

SPRING 2016 COURSE DESCRIPTIONS

ART 210-01: 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: THE GHOST IN THE MACHINE

Do you enjoy taking things apart and exploring their inner workings? Imagine taking this exploration a step further by creating an entirely new object or system. Through serious play, experimentation, and repurposing, this class investigates our technological and digital world to reveal the humanity buried inside the machine. No previous experience is required—only the desire to observe, destroy and create. This course will be co-taught by one or more Presidential Fellows in Digital Arts and Human Values. As part of the course you will be collaborating with the fellow(s) and professors to create Wabash's groundbreaking Makerspace as a Digital Arts Plus initiative. Registration by permission of instructor.

BIO 177-01 Special Topics: Global Health

The multidisciplinary issues of global health confront everyone on the planet. This half-semester course will introduce critical issues and key themes in global health from basic principles to disease burden to collaborative efforts to improve global health. Particular attention will be given to the connection between parasitic-infectious disease and poverty, determinants of health, and the global burden of disease. We will consider important yet neglected tropical diseases as well as chronic disease problems. Cultural, economic and ethical issues will be discussed. An immersion component connected with this class is planned for travel to Peru July 31 -- August 13, 2016 (dates subject to change) and will involve travel to urban, mountain, and rainforest areas. Students should expect to make a financial contribution toward the trip. Also, students are expected to enroll in a Fall 2016 half-semester follow-up course (although interested seniors may enroll in the spring semester portion even though they would neither travel to Peru nor take the Fall portion of the course).

Enrollment in the course is limited and competitive. **Prerequisite:** BIO 101 or 111, or the consent of the instructor. Preference may be given to students who have some background in either Spanish, economics, political science, or global health. 2nd half-semester. Enrollment is through the instructor, by application; contact Prof. Eric Wetzel (wetzele@wabash.edu) if interested.

NOTE that this course does NOT count toward the major in Biology.

BIO 371-01: Evolutionary Ecology of Parasites

This course will examine the amazing evolutionary ecology of species interactions. Through the discussion of primary literature, we will examine host-parasite interactions from invasion to reproduction to exit from the host, as well as the impact that parasites have on host populations in space and time. We will bring our understanding to a climax with a consideration of emerging diseases as seen in the light of parasite evolutionary ecology. *Prerequisites:* BIO 222 or BIO 226 or Permission of Instructor.

CHE 471-01: Materials Chemistry & Nanotechnology

Materials chemistry is one of today's most dynamic research fields and impacts modern society in many important ways. Ceramics, polymers, semiconductors, superconductors, alloys, and composites are the materials of choice for a host of applications ranging from building materials and advanced microelectronics to food packaging and medical implants. In order to develop and select the proper material for a certain application, scientists and engineers must understand the structure of various materials at the microscopic level. This is because macroscopic properties (density, chemical resistance, color, biocompatibility, *etc.*) are dictated by a material's chemical structure. Chemists, engineers, physicists, and biologists work diligently to develop exotic new materials that will enable the revolutionary technologies of the future. The course will present a survey of the field and explore the frontiers (*e.g.* nanotechnology) of the field via class discussions and the primary literature.

CLA 111 = HIS 210: Cicero: The Most Roman of Romans

Few men in any era have summed up in themselves the heart and soul of their culture as did M. Tullius Cicero for the ancient Romans. Though born in a small town, he rode his talent for oratory to the top of Roman politics, ultimately colluding and sometimes colliding with contemporaries like Julius Caesar, Pompey, and Marc Antony (who ordered Cicero's murder in 43 B.C.). Throughout his public career, which spanned some of the most turbulent years of Roman history, and into his retirement, Cicero found time to write prolifically, not only polished versions of his many speeches, but theoretical works on oratory, government, philosophy, and religion. He left hundreds of letters that give a vivid day-by-day account of life in the late Roman republic, including backroom deals and the occasional street brawls. This vast literary legacy had a profound intellectual influence on the future of our own culture, and Cicero can rightly be called the father of Western humanism. In this course we trace Cicero's rise against the background of Republican Rome. The historical novel *Imperium* by Robert Harris will provide a vivid portrait of the great orator seen through the eyes of his faithful secretary, Tiro. And we will also read from all areas of Cicero's writing, especially his philosophical and ethical treatises, which are largely ignored in contemporary higher

education. The class should be of broad interest to students of the Humanities and ancient history, and does not require any specialized knowledge for enrollment.

CLA 213 / HIS 310: Medicine and Miracle: Healthcare in the Greco-Roman World

How was medicine practiced in ancient Greece and Rome? Why do physicians today swear an oath nearly 2500 years old? This course will survey major healers, theories, techniques, and tools for the practice of medicine in Greek and Roman antiquity. We'll look at how 'scientific' medicine developed in contrast to traditional beliefs that pointed to the gods as the cause of illness; we'll delve into Hippocratic medical treatises; we'll consider the devastating effects of plague and other epidemics; we'll visit alternatives such as temple healing and magic; and we'll ponder ancient ethical dilemmas that frame medical practice to this day (e.g., abortion, assisted suicide). The course is discussion based. Students will give presentations and write a substantial research paper that they will present at the end of the semester. Prerequisite: 1 course in Classics or permission of the Instructor.

CSC 171-01(MUS 204):SPECIAL TOPICS IN COMPUTER SCIENCE- See MUS 204 for course description.

CSC 271-01: Special Topics in Computer Science – Stochastic Simulation

Computer simulation of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks and industrial engineering. Topics for study include: review of basic probability models, pseudo-random number generation, queuing models, random walks, Markov chains and Monte Carlo methods. Emphasis is placed on computational aspects of the field including efficient implementation, analysis of algorithms, and graphics.

Div III 254 Social Science Modeling with Microsoft Excel and VBA

This is a course in social science modeling which employs the VBA macro language contained in Microsoft Excel. The goals of the course are to teach students 1. Some classic models in social science. 2. How to construct their own models. 3. How to use Excel's VBA macro language. Models to be studied include agent-based models, epidemiological models, queueing models; and Monte Carlo simulation. Prerequisites: ECO 251 or equivalent experience.

ECO 277-01: Special Topics: Entrepreneurship

This course provides an introduction to the study of entrepreneurship in economic science. Topics include commercialization strategies, entrepreneurial finance, productivity and entrepreneurship, competition and innovation, entrepreneurship and

household behavior, and entrepreneurship in developing countries. We examine theories and empirical regularities from recent studies on entrepreneurship.

EDU 370 Special Topics: Colonial and Postcolonial Education

This course takes a postcolonial perspective to examine the ways in which colonial systems of education have been envisioned and implemented as tools for cultural expansion and imperialism. We will consider these broad themes in relation to the specific experiences of selected writers from Africa, Asia, and the Caribbean, with particular attention to the internal colonization of the indigenous peoples of the Americas. Students will conduct independent research into a culture or region of their choice.

ENG 109: World Literature in Translation: Dante's *Divine Comedy*

When you're exiled from home, you have a lot of time to think about the revenge you would like to inflict on your enemies and to mourn the woman "who got away." This may be an excellent time to pick up your pen, for writing can be a space to record your own hell and imagine a path to heaven. Dante Alighieri, a 13th-century Florentine, did this very thing when he set out to preserve his joys and heartbreaks and ended up writing one of the great works of world literature. He called it his *Divina Commedia*; when we read this three-volume poem, he takes us on a trip to hell and back. In English 109 we will read the work in translation—pondering with Dante the questions that matter most: What does it mean to be saved or damned? How can one who is lost find the way again? Can one *really* return home?

ENG 210=RHE 290: Audio Rhetoric and Creative Writing

How do we experience the world through sound...and silence? How does sound function rhetorically? In what ways do writers and rhetors use sound to direct the attention and interpretation of others? Audio Rhetoric and Creative Writing is a course that invites you to think critically about your *soundscape*. You will also compose and edit podcasts that are meant to be heard—not simply read. Assignments will include listening to radio podcasts; thinking about the relationship between music and spoken language; reading about the strengths and limitations of sound as a mode of communication, and writing and producing your own interviews and audio essays. Through all of these activities, our shared goal will be to build a more refined awareness of sound's possibilities for writing, speaking, and making meaning in the world.

ENG 300 (GEN 306): Studies in Historical Contexts -Gender and Sexuality in Contemporary Fiction

What perspectives do we gain if we pay attention to the ways contemporary writers characterize masculinity, femininity, and sexuality? What can these ways of paying attention tell us about our lives and about current society? Prerequisites: One English Literature course taken at Wabash or permission of instructor

ENG 302 Writing in the Community: Grants and Nonprofits

In this course, students will partner with local non-profit organizations to write grants and promotional materials (such as newspaper articles, website text, short video, pamphlets, etc.). Students will learn the fundamentals of grant writing, including how to tailor tone and content to specific audiences, the arts of brevity, concision, narrative persuasion, and grammatical/syntactical precision. This course includes a significant community engagement/service learning component, as students will work directly with Crawfordsville and Montgomery County non-profit organizations. Prerequisites: None. This course fulfills a writing requirement for the business minor

ENG 310: Three Novels and a Movie: Prof. Rosenberg's Last Class

After 36 years, Professor Rosenberg will be teaching his final literature class at Wabash. For this class he has selected three novels he believes best represent his teaching and scholarly interests, works that every Wabash student would enjoy and benefit from studying. The first is Herman Melville's *Moby Dick* (1851) one of the classics of American literature. Melville was Prof. Rosenberg's doctoral specialty and he never tires of teaching this rich and provocative text. The second novel is Nobel Prize winning author Toni Morrison's *Song of Solomon* (1977), a work that brings the African American experience to startling life. The reader becomes involved in the coming-of-age of protagonist Milkman Dead, an upper-middle-class African American male who learns about his heritage, and what it means to be a man, from one of the great characters in American literature--his aunt Pilate. The final novel won the National Book Award, Michael Chabon's *The Amazing Adventures of Kavalier and Klay* (2000). This stunningly written work tells the story of a young Jewish Houdini-like escape artist, who comes to the US from Europe during WWII and, with his cousin, creates a comic book dynasty. Their adventures in Prof. Rosenberg's native city, New York, are exciting, moving, and historically revealing. The film will be Francis Ford Coppola's incomparable *The Godfather* (parts 1 and 2). Prof. Rosenberg has been obsessed by the films since he took his high school English class to see part 1 when it premiered in 1972, and believes everyone should study this epic of American immigrant life.

The class has a pre-requisite of one previous literature class, or permission of the instructor. It will be limited to twenty students.

ENG 360 (GEN 300): Multicultural Women Poets

This course will explore the poetry and women poets across a variety of backgrounds. We hope to better understand how women poets have historically understood their race and gender as intersectional in their writing. We will interrogate the form and craft of creative work while also situating these works in their appropriate sociopolitical context. We will read selections, essays, and books by and about women writers of color to frame our discussions. Our study may include poets such as Phillis Wheatley, Gwendolyn Brooks, Ana Castillo, Natalie Diaz, and Tarfia Faizullah.

FRE 313-01: The Parisian Banlieues in French Cinema and Literature

In this course, we will use novels, films, graffiti, music lyrics and newspaper excerpts to examine the outer boroughs of Paris, the Parisian banlieues. Regarded by many as the abodes of the underachiever, discontented and violent, the somber picture of the banlieues has lately been aggravated by the terrorist attacks at *Charlie Hebdo* on January 07, 2015, and the prevailing suspicion that the massacre was related to the Parisian suburbs. While the notoriety of these now highly mediatized sites was an internal matter mostly discussed in France, it has now become an international issue as shown by the parade of world leaders that marched in Paris to sympathize with the Parisians after the killings. The association of the banlieues with the most undesirable social ills now extends beyond the French borders, and our objective we will be to enter and comprehend the daunting corridors of the Parisian suburbs.

GEN 102 (PSY 102-01): Human Sexual Behavior-See PSY 102 for description.

GEN 300(ENG 360): Multicultural Women Poets-See ENG 360 for description.

GEN 306(ENG 300): Studies in Historical Contexts -Gender and Sexuality in Contemporary Fiction- See ENG 300 for description.

GER 313-01: Studies in German Literature

What does a truly free life look like?

“Dare to know – *sapere aude*”! was Immanuel Kant’s slogan for the Enlightenment. The next generation added a second: “Dare to *live*!” This course explores this legacy of a radically enlightened life in literary and philosophical texts of the 18th century, with particular focus on the realization of personal and religious freedoms. In its most radical expression in Johann Wolfgang Goethe and his contemporaries, this takes the form of imagining an erotic relationship free from social constraint, and a contemplation of Divinity unburdened by orthodoxy, and – perhaps – a life without any religion at all.

All discussions, readings, and assignments in English. Students wishing to take the course for credit in German will do readings and write papers in German and will have a weekly discussion session in German.

HIS 200-01: Big History

The Big History movement within World History started a couple decades ago, and was brought to light by the publication of David Christian's *Maps of Time* in 2004. Big Historians believe that the proper temporal unit to study human history should include the full thirteen billion years since the Big Bang. Therefore, this course will provide an interdisciplinary look at the history of our planet from the perspectives of physics, geology, biology, chemistry, and environmental studies in addition to more familiar disciplines such as anthropology, economics, political science and history. In essence students will be studying human history from the widest possible frameworks, as well as from the more detailed attention that is more typical of historians.

HIS 200-02: History of the Modern Middle East

This course explores the important events and individuals that have helped shape the modern Arab, Turkic, and Persian worlds from Morocco to Kyrgyzstan. Beginning with an overview of the region, the course will proceed both chronologically and thematically. The topics covered will represent the most salient moments in the history of the regions such as Napoleon's 1798 invasion of Egypt, World War I in the Middle East, the impact of the Cold War and communism, and the 1979 hostage crisis. We will also investigate major overarching themes that continually developed over the modern period such as colonialism and the influence of the West, nationalism, and women's and minorities' rights. By the end of the course, students will have a grasp of the major historical events and the underlying social change that have defined the last 200 years.

HIS 210= CLA 111 Cicero: The Most Roman of Romans -See CLA 111 for description.

HIS 260-01: The Indian Ocean World

This course utilizes the world historical construction of the "Indian Ocean System" to investigate global patterns and connections centered in the sea across time from antiquity to the present. Students will learn about the economic, political, cultural and environmental changes in this region and the larger influence that these changes exerted on the world at large. Major themes include the rise of complex civilizations in the Indian subcontinent and other areas bordering the ocean, trading systems that linked societies from East Africa to China, the economic and military influence of Europeans in the system, and the influence of globalization on the region.

HIS 300-01: Europeans Encounter the World: Travel Writing as Historical Narrative

In this course, students will interrogate European travel writing. How are travelers trustworthy sources for historical inquiry? How are they not? How can historians separate valid observations from those tainted by Euro-centric biases? The course will look at these theoretical issues then explore travel writing from around the world (Eastern Europe and the Balkans, Russia, Africa, the Middle East, and the Americas) and at various times (from the start of the early modern period until the twentieth century). Students will be asked to write a term paper based on either theoretical issues covered in the class or a more focused study on a specific time or place.

HIS 310 (CLA 213): Medicine and Miracle: Healthcare in the Greco-Roman World- See CLA 213 for description.

HIS 320 (PSC 335) History of Political Thought: Renaissance and Modern—Machiavelli- See PSC 335 for description.

HIS 340-01: Sports, War, and Masculinity

Sport has always been both an expression and a reflection of human conflict and aggression and critical in teaching the virtues of manliness and defining masculinity. In 1919 philosopher William James declared sport to be “the moral equivalent for war.”^[1] In twentieth-century America, the association of sports with masculinity and its promotion of physical strength, courage, and will power made sport an integral part of student- life at American universities and military academies. Sports proved vital to war by preparing good soldiers— the better the athlete the better the soldier. Yet while the link between sport, war, and masculinity strengthened Americas fighting prowess and contributed to the perception of world dominance, it also created a strict definition of masculinity.

This course will explore the connection between sports, war and masculinity. It will examine and interpret American sports from the colonial era to the present focusing on the role of sports in American life, how it has contributed to American foreign policy goals, and how it has shaped and reflected masculinity. This is a course in American social and cultural history and will explore issues of gender, race, class, foreign policy and economics as they relate to sports, war, and masculinity. Course readings will combine primary and secondary source documents and will encourage critical inquiry and engagement with defining issues of historical significance in the development of twentieth and twenty-first century American society.

HIS 350-01: American Indigenous Histories

This course engages the histories of many different indigenous peoples of the Americas. Most of the focus will be on indigenous peoples who lived in areas that came

under control of the Spanish and Portuguese crowns. The course will span the history from the Olmecs to the present, as we survey relevant ethnohistorical literature, primary sources, and other forms of evidence. As with other 300 level history classes, students will produce a significant term paper based on original research, on a topic related to native history.

HUM 277-01: Enlightenment, Eros, and Atheism

What does a truly free life look like? “Dare to know – *sapere aude*”! was Immanuel Kant’s slogan for the Enlightenment. The next generation added a second: “Dare to *live*!” This course explores this legacy of a radically enlightened life in literary and philosophical texts of the 18th century, with particular focus on the realization of personal and religious freedoms. In its most radical expression in Johann Wolfgang Goethe and his contemporaries, this takes the form of imagining an erotic relationship free from social constraint, and a contemplation of Divinity unburdened by orthodoxy, and – perhaps – a life without any religion at all. All discussions, readings, and assignments in English. Students wishing to take the course for credit in German will do readings and write papers in German and will have a weekly discussion session in German.

MAT 106: Topics in Contemporary Mathematics – 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 and on insurance.

This course does not count toward the mathematics major or minor. The course is not open to students who have taken Math 178: Fixed Income Mathematics, Math 251: Mathematical Finance, or Math 252: Mathematical Interest Theory.

MUS 104-01: TOPICS IN MUSIC: AFRICAN-AMERICAN MUSIC

This course will explore the varied musical traditions of African-American communities. Musical elements of African music and slave songs continue to appear in later genres such as blues, jazz, soul, funk, and hip-hop. We will not only discuss the musical characteristics of these genres throughout the twentieth century, but also their cultural roles, social functions, and political implications. This is a ½ credit course that meets in the first half of the semester. Open to all students. Fulfills Distribution requirements for Literature and Fine Arts.

MUS 104-02: TOPICS IN MUSIC: MUSIC IN THE MEDIA

This course will examine music in the media in the 20th and 21st centuries. We will discuss the ways in which the public encounters and perceives music through the lens of media such as advertisements, television, and movies. We will not only examine music's role in different types of media, but also the ways in which music in the media has shifted thanks to new technologies as well as changing social and political climates. This is a ½ credit course that meets in the second half of the semester. Open to all students. Fulfills Distribution requirements for Literature and Fine Arts.

MUS 204-01 (CSC 171): TOPICS IN MUSIC: MUSIC COMPUTER PROGRAMING

This course is about digital sound design for electronic music. Using the object-oriented programming environment Max/MSP, it introduces fundamental concepts and practices in sound synthesis and sampling; music-related programming; additive and vector synthesis; noise generators, filters and subtractive synthesis; and control. These concepts and practices are applied to the composition of electronic music. This is a 1 credit course. Open to all students. Fulfills Distribution requirements for Literature and Fine Arts.

PHI 109-01: Perspectives on Philosophy: Philosophical Issues in the Social Sciences

Societies are systems that have large numbers of components and whose behavior is very sensitive to facts about their past. Moreover, these systems have components that try to understand themselves. These features interact to yield a number of questions about the study of societies. Must our understanding of them always somehow reduce to an understanding of individuals? Are institutions best understood in terms of the ways they operate or in terms of functions they serve in a society? Can we ever separate general laws governing societies from particular facts concerning their history? Should our focus be on what causes individuals to act as they do or on what they are trying to accomplish? Is it possible to really understand a society if you are not a member of it? We will read and discuss a sampling of philosophical discussions of questions like these. Although such questions have interested philosophers for millennia, they have received most attention in the last century and especially since the growth of the social sciences in the decades since WWII, and our focus will be on this more recent work. 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 269-01: Topics in Metaphysics and Epistemology: Why Does It Matter What You Know?

This is a course in epistemology, which is commonly understood to be the study of knowledge. It is normally supposed that knowledge is a good thing; it's something worth having. But why is knowledge valuable? Consider that there are many things that I would seem to be better off *not* knowing. (Spoiler alert!) Is it worthwhile for me to know

the precise dimensions of a given brick on the campus of Wabash College? If I need to calculate the tip on a restaurant bill, is it especially valuable for me to have deep knowledge of number theory, or is it enough that I can perform the relevant calculations correctly? Perhaps knowledge is not especially valuable after all, and instead what's epistemically valuable is simply being right, or being reasonable in considering what to believe, or perhaps something more amorphous such as wisdom or understanding. In this course we will carefully consider work of classical and contemporary philosophers to help us to think about this problem of epistemic value.

PHI 346-01: Analytic Philosophy: Logicism's Legacy

The period spanning the late 19th to the early 20th centuries was a period of spectacular development in mathematics, natural science, and philosophy. New theories in physics—think Bohr and Einstein, for example—promised to reveal something about the deep structure of our universe. At the same time, sophisticated new techniques of mathematical logic and scientific approaches to psychology promised to make possible the rigorous scientific study of thought itself. Analytic philosophy developed in close connection to these developments in mathematics and natural science. The early analytic philosophers were keen to apply the newly developed tools of mathematical logic to solving (or dissolving) old philosophical problems by careful linguistic analysis. Using these tools, they went on to develop new theories of the structure of reality, and explanations of how it is possible for us to think, and to know, about what reality is like. In all of this work they aimed for clarity, precision, and the development of what they called “scientific philosophy”. In this course, we will study some of the major themes and debates in early analytic philosophy by carefully considering work of some of the major philosophers of this period, including Frege, Russell, Wittgenstein, Carnap, and Quine. *Prerequisite:* PHI 270 or consent of instructor.

PHY 378-01: Introduction to Condensed Matter Physics

Condensed Matter physics describes the properties of materials governed by the collective interactions of many particles. To understand these properties, we will examine the foundational principles of the field: material structure, scattering, dynamics, and transitions. These broad topics will be discussed in the context of crystals, amorphous systems, magnets, semiconductors, superconductors, and other condensed systems. *Prerequisite:* Physics 210

PSC 210-01: The Politics of Prohibition

In this half-semester course, we'll explore the politics surrounding the 18th and 21st amendments to the U.S. Constitution, which first prohibited the manufacture, sale, and transportation of alcohol in the United States and then repealed that prohibition just over a decade later. In doing so, we'll shed light on a variety of American political dynamics, including the influence of political culture, the mobilization of social movements and interest groups, the diffusion of policies within and across levels of government, and the

often-unintended consequences of policy decisions. 1st half; no prerequisites, cross-list with HIS 240

PSC 210-02: Politics of Alcohol in America

Why can you buy a bottle of wine at the grocery store on Sunday in Illinois but not in Indiana? How have policymakers responded to recent explosion of craft beer brewing? What would it take to lower the drinking age to 18 nationwide? In this half-semester course, we will explore the politics surrounding the regulation of alcohol in the United States as a means for answering questions like these and gaining insight into the dynamics of American government and politics more generally. We'll focus especially on federalism and intergovernmental relations (that is, the balance of power among the local, state, and federal levels of government and the ways in which governments within and across the different levels interact) and the role of organized interests in shaping the production and enforcement of laws governing such phenomena as interstate wine shipment, craft beer production, and – of course – the drinking age. 2nd half; no prerequisites

PSC 314: Topics in Constitutional Law-Civil Liberties in War and Peace

Can the government gather every phone number we call and website we visit without a warrant if it would help stop terrorist attacks? Can the government use a drone to kill an American citizen without charge or trial if it suspects he is a terrorist? Should we throw out a confession made without Miranda warnings if that means a rapist will go free? It can be difficult to preserve liberty while also maintaining security during times of war and peace. This course will explore how well (or poorly) the Supreme Court has protected the civil liberties of those we fear most: those who challenge our most deeply held beliefs; those suspected of violent crime; and those accused of waging war against us. Debating such questions will help us understand the nature and purpose of civil liberties and the role of courts in enforcing them. Prerequisite: Sophomore, Junior or Senior status.

PSC 320: Intermediate Topics – The Arab-Israeli Conflict

Intended to serve as a case study of many of the themes relevant to both international relations and comparative politics, this course will examine the history of the Arab-Israeli conflict. We will strive to arrive at a common understanding regarding the apparent intractability of the conflict, with a particular focus on the role of domestic political institutions and third party actors. Students will be exposed to both primary and secondary sources to develop sufficient historical knowledge and an appreciation for the wide range of perspectives that exist regarding the conflict's causes. Prerequisite: PSC 121 or PSC 141

PSC 331: History of Political Thought: Ancient and Medieval—Medievalism

This course examines the use and significance of medievalized conceptions of politics and society in 19th, 20th, and 21st century political theory, literature, art, and film. We will focus on the contributions that medieval ideas and aesthetics—or our *imagination* of these ideas and this aesthetic—make in terms of creating our contemporary attitudes toward politics, especially with respect to national identity and executive power. Texts will include medieval and modern authors and are very wide ranging. While PSC 131 is technically a pre-requisite for this course, students with advanced coursework in British literature; the history of Christianity; Western art history; and European history are strongly encouraged to consider the course and seek so-called special permission to enroll. Prerequisite: PSC 131 or consent of instructor.

PSC 335 (HIS 320): History of Political Thought: Renaissance and Modern—Machiavelli

"It is better to be feared than loved." "At whatever cost, maintain your rule." "A ruler is always justified in being cruel." These are some of the lessons of Machiavelli's *The Prince* as disseminated by popular culture, where the name Machiavelli and the term Machiavellianism have both become synonymous with shady politics, corruption, and power. That this should be the case is a tragedy. Simplifying Machiavelli's thought in this way does a great disservice to a subtle and principled thinker. This course seeks to provide students with a more complicated and rich understanding of Machiavelli's thought and the history of the period that produced him. The class will examine whether it is just to call Machiavelli's thought evil or amoral, evaluate the claim that Machiavelli is the first modern thinker, examine whether Machiavelli is a self-centered or other-centered political theorist, examine how Machiavelli was influenced by both Roman and medieval thinkers and the events that happened during his time of public service, and examine Machiavelli's influence in later political thought and culture. We will also examine the role of space and aesthetics in shaping Machiavelli's thought as an avenue for considering the role that space and aesthetics have in shaping contemporary political attitudes. This course has an immersion component to Florence, Italy. Prerequisite: Permission of Instructor.

PSY 102-01(GEN 102): Human Sexual Behavior

An overview of human sexual anatomy, development, function, and diversity. Emphasis is on the psychological aspects of sexuality including the study of attitudes towards sexuality, sexual preference, love and marriage, contraception, and commercial sex. Particular attention is paid to the development and enactment of sex roles, the construction of gender, and sex differences. No Prerequisite. Credits: 0.5

REL 210-01: Topics in Islam: Issues in Contemporary Islam

What is the shape of Islam in the contemporary world? How did it get this shape? To what extent can Islam accommodate the contemporary world, and vice versa? These are some of the questions that we'll try to answer in this course. We'll start by looking at some key moments in Islamic history. Beginning with the fall of the Abbasids in 1258, we'll look at the reconfiguration of the Abode of Islam among the Mughal, Safavid, and Ottoman empires, and move from there down to the early 1700s. We'll then read a number of primary texts by Islamic reformers from the 1700s down to the present. We will pay special attention to the rise of so-called Islamic fundamentalism; the recent conflicts associated with Islam in the Middle East and the Asian subcontinent; ISIS, al-Qaeda, and the Taliban; and the dynamics of Islam in the industrial societies of modern Europe and the United States. One course credit. Prerequisite: Religion 103, or the consent of the instructor.

REL 272-01: Topics in the History of Christianity: The Christian Tradition of Vocation

What do you think is your vocation or calling in life? How do you decide or know? How does having a vocation make a difference? This seminar investigates the notion of vocation or calling throughout the history of Christianity. Vocation has been variously defined, but it has to do with a larger sense of mission, purpose, and meaning in our lives, particularly in specific aspects such as work. Through primary and secondary readings, fiction, film, and more, we will investigate changes in the Christian understanding of vocation, focusing especially on the early church and the Reformation and modern eras. One course credit. No prerequisites.

REL 274-01: Topics in Ethics: Reading the Bible after the Holocaust

This discussion-based course examines the ways Jews and Christians read their scriptures after the events of 1933-45. After the Holocaust what responsibilities do Christians and Jews have to read their Bibles differently? This course examines the history of the Holocaust; the roots of Western antisemitism and anti-Judaism; Jewish and Christian parting of the ways and their continuing interaction through shared scriptures; and important ethical, literary, artistic, and theological responses to the Holocaust by Jewish and Christian readers of the Bible. Works by Doris Bergen, Cynthia Ozick, Primo Levi, Elie Wiesel, Emil Fackenheim, Emmanuel Levinas, Dietrich Bonhoeffer, John Roth, Franklin Littell, John Dominic Crossan, and Samuel Bak are featured. The course engages the study of history, Jewish and Christian scriptures, ethics of reading, literature, art, and theological responses to the Holocaust. One course credit. No prerequisites.

REL 280-01: Topics in American Religion: Religion and Sports in America

This seminar examines the relationship between religion and sports in American history and the contemporary United States. The world of American sports overflows with religious elements: players praying after games and speaking openly about their faith; the elevation of superstar athletes to modern gods; sports as a means of acculturation and character formation; the creation of sacred space, time, and rituals; the devotion which some fans give to their teams; the cultural worship of youth, health, and fitness; the historic connections between religious ceremonies and athletics; and much more. Drawing upon a range of disciplinary methods, we will investigate the ways religion and sports uphold similar ideals as well as the ways they are in competition with one another for the hearts, minds, bodies, and resources of their devotees. One course credit. No prerequisites.

REL 290-01: Topics in Comparative Religion: Ritual in Religion and Everyday Life

This course takes on several questions. What are “rituals?” Are they routine acts, which people do simply because they’ve always done them? Or are they meaningful acts, which people do because they actually signify something? Can we say that all rituals are religious? If so, why? If not, why not? Etc. In this half-course, we will read selections from Jonathan Z. Smith, Catherine Bell, and other writers on ritual. Using film and other media, we will also look at a variety of ritual activities from different cultures, including fraternity and College rituals, religious ceremonies (e.g. the Mass, Hindu temple rituals, Confucian rites), holidays like Halloween, and the “little rituals” of everyday life, such as those associated with meals and sports. One half-credit course, first half. Prerequisite: A previous course in Religion, Theater, Music, Art, or English is recommended, but not required.

REL 290-02: Topics in Comparative Religion: Symbol and Myth in Religion and Everyday Life

Do myths and symbols belong in the skill-set of people living in a modern scientific world? Or are they playthings for nerds or soft-minded romantics? What exactly are symbols? Myths? What do they do? Are they socially constructed? Archetypal? Something else? How important are they for religion? Can you have a religion that is “demythologized”? Should you? These are some of the questions that we will tackle in this half-course. We will read selections from, among other, Mircea Eliade, Jonathan Z. Smith, Wendy Doniger, Paul Ricoeur, as well as their critics. Using film and other media, we will also read or look at a variety of myths, both ancient and modern. One-half credit course, second half. Prerequisite: A previous course in Religion, Theater, Music, Art, or English is recommended, but not required.

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 used to deepen and disrupt 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, Crossan and Bak. The course engages the study of literature, language, Jewish and Christian theology, art, and religious responses to the Holocaust.

One course credit. No prerequisites.

REL 298-01=SOC 298-01: Sociology of Religion

This discussion course examines the various ways sociology describes and interprets religious phenomena. The course investigates different methods of sociology and sociological theories of religion as applied to specific religions and social structures involving religion. In spring 2016, the course will focus on instances of religious change and conflict including the spread of Christianity in the late Roman Empire; persecution of Jews in the Middle Ages; religious change and conversion in 19th-century India; and immigration, religious diversity, and conflict in the United States. One course credit. No prerequisites.

RHE 140-01: ARGUMENTATION AND DEBATE

RHE 140 replaces the two half-credit debate courses (RHE 143/145) offered in prior years. Students are ineligible for RHE 140 if they have taken both RHE 143 and 145. Students who have taken one of the previous debate courses (RHE 143 or 145) may enroll in RHE 140. This course will serve as an alternative to RHE 101 to fulfill the requirements of the Rhetoric Major or Minor. This course counts towards the Language Studies distribution requirement.

RHE 290-01: 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. Assignments will include response papers, practice facilitations

and deliberations, public facilitations, and a deliberation project. This class qualifies as a Language Studies credit, and does not have any prerequisites. This course meets M 2:10-3:00 and W 2:10-4:00.

RHE 290-02 = ENG 210: AUDIO RHETORIC AND CREATIVE WRITING-See ENG 210 for description.

RHE 370-01: MEMORY, MUSEUMS, AND MEMORIALS: THE RHETORIC OF COMMEMORATION

Academic study of the construction of memory, often discussed in terms of collective memory and public memory, have proliferated over the past two decades. This course will focus primarily on the rhetorical dimensions of such memory, examining our collective strategies for remembering, commemorating, and even forgetting issues of local, regional, national, and international importance. We will study memory constructions in visual and verbal forms with a particular focus on museums, monuments, memorials, and other sites of public memory (from iconic photographs to public art to makeshift memorials). The course will begin by exploring frameworks for understanding and studying public memory before examining memory case studies in areas including sports, war, trauma, and race. Students will undertake research on the creation of memory through projects that may address topics and locations including Wabash College, museums of local, state, regional, and national importance, and other acts of public commemoration and memory construction. This course counts toward the Literature and Fine Arts distribution requirement.

RHE 370-02: RHETORIC OF HEALTH AND MEDICINE

Our culture is preoccupied with the ideal of a healthy life. Communication about health and medicine takes place in doctor's offices, through health campaigns, in advertising, pop culture, and policy making. This course aims to recognize the interdisciplinary roots of an emerging area of study and provide students a solid groundwork for understanding the role of persuasion in how public health and medicine are practiced. Course readings include works from rhetorical studies, health communication, and bioethics. We will address topics such as developing public health messages, doctor-patient communication strategies, medical stigma, risk communication and genetic testing, and health social movements. This course counts toward the Literature and Fine Arts distribution requirement

SOC 298-01=REL 298-01: Sociology of Religion-See REL 298 for course description.

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

This course focuses on the practicalities of translating to and from Spanish, as well as the theory behind different approaches to the process. Students in the course will

practice translating short texts, learn to workshop and critique translation, and improve their understanding of the complexities of both languages. In addition, students will read and discuss major thinkers on translation. This course counts toward the Spanish major and minor, the Hispanic Studies major, and the Language Studies requirement.

SPA 312-01: Studies in Hispanic Culture: Contemporary Films of Latin America

The goal of this course is to examine salient aspects of contemporary Latin American societies as seen in a variety of films from the last two decades. In this course we will analyze the structure of those movies as a tool to understand their subtexts, and will learn to read films critically in terms of the social context of the countries from which these films emerged. We will watch beautiful, emotional, though-provoking contemporary films from a variety of places (Argentina, Brazil, Colombia, Cuba, Mexico, and even the US) — all of them engaging narratives that address a wide spectrum of artistic, social, and political issues. On completion of the course, students will be able to use the appropriate terms and frameworks in analytical writing on Latin American film, and will have developed skills in researching, interpreting, discussing and writing about film, in general and in relation to specific Latin American cultural contexts. We will watch the films as a group on Tuesdays, and discuss them on Thursdays. Please note that due to the length of some films, class on Tuesdays will end past the regular hour of 11:00 AM. The course is taught in Spanish and counts toward the Spanish major and minor, the Hispanic Studies major, and the Language Studies requirement.

Prerequisite: Spanish 301. Instructor permission required.