, Philosophy, and Economics.

**Prerequisite:** ECO-101

**Instructor:** Snow

**Credit:** 1

**Primary Delivery Mode:** Face to face

**Accepts Virtual Learners:** Yes

#### **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.

**Prerequisite:** ECO-253, and ECO-361 or ECO-362

**Instructor:** Saha

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

### **ECO-377-02 Intermediate Game Theory**

This course analyzes the strategic behavior of firms, consumers, governments, and even individuals in their everyday interactions. From games where players know what everyone else is doing to games where players actively hide information from other players, we will develop models to describe the optimal decisions for each player involved. This course will examine several games and their equilibrium outcome, with a focus on games of incomplete information in the latter half of the semester.

**Prerequisites:** ECO-291, and either DV3-252, MAT-253, PSC-300, or PSY-201

**Instructor:** Dunaway

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

### **ECO-277-01: Entrepreneurial Economics**

This course will provide students with understanding of the principles of entrepreneurship from an economic perspective. Students will learn how to apply economic reasoning to entrepreneurial activity and will study the role of private and public institutions and how they affect entrepreneurship. They will also study various entrepreneurs and learn the basics of how these entrepreneurs harness creativity and innovation to start a business venture. This course will include applications of microeconomic theory, industrial organization, and game theory as they apply to entrepreneurial activity. Topics will include innovation, advertising, product differentiation, pricing, and intellectual property. The final project will be to create a business plan for an entrepreneurial venture.

**Prerequisite:** ECO-101 and ECO-291 is helpful but not required.

**Instructor:** Byun

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes



## EDUCATION STUDIES

### **EDU 230-01: Studies in Rural Education**

According to the Center for Public Education “Approximately half the school districts in the United States are located in rural areas,” yet urban and suburban schools attract most of the nation’s attention both in terms of policy and academia. This course offers an introduction to rural education with attention to some of the most pressing issues facing rural schools: state and federal funding, the viability of popular reform initiatives, curricular programs including vocational education, teacher shortages, access to technology, diversity, and poverty.

**Prerequisite:** None

**Instructor:** Michele Pittard

**Credits:** 0.5 (first half)

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** Yes

### **EDU-370-01: Educational Accreditation**

While federally-mandated testing and reporting systems for P-12 public schools are fairly well-known and visible to members of the public, accreditation processes for K12 public schools and in higher education are far more opaque. Periodically we may read that a public school has been closed, or that a college or university has been placed on probation or closed by its accreditor—but what does that mean? What has the school done, or failed to do, that led to this kind of penalty? In this small seminar course, we will examine ways in which accreditation processes and requirements are structured, including shifts in those structures in response to changing educational policy and ideology since the mid-20th Century. As a part of a case-study process to develop deeper understanding of accreditation processes in higher education, students in the course will assist in the self-study process for the Department of Education Studies during the semester. The study process will include exploration and articulation of desired departmental programming, goals and outcomes. Students will participate in activities including survey design, and data collection and analysis processes.

Prerequisite: Permission of instructor plus a minimum of two prior courses in Education Studies, with EDU-240 Educational Policy & Evaluation preferred.

**Instructor:** Seltzer-Kelly

**Credits:** 1

**Primary Delivery Model:** Face to Face

**Accepts Virtual Learners:** No

## ENGLISH

### **ENG-109-01: The Divine Comedy**

Travel with Dante through hell, purgatory, and the celestial sphere—and also deep into the world of Medieval Italy. Dante Alighieri’s *Divina Commedia* (in English, *The Divine Comedy*), is an epic poem written by a man in crisis. Depressed and driven from his homeland, Dante dedicated a decade of his life to this work, seeking to find meaning in heartbreak, exile, and tragic loss. What is the narrator looking for? Himself. His first love. Home. Revenge. Salvation.

# Wabash.

God. Each of these answers is correct, yet none is sufficient. Along the way, the poem is unsparing, as it exposes the corruption of politicians, popes, priests, and commoners alike. On this literary journey, we will read about the people, places, beliefs, and questions that moved the spiritual seekers of the Middle Ages, and line them up against the questions that plague our own age. Past students in this course have been surprised and pleased by how Dante's search for moral and ethical clarity – and his boldness in speaking truth to power – has inspired them on their own journeys.

**Prerequisite:** None

**Instructor:** Lamberton

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

## **ENG-180-01=ART-210-01: Comics & Graphic Novels**

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

**Prerequisite:** None

**Instructor:** Mong

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

## **ENG 180-02: Detective Agency of Wabash**

Before every class meeting one character will die. Whodunit? It's up to you, gumshoe. This class will explore the genres of mystery and detective fiction, as well as true crimes recorded in Lilly Library's Special Collections. Students will interact with diverse media, such as poetry, fiction, graphic novels, and film. Combining literary analysis, creative writing, and criminology, each student will develop the critical thinking skills necessary to identify culprits, or construct their own ingenious crime – just don't violate the Gentlemen's Rule!

**Prerequisite:** None

**Instructor:** Pavlinich

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

**ENG 211-01: Creative Non-Fiction: The Memoir**

A memoir essay is a true story that uses some of the tools of fiction. It tells a personal story in pursuit of factual and emotional truths while asking broader questions about memory, human interactions, and more. Our own experiences will be the springboard for developing a well-crafted narrative that will help us generate insightful questions and uncover surprising connections. This course in creative nonfiction will have a strong workshopping component and focus on learning to read as writers. Each week we will read memoir essays by James Baldwin, Edwidge Danticat, Zadie Smith, David Sedaris, Alexandar Hemon, and Esmé Weijun Wang. Besides writing personal narratives and reading a variety of texts, students will also be responsible for peer evaluation and critique.

**Prerequisite:** None

**Instructor:** Szczeszak-Brewer

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

**ENG 215-01=GEN-304-01: Medieval and Renaissance Literature**

How do we distinguish the hero from the villain? From the rise of Beowulf to the fall of Satan, this course will cross – and even disrupt – temporalities. We will analyze the shifts and rifts that differentiate Old English, Middle English, and Early Modern English literatures. These texts reveal genders and sexualities are socially constructed, and the “traditional English literary canon” is informed by marginalized people; therefore, this class is cross-listed with Gender Studies and meets the Diversity Requirement for the PPE major.

**Prerequisite:** None

**Instructor:** Pavlinich

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

**ENG-260-02=BLS-270-01: Black Lives Matter: Murder in America**

This course will introduce students to the contemporary movement for social justice and racial equality and policing reform. In the wake of recent murders of unarmed Black Americans at the hands of law enforcement agents, this course will provide context to the global movement for the recognition and dismantling of structural and systemic racism that denies justice to Black victims of state sanctioned violence. The course will draw upon novels, essays, news articles, social media, political theory and theological texts. These materials will ground class discussions and help to unpack the many ways that race continues to matter. Students will come away with a deeper awareness of how historical racial practices and assumptions continue to impact the life chances of Black people. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** None

**Instructor:** T. Lake

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No



**ENG-270-01=FRE-277-01: The Fight for *Fraternité*: The Spectacle of Social Justice in Modern France**

Inspired by the American Revolution and the founding of an independent American republic, French revolutionaries built their model of a new state upon the principals of freedom (*la liberté*), equality (*l'égalité*), and fraternity (*la fraternité*). But, as in the United States, these enshrined ideals have been far from the realities of common experience. Through political treatises, essays, works of literature, and film, this course will trace the paradoxes and contradictions that emerge as the ideal of *fraternité* clashes with oppressive regimes, economic disparity, misogyny, colonialism, xenophobia, homophobia, and racism. A guiding question in this course will be how works of literature centered on questions of social justice lend themselves so well to the screen and stage, and we will end with a look at the prevalence of social justice themes in contemporary film. We will also consider the ways in which American and French ideals of fraternity harmonize or clash with each other. A sampling of authors and film directors include Voltaire, George Sand, Victor Hugo, Emile Zola, Jean-Paul Sartre, Simone de Beauvoir, Aimé Césaire, Louis Malle, and Agnès Varda. This course will be taught in English, and we will use English translations of French texts. Those taking the course for credit towards the French major or minor will be expected to do the readings and written assignments in French. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Quandt

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

**ENG-310-01=GEN-301-01=BLS-300-01: Southern Gothic Literature**

This class is about the ghosts that haunt the literature of the American South. After the Civil War, when the ideal of the pastoral plantation crumbled, Southern writers sought to contend with the brutal historic realities that had always lurked behind the white-pillared façade: poverty, violence, slavery, racism, patriarchy. Southern Gothic literature—which emerged in the early 19<sup>th</sup> century and continues strong today—is marked by dark humor, transgressive desires, grotesque violence, folk spiritualism, hereditary sins, emotional and environmental isolation, supernatural forces, and punishing madness. In this class, we will listen to the stories that the ghosts of the American South have told, and still tell today. We'll read the work of authors such as William Faulkner, Flannery O'Connor, Carson McCullers, Tennessee Williams, Richard Wright, Dorothy Allison, Zora Neal Hurston, Toni Morrison, Kristen Arnett, Karen Russell, Gillian Flynn, and Jesmyn Ward. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Benedicks

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes



# Wabash.

## **ENG-370-01=BLS-300-02: Law & Literature**

What can literature teach us about the relationship between race and law? How can legal texts about race be read as a form of literature? In this course, we will address how literature (both fiction and non-fiction) exposes the way the law negotiates and reinforces systems of race and racism. We will think about the ways in which many literary texts depict the law at work alongside how literature can challenge us to be better interpreters of the law. This course will engage literary texts and legal texts from different time periods with a central focus on how the law highlights and subverts the pursuit of racial justice. Assigned works will include Byran Stevenson *Just Mercy: A Story of Justice and Redemption* and Harper Lee's *To Kill a Mockingbird*. We will also read several legal texts such as *Somerset v. Stewart* (1772), *Dred Scott v. Sandford* (1857) and look at *Brown v. Board of Education* (1954). Assignments will include literary and legal analysis papers, an in-class oral presentation, regular quizzes, and a final research paper. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Whitney

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

## **FRENCH**

## **FRE-277-01=ENG-270-01: The Fight for *Fraternité*: The Spectacle of Social Justice in Modern France**

Inspired by the American Revolution and the founding of an independent American republic, French revolutionaries built their model of a new state upon the principals of freedom (*la liberté*), equality (*l'égalité*), and fraternity (*la fraternité*). But, as in the United States, these enshrined ideals have been far from the realities of common experience. Through political treatises, essays, works of literature, and film, this course will trace the paradoxes and contradictions that emerge as the ideal of *fraternité* clashes with oppressive regimes, economic disparity, misogyny, colonialism, xenophobia, homophobia, and racism. A guiding question in this course will be how works of literature centered on questions of social justice lend themselves so well to the screen and stage, and we will end with a look at the prevalence of social justice themes in contemporary film. We will also consider the ways in which American and French ideals of fraternity harmonize or clash with each other. A sampling of authors and film directors include Voltaire, George Sand, Victor Hugo, Emile Zola, Jean-Paul Sartre, Simone de Beauvoir, Aimé Césaire, Louis Malle, and Agnès Varda. This course will be taught in English, and we will use English translations of French texts. Those taking the course for credit towards the French major or minor will be expected to do the readings and written assignments in French. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Quandt

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No



## GENDER STUDIES

### **GEN-103-01=THE-206-01: Bodies Onstage: Performance of Gender and Culture in American Theater**

This course will explore historical and contemporary American theater expressions of gender and cultural identity. We will use performances, scripts, and scholarly writings to analyze the representation of gender in Indigenous, Hispanic, Black, White, and Asian American theater, taking into consideration the historical and political context for the creation and production of these works. We will also examine the tension between entertainment and socio-political engagement for performers, playwrights, and audiences. Sample theorists and playwrights: bell hooks, Jill Dolan, Milcha Sanchez-Scott, Tarell Alvin McCraney, Young Jean Lee, Nilo Cruz, and Qui Nguyen. Meets the Diversity Requirement for the PPE major.

**Prerequisite: None**

**Instructor: Winters Vogel**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: Yes**

### **GEN-200-01=PSC-240-01=HIS-340-02: Children of War**

This course examines the role of children in international affairs through the many dynamics of war and conflict during the twentieth century. It will consider how the demographics of war-torn societies, and the gendered nature of war have disproportionately victimized women and children. Specifically, students will discuss how war produces children through rape, lust, and love, the effects of war on children and the participation of children in war. The course will also consider the responsibilities of the international community broadly, and the United States specifically, to protect and support children of war including those fathered by American soldiers. In addition, students will learn about various types of child exploitation and child saving that make both mothers and their children vulnerable during conflict including international adoption, child-sponsorship, and immigration and refugee policies. Students will examine a number of case studies regarding child soldiers, children born of war, transnational adoption, and child migrants.

**Prerequisite: Sophomores, Juniors, Seniors only**

**Instructor: Thomas**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: No**

### **GEN-210-01=PSC-210-01=HIS-240-02: 100 Years of Woman Suffrage: Women as Voters, Candidates, and Elected Officials in US Politics**

The 19<sup>th</sup> Amendment to the U.S. Constitution, which forbids states from denying citizens the right to vote on account of sex, was ratified just over a century ago in 1920. This course examines women's role in American election politics in the hundred years since: Are there distinctive patterns or trends in women's voting behavior? Do women run for office for different reasons than men, and do they campaign differently? Once elected, how do women



perform as representatives? How do gender and other demographic characteristics (e.g. race, ethnicity, religion, sexuality, etc.) interact to shape women's experience as voters, candidates, and representatives in American politics? What has changed since 1920 and what hasn't? We'll look at the work political scientists and other researchers have done so far to answer these questions, consider individual women's experiences as American voters, candidates, and elected officials, and weigh in on ongoing debates about whether and how to enhance women's participation in electoral politics in the United States and beyond. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** None

**Instructor:** Gelbman

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

### **GEN-277-01=THE-103-03=MUS-104-01 Heroes and Heroines in the American Musical**

In this course we will embark on a journey to explore the concept of heroism in musical culture. Focusing exclusively on the American musical theater repertoire, we will meet individuals who changed the way music has been composed, performed, and perceived. We will focus on the heroic archetype and gender studies to examine characters from selected musicals who broke through artistic and gender boundaries. The course also considers musical theater performers and songwriters who have used their public prominence to promote social change and defy limits of gender. Examples include songs, characters, performers, and creators of shows from the 1950s to the present, including recent hits like *Hamilton* (2015) and *Six* (2017).

**Prerequisite:** None

**Instructor:** Bádue

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

### **GEN-301-01=BLS-300-01=ENG-310-01: Southern Gothic Literature**

This class is about the ghosts that haunt the literature of the American South. After the Civil War, when the ideal of the pastoral plantation crumbled, Southern writers sought to contend with the brutal historic realities that had always lurked behind the white-pillared façade: poverty, violence, slavery, racism, patriarchy. Southern Gothic literature – which emerged in the early 19th century and continues strong today – is marked by dark humor, transgressive desires, grotesque violence, folk spiritualism, hereditary sins, emotional and environmental isolation, supernatural forces, and punishing madness. In this class, we will listen to the stories that the ghosts of the American South have told, and still tell today. We'll read the work of authors such as William Faulkner, Flannery O'Connor, Carson McCullers, Tennessee Williams, Richard Wright, Dorothy Allison, Zora Neal Hurston, Toni Morrison, Kristen Arnett, Karen Russell, Gillian Flynn, and Jesmyn Ward. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Benedicks

**Credit:** 1

**Primary Delivery Mode:** Hybrid



**Accepts Virtual Learners: Yes**

**GEN-304-01=ENG 215-01: Medieval and Renaissance Literature**

How do we distinguish the hero from the villain? From the rise of Beowulf to the fall of Satan, this course will cross – and even disrupt – temporalities. We will analyze the shifts and rifts that differentiate Old English, Middle English, and Early Modern English literatures. These texts reveal genders and sexualities are socially constructed, and the “traditional English literary canon” is informed by marginalized people; therefore, this class is cross-listed with Gender Studies and meets the Diversity Requirement for the PPE major.

**Prerequisite: None**

**Instructor: Pavlinich**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: Yes**

**GERMAN**

**GER-312-01=HIS-230-01: German Cultural History from Tacitus to Nazism**

Culture and civilization of the German people from first attestations to the Nazi period. Conducted in English. Students examine representative periods and thinkers in German history. Beginning with the first encounters of Germanic tribes with the Roman Empire, the course proceeds to successive changes brought on by migration, Christianization, the Reformation, the Enlightenment, Nationalism, the Industrial Revolution, and political unification, with a special eye on the persistent issue of German national identity. Students who take the course under the German listing will be expected to read primary literature in German and write their assessments in German. Students who attend through the History listing will read and write in English.

**Prerequisite (as GER-312): GER-302, or with special permission**

**Instructor: van der Kolk**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: Yes**

**GLOBAL HEALTH**

**GHL-219-01=REL-280-01: Christianity and Mental Health in America**

This discussion-based course will focus on the intersection of Christianity and mental health in the United States. Some of the questions we will consider include: In what ways does Christianity make sense of mental illness and disorder? How might Christianity contribute to mental health and well-being, on the one hand, and to mental disorders on the other? The U.S. today suffers from an epidemic of anxiety, depression, and loneliness. How does the Christian church address these issues, along with others like mental handicaps and destructive behaviors such as addictions? Finally, what are the particular mental health challenges facing young



people today, especially young men, and what resources might the American Christian tradition bring to bear on them?

**Prerequisites:** None

**Instructor:** Baer

**Credit:** 1

**Primary Delivery Mode:** Face to face

**Accepts Virtual Learners:** No

**GHL-310-01=PPE-329-02=PHI-319-02: Seminar in Ethics and Social Philosophy: Bioethics**

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

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

**Instructor:** Hughes

**Credit:** 1

**Primary Delivery Mode:** Face-to-Face

**Accepts Virtual Learners:** No

**GHL-310-02=REL-373-01: Cosmos as Creation: Christianity and the Ecological Crisis**

All of us experience the "world" outside our own bodies and minds. What we call that outside-ourselves-thing reflects our assumptions, but then also acts back upon us and shapes our relations to it. Ancient Greeks called it the "Cosmos," a world that originally meant something like "arrangement," which implies some seen or unseen order. Contemporary Americans might speak instead of "the universe," whereas some physicists might prefer to speak of a "multiverse." This course investigates what it means when Christians refer to the world as "creation." What kinds of contingency underlie a creation? What can be known about a creator from a creation? What must one do, or must not do, if the world is a creation? Focusing explicitly on the implications of seeing the world as creation for environmental ethics, we will read texts on environmental economics, patterns of consumption and eating, urban and domestic design, and the future of life in the ecologically fragile Anthropocene era.

**Prerequisite:** None

**Instructor:** Nelson

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No



## HISTORY

### **HIS-200-01=PSC-240-02: A Moral History of Warfare**

How, when, where, and to what end can killing be considered legitimate? Using the Second World War as our primary case study, this course will examine the moral choices that states and individuals make in wars. We will concentrate on the pre- and post-facto rhetoric and reality - intentions, decisions, execution, and legitimation - of violence against civilians among major combatants. We will consider historical efforts to protect civilians and examine why laws of war and international agreements have protected civilians in the first place. We will explore how and whether we can differentiate between licit and illicit forms of violence against civilians. We will ask whether we can distinguish Soviet, American, British, German, and Japanese use of force, and what difference genocide and the Holocaust make in completing our analysis.

**Prerequisite: None**

**Instructor: Kunze**

**Credit: 1**

### **HIS-200-02: Legal Borderlands**

The periphery of the United States is not only made up of physical borderlands but also of legal interstitial zones, places that test the reach of American sovereignty. This discussion-based course will look at places where American law bumps up against other defining markers, the contact-zones that challenge the prevalent legal paradigms. We will examine how these areas define what constitutes an American; how the government makes specific identities within its jurisdiction visible and invisible. Topics we will cover include: statelessness and denaturalization, American extraterritorial courts in China, gender and sexuality under the law, the American Guano Islands, outlawing "coolies," the insular cases and citizen-subjects, and Guantanamo Bay, not to mention the making and unmaking of physical borderlands around the United States. Meets the Diversity Requirement for the PPE major.

**Prerequisite: None**

**Instructor: Kunze**

**Credit: 1**

### **HIS-210-01=CLA-113-01: Eureka! Science, Tech, Engineering and Math in the Ancient World**

Archimedes, the famous Sicilian-Greek mathematician and inventor, is said to have founded the discipline of fluid dynamics in the 3rd century BC while taking a bath. But beyond the confines of Archimedes' bathtub, the evolution of what we now think of as "science" was often a freewheeling and haphazard affair, with many fascinating detours and dead ends along the way. This course will survey ancient Greek and Roman innovations in the fields of science, technology, engineering, and math, along with their varied connections to the modern world. We will study the earliest attempts to understand, quantify, and control the natural world of the ancient Mediterranean, tracing the origins and growth of modern "STEM" fields from Archaic Greece to Imperial Rome.

**Prerequisite: None**

**Instructor: Gorey**

**Credit: 0.5 (first half)**





**Primary Delivery Mode: Hybrid**  
**Accepts Virtual Learners: No**

**HIS-210-02=CLA-113-02: Eureka! Science, Tech, Engineering and Math in the Ancient World**

Archimedes, the famous Sicilian-Greek mathematician and inventor, is said to have founded the discipline of fluid dynamics in the 3<sup>rd</sup> century BC while taking a bath. But beyond the confines of Archimedes' bathtub, the evolution of what we now think of as "science" was often a freewheeling and haphazard affair, with many fascinating detours and dead ends along the way. This course will survey ancient Greek and Roman innovations in the fields of science, technology, engineering, and math, along with their varied connections to the modern world. We will study the earliest attempts to understand, quantify, and control the natural world of the ancient Mediterranean, tracing the origins and growth of modern "STEM" fields from Archaic Greece to Imperial Rome.

**Prerequisite: None**

**Instructor: Gorey**

**Credit: 0.5 (second half)**

**Primary Delivery mode: Hybrid**

**Accepts Virtual Learners: No**

**HIS-210-03=CLA-213-01: Pompeii: Daily Life in a Roman City**

Destroyed and thus also preserved by the eruption of Mount Vesuvius in 79 CE, Pompeii offers an extremely rich document of Roman life. This seminar-style course concentrates on the primary evidence of graffiti, historical documents, wall paintings, artifacts, and other archaeological remains from the world's most famous archaeological site – together with its lesser-known cousin, Herculaneum – to shed light on Roman culture and society. We will explore the experience of everyday Romans across a number of realms: entertainment, politics, commerce, deviance, housing, religion, slavery, leisure, industry, commerce, and many more. In addition to discussion, presentations and several small projects/papers form the backbone of the course.

**Prerequisite: one Classics course or permission of the instructor**

**Instructor: Hartnett**

**Credit: 1**

**Primary Delivery mode: Hybrid**

**Accepts Virtual Learners: Yes**

**HIS-230-02=GER-312-01: German Cultural History from Tacitus to Nazism**

Culture and civilization of the German people from first attestations to the Nazi period. Conducted in English. Students examine representative periods and thinkers in German history. Beginning with the first encounters of Germanic tribes with the Roman Empire, the course proceeds to successive changes brought on by migration, Christianization, the Reformation, the Enlightenment, Nationalism, the Industrial Revolution, and political unification, with a special eye on the persistent issue of German national identity. Students who take the course under the German listing will be expected to read primary literature in German and write their assessments in German. Students who attend through the History listing will read and write in English.



**Prerequisite (as GER-312):** GER-302, or with special permission

**Instructor:** van der Kolk

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

**HIS-240-02=PSC-210-01=GEN-210-01: 100 Years of Woman Suffrage: Women as Voters, Candidates, and Elected Officials in US Politics**

The 19<sup>th</sup> Amendment to the U.S. Constitution, which forbids states from denying citizens the right to vote on account of sex, was ratified just over a century ago in 1920. This course examines women's role in American election politics in the hundred years since: Are there distinctive patterns or trends in women's voting behavior? Do women run for office for different reasons than men, and do they campaign differently? Once elected, how do women perform as representatives? How do gender and other demographic characteristics (e.g. race, ethnicity, religion, sexuality, etc.) interact to shape women's experience as voters, candidates, and representatives in American politics? What has changed since 1920 and what hasn't? We'll look at the work political scientists and other researchers have done so far to answer these questions, consider individual women's experiences as American voters, candidates, and elected officials, and weigh in on ongoing debates about whether and how to enhance women's participation in electoral politics in the United States and beyond. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Gelbman

**Credit:** 1

**Primary Delivery Mode:** Face-to-face

**Accepts Virtual Learners:** No

**HIS-260-01=ASI-260-01: Mongols and More: Central Asia to 1700**

This course examines the history of an important but underappreciated region of the world, the Central Asian steppes (grasslands). We will look at the origins of the horse-riding pastoralists who lived there and periodically threatened the sedentary civilizations around the steppes, consider the role of the region as a highway connecting the major sedentary areas commercially (aka "The Silk Road"), and trace the dynamics and chronology of the major steppe political powers that emerged there, including the Scythians whom Herodotus wrote about, the Hsiung Nu of Chinese fame, and the Huns and Turks who took their turns being terrifying to various folk. We will look closely at the climax of all this, the sudden emergence of the Mongols as world conquerors. We will close around 1700, when the steppes ceased to maintain an independent political existence.

**Prerequisites:** None

**Instructor:** Morillo

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

**HIS-300-01: History of Medicine from Aristotle to AIDS**

Students in this seminar will explore readings in medical history from the ancient Greeks to modern Europeans. The course begins by examining classical Greek interpretations of the body and illness. Ancient ideas about the body, adopted during the European middle ages and renaissance, will continue to inform western medical practices through treatments such as cupping and bloodletting. Turning to the 18<sup>th</sup> and 19<sup>th</sup> centuries, students will study the development of formal and informal medical structures as they appeared in western Europe. Readings cover quackery, first laboratories, hospitals, military medicine, and medical educations. Final topics in the course will include discoveries in hygiene, changes in surgical practices, and the cultural and social impact of disease. This year we will conclude the course with a discussion of public health, emerging pathogens, and virus hunters. This course is suitable for those interested in social or cultural history, students wishing to pursue a medical degree, or anyone seeking a better understanding of modern medicine in the age of pandemic. Assignments will include several short papers and a research paper on a topic in medical history.

**Prerequisites:** None

**Instructor:** Rhoades

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

**HIS-340-01=PSC-310-01=PPE-338-01=BLS-300-03: Reconstruction: The Politics of History**

Americans sought to right the wrongs that caused our bloody Civil War through constitutional amendments abolishing slavery, guaranteeing equal protection of the law, and protecting the right to vote during Reconstruction. Why did these amendments completely fail to achieve their purposes for nearly a century until the Civil Rights Movement of the late 1950s and the 1960s? And to what extent do the failures of Reconstruction continue to plague us today? Can we trace them to today's Black Lives Matter movement or last summer's protests over the death of George Floyd? We will begin our search for answers by trying to recover what freedom, equality, and the right to vote meant both to those who advocated the Reconstruction Amendments and those who strenuously opposed them. We will also examine the "politics of history" – how in the decades after Reconstruction, some tailored the history of that era and the Civil War to support their political agenda in favor of a segregated society. Finally, we will ask whether that distorted history of Reconstruction still affects us today. Is it still "baked" into our legal and political system? These are all critical questions because we still rely upon the Reconstruction Amendments to resolve most of our major civil rights questions, including voting rights, immigrant rights, affirmative action, and LGBTQ rights. We will examine a number of these recent civil rights decisions in light of the understanding we gain about Reconstruction. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** Sophomore, Junior, or Senior standing

**Instructors:** Thomas, Himsel

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

**HIS-340-02=PSC-240-01= GEN-200-01: Children of War**

This course examines the role of children in international affairs through the many dynamics of war and conflict during the twentieth century. It will consider how the demographics of war-torn societies, and the gendered nature of war have disproportionately victimized women and children. Specifically, students will discuss how war produces children through rape, lust, and love, the effects of war on children and the participation of children in war. The course will also consider the responsibilities of the international community broadly, and the United States specifically, to protect and support children of war including those fathered by American soldiers. In addition, students will learn about various types of child exploitation and child saving that make both mothers and their children vulnerable during conflict including international adoption, child-sponsorship, and immigration and refugee policies. Students will examine a number of case studies regarding child soldiers, children born of war, transnational adoption, and child migrants.

**Prerequisite: Sophomores, Juniors, Seniors ONLY**

**Instructor: Thomas**

**Credit: 1**

**Primary Delivery mode: Hybrid**

**Accepts Virtual Learners: No**

### **HISPANIC STUDIES**

**HSP-270-01D=MUS-204-01D: Latin American Music**

This course surveys folk/vernacular, popular, and classical music from Latin American countries. Through the academic lens of Ethnomusicology, we will study the uses and functions of music in various Latin American societies, explore their musical practices, instruments, and performance traditions, and contextualize them with history, politics, and entertainment. As the course introduces different forms of music and how they have been combined (for example, how vernacular music is adapted into commercial popular music; and folk music becomes the basis of orchestral pieces), lectures, readings, and assignments will interrogate what defines both a Latin American musical identity and that of specific countries, specially vis-à-vis European and Anglo-American cultures.

**Prerequisite: None**

**Instructor: Bádue**

**Credit: 1**

**Primary Delivery Mode: Virtual**

**Accepts Virtual Learners: Yes**

### **HUMANITIES**

**HUM-176-01: Intro to Liberal Arts at Wabash**

This course will engage students with the ideas and people that can help them succeed at Wabash and will build upon similar experiences in the fall semester. Students will meet with

# Wabash.

Career Services staff to identify, apply for, and secure an internship for the summer, will talk with alumni about their Wabash stories of success, and will continue to develop an understanding of the hidden curriculum of higher education, including, but limited to, the expectations and strategies for interacting with college faculty and staff. In addition, students will practice foundational intellectual skills of careful reading, collaborative conversation, and effective writing via texts that reinforce and expand upon their readings for Enduring Questions. Grading in the course will be based upon preparation and engagement, weekly reflections, and class discussions. The course will meet one day per week, will count as a half-credit towards graduation. This half-credit will not count towards majors, minors, or distribution/proficiency requirements.

**Prerequisite:** 20/FA WLAIP Student

**Instructor:** Pittard, Horton

**Credit:** 0.5

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

## **HUM-295-01D=REL-295-01D=ART-210-03D: Religion and Representations of the Holocaust**

This course explores a variety of representations of the Holocaust in theology, literature, film, and art. This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects. The course explores the limits and possibilities of representing atrocity by raising such questions as: Can suffering be represented? What do representations of the Jewish genocide convey to 21<sup>st</sup> century citizens and subsequent generations of Jews and Christians? Is it barbaric to write poetry and fiction, paint or compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs or erect monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and our responses to it? Meets the Diversity Requirement for the PPE major.

**Prerequisite:** None

**Instructor:** Phillips

**Credit:** 1

**Primary Delivery Mode:** Virtual

**Accepts Virtual Learners:** Yes

## **HUM-296-01D=REL-296-01D: 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, 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 look at parables that take visual expression 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.

**Prerequisites:** None

**Instructor:** Phillips

**Credit:** 1

**Primary Delivery Mode:** Virtual

**Accepts Virtual Learners:** Yes

## **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 quantitative literacy requirement.

**Prerequisites:** None

**Instructor:** Thompson

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

### **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

**Instructor:** Turner

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No





**MAT-277-01: Fractal Geometry and Chaotic Dynamical Systems**

An introduction to fractal geometry and chaotic dynamics on fractals. Topics include iterated function systems, contraction mappings, similarity and Hausdorff dimension of fractals, and an introduction to Julia sets and the Mandelbrot set.

**Prerequisite:** MAT 112

**Instructor:** Poffald

**Credits:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

**MUSIC**

**MUS-104-01=GEN-277-01=THE-103-03: Heroes and Heroines in the American Musical**

In this course we will embark on a journey to explore the concept of heroism in musical culture. Focusing exclusively on the American musical theater repertoire, we will meet individuals who changed the way music has been composed, performed, and perceived. We will focus on the heroic archetype and gender studies to examine characters from selected musicals who broke through artistic and gender boundaries. The course also considers musical theater performers and songwriters who have used their public prominence to promote social change and defy limits of gender. Examples include songs, characters, performers, and creators of shows from the 1950s to the present, including recent hits like *Hamilton* (2015) and *Six* (2017).

**Prerequisite:** None

**Instructor:** Bádue

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

**MUS-204-01D=HSP-270-01D: Latin American Music**

This course surveys folk/vernacular, popular, and classical music from Latin American countries. Through the academic lens of Ethnomusicology, we will study the uses and functions of music in various Latin American societies, explore their musical practices, instruments, and performance traditions, and contextualize them with history, politics, and entertainment. As the course introduces different forms of music and how they have been combined (for example, how vernacular music is adapted into commercial popular music; and folk music becomes the basis of orchestral pieces), lectures, readings, and assignments will interrogate what defines both a Latin American musical identity and that of specific countries, specially vis-à-vis European and Anglo-American cultures.

**Prerequisite: None**

**Instructor: Bádue**

**Credit: 1**

**Primary Delivery Mode: Virtual**

**Accepts Virtual Learners: Yes**

**MUS-224-01 Global Perspectives: Music and Nationalism**

In this course we will study pieces of music, composers, performers, and musical practices that reflect and shape national identities. Special attention will be given to musical traits and styles that define specific nationalities. Language and lyrics definitely help to shape national identity, but this course focuses on musical characteristics and compositional techniques that have been employed and recognized as representative of certain nations. Topics will include folk songs (from European and American traditions), orchestral pieces (from the Baroque French overture to Copland's *Lincoln Portrait*), national anthems (as studied by ethnomusicologists), and popular songs composed in the wake of and response to national disasters and political turmoil.

**Prerequisite: None**

**Instructor: Bádue**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: Yes**

## **PHILOSOPHY**

**PHI-249-01: Medieval Philosophy**

This course is a bridge between ancient and modern philosophy. Medieval philosophers develop ancient philosophical systems to develop rational coherent systems of thought for understanding their religious commitments. This course will offer a brief introduction / reminder of highlights from Plato, Aristotle, and Neoplatonists. It then considers some of the most important themes of medieval thought: proofs for the existence of God, explanation of the problem of evil (theodicy), the relation of faith to reason, and the relation of the church to the state. At the beginning and end of the course, students will consider what distinguishes medieval philosophy from what precedes it in ancient philosophy and what follows in modern philosophy. Students will study Christian, Islamic, and Jewish philosophers including Anselm,



Augustine, Aquinas, Avicenna, Duns Scotus, Ockham, Averroes, Al-Farabi, and Maimonides, among others.

**Prerequisite:** None

**Instructor:** Trott

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes

**PHI-319-01=PPE-329-01=PSC-330-01: Seminar in Ethics and Social Philosophy: Neoliberalism**

In many contemporary academic discourses, including discourses in philosophy, political theory, and economics, “neoliberalism” names a new kind of economic thinking that emerged in the middle of the twentieth century, influenced economic policy changes beginning in the 1970s and 80s, and led to significant transformations in the global political and economic order that continue to shape our lives in profound ways. The term is widely used, but its meaning is still in dispute. This course will investigate the meaning of neoliberalism by studying some of its most well-known proponents such as Hayek, Friedman, and Becker and by looking at it through various critical lenses. We will focus on how neoliberal thinking, policy, and practice transforms human beings into entrepreneurs of themselves, both individually and collectively.

**Prerequisite:** None

**Instructor:** Gower

**Credit:** 1

**Primary Delivery Mode:** Face-to-Face

**Accepts Virtual Learner:** No

**PHI-319-02=PPE-329-02 =GHL-319-01: Seminar in Ethics and Social Philosophy: Bioethics**

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

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

**Instructor:** Hughes

**Credit:** 1

**Primary Delivery Mode:** Face-to-Face

**Accepts Virtual Learners:** No



## PHILOSOPHY, POLITICS, AND ECONOMICS

### **PPE-329-01=PHI-319-01= PSC-330-01: Seminar in Ethics and Social Philosophy:**

#### **Neoliberalism**

In many contemporary academic discourses, including discourses in philosophy, political theory, and economics, “neoliberalism” names a new kind of economic thinking that emerged in the middle of the twentieth century, influenced economic policy changes beginning in the 1970s and 80s, and led to significant transformations in the global political and economic order that continue to shape our lives in profound ways. The term is widely used, but its meaning is still in dispute. This course will investigate the meaning of neoliberalism by studying some of its most well-known proponents such as Hayek, Friedman, and Becker and by looking at it through various critical lenses. We will focus on how neoliberal thinking, policy, and practice transforms human beings into entrepreneurs of themselves, both individually and collectively.

**Prerequisite: None**

**Instructor: Gower**

**Credit: 1**

**Primary Delivery Mode: Face-to-Face**

**Accepts Virtual Learner: No**

### **PPE-329-02=GHL-310-01=PHI-319-02: Seminar in Ethics and Social Philosophy: Bioethics**

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

**Recommended Prerequisites:** (i) some background in biology (e.g. BIO 101) AND (ii) one prior course in philosophy or completion of Enduring Questions (FRC-101).

**Instructor: Hughes**

**Credit: 1**

**Primary Delivery Mode: Face-to-Face**

**Accepts Virtual Learners: No**

### **PPE-330-01=PSC-340-01: International Political Economy**

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



institutions affect economic policy and outcomes.

**Prerequisites: PSC-141**

**Instructor: Wells**

**Credit: 1**

**Primary Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

**PPE-338-01=HIS-340-01=PSC-310-01=BLS-300-03: Reconstruction: The Politics of History**

Americans sought to right the wrongs that caused our bloody Civil War through constitutional amendments abolishing slavery, guaranteeing equal protection of the law, and protecting the right to vote during Reconstruction. Why did these amendments completely fail to achieve their purposes for nearly a century until the Civil Rights Movement of the late 1950s and the 1960s? And to what extent do the failures of Reconstruction continue to plague us today? Can we trace them to today's Black Lives Matter movement or last summer's protests over the death of George Floyd? We will begin our search for answers by trying to recover what freedom, equality, and the right to vote meant both to those who advocated the Reconstruction Amendments and those who strenuously opposed them. We will also examine the "politics of history" – how in the decades after Reconstruction, some tailored the history of that era and the Civil War to support their political agenda in favor of a segregated society. Finally, we will ask whether that distorted history of Reconstruction still affects us today. Is it still "baked" into our legal and political system? These are all critical questions because we still rely upon the Reconstruction Amendments to resolve most of our major civil rights questions, including voting rights, immigrant rights, affirmative action, and LGBTQ rights. We will examine a number of these recent civil rights decisions in light of the understanding we gain about Reconstruction. Meets the Diversity Requirement for the PPE major.

**Prerequisite: Sophomore, Junior, or Senior standing**

**Instructors: Thomas, Himsel**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**PPE-338-02=PSC-335-01: The Social Contract**

This class explores the social contract tradition, considering the idea that legitimate government is government grounded in the consent of the governed. We will reflect on theories of government that are rooted in a hypothetical state of nature, asking what humans are when stripped of civilization and of all habits and customs. The class will focus on Hobbes, Locke, Rousseau, and Hume, as well as the way that John Rawls develops contemporary social contract theory. We will also attend to critiques of the social contract from the perspectives of sex, race, and disability.

**Prerequisites: PSC-131**

**Instructor: McCrary**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: No**



**PPE-358-01= ECO-358-01: Topics in Political Economy: Migration**

Immigration is an important current issue not only in the US, but across the globe, and past migrations have shaped history. This class will study the economic causes and consequences of migration. We will study how politics have shaped migration policy, and how policy shapes outcomes. While the economics of migration will be the primary focus, we will also consider the politics and ethics of migration policy. This class does not require intermediate economic theory or econometrics and thus it does not count towards the upper-level course requirement for the economics major. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** ECO-101

**Instructor:** Burnette

**Credit:** 1

**Primary Delivery Mode:** Face to face

**Accepts Virtual Learners:** No

**PPE-358-02=ECO-358-02: Topics in Political Economy: War**

Although wars may have many causes, a political economy focus can be an extremely useful tool for understanding why wars occur, why they succeed or fail, how they are fought, etc. Certainly, wars always have economic consequences. This course applies economic concepts to evaluate human action as a result of war and the threat of war by examining historical wars such as the American revolution, the World Wars, and more recent ones like the war of drugs and the war on terror. Topics explored will be the economics of conflict, revolutions, civil war, foreign interventions, humanitarian interventions, War and Prosperity, etc. Students will develop a deeper understanding of these issues through a framework of Politics, Philosophy, and Economics.

**Prerequisite:** ECO-101

**Instructor:** Snow

**Credit:** 1

**Primary Delivery Mode:** Face to face

**Accepts Virtual Learners:** Yes

**POLITICAL SCIENCE**

**PSC-200-01: Political Inquiry & Analysis**

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

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

**Instructor:** Gelbman

**Credit:** 1

**Primary Deliver mode:** Face to Face

**Accepts Virtual Learners:** No





**PSC-210-01=HIS-240-02=GEN-210-01: 100 Years of Woman Suffrage: Women as Voters, Candidates, and Elected Officials in US Politics**

The 19<sup>th</sup> Amendment to the U.S. Constitution, which forbids states from denying citizens the right to vote on account of sex, was ratified just over a century ago in 1920. This course examines women's role in American election politics in the hundred years since: Are there distinctive patterns or trends in women's voting behavior? Do women run for office for different reasons than men, and do they campaign differently? Once elected, how do women perform as representatives? How do gender and other demographic characteristics (e.g. race, ethnicity, religion, sexuality, etc.) interact to shape women's experience as voters, candidates, and representatives in American politics? What has changed since 1920 and what hasn't? We'll look at the work political scientists and other researchers have done so far to answer these questions, consider individual women's experiences as American voters, candidates, and elected officials, and weigh in on ongoing debates about whether and how to enhance women's participation in electoral politics in the United States and beyond. Meets the Diversity Requirement for the PPE major.

**Prerequisites:** None

**Instructor:** Gelbman

**Credit:** 1

**Primary Delivery Mode:** Face-to-face

**Accepts Virtual Learners:** No

**PSC-212-01=PPE-234=HIS-240=GHL-212: The Poor and Justice**

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

**Prerequisites:** None

**Instructor:** Himsel

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No



**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**

**Instructor: Turner**

**Credit: 1**

**Primary Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

**PSC-240-01=HIS-340-02=GEN-200-01: Children of War**

This course examines the role of children in international affairs through the many dynamics of war and conflict during the twentieth century. It will consider how the demographics of war-torn societies, and the gendered nature of war have disproportionately victimized women and children. Specifically, students will discuss how war produces children through rape, lust, and love, the effects of war on children and the participation of children in war. The course will also consider the responsibilities of the international community broadly, and the United States specifically, to protect and support children of war including those fathered by American soldiers. In addition, students will learn about various types of child exploitation and child saving that make both mothers and their children vulnerable during conflict including international adoption, child-sponsorship, and immigration and refugee policies. Students will examine a number of case studies regarding child soldiers, children born of war, transnational adoption, and child migrants.

**Prerequisite: Sophomores, Juniors, Seniors ONLY**

**Instructor: Thomas**

**Credit: 1**

**Primary Delivery mode: Hybrid**

**Accepts Virtual Learners: No**

**PSC-310-01=HIS-340-01=PPE-338-01=BLS-300-03: Reconstruction: The Politics of History**

Americans sought to right the wrongs that caused our bloody Civil War through constitutional amendments abolishing slavery, guaranteeing equal protection of the law, and protecting the right to vote during Reconstruction. Why did these amendments completely fail to achieve

# Wabash.

their purposes for nearly a century until the Civil Rights Movement of the late 1950s and the 1960s? And to what extent do the failures of Reconstruction continue to plague us today? Can we trace them to today's Black Lives Matter movement or last summer's protests over the death of George Floyd? We will begin our search for answers by trying to recover what freedom, equality, and the right to vote meant both to those who advocated the Reconstruction Amendments and those who strenuously opposed them. We will also examine the "politics of history" – how in the decades after Reconstruction, some tailored the history of that era and the Civil War to support their political agenda in favor of a segregated society. Finally, we will ask whether that distorted history of Reconstruction still affects us today. Is it still "baked" into our legal and political system? These are all critical questions because we still rely upon the Reconstruction Amendments to resolve most of our major civil rights questions, including voting rights, immigrant rights, affirmative action, and LGBTQ rights. We will examine a number of these recent civil rights decisions in light of the understanding we gain about Reconstruction. Meets the Diversity Requirement for the PPE major.

**Prerequisites: None**

**Instructors: Himsel, Thomas**

**Credit: 1**

**Primary Delivery Mode: Hybrid**

**Accepts Virtual Learners: No**

**Sophomores, Juniors, and Seniors only**

## **PSC-330-01=PHI-319-01=PPE-329-01: Seminar in Ethics and Social Philosophy: Neoliberalism**

In many contemporary academic discourses, including discourses in philosophy, political theory, and economics, "neoliberalism" names a new kind of economic thinking that emerged in the middle of the twentieth century, influenced economic policy changes beginning in the 1970s and 80s, and led to significant transformations in the global political and economic order that continue to shape our lives in profound ways. The term is widely used, but its meaning is still in dispute. This course will investigate the meaning of neoliberalism by studying some of its most well-known proponents such as Hayek, Friedman, and Becker and by looking at it through various critical lenses. We will focus on how neoliberal thinking, policy, and practice transforms human beings into entrepreneurs of themselves, both individually and collectively.

**Prerequisite: None**

**Instructor: Gower**

**Credit: 1**

**Primary Delivery Mode: Face-to-Face**

**Accepts Virtual Learner: No**

## **PSC-335-01=PPE-338-02: The Social Contract**

This class explores the social contract tradition, considering the idea that legitimate government is government grounded in the consent of the governed. We will reflect on theories of government that are rooted in a hypothetical state of nature, asking what humans are when stripped of civilization and of all habits and customs. The class will focus on Hobbes, Locke, Rousseau, and Hume, as well as the way that John Rawls develops contemporary social contract theory. We will also attend to critiques of the social contract from the perspectives of sex, race, and disability.



**Prerequisites:** PSC-131

**Instructor:** McCrary

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

**PSC-340-01=PPE-330-01: International Political Economy**

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

**Prerequisites:** PSC-141

**Instructor:** Wells

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

**Non-Special topics:** PSC-200-01 and PSC-212-01

**PSYCHOLOGY**

**PSY-110-01: The Psychology of Racial Justice**

Inequity can seem all too common, when. This course will examine psychological approaches to understanding some of the causes of racial inequity, and consider approaches to better achieve racial justice. Our focus will include a range of psychological processes from the level of the individual to the institutional to understand the ways in which racial prejudice, stereotyping, and discrimination impact a range of policing and judicial outcomes, and how individuals are in turn affected by these experiences. Through readings, discussions, and class demonstrations, students will focus on understanding racial inequity from a psychological perspective, and considering approaches to better achieve racial justice. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** None

**Instructor:** TBD

**Credit:** 0.5

**Primary Delivery Mode:** Face-to-face

**Accepts Virtual Learners:** No

**PSY-210-01: The Psychology of Conspiracy Theories**

Sometimes it seems that we live in a world of conspiracy theories. They run rampant through news feeds and social media. They emanate from the mouths of politicians, celebrities, and our own friends and family. This course will explore the psychological science of conspiracy



theories, which seem at once both preposterous and irresistible. Where do they come from? Who believes in them? What are their effects on individual behavior and public discourse? And can we –and should we –do anything about them? This course is likely to appeal to students with interests in social and/or cognitive psychology.

**Prerequisite: 1 credit in PSY**

**Instructor: Bost, P**

**Credit: 0.5**

**Primary Delivery Mode: Face-to-face**

**Accepts Virtual Learners: No**

## RELIGION

### **REL-151-01D: Introduction to Judaism**

What is Judaism? What defines Jewishness? This course surveys major facets of Judaism as a religion, culture, and historical phenomenon from antiquity to the present. Focus will be on foundational texts (the Hebrew Bible, the Talmud, and the Zohar), major historical developments (rabbinic, medieval, and modern expressions), and core theological beliefs and practices (Torah, ethics, and holiday cycle). Film, literature, and art will be featured in exploring the course's central questions.

**Prerequisites: None**

**Instructor: Phillips**

**Credit: 1**

**Primary Delivery Mode: Virtual**

**Accepts Virtual Learners: Yes**

### **REL-273-01: Women Mystics in the Middle Ages**

Women were excluded from positions of formal leadership within the medieval church, but many sought alternative ways of articulating a theological commitment and teaching others what they knew. This course looks at key figures in one such "alternative" Christianity, the mystics of the Middle Ages. Authors include Julian of Norwich, Mechthild of Magdeburg, Brigit of Sweden, Hildegard of Bingen, Hadewijch of Antwerp and Catherine of Siena. These remarkable women wrote about God, medicine, war, love and lust, the lurking evils of ordinary life, and much more.

**Prerequisite: None**

**Instructor: Nelson**

**Credit: 0.5 (first half)**

**Primary Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

### **REL-273-02 – Thomas Aquinas: Philosophy and Theology**

Thomas Aquinas (1225-1274) is the most important medieval theologian and philosopher. His work integrated classical Christian beliefs with the newest philosophy and science available at the time: Aristotle's recently re-discovered thought. This seminar will read excerpts from Thomas' *Summa Theologica* related to the nature and existence of God, evil, human action,



sacraments and grace.

**Prerequisite: None**

**Instructor: Nelson**

**Credit: 0.5 (second half)**

**Primary Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

**REL 280-01=GHL-219-01: Christianity and Mental Health in America**

This discussion-based course will focus on the intersection of Christianity and mental health in the United States. Some of the questions we will consider include: In what ways does Christianity make sense of mental illness and disorder? How might Christianity contribute to mental health and well-being, on the one hand, and to mental disorders on the other? The U.S. today suffers from an epidemic of anxiety, depression, and loneliness. How does the Christian church address these issues, along with others like mental handicaps and destructive behaviors such as addictions? Finally, what are the particular mental health challenges facing young people today, especially young men, and what resources might the American Christian tradition bring to bear on them?

**Prerequisite: None**

**Instructor: Baer**

**Credit: 1**

**Primary Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

**REL-295-01D=ART-210-03D=HUM-295-01D: Religion and Representations of the Holocaust**

This course explores a variety of representations of the Holocaust in theology, literature, film, and art. This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects. The course explores the limits and possibilities of representing atrocity by raising such questions as: Can suffering be represented? What do representations of the Jewish genocide convey to 21<sup>st</sup> century citizens and subsequent generations of Jews and Christians? Is it barbaric to write poetry and fiction, paint or compose music, film documentaries and TV comedies, draw cartoons and graphic novels, publish photographs or erect monuments about such horrific events? How does visual media facilitate the raising of profound moral and religious questions about the Holocaust and our responses to it? Meets the Diversity Requirement for the PPE major.

**Prerequisite: None**

**Instructor: Phillips**

**Credit: 1**

**Primary Delivery Mode: Virtual**

**Accepts Virtual Learners: Yes**

**REL-296-01D=HUM-296-01D: 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



# Wabash.

and riddling character presses readers to the limits of reason, belief, and action. The course investigates how parables work, 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 look at parables that take visual expression 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.

**Prerequisite:** None

**Instructor:** Phillips

**Credit:** 1

**Primary Delivery Mode:** Virtual

**Accepts Virtual Learners:** Yes

## **REL-373-01=GHL-310-02: Cosmos as Creation: Christianity and the Ecological Crisis**

All of us experience the "world" outside our own bodies and minds. What we call that outside-ourselves-thing reflects our assumptions, but then also acts back upon us and shapes our relations to it. Ancient Greeks called it the "Cosmos," a world that originally meant something like "arrangement," which implies some seen or unseen order. Contemporary Americans might speak instead of "the universe," whereas some physicists might prefer to speak of a "multiverse." This course investigates what it means when Christians refer to the world as "creation." What kinds of contingency underlie a creation? What can be known about a creator from a creation? What must one do, or must not do, if the world is a creation? Focusing explicitly on the implications of seeing the world as creation for environmental ethics, we will read texts on environmental economics, patterns of consumption and eating, urban and domestic design, and the future of life in the ecologically fragile Anthropocene era.

**Prerequisite:** None

**Instructor:** Nelson

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

## **RHETORIC**

### **RHE-270-01 Strategic Communication**

This course introduces students to strategic communication, with an emphasis on the rhetorical dimensions of message design. Strategic communication is an umbrella term and subfield that considers how organizations use communication to achieve their missions, often engaging facets related to information campaigns, public relations, and marketing. This class will be organized into three modules, each addressing a different context of strategic communication: marketing and advertising, health campaigns, and crisis communication. Within each module, students will learn theories and models of best practices, audience analysis and research, and communication ethics. As a Lit/Fine Arts distribution course, students will primarily use case studies and a research project to analyze rather than create strategic communication messages.



**Prerequisites:** Completion of or concurrent enrollment in RHE-101

**Instructor:** Jeff Drury

**Credit:** 1

**Primary Delivery Mode – Face to Face**

**Accepts Virtual Learners:** No

### **RHE-290-01: Democracy and Deliberation**

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. Students will create dialogues and deliberations on relevant public issues, and engage in facilitation. This class qualifies as a Language Studies credit.

This course is enrolled through permission of the instructor. Email your interest to [Dr. Sara Drury](#).

**Prerequisites:** None

**Instructor:** Sara Drury

**Credit:** 1

**Primary Delivery Mode - Hybrid**

**Accepts Virtual Learners:** No

### **RHE-370-01 U.S. Presidential Rhetoric**

The president of the United States has become, by many estimates, the most powerful person in the world. This course considers how such power in contemporary mediated society is connected to the president's use of rhetoric. Specifically, students will explore how contemporary presidents use rhetoric to govern, with particular attention to the relationship between presidents and the American people. The course material will include presidential rhetoric but also theoretical and rhetorical criticism essays that explore the operations of that rhetoric. This course focuses on the discourse of elected presidents who speak in an official capacity, not on election campaigns or fictional portrayals of U.S. presidents. Students should expect this to be a seminar course, meaning that our class sessions will be largely student-driven discussion from assigned material. By taking this course, students will further develop crucial skills (e.g. productively participating in discussion, critical reading, thinking, and writing) as well as cultivate a more nuanced understanding of the operations of U.S. presidential rhetoric.

**Prerequisites:** None

**Instructor:** Jeff Drury

**Credit:** 1

**Primary Delivery Mode – Face-to-Face**

**Accepts Virtual Learners:** NO

**RHE-370-02: Digital Rhetoric and Public Life in 2021**

2021 marks the start of the second decade of the twenty-first century. Our time is one of digital revolution: our communication is now regularly mediated by code, networks, big data, and screens. Indeed, the digital has fundamentally reoriented public life. How do our technologies—smart phones, computers, televisions, etc.—and our socially networked media platforms—Twitter, Instagram, Reddit, etc.—invite and preclude productive discourse? In answering this question, this seminar style course will introduce students to core concepts and theories in digital rhetoric, including network, algorithm, information, archive, and circulation. It will, too, invite a rethinking of core rhetorical processes as they operate in our digital society, including the ways we read and critique texts, how we compose and deliver information, and what it means to civically engage in our communities in an unprecedented moment of pandemic, protest, partisanship, and planetary stress. Students in this class will compose an original research project and will be expected to read\* diligently and participate actively in course discussions. Conversations in class will be tailored around contemporary events that have unfolded in 2020 (e.g., the COVID-19 pandemic, protests in response to racism and police brutality) and that will continue to shape the contours of public life in the coming years (e.g., politics and partisanship, climate change). \*Please note that several of the required course texts will be freely available as eBooks through the Lilly Library.

**Prerequisite: None**

**Instructor: Geraths**

**Credit: 1**

**Primary Delivery Mode: Face-to-Face**

**Accepts Virtual Learners: Yes**

### **SPANISH**

**SPA-312-01: Representations of, and Reactions to, the Spanish Civil War**

Often overlooked in twentieth century world history, the Spanish Civil War (1936-1939) transcended the National scale, becoming a prelude to World War II and the international battle against fascism. This course introduces the causes and consequences of the war which ended with the defeat of the Spanish Republic, ushering in Francoist Spain, a thirty-six-year period of Spanish history from the war's end in 1939 to Franco's death in 1975. The war has long impacted Spain's historical memory, the 1977 *Pacto del olvido* (Pact of Forgetting) legislation attempted to concentrate on the future of Spain, but gave amnesty for crimes and atrocities committed during war and Franco's dictatorship. This course introduces artistic and political representations before, during, and after the war. It presents the rise of fascism, anarchism, and communism in the historical and social context of Spain. We will study the international response to the war, including the volunteers—many of them American in the integrated white and black *Brigada Abraham Lincoln*—who fought and the countries who welcomed Spanish exiles after the Republic was defeated. Conversations in class are designed around the representations of the Civil War as we view them from the present.

**Prerequisite: None**

**Instructor: Greenhalgh**

**Credit: 1**



**Primary Delivery Mode: Face-to-Face**  
**Accepts Virtual Learners: No**

## **THEATER**

### **THE-103-01: Movement for the Stage**

In this course, we will develop, explore, and improve the physical body and mental attentiveness of the performer. We will immerse ourselves in the study of several disciplines and physical practices, including yoga, *t'ai chi*, stage combat, and slapstick comedy. We will also explore the Suzuki and Viewpoints methods of acting and movement, both of which have become foundational cornerstones to contemporary actor training. No prior experience necessary! Come build strength and flexibility in your body, while discovering new ways to find focus and awareness in your mind.

**Prerequisite: None**

**Instructor: Johansen**

**Credit: 1**

**Primary Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

### **THE-103-02: Comedy in Performance**

In this course, we will explore the technical and improvisational world of theatrical comedy. We will examine comedy from two different perspectives: the precision of great comedic scripts and the free-wheeling energy of improvisation. With scripted work, we will dissect the language and phrase of each scene as if it were a piece of music, and then put it on its feet to see how it flies. We will also explore improvisation, breaking down all the components of improv that allow for fun and creation, with NO pressure to "be funny." If you have never done improv, GREAT! It's nothing to fear. This class is appropriate for ALL levels of interest and experience: from "This seems like a somewhat fun way to fulfill the Literature/Fine Arts Distribution Requirement at Wabash College" to "I want to do this for my career."

**Prerequisite: None**

**Instructor: Johansen**

**Credit: 1**

**Delivery Mode: Face to Face**

**Accepts Virtual Learners: No**

### **THE-103-03=GEN-277-01=MUS-104-01: Heroes and Heroines in the American Musical**

In this course we will embark on a journey to explore the concept of heroism in musical culture. Focusing exclusively on the American musical theater repertoire, we will meet individuals who changed the way music has been composed, performed, and perceived. We will focus on the heroic archetype and gender studies to examine characters from selected musicals who broke through artistic and gender boundaries. The course also considers musical theater performers and songwriters who have used their public prominence to promote social change and defy limits of gender. Examples include songs, characters, performers, and creators of shows from the 1950s to the present, including recent hits like *Hamilton* (2015) and *Six* (2017).



**Prerequisite:** None

**Instructor:** Bádue

**Credit:** 1

**Primary Delivery Mode:** Face to Face

**Accepts Virtual Learners:** No

**THE-206-01: Rehearsal for Reality: Theater for Community Engagement**

Civically-engaged theater works to build effective and intentional responses to injustice.

Theater, by its nature, needs an audience to witness and interpret the live event. What if the audience was part of the theatrical formation? Civically-engaged theater artists partner with community members to transform participants, already filled with experience and knowledge, into collaborators in the creation process. In this course, we will study, learn, and practice civic engagement and participatory theater. Sample modalities: Theatre of the Oppressed (Boal/Diamond), Civic Practice (Rohd), and Playback Theatre (Fox/Salas).

**Prerequisite:** One Course in Theater or Rhetoric (can be taken in the same semester)

**Instructor:** Winters Vogel

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** No

**THE-206-02=GEN-103-01: Bodies Onstage: Performance of Gender and Culture in American Theater**

This course will explore historical and contemporary American theater expressions of gender and cultural identity. We will use performances, scripts, and scholarly writings to analyze the representation of gender in Indigenous, Hispanic, Black, white, and Asian American theater, taking into consideration the historical and political context for the creation and production of these works. We will also examine the tension between entertainment and socio-political engagement for performers, playwrights, and audiences. Sample theorists and playwrights: bell hooks, Jill Dolan, Milcha Sanchez-Scott, Tarell Alvin McCraney, Young Jean Lee, Nilo Cruz, and Qui Nguyen. Meets the Diversity Requirement for the PPE major.

**Prerequisite:** None

**Instructor:** Winters Vogel

**Credit:** 1

**Primary Delivery Mode:** Hybrid

**Accepts Virtual Learners:** Yes