

FALL 2015 COURSE DESCRIPTIONS

7/8/15

ART 210-01 = SPA 312-01: MEMORIES OF AFRICA. AFRICA IN THE AMERICAS: CULTURAL MEMORY AND HERITAGE OF THE DIASPORA

This cross-listed and team-taught immersion course will study how vestiges of African culture from diverse Nations have survived and have been 'preserved' through visual art, literature, religion, foodways, as well as community practices that date back to the crossing of the Mid-Atlantic. The course will address a broad and diverse Diaspora of African Nations in terms of causes and representative cultures. The immersion component will explore the specific African legacies of Gullah Geechee and Yoruba in coastal communities in Savannah, Georgia and surrounding areas.

ART 210-02: MUSEUM STUDIES

In this course, students will develop exhibitions and written materials for Wabash's Art Galleries. In addition students will develop art displays of the Permanent Collection of Art across campus. Students will do research, interpretation, and exhibition design and implementation, using American Alliance of Museums standards.

ART 225-01: DIGITAL FILMMAKING

This studio course is an introduction to high-definition digital filmmaking and ephemeral media as an expressive art form. It will provide a basic understanding of digital film production technology, techniques, terminology and equipment operation. No previous editing, sound or camera operation experience is required.

ASI 196-01 = HUM 196-01 = REL 196-01: RELIGION AND LITERATURE: "DANCING WITH THE MOON": RELIGION AND IMAGE IN CHINESE POETRY

"In the heart, it's intention; coming forth in words, it's poetry." So says the "Preface" to the *Book of Songs*, the ancient classic of Chinese poetry. In this course, we will read selections (in English) from the *Book of Songs*, and later poets like Li Bo [Li Bai], Du Fu, and Wang Wei. We will study how Chinese poets use image and metaphor to convey their distinctive ideas about nature, religion, and human life. On occasion, we will also read Chinese poems alongside selected English-language poems (British, American, or Indian), comparing their techniques and aims. ½ course credit, second half-semester. No prerequisites.

ASI 230-01 = REL 230-01: TOPICS IN EAST ASIAN RELIGIONS: CONFUCIANISM

Once on the wane (in the twentieth century), Confucianism has recently undergone a major renaissance in both mainland China and the United States. We'll start with classical Confucianism, and do a close reading of the *Analecets* and the *Mencius* in English translation. We'll analyze the "logic" of each work, and the issues raised by the tensions between a "logical" reading of a text and an "historical" one. We'll then turn to contemporary Confucianism, looking at the so-called "New Confucians" and the "Boston Confucians." We'll consider the role of Confucianism in current debates about bioethics, ecology, and social and political reform, as well as in contemporary Chinese literature (novels, plays, etc.). Part of the course work will be devoted to learning a core set of Chinese characters, and a few rudiments of Classical Chinese, although absolutely no prior knowledge of Chinese will be presupposed in any way, shape, or form whatsoever. One course credit. Prerequisite: Either REL 104, REL 230, HIS 101, HIS 260, HIS 261, HIS 262, ASI 201 or above, or the consent of the instructor.

BIO 401-02: SENIOR SEMINAR

This section of senior seminar will be enrollment **by instructor permission ONLY** and is designed for students with a serious scheduling conflict with BIO 401-01 (e.g., BIO 213). Interested students should apply by email to Dr. Ingram (ingrama@wabash.edu), including a detailed description of the scheduling conflict with the main section of BIO 401. Applications are due 27 March 2015.

CLA 105-01 = HIS 211-01 GREEK CIVILIZATION

This introductory course in Greek history traces Greek civilization from the Bronze Age to the conquests of Alexander the Great. From the collapse of the great Bronze Age kingdoms through an age of tyrants and to the rise of democracy, we will examine a wide range of ancient sources to understand political institutions. Along the way, we will consider a number of other interlaced topics: the significance of athletics, the details of hoplite and naval warfare, the impact of tragic dramatic performances and ribald comedy on the body politic, and the legacy of Greece in today's world. We will also look at recent discoveries in archaeology, including the massive tomb of a Macedonian elite currently being excavated in northern Greece.

Students interested in taking this course for History credit should still sign up under the History 210 listing, which will most likely be converted to History 211 after registration. The course has no prerequisites.

CLA 212-01=HIS 310-01: THE ART OF EMPIRE IN ANCIENT ROME

This course is dedicated to the study of Roman imperial history, art, and architecture. The emperor Augustus famously claimed that he found Rome a city of brick and left it a city of marble. His statement illustrates both the degree to which building projects (and materials) were critical to the public image of Roman rulers as well as how these undertakings had a diachronic dimension: what and where an emperor chose to build as well as whose monuments he echoed or scorned spoke volumes about how he wished to be perceived by his subjects and to be placed in history.

The class will engage one central question with multiple offshoots: How did key figures in the Late Roman Republic and then the leading emperors of Rome's increasingly-less-veiled monarchy manipulate the cityscape of Rome to lay claim to and then maintain their power? How did art and architecture reinforce broader imperial programs and strategies? And what avenues, material or other, were open to subjects who wished to resist such attempts at persuasion and control? How did emperors make apparent to an urban power base their military campaigns far away on the frontier? How might the concentration of massive resources in an individual's hands lead to profound innovation or wanton wastefulness? In sum, this is a class that involves intense investigation of ancient Rome, its urban form through history, and the dialogue between ruler and ruled. It spans history, architecture, art history, and occasionally engineering, religion, and other realms of ancient life.

The immersion component of the course will occur November 21-29, 2015.

Registration by permission of instructor. No prerequisites, but some preference will be given to students with background in the material.

CHE 461-01: SPECIAL TOPICS IN BIOCHEMISTRY: EPIGENETICS

Epigenetics is the study of heritable changes in gene activity that are not due to changes in DNA sequence. These changes can result from modification of DNA or histones, or transcription factor or repressor expression. Primary literature papers and review articles will be the main texts for the course. Prerequisites: CHE 461 or Bio 211. ½ credit, second half semester.

CSC 121-01: PROGRAMMING IN C++

This is a half-credit introduction to the C++ language for students who already have some programming experience. Students will build on their previous knowledge of a programming language to learn an additional language. C++ is a general-purpose programming language similar in some respects to Java, but different in others. Prerequisite: CSC 111

CSC 121-02: PROGRAMMING IN HASKELL

This is a half-credit introduction to the Haskell programming language for students who already have some programming experience. Students will build on their previous knowledge of a programming language to learn an additional language. Haskell is a functional programming language, which is very different from object oriented languages like Java.

Prerequisite: CSC 111

CSC 271-01: INTRODUCTION TO DATABASE DESIGN

Database management is a central component of a modern computing environment. This course will introduce the fundamental concepts of database design and database languages. Prerequisite: CSC 111

CSC 338-01 = MAT 338-01: TOPICS IN COMPUTATIONAL MATHEMATICS: COMPUTER ALGEBRA

Have you ever wanted a computer to do mathematics the way a person does it? Are you curious about how computer algebra systems such as MATHEMATICA and MAPLE work? This course offers an introduction to computer algebra, the discipline that develops mathematical tools and computer software for the exact or arbitrary precision solution of equations. It evolved as a discipline linking algorithmic and abstract algebra to the methods of computer science and providing a different methodological tool in the border area between applied mathematics and computer science. It has as its theoretical roots the algorithmic-oriented mathematics of the nineteenth and early twentieth centuries and the algorithmic methods of logic developed in the first half of the twentieth century, and it was sparked by the need of physicists and mathematicians for extensive symbolic computations that could no longer be conducted by hand. Prerequisites: CSC 111 and MAT 223, or permission of the instructor.

ECO 277-01: SPECIAL TOPICS: ECONOMICS THROUGH FILM

This course uses media, primarily film, to illustrate a wide array of economic concepts such as: efficiency, market failure, opportunity cost, the business cycle, structural change, scarcity, specialization, inflation, market structures, barriers to entry, etc. The course will touch on a number of subfields of economics such as economic history, environmental economics, game theory, the economics of crime, etc. The course will make use of films to complement traditional approaches to teaching economics. In this sense, clips and entire films will be used to motivate in class discussion, to promote interest in the subject matter, to increase retention of the concepts and theories discussed and to illustrate the significance of economics in the “real” world. We will be watching a number of clips in class and entire movies such as “Grapes of Wrath”, “Scarface”, “The Treasure of the Sierra Madre”, “Trading Places”, “Of Mice and Men” and “Mad Max.” Prerequisite: Econ 101

ENG 497-01: QUEER THEORY: SEXUALITIES & TEXTUALITIES

In this course, we will explore the role of sexuality in literature and literary theory, with an emphasis on queer theory. How can paying attention to sexuality and sexual identity deepen our reading of literature? What makes a text “queer”? To what extent are the categories of “gay” or “straight” stable or useful lenses for examining ourselves or the books we read? We will ground our inquiry in the works of literary and cultural theorists such as Michel Foucault (The History of Sexuality, Volume I), Eve Kosofsky Sedgwick (Between Men: English Literature and Male Homosocial Desire) and Judith Butler (Gender Trouble). Our readings will span multiple genres and time periods: authors to be considered include Shakespeare, Tennyson, Gustave Flaubert, Jeanette Winterson, Kate Bornstein, Alison Bechdel, Kenji Yoshino, and others. Assignments include weekly reading responses, several mid-length papers, a presentation, and a substantial research paper. Senior English Majors only or permission of instructor.

ENG 497-02: THE BLACK ARTS MOVEMENT AND BLAXPLOITATION

The Black Arts Movement is one of the most political literary movements in American history. It is closely tied to its sister movement, the Black Power Movement; as revisionary and militant as the Black Power Movement was politically, so was the BAM artistically. But although it heavily influenced aesthetics in art, literature, and cinema, many today consider the BAM a failure. Why? Some cite that The Man is at large in contemporary culture; events like Ferguson show continued political relevance and some would argue that literature and film are more white-washed today than during the BAM. What this class will endeavor to investigate is the why/how/if the movement failed. What sorts of cultural forces were at play? The course will address such things as how the BAM challenged conventional assumptions about beauty and art in forming a black aesthetic, commodification of Afro-American bodies, and the metaphorical return to African roots and vernacular traditions in literature and film. Senior English Majors only or permission of instructor.

FRE 312-01: THE CITY IN FRANCOPHONE AFRICA CINEMA

In this course, we will examine a selection of internationally acclaimed films by cineastes from various parts of Africa: Senegal, Morocco, Algeria, Cameroun, Democratic Republic of Congo, Egypt, Burkina Faso, Mali and Mauritania. Though urban spaces have always been a prominent subject matter in francophone African

cinema, greater attention has been accorded to the francophone African city in recent francophone African filming. In addition to acquiring a good understanding of the reasons behind francophone African cineastes' current interest in the African city, students will also gain solid insights into the web of social phenomena that make of francophone African cities daunting yet captivating crossroads. Class will address various issues shaping life in contemporary francophone Africa among which the interplays between the global and the local, the phenomenon of the "nouveau riche" and the practice of "débrouillardise" in urban francophone Africa. Course is open to non-French speaking students.

GEN 230-01 = HIS 230-01: GENDER AND SEXUALITY IN MODERN EUROPE

In this course students will study historians' use of gender as a category of analysis to better understand the European past. Rather than moving in a strictly chronological fashion from 1750 to the present, course readings will be topical *and* chronological. The class includes readings on political movements, gender and warfare (WWI and the Nazi period), medical treatments for syphilis, scientific developments, medical change and masturbation, work practices, systems of prostitution, and legal interpretations of men's and women's social roles. Most of the course content focuses on the history of gender and sexuality in Britain, France, and Germany.

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Students interested in taking this course for History credit should still sign up under the History 210 listing, which will most likely be converted to History 211 after registration. The course has no prerequisites.

HIS 220-01: WAR AND SOCIETY IN MEDIEVAL EUROPE

This course will survey the history of medieval Europe from roughly 400 to 1450, focusing on the idea that Europe was made up of a set of societies organized for war. The course will examine the impact of social and cultural change on patterns of warfare, the composition of armies, and the role of war in politics.

HIS 230-01 = GEN 230-01: GENDER AND SEXUALITY IN MODERN EUROPE

In this course students will study historians' use of gender as a category of analysis to better understand the European past. Rather than moving in a strictly chronological fashion from 1750 to the present, course readings will be topical *and* chronological. The class includes readings on political movements, gender and warfare (WWI and the Nazi period), medical treatments for syphilis, scientific developments, medical change and masturbation, work practices, systems of prostitution, and legal interpretations of men's and women's social roles. Most of the course content focuses on the history of gender and sexuality in Britain, France, and Germany.

HIS 240-02 = PSC 210-01: POLITICS OF THE CIVIL RIGHTS MOVEMENT (1/2 CREDIT)

Fall; 1st half; no prerequisites, cross-list with HIS 240-02

This half-semester course will focus on the origins and development of the American civil rights movement – both as a model for social movements' role in American politics and as a window into the politics of race and race relations in the United States. Using primary and secondary sources, we'll explore such topics as the mobilization of individual civil rights movement participants, the development of civil rights movement organizations and campaigns, the impact of civil rights movement activity on public policy, and social movement efforts to mitigate racial discrimination in the twenty-first century.

HIS 240-03 = PSC 210-02: POLITICS OF THE VOTING RIGHTS ACT (1/2 CREDIT)

Fall; 2nd half; no prerequisites, cross-list with HIS 240-03

To commemorate the fiftieth anniversary of the Voting Rights Act of 1965, this half-semester course will examine the political dynamics and processes that culminated in both its initial passage and its subsequent renewals and expansions. Using primary and secondary sources, we will explore how the Voting Rights Act differed from previous legislative efforts to mitigate racial disenfranchisement, the role of the civil rights movement campaign in Selma in its achievement, and the interplay among activists, lobbyists, and public officials in the legislative process leading up to its enactment. We will also consider recent and current voting rights controversies, such as the Supreme Court's invalidation of the Voting Rights Act's coverage formula in *Shelby County v. Holder* (2013) and ongoing debates surrounding felony disenfranchisement and voter ID laws.

HIS 310-01 = CLA 212-01: THE ART OF EMPIRE IN ANCIENT ROME

This course is dedicated to the study of Roman imperial history, art, and architecture. The emperor Augustus famously claimed that he found Rome a city of brick and left it a city of marble. His statement illustrates both the degree to which building projects (and materials) were critical to the public image of Roman rulers as well as how these undertakings had a diachronic dimension: what and where an emperor chose to build as well as whose monuments he echoed or scorned spoke volumes about how he wished to be perceived by his subjects and to be placed in history.

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The immersion component of the course will occur November 21-29, 2015.

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HIS 340-01: THE VIETNAM WAR

The Second Indochina War or the American War, the terms used by the Vietnamese to describe "America's Longest War" in Vietnam, divided the United States like no conflict since the Civil War. It tore apart families, communities, and the social fabric of the country, leaving deep wounds in the national psyche. In Vietnam, millions died and in 1975, the Americans and others left behind a devastated economy and society.

This course looks at the evolution of the U.S. involvement in Vietnam from the 1940s through the end in 1975 as well as beyond through the perspective of American and Vietnamese leaders and soldiers. It considers the effects of the Vietnam War on all sides and its continuing legacies.

HUM 196-01 = REL 196-01 = ASI 196-01: RELIGION AND LITERATURE: "DANCING WITH THE MOON": RELIGION AND IMAGE IN CHINESE POETRY

"In the heart, it's intention; coming forth in words, it's poetry." So says the "Preface" to the *Book of Songs*, the ancient classic of Chinese poetry. In this course, we will read selections (in English) from the *Book of Songs*, and later poets like Li Bo [Li Bai], Du Fu, and Wang Wei. We will study how Chinese poets use image and metaphor to convey their distinctive ideas about nature, religion, and human life. On occasion, we will also read Chinese poems alongside selected English-language poems (British, American, or Indian), comparing their techniques and aims. ½ course credit, second half-semester. No prerequisites.

HUM 296-01 = REL 296-01: TOPICS IN RELIGION AND LITERATURE: PARABLES IN JEWISH AND CHRISTIAN TRADITIONS

This discussion-based course examines the parable as a distinctive literary form employed by Jews and Christians to engage moral and theological truths. Parabolic stories are imaginative word images that speakers use to challenge and deepen conventional theological and moral perceptions. By design, the parable's enigmatic and riddling character invites hearers and readers to the edge of reason, belief, and action. The course investigates how parables work as language and story, who employs them and for what purpose, 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. Of special focus will be the artwork of Samuel Bak, a Holocaust survivor, whose captivating images function as a visual parabolic response to the Holocaust for both Christians and Jews. The course engages the study of literature, language, rhetoric, Jewish and Christian theology, art, and religious responses to the Holocaust. One course credit. No prerequisites.

MAT 338-01 = CSC 338-01: TOPICS IN COMPUTATIONAL MATHEMATICS: COMPUTER ALGEBRA

Have you ever wanted a computer to do mathematics the way a person does it? Are you curious about how computer algebra systems such as MATHEMATICA and MAPLE work? This course offers an introduction to computer algebra, the discipline that develops mathematical tools and computer software for the exact or arbitrary precision solution of equations. It evolved as a discipline linking algorithmic and abstract algebra to the methods of computer science and providing a different methodological tool in the border area between applied mathematics and computer science. It has as its theoretical roots the algorithmic-oriented mathematics of the nineteenth and early twentieth centuries and the algorithmic methods of logic developed in the first half of the twentieth century, and it was sparked by the need of physicists and mathematicians for extensive symbolic computations that could no longer be conducted by hand. Prerequisites: CSC 111 and MAT 223, or permission of the instructor.

MUS 204-01: TOPICS IN MUSIC: TECHNOLOGY AND THE MUSIC INDUSTRY

A class for all students, regardless of background. This course is suitable for fulfilling distribution requirements. From the wind-up music box to the MP3, this course will explore the many ways in which technological innovations affect music's production and marketing, along with how consumers perceive and listen to music. Starting with the rise of mass production in the early 19th century, and continuing with 20th- and 21st-century contributions including recording technologies, mass media, and electronically-produced music, we will discuss how technology has culturally, economically, and aesthetically impacted music and the way we listen.

MUS 304-01: ADVANCED TOPICS IN MUSIC: TECHNOLOGY AND THE MUSIC INDUSTRY

This is an advanced topics course, which changes from year to year. It is offered in conjunction with MUS 204, and is on the same topic, but with additional reading and research. It may be taken as a Senior capstone in place of MUS 401 Senior Seminar. From the wind-up music box to the MP3, this course will explore the many ways in which technological innovations affect music's production and marketing, along with how consumers perceive and listen to music. Starting with the rise of mass production in the early 19th century, and continuing with 20th- and 21st-century contributions including recording technologies, mass media, and electronically-produced music, we will discuss how technology has culturally, economically, and aesthetically impacted music and the way we listen. Prerequisite: Senior Music Majors.

PHI 109-01: PERSPECTIVES ON PHILOSOPHY: MINDS, BODIES, AND MACHINES

Our knowledge of our minds seems very different from our knowledge of our bodies, but our minds are also intimately tied to our bodies. Since antiquity, some philosophers have said that minds and bodies were very different things while others have said that they were two aspects of the same reality (usually holding that minds are aspects of bodies, but sometimes the opposite). The question of how the mind is related to the body has long been associated with a second question, whether intelligent machines were possible, and this association has been especially close in the last half century. In this course, we will sample the views of philosophers—from the ancient to the recent—regarding both of these issues. A half-semester course meeting in the first half semester. *No prerequisite (but not open to junior or senior philosophy majors without permission of the instructor).*

PHI 109-02: PERSPECTIVES ON PHILOSOPHY: THE IDEA OF FREE WILL

When we face a choice, we don't feel ourselves bound to a particular option—otherwise, it wouldn't really be a choice. So we feel free in our exercise of the will, and such freedom seems required if we are to be responsible for our actions, if they are to really be ours. On the other hand, we are able to predict and explain the actions of others and to give reasons for our own actions, and the things we do wouldn't seem to be really our actions if they were purely random occurrences for which we could give no such accounts. Philosophers have long felt the opposing pull of these two ways of looking at the actions we choose—as free but not random—and this course will sample their thinking as they tried to hold them together. A half-semester course meeting in the second half semester. *No prerequisite (but not open to junior or senior philosophy majors without permission of the instructor).*

PHI 109-03: INTRODUCTION TO THE HISTORY OF PHILOSOPHY

This introductory course will familiarize students with an array of philosophical thinkers, themes and texts in the history of philosophy. Highlights include Plato, Augustine, Descartes, Nietzsche and Freud.

Themes include the relation of knowledge to virtue, of theory to practice, of the mind or soul to the body, of power to truth. A regular theme will be how the way we view the world affects the way that we live in it. Two films will be considered as portrayals of different philosophical positions. Writing assignments and discussion will comprise the grade.

PHI 270-01: ELEMENTARY SYMBOLIC LOGIC

Our topic in this course is logic, the study of correct reasoning. Most articulated reasoning employs only natural language (e.g. English), but unfortunately, evaluation of natural language arguments is not always a precise affair, owing mostly to the imprecision of the language in which they are stated. The dream of the logician-philosopher is to obviate this difficulty by developing two tools. The first is a precise, unambiguous, symbolic notation in which all logically relevant detail can be expressed (hence 'symbolic' in our course title). The second is a technique for calculating on these symbolic expressions; a technique for definitively proving or refuting any argument that can be expressed in the symbolic notation (hence 'logic' in our course title). To a significant extent, we will realize this dream in this course. We will develop languages of symbolic logic and employ them in articulating and evaluating arguments in a precise and unambiguous way. To render these languages useful, we will discuss methods for symbolizing natural language idioms—such as the English 'if, then', 'or', 'not', and 'all'—in our symbolic notation system. And, we will cover several techniques for evaluating expressions and arguments formulated in our symbolic language, including truth tables and a method of formal proof. We will also touch on philosophical issues regarding the scope, limits, and applicability of the tools that we develop.

PHI 272-01: PHILOSOPHY OF SCIENCE

Science enjoys an authoritative epistemic status in contemporary Western culture. What, if anything, about distinctively scientific inquiry could account for this? Consideration of this question will take us on a tour through some of the major themes in the philosophy of science. First, we will consider what constitutes distinctively scientific inquiry. An influential idea is that distinctively scientific theories are subject to confirmation or disconfirmation by experiment and observation. This leads us to consider how a theory might be confirmed, or disconfirmed, by experimental evidence. As you might expect, the details are messy, and the resultant question of why theories are accepted is seen to be a very complex one. In light of this, we will consider Thomas Kuhn's influential view of theory choice and scientific revolutions that seeks to take account of this complexity. Finally, in light of the complex evidential, experimental, and social factors involved in the development of scientific theory, what attitude should we take toward our scientific theories? Should we regard them as true; as correctly describing reality? Should we regard them as merely of instrumental or pragmatic value? Is the authoritative epistemic status of science well-deserved?

PHI 349-01 = PSC 331-01: ARISTOTLE'S POLITICAL PHILOSOPHY

Students in this course will have the opportunity to present papers as part of the GLCA Ancient Philosophy Workshop which is meeting with Earlham College students at Antioch College the first week of December. The chief focus of this course will be Aristotle's *Politics* with reference to Aristotle's account of nature in the *Physics*, of soul and life in *De Anima*, and of teleology, action and deliberation in the *Nicomachean Ethics*. The historical and contemporary political significance of nature and life will take center stage with reference to the more recent treatment of Aristotle's political theory by Arendt, Foucault, Agamben and others.

Students interested in ancient philosophy or questions of nature and life as well as students interested in political theory might be interested in this course. Suggested prerequisites: some political theory (PSC 231, PHI 217, PHI 218, PHI 219) or ancient philosophy (PHI 140) or by permission from the professor.

PHI 449-01: SENIOR SEMINAR: KANT'S FIRST CRITIQUE

Immanuel Kant (1724-1804) was a pivotal figure in modern philosophy. He recast the concerns of the preceding two centuries in ways that those philosophers couldn't have conceived of, and others' responses to his concerns (many of which he couldn't have conceived of) have shaped philosophy in the two centuries since him. Our focus will be his main work, the *Critique of Pure Reason*, which presented his view of knowledge and its relation to reality and also the outlines of the rest of his philosophical project. We will read and discuss large parts of that work as well as selections from other works that display some strands of his thinking that developed later. Students will also explore the scholarly literature about Kant, reporting on it to the class and drawing on it to develop their own understanding of what he was up to, leading to a substantial final paper. Required of senior philosophy majors but open to other students.

PSC 210-01 = HIS 240-02: POLITICS OF THE CIVIL RIGHTS MOVEMENT (1/2 CREDIT)

Fall; 1st half; no prerequisites, cross-list with HIS 240-02

This half-semester course will focus on the origins and development of the American civil rights movement – both as a model for social movements' role in American politics and as a window into the politics of race and race relations in the United States. Using primary and secondary sources, we'll explore such topics as the mobilization of individual civil rights movement participants, the development of civil rights movement organizations and campaigns, the impact of civil rights movement activity on public policy, and social movement efforts to mitigate racial discrimination in the twenty-first century.

PSC 210-02 = HIS 240-03: POLITICS OF THE VOTING RIGHTS ACT (1/2 CREDIT)

Fall; 2nd half; no prerequisites, cross-list with HIS 240-03

To commemorate the fiftieth anniversary of the Voting Rights Act of 1965, this half-semester course will examine the political dynamics and processes that culminated in both its initial passage and its subsequent renewals and expansions. Using primary and secondary sources, we will explore how the Voting Rights Act differed from previous legislative efforts to mitigate racial disenfranchisement, the role of the civil rights movement campaign in Selma in its achievement, and the interplay among activists, lobbyists, and public officials in the legislative process leading up to its enactment. We will also consider recent and current voting rights controversies, such as the Supreme Court's invalidation of the Voting Rights Act's coverage formula in *Shelby County v. Holder* (2013) and ongoing debates surrounding felony disenfranchisement and voter ID laws.

PSC 320-01: COMPARATIVE FOREIGN POLICY

What forces shape the foreign policy behaviors of states? How can we apply various theories of foreign policy processes and outcomes to particular case studies? Through this course, we will evaluate the significance of variables at the individual, group, state, and systemic levels of analysis, allowing us to construct a framework for comparing the foreign policy behaviors of major states. Areas of analysis will include cognitive theories of decision-making, bargaining approaches, political culture, bureaucratic politics, public opinion, special interests, nonstate actors, historic rivalries, material capabilities, etc. Through the study of general theories and specific examples, students will gain a broad understanding of the foreign policy literature and its application to cases beyond the United States.

PSC 330-01: THE POLITICS OF THE SOCCER RIOT

As soccer's popularity has continued to increase in the United States so has awareness of the ultras fan culture that dominates in many countries. While most Americans know that this culture has a reputation for being fanatical and potentially violent, the political nature of this culture is not as widely understood. In this course we will examine how these fan groups have evolved and have served as vehicles for everything from resistance to the nation state to vehicle for historical memory to expression of the wishes of the working class. This class will be of interest not just to political theorists, but to students with a background in comparative politics or international relations and an interest in protest or in the nation state and its alternatives.

PSC 331-01 = PHI 349-01: ARISTOTLE'S POLITICAL PHILOSOPHY

Students in this course will have the opportunity to present papers as part of the GLCA Ancient Philosophy Workshop which is meeting with Earlham College students at Antioch College the first week of December. The chief focus of this course will be Aristotle's *Politics* with reference to Aristotle's account of nature in the *Physics*, of soul and life in *De Anima*, and of teleology, action and deliberation in the *Nicomachean Ethics*. The historical and contemporary political significance of nature and life will take center stage with reference to the more recent treatment of Aristotle's political theory by Arendt, Foucault, Agamben and others. Students interested in ancient philosophy or questions of nature and life as well as students interested in political theory might be interested in this course. Suggested prerequisites: some political theory (PSC 231, PHI 217, PHI 218, PHI 219) or ancient philosophy (PHI 140) or by permission from the professor.

REL 196-01 = HUM 196-01: RELIGION AND LITERATURE: "DANCING WITH THE MOON": RELIGION AND IMAGE IN CHINESE POETRY

"In the heart, it's intention; coming forth in words, it's poetry." So says the "Preface" to the *Book of Songs*, the ancient classic of Chinese poetry. In this course, we will read selections (in English) from the *Book of Songs*, and later poets like Li Bo [Li Bai], Du Fu, and Wang Wei. We will study how Chinese poets use image and metaphor to convey their distinctive ideas about nature, religion, and human life. On occasion, we will also read Chinese poems alongside selected English-language poems (British, American, or Indian), comparing their techniques and aims. ½ course credit, second half-semester. No prerequisites.

REL 230-01 = ASI 230-01: TOPICS IN EAST ASIAN RELIGIONS: CONFUCIANISM

Once on the wane (in the twentieth century), Confucianism has recently undergone a major renaissance in both mainland China and the United States. We'll start with classical Confucianism, and do a close reading of the *Analects* and the *Mencius* in English translation. We'll analyze the "logic" of each work, and the issues raised by the tensions between a "logical" reading of a text and an "historical" one. We'll then turn to contemporary Confucianism, looking at the so-called "New Confucians" and the "Boston Confucians." We'll consider the role of Confucianism in current debates about bioethics, ecology, and social and political reform, as well as in contemporary Chinese literature (novels, plays, etc.). Part of the course work will be devoted to learning a core set of Chinese characters, and a few rudiments of Classical Chinese, although absolutely no prior knowledge of Chinese will be presupposed in any way, shape, or form whatsoever. One course credit. Prerequisite: Either REL 104, REL 230, HIS 101, HIS 260, HIS 261, HIS 262, or the consent of the instructor.

REL 260-01: TOPICS IN NEW TESTAMENT AND EARLY CHRISTIANITY: THE HISTORICAL JESUS

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

These slogans reflect the differences, even the *divisions*, perceived by many theologians and scholars, for well over 200 years now, between the activities, sayings, and intentions of the "historical Jesus" and "Jesus Christ" of the Church's creeds and confessions. This class will examine the Christian Gospels and other ancient sources to understand better the first-century world in which Jesus lived and critically assess the evidence of these sources for what Jesus actually said and did. This study will help us read and assess claims by some scholars that the Gospels of the New Testament and the creeds of the Church are at odds with each other—sometimes mildly, sometimes dramatically so. One course credit. No Prerequisite.

REL 272-01: TOPICS IN THE HISTORY OF CHRISTIANITY: PATHS NOT TAKEN: CONFLICT AND TRANSITIONS IN CHRISTIAN HISTORY

The progression to imperial orthodoxy in the East and the Roman Catholic Church in the West was by no means simple or straightforward. This class will study in detail key moments of conflict in early and medieval history in which the churches had multiple, alternative paths to negotiate, choose, or reject. Topics for research will include the "parting of the ways" with Judaism; the "Gnostic" Christian movements; first encounters with Islam; the Celtic Catholic church in Britain; and other moments of conflict or division in which a different path would have meant a very different church today. Our research will include both social historical and theological inquiry. One course credit. Prerequisite: REL 171 or permission of instructor.

REL 274-01: TOPICS IN ETHICS: GOD AND ETHICS = REL 370-01 CONTEMPORARY THEOLOGY: GOD AND ETHICS

An upper-level seminar/discussion of important works in ethics. Questions considered will include: What types of approaches to ethics are there and how do they differ? Does faith in God make a difference to ethics, and if so, how? Is there such a thing as Christian ethics? What, if anything, impels or motivates ethical conduct? Is ethical conduct a duty? Are the circumstances of individual agents or the anticipated consequences of possible actions relevant to ethical decision-making, and if so, how? What are the grounds—philosophical, historical, natural, biblical—and methodological criteria of various approaches to ethics? Throughout, attention will be paid to philosophical and theological, including feminist, issues and to religious denominational differences. Religion majors should register for this course as REL 370. One course credit. Prerequisites: Either REL 171, 172, 173, 270, PHI 242, or permission of instructor.

REL 275-01: TOPICS IN RELIGION AND PHILOSOPHY: RELIGION AND COGNITIVE SCIENCE

Can religious beliefs be adequately analyzed or explained by cognitive science? If so, how and to what extent? If not, why not? These are the questions that this course will address. The relatively new field of cognitive science is the scientific study of the human mind, drawing on fields like psychology, anthropology, archeology, linguistics, and neuroscience. The course has 3 parts. First, we'll read what some cognitive scientists have to say about religion, e.g. Pascal Boyer, *Religion Explained: The Evolutionary Origins of Religious Thought*, or David Lewis-Williams and David Pearce, *Inside the Neolithic Mind*. Second, we'll read some philosophical and theological critiques of these ideas. Third, in light of these critiques, we'll consider their adequacy to the task of analyzing or explaining religious beliefs. ½ course credit, first half-semester. Prerequisite: One course, previous or concurrent, in one of the following departments: religion, philosophy, classics, history, literature, psychology, chemistry, or biology.

REL 280-01: TOPICS IN AMERICAN RELIGION: PURITANISM

This discussion course will examine the rise of the Puritan movement as a religious party in England and especially the establishment and growth of Puritanism in the North American colonies. We will focus on the theology, beliefs, practices, and culture of Puritanism, along with the enduring influence and varying interpretations of Puritanism in American history.

One course credit. No prerequisites.

REL 280-02 = RHE 270-01: TOPICS IN AMERICAN RELIGION: AMERICAN RELIGIOUS RHETORIC

In this course, we will consider and analyze a variety of American religious rhetorical traditions, past and present. Our focus will be on the public rhetoric frequently found in written and spoken “preaching,” though more contemporary accounts may include film, social movements and activism, music, and the Internet. In our readings and discussions, we will span a wide range of American history, examining such topics as the rhetorics of American religions including Christianity, Judaism, and Islam, as well as American civil religion. We will read, watch, and listen to rhetorical artifacts, analyzing religious rhetoric. Our readings, course discussions, and assignments will also compare and contrast traditions in the contemporary setting. The course will enrich the capacity to understand and better evaluate the rhetorical aspects of religious discourse. One course credit. No prerequisites.

REL 296-01 = HUM 296-01: TOPICS IN RELIGION AND LITERATURE: PARABLES IN JEWISH AND CHRISTIAN TRADITIONS

This discussion-based course examines the parable as a distinctive literary form employed by Jews and Christians to engage moral and theological truths. Parabolic stories are imaginative word images that speakers use to challenge and deepen conventional theological and moral perceptions. By design, the parable's enigmatic and riddling character invites hearers and readers to the edge of reason, belief, and action. The course investigates how parables work as language and story, who employs them and for what purpose, 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. Of special focus will be the artwork of Samuel Bak, a Holocaust survivor, whose captivating images function as a visual parabolic response to the Holocaust for both Christians and Jews. The course

engages the study of literature, language, rhetoric, Jewish and Christian theology, art, and religious responses to the Holocaust. One course credit. No prerequisites.

REL 297-01: ANTHROPOLOGY OF RELIGION

This discussion course will examine the various ways anthropology describes and interprets religious phenomena. We will study anthropological theories of religion, and focus on how these theories apply to specific religions in diverse contexts. We will pay particular attention to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology. One course credit. No prerequisites.

REL 370-01: CONTEMPORARY THEOLOGY: GOD AND ETHICS = REL 274-01 TOPICS IN ETHICS: GOD AND ETHICS

An upper-level seminar/discussion of important works in ethics. Questions considered will include: What types of approaches to ethics are there and how do they differ? Does faith in God make a difference to ethics, and if so, how? Is there such a thing as Christian ethics? What, if anything, impels or motivates ethical conduct? Is ethical conduct a duty? Are the circumstances of individual agents or the anticipated consequences of possible actions relevant to ethical decision-making, and if so, how? What are the grounds—philosophical, historical, natural, biblical—and methodological criteria of various approaches to ethics? Throughout, attention will be paid to philosophical and theological, including feminist, issues and to religious denominational differences. Religion majors should register for this course as REL 370. One course credit. Prerequisites: Either REL 171, 172, 173, 270, PHI 242, or permission of instructor.

RHE 270-01 = REL 280-02: TOPICS IN AMERICAN RELIGION: AMERICAN RELIGIOUS RHETORIC

In this course, we will consider and analyze a variety of American religious rhetorical traditions, past and present. Our focus will be on the public rhetoric frequently found in written and spoken “preaching,” though more contemporary accounts may include film, social movements and activism, music, and the Internet. In our readings and discussions, we will span a wide range of American history, examining such topics as the rhetorics of American religions including Christianity, Judaism, and Islam, as well as American civil religion. We will read, watch, and listen to rhetorical artifacts, analyzing religious rhetoric. Our readings, course discussions, and assignments will also compare and contrast traditions in the contemporary setting. The course will enrich the capacity to understand and better evaluate the rhetorical aspects of religious discourse. *This class qualifies as a Literature/Fine Arts credit.*

RHE 370-01: CIVIC JOURNALISM

This half-credit course will take students on a “deep dive” into the scholarly literature about civic journalism—an alternative to traditional reporting that empowers citizens to identify and engage the civic issues journalists cover. We will define civic journalism and trace its development within scholarship and news reporting. We will carefully consider arguments for and against the practice as well as study and imagine actual news reports that utilize civic journalism values. Students who have previously taken Rhetoric of the News Media and/or students who have worked for the *Bachelor* or other news outlets are particularly encouraged to enroll, though no prerequisites are required.

This class qualifies as a Literature/Fine Arts credit.

SPA 311-01 -- SPANISH BUSINESS COMMUNICATION AND CULTURE

This is primarily a language course with a thematic emphasis on the culture and practice of business such as it exists in the Spanish-speaking world. The course aims at improving the linguistic competence of students, both oral and written, by means of class discussions and presentations, in addition to writing reports and essays throughout the semester. Course participants will also develop their skills by engaging local and area businesses run by Spanish speaking entrepreneurs, and/or mainstream businesses seeking to engage the Hispanic community. Additionally, the course will also cover highlights of the business culture and contexts of Latin America and Spain as a way of enhancing the students’ ability to relate to and participate in a business environment in which Spanish is an increasingly important commercial language.

SPA 312-01 = ART 210-01: MEMORIES OF AFRICA. AFRICA IN THE AMERICAS: CULTURAL MEMORY AND HERITAGE OF THE DIASPORA

This cross-listed and team-taught immersion course will study how vestiges of African culture from diverse Nations have survived and have been 'preserved' through visual art, literature, religion, foodways, as well as community practices that date back to the crossing of the Mid-Atlantic. The course will address a broad and diverse Diaspora of African Nations in terms of causes and representative cultures. The immersion component will explore the specific African legacies of Gullah Geechee and Yoruba in coastal communities in Savannah, Georgia and surrounding areas.

THE 103-01: RISE OF THE INDIES: INDIES GAMES AND THEIR IMPACT ON GAME INDUSTRY AND CULTURE

Video games designed by independent developers have changed the face of the industry and are influencing how we play and think about games. *Minecraft*, essentially built by one person, has become a cultural phenomenon. Other indie games like *Braid*, *Gone Home*, *Spelunky*, *To the Moon*, *Monument Valley*, *This War of Mine*, and *Kentucky Route Zero* are challenging the very definition of "game" and pushing designers to explore the untapped power of the art form to illuminate and capture our imaginations. This course will survey influential indie games, trace their influences, and examine their impact on other games and designers. (1st-half of semester)

THE 103-02: RISE OF THE BUILDERS: GAME DESIGN FOR NON-CODERS

Video game development once belonged exclusively to highly skilled programmers using specialized tools inaccessible to players. No more. *Minecraft* and other construction-based games have opened the door to players eager to create their own worlds. Toolsets like *Twine*, *RPG Maker*, *GameMaker*, the Unity engine, *LittleBigPlanet*, *Project Spark* and other user-friendly utilities make it possible for novice designers to build games that express their ideas and produce high-quality results. This course will give students the opportunity to explore various design tools and build an original game or interactive experience from scratch. (2nd-half of semester)