**COURSE DESCRIPTIONS & ADDITIONAL COURSE INFORMATION**

**SPRING 2018**

**ART 140-01: Rudy Pozzatti Retrospective Exhibition**

In this course, students will develop an exhibition celebrating the life and work of One of America’s great print artists, Rudy Pozzatti, as part of a collaborative retrospective with the Greater Museum of Lafayette. Students will work with the Donald McMasters gift in the Wabash College Permanent Collection of Art. They will do research, interpretation, and exhibition design, using American Alliance of Museums standards. They will also create an exhibition catalogue.

Prerequisites: None

Credits: 1

Instructor: Elizabeth Morton

**ART 210-01 = ENG 350-01: Literature and Photography**

See ENG 350-01 description

**ART 219-01: Special Topics in Documentary Filmmaking: A short documentary on the life and art of printmaker Rudy Pozzatti**

In this course, students will create a documentary film about one of America’s great printmakers, Rudy Pozzatti. In the production phase, for the first half of the semester, students will research Pozzatti’s life and art, arrange and film interviews with the 93-year-old artist, organize and film other relevant material, and gather images. In addition, students will develop a storyboard and script for the post-production phase. The second half of the course will be the post-production phase, in which students create a short documentary. This documentary will be featured in the collaborative retrospective exhibitions at Wabash College and the Greater Museum of Lafayette.

Prerequisites: None

Credits: 1

Instructor: Elizabeth Morton

**ART 225-01 = THE-103-01 = THE 103-01S: Seminars in Theater: Lighting Design**

See THE 103-01 description

**ASI-177-01: Modern Asian Culture & History Through Film**

This course traces major trends in Chinese cinema, including works from mainland China, Taiwan, and Hong Kong. The course analyzes films from multiple angles, including aesthetics, production, circulation, and historical context. In particular, the course will focus on the tensions between nationalism and transnationalism in Chinese cinema. Knowledge of Chinese language is NOT required for this course. Fulfills the Literature and Fine Arts distribution.

Prerequisites: None

Credits: 1

Instructor: Cara Healey

**BIO 102-01: Plants and Human Affairs**

This non-lab course will introduce students to the ways in which humans interact with plants, the dominant life form in terrestrial ecosystems, and in turn, how human actions can affect plants. Our emphasis this semester will be on global climate change, exploring the links between human-mediated changes in our atmosphere and the various ways this influences plant growth and reproduction. The semester will begin with a basic treatment of climate science, followed by a selection of topics that explore how various aspects of plant biology are influenced by the changes our species has wrought. Topics to be covered include photosynthesis, pollination, drought and heat tolerance, pathogen resistance, and crop plant productivity.

Prerequisites: None

Credits: 1

Instructor: Amanda Ingram

**BIO 177-01: Global Health**

The multidisciplinary issues of global health confront everyone on the planet. This 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, social determinants of health, and the global burden of disease. Cultural, economic and ethical issues in global health will be discussed. An immersion component following this class is planned for travel to Peru, July 31 -- August 12, 2018 (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. Grades for this course will be recorded as “incompletes” until after the immersion trip.

Enrollment in the course is limited, competitive, and by application through the instructor; contact Prof. Eric Wetzel (wetzele@wabash.edu) if interested. This course counts toward the Global Health minor; however, it does NOT count toward the major in Biology.

Prerequisites: 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.

Credits: 1

Instructor: Eric Wetzel

**BIO 371-01: Plants and Climate Change**

While it is clear that human activities (e.g., burning fossil fuels, agriculture) have already or will soon fundamentally alter many essential biogeochemical processes on Earth, many questions remain about how plants, a crucial piece in the puzzle, will respond to climate change. This course will provide students with a crash course in the basics of climate science and will use that foundation to explore the effects of and on plants in the coming decades and centuries. We will use discussions of primary literature to address topics including the response of photosynthesis to increased CO2 concentrations; the effects of land use changes on the carbon cycle (and other facets of plant physiology / ecology affecting global temperatures); plant responses to changes in temperature and rainfall patterns; and likely implications for biodiversity, food security, and human health.

Prerequisites: BIO 112

Credits: 1

Instructor: Amanda Ingram

**BLS 270-03 = ENG 270-04: African Literature**

See ENG 270-04 description

**BLS 270-04 = FRE 377-01 = MAS 311: Graphic Novels and Comics in French-speaking Countries**

See FRE 377-01 description

**CHE 471-01: Materials Chemistry & Nanoscience**

Materials chemistry is one of today's most dynamic research fields. Historically, it featured prominently in the advancement of human civilization and continues to impact our entire way of life. 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 or 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 chemical structure. Today’s chemists, engineers, physicists, and biologists are working diligently to develop exotic new materials to 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 the primary literature.

Prerequisites: CHE 321

Credits: 0.5

Instructor: Lon Porter

**CLA 111-01 = GEN 211-01: Sex and Power in the Ancient World**

**CLA 111-02 = GEN 211-02: Sex and Power in the Ancient World**

This course surveys literary and artistic evidence for Greek and Roman sexual behaviors and ancient beliefs concerning sex and sexual orientation. We will also apply contemporary theories for understanding sexuality to our ancient course material.  As we study our sources, we will consider the social and cultural institutions that create the specific historical context for Greek and Roman sexual behaviors.  Course topics include sexual freedoms and restrictions; ancient prostitution, Greek homosocial and homosexual culture, misogyny and gender, sex and social status, and adultery and lineage.

Prerequisites: None

Credits: 0.5 (first half of the semester; repeated in the second half of the semester)

Instructor: Holly Sypniewski

**CLA 113-01 = HIS 210-01: Troy Story: The Trojan War in Archaeology, Text, and Film**

**CLA 113-02 = HIS 210-02: Troy Story: The Trojan War in Archaeology, Text, and Film**

A conflict of epic proportions, the Trojan War sits at the center of Western ideology about valor, masculinity, and athleticism. The earliest surviving narrative of the conflict, Homer’s Iliad, raises important questions also about ancient views of women, of slavery, and of sexuality. In addition to reading the Iliad, we will evaluate the historicity of the Trojan War by sifting through archaeological evidence, and we will consider later retellings of the war, including a work of Greek tragedy and the Hollywood blockbuster Troy.

Prerequisites: None

Credits: 0.5 (first half of the semester; repeated in the second half of the semester)

Instructor: Bronwen Wickkiser

**CLA 211-01: Law and the Roman Family**

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

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

Prerequisites: One CLA credit

Credits: 1

Instructor: David Kubiak

**CLA 211-02 = PSC 331-01: Justice, Virtue, and Duty**

See PSC 331-01 description

**CLA 213-01 = REL 260-01: Uncovering Greek Religion**

This course surveys basic elements of ancient Greek religion including deities, cults, sanctuaries, myths, and festivals, and considers the complex social interactions among Greeks, Romans, Jews, and Christians in antiquity. We will explore the significance of religion to the state, especially Athenian democracy; the impact of cults and festivals on warfare, the economy, and the household; and the role of women, and other marginalized groups, in religion. Our study will encompass major works of Greek literature hand-in-hand with the material remains of antiquity, from architecture to inscriptions, coins, vases, statues, votive dedications, and the like, in order to build a sense of the actual, lived experience of ancient Greek religion.

Travel highlights include the Acropolis and Agora of Athens, the oracle of Apollo at Delphi, the colossal Bronze Age citadel at Mycenae, and the spectacular sanctuary and stadium of Zeus at Nemea, excavated by Wabash alumnus Dr. Stephen Miller.

The immersion component of the course will take place May 6-15, 2018 (for this reason, Seniors are not eligible).

Prerequisites: One CLA credit or permission of the instructor. By application only.

Credits: 1

Instructor: Bronwen Wickkiser

**CSC 235-01 = MAT 235-01 = PHY 235-01: Stochastic Simulation**

See MAT 235-01 description

**DV3 402-01 = HUM 477-01: Enduring Questions 2.0**

Enduring questions are worth reconsideration. Just as every individual brings a different perspective to an important text, so too does the same individual at different stages of life. You’re not the same person you were in the Spring of your freshman year. Life experiences – not the least of which is your Wabash education – have continued to shape your identity, to rephrase the questions you endure and to inform your answers to them.

In EQ 2.0, we will revisit the questions that we considered three years ago: Who am I? How should we live? But to those, we will also add: How have my answers to these questions changed, and what does that say about me, where I’ve been, and where I’m going?

We will do this by revisiting a number of the same texts we considered in Enduring Questions, and also by expanding upon them with additional, related texts and experiences. In so doing, we will not only add another page to your diary, but reflect, illustrate, and elaborate upon the pages you’ve already written. As it was with the first Enduring Questions, the purpose of EQ 2.0 is to continue the discussion and, in the process, to become better thinkers, more effective leaders, and more responsible citizens, both here at Wabash and for the rest of our lives.

Prerequisites: This course is only open to graduating seniors. Interested students may contact Professor Hollander for details.

Credits: 1

Instructor: Ethan Hollander

**ECO 277-01 = HSP 277-01: Economics of Latin America**

The course includes a variety of topics focusing on current economic policies and institutional arrangements in Latin American countries, such as monetary policy, exchange rate regimes, international debt policies, challenges of growth and development (including natural resources and demographic developments).The main goal of this class is to develop a deeper understanding of the economic structure and policies of a number of Latin American countries with particular emphasis on their international economic relations. Additionally, the class will help students to become familiar with some data sources for information on Latin America. Finally, economic policy is done in the cultural, historical and social context of individual countries, therefore some of this context will be included in class. The class will include a substantial number of case studies of particular economic issues in particular countries (for example, exchange rate crisis in Argentina, international debt crisis in Mexico, successful economic growth in Chile, dollarization in Ecuador, prospects of economic transition in Cuba etc.).

Prerequisites: ECO101

Credits: 1

Instructor: Peter Mikek

**EDU 370-01 = HIS 300-02 = MAS 371-01: Colonial and Postcolonial Education**

This course will examine the ways in which colonial systems of education were envisioned and implemented, from the perspective of the postcolonial critiques and reforms that have emerged in recent decades. We will consider these broad themes in relation to the specific experiences of selected countries and cultures in Africa and the Caribbean, then turn to the historical and contemporary practices of so-called "Indian Education" in North America. Eurocentric constructions of knowing and being will be contrasted with indigenous knowledges and pedagogies. The course incorporates a substantial digital humanities focus, including a requirement for student research and digital presentation on a topic of the student's choice within these broad areas.

Prerequisites: None

Credits: 1

Instructor: Deborah Seltzer-Kelly

**ENG 108-01: Literature and the Development of Environmental Thought**

From Henry David Thoreau and John Muir to Aldo Leopold and Rachel Carson, literary descriptions of the natural world helped build environmental thought in the U.S. and elsewhere. Fictional prose, poetry, and film have also depicted major environmental issues and themes in ways that call attention to the value of nature. In this class, we will examine a range of literary nonfiction, fiction, and poetry—as well as some film, photography, and music—that depict environmental ideas and themes. To explore environmental thought from a variety of vantage points, we will read authors of different social, and economic backgrounds. Ultimately, we will trace how literature and other cultural forms have influenced and been influenced by major historical events in the development of modern environmentalism.

Prerequisites: None

Credits: 1

Instructor: Matt Lambert

**ENG 109-01 = HSP 109-01 = GEN 270-01: World Literature in Translation: Latina Women’s Writing**

This course will explore writings by Latina women writers of literary significance, covering a range of regions, genres, and time periods. Specifically, the course will move through the fictional and historical space of Mexico, Chile, Argentina, Guatemala, Puerto Rico, and Cuba. We will analyze poetry, short fiction, visual art, testimonios, novels, and one documentary film. From the rebellious seventeenth-century poetry of nun Sor Juana Inés de la Cruz to the twenty-first-century fiction of Isabel Allende the course will emphasize gender, women’s rights, women’s roles/role-breaking, and women’s private relationships and their public personas. We will investigate ideas of gender alongside cultural and national identities, movements and migrations, and critical relationships to new and old homelands. Assessments will include papers, quizzes, a presentation, free writes, a midterm, and a final exam.

Students taking this course will become proficient in discussing Latina literature of the Americas verbally and in writing.

Prerequisites: None

Credits: 1

Instructor: Natalie Aikens

**ENG 180-01 = BLS 270-03: African Literature**

We will explore literary and cinematic representations of race, gender, and national narratives in select African countries. Using feminism, Black Studies, and postcoloniality as the critical framework, we will ask: how do the writers, playwrights, poets, 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? 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.? And how are these issues represented in literature and film across Africa?

Students will discuss literary responses to migration and exile in Egypt, Senegal, Nigeria, Zimbabwe, and South Africa and investigate fictional reflections on nationhood, race, sexuality, and gender politics.

The course will include a visit by a Nigerian artist Inua Ellams as well as a South Africa Workshop and a Fees Must Fall – Black Lives Matter public forum.

Prerequisites: None

Credits: 1

Instructor: Agata Szczeszak-Brewer

**ENG 210-01: Creative Writing: Writing for Video Games**

In 2010, Call of Duty: Black Ops surpassed the record as the most lucrative entertainment release in the world at 650 Million USD in five days, greater than any movie or video game in history. Events such as these have become the norm for established video games, and unlike comparable industries, the video game industry continues to grow. Several components contribute to video games’ success: design, development, publication, advertising, etc. But what about writing? As video games expand their footprint, games have become nuanced vehicles for storytelling. They push traditional boundaries and can be powerful and memorable narratives that help develop empathy. This course will look at narrative elements such as characterization, plot, story, place, and point of view in an effort to develop proposals for your own narrative-based video games.

Prerequisites: None

Credits: 1

Instructor: Eric Freeze

**ENG 216-01: Introduction to Shakespeare**

After centuries, we are still reading him, and still calling him our greatest (English) author. Why do we keep returning to the work of William Shakespeare? Ben Jonson, a contemporary of Shakespeare’s, declared that the man was “Not of an age, but for all time!” This seems a bit presumptuous, but one can hardly argue with results. Today, Shakespeare’s work has become a touchstone of cultural literacy and a continued inspiration for modern dramatists, writers, directors, actors, and other artists. The focus of this course is on the how and why of Shakespeare’s continued importance to us. Over the course of the semester, we will explore the variety of frames through which we can interpret Shakespeare’s work – some of them early modern, some of them modern – and discover how Shakespeare continues to speak to us on themes as varied as race, sex, gender, religion, and power. By learning about the how, we will, hopefully, begin to understand the why of Shakespeare’s relevance to us.

Prerequisites: None

Credits: 1

Instructor: Andrew Klein

**ENG 270-01 = HSP 270-01: Cuban and US Literary and Filmic Latinidades**

This course will investigate conceptions of race and ethnicity in conjunction with conceptions of national identity. From a Cuban slave narrative and the one-act play that sent the teenaged José Martí into exile to the classic Orson Welles film Touch of Evil (1958) which one film critic terms “proto-Chicanx,” we’ll identify the ways in which race factors into the national imaginaries of Cuba and the U.S. How are Latinx, Afro-Latinx, Native American-Latinx incorporated in and/or excluded from the national imaginaries of Cuba and the U.S.? How are the “Latinx,” the “Mexican,” the “Cuban” portrayed in literature and film? How do literary and filmic representations of the “Latinx,” the “Mexican,” the “Cuban” challenge stereotypes? How do these representations of the “Latinx,” the “Mexican,” the “Cuban” reinforce or utilize stereotypes? How do representations of these racial and ethnic groups change over time, and with respect to historical events such as the Mexican-American War, the Civil War, the Cuban Independence Movement, the Spanish-American War, the Mexican Revolution, and the war in Angola?

Prerequisites: None

Credits: 1

Instructor: Natalie Aikens

**ENG 340-01: Geoffrey Chaucer’s Canterbury Tales**

Herkneth, lordinges that ben trewe! Come study one of our greatest works of English literature, Geoffrey Chaucer’s Canterbury Tales. Forget Game of Thrones for your medieval fix: Chaucer's collection of stories has got everything! Come for the fart jokes; stay for the deep philosophy! Join us on a pilgrimage to understanding not just medieval England, but our own literary history and the variability of the human condition as seen through the biting critical eye of one of our sharpest poets.

This introductory study of the Canterbury Tales will cover a range of genres, from romance to fabliau to dream vision and more! We will read Chaucer’s text in the original language (no prior experience required!), and examine the historical, literary, and cultural contexts of his poetry, exploring themes like upward mobility, class consciousness, gender politics, racism, anti-semitism, political satire, sex, and social unrest.

Prerequisites: None

Credits: 1

Instructor: Andrew Klein

**ENG 350-01 = ART 210-01: Literature and Photography**

“What tales might those pictures tell,” Walt Whitman once asked, “if their mute lips had the power of speech?” In English 350, we’ll explore how various writers and artists have answered that question since photography’s invention in 1839. How does the silent image (a picture) compete with its predecessor, the verbal text? Is photography’s etymology useful or misleading—writing with light? Did smartphones change the equation entirely? We’ll read from the 19th century to the 21st, looking at poems, essays, stories, photographs, and photobooks by the likes of: Walt Whitman, James Agee, Natasha Trethewey, Emily Dickinson, Claudia Rankine, Robert Frank, Frederick Douglass, and others. We’ll ground ourselves with Susan Sontag’s On Photography. We’ll learn from Roland Barthes that all photographers are “agents of death” (Camera Lucida). Projects might include curating and close reading an image from Wabash's archives and/or creating a photobook.

Prerequisites: None

Credits: 1

Instructor: Derek Mong

**FRE 377-01 = BLS 270-04 = MAS 311-01: Graphic Novels and Comics in French-speaking Countries**

This course will examine the significance of graphic novels and comics in French-speaking nations. As part of the most widely circulated forms of cultural expressions within the Francophonie, they offer vivid representations of how the everyday is generally lived in French-speaking countries. Working with their visual paintings of French and Francophone cultures, we will seek to answer several questions among which: How do these genres differ from more traditional forms of literary expressions? How are the authors’ respective cultures reflected in the texts? How do they contribute to the diffusion of the cultures found within the Francophonie? How are they viewed by local cultural policymakers? Furthermore, we will aim to improve our writing skills in French or English by crafting our own comics or graphic novels in French or English. Our tools of study will include comics and graphic novels from acclaimed French-language authors such as Hergé, Barly Baruti and Farid Boudjellal, two Bildungsroman francophone novels, and academic research papers written by scholars of comics and graphic novels. **Because most of the resources used in the class have been translated in English, non-French students are also welcome to enroll in the course.**

Prerequisites: None

Credits: 1

Instructor: Adrien Pouille

**GEN 211-01 = CLA 111-01: Sex and Power in the Ancient World**

**GEN 211-02 = CLA 111-02: Sex and Power in the Ancient World**

See CLA 111-01 description

**GEN 230-01 = HIS 230-01: The History of Sex and Gender in Modern Europe**

See HIS 230-01 description

**GEN 270-01 = HSP 109-01 = ENG 109-01: World Literature in Translation: Latina Women’s Writing**

See ENG 109-01 description

**GEN 304-01 = SPA 312-01 = HSP 312-01: The Caribbean Is Not an Island: A Cultural Introduction to the Hispanic-Caribbean**

See SPA 312-01 description

**HIS 210-01 = CLA 113-01: Troy Story: The Trojan War in Archaeology, Text, and Film**

**HIS 210-02 = CLA 113-02: Troy Story: The Trojan War in Archaeology, Text, and Film**

See CLA 113-01 description

**HIS 200-01: Big History**

The Big History movement within World History started a couple decades ago, and was more fully 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.

Prerequisites: None

Credits: 1

Instructor: Richard Warner

**HIS 220-01: The Original British Invasions: Romans, Christians, Anglo-Saxons, and Vikings**

In a period of about 800 years, the island of Britain was radically changed by a series of invasions and invaders. In the first century CE, Britannia became a Roman province; by the time the Romans left in the fifth century, Christianity had spread from south to north. Roman Christians were wiped out by a series of Anglo-Saxon migrations and invasions. And, by the time the Anglo-Saxon kingdoms had accepted Christianity around 800 CE, the Viking invasions once again altered the course of British history and society. The course will focus on these invasions and migrations and the record they have left in modern England: the place names and language of England; Roman forts and Hadrian’s Wall; Anglo-Saxon churches and treasure hordes; Viking longboats, villages, and jewellery. We will examine the nature of invasions, migrations, and cultural change in forming national identities and the development of early medieval England.

The class will travel to England from May 5–15, 2018. Freshmen are encouraged to apply for this course. Seniors are not eligible to apply for this course.

Prerequisites: None

Credits: 1

Instructor: Robert Royalty

**HIS 230-01 = GEN 230-01: The History of Sex and Gender in Modern Europe**

In this course, students will study issues related to gender and sexuality in modern European history, 1750-present. Students will examine how historians have used gender as a category of analysis to understand past interpretations of sex and bodily health, scientific developments, labor practices, political systems, and culture more generally. Rather than moving in a strictly chronological fashion our course readings will be topical and chronological. The class includes readings on political movements, gender and warfare (WWI and Nazi period), medical treatments for syphilis, science and masturbation, work practices, systems of prostitution, and legal interpretations of men’s and women’s social roles. Most of the course content focuses on the history of gender and sexuality in Britain, France, and Germany.

Prerequisites: None

Credits: 1

Instructor: Michelle Rhoades

**HIS 240-01: US History Since 1968**

1968 was a transformative year in America filled with military wars abroad, cultural wars at home and an explosion of tensions over social, political, and economic inequalities. It was a year in which Americans agitated for the promise of the democratic ideals that arguably had eluded the nation since its founding. This course surveys the transformation of politics, culture, and society in the United States since 1968. The course will consider the key themes of labor and consumption, the changing role of the United States within the context of the Cold War; the changing patterns and meanings of immigration and migration; urban and rural poverty; social movements for racial equality and the liberation of women and LGBTQ rights; the expansion of state power in wartime and peacetime; and the rise of a new conservative movement amidst and changing demographic of Americans.

Prerequisites: None

Credits: 1

Instructor: Sabrina Thomas

**HIS 240-02 = PSC 210-01: The Poor and Justice**

See PSC 210-01 description

**HIS 250-01: Food in Latin American History**

This course engages the history of food in the region of Latin America. We will concern ourselves with the subject of food through time and across the region, and will study the matter from a variety of perspectives including the histories of plant and animal food sources, global markets, production and cultural meanings of food, issues of gender and ethnicity in food production and consumption, and other avenues of investigation. Students will read and analyze scholarly articles and books on the subject of food history, and write several short papers in reaction to this literature. Cuisines from across the Americas will be examined in the course, and there will be some practical application involved (i.e., you will learn how to cook some Latin American food).

Prerequisites: None

Credits: 1

Instructor: Richard Warner

**HIS 300-02 = MAS 371-01 = EDU 370-01: Colonial and Postcolonial Education**

See EDU 370-01 description

**HIS 310-01: Jews and Christians in the Roman World**

This seminar will study the historical development of the movements that become Judaism and Christianity during the Roman Empire from the first to the fourth century of the common era. The focus will be on these movements as social and political communities within the cultural context of a changing Empire. Topics for study include the Jewish wars with Rome; the “parting of the ways” between Judaism and Christianity; and the ways in which Christianity became the dominant religious movement of the Empire.

Prerequisites: At least one HIS credit

Credits: 1

Instructor: Robert Royalty

**HIS 320-01 = PSC 314-01: The Common Law:  The Role of History In Anglo-American Government**

A majority of the current US Supreme Court is deciding the meaning of civil liberties like the right to keep and bear arms and the rights, if any, of terrorist detainees to due process of law based upon the "original intent" of our Founders, which in turn is usually based upon English constitutional history.  Outside of the constitutional realm, every day our courts apply rules developed in past cases to resolve modern disputes.  Why do we rely so heavily upon history in governing ourselves today?  Should we use history only as a reference point that we are free to disregard as we see fit?  Or should history play a stronger, more determinative role?  If history plays a stronger role, how do we ensure that we are applying history fairly and accurately rather than in a biased manner to advance our present political goals?  Is it even possible to be that objective?  What does reliance on history tell us about our fundamental assumptions, cultural frames of reference, and self-image.  There is perhaps no better way to answer these questions than to study the evolution and practice of the courts of England and the United States and the "common law" they have handed down for over 900 years.  We will explore that most venerable common law institution, trial by jury, the radical changes in the jury's role and procedure over time, and its more recent decline; the rise of a competing, non-jury mechanism called "equity" that was better suited to more complex business disputes, and equity's "triumph" over the jury; and the evolution of key American constitutional rights from their English roots in the common law, Magna Carta, and the constitutional crisis of the seventeenth century during the reign of the Stuart monarchs.  We will explore these issues not only in the classroom and through research but also through our observations during an immersion trip to England over Spring Break.

Prior work in history or political science is required.  Enrollment (limited to 16) by approval of the instructors only.  Applications due October 25, 2017.  Sophomores, Juniors and Seniors may apply.

Prerequisites: Prior work in HIS or PSC

Credits: 1

Instructor: Scott Himsel and Stephen Morillo

**HIS 330-01: WWII and Vichy France**

This seminar explores the start of WWII and the degree to which Germany controlled Vichy France. Students will read about the “fall of France” and the structure of the new French state (Vichy). They will then explore theories as to how the Germans managed to control a large independent nation and why the French seemed to accept German authority. Throughout the seminar we will explore the meaning of “collaboration” and “resistance” for different political, social, and military factions of the wartime French state.

Prerequisites: None

Credits: 1

Instructor: Michelle Rhoades

**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.” 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.

Prerequisites: None

Credits: 1

Instructor: Sabrina Thomas

**HSP 109-01 = ENG 109-01 = GEN 270-01: World Literature in Translation: Latina Women’s Writing**

See ENG 109-01 description

**HSP 220-01 = PSC 220-01 = MAS 278-01: Cuban Politics and Culture**

See PSC 220-01 description

**HSP 270-01 = ENG 270-01: Cuban and US Literary and Filmic Latinidades**

See ENG 270-01 description

**HSP 277-01 = ECO 277-01: Economics of Latin America**

See ECO 277-01 description

**HSP 312-01 = GEN 304-01 = SPA 312-01: The Caribbean Is Not an Island: A Cultural Introduction to the Hispanic-Caribbean**

See SPA 312-01 description

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

See REL 296-01 description

**HUM 477-01 = DV3 402-01: Enduring Questions 2.0**

See DV3 402-01 description

**MAS 278-01 = HSP 220-01 = PSC 220-01: Cuban Politics and Culture**

See PSC 220-01 description

**MAS 278-02 = PSC 210-02 = REL 280-02: Jews and Muslims in American Politics**

See PSC 210-02 description

**MAS 311-01 = BLS 270-04 = FRE 377-01: Graphic Novels and Comics in French-speaking Countries**

See FRE 377-01 description

**MAS 371-01 = HIS 300-02 = EDU 370-01: Colonial and Postcolonial Education**

See EDU 370-01 description

**MAT 106-01: Pure Mathematics**

Mathematics is more than just formulas and solving equations. Mathematics is a set of tools to recognize patterns and think critically about new complex situations. In this class, we will explore some topics that contemporary mathematicians study, including numerical patterns in nature, secret codes, infinity, map coloring, and cake cutting. We will see what modern mathematicians study and how that mathematics relates to us and the world.

This course does not count toward the mathematics major or minor. It will count toward the mathematics and science distribution or the quantitative studies requirements.

Prerequisites: None

Credits: 1

Instructor: Kathleen Ansaldi

**MAT 235-01 = PHY 235-02 = CSC 235-01: Stochastic Simulation**

Interesting real world phenomena often involve randomness at some level, and this course develops mathematical and computational tools for studying these systems. In particular, students will study and implement computer simulation models of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks, sports, elections, and industrial engineering. Specific topics for study include: basic probability models, pseudo-random number generation, queueing models, discrete event simulations, Poisson processes, random walks, Markov chains, Monte Carlo methods, and statistical analysis of simulated data.

Prerequisites: CSC 111, MAT 112

Credits: 1

Instructor: Chad Westphal

**PHI 109-01: 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.

Prerequisites: None

Credits: 0.5

Instructor: Cheryl Hughes

**PHI 109-02: Perspectives on Philosophy: Science Fiction & Philosophy**

Science fiction is always a kind of thought experiment, inventing new worlds that are often inhabited by something alien, or extending our current science and technology into an imagined future full of tough moral dilemmas, or simply playing with some of our most challenging ideas about space and time, the possibility of artificial intelligence, or the problems of personal identity and free will. Philosophy also uses thought experiments to question what we might otherwise take for granted, to explore familiar problems in new ways, or to construct ideas and test their possibilities. In this course we will use science fiction novels, short stories, and films as well as philosophical essays to explore a range of philosophical questions. This is an introductory course in philosophy.

Prerequisites: None

Credits: 0.5

Instructor: Cheryl Hughes

**PHI 319-01 = PSC 330-01: Seminar in Ethics and Social Philosophy: Thinking with Arendt**

In her report on Adolf Eichmann’s trial in Jerusalem, Arendt points to two character flaws that allow Eichmann to become the architect of the plans that resulted in the murder of six million Jews during the Second World War. First “was his almost total inability to look at anything from the other fellow’s point of view,” and second his “inability to think.” It was these flaws that led Arendt to see in Eichmann the personification of the “banality of evil.” If evil acts can be done not out of malicious intent but because of the failure to think, then each of us is much more susceptible to evil than we might want to think. This course is structured to think about how thinking could be a bulwark against evil. In The Life of the Mind, Arendt writes, “Could the activity of thinking as such, the habit of examining whatever happens to come to pass or to attract attention, regardless of results or specific content, could this activity be among the conditions that make men abstain from evil-doing or even actually “condition” them against it?” We will read Eichmann in Jerusalem, the first half of The Life of the Mind, Arendt’s Lectures on Kant’s Political Philosophy, her most well-known work The Human Condition and more.

Prerequisites: One of the following PSC 131, PSC 220, HIS 230, GER 312, PHI 110, 240, or 242 or by permission from the professor.

Credits: 1

Instructor: Adriel Trott

**PHY 235-02 = CSC 235-01 = MAT 235-01: Stochastic Simulation**

See MAT 235-01 description

**PHY 278-01: Introduction to Cosmology**

This course will examine the past, current, and future states of the universe. Models of the Big Bang will be studied in light of observations. Topics to be addressed include: cosmic dynamics, measurement of cosmological parameters, cosmic background radiation, nucleosynthesis, formation of galaxies, dark matter, and dark energy.

Prerequisites: PHY 209

Credits: 1

Instructor: Dennis Krause

**PSC 210-01 = HIS 240-02: The Poor and Justice**

Tens of millions of Americans still live in poverty although this is the richest nation on earth. What should government do about this? From the New Deal to the present, have our federal, state and local poverty initiatives done more harm or good? Have government benefits lifted citizens out of poverty or created dependency that traps them in poverty? Has government integrated citizens or continued to segregate them based upon race or wealth? Or should the focus instead be on our courts? Do they extend equal justice to the poor, or do they favor landlords and others with whom the poor do business? This is a critical time to ask these questions. America now has one of the highest levels of economic inequality and one of the lowest levels of economic mobility in its own history and among other industrialized nations. In addition, while the poor are participating less in politics, wealthy Americans are participating and funding more and more. Given the importance and difficulty of these issues, we will consider a wide variety of views including those of liberals, conservatives and libertarians. We will ground our study not only in history but also in the present, lived experience of the urban poor as reported in Matthew Desmond’s Evicted and the rural poor as reported in JD Vance’s Hillbilly Elegy. Our course will also include a service opportunity coordinated with Indiana Legal Services. Also counts as a Global Health Minor elective course.

Prerequisites: None

Credits: 1

Instructor: Scott Himsel

**PSC 210-02 = REL 280-02 = MAS 278-02: Jews and Muslims in American Politics**

Together, Jews and Muslims make up less than 5% of the U.S. population. Nevertheless – or perhaps because of this – their experiences shed light on a number of features of the American political system and raise important questions about its democratic promise and practice.

In this course, we’ll study the Jewish and Muslim American experiences to gain insight into religious minorities’ political behavior, influence, and reception within the American political system. We’ll consider many questions, including: How have religious outlooks and other factors shaped American Jews and Muslims’ political attitudes and participation in American politics? To what extent do members of different denominations and sects within the Jewish and Muslim populations behave differently in American politics? Given their small numbers in the population, how well are Jews and Muslims represented in the policymaking process? What role have interest groups played in enhancing Jews and Muslims’ influence in American politics? Is interfaith cooperation – whether with each other or with larger religious groups – a viable way for Jews and Muslims to improve their capacity to shape public policy and other political outcomes? How have anti-Semitism and Islamophobia played into American politics, both historically and in contemporary times? And finally, what does this all suggest about the inner workings and quality of American democracy?

Prerequisites: None

Credits: 1

Instructor: Shamira Gelbman

**PSC 220-01 = MAS 278-01 = HSP 220-01: Cuban Politics and Culture**

Before being sentenced to prison for revolutionary activity in 1953, Fidel Castro ominously declared that history would absolve him of his crimes. While Castro’s ultimate legacy is still a work in progress, observers of Cuban and Cuban-American politics notice that the island has given rise to at least two distinct histories: one, where US attempts to liberate the island have been foiled by Castro’s communism, and one where Castro’s attempts to liberate the island have been hindered by Yankee imperialism. This class examines the rich narratives of Cuban history, politics, and culture.

Special attention will be given to the crucial impact that developments on the island nation have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. No previous coursework in political science is required; however, it is recommended that students take PSC 121 (Introduction to Comparative Politics) or its equivalent before taking this course. Moreover, a background in 20th century history and an understanding of current events will be assumed.

Prerequisites: None

Credits: 1

Instructor: Ethan Hollander

**PSC 230-01: Disability and Politics**

People with disabilities have been excluded in practice--from buildings, transportation, education, etc.--and also in (political) theory: This class will explore the exclusion of people with disabilities in the history of political thought, from Hobbes to Rawls. It will also explore social movements that work to include people with disabilities, including the Disability Rights movement and the Independent Living Movement, centuries-old foster family care in a town in Belgium, and L'Arche, where people with disabilities and without disabilities live together in community. This class will include a substantial service learning component--we plan to be in the community, engaging people with disabilities.

Also counts as a Global Health Minor elective course

Prerequisites: None

Credits: 1

Instructor: Lorraine McCrary

**PSC 240-01: The Arab-Israeli Conflict**

This course introduces students to the history, politics, and diplomacy of the Arab-Israeli conflict. We will begin by examining the conflict’s historical origins, beginning in the late 19th Century. Students will understand how competing nationalisms – European Zionism and Arab nationalism – set the groundwork for what was to follow, and how British control following World War I exacerbated tensions between the two groups. The second half of the course will focus on what has transpired since Israel became an independent state in 1947. We will explore the causes and dynamics of the wars (1956, 1967, 1973, 2006) and uprisings (1987-1993, 2000-2005) that have occurred since, as well as efforts to make peace (1993, 2000, 2007) and why recent years have seen very little movement towards a resolution. In doing so, we will examine the role of the United States, Europe, other Middle Eastern countries, and the United Nations. Importantly, the course does not seek to determine which side or group is at fault for the existing state of affairs; rather, it aims to arrive at a common understanding of why the different actors thought and acted as they did. We will do so through by reading and analyzing primary source documents, speeches, interviews, literature and films.

Prerequisites: None

Credits: 1

Instructor: Matthew Wells

**PSC 314-01 = HIS 320-01: The Common Law: The Role of History In Anglo-American Government**

See HIS 320-01 description

**PSC 330-01 = PHI 319-01: Seminar in Ethics and Social Philosophy: Thinking with Arendt**

See PHI 319-01 description

**PSC 331-01 = CLA 211-02: Justice, Virtue, and Duty**

By reading fundamental texts of Greek and Roman political thought, we will examine and critique competing conceptions of justice, virtue and social duty. Join us in reading the work of philosophers, statesmen, and even an emperor to explore the earliest roots of contemporary politics. This class will ask questions like: What is the ideal regime? What is the best practical regime? What are the duties of citizenship? Can service to the state make us happy?

Prerequisites: None

Credits: 1

Instructor: Lorraine McCrary

**PSC 347-01: Conflict, War, and Peace**

This course is an opportunity for students to systematically explore issues of war and peace in world politics. In the first half of the course begins with a theoretical introduction to war. It will examine the origins and dynamics of the wide variety of forms that war and political violence in the international system can take. Students will also engage both classic and contemporary texts in an effort to both define war and explore its morality. In the second half, we will move away from theory and look at the human experience of armed military conflict. Through a variety of mediums (primary source documents, interviews, films, literature), we will learn about how this phenomenon – which so few of us will ever experience – impacts those who, in President Lincoln’s words, “shall have borne the battle.”

Prerequisites: PSC 141

Credits: 1

Instructor: Matthew Wells

**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.

Prerequisites: REL 103, or the consent of the instructor

Credits: 1

Instructor: David Blix

**REL 260-01 = CLA 213-01: Uncovering Greek Religion**

See CLA 213-01 description

**REL 273 -01: Luther and the Reformation**

The social movement spawned by Martin Luther’s (1483-1546) protests against certain church practices and theologies in the later Middle Ages led to more upheaval and creativity than in any other period in history. This course will examine the causes of the Protestant Reformation, explore key texts of Luther’s theological writings, and analyze what the effects have been, for good or ill, of the movement’s legacy. Special attention will be given to Luther’s writings on freedom, biblical interpretation and his understanding of faith.

Prerequisites: REL 171 or 172 recommended, but not required

Credits: 0.5 (First Half-Semester Course)

Instructor: Derek Nelson

**REL 273-02: Bonhoeffer and the Church Struggle against Nazism**

Dietrich Bonhoeffer (1906-1945) was one of the greatest theologians of the 20th century, despite dying an early death at the hands of the Nazis. A Lutheran pastor and near-pacifist, he was involved with a plot to assassinate Hitler and was hanged for it, but not before producing a number of fascinating theological works about community, vocation, discipleship and politics. In this course we will learn about his remarkable life as well as engage key texts from his theological writings.

Prerequisites: REL 171 or 172 recommended, but not required

Credits: 0.5 (Second Half-Semester Course)

Instructor: Derek Nelson

**REL 280-01: Topics in American Religion: Sects and Cults in America**

This course investigates the beliefs and practices of new, marginal, and dissenting American religious groups, which are often labeled “sects” or “cults.” We will draw upon the sociology of religion to understand these terms and new religious movements and reformist groups in general. Primarily, we will focus on the history, theology, and practices of groups such as Mormons, Pentecostals, Branch Davidians, the Peoples Temple, and Scientology.

Prerequisites: None

Credits: 1

Instructor: Jonathan Baer

**REL 280-02 = MAS 278-02 = PSC 210-02: Jews and Muslims in American Politics**

See PSC 210-02 description

**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 Ronald L. Grimes, 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.

Prerequisites: None

Credits: 0.5 (First Half-Semester Course)

Instructor: David Blix

**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 Mircea Eliade, Raymond Firth, Wendy Doniger, and others. Using film, music, and other media, we will also read or look at a variety of myths, both ancient and modern.

Prerequisites: None

Credits: 0.5 (Second Half-Semester Course)

Instructor: David Blix

**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 of the world. 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 fear them. Among the ancient and modern parablers to be studied are Jesus and the Gospel writers, the Rabbis and Hasidim, Kierkegaard and Kafka, Wiesel and Buber, Crossan and Bak. Topics include language, myth, metaphor, story, art, film, and the Holocaust.

Prerequisites: None

Credits: 1

Instructor: Gary Phillips

**REL 298-01: Sociology of Religion**

This seminar focuses on the history and methods of sociology as applied to the study of religion. In exploring the interaction between religion and society, the course will have two main components: first, we will examine major sociological theories of religion; and second, we will apply them to an examination of religion among teenagers and emerging adults in the United States today.

Prerequisites: None

Credits: 1

Instructor: Jonathan Baer

**RHE 270-01 = RHE 270-01S: Rhetoric of Sport**

This course uses issues and controversies of sport culture as a vehicle for studying rhetoric and rhetorical theory. While often belittled as trivial or unimportant, sport plays an integral role in forming the social and political fabric of society. As a center of public attention, sport can be a microcosm of the concerns and issues facing society as well as a platform from which important ideas can be projected. That is to say, sport both reflects and shapes culture. In this course we will examine scholarship that approaches sport as an important area of academic study, including (1) the study of sports apologia and image repair, (2) rhetorical critiques of sport as a cultural and political issue, (3) the relationship of sport to issues of gender and race, and (4) the study of the rhetoric of sport films. Assignments will include writing rhetorical analyses on sport focused topics, undertaking one extended essay revision, giving one or two oral presentations, taking one or two exams, and other smaller supporting assignments. This course counts toward the Literature and Fine Arts distribution requirement.

The number of seniors accepted for this course will be limited to 12. Seniors should register for RHE 270-01S.

Prerequisites: None

Credits: 1

Instructor: Todd McDorman

**RHE 270-02: Contemporary American Public Address**

Just what can a formal speech—in its traditional, oral form—do? What should it do, and how? And how can we best judge a speech, determine its quality, or understand its rhetorical functions? This class will study major speeches written and delivered by Americans during the 20th and 21st centuries (mainly from the 1960s to present). Speeches will range from award acceptance speeches and eulogies to legal closing arguments, protest rhetoric, and political discourse. We will study speeches from Eurocentric, Afrocentric, and feminist approaches to learn about rhetorical artistry, the relationship between text and context, methods of analyzing public address, and the role of oratory in American culture and democracy. Course sessions will emphasize primary texts but will utilize secondary literature to help understand the speeches and model rhetorical analysis. This course counts toward the Literature and Fine Arts distribution requirement.

Prerequisites: None

Credits: 1

Instructor: Jennifer Abbott

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

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 practice facilitations and deliberations, public facilitations, theory response papers, and a deliberation project. This class qualifies as a Language Studies credit.

\*\*Enrollment is by instructor permission. Please submit a paragraph stating your interest or need for the course to Michael Bergmaier, bergmaim@wabash.edu by Friday, November 10, 2017.

Prerequisites: None

Credits: 1

Instructor: Michael Bergmaier

**SPA 312-01 = GEN 304-01 = HSP 312-01: The Caribbean Is Not an Island: A Cultural Introduction to the Hispanic-Caribbean**

The goal of this course is to familiarize students with the diversity and multiplicity of the Hispanic-Caribbean cultures. We will explore representations of Caribbean identities through the region’s historical changes, artistic production (literature, film and music) and cultural traditions (festivals, celebrations and culinary practices). These socio-cultural manifestations will be examined under the perspective of transnationalism and globalization issues, with an emphasis on the social interactions between groups of diverse class, gender, and ethnic identities. This course will be taught in English. Students who wish to receive credit under the Spanish designation (SPA-312) must complete all assignments in Spanish.

Prerequisites: SPA 301, SPA 302, or instructor’s permission. One ENG credit for students registered as GEN 304.

Credits: 1

Instructor: Ivette de Assis-Wilson

**THE-103-01 = THE 103-01S = ART 225-01: Seminars in Theater: Lighting Design**

Seminars in Theater: Lighting Design is an introductory exploration into the use of light to sculpt a theatrical environment. Through a combination of research and artistic projects accompanied by in-class critiques, we will examine the use of light, both in live settings as well as in photography, and learn how to achieve different effects. We’ll talk about directional light versus ambient light, color saturation, and how to focus and filter color. This course is suitable for Freshmen.

Prerequisites: None

Credits: 1

Instructor: Bridgette Dreher