



## SPECIAL TOPICS COURSE DESCRIPTIONS SPRING 2024

### ART

#### **ART-140-01 Topics in Museum Studies**

**Prerequisite:** none

**Instructor:** Morton, Elizabeth

**Credit:** 1.00

**Distribution:** LFA

In this course, students will develop a retrospective exhibition celebrating the life and work of Gregory Huebner, Professor of Art Emeritus of Wabash College, where he taught for 37 years. Professor Huebner has showcased his talent through 32 solo exhibits and has been featured in 85 group and juried exhibitions, earning him numerous awards for his exceptional paintings. His work is also represented in 33 public collections and over 90 private collections. During the course, students will have the unique privilege of interacting directly with Professor Huebner, as they visit his studio at Virtusa Corporation Indianapolis, where he currently serves as the artist-in-residence. Students will engage in research, interpretation, and exhibition design, guided by American Alliance of Museums standards. They will also create an exhibition catalog.

#### **ART-210-01 Art & the Environment**

**Prerequisite:** none

**Instructor:** Morton, Elizabeth

**Credit:** 1.00

**Distribution:** LFA

This course explores the intersection of art and the environment, providing students with an understanding of how artists have creatively engaged with environmental issues. It focuses on late-20<sup>th</sup> to 21<sup>st</sup> century art while locating contemporary practice within historical and cultural contexts of environmental art. By examining various artistic mediums, including visual arts, land art, performance art, and multimedia installations, students will develop a critical appreciation for the ways in which art can raise awareness, provoke dialogue, and inspire action in relation to environmental concerns.

#### **ART-219-01 Auteur Cinema**

**Prerequisite:** none

**Instructor:** Mohl, Damon

**Credit:** 1.00

**Distribution:** LFA

Mystery and atmosphere, absurdity, psychological surrealism, and genre stylization are just a few of the topics we will examine in this course on contemporary auteur filmmakers. Auteur theory connects a director to a film in the same way an author is connected to a book: as the primary creative force that distinctly links a myriad of decisions and ideas into a unified vision. A film can be much more than a spectacle that

# Wabash.

momentarily entertains, it can serve as a window into the mind of a director and allow an audience to view the world in imaginative, challenging, and unexpected new ways. Through screenings, discussions, and essays we will analyze unique stylistic tonalities, thematic preoccupations, and philosophical perspectives that define auteur films and the directors who create them. In doing so, students will develop a deeper appreciation and understanding of the medium and its limitless possibilities.

## **ART-225-01=ENG-210-01 Picturing Yourself in Books**

**Prerequisite:** none

**Instructor:** Mong, Derek; Weedman, Matt

**Credit:** 1.00

**Distribution:** LFA, LS, GCJD

Who do you see when you snap a selfie and slap it on Insta? What parts of that identity did you shape, select, or perform? In this course you'll investigate the ways in which captured images and written language shape our perception of ourselves and the world. You'll create a physical document—a book, journal, or archive—that asks more questions than it answers. You'll work directly with two artists—one writer & one photographer—to combine the visual & verbal, doing so via an array of techniques both lo-fi and digital. For some of you, this might constitute a tag-team or “two-ness” brought to bear on another “two-ness.” That’s W.E.B. DuBois’s term for the “peculiar sensation [...] of always looking at one’s self through the eyes of others” (*The Souls of Black Folks*). So get ready to look at yourself through your *own* eyes, while also exploring the methods of skilled creators who’ve come before: Lorna Simpson, Duane Michals, Langston Hughes, Roy DeCarava, Claudia Rankine, & others. No artistic or writing experience is required; students from all backgrounds & disciplines are encouraged to apply.

## **ART-225-02 Interactive Art + Inclusivity**

**Prerequisite:** none

**Instructor:** Strader, Annie; Lowery, Owen

**Credit:** 1.00

**Distribution:** LFA, GCJD

This course will introduce students to the field of interactive art (both digital & analog) and its unique ability to create accessible and inclusive art experiences. Students will work on interactive projects utilizing multiple human senses, prototype & test work-in-progress with the community, develop & test personal interactive experiences, and explore a variety of software, methods, and tools commonly used in the field. The study, discussion, and practice of Universal Design (*design for people of all accessibility situations*) will be the undercurrent of the semester as students aim to question their personal experiences in order to broaden the reach of both creative and everyday activities.

## **ART-225-03 Experimental Animation**

**Prerequisite:** none

**Instructor:** Mohl, Damon

**Credit:** 1.00

**Distribution:** LFA

This course will provide students with the knowledge and tools to create their own animations using Abode After Effects and Photoshop. Techniques covered include (but are not limited to) Isolating objects and animating layers, working with masks and shapes, photographic/collage approaches including

# Wabash.

distorting/animating with the Puppet Tools, and working with 2D images in 3D space. Sound design, composition, editing techniques, color grading, as well as other image-making principles, will be explored through a series of short animation experiments. In each project, students will be challenged to develop aesthetically interesting, visually abstract approaches to their ideas.

## ASIAN STUDIES

### **ASI-112-01=ENG-109-01 Modern Chinese Literature**

**Prerequisite:** none

**Instructor:** Healey, Cara

**Credit:** 1.00

**Distribution:** LFA, GCJD

This course introduces major trends in twentieth and twenty-first century Chinese literature, including works from mainland China, Taiwan, and Hong Kong. All readings are in English translation, and knowledge of Chinese is NOT expected. We trace the development of realism and its alternatives, including speculative genres like martial arts fiction and science fiction. We consider political uses of literature as a tool of state power, popular resistance, both, or neither. We explore how modern and contemporary Chinese, Taiwanese, and Hong Kong literature has engaged in debates of nationalism, individualism, gender equality, the rural/urban divide, environmentalism, historical memory, and more.

### **ASI-112-02=HIS-260-01 Asian American Communities**

**Prerequisite:** Enrollment by instructor permission

**Instructor:** Healey, Cara

**Credit:** 1.00

**Distribution:** LFA, HPR, GCJD

This interdisciplinary course introduces the history and culture of Asian American communities in California, especially those in San Francisco and Los Angeles. We pay particular attention to the political and social forces that have shaped the development of Chinatowns and other ethnic enclaves (Little Tokyo, Koreatown, etc.), which have often been imagined as self-contained, alien spaces. We consider the contradictory nature of these spaces: as loci of segregation, sites of cultural hybridity, projections of Orientalist fantasies, and centers of community. We trace how historical events, cultural practices, politics, economics, public health, and urban planning have shaped these spaces and their inhabitants' experiences and identities. We also address the cultural meanings inscribed on these spaces by analyzing their portrayal in literature, film, and other media. Finally, we consider how larger trends like gentrification and commercialization are shaping California's Chinatowns and other ethnic enclaves in new ways. This course includes a week-long immersion experience in San Francisco and Los Angeles during Spring Break.

### **ASI-277-01=SPA-312-01=HSP-270-01 Philippines: His, Lit & Cult**

**Prerequisite:** none

**Instructor:** Rogers, Daniel

**Credit:** 1.00

**Distribution:** LFA

# Wabash.

This seminar on the Philippines connects Asian and Hispanic Studies. Taught in English and counting for credit in both programs, as well as Spanish, we'll spend the semester studying the Philippine archipelago from a deeply interdisciplinary perspective: History, Geography, Film, Art, Literature, Language, Food, and Religion. We'll pay particular attention to the effects of colonialism on the Philippines as we explore the consequences of first Spain, then Japan, and finally the United States' occupation of the islands.

## **ASI-277-02=PSC-240-01=PPE-238-01 International Relations in East Asia**

**Prerequisite:** none

**Instructor:** Ye, Huei-Jyun

**Credit:** 1.00

**Distribution:** BS

This course introduces students to the international politics in East Asia. East Asia is a diverse region in terms of political and economic development. Over the past decades, countries in the Northeast and Southeast Asia have not only reached economic success but have also undergone great political transformations. The regional development changes the interstate interactions within East Asia as well as international relations in the world. The dynamics give rise to many questions: Why are there "two Chinas" and "two Koreas"? What are the political and economic implications of China's rise? How do the territorial disputes in East Asia affect the economic interests of countries within and beyond the region? What does the burgeoning regional integration mean to world politics and the global market? Moreover, what role does the US play in the region? This course will cover a range of topics, including the historical background, major disputes between East Asian countries, and economic development in the region.

## **BLACK STUDIES**

### **BLS-270-01=FRE-277-01 The Voice in French Cinema**

**Prerequisite:** none

**Instructor:** Altergott, Renee

**Credit:** 1.00

**Distribution:** LFA

This course introduces students to aesthetic and formal aspects of French and Francophone cinema across a diverse range of examples, from the cinematic Avant-Garde and the French New Wave to the "father of African Cinema," Ousmane Sembène, and the Third Cinema movement. We will use theorists such as Michel Chion, Kaja Silverman, and Vlad Dima to analyze the way the voice is represented on screen. In this way, we may better place the films in their social, historical, and political context. How do gendered conventions inflect the way the female diva's voice functions in cinematic narrative? What were the functions of individual and collective voices during decolonial struggles in Algeria and the Democratic Republic of the Congo? How do postcolonial film directors from Senegal, Mali, and Haiti redefine the role of cinematic voice in their narratives?

### **BLS-270-02=ENG-370-01 Law & Literature**

**Prerequisite:** none

**Instructor:** Whitney, Julian

**Credit:** 1.00

# Wabash.

**Distribution:** LFA

What does reading literature teach us about the connections between race and the law? How can legal and literary texts be read to understand issues of race and justice? In this class, we will discuss how literature (both fiction and non-fiction) examines the way the law negotiates and reinforces systems of race, bias, and racism. We will think about the ways in which different literary works depict the law and encourage us to be skilled interpreters/critics of the law. Assigned reading material will include Bryan Stevenson's *Just Mercy*, Toni Morrison's *The Bluest Eye*, Harper Lee's *To Kill a Mockingbird*, and legal writings from a number of legal scholars such as Michelle Alexander and Cheryl Harris. Major assignments will include quizzes, short literary analysis papers, an in-class oral presentation, a midterm, and a final exam. Students interested in either attending law school or doing any public policy work are highly encouraged to take the course.

**BLS-280-01=HSP-250-01=HIS-200-01 Sports in the Americas**

**Prerequisite:** none

**Instructor:** Rios, Bernardo

**Credit:** 1.00

**Distribution:** HPR, GCJD

An examination of sports from an anthropological perspective using case studies, cultural studies, and history to critically investigate sporting culture. The historical focus centers indigenous peoples and the black experience in North and South America, with a particular emphasis on Latin America and the Caribbean. Students conduct anthropological research on sport and discuss current cultural trends in the sporting world.

**BLS-280-05=REL-290-01 Race & Ethnicity in American Religion**

**Prerequisite:** none

**Instructor:** Smith, Emily

**Credit:** 1.00

**Distribution:** HPR, GCJD

How has religion been used to construct race in America? How has race helped to organize religion? How are "religion" and "race" modern constructed categories? In this course, we will trace the many ways religion and race have informed each other in the lands that became America. From the Islam of the enslaved to the Nation of Islam, from the African Methodist Episcopal Church to Father Divine's International Peace Movement, from Buddhist missionaries in Hawaii to modern yoga, we will look at the diversity of lived experiences of race and religion. We will consider how food, film, literature, laws, and music reflected and shaped the history of race and American religion. Because this course encompasses the entirety of American history, we will limit our focus on particular political institutions, new religious movements, and struggles for restrictions and that demonstrate the interconnectedness of race and religion in the past and present.

**BLS-300-01=RHE-370-01 Rhetoric & Race in the US**

**Prerequisite:** none

**Instructor:** Devinney, Daniel

**Credit:** 1.00

**Distribution:** LFA, GCJD

# Wabash.

How has race mattered in U.S. history and how does it matter today? By analyzing different historical moments of race and racism this course will track how the rhetoric of race has changed in the U.S. in the past three centuries. Our shifting ideas on race are at the heart of many of the burning questions Americans have wrestled with since before the founding. By looking at arguments of early U.S. colonists, the abolitionist movement, the civil rights movement, and the Black Lives Matter movement this class will engage with how rhetorics of race benefits some people and disempowers others. Engaging with these ideas will better equip us to wrestle with racial inequality today. Students will exit this course with increased knowledge about the history of race and racism, a robust understanding of how movements countered racism, and ideas on how we can better talk more openly about race today. In this seminar-style course we will read primary historical texts and scholarly journal articles. Students will work on an extended research project on rhetoric and race throughout the semester.

## CHEMISTRY

### **CHE-421-01 Advanced Organic Chemistry**

**Prerequisite:** CHE-321 or instructor permission

**Instructor:** Wysocki, Laura

**Credit:** 0.50

**Distribution:**

This course will take a deeper look at one application of the fundamental concepts and reactivity learned in Organic Chemistry: dyes. From textiles to medicine to cutting-edge experiments using fluorescence, organic dyes are chemical tools with a long and fruitful history. This course will focus on the organic chemistry of designing, synthesizing, and using dyes, and will engage with primary literature. This one-half credit course meets for the first half of the semester.

### **CHE-421-02 Advanced Organic Chemistry**

**Prerequisite:** CHE-321 or instructor permission

**Instructor:** Wyse113.6 2 (i)-002 Tc -0.003 t35.7 (r)-

# Wabash.

**Credit:** 1.00

**Distribution:** LFA, HRP, GCJD

Destroyed and thus also preserved by the eruption of Mount Vesuvius in 79 CE, Pompeii offers an extremely rich document of Roman life. This course concentrates on the primary evidence of graffiti, inscriptions, historical documents, artifacts, and other archaeological remains from the world's most famous archaeological site – together with its lesser-known cousin, Herculaneum – to shed light on Roman culture and society. We will explore the experience of everyday Romans across a number of realms: gender, entertainment, politics, identity, commerce, power, deviance, housing, religion, slavery, leisure, industry, commerce, and many more. In addition to discussion, quizzes, a series of very short papers, and two exams form the backbone of the course.

## **CLA-113-01=HIS-210-02 Barbarians and Beyond**

**Prerequisite:** none

**Instructor:** Gorey, Matthew

**Credit:** 1.00

**Distribution:** LFA, HPR, GCJD

The Ancient Greeks famously divided the entire world into two categories: "Greeks" and "Barbarians"—that is, everyone else. But how exactly did they define these two contrasting identities? And who got to decide? For that matter, what did the so-called "barbarians" think of all this? This course will examine fundamental questions of identity, culture, and power in the Ancient Mediterranean. We will survey what ancient peoples—ranging from Greeks and Romans to Egyptians, Gauls, Germans, Phoenicians, and more—thought about their own origins and identities. We will also consider how questions of ethnic, civic, religious, racial, and linguistic identity and diversity impacted the everyday lives of millions of people in the Ancient Mediterranean.

## **CLA-211-01 Making a Mockery**

**Prerequisite:** none

**Instructor:** Barnes, RJ

**Credit:** 1.00

**Distribution:** LFA, HPR

In this class, we tour the world of ancient comedy in its manifold genres, from the scandalous stage plays of Aristophanes, to the ripping-roaring satires of Juvenal, to the visual humor found on ancient vases and graffiti. In doing so, we consider what these texts and images tell us about Greek and Roman society, what tickled the ancient funny bone, and what tickles ours, what jokes were permissible, and what was off-limits. We also discuss who was laughing at whom and what this tells us about social power, ancient stereotypes, and the various roles comedy can serve in society for better or for worse. The course will proceed chronologically from the comic figure of Thersites in Homer's *Iliad*, to the late antique satirist Claudian. Along the way, students will discuss comedies in large and small groups, rewrite scenes for a modern audience, and collect their favorite and least favorite witticisms in their personal "joke books." The course will culminate in an ancient sketch show - Saturnalia Night Live - put on by the class and inspired by Greco-Roman humorists.

## **GRK-277-01=MAT-178-01 Euclid's Elements, Book I**

**Prerequisite:** GRK-102

# Wabash.

**Instructor:** McKinney, Colin

**Credit:** 0.50

**Distribution:** WL, QL

In this course, we'll read from the first book of Euclid's *Elements*, mostly in Greek. We will discuss technical aspects of grammar that rarely appear in traditional prose or poetry, philology, and uses of technology in classical studies. We will also pay close attention to the logic and structure of Euclid's proofs: why does he prove things the way he does? What is the mathematical significance of each proposition? The course will meet once weekly throughout the spring semester. Most of the assessment will come from in-class translation and discussion; a small portion will be at the end of the course, with each student doing a small individual translation project and presentation.

## COMPUTER SCIENCE

### **CSC-106-01 Retro 2D Game Programming (1<sup>st</sup> half semester)**

**Prerequisite:** none

**Instructor:** McKinney, Colin

**Credit:** 0.50

**Distribution:**

This course will explore the world of 2D retro-style video game programming. Students will be introduced to several software development tools, such as MakeCode Arcade, Python, and GameMaker. Students will produce a series of small games, and the course will culminate with development of a larger project to showcase to the college community. No previous experience with computer programming is expected or required. This course will develop general programming skills for students seeking to take CSC-111 in the future. Note: each half semester is identical, and so students should not register for both.

### **CSC-106-02 Retro 2D Game Programming (2<sup>nd</sup> half semester)**

**Prerequisite:** none

**Instructor:** McKinney, Colin

**Credit:** 0.50

**Distribution:**

This course will explore the world of 2D retro-style video game programming. Students will be introduced to several software development tools, such as MakeCode Arcade, Python, and GameMaker. Students will produce a series of small games, and the course will culminate with development of a larger project to showcase to the college community. No previous experience with computer programming is expected or required. This course will develop general programming skills for students seeking to take CSC-111 in the future. Note: each half semester is identical, and so students should not register for both.

## DIVISION I

### **DV1-178-01 & 01SR Sensors/Electronics/Computing**

**Prerequisite:** none



# Wabash.

**Instructor:** Brown, James; McKinney, Colin

**Credit:** 1.00

**Distribution:** SL, QL

Computation and electronics are simultaneously ubiquitous and enigmatic in modern society. This course is an introduction to both. It will explore computing machines, both from a foundational standpoint and as expressed in digital electronics. Topics will include Turing machines, procedural programming, basic logic gates, analog and digital input/output, and simple device interfacing. Students will use Linux-based microcomputers and microcontrollers to accomplish tasks interfacing the computational and real worlds. DV1-178-01SR section is for seniors, DV1-178-01 is for freshmen, sophomores and juniors. In Spring 2024 there is no concurrent registration required with DV1-178L because the lab is built into the lecture.

## ECONOMICS

### **ECO-277-01 Economics of Entrepreneurship**

**Prerequisite:** ECO-101, ECO-291 helpful but not required

**Instructor:** Byun, Christie

**Credit:** 1.00

**Distribution:** BS

This course will provide students with understanding of the principles of entrepreneurship from an economic perspective. Students will learn how to apply economic reasoning to entrepreneurial activity and will study the role of private and public institutions and how they affect entrepreneurship. They will also study various entrepreneurs and learn the basics of how these entrepreneurs harness creativity and innovation to start a business venture. This course will include applications of microeconomic theory, industrial organization, and game theory as they apply to entrepreneurial activity. Topics will include innovation, advertising, product differentiation, pricing, and intellectual property. The final project will be to create a business plan for an entrepreneurial venture.

### **ECO-277-02 Economics of Mental Health**

**Prerequisite:** ECO-101

**Instructor:** Adhikary, Satabdi

**Credit:** 1.00

**Distribution:** BS

This course looks at the history of mental health regulations and current condition of mental healthcare system in the US. Students will learn theories about socioeconomic determinants of mental disorder and economic impact of mental illness. Students will also spend time reading current published papers by mental health economists and spend time to discuss their thoughts in class. The primary focus will be on understanding the economic aspects of mental health in the US.

### **ECO-277-03=GEN-209-01=PPE-258-02 Economics of Race and Gender**

**Prerequisite:** ECO-101

**Instructor:** Burnette, Joyce

**Credit:** 1.00

**Distribution:** BS, GCJD

# Wabash.

Outcomes such as employment, earnings, education, housing, and health often vary by gender, race, and ethnicity. What are the causes of these differences? How do people in different groups experience the economy? This class will begin by examining how discrimination operates and how we can measure it. We will then examine the historical roots and current causes of race and gender gaps in the US.

## **ECO-358-01=PPE-358-01 Political Economy of Anarchy**

**Prerequisite:** At least one 200 level ECO credit

**Instructor:** Snow, Nicholas

**Credit:** 1.00

**Distribution:** BS

This course explores the economic decision making of individuals within a stateless society and/or within pockets of statelessness. It will apply a rational choice framework to examine issues related to statelessness. The course will explore anarchy as a progressive research agenda aimed at studying anarchy from theoretical and empirical positions. Students will read and discuss the economic literature on anarchism, focusing both on its theory and several case studies.

## **EDUCATION STUDIES**

### **EDU-370-01 Public Schools & Communities**

**Prerequisite:** one course in EDU: FRC, or by instructor permission

**Instructor:** Pittard, Michele

**Credit:** 1.00

**Distribution:** GCJD

With an eye toward issues of equity and justice within and across public schools and their communities in rural, suburban, and urban settings, students in this course will explore the various elements of historical, cultural, economic, social, and political influences that shape public education in the U.S. For example, students will be introduced to the ways in which socioeconomic (poverty/wealth) diversity and sociocultural (racial/ethnic) diversity within schools and communities characterize public schools in different settings. As part of an investigation into how schools function in rural, suburban, and urban communities, the class will focus on the ways in which community dynamics can exacerbate inequities at the same time provide support and resources for a more just and equitable public school experience. Students will study how different school districts within urban, rural, and suburban communities characterized by distinctive demographics also have different needs and resources, which determine schools' unique curricular and programmatic offerings. For example, case studies of school districts will enable students to consider questions such as: what are relevant vocational program options for suburban and urban schools? And how do agricultural education programs in rural schools serve those communities? Students will also consider how achievement data and socio-economic data across the three different school and community settings lead us to questions of equity and justice. In addition to course texts (including academic books and articles, case studies, documentaries, and podcasts), school/community field trips, guest speakers, and a variety of assignments will further enable students to rethink the range of opportunities and challenges that are uniquely characteristic of public schools and communities in rural, suburban, and urban settings. *NOTE: This course has been reimaged as a new course, combining two previous half-credit courses EDU 235 (Studies in Rural Education) and EDU 330 (Studies in Urban Education) with updated course*

# Wabash.

*materials and shifting focus toward equity and social justice in the context of public schools and their communities. Therefore, this course is appropriate for students who have taken either EDU-235 OR EDU-330, but NOT for students who have had both EDU-234 and EDU-330.*

## ENGLISH

### **ENG-109-01=ASI-112-01 Modern Chinese Literature**

**Prerequisite:** none

**Instructor:** Healey, Cara

**Credit:** 1.00

**Distribution:** LFA, GCJD

This course introduces major trends in twentieth and twenty-first century Chinese literature, including works from mainland China, Taiwan, and Hong Kong. All readings are in English translation, and knowledge of Chinese is NOT expected. We trace the development of realism and its alternatives, including speculative genres like martial arts fiction and science fiction. We consider political uses of literature as a tool of state power, popular resistance, both, or neither. We explore how modern and contemporary Chinese, Taiwanese, and Hong Kong literature has engaged in debates of nationalism, individualism, gender equality, the rural/urban divide, environmentalism, historical memory, and more.

### **ENG-196-01 Origins & Endings**

**Prerequisite:** none

**Instructor:** Lamberton, Jill

**Credit:** 0.50

**Distribution:** LFA

This half-semester course looks at the way sacred texts, and the literary traditions that respond to and dramatize sacred texts, explain birth and death. Where did humans come from, what is our purpose, and what happens to us when we die? These are the questions that religious traditions around the world attempt to answer, and we will read the stories, poems, sacred texts, and plays that explore how theories of how we begin and how we end means we should live.

### **ENG-196-02 Parents & Siblings**

**Prerequisite:** none

**Instructor:** Lamberton, Jill

**Credit:** 0.50

**Distribution:** LFA

Brothers who murder or enslave each other, parents who sacrifice their children. This half-semester course examines sacred texts and literature that responds to those texts on themes of family relationships. What do sacred stories tell us about how we should honor family and when we should disown them?

### **ENG-210-01=ART-225-01 Picturing Yourself in Books**

**Prerequisite:** none

**Instructor:** Mong, Derek; Weedman, Matt

**Credit:** 1.00

# Wabash.

**Distribution:** LS, LFA, GCJD

Who do you see when you snap a selfie and slap it on Insta? What parts of that identity did you shape, select, or perform? In this course you'll investigate the ways in which captured images and written language shape our perception of ourselves and the world. You'll create a physical document—a book, journal, or archive—that asks more questions than it answers. You'll work directly with two artists—one writer & one photographer—to combine the visual & verbal, doing so via an array of techniques both lo-fi and digital. For some of you, this might constitute a tag-team or “two-ness” brought to bear on another “two-ness.” That's W.E.B. DuBois's term for the “peculiar sensation [...] of always looking at one's self through the eyes of others” (*The Souls of Black Folks*). So get ready to look at yourself through your *own* eyes, while also exploring the methods of skilled creators who've come before: Lorna Simpson, Duane Michals, Langston Hughes, Roy DeCarava, Claudia Rankine, & others. No artistic or writing experience is required; students from all backgrounds & disciplines are encouraged to apply.

## **ENG-270-01=HIS-230-01 War and Literature**

**Prerequisite:** none

**Instructor:** Szczeszak-Brewer, Agata

**Credit:** 1.00

**Distribution:** LFA

How do war literature and film engage questions of what it means to live a meaningful life in the face of personal and political violence? The course will explore representations of war and genocide in world literatures and film. We will discuss the rise of fascism in Europe, the pre-WW II anti-Semitic rhetoric in the media, and the atrocities of the Holocaust itself from an interdisciplinary point of view, combining history, political science, and literature. We will also look at the refugee crises in contemporary Europe and the U.S. through the eyes of the refugees themselves as well as reporters and human rights activists.

In May, we will travel to Poland (Warsaw, Treblinka, Krakow, Auschwitz) to explore ethical dimensions of artistic appropriation of the Holocaust, following Theodore Adorno's statement that “to write poetry after Auschwitz is barbaric.” We will also explore the ethics of the so-called “concentration camp tourism” and contemporary narratives of genocide. In Warsaw, we will go to the POLIN Museum of the History of Polish Jews, the Ghetto Heroes Monument, and the Nożyk Synagogue, among other sites. In Kraków, we will stay near Kazimierz, a traditionally Jewish neighborhood, visit the Old Synagogue, a former Krakow ghetto area in Podgórze district, the Ghetto Heroes Square, and Oskar Schindler's Enamel Factory. Next, we will take a bus to Auschwitz-Birkenau and spend a whole day in the two concentration camps. The projected trip dates are May 4-11. Therefore, Seniors are not eligible to enroll. To apply for enrollment in the course, students will fill out a form available from the Center Hall office. Email Dawn Hoffman at [hoffmand@wabash.edu](mailto:hoffmand@wabash.edu) to request the form.

## **ENG-370-01=BLS-270-02 Law and Literature**

**Prerequisite:** none

**Instructor:** Whitney, Julian

**Credit:** 1.00

**Distribution:** LFA

What does reading literature teach us about the connections between race and the law? How can legal and literary texts be read to understand issues of race and justice? In this class, we will discuss how literature (both fiction and non-fiction) examines the way the law negotiates and reinforces systems of race, bias, and

# Wabash.

racism. We will think about the ways in which different literary works depict the law and encourage us to be skilled interpreters/critics of the law. Assigned reading material will include Bryan Stevenson's *Just Mercy*, Toni Morrison's *The Bluest Eye*, Harper Lee's *To Kill a Mockingbird*, and legal writings from a number of legal scholars such as Michelle Alexander and Cheryl Harris. Major assignments will include quizzes, short literary analysis papers, an in-class oral presentation, a midterm, and a final exam. Students interested in either attending law school or doing any public policy work are highly encouraged to take the course.

## GENDER STUDIES

### **GEN-103-01=THE-103-01 Global Performance & Movement**

**Prerequisite:** none

**Instructor:** Winter Vogel, Heidi

**Credit:** 1.00

**Distribution:** LFA, GCJD

This course will explore how the human body communicates character and meaning in various global contexts. With an emphasis on non-Western physical practices such as yoga, we will investigate theater's pre-Greek and non-European origins, as well as how these traditions have evolved over time. We will encounter performance forms from the Middle East (*Ta'ziyeh*), Asia (*Kyogen*), and South America (*Teatro del Oprimido*), as well as performance techniques with non-Western lineages like Suzuki and Rasa. By experimenting with global theatrical traditions, students will also examine how ideas of gender are interpreted and performed in non-Western contexts. Other areas of focus will include *tai-chi*, mask performance, puppets and other performing objects, clowning, folklore study, and choral movement. This course is appropriate for all students, at all levels, regardless of artistic background. Student-athletes are particularly encouraged to enroll.

### **GEN-171-01=PHI-109-01 Philosophy of Love and Sex**

**Prerequisite:** none

**Instructor:** Rognlie, Dana

**Credit:** 1.00

**Distribution:** HPR

Philosophy of Love and Sex provides an introductory survey of the field, engaging texts on the topic from a range of disciplinary perspectives, including religion, sociology, and history, and philosophical perspectives, including ancient Greek philosophy and contemporary anti-racist, feminist, and trans philosophy. Students

will develop vocabulary and habits of self-reflection that might be helpful when confronted with the delightful, challenging, overwhelming, or terrorizing real-life situations involving love or sex. Concepts covered will include consent, intersectionality, nature and morality, LGBTQ+ rights, idolatrous and authentic love, the relation between love and social justice, and more.

### **GEN-209-01=ECO-277-03=PPE-258-02 Economics of Race and Gender**

**Prerequisite:** ECO-101

**Instructor:** Burnette, Joyce

**Credit:** 1.00

# Wabash.

**Distribution:** BS, GCJD

Outcomes such as employment, earnings, education, housing, and health often vary by gender, race, and ethnicity. What are the causes of these differences? How do people in different groups experience the economy? This class will begin by examining how discrimination operates and how we can measure it. We will then examine the historical roots and current causes of race and gender gaps in the US.

## **GEN-277-01=REL-280-01 Sex Gender & Amer. Christianity**

**Prerequisite:** none

**Instructor:** Smith, Emily

**Credit:** 1.00

**Distribution:** HPR

Debates over birth control, LGBTQ+ rights, feminism, and sex education have made headlines throughout the twentieth and twenty-first centuries. These conversations are frequently framed as secular sexuality vs. religion. But what does it mean to study the entangled history of sexuality and religion? In this class, we will explore how Christian leaders and denominations have taken a wide range of positions in modern American culture and politics. Over the course of the semester, we will learn how Christians have created, upheld, and challenged sexual and gender categories and norms. Students will read texts, listen to music, and watch films as they examine the interrelationship of sex, gender, and modern American Christianity.

## **GEN-302-01=HIS-350-01=HSP-250-03 Advanced Topics in LTAM**

**Prerequisite:** none

**Instructor:** Pliego Campos, Noe

**Credit:** 1.00

**Distribution:** HPR

*Mujeres, Machos, and Muertos: Women, Gender, and Sexuality in Modern Latin American History*

This course will focus on women, gender, and sexuality in the history of Latin America from Independence to the 2000s. The course will emphasize the importance of gender and sexuality as categories of historical analysis as it introduces you to the histories of various peoples and nations that make up Latin America to understand the complexities of the region. The course will also ask how questions of race and class alongside how the economy, politics, and culture shape people's gender and sexuality and vice versa.

## **GLOBAL HEALTH**

### **GHL-219-01=SOC-277-01 Health and Inequalities**

**Prerequisite:** none

**Instructor:** Hernandez, Ruth

**Credit:** 1.00

**Distribution:** BS

An introduction to Sociology for emerging health professionals. Designed through a global and intersectional perspective, special attention will be given to marginalized communities, including but not limited to women, non-gender binary people, the uninsured, differently able individuals, as well as different racial and ethnic communities, and households in varied class positions. This course will explore the links between macro-level structures, such as health institutions, and micro-level experiences, such as interactions with practitioners. This course both offers theoretical concepts and frameworks and applies

# Wabash.

them across a range of topical areas, from pandemics to health activism. Students will read regularly assigned texts, complete several writing assignments and exams, participate in group discussions, and produce original cultural productions to distribute locally. Students preparing for the MCAT are encouraged to take this course.

## HISPANIC STUDIES

### **HSP-250-01=BLS-280-01=HIS-200-01 Sports in the Americas**

**Prerequisite:** none

**Instructor:** Bernardo Rios

**Credit:** 1.00

**Distribution:** HPR, GCJD

An examination of sports from an anthropological perspective using case studies, cultural studies, and history to critically investigate sporting culture. The historical focus centers indigenous peoples and the black experience in North and South America, with a particular emphasis on Latin America and the Caribbean. Students conduct anthropological research on sport and discuss current cultural trends in the sporting world.

### **HSP-250-02=SOC-277-02 Latino Community Engagement**

**Prerequisite:** none

**Instructor:** Hernandez, Ruth

**Credit:** 1.00

**Distribution:** BS

An introduction to Latino communities through a transnational and global framework. Students will examine how identity categories pertaining to Latino communities have shifted over time, and the politics that underlie these processes. Core readings will focus on sociological research as well as path breaking interdisciplinary readings such as historical studies and literary texts. Considerable attention will be placed on contemporary issues such as immigrant rights and citizenship, access to education, health disparities, and empowerment. Course includes a community-based learning component to understand and address the needs of Latino communities in Crawfordsville, IN. Students will be expected to participate in community events outside of the classroom, composing 50% of their grade. Critical written reflection is a core component of the course.

### **HSP-250-03=GEN-302-01=HIS-350-01 Advanced Topics in LTAM**

**Prerequisite:** none

**Instructor:** Pliego Campos, Noe

**Credit:** 1.00

**Distribution:** HPR

*Mujeres, Machos, and Mujercitos: Women, Gender, and Sexuality in Modern Latin American History*

This course will focus on women, gender, and sexuality in the history of Latin America from Independence to the 2000s. The course will emphasize the importance of gender and sexuality as categories of historical analysis as it introduces you to the histories of various peoples and nations that make up Latin America to

# Wabash.

understand the complexities of the region. The course will also ask how questions of race and class alongside how the economy, politics, and culture shape people's gender and sexuality and vice versa.

## **HSP-270-01=SPA-312-01=ASI-277-01 Philippines: His, Lit & Cult**

**Prerequisite:** none

**Instructor:** Rogers, Daniel

**Credit:** 1.00

**Distribution:** LFA

This seminar on the Philippines connects Asian and Hispanic Studies. Taught in English and counting for credit in both programs, as well as Spanish, we'll spend the semester studying the Philippine archipelago from a deeply interdisciplinary perspective: History, Geography, Film, Art, Literature, Language, Food, and Religion. We'll pay particular attention to the effects of colonialism on the Philippines as we explore the consequences of first Spain, then Japan, and finally the United States' occupation of the islands.

## **HISTORY**

## **HIS-200-01=HSP-250-01=BLS-280-01 Sports in the Americas**

**Prerequisite:** none

**Instructor:** Rios, Bernardo

**Credit:** 1.00

**Distribution:** HPR, GCJD

An examination of sports from an anthropological perspective using case studies, cultural studies, and history to critically investigate sporting culture. The historical focus centers indigenous peoples and the black experience in North and South America, with a particular emphasis on Latin America and the Caribbean. Students conduct anthropological research on sport and discuss current cultural trends in the sporting world.

## **HIS-210-01=CLA-112-01 Pompeii: Life in a Roman City**

**Prerequisite:** none

**Instructor:** Hartnett, Jeremy

**Credit:** 1.00

**Distribution:** LFA, HRP, GCJD

Destroyed and thus also preserved by the eruption of Mount Vesuvius in 79 CE, Pompeii offers an extremely rich document of Roman life. This course concentrates on the primary evidence of graffiti, inscriptions, historical documents, artifacts, and other archaeological remains from the world's most famous archaeological site – together with its lesser-known cousin, Herculaneum – to shed light on Roman culture and society. We will explore the experience of everyday Romans across a number of realms: gender, entertainment, politics, identity, commerce, power, deviance, housing, religion, slavery, leisure, industry, commerce, and many more. In addition to discussion, quizzes, a series of very short papers, and two exams form the backbone of the course.



# Wabash.

## **HIS-210-02=CLA-113-01 Barbarians and Beyond**

**Prerequisite:** none

**Instructor:** Gorey, Matthew

**Credit:** 1.00

**Distribution:** LFA ,HPR, GCJD

The Ancient Greeks famously divided the entire world into two categories: "Greeks" and "Barbarians"—that is, everyone else. But how exactly did they define these two contrasting identities? And who got to decide? For that matter, what did the so-called "barbarians" think of all this? This course will examine fundamental questions of identity, culture, and power in the Ancient Mediterranean. We will survey what ancient peoples—ranging from Greeks and Romans to Egyptians, Gauls, Germans, Phoenicians, and more—thought about their own origins and identities. We will also consider how questions of ethnic, civic, religious, racial, and linguistic identity and diversity impacted the everyday lives of millions of people in the Ancient Mediterranean.

## **HIS-230-01=ENG-270-01 War and Literature**

**Prerequisite:** none

**Instructor:** Szczeszak-Brewer, Agata

**Credit:** 1.00

**Distribution:** LFA, HPR

How do war literature and film engage questions of what it means to live a meaningful life in the face of personal and political violence? The course will explore representations of war and genocide in world literatures and film. We will discuss the rise of fascism in Europe, the pre-WW II anti-Semitic rhetoric in the media, and the atrocities of the Holocaust itself from an interdisciplinary point of view, combining history, political science, and literature. We will also look at the refugee crises in contemporary Europe and the U.S. through the eyes of the refugees themselves as well as reporters and human rights activists.

In May, we will travel to Poland (Warsaw, Treblinka, Krakow, Auschwitz) to explore ethical dimensions of artistic appropriation of the Holocaust, following Theodore Adorno's statement that "to write poetry after Auschwitz is barbaric." We will also explore the ethics of the so-called "concentration camp tourism" and contemporary narratives of genocide. In Warsaw, we will go to the POLIN Museum of the History of Polish Jews, the Ghetto Heroes Monument, and the Nożyk Synagogue, among other sites. In Kraków, we will stay near Kazimierz, a traditionally Jewish neighborhood, visit the Old Synagogue, a former Krakow ghetto area in Podgórze district, the Ghetto Heroes Square, and Oskar Schindler's Enamel Factory. Next, we will take a bus to Auschwitz-Birkenau and spend a whole day in the two concentration camps.

The projected trip dates are May 4-11. Therefore, Seniors are not eligible to enroll. To apply for enrollment in the course, students will fill out a form available from the Center Hall office. Email Dawn Hoffman at [hoffmand@wabash.edu](mailto:hoffmand@wabash.edu) to request the form.

## **HIS-240-02=PSC-210-01 Governing Wabash**

**Prerequisite:** none

**Instructor:** Gelbman, Shamira

**Credit:** 1.00

**Distribution:** HPR, BS

# Wabash.

We often refer to Wabash College as a community – and like in any community, the College’s politics and governance play an important role in shaping the experiences of its members. In this course we’ll examine how Wabash is governed; that is, we’ll explore the variety of formal and informal processes that historically have been and currently are used to make decisions on behalf of the College community. Through discussion of assigned readings, meetings with key figures in Wabash College governance, research in the College archives, and other activities, we’ll delve into specific instances of communal decision-making from the 1830s through the present to understand why the College operates as it does, how certain campus traditions came into being (and why some have disappeared), and the extent to which Wabash’s governance procedures hinder and promote equity and inclusion.

## **HIS-240-04=MUS-204-02 Rock and Roll and Rap and Race**

**Prerequisite:** 1 course in HIS or MUS

**Instructor:** Royalty, Robert

**Credit:** 1.00

**Distribution:** LFA, HPR

The story of popular music in the US from 1955 to 1985 is a story of hit records, overnight successes, one hit wonders, massive wealth and fame, generational change, peace and love, soul sisters and brothers, and brilliant innovations in every popular genre from rockabilly to funk and hip-hop to punk. But it is also a story of systemic racism, blatant misogyny, generational strife, payola, organized crime, occasional violence, and tragedies wrought by substance abuse. In other words, the story of popular music in the second half of the 20<sup>th</sup> century is a broad window into the social and cultural tensions and changes of the period. In this class, employing the tools of historical and musicological analysis, we will delve into the story of the music still loved by tens of millions.

## **HIS-260-01=ASI-112-02 Asian American Communities**

**Prerequisite:** Enrollment by instructor permission

**Instructor:** Healey, Cara

**Credit:** 1.00

**Distribution:** LFA, HPR, GCJD

This interdisciplinary course introduces the history and culture of Asian American communities in California, especially those in San Francisco and Los Angeles. We pay particular attention to the political and social forces that have shaped the development of Chinatowns and other ethnic enclaves (Little Tokyo, Koreatown, etc.), which have often been imagined as self-contained, alien spaces. We consider the contradictory nature of these spaces: as loci of segregation, sites of cultural hybridity, projections of Orientalist fantasies, and centers of community. We trace how historical events, cultural practices, politics, economics, public health, and urban planning have shaped these spaces and their inhabitants’ experiences and identities. We also address the cultural meanings inscribed on these spaces by analyzing their portrayal in literature, film, and other media. Finally, we consider how larger trends like gentrification and commercialization are shaping California’s Chinatowns and other ethnic enclaves in new ways. This course includes a week-long immersion experience in San Francisco and Los Angeles during Spring Break.

## **HIS-300-01 From Aristotle to Ebola**

**Prerequisite:** none

**Instructor:** Rhoades, Ann-Michelle

# Wabash.

**Credit:**1.00

**Distribution:** HPR

Embark on an exhilarating journey through the annals of medical history, tracing the evolution of healing practices and our understanding of disease from Aristotle to the emergence of new viruses in the 20th century. "From Aristotle to Ebola " is an exploration of how medical knowledge, innovation, and societal perspectives on health have evolved. Through a multidisciplinary approach combining history, science, ethics, and epidemiology, students will study the quest to understand the body and health.

## **Course Content includes:**

1. **Ancient Wisdom and Healing:** We'll commence by delving into the ancient world, uncovering the medical wisdom of civilizations like Greece and Rome. Students will explore the philosophical foundations of early medical thought, including the enduring influence of Hippocrates and Aristotle.
2. **Medieval Medicine and the Role of Faith:** As we transition to the Middle Ages, we'll examine the fusion of religious beliefs and medical practices. Students will discover how the healing arts were intertwined with spirituality.
3. **The Renaissance and the Dawn of Scientific Medicine:** The course will then transport students to the Renaissance, a period characterized by a resurgence of scientific inquiry. We will analyze the groundbreaking contributions of figures like Vesalius and Paracelsus, which laid the foundations for modern anatomy and evidence-based medicine.
4. **The 19th Century and the Rise of Public Health:** The 19th century witnessed monumental advancements in medical science, including the development of anesthesia, germ theory, and the understanding of infectious diseases. We will explore how these discoveries shaped the foundations of public health and modern healthcare systems.
5. **The 20th Century: Medical Breakthroughs and Emerging Viruses:** Transitioning to the 20th century, students will be immersed in an era of extraordinary medical breakthroughs, such as antibiotics, vaccines, and revolutionary medical technologies. Simultaneously, the emergence of new and deadly viruses, including the 1918 Flu, will be examined in depth.
6. **Ethical Dilemmas in Medicine:** Students will engage in discussions on contemporary ethical dilemmas in medicine, including issues related to clinical trials, informed consent, medical experimentation, and access to healthcare.
7. **Global Health Challenges:** As we near the present day, the course will explore the globalization of healthcare and the intricate challenges posed by international health crises, such as Ebola and COVID-19.

The course format combines lectures, discussions, interactive reading, and research projects. Throughout, participants will debate ethical and historical issues in the field of medicine. This course is open to all students. A sense of curiosity about the enduring human quest for health and an appreciation for the intersection of science and society are highly encouraged.

**HIS-350-01=HSP-250-03=GEN-302-01 Advanced Topics in LTAM**

**Prerequisite:** none

**Instructor:** Pliego Campos, Noe

**Credit:** 1.00

**Distribution:** HPR

# Wabash.

*Mujeres, Machos, and Mujercitos: Women, Gender, and Sexuality in Modern Latin American History.*

This course will focus on women, gender, and sexuality in the history of Latin America from Independence to the 2000s. The course will emphasize the importance of gender and sexuality as categories of historical analysis as it introduces you to the histories of various peoples and nations that make up Latin America to understand the complexities of the region. The course will also ask how questions of race and class alongside how the economy, politics, and culture shape people's gender and sexuality and vice versa.

## MATH

### **MAT-106-01 Mathematics of Sustainability**

**Prerequisite:** none

**Instructor:** Ansaldi, Katie

**Credit:** 1.00

**Distribution:** QL

How can mathematics empower us to become more informed citizens in addressing challenges like pollution, climate change, and resource allocation? In this course, students will explore mathematical tools to understand and analyze sustainability issues. Topics covered include estimation, stocks and flows, networks, mathematical models, data, and probability. This course may be used as an elective toward the Environmental Studies Minor.

### **MAT-106-02 Cryptography**

**Prerequisite:** none

**Instructor:** Turner, William J.

**Credit:** 1.00

**Distribution:** QL

For almost as long as people have been communicating, they have tried to protect their messages. Cryptography—the use of codes and ciphers to keep messages secret—began long ago. For thousands of years, militaries and diplomats depended upon symmetric systems that required both parties to know the same secret key to encrypt and decrypt. From paper and pen to mechanical devices, these systems have been of ever-increasing importance in human history. Daring missions, clever cryptanalysts, and the earliest electronic computers helped the allies win World War II. Since then, asymmetric systems, also known as public-key cryptography, have made our modern Internet-based world possible. This course will examine several cryptography systems throughout history. We will learn how to use these systems to encrypt and decrypt messages, as well as how to break the systems. We will explore various mathematical topics and how they relate to cryptography. This course assumes no previous knowledge of these mathematical topics or in cryptography in general.

### **MAT-178-01=GRK-277-01 Euclid's Elements, Book I**

**Prerequisite:** GRK-102

**Instructor:** McKinney, Colin

**Credit:** 0.50

**Distribution:** WL, QL

In this course, we'll read from the first book of Euclid's *Elements*, mostly in Greek. We will discuss technical aspects of grammar that rarely appear in traditional prose or poetry, philology, and uses of technology in

# Wabash.

classical studies. We will also pay close attention to the logic and structure of Euclid's proofs: why does he prove things the way he does? What is the mathematical significance of each proposition? The course will meet once weekly throughout the spring semester. Most of the assessment will come from in-class translation and discussion; a small portion will be at the end of the course, with each student doing a small individual translation project and presentation.

## MODERN LANGUAGES

### **FRE-277-01=BLS-270-01 The Voice in French Cinema**

**Prerequisite:** none

**Instructor:** Altergott, Renee

**Credit:** 1.00

**Distribution:** LFA

This course introduces students to aesthetic and formal aspects of French and Francophone cinema across a diverse range of examples, from the cinematic Avant-Garde and the French New Wave to the "father of African Cinema," Ousmane Sembène, and the Third Cinema movement. We will use theorists such as Michel Chion, Kaja Silverman, and Vlad Dima to analyze the way the voice is represented on screen. In this way, we may better place the films in their social, historical, and political context. How do gendered conventions inflect the way the female diva's voice functions in cinematic narrative? What were the functions of individual and collective voices during decolonial struggles in Algeria and the Democratic Republic of the Congo? How do postcolonial film directors from Senegal, Mali, and Haiti redefine the role of cinematic voice in their narratives?

### **SPA-277-01 Camino**

**Prerequisite:** SPA-201

**Instructor:** Rogers, V. Daniel

**Credit:** 1.00

**Distribution:** LFA

Walking the Camino de Santiago, a centuries-old pilgrims' route across northern Spain, end in Santiago de Compostela, will give Wabash students an immersive Spanish language learning experience and exposure to 1000 years of history, literature, spirituality, musical traditions, art, and exposure to diverse cultures and traditions. Over the centuries, the Camino has drawn religious pilgrims, adventurers, tourists, rogues, musicians, and artists. Students will participate firsthand in the convergence of Spanish language learning and community while walking a portion of the Camino de Santiago in the last half of May 2024 (we'll leave after Wabash Commencement). Rooted in cultural studies and pilgrimage studies, this course will involve field work along the Camino de Santiago as students interact with locals and fellow pilgrims to examine course issues. Since we'll walk 100 miles of the Camino, students should be prepared to walk approximately 15 miles a day on both paved and dirt trails.

### **SPA-312-01=HSP-270-01=ASI-277-01 Philippines: His, Lit & Cult**

**Prerequisite:** none

**Instructor:** Rogers, Daniel

**Credit:** 1.00

# Wabash.

**Distribution:** LFA

This seminar on the Philippines connects Asian and Hispanic Studies. Taught in English and counting for credit in both programs, as well as Spanish, we'll spend the semester studying the Philippine archipelago from a deeply interdisciplinary perspective: History, Geography, Film, Art, Literature, Language, Food, and Religion. We'll pay particular attention to the effects of colonialism on the Philippines as we explore the consequences of first Spain, then Japan, and finally the United States' occupation of the islands.

## MUSIC

**MUS-104-01=THE-103-02 Sound & Music Design**

**Prerequisite:** none

**Instructor:** Abbott, Michael

**Credit:** 1.00

**Distribution:** LFA

This course introduces students to the process of designing sound and music for production. Focusing on practical projects in theater and film, students will develop a hands-on approach to creating, editing, mixing, and mastering audio. Students will use digital audio workstations, sample libraries, loops, and original audio to produce cue-oriented sound and music across genres and production environments.

**MUS-104-02 Music and Social Conflict**

**Prerequisite:** none

**Instructor:** Ables, Mollie

**Credit:** 1.00

**Distribution:** LFA

Music has long informed or reflected social conflict, often acting as an agent of change or used in mobilizing movements. In this class, we'll examine the music that accompanies and inspires political and social revolutions in history and today. The goal of this course is to equip you with the tools and language for deconstructing musical style, authorship, and power structures, so you can then apply these tools to better understand music and movements of your own choosing.

**MUS-204-02=HIS-240-04 Rock and Roll and Rap and Race**

**Prerequisite:** 1 course in HIS or MUS

**Instructor:** Royalty, Robert

**Credit:** 1.00

**Distribution:** LFA, HPR

The story of popular music in the US from 1955 to 1985 is a story of hit records, overnight successes, onehit wonders, massive wealth and fame, generational change, peace and love, soul sisters and brothers, and brilliant innovations in every popular genre from rockabilly to funk and hip-hop to punk. But it is also a story of systemic racism, blatant misogyny, generational strife, payola, organized crime, occasional violence, and tragedies wrought by substance abuse. In other words, the story of popular music in the second half of the 20<sup>th</sup> century is a broad window into the social and cultural tensions and changes of the period. In this

# Wabash.

class, employing the tools of historical and musicological analysis, we will delve into the story of the music still loved by tens of millions.

## NEUROSCIENCE

### **NSC-310-01=PSY-332 01 Special Topics**

**Prerequisite:** PSY204 or PSY232 or PSY233 or PSY235 or NSC204

**Instructor:** Gunther, Karen

**Credit:** 1.00

**Distribution:**

In sensory processing [e.g., in Sensation & Perception (PSY-232) or Principles of Neuroscience (PSY/NSC204)] we often talk about the sensory systems in isolation. But when we're navigating our environments, we use all of our senses, not just one. And what happens if one sensory system is damaged? In this class we will look at cross-modal perception – the combining of our senses – as we navigate through and attend to our world.

## PHILOSOPHY

### **PHI-109-01=GEN-171-01 Philosophy of Love and Sex**

**Prerequisite:** none

**Instructor:** Rognlie, Dana

**Credit:** 1.00

**Distribution:** HPR

Philosophy of Love and Sex provides an introductory survey of the field, engaging texts on the topic from a range of disciplinary perspectives, including religion, sociology, and history, and philosophical perspectives, including ancient Greek philosophy and contemporary anti-racist, feminist, and trans philosophy. Students will develop vocabulary and habits of self-reflection that might be helpful when confronted with the delightful, challenging, overwhelming, or terrorizing real-life situations involving love or sex. Concepts covered will include consent, intersectionality, nature and morality, LGBTQ+ rights, idolatrous and authentic love, the relation between love and social justice, and more.

### **PHI-319-01=PPE-329-01 Neoliberalism**

**Prerequisite:** 1 credit in philosophy

**Instructor:** Gower, Jeffrey

**Credit:** 1.00

**Distribution:** HPR

In many contemporary academic discourses, including discourses in philosophy, political theory, and economics, "neoliberalism" names a new kind of economic thinking that emerged in the middle of the twentieth century, influenced economic policy changes beginning in the 1970s and 80s, and led to significant transformations in the global political and economic order that continue to shape our lives in profound ways. The term is widely used, but its meaning is still in dispute. This course will investigate the

# Wabash.

meaning of neoliberalism by studying some of its most well-known proponents such as Hayek, Friedman, and Becker and by looking at it through various critical lenses. We will focus on how neoliberal thinking, policy, and practice transforms human beings into entrepreneurs of themselves, both individually and collectively.

## **PHI-369-01 Regulative Epistemology**

**Prerequisite:** One class in philosophy numbered 200 or higher, or instructor permission

**Instructor:** Carlson, Matthew

**Credit:** 1.00

**Distribution:** HPR

Epistemology is the study of inquiry. We inquire when we have questions to which we don't know the answers, and we seek evidence in order to come to know. This process of inquiry and evidence seeking can be done well, or poorly. Clearly, we should want to inquire well, but what does that mean, and how do we do it? To consider these questions, we will focus on regulative epistemology, which is the study and development of principles that we employ to help us to inquire well, or at least inquire better. In this seminar, we will study a variety of recent work in regulative epistemology concerning questions like these: How can we determine the difference between what we know and what we don't know? How can we find reliable experts to trust? How can we guard against biases that might undermine our ability to inquire well? How, if at all, should we adjust our views when similarly informed people disagree with us? How can we safely navigate the treacherous information environment of the internet?

## **POLITICAL SCIENCE**

### **PSC-210-01=HIS-240-02 Governing Wabash**

**Prerequisite:** none

**Instructor:** Gelbman, Shamira

**Credit:** 1.00

**Distribution:** HPR

We often refer to Wabash College as a community – and like in any community, the College's politics and governance play an important role in shaping the experiences of its members. In this course we'll examine how Wabash is governed; that is, we'll explore the variety of formal and informal processes that historically have been and currently are used to make decisions on behalf of the College community. Through discussion of assigned readings, meetings with key figures in Wabash College governance, research in the College archives, and other activities, we'll delve into specific instances of communal decision-making from the 1830s through the present to understand why the College operates as it does, how certain campus traditions came into being (and why some have disappeared), and the extent to which Wabash's governance procedures hinder and promote equity and inclusion.

### **PSC-220-01=PPE-238-01 Dictatorships**

**Prerequisite:** none

**Instructor:** Liou, Ryan

**Credit:** 1.00

**Distribution:** BS



# Wabash.

This course examines the politics of authoritarian rule by focusing on the survival of dictators and their demise. We will discuss the conditions that give rise to authoritarianism; the variety of dictatorships; the strategies authoritarian leaders use to retain power; the impacts of dictatorship on economic development, human security, and justice; and the domestic and international sources of authoritarian demise. At the conclusion of this course, students will be able to:

1. Evaluate the key concepts of autocracy and democracy by integrating approaches of political science, economics, and philosophy;
2. Distinguish among different types of authoritarian rule;
3. Critically engage in contemporary arguments about how dictators get into power, survive, and fall;
4. Have a greater appreciation for domestic and international influences on dictatorships, as well as a better understanding of political transitions;
5. Apply theoretical approaches to analyze current events and make predictions about future developments;
6. Conduct research and write an original paper.

## **PSC-230-01=PPE-238-03 Politics and Film**

**Prerequisite:** none

**Instructor:** Harvey, Matthew

**Credit:** 1.00

**Distribution:** BS

This course calls attention to the ways in which media and popular culture are shaped by, and in turn can shape, our understanding of politics. Film, as a medium, draws in crowds and invites audiences to share in a collective, affective experience. The narratives, characters, symbols, and filmmaking styles employed in a film serve as reflections of the society conditions from which the film emerged; but they can also offer us an idealistic vision of what the world should be. In this course, we will unite foundational readings in political thought, in-class film viewings, and contemporary academic scholarship including said films under the umbrellas of distinct topics. We will examine how film can lead us to better understand political concepts of citizenship, public political action, shared and contested resources, political oppression and exclusion, our political anxieties, and visions of the future. We will also see how each film reflects the political values and conflicts of the time in which it was produced, and the society from which it emerges. Films will be drawn from the US and international markets, Hollywood blockbusters and art-house projects - across genres from action adventure through horror. By the end of this course, the aim is that each of us will further develop skills of film criticism and analysis, an enhanced understanding of historical and contemporary political theory, and a greater attentiveness to the relationship between our political lives and the media we engage with.

## **PSC-240-01=PPE-238-01=ASI-277-02 International Relations in East Asia**

**Prerequisite:** none

**Instructor:** Ye, Hwei-Jyun

**Credit:** 1.00

**Distribution:** BS

This course introduces students to the international politics in East Asia. East Asia is a diverse region in terms of political and economic development. Over the past decades, countries in the Northeast and Southeast Asia have not only reached economic success but have also undergone great political

# Wabash.

transformations. The regional development changes the interstate interactions within East Asia as well as international relations in the world. The dynamics give rise to many questions: Why are there “two Chinas” and “two Koreas”? What are the political and economic implications of China’s rise? How do the territorial disputes in East Asia affect the economic interests of countries within and beyond the region? What does the burgeoning regional integration mean to world politics and the global market? Moreover, what role does the US play in the region? This course will cover a range of topics, including the historical background, major disputes between East Asian countries, and economic development in the region.

## **PSC-314-01=PPE-338-01 Civil Liberties in War & Peace**

**Prerequisite:** none

**Instructor:** Himsel, Scott

**Credit:** 1.00

**Distribution:** BS

Can a state pass an “anti-woke” law prohibiting professors or students from arguing that our nation still suffers from the effects of systemic racism? Can a state pass a “don’t say gay law” prohibiting discussion in school of LGBTQ topics by minors? Can a government ban books from a public library which address racism or which have LGBTQ characters? Would prosecuting President Trump for inciting a riot on January 6, 2021, violate his First Amendment free speech rights? Can we stop white supremacists and ISIS from using the internet to recruit followers? Can we use cellphone location data or internet search histories to convict citizens of crime? Can we detain terrorists without trial if we currently lack evidence but believe that they will attack us if we release them? This course will explore how well (or poorly) courts have protected the civil liberties of people or ideas we fear: ideas which challenge deeply held beliefs; persons suspected of violent crime; and persons accused of waging war against us. Debating such questions will help us understand the nature and purpose of civil liberties and the role of courts in enforcing them.

## **PHILOSOPHY, POLITICS AND ECONOMICS**

## **PPE-238-01=ASI-277-01=PSC-240-01 International Relations in East Asia**

**Prerequisite:** none

**Instructor:** Ye, Hwei-Jyun

**Credit:** 1.00

**Distribution:** BS

This course introduces students to the international politics in East Asia. East Asia is a diverse region in terms of political and economic development. Over the past decades, countries in the Northeast and Southeast Asia have not only reached economic success but have also undergone great political transformations. The regional development changes the interstate interactions within East Asia as well as international relations in the world. The dynamics give rise to many questions: Why are there “two Chinas” and “two Koreas”? What are the political and economic implications of China’s rise? How do the territorial disputes in East Asia affect the economic interests of countries within and beyond the region? What does the burgeoning regional integration mean to world politics and the global market? Moreover, what role does the US play in the region? This course will cover a range of topics, including the historical background, major disputes between East Asian countries, and economic development in the region.

# Wabash.

## **PPE-238-02=PSC-220-01 Dictatorships**

**Prerequisite:** none

**Instructor:** Liou, Ryan

**Credit:** 1.00

**Distribution:** BS

This course examines the politics of authoritarian rule by focusing on the survival of dictators and their demise. We will discuss the conditions that give rise to authoritarianism; the variety of dictatorships; the strategies authoritarian leaders use to retain power; the impacts of dictatorship on economic development, human security, and justice; and the domestic and international sources of authoritarian demise. At the conclusion of this course, students will be able to:

1. Evaluate the key concepts of autocracy and democracy by integrating approaches of political science, economics, and philosophy;
2. Distinguish among different types of authoritarian rule;
3. Critically engage in contemporary arguments about how dictators get into power, survive, and fall;
4. Have a greater appreciation for domestic and international influences on dictatorships, as well as a better understanding of political transitions;
5. Apply theoretical approaches to analyze current events and make predictions about future developments;
6. Conduct research and write an original paper.

## **PPE-238-03=PSC-230-01 Politics and Film**

**Prerequisite:** none

**Instructor:** Harvey, Matthew

**Credit:** 1.00

**Distribution:** BS

This course calls attention to the ways in which media and popular culture are shaped by, and in turn can shape, our understanding of politics. Film, as a medium, draws in crowds and invites audiences to share in a collective, affective experience. The narratives, characters, symbols, and filmmaking styles employed in a film serve as reflections of the society conditions from which the film emerged; but they can also offer us an idealistic vision of what the world should be. In this course, we will unite foundational readings in political thought, in-class film viewings, and contemporary academic scholarship including said films under the umbrellas of distinct topics. We will examine how film can lead us to better understand political concepts of citizenship, public political action, shared and contested resources, political oppression and exclusion, our political anxieties, and visions of the future. We will also see how each film reflects the political values and conflicts of the time in which it was produced, and the society from which it emerges. Films will be drawn from the US and international markets, Hollywood blockbusters and art-house projects - across genres from action adventure through horror. By the end of this course, the aim is that each of us will further develop skills of film criticism and analysis, an enhanced understanding of historical and contemporary political theory, and a greater attentiveness to the relationship between our political lives and the media we engage with.

## **PPE-258-02=GEN-209-01=ECO-277-03 Economics of Race and Gender**

**Prerequisite:** ECO-101

**Instructor:** Burnette, Joyce

# Wabash.

**Credit:** 1.00

**Distribution:** BS, GCJD

Outcomes such as employment, earnings, education, housing, and health often vary by gender, race, and ethnicity. What are the causes of these differences? How do people in different groups experience the economy? This class will begin by examining how discrimination operates and how we can measure it. We will then examine the historical roots and current causes of race and gender gaps in the US.

## **PPE-329-01=PHI-319-01 Neoliberalism**

**Prerequisite:** 1 credit in philosophy

**Instructor:** Gower, Jeffrey

**Credit:** 1.00

**Distribution:** HPR

In many contemporary academic discourses, including discourses in philosophy, political theory, and economics, "neoliberalism" names a new kind of economic thinking that emerged in the middle of the twentieth century, influenced economic policy changes beginning in the 1970s and 80s, and led to significant transformations in the global political and economic order that continue to shape our lives in profound ways. The term is widely used, but its meaning is still in dispute. This course will investigate the meaning of neoliberalism by studying some of its most well-known proponents such as Hayek, Friedman, and Becker and by looking at it through various critical lenses. We will focus on how neoliberal thinking, policy, and practice transforms human beings into entrepreneurs of themselves, both individually and collectively.

## **PPE-338-01=PSC-314-01 Civil Liberties in War & Peace**

**Prerequisite:** none

**Instructor:** Himsel, Scott

**Credit:** 1.00

**Distribution:** BS

Can a state pass an "anti-woke" law prohibiting professors or students from arguing that our nation still suffers from the effects of systemic racism? Can a state pass a "don't say gay law" prohibiting discussion in school of LGBTQ topics by minors? Can a government ban books from a public library which address racism or which have LGBTQ characters? Would prosecuting President Trump for inciting a riot on January 6, 2021, violate his First Amendment free speech rights? Can we stop white supremacists and ISIS from using the internet to recruit followers? Can we use cellphone location data or internet search histories to convict citizens of crime? Can we detain terrorists without trial if we currently lack evidence but believe that they will attack us if we release them? This course will explore how well (or poorly) courts have protected the civil liberties of people or ideas we fear: ideas which challenge deeply held beliefs; persons suspected of violent crime; and persons accused of waging war against us. Debating such questions will help us understand the nature and purpose of civil liberties and the role of courts in enforcing them.

## **PPE-358-01=ECO-328-01 Political Economy of Anarchy**

**Prerequisite:** At least one 200 level ECO credit

**Instructor:** Snow, Nicholas

**Credit:** 1.00

**Distribution:** BS



# Wabash.

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'll 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; Islamophobia; the status of women in Islam; and living as a Muslim in the industrial societies of modern Europe and the United States.

## **REL-260-01 Jesus & Ethnicity in Antiquity**

**Prerequisite:** none

**Instructor:** Campbell, Warren

**Credit:** 1.00

**Distribution:** HPR

The ancient Mediterranean world was diverse and interconnected and the literary remains from this region reveal an abundance of what might be called 'ethnic discourse'. In this course, we set out to investigate how ethnic discourse 'works' in the ancient Mediterranean; from Roman perceptions of Greekness and Jewishness, to portrayals of the 'Eastern' border of the Empire and their religious expertise (Judeans as prophets and textual experts, Assyrians as astrologers, Egyptians as ritual experts, etc.), to the ways in which the distinction between Judeans and Gentiles impacts the theology of Paul and the telling of Jesus' ministry in Matthew and John, and how early Christians entered into this landscape as they triangulate their own identity, even ethnically. In thinking about early Christian identity and ethnic reasoning, we will focus on how Jesus' Jewishness was variously conceptualized in the early centuries: from an ethnically neutral 'soul' in contrast to an ethnic body, to the idea of polymorphism, and even how Jesus' relationship with his people's law tradition is remembered and presented. Throughout, we will keep our critical eyes peeled for ways in which ancient ethnic discourse varies from and intersects with modern conceptions of race and racism.

## **REL-272-01 Monks**

**Prerequisite:** none

**Instructor:** Nelson, Derek

**Credit:** 0.50

**Distribution:** HPR

Most people in the history of the world have been in one sense or another religious. And most religions have a subset of their followers who are really religious. Let's call that subset "monks." Set apart from ordinary life, Christian, Hindu and Buddhist monks have different expectations and patterns of prayer, behavior and community. We will study the writings of and about some of these groups over time. The course will also look at groups today that are not considered monastic in order to understand organizations that you might one day manage: Is the Sphinx Club member like a monk of Wabash? Should large companies divide their employees into groups that are "true believers" and gig workers, like monks and laity? What can our current epidemic of loneliness and despair learn from the monastic tradition of community and hospitality? The course will likely involve an overnight trip to a monastery. First-half semester class. Can be taken along with REL-273 *Mystics*, or by itself.

## **REL-273-01 Mystics**

# Wabash.

**Prerequisite:** none

**Instructor:** Nelson, Derek

**Credit:** 0.50

**Distribution:** HPR

What is a mystic? Why have mystics been revered by ordinary people but mistrusted and maligned by religious authorities through the ages? This class will examine selected mystics and their writings from a variety of religions and across centuries. We will begin in the ancient Christian world with women like

# Wabash.

## RHETORIC

### **RHE-270-01 Comics and Graphic Novels**

**Prerequisite:** none

**Instructor:** Proszek, James

**Credit:** 1.00

**Distribution:** LFA

From the first American newspaper comic strips of the late 19<sup>th</sup> century to contemporary e-comics that circulate around the world, the sequential art of comics and graphic novels represents a historically and culturally diverse, rhetorically rich medium. This course will introduce students to the history and terminology of comics, explore different drawing styles and narrative forms of sequential art through multiple genres of comic books and graphic novels, and analyze how the visual features of comics enact symbolic meaning. To do so, we will read a combination of rhetorical scholarship (book chapters and journal articles) about comics as well as selected comics and graphic novels. Students do not need to have any prior experience with comics or drawing skills to succeed in this course. Students will demonstrate their ability to critically read and analyze comics and graphic novels through a mix of written and oral assignments, including daily in-class discussions, weekly writing responses, monthly artifact analyses, and a semester-long rhetorical criticism paper that addresses the rhetorical construction(s) of identity and culture within a comic or graphic novel of the student's choice.

### **RHE-370-01=BLS-300-01 Rhetoric & Race in the US**

**Prerequisite:** none

**Instructor:** Devinney, Daniel

**Credit:** 1.00

**Distribution:** LFA, GCJD

How has race mattered in U.S. history and how does it matter today? By analyzing different historical moments of race and racism this course will track how the rhetoric of race has changed in the U.S. in the past three centuries. Our shifting ideas on race are at the heart of many of the burning questions Americans have wrestled with since before the founding. By looking at arguments of early U.S. colonists, the abolitionist movement, the civil rights movement, and the Black Lives Matter movement this class will engage with how rhetorics of race benefits some people and disempowers others. Engaging with these ideas will better equip us to wrestle with racial inequality today. Students will exit this course with increased knowledge about the history of race and racism, a robust understanding of how movements countered racism, and ideas on how we can better talk more openly about race today. In this seminar-style course we will read primary historical texts and scholarly journal articles. Students will work on an extended research project on rhetoric and race throughout the semester.

## THEATER

### **THE-103-01=GEN-103-01 Global Performance & Movement**

**Prerequisite:** none

**Instructor:** Winter Vogel, Heidi

**Credit:** 1.00



# Wabash.

**Distribution:** LFA, GCJD

This course will explore how the human body communicates character and meaning in various global contexts. With an emphasis on non-Western physical practices such as yoga, we will investigate theater's pre-Greek and non-European origins, as well as how these traditions have evolved over time. We will encounter performance forms from the Middle East (*Ta'ziyeh*), Asia (*Kyogen*), and South America (*Teatro del Oprimido*), as well as performance techniques with non-Western lineages like Suzuki and Rasa. By experimenting with global theatrical traditions, students will also examine how ideas of gender are interpreted and performed in non-Western contexts. Other areas of focus will include *tai-chi*, mask performance, puppets and other performing objects, clowning, folklore study, and choral movement. This course is appropriate for all students, at all levels, regardless of artistic background. Student-athletes are particularly encouraged to enroll.

## **THE-103-02=MUS-104-01 Sound & Music Design**

**Prerequisite:** none

**Instructor:** Abbott, Michael

**Credit:** 1.00

**Distribution:** LFA

This course introduces students to the process of designing sound and music for production. Focusing on practical projects in theater and film, students will develop a hands-on approach to creating, editing, mixing, and mastering audio. Students will use digital audio workstations, sample libraries, loops, and original audio to produce cue-oriented sound and music across genres and production environments.