ART 125-01: Drawing

An exploration of the making and the meaning of “the mark.” Students will work on varied creative approaches and research in order to explore historical and contemporary practices related to drawing as an expressive art form. Participants will utilize a variety of drawing media and technology in order to develop technical skills, knowledge and conceptual reasoning. A strong emphasis will be placed on problem solving, experimentation and contemporary approaches. Projects may include: group collaborations, animations, video projections, three-dimensional approaches and conceptually driven process drawing experiments. Students will be expected to apply critical and creative problem solving skills as they experiment with visual language as a vehicle for personal expression.
Prerequisites: None
Credits: 1
Instructor: Damon Mohl

ART 210-01 = REL 295-01 = HUM 295-01: Religion and Representations of the Holocaust
See REL 295-01 description

ASI 196-01 = HUM 196-01 = REL 196-01: Religion and Literature: “Dancing with the Moon”: Religion and Image in Chinese Poetry
See REL 196-01 description

ASI 230-01 = REL 230-01: Topics in East Asian Religions: Daoism
See REL 230-01 description

ASI 300-01 = MAS 370-01 = HIS 300-02: Lessons and Legacies of War: Remembering the Vietnam War
See HIS 300-02 description

ASI 300-02 = HIS 300-01: Asian and African Portrayals of “The West”
See HIS 300-01 description

BLS 270-01 = HIS 240-01 = PSC 210-01 = MAS 278-01: Politics of the Civil Rights Movement
See PSC 210-01 description

BLS 270-02 = MUS 204-01 = HIS 240-02 = MAS 244-01: African American Music
See MUS 204-01 description
CHE 461-01: Nuclear Hormone Receptors

According to a recent study, 13% of all FDA approved drugs target nuclear receptors. Nuclear receptors modulate gene expression through the recruitment of repressor or activator complexes, ultimately controlling expression of downstream gene products. This course will examine the structure and function of the steroid, thyroid and retinoic acid receptors in the cell and drugs that modulate these systems. This course is offered in the second half of the fall semester.
Prerequisites: CHE221 (CHE361 or BIO212 strongly recommended)
Credits: 0.5
Instructor: Walter Novak

CHE 471-01: Scientific Computing for Chemists

A course covering the use of the Python programming language for the processing, analysis, and visualization of chemical data and the automation of scientific data management. This course will expose students to a variety of scientific computing libraries including numpy, scipy, matplotlib, sympy, and scikit-image. No prior programming experience is required. This course is offered in the first half of the semester.
Prerequisites: CHE 211
Credits: 0.5
Instructor: Charles Weiss

CLA 213-01/01F = HIS 310-01/01F = GEN 211-01/01F: Law and the Roman Family

We see in contemporary debates the many legal issues that surround the concept of "family," and the social and emotional disruption that accompany them. In this course we will examine the culture that gave English and the Romance languages the word used for this complex structure of human connection, that of the ancient Romans. Their term familia has some things in common with our experience of families, and other aspects that are quite foreign, like different types of marriage, each of which affected the family's constitution, or the fact that slaves and freedmen were an integral part of the familia. The emphasis will be on family and marriage law as it was interpreted and codified by the Roman jurists and experienced in people's lives. Law and reality are not always the same thing, and we will see, for example, how while Roman women were technically prohibited from engaging in legal transactions without the supervision and assent of a father, husband, or male guardian, the letter of the law was evaded to the point that Cicero's wife Terentia managed significant independent real estate holdings, not always to the satisfaction of her husband.

The course will begin with a brief survey of Roman history and introduction to the Roman legal system. We will then examine Roman family law, both abstractly and through numerous real cases involving matters like divorce, inheritance, and the status of women and children that are recorded for us by the imperial jurists. The evidence of funerary inscriptions will also be important, since they give us otherwise unrecoverable evidence about the non-elite population. This course will have a seminar format, and after the preliminary introductions to facts and methodology students themselves will analyze and present cases in class. A major term paper will be required at the end.
Prerequisites: One CLA credit
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.
Prerequisites: CSC 111
Credits: 0.5
Instructor: William Turner

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.
Prerequisites: CSC 111
Credits: 0.5
Instructor: William Turner

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.
Credits: 1
Instructor: William Turner

DV1 277-01: Introduction to Epidemiology

This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, and use of health indicators and secondary data sources. Students will gain an understanding of the role of epidemiology in developing prevention
strategies and policy. This hybrid course will utilize both online and case study instruction. Please NOTE that in-class meetings of the course will only occur on Tuesdays. Students are free to enroll in Thursday afternoon only courses or labs. Prerequisites: None Credits: 1 Instructor: Eric Wetzel and Greg Steele, DrPH, MPH (Fairbanks School of Public Health at IUPUI)

**ECO 231-01: Law and Economics**

An economic analysis of the law. Topics include an introduction to legal institutions and legal analysis; application of economic concepts to the law of property, contracts and torts, criminal law, and constitutional law; the economic efficiency of the common law; and a public choice perspective on the evolution of the law. Prerequisites: ECO 101 Credits: 1 Instructor: Nicholas Snow

**ECO 277-01: Black Markets**

The issues this course addresses take place in the underground economy. The course will focus on different informal market sectors, namely the illicit markets for illegal drugs, alcohol in the 1920s, arms sales, the Soviet Union, and human trafficking. The objective is to apply economic reasoning to the analysis of the social issues surrounding these markets, drawing from principles of economics, and building on them, yet allowing the course to be interdisciplinary in nature, by allowing students to use their major areas of expertise in research. Prerequisites: ECO 101 Credits: 1 Instructor: Nicholas Snow

**ECO 277-02: Finance in Emerging Economies**

This is an introductory course on emerging markets finance. The goal of this course is to explore the elements of emerging financial markets to which the students have limited exposure. This course would provide elements of decision making in investment, how markets are developed and how assets are traded and valued. We will also discuss several problems of these economies and the role of the government. Prerequisites: ECO 101 Credits: 1 Instructor: Sujata Saha

**ENG 212-01: Creative Writing: Poetry**

“Whatever it is,” Louis Simpson writes of American poetry, it “must have / A stomach that can digest / Rubber, coal, uranium, moons, poems.” In English 212, students will be as capacious in their learning as the literary diet that Simpson describes. You will read, write, workshop, and revise your poems throughout the semester, producing a small
chapbook of work by its end. Craft lessons will focus on such essential poetic elements as imagery, sound, rhythm (including various meters), line breaks, and lineation. We will make forays into the contemporary sonnet, the prose poem, and more avant-garde techniques like the erasure (a poem produced by excising parts of an existing text). Students will read at least one book of contemporary poetry. For the fall of 2017, that will be Claudia Rankine’s award-winning Citizen; Rankine, who is Wabash’s 2017 Hays Visiting Writer, will join us for one class.

Prerequisites: ENG 110 or permission of the instructor
Credits: 1
Instructor: Derek Mong

ENG 390-01: Theory and Practice of Peer Tutoring

This course focuses on the theory and practice of peer tutoring—specifically for work in the Writing Center. Assignments include observation reports, reading analysis, theory analysis, reflection reports, and a final research project. Topics include peer tutoring methods, techniques for effective collaboration, techniques for working with reluctant students, research methodology, proper use of MLA and APA, grammar, and rhetorical style.

Prerequisites: Permission of instructor
Credits: 1
Instructor: Zachery Koppelmann

ENG 411-01: Business & Technical Writing

This course focuses on professional writing—a topic that encompasses both business and technical writing. Assignments are designed to emulate real-life business and technical tasks and documents. Great emphasis is placed on understanding the theory behind the seemingly strict professional writing practices. Many assignments will also explore the ethical components of professional writing. Major topics include audience analysis, research, context analysis, rhetorical style, document design, and formatting. Students will work individually and in teams, and they will produce a technical proposal complete with PowerPoint.

STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH. Distribution: Language Studies, Language
Prerequisites: None
Credits: 1
Instructor: Zachery Koppelmann

ENG 497-01: France in 20th and 21st Century African American Literary Imagination

This course will examine three moments of fertile literary production by African American expatriates living in France: the interwar Jazz age, the Cold War/Civil Rights era, and the present day. Besides reading authors such as W.E.B DuBois, Claude McKay, Jessie Redmon Fauset, James Baldwin, Richard Wright, Chester Himes, Ta-Nehisi Coates, and Thomas Chatterton Williams, we will also look at the historical and cultural forces that prompted writers, artists, musicians, and intellectuals to leave the US
for France. Postcolonial theory, the negritude movement, and theories of foreignness and identity will help us navigate the terms of their expatriation.

Prerequisites: None
Credits: 1
Instructor: Eric Freeze

**ENG 497-02: Queer Theory: Textualities and Sexualities**

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?

Prerequisites: None
Credits: 1
Instructor: Crystal Benedicks

**GEN 200-01 = PHI 219-01: Topics in Ethics, Social & Political Philosophy: Feminist Theory**
See PHI 219-01 description

**GEN 211-01/01F = HIS 310-01/01F = CLA 213-01/01F: Law and the Roman Family**
See CLA 213-01/01F description

**GEN 231-01 = PSC 230-01: Intermediate Special Topics in Political Theory: The Family, Gender, and Politics**
See PSC 230-01 description

**GER 312-01 = HIS 230-01 = HUM 277-01 = PSC 220-01: The Holocaust: History, Politics, and Representation**
See HIS 230-01 description

**HIS 230-01 = GER 312-01 = HUM 277-01 = PSC 220-01: The Holocaust: History, Politics, and Representation**

This course examines the Holocaust from historical, political, and cultural perspectives. While we will focus on the history of the event itself, from the rise of Nazism in the 1930s to the end of World War II, we will also devote significant attention to representations, reflections, and portrayals of the Holocaust in the world since.

While the Holocaust ended in 1945, Holocaust history continues to the present day. World leaders are routinely called ‘Nazis’ by those who disagree with them, and episodes of human suffering –from warfare, oppression, or even natural disasters – are often compared with the Nazi genocide and (rightly or wrongly) seen through its lens. The Holocaust, usually defined as the systematic attempt by Nazi Germany and its allies to eliminate the Jews of Europe, has clearly expanded beyond its strict historical
setting to become a defining event in the global human experience. Students will explore how the Holocaust is portrayed from various perspectives and how responses to the Holocaust have changed over time.

This course is open to students of any year and any major. Because of its interdisciplinary nature, it is cross-listed with a variety of course numbers. Students may apply the course toward distribution requirements in behavioral science, literature and fine art, or history, philosophy, and religion. Those wishing to take the course as a German credit will have readings and assignments in German.

Prerequisites: None
Credits: 1
Instructor: Ethan Hollander and Brian Tucker

HIS 240-01 = PSC 210-01 = BLS 270-01 = MAS 278-01: Politics of the Civil Rights Movement
See PSC 210-01 description

HIS 240-02 = BLS 270-02 = MUS 204-01 = MAS 244-01: African American Music
See MUS 204-01 description

HIS 300-01 = ASI 300-02: Asian and African Portrayals of “The West”

West is a geographical pointer. In our contemporary world, “The West” is used to describe the group of countries consisting of the United States, Canada, and nations in Western Europe. And, this definition emerged in the recent historical past. But in the past 1000 years, the term had different meanings for Asians and Africans. For ancient Chinese Buddhist monks, West referred to India where the original Buddhist texts and traditions could be accessed. In ancient India, the West meant Persian, Greek, and Roman kingdoms. The term encapsulated both geographical direction and cultural attributes. By the twentieth century, however, the West was universally understood as identifying a specific set of countries.

This course explores how Asians and Africans imagined, experienced, and described “The West” over the past 1000 years. We will look at a variety of sources ranging from travel accounts, memoirs, official reports, academic publications, and images. In doing so, this course hopes to achieve the following three objectives. The first goal of the course is to examine the multiple meanings of “The West” as understood by Asians and Africans. The second aim of the course is to study how Asians and Africans understood their own societies in relation to the West, particularly the Modern West. Finally, the course aims to provide a corrective to the notion that the realm of exploration was solely confined to Europeans, and to demonstrate the varied ways in which Asians and Africans produced knowledge about the West.

Prerequisites: .5 HIS credit
Credits: 1
Instructor: Sundar Vadlamudi
The Vietnam War, America’s first military defeat, is largely understood by Americans as a defeat orchestrated by corrupt government officials and national leaders. It is believed that this war broke the trust that once existed between the American people and the US government and made US soldiers, once heroic and noble, into baby killers, complicit in the savageness of the battle and the embarrassment of the defeat. In the post-war period US leaders like President Ronald Reagan, made deliberate efforts to reshape the memory of the war from a US military defeat to a heroic and humanitarian victory, a triumph of “good” over “evil.” How Americans remembered the war was critical to reaffirming the national narrative of American exceptionalism and global superiority. At the same time, the communist victors in Vietnam sought to unify the once divided country behind one national narrative of the American War. Many Vietnamese also viewed the war as a clash between good and evil. The fall of Saigon signified the triumph of the people and independence over the dangers and injustice of American imperialism. In both countries, memory was critical to shaping the national narrative and affirming national identity. This course will take a comparative approach to how the historical memory of the war in both the United States and Vietnam framed national identity. Specifically we will examine the social, cultural, and political factors that shaped war memory, the lessons learned or ignored, and the legacy of war in both countries.

This is a uniquely structured immersion course offered the last 8-weeks of the fall 2017 semester and the first 8 weeks of the spring 2018 semester. Students must commit to enrolling in both 8 week sections with an immersion trip to Vietnam over the winter break. This course is available for students who have previously taken HIS 340: The Vietnam War.

Prerequisites: HIS 340
Credits: 0.5
Instructor: Sabrina Thomas and Richard Warner

HIS 310-02 = REL 260-01: Topics in New Testament and Early Christianity: The Historical Jesus
See REL 260-01 description

HIS 330-01: Colonialism and Islamophobia in Modern France

This course will explore the growth of the French Colonial Empire and its long-lasting influence on conceptions of race and citizenship in modern France. After learning about the French colonial enterprise, students will examine tensions that existed between French colonizers and the indigenous (Islamic) populations of Morocco and Algeria. Students will then study how the imperial legacy of French colonialism has influenced modern discussions resulting in “veil controversies.” The foulard (headscarf), burqa (full veil that masks the eyes), niqab (full veil that does not cover the eyes), and “burkini” (a full-body swimsuit that covers the head) each have been discussed or banned in France. Overall, the meaning of European citizenship will be at the core of our
discussions. Coursework will include extensive reading, several small papers, and a medium-length term paper. Reading for the seminar will include The Politics of the Veil; Reproducing the French Race; and An Empire Divided: Religion, Republicanism, and the Making of French Colonialism.

Prerequisites: HIS 230, HIS 231, or HIS 232
Credits: 1
Instructor: Michelle Rhoades

HUM 196-01 = REL 196-01 = ASI 196-01: Religion and Literature: “Dancing with the Moon”: Religion and Image in Chinese Poetry
See REL 196-01 description

HUM 277-01 = GER 312-01 = HIS 230-01 = PSC 220-01: The Holocaust: History, Politics, and Representation
See HIS 230-01 description

HUM 295-01 = ART 210-01 = REL 295-01: Religion and Representations of the Holocaust
See REL 295-01 description

MAS 244-01 = BLS 270-02 = HIS 240-02 = MUS 204-01: African American Music
See MUS 204-01 description

MAT 338-01 = CSC 338-01: Topics in Computational Mathematics: Computer Algebra
See CSC 338-01 description

MUS 204-01 = BLS 270-02 = HIS 240-02 = MAS 244-01: African American Music

In this course, we examine specific musical characteristics of African-American music and see how these characteristics persist through many different genres such as spirituals, blues, jazz, R&B, soul, and hip-hop, from the late nineteenth century through present day. Equally important is our discussion of historical background, as we examine the cultural and political contexts of each of the genres we study. We integrate the musical with the historical by demonstrating the many ways in which these historical contexts shape musical characteristics, the recording industry, music marketing, and
artists' political statements. This course, along with Prof. Gelbman's “Politics of the Civil Rights Movement,” will take an immersion trip through the Deep South during Thanksgiving break.
Prerequisites: None
Credits: 1
Instructor: Kristen Strandberg

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

This course will serve as an introduction to philosophy by means of thinking about videogames. On the one hand, this means that thinking about videogames can help us to shed light on perennial philosophical questions. For example: Who are we? Do we have a choice in this matter? What is freedom, and what does it mean to say that we are free to act as we choose? What is real, and how do we know about it? On the other hand, work in philosophy can help us to consider important questions concerning videogames. For instance: What distinguishes videogames from other kinds of artworks? For that matter, does it make sense to think of videogames as works of art? Is it immoral to play videogames with violent or misogynist content? Can playing videogames be an important part of a good life? To tackle these questions, we will consider some important works of classical and contemporary philosophers, and we will play a number of recent games from a philosophically engaged perspective.
Prerequisites: None
Credits: 1
Instructor: Matthew Carlson

PHI 109-02: Perspectives on Philosophy: Self Reliance

We often understand self-reliance in opposition to social and political relationships as a kind of material independence that allows one to live in relative isolation from others. Consider how Thoreau's account of an experiment in living, in Walden, is often judged on the basis of whether or not he succeeded in living for a year wholly removed from society. But what does “self-reliance” really mean? What, or who, is the “self” on whom we are called to rely when Emerson, in his essay “Self-Reliance,” challenges each one of us with the imperative to “Trust thyself”? Beginning with readings by Ralph Waldo Emerson and Henry David Thoreau, this course will raise questions concerning selfhood and independence and will explore the notion that the cultivation of self-reliance does not set the self in opposition to community but rather opens up the possibility of authentically inhabiting the community in which one already finds oneself. This would imply not only that the individual is inextricably related to the community, but also that a solitary experience of oneself in nature may open up new ways of being with others.
Prerequisites: None
Credits: 1
Instructor: Jeffrey Gower
PHI 219-01 = GEN 200-01: Topics in Ethics, Social & Political Philosophy: Feminist Theory

This seminar will focus on feminist theory and feminist philosophy and cover a range of topics including: the nature of sexism and sexist oppression, theories of sex difference, problems at the intersections of gender, race, and class, global feminisms, and the ways that gender-based norms might influence conceptions of reason, knowledge, and science, ideas of the self and identity, and views of justice and morality.

Prerequisites: None
Credits: 1
Instructor: Cheryl Hughes

PHI 269-01: Topics in Metaphysics and Epistemology: Epistemology of the Internet

A classic principle of epistemology is that knowledge must be based on a trustworthy source. For example, you can know that you are reading the word 'reading' right now only if you can trust your eyesight. So here's a question: Do you know whether Syria is currently embroiled in civil war? Or whether the habitat of polar bears is threatened by global warming? Or whether Indiana's unemployment rate has decreased in the last six months? If so, how do you know? In each of these cases, I'm willing to bet, your knowledge is based on information that you found on the internet. Indeed, many of our beliefs, especially those that are relevant to making political decisions, are based on the reports of others, and not simply based on what we see with our own eyes. And yet, as noted above, if these beliefs are to amount to knowledge, they must be based on trustworthy sources. But what does it mean to say that a source is trustworthy? And how, in the era of "fake news", can we determine whether we can trust a source? In this course, we will consider a variety of philosophical approaches to addressing these most timely and pressing epistemological questions.

Prerequisites: None
Credits: 1
Instructor: Matthew Carlson

PHI 449-01: Plato and Baldwin: Athens and America

Plato has Socrates claim that the unexamined life is not worth living. Time and again in engaging with the Athenians, Socrates finds that they encounter many obstacles to examining their lives genuinely. Philosophy, Socrates suggests, is a way of overcoming those obstacles. Then the problem is whether philosophy or sophistry, where one seems to be a genuine encounter with oneself and with one's community, and one is a way to appear to engage without having really to put oneself on the line, is being engaged. In effect, the question is, how do we know whether we are dealing with the truth or with alternative facts when the object of investigation is ourselves, individually and communally? In this course, we will read dialogues that students may already be familiar with in order to develop deeper insights and more careful readings. We will put Plato in dialogue with James Baldwin, who Cornel West called, the “black American Socrates," and with other contemporary philosophers to raise similar questions about ourselves and our current context.

Prerequisites: None
PSC 210-01 = HIS 240-01 = BLS 270-01 = MAS 278-01: Politics of the Civil Rights Movement

This course offers an in-depth look at the African American civil rights movement and the ways in which it is remembered a half-century after its heyday. We will address four major topics: the 20th-century development of civil rights movement organizations and campaigns; the mobilization and experience of individual civil rights movement participants; the impact of civil rights movement activity on local, state, and national public policy; and ongoing social movement efforts to mitigate racial injustice in the 21st century. Special attention will be given to Wabash students' participation in and reactions to civil rights movement events during the 1950s and ‘60s. Finally, we will join Dr. Strandberg’s African American Music class for a 2000-mile road trip with stops in Nashville, Atlanta, Birmingham, Selma, Jackson, Memphis, and other landmark civil rights movement cities. This immersion trip will take place during Thanksgiving break. Enrollment by instructor permission.

Prerequisites: None
Credits: 1
Instructor: Shamira Gelbman

PSC 220-01 = HUM 277-01 = GER 312-01 = HIS 230-01: The Holocaust: History, Politics, and Representation
See HIS 230-01 description

PSC 230-01 = GEN 231-01: Intermediate Special Topics in Political Theory: The Family, Gender, and Politics

Does the family trap people in particular roles? Does a citizen's attachment to his family threaten the power of the state? Or does the family help facilitate a healthy relationship between the individual and society by teaching social values? The Family, Gender, and Politics will explore competing interpretations of the family and its impact on political life. The course will trace interpretations of the family from those that require highly differentiated gender roles to those that aspire to more egalitarian roles; we will ask how politics impacts the changing modern family. Beginning with Rousseau and Wollstonecraft, Tocqueville and John Stuart Mill, we will also read Jane Addams and Charlotte Perkins Gilman, as well as contemporary thinkers like Judith Butler and Shulamith Firestone.
Prerequisites: None
Credits: 1
Instructor: Lorraine McCrary

PSY 110-01: Health Psychology

In this course we will discuss the ways in which our thought processes and behaviors affect our health. Some behaviors promote or impair health. Other behaviors influence our willingness to seek medical help. We will discuss topics such as stress, sleep,
exercise, diet, smoking, and drinking. We will also discuss health psychology from diverse perspectives, such as culture, race, and gender. The course will consist of lectures, discussion, and reading of primary literature. Health Psychology will be beneficial to pre-health students, and others who want to know more about how to improve and maintain their own health. This course counts for the Psychology major and minor, and for the Global Health minor.

Prerequisites: None
Credits: 1
Instructor: Karen Gunther

**PSY 210-01: Psychology and Law**

An overview of the sometimes-cooperative, sometimes-adversarial relationship between psychological science and the justice system. Major topics include eyewitness memory, interviewing suspects, forensic analysis, jury composition and decision making, punishment severity and fairness, the use of psychological experts, and popular depictions of forensic psychology. Readings will include not only scientific findings in social, cognitive, and clinical psychology, but also U.S. Supreme Court opinions relevant to course concepts.

Prerequisites: None
Credits: 1
Instructor: Preston Bost

**REL 196-01 = HUM 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, comparing their techniques and aims. Second half-semester course. For first half-semester at 9:45 TTH, see REL 275-01.

Prerequisites: None
Credits: 0.5
Instructor: David Blix

**REL 230-01 = ASI 230-01: Topics in East Asian Religions: Daoism**

In this course we’ll begin with the texts of classical Daoism: the *Dao De Jing* [*Tao Te Ching*] and the *Zhuangzi* [*Chuang Tzu*]. We’ll read them closely, focusing on problems involved in their translation and interpretation. (For instance, archeologists have discovered different versions of the *Dao De Jing*). We will then turn to “religious Daoism.” Here we will look at Daoist symbolism and practice, including art, ritual, alchemy, medicine, and early Chinese science. We will conclude by reading the *Seven Taoist Masters*, and selections from the poet Li Bo [Li Bai]. 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.
Prerequisites: REL 104, or the consent of the instructor.
Credits: 1
Instructor: David Blix

REL 260-01 = HIS 310-02: Topics in New Testament and Early Christianity: The Historical Jesus

“From Jesus to Christ” . . . “The Proclamer 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.
Prerequisites: None
Credits: 1
Instructor: Robert Royalty

REL 273-01: Augustine: Philosophy and Theology

Augustine of Hippo (354-430) is the most influential figure in the history of Christianity in the last sixteen hundred years. His legacy is (usually proudly) claimed by Protestant and Roman Catholics alike. This course will read his masterpiece Confessions, as well as selections of his philosophical writings. He is a major figure in the development of Platonism, so the class will also learn about Plato’s philosophy as it was useful to Christianity. Course offered first half of the semester.
Prerequisites: None
Credits: 0.5
Instructor: Derek Nelson

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. Course offered second half of the semester.
Prerequisites: None
Credits: 0.5
Instructor: Derek Nelson
REL 275-01-01: 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*. 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. First half-semester course. For second half-semester at 9:45 TTH, see REL 196-01.

Prerequisites: None
Credits: 0.5
Instructor: David Blix

REL 280-01: Topics in American Religion: Poverty and Wealth in American Christianity

In this seminar, we will examine the different ways Christians in the United States have thought about and acted in relation to poverty and wealth. We will situate our study historically, but our primary focus will be on the contemporary environment. How do various Christians understand poverty and wealth in light of biblical teaching, theological traditions, and American economic and cultural realities? What, if anything, do American Christians do to alleviate the effects of wealth and poverty, their own and that of others? One course credit. No prerequisites.

Prerequisites: None
Credits: 1
Instructor: Jonathan Baer

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

This course explores representations of the Holocaust in theology, literature, film, and art. What do representations of the atrocities of the Holocaust convey to 21st century citizens and subsequent generations of Jews and Christians? Is it barbaric to write poetry and fiction, paint or compose music, paint 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? This interdisciplinary course examines the creative and material work of historians, theologians, novelists, poets, graphic novelists, painters, film makers, composers, photographers, and museum architects.

Prerequisites: None
Credits: 1
Instructor: Gary Phillips
SPA 311-01: Spanish Phonetics & Phonology

This course provides an introduction to the formal analysis of the Spanish sound system. We will begin with the mismatch between orthography and pronunciation, learn how to describe and classify speech sounds, and represent them in phonetic transcription using the International Phonetic Alphabet. We will also look beyond the pronunciation of consonants and vowels and consider syllable structure, stress, rhythm, and intonation. Next we will study the rules that govern the distribution of speech sounds (the phonology) and the difference between phonemes and allophones. Finally, we will examine how pronunciation varies across dialects and the factors that contribute to this variation.

Prerequisites: SPA 301 and SPA 302 or permission of the professor
Credits: 0.5
Instructor: Jane E. Hardy

SPA 311-02: History of the Spanish Language

This course will provide a historical overview of the development of Spanish from the time of the language’s first emergence in Spain up to the present. We will begin with the historical background of how Latin came to the Iberian Peninsula and the geographic and political factors that contributed to the establishment of Castilian as the most important dialect of the region. We will also examine the evolution of Spanish throughout the centuries, analyzing phonological and morphosyntactic changes, as well as studying the contributions of other languages to the Spanish lexicon. Finally, we will consider the expansion of Spanish to the Americas and the modern varieties of the language today.

Prerequisites: SPA 311-01 (either Survey of Spanish Linguistics or Spanish Phonetics and Phonology) or permission of the professor.
Credits: 0.5
Instructor: Jane E. Hardy

THE 103-01: Seminars in Theater: Scenic Painting

Scenic Painting is a hands-on exploration of the techniques and materials used by scenic artists to create theatrical worlds. In this course, we will look at how the novice painter can learn simple techniques that will allow the quick replication of surfaces such as brick, stone, and wood. We'll also play with how different materials can be combined to create dimensional textures and realistic surfaces. This course consists of individual projects and in class critiques, with one written assignment.

Prerequisites: None
Credits: 1
Instructor: Jessie Mills