**COURSE DESCRIPTIONS & ADDITIONAL COURSE INFORMATION**

**SPRING 2017**

**ART 210-01: Art and Politics During the Cold War, 1945–1989/1991**

The course covers art and visual culture regarded “political” in post-Second World War Western and Eastern Europe, Soviet Union, and United States, and Cuba. To regard art as political depends on conditions of artistic production and reception. As these conditions change over time and in relation to a country and/or a region, art that used to be political may no longer be so, and vice versa. The essence of political art is ever-changing, if not elusive. Thus, in this course we will ask questions such as, “What makes art political?”; “Is art inherently political, regardless of its intentions or motives, as some people claim?” The primary context for the course is the Cold War conflict between democratic United States and Western European countries, on one hand, and totalitarian Soviet Union and Eastern bloc countries, on the other—a period that ended symbolically with the Fall of Berlin Wall (1989) and actually with the demise of Soviet Union (1991). Yet, in each country or region visual artists worked in relation to specific and unique historical, political, social, and cultural situation. Class topics include not only state-supported propaganda art and posters, but also unofficial art movements in Russia and Eastern bloc countries. Examples of politically-engaged art discussed in the course encompass paintings, posters, graffiti, cartoons, monuments, sculpture, installations, performance art, community art, activist art and art protests, among others. One course credit.

Prerequisite: None

Instructor: Joanna Matuszak

**ART 225-01: Topics in Studio: Performance and Video Art**

This course will explore performance and video art both in practice and theory. Through assigned creative projects, group critiques, readings, lectures and viewing professional artists work students will develop a vocabulary pertaining to performance and video art in relationship to art history and practice. This course will provide an experimental platform for students to develop their personal voice. Students will experience and practice live performance, video performance, performative camera, site-specific methods, and collaboration and performance/video installation. One course credit.

Prerequisite: None

Instructor: Annie Strader & Matthew Weedman

**ART 227-01: Sculpture**

An investigation of the techniques, procedures, and vocabulary necessary for three-dimensional visual expression and objects. Sculptural concepts will be explored through applied questions. Media: plaster, electronics, found materials, wood, and steel. One course credit.

Prerequisite: None

Instructor: Matthew Weedman

**ART 331-01: Advanced Studio**

For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to materials, techniques, and concepts. One-half or one course credit.

Prerequisite: 2 credits from ART-125,126,223,224,225,227,228, and 229. At least 1

Instructor: Damon Mohl

**BIO 221-01: Comparative Anatomy of the Vertebrates**

Enrollment by instructor permission. The interested student should submit a brief statement via email to Dr. Carlson explaining why he wants or needs to enroll in the course by November 9, 2016. One course credit.

Prerequisite: BIO 112 General Biology II

Instructor: Bradley Carlson

**BIO 371-01 = NSC 310–01: Molecular Endocrinology**

This seminar course will explore the molecular and cellular mechanisms of hormone action through analysis of primary literature. Particular emphasis will be placed on the structure/function of nuclear and membrane hormone receptors, mechanisms of hormone-regulated signal transduction, and their influence on neuroendocrine pathways. This course counts as an elective toward the Biology major/minor, Biochemistry major, or Neuroscience minor. One course credit.

Prerequisite: BIO 212: Cell Biology

Instructor: Heidi Walsh

**BLS 300-01 = MAS 300-01 = RHE 370-02 = ENG 360-01: African American Rhetoric and Expressive Culture**

See ENG 360-01

**BLS 300-02 = REL 272-01 = HIS 370-01: African Christianity**

See HIS 370-01 description

**BLS 300-03 = GEN 324-01 = HIS 340-01= MAS 301-01: Race, Gender, Class and Punishment in America: A History of Mass Incarceration**

See HIS 340-01 description

**BLS 300-04 = ENG 370-01 = MAS 311-01: South African Literature and Film**

See ENG 370-01 description

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

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

Prerequisite: CHE 321: Organic Chemistry II or Instructor Permission

Instructor: Laura Wysocki

**CLA 211-01 = HIS 210-01: Virgil’s Aeneid**

This class will be an intensive literary and historical study of Virgil’s epic the **Aeneid**, which after the Bible has been the most consistently influential book in the western canon. The poem will be read in translation, but the class is also intended for students of Latin who have not been able to read extensively in the original text. We will examine the literary traditions in which the **Aeneid** stands, Virgil’s very particular aesthetic orientation, and the historical and cultural developments in Rome that influenced the composition of the poem. Explication of the text itself will be the main focus of the course, but there will also be readings from modern scholars representing different interpretative approaches. Finally, we will take up the question of the **Aeneid**’s influence in later European literature, and will read the **Inferno** of Dante’s **Divina Commedia** entire.

Although there is no formal prerequisite for the course, students who enroll will be expected to be familiar with the general plot lines and characters of Homer’s **Iliad** and **Odyssey**. One course credit.

Prerequisite: None

Instructor: David Kubiak

**CLA 212-01 = REL 260-01: Early Christianity in Rome**

**See REL 206-01 description**

**COL 402-01: Important Books**

Students read and discuss a dozen or more historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week; grade is based solely on participation in class discussion, and enrollment is limited to 15. Counts toward distribution requirements in Literature/Fine Arts or History/Philosophy/Religion. COL 401 (Fall semesters) discusses classical and medieval texts; COL 402 (Spring semesters) texts are from the modern period. Each semester is taken independently of the other. One course credit.

Prerequisite: None

Instructor: Dwight Watson

**CSC 171-01 = PHY 178-01: Computer Learning Using Big Data**

**See PHY 178-01 description**

**CSC 271-01: Mobile Device Programming**

This course explores mobile device programming. Through a hands-on project-oriented approach, students will learn to program apps for Android devices, which account for a majority of the US smartphone market. This course assumes students are already familiar with the Java programming language. One course credit.

Prerequisite: Credit or concurrent enrollment in CSC 211, or permission of the instructor

Instructor: William Turner

**DV1 178-01: Survey of Biochemistry**

Biotechnology, foods and medical treatments are important aspects of daily life, both individually and as a society. This course will focus on the biochemistry of the fundamental building blocks of life: proteins, carbohydrates, lipids and nucleic acids. It will include a broad overview of general and organic chemistry in the context of biomolecules. Emphases will include structure/function relationships, energy, human health, and societal issues. This course fulfills the lab science requirement, but does not count towards the chemistry, biochemistry or biology major. One course credit.

Prerequisite: None

Instructor: Ann Taylor

**ECO 277-01: Black Markets**

This course will use microeconomic and public choice theory to analyze different issues related to black markets. It will explore numerous issues from different illicit markets related to alcohol prohibition, the drug war, prostitution, etc. The course aims to develop a deeper understanding of how economics can help explain the workings of these markets, the unintended consequences resulting from prohibition, and related the policy issues. After completing the course, the successful student will be able to provide a positive analysis of black market activities using a rational choice framework. One course credit.

Prerequisite: ECO 101: Principles of Economics

Instructor: Nicholas Snow

**ECO 277-02: East Asian Economies**

East Asian economies include some of the fastest growing and largest economies in the world: China, South Korea, and Japan. The course starts with short review of economic history of the region and then moves on to the economic interactions among these countries. While the course covers a number of pertinent topics, such as natural resources, demographics, or current and future economic challenges, we will devote most time to the following four broadly conceived topics: economic growth/development, international trade within the region and beyond, income distribution and government economic policies. Students will gain a broad international perspective on economic development, policies and challenges faced by the area. One course credit.

Prerequisite: ECO 101: Principles of Economics

Instructor: Biyan Tang

**EDU 230-01: Educational Policy and Evaluation**

This course examines educational policy at the federal and state levels related to educational measures. Our inquiries will center upon the use—and abuse—of statistical measures of teaching and learning, particularly their use as a tool for diagnosis and reform in educational in political debate. The use of statistical measures will be considered in relation to their underlying assumptions, including visions of the teaching and learning processes and of ways in which they can be measured. The course will delve into the ways in which both individual learners and entire programs and institutions are assessed for achievement of goals, and the uses that are made of those assessments. The practice of “quantitizing” qualitative data will be examined for its assumptions and limitations in educational settings. The goal of the course is the development of critical democratic literacy for the evaluation of news stories and political debates related to the assessment of teaching and learning.

As an integral part of this work together, calculation of basic descriptive statistics will be taught using Excel, with substantial practice devoted to representation and interpretation of quantitative data, including both descriptive and inferential statistical measures.

Areas to be considered include:

* The development of education policy related to measures of teaching and learning since No Child Left Behind (NCLB) was signed in 2002, through the changes contemplated by the Every Student Succeeds Act (ESSA) in 2016;
* Epistemic and statistical frameworks that inform quantitative, qualitative, and mixed methods approaches to educational research and learning measures generally, including:
	+ Longstanding measures of educational attainment and college preparation such as ITBS, SAT, ACT, and GRE exams;
	+ Newer measures such as ISTEP, PARCC, and Smarter Balanced;
	+ Classroom-level research practice conducted using Action Research methods;
* Critical reading of news stories and political reports dealing with educational measures;
* Graphical and textual presentation of quantitative data using Excel’s graphing and charting functions.

One course credit.

Prerequisite: None

Instructor: Deborah Seltzer-Kelly

**EDU 370-01 = MAS 371-01: Indigenous Methods in Education**

This half-credit course begins with an introduction to the broad area of critical and postcolonial studies to situate our inquiry into one specific approach: indigenous methods. The use of indigenous methods for research has received increasing attention in recent years, and emphasizes the primacy of cultural values, collaboration, and relationship with people and place. Our area of interest relates specifically to how teaching and learning are understood within this framework, drawing from both ontology (broadly, world view), and epistemology (learning/inquiry processes). As we will see, indigenous methods of teaching and learning, like indigenous research methods, diverge sharply from the modernist and Eurocentric conceptions that derive from Enlightenment thought. We will explore together the ways in which aesthetic/expressive modes of communication (story, song, dance, and costume/decoration) work to convey and preserve cultural knowledges and traditions in indigenous societies.

Note: This course may be taken as MAS 400 for a full credit as the capstone for the MAS minor. Instructor permission and substantial prior coursework in MAS are required. One-half course credit.

Prerequisite: None

Instructor: Deborah Seltzer-Kelly

**ENG 108-01: Fantasy before Frodo: The Lit that Led to Modern Fantasy**

Most lovers of modern fantasy novels, movies, television, and video games from Game of Thrones to World of Warcraft see their source material as J.R.R. Tolkien’s The Hobbit (1937) and The Lord of the Rings (1955). While Tolkien’s work is doubtless responsible in many ways for the literary landscape of today’s fantasy fiction, what most readers do not realize is that Tolkien himself was passing forward an imaginative lineage with roots that reach well past the Middle Ages, through antiquity, to Homer’s Iliad and Odyssey.

This course will introduce students to the tales that influenced and preceded Tolkien’s work. Although we will begin with several shorter medieval works, the bulk of the reading for the class will be from the 19th- and early 20th-century stories that first introduced the imaginative landscapes that we have come to associate with fantasy literature. Over the course of our readings, we will discuss why fantasy came into its own around this period and what historical currents drove the success of a new genre. Authors to be read include Marie de France, Chretien de Troyes, L. Frank Baum (Wizard of Oz), Robert E. Howard (Conan the Barbarian), George MacDonald, William Morris, and many more. One course credit.

Prerequisite: None

Instructor: Andrew Klein

**ENG 180-01: Introduction to Gender Studies / Science Fiction**

This course will introduce students to the interdisciplinary scholarship in Gender Studies. The course is designed to give students a basic understanding of a variety of perspectives on gender, sex, and sexuality. We will focus on the ways in which gender shapes our everyday lives, and we will discuss gender representations in several science fiction texts and movies. We will read H.G. Wells, Margaret Atwood, and Octavia Butler; we will watch Cloud Atlas and The Matrix; and we will look at superheroes (like Hulk and Wonder Woman) in graphic novels. In our discussions, we will pay attention to the ways gender, sexuality, race, and class, impact our lives and shape our attitudes. One course credit.

Prerequisite: None

Instructor: Agata Szczeszak-Brewer

**ENG 190-01: Reading with Computers: Introduction to the Digital Humanities**

Can a computer read a poem?

The technological boom over the last fifty years has meant that our use of computers has become so second-nature that we are not always aware of the extent to which our experiences are being filtered through a digital lens. At the same time, literary criticism has moved beyond considering the literary artefact alone to looking at different types of cultural objects. Some of the most advanced programs being used to tailor ads to web-surfers or Facebook feeds to users—to create a better User Experience—are founded on tools and algorithms that analyze people that can also be turned to the analysis of literature, and our close, attentive reading of the output of digital textual analysis results in a new object study. Literary texts are being digitized at an unprecedented rate today, leaving the scholar with an incredibly rich corpus of material for analysis. But where to start? This course will introduce students to the founding principles, basic tools, and primary readings for digital textual analysis in the modern age. Over the course of the semester, through hands-on lessons, you will discover how to incorporate digital analysis into your scholarship, allowing you to supplement your study of literature with new approaches, introducing new questions and issues that will encourage you to explore literature in a new way. One course credit.

Prerequisite: None

Instructor: Andrew Klein

**ENG 210-01 = RHE 290-02: Audio Rhetoric and Creative Writing**

See RHE 290-02 description

**ENG 270-01 = GEN 270-01: Sex & Love in Contemporary Fiction**

Students at all levels and in all disciplines are welcome to this class on the representation of love and sex in novels, short stories, poems, movies, comics, and TV shows produced over the last few decades. 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? One course credit.

Prerequisite: None

Instructor: Crystal Benedicks

**ENG 300-01: The Victorian Novel and its American Reception**

Marriage, Poverty, Crime, Sex, Capital Punishment, and Split Personalities. These themes captivated Victorian writers, who increasingly embraced the novel as the best form for in-depth psychological study. Victorian novels were frequently published serially, that is, in installments featured in monthly magazines, and were quickly reprinted and circulated throughout the empire and the United States. In this course, we, too, will cross the Atlantic and travel back in time, examining the development of the British novel over the 19th-century, reading authors such as Jane Austen, George Eliot, Charles Dickens, and Henry James. In order to frame our reading of Victorian novels, we will turn to three types of secondary articles: readings that present historical background on Victorian Britain; literary theory emphasizing gender and psychoanalytic criticism; and articles that enable us to do “reception studies” that is, to understand how these novels and the culture of Victorian Britain were read by Americans, including Americans at Wabash. One course credit.

Prerequisite: 1 ENG course credit

Instructor: Jill Lamberton

**ENG 360-01 = BLS 300-01 = MAS 300-01 = RHE 370-02: African American Rhetoric and Expressive Culture**

This course will combine a rhetorical analysis and cultural studies approach to the study of a collection of African American texts, films, music, and speeches. The interdisciplinary nature of the course allows for a broader consideration of how these rhetorical/expressive traditions interact with cultural forms to mark a distinctive community with its particular tropes and logics. One course credit.

Prerequisite: None

Instructor: Timothy Lake

**ENG 370-01 = BLS 300-04 = MAS 311-01: South African Literature and Film**

This course explores literary and cinematic representations of borders, identity, and nationalist narratives in South Africa. Using feminism and postcoloniality as the critical framework, we will consider the colonial legacy of border construction (racially, ethnically, geographically, and across gender) to query: how do South African writers and filmmakers represent/critique tribal allegiances, rural and urban spaces, gendered symbolic representations of the nation, women’s reproduction, and the exclusion of ethnic others and other non-conforming citizens? How do health crises, such as the AIDS epidemic, complicate borders politics? What parallels can we draw between the Rhodes Must Fall and Fees Must Fall movements in South Africa to Black Lives Matter in the U.S.?

Students will discuss literary responses to nationalist narratives in South Africa and investigate fictional reflections on nationhood, apartheid, post-apartheid politics, sexuality, and gender politics involved in these reflections. Course texts include fiction, poetry, political essays, including works by Steve Biko, Bessie Head, Zoë Wicomb, and Zakes Mda, and several films directed by South African filmmakers--*African Jim* (1949) and *Ayanda* (2015), to name a few.

This course is co-taught in conjunction with Dr. Karin Wimbley from Depauw University and will include sustained collaboration with Depauw students through a shared website, joint sessions, and film screenings. One course credit.

Prerequisite: One ENG course credit or Instructor Permission

Instructor: Agata Szczeszak-Brewer

**FRE 312-01: Food Representations in French and Francophone Fiction**

Since the nineteenth century, large numbers of individuals have travelled within the French and Francophone world. As with most human movements, these journeys have led to many exchanges and influences, and one of them is the mutual transference of food traditions from one French-speaking country to another. Food can mean different things: it can be associated with comfort, violence, domination, physical or/and mental deformity. Using novels, tales and films produced by French and Francophone intellectuals as primary sources, we will seek to answer these questions: Does the connotative value attached to food vary within la Francophonie and what cultural factors may account for the difference in meaning if there is any? What triggers the movement of food traditions inside la Francophonie? Is the circulation of food traditions between French and francophone communities subject to localization and what effect does it have on cross-cultural interactions in the global French-speaking community?

Course is open to non-French students. English translations will be available also. One course credit.

Prerequisite: None

Instructor: Adrien Pouille

**GEN 210-01 = HIS 240-01 = PSC 210-01: Gender and Justice**

See PSC 210-01 description

**GEN 270-01 = ENG 270-01: Sex & Love in Contemporary Fiction**

See ENG 270-01 description

**GEN 324-01 = HIS 340-01= MAS 301-01 = BLS 300-03: Race, Gender, Class and Punishment in America: A History of Mass Incarceration**

See HIS 340-01 description

**HIS 200-01: China and the World, 960-1644**

This class will examine Chinese history from the beginning of the Song dynasty to the end of the Ming Dynasty, with special emphasis on the relationships China had with the world beyond China’s frontiers. From the expanding overseas trade of the Song through the conquest of China by the Mongols, resulting in the Yuan dynasty, to the varying levels of engagement the Ming maintained with foreign merchants and missionaries, this was a crucial period in which the Middle Kingdom dealt with external influences politically, economically, and culturally. One course credit.

Prerequisite: None

Instructor: Stephen Morillo

**HIS 210-01 = CLA 211-01: Virgil’s Aeneid**

See CLA 211-01 description

**HIS 240-01 = PSC 210-01 = GEN 210-01: Gender and Justice**

See PSC 210-01 description

**HIS 330-01: The Nazi State**

This seminar addresses the German Sonderweg thesis and rise of Nazi Germany. During the semester students will read about the Sonderweg and consider if Germany developed differently than the rest of Europe. A portion of the course will center on issues of culpability. We will consider the extent to which German citizens understood state authority, the progression of the Holocaust, and their participation in a society that rose to great heights but destroyed many lives in the process. Students should expect 90 to 110 pages of reading per class and several short papers. The seminar will culminate in a research paper of 20 to 25 pages. One course credit.

Prerequisite: 1 HIS course credit

Instructor: Michelle Rhoades

**HIS 340-01 = GEN 324-01 = MAS 301-01 = BLS 300-03: Race, Gender, Class and Punishment in America: A History of Mass Incarceration**

The more than two million people incarcerated in the United States, constitute the largest prison population in the world. African Americans and Latinos comprise a disproportionate number of these prisoners and female imprisonment has outpaced men by 50% since 1980. (The Sentencing Project) The “prison industrial complex” has produced enormous profits for private prison corporations, growing deficits for state and local governments, and social crises in those communities targeted by systematic policing and imprisonment. It has also generated public and scholarly debates about the history, ethics, and function of mass incarceration. This course will examine the evolution of the “prison industrial complex” in the United States, from its antecedents in slavery and in the prison systems of the nineteenth-century, to the rise of mental institutions and prisons for profit during the twentieth-century. Throughout the course we will consider the relationship of race, gender, class and punishment at various moments in American history. Course readings will draw on the work of historians, sociologists, anthropologists, and lawyers, and will incorporate various experiential activities and other prisms through which to evaluate the culture of prison and punishment in American society. One course credit.

Prerequisite: 1 HIS course credit

Instructor: Sabrina Thomas

**HIS 360-01: Medieval Japan**

This class delves into the complexities of the medieval Japanese state, from the emergence of the Kamakura Shogunate to the disintegration of the Ashikaga shogunate. This period encompasses the rise to dominance of the bushi, or warrior class, as well as the emergence of Zen Buddhism as a major part of the Japanese cultural landscape, but also features a wave of important cultural and economic contact with China. One course credit.

Prerequisite: 1 HIS course credit

Instructor: Stephen Morillo

**HIS 360-02: Trade and Travel in the Indian Ocean World, 900-1900**

In this undergraduate seminar, we will examine the patterns of trade and travel in the Indian Ocean region over more than a millennium from the rise of Islam in the seventh century until the establishment of British supremacy during the nineteenth century. Particular attention will be given to studying the historical developments that facilitated the economic integration and diffusion of culture among the diverse regions of the Indian Ocean world. We will use a variety of sources including travel literature, correspondence between medieval merchants, maps, and scholarly works on economic history and mercantile communities. One course credit.

Prerequisite: 1 HIS course credit

Instructor: Sundar Vadlamudi

**HIS 370-01 = REL 272-01 = BLS 300-02: African Christianity**

This class will look at the history of Africa through the lens of religion, especially Christianity. Students will be exposed to key elements of the long history of the African continent and its peoples in a broad sense, before focusing on the religion of its inhabitants, and more closely on the process of religious change and fusion with the introduction of Christianity. The most finite focus will come with our visit to the country of Kenya, where students will be immersed in Christian, especially Catholic culture in that country. As with the course in general, other African religious traditions will be studied, including Islam and traditional, “animistic” belief systems. In the second half of the semester students will produce a significant piece of research on a topic of their choosing related to the course theme. One course credit.

Prerequisite: 1 HIS course credit

Instructor: Richard Warner and Bill Cook

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

See REL 296-01 description

**MAS 275-01 = REL 275-01: Dancing on the Bridge:** **Diversity, Religion, and the Liberal Arts**

See REL 275-01 description

**MAS 290-01 = SOC 298-01 = REL 298-01 = REL 290-01: Religious Diversity in Indianapolis: The Challenges of Our Lived Religions (With Community Engagement Component)**

See REL 290-01 description

**MAS 300-01 = RHE 370-02 = BLS 300-01 = ENG 360-01: African American Rhetoric and Expressive Culture**

See ENG 360-01 description

**MAS 301-01 = GEN 324-01 = HIS 340-01 = BLS 300-03: Race, Gender, Class and Punishment in America: A History of Mass Incarceration**

See HIS 340-01 description

**MAS 311-01 = ENG 370-01 = BLS 300-04: South African Literature and Film**

See ENG 370-01 description

**MAS 371-01 = EDU 370-01: Indigenous Methods in Education**

See EDU 370-01 description

**MAT 106-01: Topics in Contemporary Mathematics – Geometry: Symmetry, Shape, And Space**

Geometry can be fun -- really! (This will NOT be your high school geometry course!) Changes in the way mathematicians think about geometry have influenced how scientists and philosophers view the universe. Possible topics include billiards, the Golden Ratio, linkages, kaleidoscopes, the fourth dimension, perspective, map projections, and more. This course can be used to satisfy math/science distribution and quantitative studies requirements. One course credit.

Prerequisite: None

Instructor: Robert Foote

**MUS 288-01: Electronic Device Ensemble**

Introduces basic concepts and practices of a laptop computer-based electronic music ensemble. Students rehearse, master and perform live, real-time gesturally controlled electroacoustic music. Rehearsal and performance includes interaction with custom interfaces and object-oriented computer programing environments. Students individually and collectively learn to control digitally synthesized or sampled sound using a variety of haptic devices, achieving artistic ensemble and performing publicly. Students in the course will form the Wabash Ensemble of Electronic Devices, or W.E.E.D. Open to all students through written application and instructor approval. Participants must have a laptop computer. This course is offered as part of the Wabash College Digital Arts and Human Values Initiative. One course credit.

Prerequisite: None

Instructor: Peter Hulen

**NSC 310–01 = BIO 371-01: Molecular Endocrinology**

**See BIO 371-01 description**

**NSC 310-02 = PSY 310-01: Sensory Transduction**

In this course we will explore how our senses translate the external world into neural signals. We will review basic neurophysiological concepts such as ion channels, pores, and G-protein coupled receptors. Then we will apply these to the basic senses of touch, hearing, smell, taste, and sight, plus extra senses including such topics as infrared detection and magnetoreception. This course will build on knowledge gained in lower-division courses, and explore these topics in greater depth. Offered first half of the semester. One-half course credit.

Prerequisite: PSY 104, NSC 104, PSY 232, PSY 233 or BIO 112

Instructor: Karen Gunther

**PHI 109-01/PHI 109-02: Perspectives on Philosophy: Friendship**

What are friends for? Who do we count among our friends? What are the ethical benefits and ethical dilemmas that occur in friendship? How do friendships contribute to our character and identity? What is the role of friendship in a good life? We will explore some of the ways philosophers have tried to answer these questions beginning with Aristotle and moving historically through such thinkers as Cicero, Seneca, Montaigne, and C.S. Lewis as well as several contemporary philosophers who are taking a renewed interest in friendship. We will also use film, case studies, and our own experiences to test philosophical analyses and deepen our understanding of friendship. This is an introductory course in philosophy. One-half course credit.

Prerequisite: None

Instructor: Cheryl Hughes

**PHI 319-01: Seminar in Ethics and Social Philosophy: Bioethics**

Controversies in bioethics have become a regular part of contemporary life. We are in the midst of a biological and technological revolution that raises interesting and important ethical and philosophical questions: When does life begin? How do we define death? What life is worth living, who decides, and how? When is experimentation on humans justified? Should we allow a free market in human organs, tissues, genes? What does it mean to suffer from disease and disability? What is a good relationship between a patient and caregivers? How can we provide a just distribution of health-care resources? Recommended: (i) some background in biology (e.g. BIO 101) AND (ii) one prior course in philosophy or completion of Enduring Questions. One course credit.

Prerequisite: None

Instructor: Cheryl Hughes

**PHI 379-01: Seminar in Advanced Symbolic Logic**

This is an advanced course in symbolic logic that builds on the material covered in PHI-270. Topics covered will be chosen from the following on the basis of student interest: Using modal logics to model reasoning about possibility (modal logic), knowledge (epistemic logic), or obligation (deontic logic); using many-valued logics (three-valued logics, intuitionistic logic) to model reasoning in conditions of incomplete, inconsistent, or indeterminate information; and using formal systems to explain and obviate logical paradoxes. We will also consider philosophically important features of the formal systems we will study (primarily positive and negative results concerning decidability and completeness). One course credit.

Prerequisite: PHI 270: Elementary Symbolic Logic or consent of instructor

Instructor: Matthew Carlson

**PHY 178-01 = CSC 171-01: Computer Learning Using Big Data**

Data come from a wide variety of sources: from physical sensors, social media posts, academic survey responses, polling responses, video feeds, and more. How do we make sense of all that data? How can we learn from the data to better understand our world? This course will introduce computer programming tools that you can use to handle large data sets, visualize the data, and teach the computer how to learn from the data to make predictions about the future. This course will serve as a prerequisite for CSC 111. One course credit.

Prerequisite: None

Instructor: Martin Madsen

**PHY 278-01: Astrophysics**

A course exploring the physical structure and properties of stars, nebulae, and galaxies. Emphasis will be placed on how atomic, nuclear, and thermal properties of these objects can observed, modeled, and predicted from observations of radio, optical, x-ray and gamma ray radiations, as well as particles mundane and perhaps exotic. One course credit.

Prerequisite: PHY 210: Modern Physics

Instructor: James Brown

**PSC 210-01 = HIS 240-01 = GEN 210-01: Gender and Justice**

Which locker rooms and bathrooms should transgender students be able to use? Can a university find that a student committed a rape on campus even if it lacks proof beyond a reasonable doubt? And who should decide these questions: unelected Executive Branch officials, as the Obama administration has done? Or should Congress, the courts, or local school boards decide them? This course will examine how American government has sought to resolve key justice issues involving gender over the last half century. The Title VII law (1964) sought to eliminate sex discrimination at work, and the Title IX law (1972) sought to eliminate sex discrimination in education. Congress has not amended either of these laws and has repeatedly refused to extend legal protections to the LGBT community. But President Obama has sought to use Title VII precedents and Title IX to stop campus sexual assaults and to protect transgender Americans. We will examine key historical trends and debate current gender disputes that raise fundamental questions about the very nature of gender itself. One course credit.

Prerequisite: None

Instructor: Scott Himsel

**PSC 230-01: Fraternity in Tocqueville's America**

Alexis de Tocqueville’s Democracy in America, written after a year-long trip around America taken in his 20s, is arguably the most important book on democracy and the most important book on America. He identifies the American tradition of creating associations as its saving grace. In addition to studying Tocqueville’s travelogue, the class will explore contemporary applications of his ideas of community (and its failure) in the work of Robert Putnam, Charles Murray, and Sheldon Wolin, among others. How does life in the contemporary world, including our addiction to social media, change the way we associate with others? One course credit.

Prerequisite: None

Instructor: Lorraine McCrary

**PSC 311-01: Congress & Executive—The Politics of War, Immigration and the Environment**

Can the President stop the deportation of millions of illegal immigrants because their children were born in the US even if Congress has rejected this approach? What are the prospects for comprehensive immigration reform by the next Congress? Can the President send troops to attack ISIS or indefinitely detain citizens in wartime even if the law requires prior Congressional approval? Should Congress have a bigger say in decisions to commit troops in international conflicts? Can the President seek to reduce global warming through administrative rules for power plants without first obtaining Congress’ consent or following its administrative procedures act? How do relations between Congress and the Executive affect the United States’ role in international environmental agreements? We will use simulations, role playing exercises, debates and discussions to address these and other questions arising from the interaction (and recently the dysfunction) between Congress and the Executive. In addition to exploring these current disputes, we will also examine how the Founders expected Congress and the President to behave and seek out examples of cooperation and conflict between them in the past. One course credit.

Prerequisites: PSC 111 Intro to American Politics

Instructor: Shamira Gelbman & Scott Himsel

**PSC 315-01 = REL 280-01: Religious Freedom**

May a business owner refuse to serve gay customers or to pay for benefits like the morning after pill because of his religious beliefs? May the United States Air Force Academy display a banner declaring “I am a member of Team Jesus Christ” in its football locker room? May the Indiana Legislature pray and sing a Christian song to open one of its sessions? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment she received was prayer? The collision of religion, politics, and the law generates many sensitive and difficult questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife. One course credit.

Prerequisite:

Instructor: Scott Himsel

**PSC 330-01: The Social Contract**

This class traces America’s experiment in the social contract to its origins in Hobbes, Locke, Rousseau, and Hume, who provide the theoretical basis for questioning and limiting absolute monarchy. We will then turn to the work of John Rawls, a contemporary social contract thinker. We’ll also consider contemporary critiques of the social contract from the perspective of sex, race, and disability. One course credit.

Prerequisite: PSC 131 Intro to Political Theory

Instructor: Lorraine McCrary

**PSC 340-01: International Political Economy**

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

Prerequisite: PSC 141 Intro to International Politics

Instructor: Matthew Wells

**PSY 310-01 = NSC 310-02: Sensory Transduction**

See NSC 310-02 description

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

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

Prerequisite: None

Instructor: Gary Phillips

**REL 210-01: Topics in Islam: Muhammad and the Qur’an in the Islamic Imagination**

What roles do Muhammad and the Qur’an play in the Islamic imagination? How have these roles changed from antiquity to now? How do they affect the shape of Islam in the contemporary world? In this course we will begin by studying the life and times of Muhammad, drawing on a wide range of print and visual media. We will then study the Qur’an itself, doing a close reading of selected suras. We will analyze them for themes, rhetorical strategies (including oral recitation), and the overall “logic” of the Qur’anic worldview. We will especially look at the innovative ways the Qur’an has been read by Sufi mystics and, more recently, by women. We will conclude by looking at the role of Muhammad and the Qur’an in Islamic poetry and fiction. Enrollment limited to 20. One course credit.

Prerequisite: REL 103: Islam and the Religions of India, or the consent of the instructor

Instructor: David Blix

**REL 260-01 = CLA 212-01: Early Christianity in Rome**

This course is dedicated to the study of Early Christianity as it was manifested in one particular place, the deeply-charged and long-standing imperial capital of Rome. This cross-listed and team-taught immersion course addresses one central question with multiple off-shoots: How did Christianity take shape in Rome? How did it emerge from, rebel against, and engage with that city's deep past? Before Constantine, what was the experience of early Christians? After Constantine, how did the shape and character of the city (not to mention its inhabitants) change? What did early adherents of Christianity believe, and how were those beliefs negotiated, enhanced, challenged, and made orthodox through visual and material culture, especially religious architecture and its decoration? What was the experience of practitioners of traditional Greco-Roman religion after Christianity became the default religion of the Empire?

 In other words, our investigation will be about social history, architecture, religious history and theology, and art/iconography. It is about the realia of what people believed, saw, experienced, and did. And the best way to get a sense of those features of ancient life and belief is to visit the key places themselves: the city of Rome and, as a complement to the features of the urban experience that Rome lacks, its port city of Ostia. The immersion component of the course will occur March 3-11, 2017. One course credit. By application only.

Prerequisite: None

Instructor: Derek Nelson and Jeremy Hartnett

**REL 272-01 = HIS 370-01 = BLS 300-02: African Christianity**

See HIS 370-01 description

**REL 275-01 = MAS 275-01: Dancing on the Bridge:** **Diversity, Religion, and the Liberal Arts**

How, in a global-digital world, do we bridge the gap between people of widely divergent backgrounds? Between diverse religions? Cultures? Races? Ethnicities? Worldviews? Should we aim for tolerance? Acceptance? Understanding? Should we learn *from* them, in the manner of a humanist? Should we learn *about* them, in the manner of a scientist or scholar? Should we try to deconstruct hidden prejudices? How? Why? These are basic liberal-arts questions. In this course, we will build a model for negotiating diversity based on “play” and the “work of art.” We will use tools drawn from “hermeneutics,” or the art and theory of interpretation. Case studies will be drawn from religion, art, music, philosophy, law, history, and anthropology. Texts will include Hans-Georg Gadamer’s *Truth and Method*, as well as selections from Kant, Voltaire, Shaftesbury, Geertz, Oakeshott, and others. One course credit. Course enrollment limited to 20.

Prerequisite: 1 course credit or the equivalent in either Literature and Fine Arts, or Behavioral Science, or History, Philosophy, and Religion.

Instructor: David Blix

**REL 280-01 = PSC 315-01: Religious Freedom**

See PSC 315-01 description

**REL 290-01 = REL 298-01 = SOC 298-01 = MAS 290-01: Religious Diversity in Indianapolis: The Challenges of Our Lived Religions (With Community Engagement Component)**

“Religious Diversity in Indianapolis: The Challenges of our Lived Religions”

The purpose of this course is to explore the ranges of lived religions in our contemporary society. We will study the beliefs, practices, rituals, and celebrations of the religions present in local areas; study sociological and demographic research on immigration and religious diversity in America; and think about religious diversity, pluralism, and religious conflict.

In addition to class time at Wabash, there will be a significant field-based, community engagement component. A central learning activity in this class will be site visits and field work in the Indianapolis area. Students, in teams, will choose sites from a select list (which includes mosques, synagogues, Hindu temples, and various Christian sites). They will visit the sites up to four times in the first half of the semester. Visits will focus on observing ceremonies and rituals, studying the organization of the community, and interviewing leaders and members. In the second half of the semester, each team will lead the class as a group to their field site. One course credit.

Prerequisite: None

Instructor: Robert Royalty

**REL 296-01 = HUM 296-01: 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. The course investigates how parables work as language and story, who employs them and for what purpose, how readers deploy and defend against them, and why religious traditions worth their salt both need and resist them. Among the ancient and modern Jewish and Christian parablers to be studied are Jesus and the Gospel writers, the Rabbis and Hasidim, Kierkegaard and Kafka, Wiesel and Buber, 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.

Prerequisite: None

Instructor: Gary Phillips

**REL 298-01 = REL 290-01 = SOC 298-01 = MAS 290-01: Religious Diversity in Indianapolis: The Challenges of Our Lived Religions (With Community Engagement Component)**

See REL 290-01 description

**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. One course credit.

Prerequisite: None

Instructor: Jeff Drury

**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 public facilitations and a deliberation project. This course qualifies as a Language Studies credit. This course meets M 2:10-3:00 and W 2:10-4:00. One course credit.

\*\*Enrollment is by instructor permission. Please submit a paragraph stating your interest or need for the course to Sara Drury, drurys@wabash.edu by 11/4/16.

Prerequisite: None

Instructor: Sara Drury

**RHE 290-02 = ENG 210-01: 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. This course counts toward the Language Studies distribution requirement. One course credit.

Prerequisite: None

Instructor: Jill Lamberton

**RHE 370-01: Theorizing Rhetoric**

This course addresses several significant theoretical questions concerning the nature, function, and value of rhetoric: What constitutes “rhetoric”? What does rhetoric “do”? What is the nature of rhetoric’s “audience”? What does it mean to talk about “context”? And how do culture and difference influence the answers to the above questions? The course content will engage rhetoric scholarship from the mid-twentieth century to the present.

Students should expect this to be a seminar course, meaning that our class sessions will be largely student-driven engagement with the ideas presented in the assigned reading material. By taking this course, students will further develop crucial skills (e.g. productively participating in discussion, critical reading and thinking) as well as cultivate a more nuanced understanding of rhetoric’s nature and value that better enables them to negotiate the production of meaning in the complicated world around them. This course counts toward the Literature/Fine Arts distribution requirement. One course credit.

Prerequisite: None

Instructor: Jeff Drury

**RHE 370-02 = BLS 300-01 = MAS 300-01 = ENG 360-01:** **African American Rhetoric and Expressive Culture**

See ENG 360-01 description

**RHE 370-03: Rhetoric of the News Media**

In this community-engaged course, students will explore print and online journalism in partnership with Crawfordsville’s local newspaper, the Journal Review. In addition to class readings and discussions, students will spend time with the Journal Review’s reporters and salespeople, and they will help the newspaper assess and improve its digital presence on multiple platforms. In the process, students will investigate the rhetorical dimensions of the news media by considering such questions as: What qualifies as news, and who decides? How do news reports influence our perceptions of the topics they address? What is the role of journalism, especially in a small community? How have digital media impacted the relationship between journalists and readers and the communicative act of reporting itself? By exploring such questions in partnership with the Journal Review, students will not only learn the rhetorical nature of news but also better understand the financial, technical, and institutional factors that shape and constrain journalism. They will also recognize journalism as an invaluable means of civic engagement. This course counts toward the Literature/Fine Arts distribution requirement. Once course credit.

Prerequisite: None

Instructor: Jennifer Abbott

**SOC 298-01 = REL 298-01 = REL 290-01 = MAS 290-01: Religious Diversity in Indianapolis: The Challenges of Our Lived Religions (With Community Engagement Component)**

See REL 290-01 description

**THE 103-01: The Western**

The Western is the American mirror, the folklore and mythos of American culture, reflecting our greatest hopes and darkest fears. This seminar will examine the Western as a distinctive film genre, tracing its evolution from John Ford's classic Stagecoach to the Coen Bros.’ Neo-Western No Country for Old Men. Among other films to be examined are: Red River, The Searchers, High Noon, The Wild Bunch, Unforgiven, and 3:10 to Yuma. One-half course credit.

Prerequisite: None

Instructor: Michael Abbott

**THE 103-02: Out of The Dungeon: Role-Playing Games as Interactive Storytelling**

When role-playing games moved from the tabletop to the computer, the nature and function of RPGs changed dramatically. This seminar will trace the evolution of digital RPGs from the Ultima series in the 1980s to the Persona series in 2017. Along the way, we will consider common differences between Western and Japanese RPGs and the emergence of RPG elements in other genres like sports sims and strategy games. One-half course credit

Prerequisite: None

Instructor: Michael Abbott