# TABLE OF CONTENTS

About Wabash ................................................................. 3
  Mission and Core Values ................................................. 3
  Wabash College at a Glance ............................................. 3
  Rule of Conduct .............................................................. 5
  Wabash Writing Statement .............................................. 6
  Non-discrimination Statement ......................................... 6
  Disability Services ......................................................... 6
  Title IX Policy ............................................................... 6
  Faculty Statements on Diversity and Research, Scholarship, and Creative Work .................. 8

Admissions ............................................................................. 9
  Requirements ....................................................................... 9
  Application Procedures .................................................... 9
  Transfer Students ............................................................ 10
  International Students ..................................................... 10
  Enrollment Deposit and Housing ...................................... 11

Financial Assistance ............................................................ 12
  Awards ............................................................................. 12
  Costs .............................................................................. 12
  Billing ............................................................................. 13

Academic Policies ................................................................... 15
  Academic Honors and Awards ......................................... 15
  Changes in Schedule ....................................................... 16
  Course Information .......................................................... 17
  Enrollment Requirements ............................................... 18
  FERPA ........................................................................... 18
  Grading System .............................................................. 19
  Transfer Credit ............................................................... 20
  Yearly Calendars ............................................................. 21

The Curriculum ....................................................................... 24
  Curriculum Rationales ..................................................... 24
  Curriculum Outline ......................................................... 26

Academic Divisions ............................................................ 28

Academic Programs A-Z ....................................................... 30
  Art .................................................................................. 30
  Asian Studies ................................................................. 35
  Biochemistry ..................................................................... 37
  Biology ............................................................................ 40
  Black Studies ................................................................. 44
  Business ........................................................................... 45
  Chemistry ......................................................................... 46
  Classics ............................................................................ 51
  Computer Science ........................................................... 53
  Economics ......................................................................... 55
  Education Studies ............................................................ 61
  Electronic Music .............................................................. 65
  English ............................................................................. 65
  Film and Digital Media .................................................... 74
  Financial Economics ....................................................... 75
  French ............................................................................. 76
  Gender Studies ............................................................... 79
  German ............................................................................ 86
  Global Health ................................................................. 89
  Greek .............................................................................. 90
  Hispanic Studies ............................................................ 91
  History ............................................................................ 93
  Humanities ........................................................................ 98
  Latin .............................................................................. 99
  Mathematics ..................................................................... 101
  Multicultural American Studies ...................................... 108
  Music ............................................................................. 115
  Neuroscience .................................................................... 123
  Philosophy ........................................................................ 123
  Physics ............................................................................ 126
  Political Science ............................................................. 130
  Psychology ....................................................................... 137
  Religion ........................................................................... 142
  Rhetoric ........................................................................... 147
  Spanish ........................................................................... 150
  Theater ............................................................................ 154

Courses A-Z .......................................................................... 160
  Accounting (ACC) ............................................................ 160
  Art (ART) ......................................................................... 160
  Asian Studies (ASI) ......................................................... 163
  Biology (BIO) ................................................................. 165
  Black Studies (BLS) ......................................................... 168
  Business (BUS) ............................................................... 168
  Chemistry (CHE) ............................................................ 168
  Classics (CLA) ............................................................... 171
  Colloquium (COL) ........................................................ 173
  Computer Science (CSC) ............................................... 173
  Division I (DVI) ............................................................. 175
ABOUT WABASH

"The poetry in the life of a college like Wabash is to be found in its history. It is to be found in the fact that once on this familiar campus and once in these well-known halls, students and teachers as real as ourselves worked and studied, argued and laughed and worshipped together, but are now gone, one generation vanishing after another, as surely as we shall shortly be gone. But if you listen, you can hear their songs and their cheers. As you look, you can see the torch which they handed down to us."

Byron K. Trippet '30
Ninth President of Wabash College

Wabash College was founded on November 21, 1832. According to early records, the next day a group of the men chosen as trustees of the College knelt in the snow and conducted a dedication service. The College would be located in the frontier town of Crawfordsville, Indiana, with the resolve "that the institution be at first a classical and English high school, rising into a college as soon as the wants of the country demand."

The first faculty member of Wabash was Caleb Mills, a graduate of Dartmouth College and Andover Seminary, who arrived in 1833 and immediately established the character of the school. As noted by Byron Trippet, who was associated with Wabash College for 40 years as student, teacher, dean, and president, "by his ideals, his vision, and his abundant energy [Caleb Mills] gave to this College a sense of mission, which it has occasionally neglected, but has never completely lost."

Caleb Mills later became the father of the Indiana public school system which it has occasionally neglected, but has never completely lost. The first faculty member of Wabash was Caleb Mills, a graduate of Dartmouth College and Andover Seminary, who arrived in 1833 and immediately established the character of the school. As noted by Byron Trippet, who was associated with Wabash College for 40 years as student, teacher, dean, and president, "by his ideals, his vision, and his abundant energy [Caleb Mills] gave to this College a sense of mission, which it has occasionally neglected, but has never completely lost."

Caleb Mills later became the father of the Indiana public school system worked tirelessly to improve education in the entire Mississippi Valley. Each fall, Caleb Mills' bell is used to "ring in" the freshman class as students of Wabash College, and each spring the bell "rings out" that year's class of Wabash men as they move on to new challenges.

Wabash College has always been independent and non-sectarian, although its founders and Caleb Mills were Presbyterian ministers. The school was patterned after the liberal arts colleges of New England, with their high standards. Caleb Mills declared the aims of the College to be learning, virtue, and service.

Mission and Core Values

Mission Statement

"Wabash College educates men to think critically, act responsibly, lead effectively, and live humanely."

Founded in 1832, Wabash College is an independent, liberal arts college for men with an enrollment of approximately 900 students. Its mission is excellence in teaching and learning within a community built on close and caring relationships among students, faculty, and staff.

Wabash offers qualified young men a superior education, fostering, in particular, independent intellectual inquiry, critical thought, and clear written and oral expression. The College educates its students broadly in the traditional curriculum of the liberal arts, while also requiring them to pursue concentrated study in one or more disciplines. Wabash emphasizes our manifold, but shared, cultural heritage. Our students come from diverse economic, social, and cultural backgrounds; the College helps these students engage these differences and live humanely with them. Wabash also challenges its students to appreciate the changing nature of the global society and prepares them for the responsibilities of leadership and service in it.

The College carries out its mission in a residential setting in which students take personal and group responsibility for their actions. Wabash provides for its students an unusually informal, egalitarian, and participatory environment which encourages young men to adopt a life of intellectual and creative growth, self-awareness, and physical activity. The College seeks to cultivate qualities of character and leadership in students by developing not only their analytic skills, but also sensitivity to values, and judgment and compassion required of citizens living in a difficult and uncertain world. We expect a Wabash education to bring joy in the life of the mind, to reveal the pleasures in the details of common experience, and to affirm the necessity for and rewards in helping others.

Our Core Values

A rigorous liberal arts education that fosters

- An appreciation for the intellectual and physical aspects of a good life
- An understanding of and appreciation for other cultures

A personal context to teaching and learning that encourages

- Candid, respectful, face-to-face conversations
- Freedom of thought
- A local scholarly community that creates lifelong relationships

Individual responsibility and trust that are

- Based on moral and ethical awareness
- Expressed in the Gentleman's Rule
- Required for leadership and teamwork

A socially, economically, and ethnically diverse student body characterized by

- A dedication to the serious pursuit of learning
- A culture of competition without malice
- A few years of residence, a lifetime of loyalty

A tradition and philosophy of independence that

- Keeps the College from external control
- Allows the Wabash community to shape significantly its own destiny
- Promotes independence and self-reliance in its students and graduates.

Wabash College at a Glance

Founded

1832

Type

Private, independent, four-year liberal arts college for men, granting Bachelor of Arts degree.

Location

Crawfordsville, Indiana, a community of 16,000, is the county seat of Montgomery County, population 38,000. Crawfordsville is located 45 miles northwest of Indianapolis and 150 miles southeast of Chicago.
Endowment
As of June 30, 2015, the value of Wabash's endowment was approximately $355 million, with a per-student endowment of about $384,000. Wabash ranks near the top of all private colleges in the country.

Financial Aid
Nearly all students at Wabash (99%) receive some form of student aid.

Tuition and Fees
For the 2016-17 academic year, tuition is $40,400. Room fees in College-owned housing are $5,000 per year. Board plans vary by the number of meals per week. The 19-meal plan is $4,600 per year and the 15-meal plan is $4,200 per year. Mandatory fees for student activities fee and the Health Center are $450 and $200, respectively.

The College's Campus
The 94-acre wooded campus contains 59 buildings predominantly of Georgian architecture. Caleb Mills taught the first class of Wabash students on December 3, 1833 in Forest Hall, located since 1965 at the north end of campus and now home to the Department of Education Studies. Built in 1836, Caleb Mills' House hosts various college functions. Center Hall, home to the departments of English, Philosophy, and Religion, as well as administrative offices, was built over 150 years ago and is the oldest continuously used classroom building on campus.

Library Collections and Services
Lilly Library, built in 1959, was renovated and expanded in 1992. The holdings include more than 300,000 books, serial backfiles, and microtexts and a media collection of over 19,000 recordings, CDs, videos and other media.

Majors
Wabash offers 25 majors in the following areas: Art, Biochemistry, Biology, Chemistry, Classics, Economics, English, Financial Economics, French, German, Greek, Hispanic Studies, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Rhetoric, Spanish, Theater, and a self-designed major in Humanities and Fine Arts. Students may choose a double major; participate in the Business Leadership Program; or enroll in a 3-2 engineering program with Columbia University, Purdue University, or Washington University in St. Louis. Students interested in secondary education may minor in Education Studies and participate in a Ninth Semester Program for secondary licensure. These academic programs are augmented with on and off-campus internships; collaborative research with faculty; off-campus externships; and Wabash's Summer Business Immersion Program.

Computers
More than 380 systems are dedicated for students. Six public computer labs are available; two labs are open 24 hours/day, and two others are open from 8:00 a.m. to 2:00 a.m. Departmental and specialized computer labs include a digital media lab; two calculus labs; a molecular modeling lab; art and music labs; two social science labs; and six mobile wireless computing labs for chemistry, biology, physics, and art. Software includes Microsoft Office, Mathematica, SPSS, Adobe Creative Suite, computer programming languages, and a variety of course-specific applications. An innovative "virtual computer lab" system offers access to network
resources and lab software from student personal computers, whether on or off campus. A gigabit ethernet network links all campus systems, and provides high-speed Internet access. Wireless networking access is available campus-wide, including in dormitories and fraternities.

Automobiles
There are no restrictions regarding student automobiles.

Housing
Freshmen, sophomores, and juniors are required to live in college housing. Students may live in one of seven residence halls: College Hall, Martindale Hall, Cole Hall, Rogge Hall, Wolcott Hall, Morris Hall and Williams Hall; in one of nine national fraternities: Beta Theta Pi, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Sigma Chi, Tau Kappa Epsilon, and Theta Delta Chi; or in College-owned houses that include two townhomes: the Butler House and the Seymour House. Students may also live in one of the lodges attached to Rogge Hall and Williams Hall. The entire campus is served with a wireless Internet network.

Sports
Wabash competes at the NCAA Division III level in 12 varsity sports—football, cross country, soccer, golf, basketball, indoor track and field, outdoor track and field, wrestling, tennis, swimming, lacrosse, and baseball—as a member of the North Coast Athletic Conference. In addition, students may participate in 23 intramural sports and three club sports. More than three-quarters of Wabash students participate in at least one intramural sport.

Extracurricular Activities
Wabash students take part in over 75 Student Senate-recognized clubs and organizations, such as student government; departmental clubs; political clubs; speech, music, and theater groups; various literary publications, a weekly newspaper, and yearbook; student-run radio; special interest groups; and religious groups.

Internships
More than 80 percent of Wabash graduates complete an internship during their college career, and more than half complete 2 or more internships. In Summer 2016, students are interning with a wide variety of organizations, including Eli Lilly & Company, Nantucket Bike Tours, Perfinity Bioscience, Eleven Fifty Academy, Indy Eleven, Huntbridge, Indiana Treasurer of State, Toyota, Walt Disney World, Guggenheim Life & Annuity, and UBS.

Graduates
In 2016, Wabash graduates accepted positions with Appirio, Young & Laramore, Eli Lilly & Company, Milliman, Edward Jones, Indiana Attorney General, 3BlackDot, Starwood Property & Trust, and Orr Entrepreneurial Fellowship, among many others. This year, 26% percent of the graduating class went directly into graduate, medical, or law school. Graduates accepted offers at Duke School of Law, Northwestern Law, Indiana University School of Medicine, Marian College of Osteopathic Medicine, Purdue University, Wake Forest University’s School of Divinity, Columbia University School of Engineering, and University of Notre Dame, to name only a small selection.

Address
For additional information, write to:
Wabash College
Admissions Office
P.O. Box 352
Crawfordsville, IN 47933-0352
Phone: 1-800-345-5385 or 765-361-6225
Fax: 765-361-6437
email: admissions@wabash.edu
website: http://www.wabash.edu

Accreditation
Wabash College is accredited by:
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800-621-7440
website: http://www.hlcommission.org

Wabash’s program in chemistry (http://bulletin.wabash.edu/programsaz/chemistry) is accredited by the American Chemical Society.

Wabash is accredited by the State of Indiana to offer teaching licensure preparation (http://bulletin.wabash.edu/pre-professional-advising-program/preparation-secondary-teaching-license) at the secondary level in mathematics, science, language arts, world languages, and social studies.

Rule of Conduct
Perhaps the most striking aspect of student life at Wabash is personal freedom. Believing that students ought to develop self-reliance and personal responsibility, the College has long prescribed only one rule of conduct:

*The student is expected to conduct himself, at all times, both on and off the campus, as a gentleman and a responsible citizen.*

Adherence to this code of conduct is primarily a student’s responsibility. Enforcement of the rule lies with the Dean of Students Office.

The Rule of Conduct and Academic Honesty
As an intellectual community, Wabash requires the highest standards of academic honesty. Cases of academic dishonesty are adjudicated by the Dean of the College’s Office, which meets with students charged with academic dishonesty and make decisions about continuation at the College. Faculty report cases of academic dishonesty to the Associate Dean of the College. The penalty for a first offense is decided by the professor and reported to the Associate Dean of the College. The Associate Dean of the College will inform the student that should he feel wrongly accused he can appeal the determination to an Appeal Panel comprised of elected Faculty and advised by the Dean of the College. The penalty for the second offense is expulsion from the College, pending an automatic review by the Faculty Appeal Panel. The student may appeal the decision of the Appeal Panel directly to the President of the College.

Acts of academic dishonesty may be divided into two broad categories: cheating and plagiarism. Cheating may extend to homework and lab
assignments as well as to exams. Cheating is defined in three principal ways: copying from other students or from written or electronic materials; providing or receiving unauthorized assistance to or from another student; and collaborating on take-home assignments without faculty authorization.

Plagiarism is the unacknowledged use of someone else’s material. There are three common kinds of plagiarism. One is to use the exact language of a text without putting the quoted material in quotation marks and citing its source. A second kind of plagiarism occurs when a student presents as his own without proper citation, the sequence of ideas or the arrangement of material of someone else, even though he expresses it in his own words. The language may be his, but he is presenting and taking credit for another person’s original work. Finally, and most blatantly, plagiarism occurs when a student submits a paper written by another, in whole or in part, as his own.

**Wabash Writing Statement**

As a community of writers who are engaged by, grapple with, and find value in the written word, the Wabash faculty affirms that the following beliefs about writing are central to a liberal arts education. This list of beliefs represents our common ground, the ideals we share across the college and strive to communicate to our students. It is drawn from the discipline-specific characteristics of good writing articulated by our faculty.

As writers and writing teachers, we:

- Believe that an important part of becoming educated in any academic discipline is learning how to be a writer in that field. This means that the writing practices of those of us in various disciplines will vary, but it also means that every discipline has writing at its core.
- Define writing as a way of thinking. Rather than a container for ideas, writing is a way to imagine and to develop ideas. We see writing as a way of deepening our students’ engagement with texts, with our fellow human beings, and with the world. Writing therefore helps fulfill the college’s mission of educating Wabash men to “think critically, act responsibly, lead effectively, and live humanely.”
- Understand that becoming a stronger writer is a process that takes time and practice. Thus, the writing assignments we give increase in complexity across the semester and across all four years. Similarly, we understand that complex papers should be written in stages, with multiple drafts and revisions.
- Recognize that strong writing is developed and fostered by other complementary activities, including critical reading, speaking, and thinking.
- Value writing that is clear in purpose and structure so that intended readers can understand what an author is trying to say.
- Engage with primary and secondary sources, and understand why and how to weave the ideas of others into our writing effectively and in accordance with standard disciplinary citation practices. We teach our students to do the same.
- Know the importance of standard written English and have a firm grasp of proper grammar and punctuation in English and the other languages we teach at Wabash.
- Recognize the variety of genres that constitute college writing across the disciplines. Different genres of writing have different goals, audiences, tones, and structures, and we ask our students to employ appropriate genres as the situation requires.

**Non-discrimination Statement**

Wabash College, while exempted from Subpart C of Title IX regulation with respect to its admissions and recruitment activities, admits students and gives equal access to its scholarships, programs, and facilities without regard to race, color, sexual orientation, national or ethnic origin, or physical or other disabilities. Wabash is welcoming for all people who have relationships with the College.

**Notice of Nondiscrimination**

In accordance with Title IX of the Education Amendments of 1972, it is the policy of Wabash College that no Wabash student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of sex. A student may not, on the basis of sex, be limited in the enjoyment of any right, privilege, advantage or opportunity, including courses, extracurricular activities, benefits and facilities. This policy against sex discrimination includes a prohibition against sexual harassment, including sexual violence. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome and that limits or denies, on the basis of sex, a student’s ability to participate in and benefit from the College’s education program. This policy prohibits sex discrimination by an employee or agent of the College, by another student, and by third parties who come into contact with students at College or at College-related activities. The accused harasser can be either male or female, and the target of the harassment can be either male or female. The accused harasser and target can be of the same gender. Title IX applies regardless of the accused harasser’s or target’s actual or perceived sexual orientation. Sex discrimination prohibited by this policy can include being harassed for failing to conform to stereotypical notions about how a person of the target’s gender should behave.

**Disability Services**

Disability Services is the most helpful to students with special needs when students identify their needs before they begin classes. Once the student is on campus, Coordinator Heather Thrush is available to work with him at any point in the academic year. Students vary in their need for consultation and guidance by the coordinator.

Wabash, like all colleges and universities, requires documentation of a disability if a student is to receive accommodation for his disability. The documentation is kept on file in the office of Disability Services and is confidential. It is the decision of the student whether or not to request accommodation, and it is his responsibility to provide acceptable documentation and notify the relevant staff members of his condition and of his desire for accommodation(s).

It is extremely helpful for a student’s advisor and professors to be aware of his learning differences. Please contact Heather Thrush (thrushh@wabash.edu) in Center Hall room 112A to arrange a meeting and discuss how Disability Services can help you excel as a Wabash Man.

**Title IX Policy**

**Title IX Coordinator**

Wabash has designated a Title IX Coordinator, who has the responsibility for Wabash’s compliance with Title IX, including directing the investigation of complaints of sex discrimination and harassment and
Making a Complaint
Students and Wabash College employees are encouraged promptly to submit a complaint or provide information about suspected sex discrimination or harassment so that the College can take appropriate action to resolve the situation. Complaints can be made orally or in writing to the Title IX Coordinator, the Director of Safety and Security, the Associate Dean of Students, a Division Chair, the Athletic Director, or directly to the Dean of Students. Complaints should be made as soon as possible after the incident, preferably within ten days. Wabash will accept complaints after the ten-day period.

No Retaliation
This policy also prohibits retaliation against a person who properly reports, complains about, or participates in an investigation of sex discrimination.

Investigation and Corrective Action
The Title IX Coordinator will appoint two investigators and direct the investigation of complaints and reports of sex discrimination or harassment. The investigation will be completed in a timely manner. Depending on the nature and complexity of the issues, it should generally take no more than 30 days. After the investigation, the investigators will report the results to the Title IX Coordinator. The Title IX Coordinator will then give the report to the senior supervising official. If the person accused of misconduct is a student the Dean of Students may impose discipline up to and including student expulsion. If the person accused is a Wabash College employee, the senior supervising official may impose discipline up to and including termination. The Dean of Students will advise the Complainant and the person accused of the misconduct in writing, whether or not the allegations were found to be substantiated. The Dean of Students’ decision is final if the decision includes suspension or expulsion. The decision may be appealed to the President.

Grievance Procedures
The following grievance procedures apply in connection with the implementation and enforcement of the Title IX policy to provide a prompt and equitable resolution of sex discrimination complaints.

Making a Complaint or Report
- Students are encouraged promptly to submit a complaint or provide information about suspected sex discrimination or harassment so that Wabash College can take appropriate action to resolve the situation. Such reports should be made as soon as possible after the complained-of incident, preferably within ten days. However, Wabash College will continue to accept complaints after the ten-day period.
- A student should make the complaint or report to the Title IX Coordinator, the Director of Safety and Security, the Associate Dean of Students, a Division Chair, the Athletic Director, or directly to the Dean of Students.
- The student making the complaint is encouraged to put the complaint in writing to memorialize the facts in the complainant’s own words.

Oral complaints of discrimination and harassment will be accepted and reduced to writing by the individual receiving the complaint. The Complainant will be asked to sign the document to verify the accuracy of the information.
- Upon receipt of a report from a third party, the Title IX Coordinator will contact the student to advise that Wabash College will initiate an investigation of the alleged misconduct and to explain the process.
- The Title IX Coordinator will determine whether to take interim measures to protect the student from harassment during the investigation.
- There is no “informal process” for addressing complaints of sex discrimination or harassment of a student.
- Every Wabash College employee is required immediately to report to the Title IX Coordinator suspected sex discrimination or harassment of a student whether it is based on the employee’s witnessing such conduct or on information from the student or a third party.

Dean of Students’ Decision
- Upon review of the written report from the investigators, the Dean of Students will determine whether or not the complaint was substantiated, that is, whether it is more likely than not that sex discrimination occurred.
• If the Dean of Students determines that additional information is needed, he or she may direct that further investigation be conducted.
• After the Dean of Students has made a determination, he or she will advise the Complainant and the person accused of misconduct, in writing, whether or not each allegation was found to be substantiated. That writing will include notice of the prohibition against retaliation.
• The decision of the Dean of Students is final if the decision includes suspension or expulsion. The decision may be appealed to the President.

Recordkeeping
The Title IX Coordinator is responsible for making and maintaining for at least three years the following records in connection with implementation of the policy forbidding sex discrimination and harassment of students:

• A written record of every complaint of sex discrimination or harassment.
• A report detailing the investigation of each complaint of sex discrimination or harassment of students, including the findings with respect to each complaint, all disciplinary sanctions applied, and any remedies provided to the student.

Publicity and Training
• The Title IX Coordinator will oversee efforts to publicize the Title IX policy forbidding sex discrimination and harassment, including posting and maintaining it on the Wabash College website and distributing it to administrators, faculty, staff, and students.
• The Title IX Coordinator will organize training to administrators, faculty, staff, and students on the requirements of Title IX and Wabash’s policy and implementing procedures, including the grievance procedures.
• The Title IX Coordinator will ensure that appropriate training is provided to all individuals responsible for investigating complaints of sex discrimination and harassment of students, including training on appropriate techniques for responding to and investigating allegations of sex discrimination and harassment, documenting investigations and findings, and analyzing the information obtained during investigations.

Faculty Statements on Diversity and Research, Scholarship, and Creative Work

Faculty Statement of Principle Concerning Diversity
We, the Faculty of Wabash College, affirm that our community should embrace both diversity and freedom of speech. While in no way wishing to abridge the free exchange of ideas, we believe that comments, written or spoken, and actions that threaten or embarrass people because of their race, gender, religion, occupation, sexual orientation, national origin, physical disability, or ethnic group hurt all of us. Such insensitivity to any individual or group betrays the spirit of the liberal arts. We invite students, staff, and administrators to join us in fostering an environment of mutual respect.

Undergraduate Research, Scholarship, and Creative Work Statement
The faculty of Wabash College recognizes the importance of undergraduate student-faculty collaborative research, scholarship, and creative work. We believe that faculty members enhance their teaching and professional contributions by actively mentoring students in undergraduate research, scholarship, and creative work. We believe that Wabash College students value a rich tradition of student and faculty collaboration in and outside the classroom, and that the spirit of collaboration and the creation of knowledge are implicit in our Mission Statement and Core Values. This statement is intended to recognize and celebrate the work that we do with our students and to encourage conversations at the College about ways to support such work.
ADMISSIONS

Admissions Information
Wabash College, a college for men, welcomes applications from qualified high school seniors and college transfers. Wabash will also consider exceptional, academically prepared high school juniors for early admission to the College, provided they have the support of their family and school and will have completed the required courses listed below before the end of their junior year.

Wabash’s small student body encourages extensive class participation; close student/faculty relationships; and spirited competition. All new students are encouraged to enroll in Wabash for the fall semester in order to integrate fully into the academic atmosphere. A small number of students may be offered the opportunity to begin in January.

For application materials, contact the Wabash College Admissions Office:

Call: (800) 345-5385 or (765) 361-6225
Office hours are 8:00 a.m. – 4:30 p.m. Monday through Friday all year.

E-Mail: admissions@wabash.edu

Web: www.wabash.edu/admissions

Fax: (765) 361-6437

Write:
Wabash College Admissions Office
P.O. Box 352
Crawfordsville, IN 47933-0352

Requirements
Secondary School Preparation
Each applicant is expected to have earned a secondary school diploma from a school approved by a state or regional accrediting agency before enrolling at the College. Listed below are the minimum recommended high school courses which should be completed:

- 4 years of English
- 3-4 years of mathematics (including advanced algebra). Those majoring in mathematics, science, or economics in college should complete four years of high school mathematics.
- 2 years of laboratory science (biology, chemistry, or physics); 4 years are preferred
- 2 years of one foreign language; 4 years are preferred
- 2 years of social studies

Admission may be possible without all of the recommended courses; however, the applicant will not be eligible for certain merit scholarships without these prerequisites. A satisfactory class rank, SAT/ACT scores, and school recommendations are also expected.

Application Procedures
Requirements
1. Complete the Wabash College Application for Admission by applying through our website: www.wabash.edu/admissions/apply or The Common Application website: www.commonapp.org (https://www.commonapp.org). The Common Application is acceptable in place of Wabash’s application form, and it will be given equal consideration.
2. Give the High School Report to your high school counselor and ask him/her to return it to the Admissions Office with a written recommendation and an official high school transcript containing all courses, grades, and class rank through at least the sixth semester. In some instances, a transcript containing seventh semester grades may be required before an admission decision can be made.
3. Register to take either the SAT or the ACT before the end of your sophomore year in high school and have the results sent directly to Wabash. Wabash’s SAT code number is 1895. Our ACT code number is 1260. High school guidance offices should have the registration materials. For students who have already taken one or more of these tests, Wabash will accept the scores if they appear on their official school transcript. SAT II subject tests are not required.

Recommended
Schedule an official campus visit. You and your parents are encouraged to see what Wabash is really like. Your campus visit may be during a scheduled group visitation program, or it can be an individually scheduled visit which allows you to attend classes, speak with a professor or coach of your choice, take a student-guided campus tour, complete an admissions interview, and stay overnight with Wabash students—all at no cost to you. This is the best way to understand the culture of our campus and to have your questions answered about all aspects of the College. We recommend that you schedule your visit for a weekday, September through April during the junior year of high school, when classes are in session so that you can participate fully in your choice of activities. You may also schedule a shortened version of the campus visit during the summer months. Please note that some of our scholarship competitions require that you make an official campus visit. Call 800-345-5385 or register online: www.wabash.edu/admissions/visit and all arrangements will be made.

Deadlines
Priority consideration for merit-based scholarships is given to those who have submitted all completed forms by December 1. It is highly recommended that all applications be completed by January 15. Scholarship and financial aid materials are available through the Admissions Office.

Application Calendar

<table>
<thead>
<tr>
<th>Option</th>
<th>Deadline</th>
<th>Decision Mailed</th>
<th>Deposit Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision</td>
<td>October 15</td>
<td>November 16</td>
<td>December 15</td>
</tr>
<tr>
<td>Early Action I</td>
<td>November 1</td>
<td>December 7</td>
<td>May 1</td>
</tr>
<tr>
<td>Early Action II</td>
<td>December 1</td>
<td>December 16</td>
<td>May 1</td>
</tr>
<tr>
<td>Regular Application</td>
<td>January 15</td>
<td>Rolling</td>
<td>May 1</td>
</tr>
</tbody>
</table>

Early Decision candidates may be offered admission, denied admission, or held for additional information (e.g. 7th semester grades, new ACT or SAT scores, admissions interview).

Admissions Office Procedures
Although we have listed our requirements and recommendations, we guarantee that each applicant’s completed application will be read and reviewed on an individual basis. The following items in the application file are listed in their order of importance when being reviewed by the Admissions Committee: course selection, grades, class rank, SAT/
ACT scores, recommendations, written essay, and extracurricular and community activities.

A student will not be offered admission to Wabash unless it can be reasonably predicted that he can succeed at Wabash and that Wabash, in turn, can meet the student’s particular needs. We feel obligated to ensure, as much as it is possible, that our students have a successful and fulfilling education at Wabash.

Readmission
Any student who previously attended Wabash College and did not enroll the following semester must contact the Dean of Students in writing to request re-admittance. For further information, write to studentdean@wabash.edu or call (765) 361-6480.

Part-Time/Non-Degree Students
Anyone wishing to take a class without being enrolled as a full-time student must contact the Registrar at registrar@wabash.edu or call (765) 361-6245.

Transfer Students
We welcome applications from transfer students who wish to complete their degree at Wabash. Transfer candidates are required to submit college transcripts and a college faculty recommendation along with the application, secondary school report, and final high school transcript. Wabash requires SAT or ACT scores for transfer admission. In general, should follow the same procedures for admission already listed with these additions:

1. Have your final secondary school transcript sent to the Wabash Admissions Office. The transcript must include eighth semester grades and a final class rank, if available.
2. Have official transcripts of all college courses attempted sent directly to the Wabash Enrollment Office from the Registrar of each college previously attended. Courses considered for transfer credit must be of a liberal arts nature. Only classes from an accredited college and with a grade of C or higher will be considered for transfer credit.
3. Have a letter of recommendation sent to Wabash by a college official, preferably your college advisor.
4. Complete the top part of the Dean of Students’ Recommendation Form, then give it to the Dean of the college or university from which you are transferring. The Dean is to complete the form and return it directly to the Wabash College Admissions Office.
5. Include in your application for admission a written statement explaining why you wish to transfer to Wabash.
6. A personal interview is necessary only upon request from the Enrollment Office.

Advanced Placement/Transfer Credits
Credit may be granted based on test results of the College Entrance Examination Board Advanced Placement Tests, College-Level Examination Program (CLEP), International Baccalaureate, and Wabash College placement exams given on campus during Orientation.

Wabash College will accept for transfer college courses taken by a high school student only when the student is enrolled in a section of a college course that includes students from the general college population.

All college transcripts will be evaluated by the Registrar. Students will be notified in writing regarding the number of credits that will transfer to Wabash, their class standing at Wabash, and what required courses, if any, they must take while at Wabash.

More information on Credit by Examination and Advanced Placement Credit can be found in the Academic Policies section of this Bulletin.

International Students
Wabash believes it is extremely important for a liberal arts institution to offer its opportunities to students of all beliefs, nationalities, and creeds. We encourage applications from students of other countries and provide support systems to assist their integration into our community while maintaining the individuality which we expect all of our students to exhibit.

Any student who needs a student visa to remain in the United States is considered an international student.

We encourage international students enroll at Wabash in August, not in January, in order to ease their transition to the American college system and culture. As the application process will take an international student several months to complete, he should start investigating colleges/universities one year ahead of his intended enrollment date.

Apply online at www.wabash.edu/admissions/apply or use The Common Application at www.commonapp.org (http://www.commonapp.org). Questions about the application process should be directed to:

Mr. James Quill
410 West Wabash Avenue
P.O. Box 352
Crawfordsville, IN 47933 USA
quillj@wabash.edu or 765-361-6041

To Apply to Wabash College as an International Student
1. Fill out either application
   - Wabash College Online Application (https://apply.wabash.edu/account/register) (there is no application fee for international students)
   - Common App (https://apply.commonapp.org/Login)

2. Submit official copies of academic records
   - Secondary school transcripts along with the International Secondary School Report completed by your counselor
   - Most recent standardized test scores (ACT/SAT)
   - TOEFL or IELTS (not required if English is first language or current language of instruction)
   - Recommendations from two teachers (optional)

3. All non-US citizens must complete a Certification of Finances (https://www.wabash.edu/images2/admissions/files/files/2016-17_International_Student_Certification_of_Finances_Secured.pdf) form. This is required for issuance of an I-20 form for visa application

4. Applicants that wish to be considered for need-based financial aid must complete the International Student Financial Aid
Application (https://www.wabash.edu/images2/admissions/files/2016-17_International_Student_Financial_Aid_Application_Secured.pdf) (no fee).

All of the above documents must be on record before an application is considered complete for review.

**International Admission**

Wabash admits students with a high level of demonstrated intellectual potential and an equally high level of achievement in the most rigorous academic program at their secondary school. The admission decision is made following a thorough and thoughtful review for scholarships and need-based awards, and is given to those students with a complete record on file by February 1.

All international students are eligible to compete for Wabash College merit-based scholarships. Since the number of scholarships is limited and our applicant pool is large and talented, only a few of the qualified applicants will be offered an award. These awards are won through competition and are renewable for four years provided the student maintains standard academic progress.

A typical need-based financial aid package may consist of a combination of campus employment, loans, and a very limited number of grants in addition to any merit-based scholarships that may be awarded. Travel expenses, summer expenses, and personal expenses will not be covered by an aid award. In order to be considered for admission and financial assistance, all applicants must be able to document the ability to provide for expenses not covered by even our best awards. Once a student has been offered admission, he must submit the required deposit by the stated deadline or his offer of admission will be rescinded.

**Enrollment Deposit and Housing**

**Enrollment Deposit**

Students offered admission must submit their non-refundable deposit by the date specified in the letter of admission. This deposit will be credited against the first semester bill for tuition and fees.

**Housing**

The College housing choices for freshmen are seven residence halls and nine national fraternities. Students are required to live in college housing during their freshman, sophomore and junior years.

Students receive housing information after they have submitted their deposit indicating their intention to enroll. Questions about housing should be directed to the Office of the Dean of Students. Call (765) 361-6310.
FINANCIAL ASSISTANCE

Financing the cost of a high quality education like the one you will receive at Wabash requires commitment, sacrifice, and careful planning. Wabash believes that the first responsibility for funding the cost of a Wabash education lies with students and their parents. Please contact the Wabash College Financial Aid Office if you have questions about your financial aid award or how to finance your portion of educational expenses. You may call, email, or write our office so that we can address your concerns or questions directly.

Wabash Financial Aid Office Phone Number: (800) 718-9746
Wabash Financial Aid Office Fax Number: (765) 361-6166
Wabash Financial Aid Office Email Address: financialaid@wabash.edu
Wabash Financial Aid Office Website: www.wabash.edu/admissions/financialaid
Wabash Financial Aid Office Mailing Address: Wabash Financial Aid Office, PO Box 352, Crawfordsville, IN 47933

Awards

Need-Based Awards (First-time students)

All first-time students who wish to apply for financial assistance based on family need must submit the Free Application for Federal Student Aid (FAFSA) to the Department of Education. The FAFSA is also required for students and/or parents who want to utilize Federal Stafford and/or parent PLUS loans. The 2017-2018 FAFSA is available beginning October 1, 2016 at www.fafsa.gov and should be completed by the student and his parents by February 1, 2017. You must designate that you want the results of the FAFSA analysis to be released to Wabash College by filling in our code number, 001844. Upon receipt of these results, the Wabash Financial Aid Office will take all factors into consideration and will inform the admitted student of the amount of financial aid and scholarships in his financial aid award in early April.

International students must submit the College Board’s International Student Certification of Finances and possible other documents. Please refer to the Wabash College website for detailed instructions. International students are not eligible for federal grants, Federal Stafford Loans or state awards mentioned above.

Renewal of Need-Based Awards (Returning students)

All need-based financial assistance is awarded on an annual basis. Students must file a new FAFSA by March 1 each year they are in attendance at Wabash. Additionally, students and parents must submit any other forms required by the Wabash Financial Aid Office. Need-based financial aid awards will be recalculated each year based upon updated information on the family’s financial situation. Students who do not meet the guidelines for Satisfactory Academic Progress will not be eligible for federal, state, or institutional need-based assistance. Detailed information is available on the Financial Aid web site. Financial aid awards for returning students are available via Ask Wally prior to June 1 each year.

Merit-Based Awards

Wabash offers numerous merit-based awards. These scholarships vary from $500 to full tuition plus on-campus room and board and are renewable all four years at Wabash College. Merit-based scholarship recipients are expected to maintain the cumulative grade point average and the number of course credits required at the end of each academic year in order to make normal progress toward graduation.

All questions regarding financial assistance should be directed to the Financial Aid Office. Call (800) 718-9746 or (765) 361-6370.

Costs

Expenses

The costs of attending Wabash during the 2016-17 school year are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$40,400</td>
</tr>
<tr>
<td>Activities Fee</td>
<td>$450</td>
</tr>
<tr>
<td>Health Center Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$9,200 (based on the 15-meal plan)</td>
</tr>
</tbody>
</table>

If an upper-class student lives in a fraternity, his room and board costs will vary slightly because they are determined by the fraternity, though they will be billed by the Business Office.

The room and board budget for students living off-campus (not living in a residence hall or fraternity house) is reduced to reflect the lower cost to the student. Detailed information is available on the Financial Aid web site.

Adjustments of room and board budgets and financial aid will be by year or semester only. Seniors who intend to live in off-campus housing (other than fraternity or dormitory) must notify the Dean of Student’s office prior to doing so. Freshmen, sophomores and juniors are required to live in campus housing.

In addition to the charges listed above, it is recommended that each student budget $2,500 per year to cover the following expenses: books and supplies (about $1,000) and other personal expenses (about $1,500).

The estimated “comprehensive” cost to attend Wabash during the 2016-17 school year is, therefore, $52,750. You should plan on some increase in charges each year.

In 2016-17, each semester’s bill will include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$20,200</td>
</tr>
<tr>
<td>Activities Fee</td>
<td>$225</td>
</tr>
<tr>
<td>The Activities Fee covers admission to all home athletic contests, subscriptions to all student publications, and admission to all College drama productions and concerts - except certain SSAC-designated “National Acts.”</td>
<td></td>
</tr>
</tbody>
</table>
Dormitory Room and Board $4,600

Students are required to confirm registration for the following semester by July 30 for the fall semester and December 30 for the spring semester. Registration is considered confirmed when a student is in good standing with the Business Office — meaning he has a paid tuition invoice or satisfactory payment arrangements in place, including having all financial aid in place. Students who fail to confirm registration by these dates will be de-registered from all classes for the following semester.

Once a student who has been deregistered confirms his registration, he will be assessed a $125 re-registration fee and allowed to register for classes again. Please note that a student who is de-registered from any course with an active waitlist may be unable to regain his seat in that course even after registration is confirmed, if that seat has been claimed by a waitlisted student.

Wabash accepts payments online via debit or credit card at www.wabash.edu/businessoffice. Transcripts will be released once all financial obligations to the College are satisfied.

For the convenience of those persons who prefer to pay the fees in monthly installments, the College offers a payment plan administered by Tuition Management Systems (TMS). Students with current payment plans will not be charged late fees or interest. Information is available on our website at http://www.wabash.edu/businessoffice/plans or call TMS at (800) 722-4867.

Wabash also offers its own Guaranteed Tuition Payment Option which provides parents of students not seeking need-based financial assistance the opportunity to “lock in” the freshman first-semester tuition rate for eight consecutive semesters by paying in full the four-year tuition bill. For more information please contact Cathy VanArsdall at 765-361-6421 or vanarsdc@wabash.edu.

In case of failure to register, advance payment of tuition, room and board, activities fee, and health center fee will be refunded. The admission deposit and room and board deposit are non-refundable.

Determining Official Date of Withdrawal

A student who wants to completely withdraw from the College prior to the end of a semester must begin the withdrawal process in the Dean of Students Office. The official withdrawal date is the date the student begins the withdrawal process (i.e. picks up a Student Withdrawal Form). A student must complete and return the Student Withdrawal Form to the Dean of Students Office in order to officially withdraw from the College.

If a student cannot complete the official withdrawal process for reasons outside of his control (accident, hospitalization, etc.), the Dean of Students may use the date related to that circumstance or the last documented date of academic activity as the official withdrawal date.

Wabash College does not have a “leave of absence” policy. A student is either enrolled or he is not. A return to the College after a withdrawal is negotiated via the Dean of Students Office.

Return of Federal Title IV Funds

Federal regulations require a Return of Federal Title IV Funds calculation if the student withdraws on or before completing 60% of the semester. The percentage of federal Title IV funds to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of five consecutive days or more are excluded.

Billing

Billing Information

New students will receive a credit on their first semester bill for their admission deposit. Credit for grant and scholarship assistance will be reflected on tuition invoices in equal amounts for the fall and spring semesters. Loan assistance must be applied for and students will receive equal credit each semester for the net proceeds (after any lender fees) of parent and/or student loans.

Students will receive payment bi-weekly as they work the Wabash Internships and Student Employment (WISE) or Federal Work-Study (FWS) component of their financial aid award. Students have the option to have a portion of their earnings withheld and applied to their tuition invoice. Students who plan to take advantage of their WISE or FWS eligibility should complete a Wabash Student Employment Response Form located on our website at http://www.wabash.edu/wise. Ninety percent of the total gross amount anticipated to be withheld from earnings for the semester will show as a credit on their tuition invoice (we estimate an average 10% for Payroll taxes). Any credit unearned at the end of each semester is payable immediately to the College.

The Student Payroll Schedule is located on our website at http://askwally.wabash.edu.

Students who do not return library materials by the due date are charged fees to their tuition accounts. In addition, students in certain laboratory courses are charged at the end of the semester or year for losses and breakage of laboratory apparatus.

Students registered in courses that travel during normal vacation periods may be charged an additional fee for room and board while off campus.

Students enrolling in any of the off-campus study programs will be charged the current Wabash College tuition for the semester as well as a $1,000 off-campus fee for each semester they are off campus.

Under special circumstances students permitted to register for less than a normal full-time course of study (i.e., part-time) are charged a $50 registration fee, plus 1/3 of total tuition per semester per course.

Payment of Fees

The Wabash College Business Office mails a statement for the fall semester to each student on June 1 with payment due on July 15 and on November 15 for the spring semester with payment due on December 15.

Students who do not return library materials by the due date are charged fees to their tuition accounts. In addition, students in certain laboratory courses are charged at the end of the semester or year for losses and breakage of laboratory apparatus.

Students registered in courses that travel during normal vacation periods may be charged an additional fee for room and board while off campus.

Students enrolling in any of the off-campus study programs will be charged the current Wabash College tuition for the semester as well as a $1,000 off-campus fee for each semester they are off campus.

Under special circumstances students permitted to register for less than a normal full-time course of study (i.e., part-time) are charged a $50 registration fee, plus 1/3 of total tuition per semester per course.
After 60% of the semester is completed, 100% of federal Title IV funds is considered “earned” and will not be returned to the funding source.

The official date of withdrawal, as determined by the Dean of Students Office, is used to calculate the student’s percentage of “earned” federal Title IV funds. If a student leaves the College without providing official notification, the date used for the Return of Federal Title IV Funds calculation is a) the date the student began, but never completed the official withdrawal process, or b) the later of the student’s last documented date of academic activity or the midpoint of the semester. Students who receive all F’s for a semester are considered to have “unofficially” withdrawn and are subsequently reviewed for a possible Return of Federal Title IV Funds calculation.

Federal Title IV funds include: subsidized and unsubsidized Federal Direct Stafford Loans, Federal PLUS Loans, Federal Pell Grants, and Federal SEOG and TEACH grants. Federal Work Study earnings are excluded from the return of funds calculation.

*Example:* A student who receives federal Title IV funds withdraws at the 30% point of the semester. Therefore, 70% of his federal aid is “unearned” and must be returned to the appropriate program/s. According to Return of Title IV Funds Policy (Section 668.22 of the HEA), “unearned” federal aid is returned in the following order, up to the full amount disbursed:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- PLUS Loan
- Pell Grant
- TEACH Grant
- SEOG
- Other Title IV Aid Programs

**Return of Indiana State Grants**

The Student Financial Aid division of the Indiana Commission for Higher Education requires that a student be enrolled at the end of the first four weeks of a semester in order to be eligible for the Indiana Freedom of Choice Grant or the Twenty-first Century Scholars program. Therefore, if a student completely withdraws from the College within the first four weeks of a semester, the College must return 100% of the semester’s award to the State Commission. Indiana State Grant recipients who withdraw after the first four weeks of a semester are then subject to the same pro-rata return of funds as described in the Return of Federal Title IV Funds section. After 60% of the semester is completed, 100% of state aid is considered “earned” and will not be returned to the funding source.

**Return of Funds for Non-Title IV Recipients**

Wabash, state and other non-Federal Title IV aid will be returned to the funding source based on the same percentage used to determine a student’s refund of tuition and required fees, provided the funding source does not have specific return requirements.

*Example:* A non-Title IV aid recipient withdraws prior to census and receives a 100% refund of tuition and fees. Subsequently, none of his aid is “earned” and all of it will be returned to the appropriate funding source.

**Refund of Tuition & Fees**

**Non-Title IV Aid Recipients**

A non-Title IV aid recipient who officially withdraws from the College prior to the final census date of the semester will receive a 100% refund of tuition and required fees. If a student officially withdraws after the final census date, he will receive a refund on a per diem basis, based on the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of five consecutive days or more are excluded. No refunds are given after the 60% point of the semester.

**Title IV Aid Recipients**

A Federal Title IV aid recipient who officially withdraws from the College will receive a refund of tuition and required fees on a per diem basis, based on the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of five consecutive days or more are excluded. No refunds are given after the 60% point of the semester.

**Refund of Room & Board Charges**

A student who officially withdraws from the College will receive a refund of the unused portion of his room and board charges on a per diem basis, based on the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of five consecutive days or more are excluded. No refunds are given after the 60% point of the semester.

**Nonrefundable Charges**

Nonrefundable charges include admission application fees, enrollment deposit, and late payment fees. A student is responsible for 100% of any outstanding fines or prior balances due. No Federal Title IV Funds will be used to cover these fees if a refund is calculated.

**Notes**

The student may be required to repay all or some of his federal Title IV aid if he previously received a refund due to a credit balance on his account.

The semester during which a student withdraws is considered to be a semester of aid received.

The policies described herein apply to all students who withdraw during a semester for any reason.

The calendar used for both the Return of Federal Title IV Funds and the College’s per diem refund policy is developed and maintained in the Financial Aid and Business offices each semester.

After the 60% point of the semester, the Business Office reserves the right to adjust the per diem calculation used to determine refunds of tuition, fees, room and board on a case-by-case basis for non-Title IV aid recipients.
ACADEMIC POLICIES

Changes in Major or Minor
All changes to a major or minor must be made no later than mid-semester of the fall semester of the senior year. Changes to a major or minor are made via the information verification process in the online registration system, or by notifying the Registrar’s Office in writing.

Excused Absences
Students are excused for College-sponsored activities and for reasons of health and personal obligation. Faculty members honor excuses from the Dean of Students or the College Physician. In discussion with students, faculty members determine appropriate ways to make up the work missed.

Petitions
A student may request special permission to deviate from prescribed academic policies (e.g., to enroll in six or more course credits per semester, to add or drop courses beyond the official semester dates, for dropping and adding courses due to extenuating circumstances, etc.). The student must obtain a petition form in the Registrar’s Office, complete the student portion, obtain recommendations from the academic advisor and other faculty members as appropriate, and turn in the completed form to the Registrar’s Office. A petition to take a course overload must be presented at the time of registration. The petition will be acted upon by the Curriculum Appeals Committee and the result relayed to the student, advisor and, when appropriate, course instructors.

Availability of Student Records
The Registrar’s Office will not release academic information (transcripts, grade averages, class rank, etc.) via telephone, fax, or email to any individual, including the student. Release of such information must be granted by the student, in letter form, with a hand written signature; except in the case of transcripts, see below for more information regarding transcripts. The Registrar’s Office will accept the release as an attachment to an email, provided it has the hand written signature of the student and it comes from the student’s College email account. The release should specify what information is to be released and to whom. Please allow two working days for processing of informational requests.

Transcript ordering is processed through the National Student Clearinghouse. Current students should log in to Student Self Services at www.wabash.edu/registrar to place their order. Alumni and former students can access the Clearinghouse at www.studentclearinghouse.org.(https://www.studentclearinghouse.org). The Registrar’s Office will process these requests during normal business hours. All requests will be processed within 2-4 business days of receipt. Current and non-current students have the ability to attach up to two documents (such as those associated with graduate school admissions) and request that they be sent with the transcript. Current and non-current students also have the option to pick up their transcript in the Registrar’s Office. An email will be sent when the transcript is ready for pickup.

Parents who need an Enrollment Verification should ask their student to log in to Student Self Services at www.wabash.edu/registrar and print or email the Enrollment Verification themselves. Employer or background screening firms requesting information regarding Degree Verification should visit the National Student Clearinghouse at http://www.studentclearinghouse.org/.

Replacing diplomas will not be issued in any name other than that certified (on record) at the time of graduation.

Academic Honors and Awards

Dean’s List
To honor students for outstanding academic achievement each semester, the Dean of the College names to the Dean’s List those students who attain a semester grade point average of at least 3.50. In addition, the students must have completed a minimum of three course credits which count toward the semester grade point average. Courses marked by the instructor as Incomplete are treated, for the purposes of the Dean’s List average only, as if they had the grade of "C."

Final Honors - Classes of 2017 and 2018
For the Wabash Classes of 2017 and 2018, the faculty has provided for the award of Final Honors to accompany the Bachelor of Arts degree, according to the following requirements (in the graduated four-point grading system):

A.B. Cum Laude: Awarded to students who have attained a cumulative average of 3.40 to 3.59 or a cumulative average of 3.17 to 3.32 and Distinction rating (for double majors, two ratings of Distinction or one rating of Distinction and one of High Pass; for triple majors a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

A.B. Magna Cum Laude: Awarded to students who have attained a cumulative average of at least 3.60 and a Distinction rating (for double majors two ratings of Distinction or one rating of Distinction and one of High Pass: for triple majors a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

A.B. Summa Cum Laude: Awarded to students who have attained a cumulative average of at least 3.60 and a Distinction rating (for double majors two ratings of Distinction or one rating of Distinction and one of High Pass: for triple majors a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

Final Honors - Classes of 2019 and 2020
Beginning with the Class of 2019, the faculty has provided for the award of Final Honors to accompany the Bachelor of Arts degree, according to the following requirements (in the graduated four-point grading system):

<table>
<thead>
<tr>
<th>Comp Grade (or Rating)</th>
<th>GPA</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>3.60 and up</td>
<td>A.B. Summa Cum Laude</td>
</tr>
<tr>
<td>Pass</td>
<td>3.80 and up</td>
<td>A.B. Magna Cum Laude</td>
</tr>
<tr>
<td>High Pass</td>
<td>3.60 and up</td>
<td>A.B. Magna Cum Laude</td>
</tr>
<tr>
<td>Distinction</td>
<td>3.33-3.59</td>
<td>A.B. Magna Cum Laude</td>
</tr>
<tr>
<td>Pass</td>
<td>3.60-3.79</td>
<td>A.B. Cum Laude</td>
</tr>
<tr>
<td>High Pass</td>
<td>3.40-3.59</td>
<td>A.B. Cum Laude</td>
</tr>
<tr>
<td>Distinction</td>
<td>3.17-3.32</td>
<td>A.B. Cum Laude</td>
</tr>
</tbody>
</table>

Determination of comp grade ratings as follows:
• Distinction Rating for Double Major: 2 Distinctions or 1 Distinction & 1 High Pass
• Distinction Rating for Triple Major: 2 Distinctions & 1 High Pass or Pass, or 1 Distinction and 2 High Passes
• High Pass Rating for Double Major: 2 High Passes, or 1 High Pass and 1 Pass
• High Pass Rating for Triple Major: 3 High Passes; 2 High Passes & 1 Pass; 1 High Pass & 2 Passes; 1 Distinction & 1 High Pass & 1 Pass; or 1 Distinction and 2 Passes

A student’s final grade point average is used as the basis for conferring Final Honors.

Requirements for Phi Beta Kappa at Wabash College

Our chapter at Wabash College was chartered in 1898, the 42nd chapter of the society and the 2nd in the state of Indiana. Over the past century, some 1,300 men have been inducted to Phi Beta Kappa at Wabash. As an early founding chapter, we have the honor of electing up to 1/8 of the graduating seniors. The requirements for election to Phi Beta Kappa at Wabash College are determined by the by-laws of the Wabash Chapter, which consists of Phi Beta Kappa members of the College faculty and staff. It is the normal practice of the Chapter (but not a requirement) to elect the 1/8 whose grade point averages are the highest.

In evaluating grade point averages of candidates, the college’s graduated four point scale shall be used. Comprehensive Examinations are treated as equivalent to one and one-half course credits, and rankings are assigned these values: Distinction, A (i.e., one and one-half course credits at 4 points); High Pass, B (3 points); Pass, C (2 points). In the case of multiple comprehensive examination results, the grades shall be averaged.

To be eligible for election, candidates from the senior class must have at least 20 course credits of graded work at Wabash. Juniors must have 16 graded course credits at Wabash. The by-laws permit the election of no more than three juniors. Those elected as juniors are counted in the quota of their graduating class.

To be eligible for Phi Beta Kappa membership, students should have incompleted removed from their records by mid-semester of the spring semester of their election year.

The Constitution of the Chapter states: “In addition to scholarship, good moral character will be a qualification of membership.” We have usually interpreted issues of moral character to concern specific accusations of plagiarism or other impropriety.

Stipulations Concerning Eligibility for Membership (Applicable starting with the Class of 2016)

Eligibility for election to membership shall be contingent upon fulfillment of the following minimum requirements. These stipulations concerning eligibility for membership were adopted by vote of the United Chapters and certified by the Executive Committee on behalf of the Senate of Phi Beta Kappa on June 1, 2011. [The Wabash Chapter will apply these stipulations starting with the class of 2016.]

Stipulation 1

Eligible students shall be candidates for a bachelor’s degree. The liberal arts encompass the traditional disciplines of the natural sciences, mathematics, social sciences, and humanities. Select courses in other programs of study may be included only if they unambiguously embody the liberal arts. Because Phi Beta Kappa honors excellence in the liberal arts, applied or pre-professional coursework shall not be considered in determining eligibility. This stipulation excludes professionally focused courses and courses devoted to the acquisition of practical skills. [Accounting courses will not be considered in determining eligibility.]

Stipulation 2

Weight shall be given to the breadth and depth of study in liberal arts, taking into account the number, variety, and level of courses taken outside the requirements of the major, and the proportion of the candidate’s overall program those courses constitute. Consideration shall also be given to the number of elective courses taken above the introductory, or general education, level. [Completion of a Wabash degree satisfies this stipulation.]

Stipulation 3

Candidates shall have demonstrated, by successful work in high school or college, or in the two together, a knowledge of a second or non-native language at least minimally appropriate for a liberal education. In no case shall this mean less than the completion of the intermediate college level in a second, or non-native, language, or its equivalent. [Completion of Chinese 202, French 202, German 202, Greek 201, Latin 201 or Spanish 202 at Wabash or via approved transfer credit satisfies this stipulation. Concurrent enrollment will be considered for membership, but initiation is contingent upon passing the relevant course. Students who are exempt from or test out of the Wabash language requirement will be considered to have fulfilled this stipulation. Placement in an advanced language course (e.g., 301 or 321) alone does not satisfy this stipulation; students must complete the course.]

Stipulation 4

The candidate’s undergraduate record shall include at least one course in college-level mathematics, logic, or statistics, with content appropriate to a liberal arts curriculum. The course should introduce the student to mathematical ideas, abstract thinking, proofs, and the axiomatic method. [Completion of the Quantitative Skills requirement satisfies this stipulation.]

Stipulation 5

In keeping with the Founders’ interest in fostering not only academic excellence but also friendship and morality, invitation to Phi Beta Kappa should be extended only to persons of good moral character. [We have usually interpreted issues of moral character to concern specific accusations of plagiarism or other impropriety.]

Changes in Schedule

Each semester, during a scheduled pre-registration period, a student must prepare a complete schedule of his studies for the following semester and have it approved by his advisor. Approved course schedules must be submitted to the Registrar’s Office during the pre-registration period. Registration is officially documented on the basis of class attendance during the designated census dates each semester or by reporting to the Registrar’s Office on those days.
Deadlines for requesting schedule changes or exercising special grading options are listed on the College’s Academic Calendar.

Adding Courses
Generally, the first week of classes is designated as the “add period.” Full-credit courses may not be added after the seventh class day of the Fall semester, or the fifth class day of the Spring semester. First and second-half semester courses may not be added beyond the fifth class day after the beginning of the course. A course instructor may stipulate a shorter add period.

Course Waitlists
As many as 10 students may place themselves on the waitlist for a class once it has closed, using the online registration system. Students will be individually notified, via email, by the Registrar’s Office if the waitlist has been opened to them. Once contacted, students must add the course within a designated time frame (usually 48 hours) to be enrolled in waitlisted classes. After the pre-registration period has ended, courses can only be added during the add period and through the student’s advisor. Waitlists will not be opened past the posted last day to add a course.

Dropping or Withdrawing from Courses
Any Wabash student receiving financial aid who is unsure of the impact of dropping or withdrawing from courses on his financial aid status or eligibility is encouraged to consult with the Office of Financial Aid prior to changing his schedule.

Course drops and course withdrawals (either with or without record) are processed online by the student’s advisor. The transcript entry of “W” holds no value in computing the student’s GPA.

Dropping a course (without record on transcript)
During the first two weeks of a first or second half-semester course, or the first four weeks of a full semester course, a student may drop a course without record on the transcript. After these dates, a student may withdraw from the course, with the withdrawal recorded on the transcript.

Withdrawal from a full semester course (i.e. Dropping a full semester course with record)
A student may withdraw from a full semester course by the Friday of the second week after mid-semester with a grade of “W” recorded for the course on the permanent academic record. Withdrawals from a full semester course may after this date are not permitted.

Withdrawal from a half-semester course (i.e. Dropping a half-semester course with record)
A student may withdraw from a first or second half-semester course by the Friday of the fifth week of the course with a grade of “W” recorded for the course on the permanent academic record. A student may not withdraw from a first or second half-semester course after the last class day of the fifth week of the course.

A student with “extreme extenuating circumstances” may petition the Curriculum Appeals Committee to withdraw from a course after the final withdrawal date. In petitioning for this privilege, the student must obtain the endorsement of his academic advisor and the instructor of the course.

Withdrawal from the College
A student who wants to completely withdraw from the College prior to the end of a semester must begin the withdrawal process in the Dean of Students Office. The official withdrawal date is the date the student begins the withdrawal process (i.e. picks up a Student Withdrawal Form). A student must complete and return the Student Withdrawal Form to the Dean of Students Office in order to officially withdraw from the College. At that point, the “date of implementation” is established, and fees for tuition and/or housing are discontinued.

If a student cannot complete the official withdrawal process for reasons outside of his control (accident, hospitalization, etc.), the Dean of Students may allow the student to stay for the final two weeks of the semester. A student who is withdrawn for reasons of illness and/or injury must petition for a “leave of absence” during the final two weeks of the semester. A student who is not using reasonable efforts to withdraw from the College, or who is not following proper procedures, may have his enrollment terminated.

Wabash College does not have a “leave of absence” policy. A student is either enrolled or he is not. A return to the College after a withdrawal is negotiated via the Dean of Students Office.

Course Information
Course Credits
All credits are issued as course credits. Each course credit is equivalent to four (4) semester hours. Each one-half course credit is equivalent to two (2) semester hours.

Course Numbers
Wabash courses are numbered according to the following scheme:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>Courses not counting towards the major, minor, or distribution</td>
</tr>
<tr>
<td>100</td>
<td>Introductory Courses</td>
</tr>
<tr>
<td>200</td>
<td>Introductory and intermediate courses</td>
</tr>
<tr>
<td>300</td>
<td>Advanced courses</td>
</tr>
<tr>
<td>400</td>
<td>Departmental capstone courses</td>
</tr>
</tbody>
</table>

Schedule of Class Periods

Monday-Wednesday-Friday
8:00-8:50 a.m.
9:00-9:50 a.m.
10:00-10:50 a.m.
11:00-11:50 a.m.
1:10-2:00 p.m.
2:10-3:00 p.m.
3:10-4:00 p.m.

Tuesday-Thursday
8:00-9:15 a.m.
9:45-11:00 a.m.
1:10-2:25 p.m.
2:40-3:55 p.m.

Normal Course Loads
The curriculum is limited to full credit and half-credit courses. The usual student course load is four, four and one-half, or five course credits per semester. Freshmen are advised to take no more than four credits in their first semester.
Students who wish to take six or more course credits in a semester must petition the Curriculum Appeals Committee for approval. Full time student status requires a minimum of three course credits. Courses taken on a credit/no credit basis, and physical education courses, do not count in determining full time status.

Freshmen wishing to drop to three course credits in a semester need the approval of both their advisors and the Dean of Students. If any student’s academic program drops below the minimum full-time load of three course credits, he is classified as a part-time student, and is subject to loss of financial aid (e.g. Wabash, State and Federal assistance). He is also no longer eligible to participate in the Student Health Center Reimbursement Plan.

Enrollment Requirements

Continuance in College

A student must meet the minimum requirements for continuing at Wabash. For students who entered in August 2000, or thereafter, the requirements are as specified below:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman to Sophomore</td>
<td>6</td>
<td>1.50</td>
</tr>
<tr>
<td>Sophomore to Junior</td>
<td>14</td>
<td>1.70</td>
</tr>
<tr>
<td>Junior to Senior</td>
<td>24</td>
<td>1.85</td>
</tr>
<tr>
<td>Senior to Graduate</td>
<td>34</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The Dean of the College is authorized to continue in college a student with a cumulative average lower than that formally required. Such actions are reported to the Registrar.

A student must earn at least three course credits toward the degree each semester; a freshman, however, may be retained for his second semester if he passes two course credits. A student failing to meet this requirement may be continued in college on the recommendation of the Dean of the College, provided the student has maintained cumulative progress adequate to meet the requirements outlined above for continuation in the College.

Senior Requirements

1. to be in residence in the year immediately preceding the granting of the degree, unless specifically excused from this requirement by the Dean of the College;
2. to successfully complete all academic work necessary for the degree and Senior Comprehensive Exams by Monday noon preceding Commencement, as verified by the Registrar;
3. to clear all financial obligations to the College by Monday noon preceding Commencement or make satisfactory alternative arrangements with the Director of Student Accounts;
4. to complete a check-out process by the Wednesday preceding Commencement; the process includes receiving clearance from various offices of the College, beginning with the Business Office and concluding with the Dean of the College’s Office.

Candidates for the degree who fail to complete all of these requirements in a timely fashion will not be allowed to participate in Commencement, nor will their transcripts be released.

FERPA

Student Education Records

The Family Educational Rights and Privacy Act (FERPA) provides certain rights with respect to education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access.
   A student should submit to the Registrar a written request that identifies the record(s) to be inspected. The registrar will make arrangements for access and notify the student of the time and place during regular business hours where the records may be inspected. A Wabash official will be present during the inspection.

2. The right to request the amendment of the student’s education records to the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the requester wants changed, specify why it should be changed, and send a copy of the letter to the Registrar as well. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the College to release education records to the parents of a dependent student without the student’s prior written consent. A parent must submit sufficient proof of identity and student dependency before he or she will be permitted to receive an education record under this exception. The College may also disclose education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses education records without the student’s written consent to officials of another school in which a student seeks or intends to enroll. FERPA also permits the College to disclose without a student’s prior written consent appropriately designated “directory information,” which includes the Wabash student’s name; his local college, home, and cell phone numbers; local college and home address; e-mail or other electronic messaging address; age; major and minor fields of study; full-time or part-time status; participation in officially recognized activities and sports; class standing; weight and height of members of athletic teams; honors, awards, and scholarships earned; photographs; dates of attendance; degree received; post-graduate plans; and most recent previous educational agency or institution attended. A request that directory information not be released without prior written consent may be filed in writing with the Registrar two weeks prior to enrollment. The
foregoing list of FERPA exceptions is illustrative and not exclusive; there are additional FERPA exceptions from the prior written consent requirement. In addition, the Solomon Amendment requires the College to grant military recruiters access to campus and to provide them with student recruitment information, which includes student name, address, telephone listing, age or year of birth, place of birth, level of education or degrees received, most recent educational institution attended, and current major(s).

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Solomon Amendment

In accordance with the Solomon Amendment, Wabash College is required to allow military recruiters access to the campus and to provide them with student recruitment information. This includes the following: name, local address and phone number, age, or date of birth, level of education and major.

The College does not have an R.O.T.C. program.

Grading System

Grading and quality point averages will be based on completed courses using the following graduated four-point scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>CON</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grades

Grades are posted online to the student’s Ask Wally account each semester. An interim advisory report is posted for all new students midway through the fall semester. The quality of a student’s work is designated by the following grades: A, A-, B+, B, B-, C+, C, C-, D, F, Incomplete, and Condition. Courses dropped by the student after the last official course drop date will receive a “W.” The deadline for reporting grade changes is four weeks following the due date for submission. A grade change beyond this time period will require a written request to be filed with the Dean of the College.

The grades of A through D are passing grades and entitle a student to credit in that course. The grade of Satisfactory is used in an interim fashion, when the course continues into the next term, to indicate satisfactory progress. Grades of Incomplete and Condition are not passing but may be made so by procedures described below. No credit is given for F work; the student must repeat the course with a passing grade to receive credit.

The grade of Condition (CON) indicates that the student has less than a passing grade; it may be removed by any method prescribed by the instructor. The highest grade that may be assigned following the removal of a Condition is “D.” The grade of CON is computed as an “F” in the GPA until replaced by a “D.”

The grade of Incomplete (INC) indicates that the student has not met all course requirements. It may be removed by completing the work, and the grade then assigned may be any grade. The grade of INC is not computed in the GPA except for calculating the Dean’s List where it carries the weight of a “C.”

The grades of Condition and Incomplete, if not removed by 4:00 PM on the first Monday of classes after Midsemester following the semester for which they were assigned, will be converted to “F” on the student’s transcript. There will be no modification of the grade of “F” unless approved by petition through the Curriculum Appeals Committee and Dean of the College. Faculty or the Dean of Students (after consultation with the instructor, if possible) may set any due date that does not extend beyond 4:00 PM on the first Monday of classes after Mid-semester of the following semester.

Official withdrawal from the College through the Dean of Students results in the grade of WD.

Credit/No Credit Option

A student may take any course on a Credit/No Credit basis for which he is eligible and which is outside the minimum 34 course credits required for graduation. Credit will be awarded if the earned letter grade is a “C-” or better, and recorded with a “CR” on the student’s transcript. No credit will be awarded if the earned letter grade is less than C-, and the course will not be recorded on the student’s transcript. Citations may be used to recognize any exceptional work.

Courses needed to fulfill distribution requirements, or the minimum requirements of a major or minor, may not be taken on a Credit/No Credit basis. Courses taken on a credit/no credit basis do not count in determining full-time enrollment status.

Change in the status of courses to or from Credit/No Credit must be completed during the first four weeks of a full semester course or the first two weeks of a half-semester course. Students may not petition for a grade for courses being taken on a Credit/No Credit basis after these deadlines.

Conversion to Credit/No Credit Option

Students with fewer than 15 earned credits toward a Wabash degree have the option of converting as many as two courses total, and no more than one course in any semester, to grading on the basis of Conversion to Credit/No Credit (listed on the transcript as either “CC” or “NC”). Note: this option applies to courses, not credits.

A student exercising this option will receive a grade of CC for a course in which a grade of D or higher would normally be received; a grade of NC will be recorded in cases when an F would have been received. A grade of CC will earn credit toward graduation for a student and can be used in a course that meets distribution requirements. Neither the grade of CC nor the grade of NC will carry any value in computing the student’s GPA.
A student may exercise the CC/NC grading option for a full credit course after the start of the 7th week of the semester and until the deadline for withdrawing from the course with a W. A student may exercise the CC/NC grading option for a half-credit course after the start of the 4th week of the course and until the deadline for withdrawing from the course with a W.

A course grade of CC does not fulfill prerequisite requirements for other courses and does not meet requirements for a major or a minor. Grades of CC may be accepted as fulfillment of co-requisite requirements in a major at the discretion of academic departments or program committees. A grade of CC is not sufficient to earn credit for a prior course in a subject area (i.e. “back credit”) on the basis of an AP, IB, CLEP, or other placement examination score, including Wabash placement examinations.

The decision to exercise the CC/NC grading option in a course is final and irreversible. The signature of the student’s advisor is required to exercise the CC/NC grading option.

Repeated Courses and Transcription of Grades

Any course at Wabash may be repeated at any time (with the exceptions of Freshman Tutorial and Freshman Colloquium/Enduring Questions) with the understanding that:

• The course must be repeated at Wabash.
• Course credits toward graduation are to be counted only once.
• When a student withdraws from the College, all currently registered courses will receive a mark of WD. This will remain permanently on the student’s record.
• The grade and credit of a repeated course will be counted in the grade point average of the semester in which it is repeated.

The previous grade, unless it is a WD, will be replaced by the word “Repeated” when the Registrar records the second final course grade. All WD grades will remain permanently on the student’s record.

If a course is being repeated and is dropped with a W, the grade originally earned is restored to the academic record. If, however, the original grade of the repeated course was a W, then both the original and any subsequent W will be recorded on the academic record.

Course work taken after graduating (such as student teaching in Education Studies) will appear as a separate entry in the transcript. This course work will in no way be reflected in the student’s undergraduate record.

Grade Changes

The assessment of student performance, including the assignment of grades, is the responsibility and prerogative of the Wabash faculty member instructing the course. A student with questions about his evaluation in a course is expected to consult with the faculty member instructing the course. If further consultation is necessary, the student may address the matter with the chair of the academic department or program in which the course is offered.

Changes to final course grades are only allowed in cases where a faculty member determines that an error has been made in calculating or entering a grade. Faculty discovering such errors may submit corrections to the Registrar’s Office within four weeks of the due date for submission; after four weeks have passed, corrections to final grades require the approval of the Dean of the College.

Transfer Credit

Transfer Credit

Wabash College will accept course credits from other colleges and universities under the following conditions:

• The institution must be regionally or nationally accredited.
• Course work should be liberal arts in nature and acceptable to Wabash College.
• The term grade must be at least C-.
• Distribution requirements specifying completion of more than one course credit must be fulfilled with at least one course credit completed at Wabash College. For Natural Science and Mathematics, completion of at least one lab science course credit at Wabash is required.
• After a student has matriculated at Wabash College, a maximum of 10 course credits will be accepted in transfer. Of these credits, no more than one transfer course credit may be applied toward a single distribution requirement.

An official academic transcript (not a grade report) is required to establish an official academic record of transfer credit.

Wabash College will accept for transfer college courses taken by a high school student only when the student enrolled in a section of a college course that included students from the general college population. Note: Dual credit courses, for which both high school and college credit is awarded for the same course, typically do not meet this requirement.

The College does not award transfer credit for Internet (online) courses or correspondence courses.

One Wabash course credit is equivalent to four semester hours. Individual two semester hour courses accepted in transfer will count as one-half course credit. Individual courses of three, four, or five semester hours will count as one course credit. Academic departments or program committees will have the final decision on transfer credit for courses in their fields and in determining if a transfer course can meet requirements for their major or minor.

Transfer credit appears in the student’s academic record as credit without letter grade and is not used in the determination of academic grade point average. Transfer credits to be counted toward the fulfillment of a department major or minor, the foreign language requirement, or in mathematics and science must be approved by the appropriate department or committee. All other transfer credits must be approved by the Registrar. Transfer credit earned in approved off-campus study or equivalency credit earned by Wabash examination will be counted as Wabash course credit with respect to the curricular requirement of earning 18 course credits at Wabash College.

Transfer credit requests are filed using the Transfer Course Request Form available on the Registrar’s webpage at www.wabash.edu/registrar/.
Transfer credit will not be accepted unless prior approval has been granted by the Registrar and/or academic departments as needed.

**International Baccalaureate**

The College grants credit for courses completed for the International Baccalaureate Degree with a higher-level (HL) examination grade of 5, 6, or 7, provided the course is liberal arts in nature. Total credits may not exceed five course credits per semester. International Baccalaureate credits may not be used for fulfilling science laboratory requirements but may be used for meeting other college distribution requirements. Academic departments may place additional limits on the applicability of International Baccalaureate credits in their departments.

**Credit by Examination and Advanced Placement Credit**

The College grants credit for College Board Advanced Placement (AP) results. One to two course credits will be granted for an Advanced Placement exam score of 4 or 5 upon the completion of a second course in the department with a grade of "B-" or better. The exceptions are in Mathematics and Modern and Ancient languages where the department may grant or deny AP credit based on proficiency exam performance and may waive the additional course requirement.

Credit for an AP exam will not be granted when the student takes a comparable course that covers the same material. College placement examination results will take precedence over AP credit. (For example: AP credit will be forfeited, if by College placement examination, the student is required to take a beginning course.) In all cases, the amount of credit awarded will be determined by the appropriate department.

This policy also applies to the College Level Examination Program (CLEP) credit.

Credit may also be granted for Wabash-designed and administered examinations. Faculty members administering Wabash-designed examinations have the option to authorize credit with or without a grade.

**AP Exam Equivalencies**

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Score</th>
<th>Equivalency</th>
<th>Credit</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus AB</td>
<td>4</td>
<td>MAT-111</td>
<td>1</td>
<td>B- or better in MAT-112</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>5</td>
<td>MAT-111</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>MAT-111, MAT-112</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>English Lang/Comp</td>
<td>4, 5</td>
<td>ENGL-98</td>
<td>1</td>
<td>B- or better in 200 level ENG Language course</td>
</tr>
<tr>
<td>English Lit/Comp</td>
<td>4, 5</td>
<td>ENGL-99</td>
<td>1</td>
<td>B- or better on 200 level ENG Literature course</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>FRE-102</td>
<td>1</td>
<td>B- or better in FRE-201 based on placement</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>FRE-201</td>
<td>1</td>
<td>B- or better in FRE-202/ FRE-301 based on placement</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>GER-102</td>
<td>1</td>
<td>B- or better in GER-201 based on placement</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>GER-201</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4, 5</td>
<td>MUS-201</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>SPA-102</td>
<td>1</td>
<td>B- or better in SPA-201 based on placement</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>SPA-201</td>
<td>1</td>
<td>B- or better in SPA-202/ SPA-301 based on placement</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>MAT-103, MAT-104</td>
<td>1/2, 1/2</td>
<td>None</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>HIS-241 or HIS-242</td>
<td>1</td>
<td>B- or better in a U.S. History course</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>HIS-231 or HIS-232</td>
<td>1</td>
<td>B- or better in a European History course</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>HIS-101 or HIS-102</td>
<td>1</td>
<td>B- or better in a World History course</td>
</tr>
<tr>
<td>Gov/Pol Sci U.S.</td>
<td>4, 5</td>
<td>PSC-111</td>
<td>1</td>
<td>B- or better in 300 level U.S. PSC course</td>
</tr>
<tr>
<td>Gov/Pol Sci Comparative</td>
<td>4, 5</td>
<td>PSC-122</td>
<td>1</td>
<td>B- or better in 300 level Complarative PSC course</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>PSY-101</td>
<td>1</td>
<td>B- or better in 200 level PSY course</td>
</tr>
</tbody>
</table>

Please contact the Registrar’s Office at 765-361-6245 for questions about exams not listed.

**Notes**

A student can receive no more than two Wabash history credits as a result of his AP credits (even if he received 4s or 5s on all three AP history exams). If a student takes BOTH halves of any history survey at Wabash, he forfeits the right to receive a Wabash history course as AP credit. For example, if he takes HIS-241 US to 1877 and HIS-242 Us Since 1877yUS Since 1877 he cannot receive an AP credit in U.S. History.

AP credits earned in Biology, Chemistry, or Physics will not fulfill the college laboratory science distribution requirement.

**Yearly Calendars**

**2016-17 Academic Calendar**

**Fall Semester**

- **August 20**: Freshman Saturday
- **August 25**: Classes Begin; First Day to Add Courses
- **September 2**: Final Date to Add Full Semester and First Half Courses
- **September 6-7**: Student Census
- **September 9**: Final Date to Drop (without record) or Declare Credit/No Credit Option in a First Half-Semester Course
Yearly Calendars

September 19  First Day to Declare Conversion to Credit/No Credit Option in a First Half Semester Course
September 23  Final Date to Drop (without record) or Declare Credit/No Credit Option in a Full Semester Course
September 30  Final Date to Withdraw from (Drop with "W") or Declare Conversion to Credit/No Credit Option in a First Half-Semester Course
October 10  First Day to Declare Conversion to Credit/No Credit Option in a Full Semester Course
October 12  Midsemester
October 17  Classes Resume; Second Half Semester Courses Begin
October 21  Final Date to Add Second Half-Semester Course
October 23  Final Date to Withdraw (Drop with "W") or Declare Conversion to Credit/No Credit Option in a Full Semester Course
October 28  Final Date to Drop (without record) or Declare Credit/No Credit Option in a Second Half-Semester Course
November 7  First Day to Declare Conversion to Credit/No Credit Option in a Second Half-Semester Course
November 14-18  Pre-Registration for Spring 2017 Semester
November 18  Final Date to Withdraw from (Drop with "W") or Declare Conversion to Credit/No Credit Option in a Second Half-Semester Course
November 19-27  Thanksgiving Recess
November 28  Classes Resume
December 9  Classes End
December 12-17  Final Exams
December 18 - January 8  Christmas Recess - SENIORS
December 18 - January 15  Christmas Recess - UNDERCLASSMEN

Spring Semester

January 5-6  Written Comprehensives for Seniors - Double Majors Only
January 9-10  Written Comprehensives for Seniors
January 11-13  Oral Comprehensive Exams for Seniors
January 16  Classes Begin; First Day to Add Classes
January 20  Final Date to Add Full Semester and First Half Courses
January 23-24  Student Census
January 27  Final Date to Drop (without record) or Declare Credit/No Credit Option in a First Half-Semester Course
February 6  First Day to Declare Conversion to Credit/No Credit Option in a First Half-Semester Course
February 10  Final Date to Drop (without record) or Declare Credit/No Credit Option in a Full Semester Course
February 17  Final Date to Withdraw from (Drop with "W") or Declare Conversion to Credit/No Credit Option in a First Half-Semester Course
February 27  First Day to Declare Conversion to Credit/No Credit Option in a Full Semester Course
March 3  Midsemester
March 4-12  Spring Recess
March 13  Classes Resume; Second Half-Semester Courses begin
March 17  Final Date to Add Second-Half Semester Course
March 17  Final Date to Withdraw (Drop with "W") or Declare Conversion to Credit/No Credit Option in a Full Semester Course
March 24  Final Date to Drop (without record) or Declare Credit/No Credit Option in a Second Half-Semester Course
March 27-31  Pre-Registration for Fall 2017 Semester
April 3  First Day to Declare Conversion to Credit/No Credit Option in a Second Half-Semester Course
April 14  Final Date to Withdraw from (Drop with "W") or Declare Conversion to Credit/No Credit Option in a Second Half-Semester Course
April 28  Classes End
May 1-6  Final Exams
May 14  Commencement

Final Examination Schedule

Final examinations are given at the end of each semester. No deferred examinations are given except by written excuse from the Dean of Students. The faculty has agreed that no exams will be given and no papers will be due the Wednesday to Sunday of the week prior to finals. No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course. Classes not included in the schedule below will be examined during the final exam week under special arrangements made by the instructor. Exams are held in the same classrooms they met in during the semester.

Fall Semester 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., December 12</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 11:00 MWF</td>
</tr>
<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 1:10 MWF</td>
</tr>
<tr>
<td>Tues., December 13</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 9:45 TTH</td>
</tr>
<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 3:10 MWF</td>
</tr>
<tr>
<td>Wed., December 14</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 8:00 MWF &amp; 2:10 MWF</td>
</tr>
<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 1:10 TTH</td>
</tr>
<tr>
<td>Thurs., December 15</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 9:00 MWF</td>
</tr>
<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 8:00 TTH</td>
</tr>
<tr>
<td>Fri., December 16</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 10:00 MWF</td>
</tr>
<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 2:40 TTH</td>
</tr>
<tr>
<td>Sat., December 17</td>
<td>Multi-Section and other courses as assigned by the Registrar</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., May 1</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 10:00 MWF</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Class Schedule</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Tues., May 2</td>
<td>1:30 P.M.</td>
<td>Classes meeting at 2:40 TTH</td>
</tr>
<tr>
<td></td>
<td>9:00 A.M.</td>
<td>Classes meeting at 9:00 MWF</td>
</tr>
<tr>
<td>Wed., May 3</td>
<td>1:30 P.M.</td>
<td>Classes meeting at 8:00 TTH</td>
</tr>
<tr>
<td></td>
<td>9:00 A.M.</td>
<td>Classes meeting at 11:00 MWF</td>
</tr>
<tr>
<td>Thurs., May 4</td>
<td>1:30 P.M.</td>
<td>Classes meeting at 1:10 MWF</td>
</tr>
<tr>
<td></td>
<td>9:00 A.M.</td>
<td>Classes meeting at 9:45 TTH</td>
</tr>
<tr>
<td>Fri., May 5</td>
<td>1:30 P.M.</td>
<td>Classes meeting at 3:10 MWF</td>
</tr>
<tr>
<td></td>
<td>9:00 A.M.</td>
<td>Classes meeting at 8:00 MWF &amp; 2:10 MWF</td>
</tr>
<tr>
<td>Sat., May 6</td>
<td>1:30 P.M.</td>
<td>Classes meeting at 1:10 TTH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multi-Section and other courses as assigned by the Registrar</td>
</tr>
</tbody>
</table>
THE CURRICULUM

We, the Faculty of Wabash College, believe in a liberal arts education. We believe that it leads people to freedom, helps them choose worthy goals and shows them the way to an enduring life of the mind. With its ideals in view, we have designed our curriculum according to the following principles:

- The graduate in the liberal arts has pondered ideas as they come to him out of the ages of human thought.
- He has watched their myriad forms in the great works of philosophy, history, theology, mathematics, arts and literature.
- He has seen how the natural sciences try to answer the crucial questions of man, and he has himself taken part in their meticulous labor.
- He has shared the endeavor of social science to probe the nature of man and the world he builds, and he has practiced its methods of coping with human conflicts and social needs.
- In the study of foreign civilizations and people, he has found himself not only the creature of his time and place but also a citizen of the worldwide human community.
- He has learned to read, to write, and to speak clearly and creatively, and he has begun to acquire the skills that will qualify him for increasing leadership in his vocation.

We, the faculty, believe that these principles are indispensable to the teaching to which we devote our careers. And we believe that to follow them will enable the graduates of Wabash College to judge thoughtfully, act effectively, and live humanely in a difficult world.

Curriculum Rationales

The following are rationales for graduation requirements.

1. Freshman Requirements
   a. Freshman Tutorial
      Freshman Tutorials ensure the first-year student’s participation in small group discussions that challenge him intellectually and suggest an experience characteristic of the liberal arts. Instructors select topics of critical importance to them, judged to be pertinent to student interests and concerns. The student need not have had previous experience in the particular field in order to participate. Tutorial activities develop college-level critical thinking, reading, writing, and oral expression skills. Assignments will vary with individual topics and instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one’s thoughts with conviction and persuasion.

   b. Enduring Questions
      The Enduring Questions Freshman Colloquium engages the student with important questions and builds community. More specifically, the course cultivates habits of mind and intellectual skills as the student builds relationships with other students and faculty who read the “common” texts and with whom he can trade notes about the class-specific readings. The course privileges questions as the catalyst for and evidence of the liberal arts mind and regards the intellectual curiosity that provokes such questions as an important competency to be nurtured early in the student’s career. The course also continues the student’s development of close reading, careful thinking, and written and oral expression begun in Freshman Tutorial. This foundational course prepares the student to generate and engage effectively with discipline-specific questions later in his academic career and to consider carefully who he is and how he relates to others, both during and after his time at Wabash.

2. Language Studies
   a. Proficiency in English
      The requirement mandates that the student has or develops the ability to communicate effectively in writing either through ENG-101 Composition taken on entry to Wabash or through demonstrated ability (i.e., on the SAT Writing Exam or an in-house diagnostic exercise). The requirement implies that writing is not just a communication tool, but a way of thinking and growing that is essential to a liberal arts education. The student is expected to hone his writing in all-college courses, in the major, and in sessions at the Writing Center. The course in composition serves four primary goals:
      - To help develop an effective process for writing successful papers
      - To help develop skills as a writer and enable students to write strong papers that exhibit the following qualities:
        - A clear central thesis, logical organization, and well-substantiated ideas
        - Appropriate language and sentence structure for the intended audience
        - Correct grammar and punctuation
        - Thoughtfulness and imagination: a strong sense of engagement with the paper’s topic
      - To enable the writing of papers in a variety of rhetorical modes
      - To develop skills as a critical reader

   b. Proficiency in a Foreign Language
      Language is a principal avenue for understanding and interacting with the world, its peoples, and histories. Consequently, the study of foreign languages is fundamental to a liberal arts education and a well-lived life beyond. Serious intellectual work in other languages broadens a student’s communicative potential; deepens his understanding of his native tongue; refines his expressive abilities; inculcates analytical and creative habits of mind; helps him see beyond his own place, time, and circumstance; and is foundational for his further study and appreciation of the literatures, histories, and aesthetic sensibilities of global cultures throughout time. The foreign language requirement sets the student on a path to achieve these goals while recognizing that some students bring to campus proficiency in a second language.

3. Distribution Courses
   a. One course credit in Language Studies
      The Wabash College Preamble and Mission Statement identify oral and written expression as learning goals. The language studies requirement insures that the student gains experience in the explicit study of communication and language through direct and sustained instruction in the formal conventions of language use, speaking, and writing. This requirement develops a student’s awareness of the power of language to shape our world. It improves his understanding of the interrelation of thinking, speaking, and writing; aids his ability to formulate, organize, and
express written and spoken ideas artfully and persuasively; and
immerses him in language as a discipline and object of study.

b. Three course credits in Literature and Fine Arts

Courses in literature and fine arts focus on the study and creation of
a variety of forms of expression—literature, visual arts, music,
theater, speech—as means of achieving personal and cultural
understanding. Some courses develop the student’s ability to
respond to art and other cultural artifacts using a range of tools
that include: close observation, active reading and listening, and
correct and effective speech and writing. In these courses the
student is introduced to aesthetic and critical theories and to the
specialized vocabularies in each field. He learns to recognize and
appreciate significant canonical and non-canonical works, and
to grasp the importance of history and social context in artistic
creation and interpretation. Other courses help the student to
acquire skills fundamental to creative practice and to develop
an understanding of what he wishes to express, and what might
be worth expressing, artistically. These courses study creativity
and how meaning—sometimes provocative or contradictory—
arises out of the interaction between author or artist, artwork, and
audience.

Courses in Literature and Fine Arts provide opportunity to
explore imagined worlds and thus enrich the student’s own. This
requirement also exposes the student to representations of the
diverse lives of others, past and present, and to the ways humans
interact practically and imaginatively with their environments.

Literature courses in foreign languages offer another potent
avenue into the minds of other people through direct engagement
with languages other than English. In these ways literature and
fine arts can be seen not just as pleasurable, which they are, but
as essential components of human life.

c. Three course credits in Behavioral Science

The behavioral sciences endeavor to provide students with a
better understanding of human thought and action. A student
of the human sciences learns to subject human behavior
to systematic analysis, empirical scrutiny, and reasoned
interpretation, providing him with a better understanding of
himself and his surroundings. The student learns about the
theoretical frameworks that describe how people interact
with each other and with social institutions, the methods of
empirical testing by which these frameworks are derived, and the
relationship between scientific knowledge and social policy.

d. Three course credits in Natural Science and Mathematics

As an essential component of liberal arts education, coursework
in the natural sciences and mathematics engages the student in
the theoretical and quantitative understanding of scientific and
mathematical knowledge as well as a critical evaluation of the
evidence upon which it stands. The student participates regularly
in significant learning experiences in the classroom, laboratory,
and field to develop skills in the areas of critical observation,
sound experimentation, and data analysis. These endeavors
provide insight into the behavior of the natural world and engage
students in problem-solving.

e. One course credit in Quantitative Skills

The Quantitative Skills requirement complements other
distribution area requirements by ensuring participation in
courses that provide a broad exposure to problem-
olving through the application of mathematical models, the
development of basic quantitative intuition, and the ability to
represent and interpret quantitative information. Courses in
this category come from a variety of disciplines, but share the
common goal of further developing basic quantitative reasoning
ability.

f. Two course credits in History, Philosophy, or Religion; Education

201 may also be used to fulfill this requirement.

Courses in History, Philosophy, and Religion engage narratives
and questions about human experience and beliefs. The student
learns to appreciate a diversity of perspectives and points of view
in cultural context, across cultures, through time, or even within
a particular position. Through such courses the student engages
in philosophical reflection, seeks meaningful truths, learns to
identify universal patterns and connections, and grapples with the
complexities of human ideas and experiences as well as change
over time. Each of these disciplines introduces the student to
various methods of inquiry and analysis along with intentional
critical reflection on the scope and limits of these methods.

4. Major

A major consists of a program of study defined by one or more
academic departments or a committee of the faculty. The major
may require up to 9 course credits and may additionally require co-
require courses in allied fields. Standing majors are approved by the
Academic Policy Committee, the Faculty, and the Board of Trustees,
and the requirements are published in the Academic Bulletin. A
student may also propose a self-designed Humanities and Fine Arts
major in consultation with a supervising faculty committee appointed
by the Division II chair. A student will normally declare his major
during the second semester of his sophomore year, but he may make
changes by advising the Registrar’s Office as late as mid-semester of
the fall semester of his senior year. Changes after that time may be
made only by petition to the Curriculum Appeals Committee.

5. Minor

A minor consists of a program of study defined by one or more
academic departments or a committee of the faculty. The minor
may require 5 to 8 course credits and may additionally require co-
require courses in allied fields. Standing minors are approved by the
Academic Policy Committee, the Faculty, and the Board of Trustees,
and the requirements are published in the Academic Bulletin. A
student may propose a self-designed minor in consultation with his
advisor and a supervising faculty committee. Programs of study
for self-designed minors must be approved by the Academic Policy
Committee. A student will normally declare his minor during the
second semester of his sophomore year, but he may make changes
by advising the Registrar’s Office as late as mid-semester of the fall
semester of his senior year. Changes after that time may be made
only by petition to the Curriculum Appeals Committee.

6. Minimum of 34 course credits and a 2.00 GPA

For graduation, students must pass a minimum of 34 course credits
and earn at least a 2.00 cumulative grade point average in all courses
taken for grade at Wabash College, other than physical education.
No more than 11 course credits having the same three letter subject
designation on the transcript may be counted toward the 34 required
for graduation (i.e., a student completing 12 credits with a single
subject designation will be required to complete a total of 35 course
credits for graduation; 13 credits in a single subject designation will
require completion of 36 course credits, etc.). In foreign languages
and literatures, courses numbered 101 and 102 shall not be included
in the 11 course limit. At least 18 of these credits must have been
successfully completed at Wabash College. With respect to this
requirement, transfer credit earned in approved off-campus study or equivalency credit earned by Wabash examination will be counted as Wabash course credits (see Senior Requirements section).

7. Comprehensive Examination

    a. Senior Written Examination
    Every student must pass a written comprehensive examination in his major field.

    b. Senior Oral Examination
    Every student must pass the senior oral examination. The examination committee will consist of one instructor from his major department, one from his minor department or area of concentration, and one from neither. The examination will be no more than one hour in length and must be passed by the mid-semester of the second semester of the senior year.

A student who fails his comprehensive examination may retake the failed work once in the spring term. Should he fail in that effort, he may retake the comprehensive exam once in each subsequent academic year at the time of the regularly scheduled comprehensive exam. If a student fails the College-wide oral examination but passes the departmental examination, then he is required to retake only the College-wide oral examination, and vice versa. Departments will make and evaluate all departmental examinations. A student retaking an exam cannot receive a final grade higher than pass.

Curriculum Outline

1. Freshman Requirements
    a. Freshman Tutorial (FRT)
    b. Enduring Questions (FRC)

2. Language Studies
    a. Proficiency in English: ENG-101 Composition as directed by the English Department through placement. If not placed into ENG-101 Composition, the requirement is waived with zero credits.

    b. Proficiency in a Foreign Language: Earn a passing grade for the elementary sequence (SPA-101 Elementary Spanish I and SPA-102 Elementary Spanish II or SPA-103 Accelerated Elementary Spanish) of any language that Wabash offers (Chinese, French, German, Greek, Latin, and Spanish).

    Earn a passing grade for any single course beyond 103 (e.g. ASI-201 Intermediate Asian II, FRE-201 Intermediate French, GER-201 Intermediate German, GRK-201 Intermediate Greek I, LAT-201 Intermediate Latin I, SPA-201 Intermediate Spanish).

    Demonstrate proficiency by being admitted to Wabash as an International Student whose native language is one other than English.

    Students may also fulfill the requirement by passing a proficiency exam with written and oral components.

3. Distribution Courses
    a. One course credit in Language Studies from the following list:

    ENG-110 Intro. to Creative Writing 1
    ENG-121 Language Variation & Change 0.5
    ENG-122 Modern Linguistics 0.5
    ENG-150 Mass Communications 1

    ENG-190 Special Topics: Language 0.5
    ENG-201 Composition: The Essay 0.5
    ENG-202 Writing With Power and Grace 1
    ENG-210 Spec. Topics: Creative Writing 1
    ENG-211 Creative Non-Fiction 1
    ENG-212 Creative Writing: Poetry 1
    ENG-213 Creative Writ: Short Fiction 1
    ENG-221 Multicultural Dialects 0.5
    ENG-290 Special Topics: Language 0.5
    ENG-311 Advanced Workshop in Creative Nonfiction 1
    ENG-312 Adv. Workshop in Poetry 1
    ENG-313 Advanced Workshop in Fiction 1
    ENG-410 Academic & Professional Writing 1
    ENG-411 Bus & Tech Writing 1
    RHE-101 Public Speaking 1
    RHE-190 Spec. Topics: Language Studies 0.5
    RHE-201 Reasoning & Advocacy 1
    RHE-220 Persuasion 1
    RHE-290 Spec. Topics: Language Studies 0.5
    RHE-387 Independent Study/Lang Studies 0.5
    THE-210 Playwriting: Stage and Screen 1
    FRE-311 Studies in French Language 1
    SPA-311 Studies in Spanish Language (if taught as a linguistics course) 1

    b. Three course credits in Literature and Fine Arts: This group includes courses in Art, Music, and Theater, as well as courses in literature offered by the departments of Classics, English, Modern Languages, and Rhetoric and must be from at least two departments. A maximum of one credit of Music Ensembles may be applied.

    c. Three course credits in Behavioral Science: This group includes courses in Economics, Political Science, and Psychology and EDU-101 Introduction to Student Development from at least two departments. DV3-252 Stats Soc Sciences and PSY-104 Introduction to Neuroscience do not satisfy this requirement.

    d. Three course credits in Natural Science and Mathematics: This group includes courses in Biology, Chemistry, Computer Science, Mathematics, and Physics from at least two departments. At least two credits must be in a laboratory science. The two lab credits need not be from the same department. MAT-003 Pre-Calculus and MAT-010 Pre-Calc. With Intro. to Calc. do not satisfy this requirement. PHY-104 Special Topics and PSY-104 Introduction to Neuroscience may be used to fulfill this requirement, but they do not count as a lab science.

    e. One course credit in Quantitative Skills from the following list:

    CSC-101 Intro to Computer Science 1
    CSC-111 Intro to Programming 1
    DV3-252 Stats Soc Sciences 0.5
    ECO-251 Economic Approach With Excel 0.5
    MAT-103 Probability 0.5
    MAT-104 Statistics 0.5
    MAT-106 Topics in Contemporary Math. 1
    MAT-108 Intro to Discrete Structures 1
    MAT-110 Calc. I With Pre-Calc. Review 1
Be aware that some of the courses listed are half credit courses and the requirement is one full credit.

f. Two course credits in History, Philosophy, and Religion. EDU-201 Philosophy of Education may be used to fulfill this requirement.

4. **Major:** The major consists of no more than nine course credits and may additionally require co-requisite courses in allied fields. No more than eleven course credits are allowed towards the 34 course credits required for graduation. For every credit a student goes beyond eleven course credits in their major department, they are required to complete another credit towards graduation. For example, if a student has 12 course credits in the department of the major, then he will have to complete 35 course credits for graduation. For majors in foreign languages and literatures, courses numbered 101 and 102 shall not be included in the eleven course limit on the major.

5. **Minor:** The minor consists of no more than five to eight course credits and may additionally require co-requisite courses in allied fields.

6. **Minimum of 34 course credits,** of which at least 18 must be taken at Wabash College, and at least a 2.00 GPA. All course credits earned in approved Off-Campus Study of by Wabash Examination will be counted as Wabash course credits. After a student has matriculated at Wabash College, a maximum of 10 course credits will be accepted in transfer.

7. **Comprehensive Examination**
   a. Senior Written Examination
   b. Senior Oral Examination
ACADEMIC DIVISIONS

Division I
Division I includes the Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics.

The Faculty of Division I
Anne Bost
James A Brown
Patrick Burton
Bradley E Carlson
Scott E Feller, Leave
Robert L Foote
Amanda Ingram
Dennis Krause
Martin Madsen
Danielle McDermott
Colin B.P McKinney
Walter Ray Pendola Novak
Esteban I. Poffald
Lon A Porter
Paul David Schmitt
Erika Sorensen-Kamakian
Ann Taylor (chair)
Peter Thompson
William J Turner
Deborah Anne Vicinsky
Heidi Walsh
Charles Weiss
Chad Westphal
Eric J Wetzel
Laura Wysocki

Jonathan Baer
Andrea Bear
Crystal Benedicks
David S Blix
Jessica Blum
Richard L Bowen
Stephen S Bowen
Matthew Carlson
James M Cherry
Ivette M De Assis-Wilson
Bridgette Dreher
Jeffrey Paul Drury
Sara A M Drury
Eric Freeze
Rixa Freeze
Gilberto Gomez
Jeffrey Dwight Gower
Jane Hardy
Jeremy Scott Hartnett
Helen Mundy Hudson
Kevin Roy Hudson
Cheryl L Hughes
Peter Lucas Hulen
Andrew W Klein
David P Kubiak
Timothy Lake
L. Jill Lamberton
Yao Li
James K Makubuya
Nathaniel Armstead Marshall
Joanna Matuszak
Todd F McDorman
Jessica Mills
Damon M Mohl
Derek C Mong
Elizabeth Gron Morton

Division II
Division II includes the Departments of Art, Classical Languages and Literatures, English, Modern Languages and Literatures, Music, Philosophy, Religion, Rhetoric, and Theater.

The Faculty of Division II
Jennifer Young Abbott
Michael S Abbott
Derek Rory Nelson
Gary A Phillips
Adrien M Pouille
J. Gregory Redding
V. Daniel Rogers (chair)
Robert Royalty
Reed Michael Spencer
Susannah Ruth Strader
Kristen Strandberg
Agata Szczeszak-Brewer
Adriel Trott
Brian M. Tucker
Dwight E Watson
Matthew Weedman
Bronwen Wickkiser

Division III
Division III includes the Departments of Economics, History, Political Science, Psychology, and the Education Studies Program.

The Faculty of Division III
Charles F Blaich, Leave
Preston R Bost, Leave
Joyce Burnette (chair)
Chonghyun Christie Byun
Javier Fernando Castillo
Jack L Foos
Shamira Gelbman
Karen L Gunther
Perry Edward Hensley
Gregory D Hess
Scott David Himsel
Ethan J Hollander
Suting Hong
Robert S Horton
Frank M Howland
Lorraine Krall McCracy
Peter Mikek
# ACADEMIC PROGRAMS A-Z

<table>
<thead>
<tr>
<th>Subject</th>
<th>Major</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (p. 30)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Asian Studies (p. 35)</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Biochemistry (p. 37)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Biology (p. 40)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Black Studies (p. 44)</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Business (p. 45)</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>Chemistry (p. 46)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Classics (p. 51)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Computer Science (p. 53)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics (p. 55)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Education Studies (p. 61)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Music (p. 65)</td>
<td></td>
<td>✅</td>
</tr>
<tr>
<td>English (p. 65)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Film and Digital Media (p. 74)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Economics (p. 75)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>French (p. 76)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Gender Studies (p. 79)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German (p. 86)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Global Health (p. 89)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek (p. 90)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Hispanic Studies (p. 91)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History (p. 93)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Humanities (p. 98)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Latin (p. 99)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Mathematics (p. 101)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural American Studies (p. 108)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music (p. 115)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroscience (p. 123)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy (p. 123)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Physics (p. 126)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Political Science (p. 130)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology (p. 137)</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Religion (p. 142)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhetoric (p. 147)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish (p. 150)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater (p. 154)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Art

### The Curriculum

Course work takes place on four levels: Fundamental (100 level), Introductory (200 level), Intermediate (300 level), and Advanced (400 level). At all four levels, students are asked to develop their ability to experiment with visual language so that they may more effectively understand and convey ideas in non-verbal forms. This development is realized through improving technical control of particular media and deepening their understanding of visual expression. Both in studio courses and art history offerings, students study the work of other artists, past and present, in order to understand the significance of visual culture. Whether doing studio or art historical research, students are expected to widen their understanding of the visual world and become increasingly visually literate.

The purpose of art history courses is to develop a greater understanding of human creativity as manifested in the visual imagery, architecture, and artifacts of all societies across time. Students develop analytical, research, writing, and verbal skills, as well as a descriptive vocabulary as they investigate the artistic achievements of diverse societies, historical periods and styles, and critical theories and methodologies. Art history courses support the studio by offering students a wide range of creative solutions to the various technical and intellectual problems. Studio courses, in turn, support the work in art history by providing students with opportunities to experience the creative process first hand and to become personally aware of the potential and the limitations of art making.

### Goals of the Department

By the end of the senior year, a student majoring in art has thoroughly investigated the discoveries he found most compelling while in the foundations and intermediate-level courses. He has determined for himself what is required to work in a disciplined way as an artist and/or art historian. He has realized that art making or art historical study is a process which involves testing new areas of thought, methods, and/or materials. He has developed a critical engagement with the past, especially with historical questions and experiments, and has begun to evaluate his own work and contemporary practices in light of a broader context. Benefiting from discourse with peers and faculty, the student has also begun to discover his own strengths and has accepted responsibility for both seeking and solving interesting problems. He has sufficient mastery of his chosen field, is able to articulately express insights regarding his discipline, and generates work worthy to be included in a capstone course. The culmination of this work, for majors, is the Senior Exhibition, which—in the best cases—challenges viewers to think and see the world differently.

### Requirements for a Major

#### Foundation Level Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-125</td>
<td>Drawing</td>
<td>1</td>
</tr>
<tr>
<td>ART-126</td>
<td>Studio Art Fundamentals</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Intermediate Level Courses

Select three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-219</td>
<td>Special Topics in Documentary Filmmaking</td>
</tr>
<tr>
<td>ART-220</td>
<td>Digital Filmmaking</td>
</tr>
<tr>
<td>ART-222</td>
<td>Expanded Digital Production</td>
</tr>
<tr>
<td>ART-223</td>
<td>Ceramics</td>
</tr>
<tr>
<td>ART-224</td>
<td>Photography</td>
</tr>
</tbody>
</table>
### Art History Course

Select one credit from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-103 Greek Art &amp; Archaeol</td>
<td>1</td>
</tr>
<tr>
<td>ART-104 Roman Art &amp; Archaeology</td>
<td></td>
</tr>
<tr>
<td>ART-202 Art in Film</td>
<td></td>
</tr>
<tr>
<td>ART-204 Art &amp; Arch of Ancient Americas</td>
<td></td>
</tr>
<tr>
<td>ART-205 Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ART-206 Baroque Art</td>
<td></td>
</tr>
<tr>
<td>ART-208 Nineteenth Century Art</td>
<td></td>
</tr>
<tr>
<td>ART-210 Topics Art History</td>
<td></td>
</tr>
<tr>
<td>ART-311 Art Theory and Criticism</td>
<td></td>
</tr>
<tr>
<td>ART-312 Postmodern Art &amp; Culture</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 5

### Art History Track

**Art History Courses**

Select four from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-103 Greek Art &amp; Archaeol</td>
<td>1</td>
</tr>
<tr>
<td>ART-104 Roman Art &amp; Archaeology</td>
<td></td>
</tr>
<tr>
<td>ART-202 Art in Film</td>
<td></td>
</tr>
<tr>
<td>ART-204 Art &amp; Arch of Ancient Americas</td>
<td></td>
</tr>
<tr>
<td>ART-205 Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>ART-206 Baroque Art</td>
<td></td>
</tr>
<tr>
<td>ART-208 Nineteenth Century Art</td>
<td></td>
</tr>
<tr>
<td>ART-210 Topics Art History</td>
<td></td>
</tr>
<tr>
<td>ART-311 Art Theory and Criticism</td>
<td></td>
</tr>
<tr>
<td>ART-312 Postmodern Art &amp; Culture</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 5

### Studio Course

Select one from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-125 Drawing</td>
<td>1</td>
</tr>
<tr>
<td>ART-126 Studio Art Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ART-181 Historic Techniques &amp; Ideas</td>
<td></td>
</tr>
<tr>
<td>ART-219 Special Topics in Documentary Filmmaking</td>
<td></td>
</tr>
<tr>
<td>ART-220 Digital Filmmaking</td>
<td></td>
</tr>
<tr>
<td>ART-222 Expanded Digital Production</td>
<td></td>
</tr>
<tr>
<td>ART-223 Ceramics</td>
<td></td>
</tr>
<tr>
<td>ART-224 Photography</td>
<td></td>
</tr>
<tr>
<td>ART-225 Topics in Studio</td>
<td></td>
</tr>
<tr>
<td>ART-226 Cinematic Environments: Digital Space</td>
<td></td>
</tr>
<tr>
<td>ART-227 Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART-228 Painting</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 5
Art (ART)

ART-101 Hist. of Western Art
This course will survey the history of Western art, from the end of the ancient world in the fourth century to the end of Modernism in the late 20th century and beyond. We will look at Medieval and Gothic art, the Renaissance and Baroque, Modernism and Postmodernism, taking note of the unity-and the ruptures-in this broad sweep of Western cultural production. We will examine the various media of physical and visual expression: architecture, sculpture, and painting. We will inquire into the connections between the art of Western culture and the processes of historical change that affected that culture and its institutions. Along the way, we will acquaint ourselves with the methodologies of art history, and with the particular, established vocabularies of art description. The student will learn to articulate, verbally and in writing, the specifically visual qualities of works of art, as well as their many historical circumstances. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-103 Greek Art & Archaeol
A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: CLA-103

ART-104 Roman Art & Archaeology
A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-125 Drawing
An introductory exploration of the making and meaning of “the mark.” Students will practice different approaches to creative research in order to explore historical and contemporary issues related to Drawing both as a fine art and as a strategy for problem solving. Participants will utilize a variety of drawing media to explore the technical and conceptual issues related to composition. There is an emphasis on drawing from direct observation, and subjects will range from traditional still life to the human form. Students will be expected to apply critical and creative problem solving skills as they experiment with visual language as a vehicle for expression. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-126 Studio Art Fundamentals
Making art in the 21st century draws upon a long tradition of methods, materials, and conceptual and philosophical perspectives, and combines those traditions with new and expanding approaches. This course is intended to be a hands-on introductory exploration of both traditional and contemporary methods and materials and ideas that influence contemporary practices of design and fine art. Students will be introduced to methods of creative research, with projects and discussions designed to help illuminate the considerations one must take into account when designing Two-Dimensional imagery, Three-Dimensional objects and spaces, and Time-based or virtual projects. There will be a strong emphasis on understanding how these three categories relate to one another, and on the practice of “reading” visual information in a more sophisticated manner. Traditional and emerging media—incuding but not limited to drawing, painting, sculpture, and digital technologies—will be explored. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-140 Special Topics in Museum Studies
In this course, students will develop exhibitions and written materials for Wabash’s Art Galleries. In addition, students will develop art displays of the Permanent Collection of Art across campus. Students will do research, interpretation, and design projects using American Alliance of Museums standards.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-181 Historic Techniques & Ideas
Have you ever wanted to paint like Van Gogh? Or invent like Da Vinci? This course is the course for you! A hybrid between art historical research and hands-on studio research, this course is designed to introduce students to the historical methods used by artists. Students will research methods and complete projects using processes including, but not limited to: grinding pigments, painting with egg tempera, carving marble, sculpting with clay, learning perspective, drawing with silver, preparing a fresco painting, and photographing using a pinhole camera.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-202 Art in Film
This course will explore the dynamic relationship between film and art from the late 20th century to the present, examining how visual art and important art historical moments and personas are featured in film. By studying films about art, the course will address the impact of visual arts and the ways that films use particular effects of the moving multi-sensory image to capture characteristics of art history.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-204 Art & Arch of Ancient Americas
This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
ART-205 Renaissance Art
This course will survey painting, sculpture, and architecture in Europe from the early 14th through mid-16th centuries, with emphasis on developments in Italy. The veneration of classical antiquity and the development of logical systems of representation will be examined. In addition, the elaboration of visual expression that valorized the human figure as a basic unit of meaning will be explored. Patterns of patronage such as wealthy merchant classes, family dynasties, and papal courts will be given special consideration, as will the idea of the artist as an individual genius. The course will study artists such as Giotto, Botticelli, Donatello, Michelangelo, Leonardo da Vinci, Titian, Raphael, Jan Van Eyck, Bosch, and Durer.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-206 Baroque Art
This course will look at painting, sculpture, and architecture in Europe from the late 16th through mid-18th centuries. Art will be examined in the context of this age of innovation and turmoil, which is marked by religious conflict, absolute monarchies, economic and colonial expansion, and the formation of art academies. Individual artists as transnational entrepreneurs will be explored, such as Caravaggio, Bernini, Rubens, Rembrandt, Anthony Van Dyck, Vermeer, and Velazquez.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-208 Nineteenth Century Art
This course will examine the major trends in painting and sculpture between the end of the Baroque age and the beginning of Modernism, an era characterized by philosophical Enlightenment, political revolution, and scientific discovery. The art of this turbulent period was often in conflict with tradition and the established structures of artistic training, production and patronage; much of our contemporary understanding of the nature and role of artists and their work was formed in the crucible of this fascinating period. The dramatically shifting styles of this century of art history will offer us rich opportunities to develop our tools of formal, descriptive analysis, and to articulate the connections between visual styles and the cultural conflicts which produced them.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-209 Twentieth Century Art
This course will survey the history of Modern art from the 1900s to the present, beginning in Paris, expanding to Europe, and eventually to New York and beyond. We will ask several questions about the works we look at: What is modern about modern art? Why does the way art looks change over time, and what directs that change? What is the relationship between art and the artists and societies that produce it? What is its relationship to our lives today? Is Modernism over? To answer these questions, we will look closely at the artworks themselves, as well as the writings of artists and critics, and the history of the society and culture that considered itself “modern.” This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-210 Topics Art History
The objective of this class is to develop the student’s understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-219 Special Topics in Documentary Filmmaking
In this course, students will create a documentary film about an art history topic. The course will involve a wide variety of research, filming, scriptwriting, and various aspects required to finish a documentary. It will also require some field trips to relevant locations. A strong project-oriented commitment is required. No prerequisites.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-220 Digital Filmmaking
This filmmaking studio production course is an introduction to high-definition digital filmmaking and ephemeral media as an expressive art form. It will provide a basic understanding of digital film technology, techniques, and terminology. Course assignments may include: exploring archival footage mash-ups, chroma key composites, 2-D key-frame animation collages, voiceover, and experimental/narrative live-action projects. No previous editing, sound, or camera experience is required. No prerequisites.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-222 Expanded Digital Production
This filmmaking studio production course is an introduction to high-definition digital filmmaking and ephemeral media as an expressive art form. It will provide a basic understanding of digital film technology, techniques, and terminology. Course assignments may include: exploring archival footage mash-ups, chroma key composites, 2-D key-frame animation collages, voiceover, and experimental/narrative live-action projects. No previous editing, sound, or camera experience is required. No prerequisites.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-223 Ceramics
An introduction to the basic techniques of clay. The course will investigate the methods and aesthetics of ceramics, both functional ware and sculptural form. The course will also explore the historical and cultural uses of pottery and the contemporary use of clay as a sculptural medium.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
ART-224 Photography
Students will gain significant skills in photographic techniques and critical understanding of how our brain reads, evaluates and creates the images we view. Students will gain manual command of DSLR cameras while learning lighting, experimental, lens and photoshop techniques, allowing them to discover and refine their own artistic voice for creating visual media. The course will also cover general history of photography and its technical illusions and cultural impacts.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-225 Topics in Studio
The objective of this class is to develop the student’s ability to think visually. Through the analysis of a particular theme, topic, medium, or technique, students will gain a greater understanding of visual communication, creative expression, and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-226 Cinematic Environments: Digital Space
Cinematic & Environments: Digital Space & the Miniature is an imaginative filmmaking studio production course that incorporates aspects of digital image making as well as theater. Students will create High Definition video projects composited together from numerous sources. The scope and range of the projects may involve set design, 2-D and 3-D miniatures, digital environments, chroma-key compositing, basic key frame 2-D animation, lighting and experimental sound design, theatrical mask construction, and character design. No previous editing, sound, or camera experience is required. No prerequisites
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-227 Sculpture
An investigation of techniques, procedures, and vocabulary necessary for three-dimensional visual expression. Sculptural concepts, both traditional and contemporary, will be explored through applied problems. Media: plaster, clay, wood, and steel.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-228 Painting
A thorough investigation of the historic and contemporary materials, techniques, and conceptual concerns related to painting. Participation in this course will allow students the opportunity to explore the process of composing images, begin practicing studio research, and experiment with both traditional and contemporary approaches to making art.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-311 Art Theory and Criticism
This course will explore the major currents in the theories of meaning in and aesthetic response to works of visual art. What is the origin of the category “art”? Does it have universal validity? Are judgments about art merely subjective, or can they expect universal consensus? These are only some of the questions which will open the course; we will go on to consider the central problems of modern and postmodern art, and their role in our lives today. We will locate the roots of the issues of modern art criticism and theory in the Western philosophical tradition. We will pay particular attention to the relationship between visual expression and writing about visual art, between art and its criticism, and the ever narrowing gap between the two. Students should expect to do a significant amount of reading and writing. This course is offered the first half of the fall semester.
Prerequisites: ART-101, 103, 104, 105, 207, 208, 209, 210, 311, or 312
Credits: 0.5
Distribution: Literature/Fine Arts

ART-312 Postmodern Art & Culture
Modernism, as an art form and a historical/cultural condition, took many distinct forms and set out various contradictory goals. It has been said not only that the project of modernity is unfinished, but that every modernism has its own postmodernism. What does it mean to say that we are no longer modern, that the new is now old? Together we will discuss these questions from a variety of different angles, equipped with a variety of approaches. The course will concentrate on the relationships between art, culture, politics, and critical, theoretical writing. We will attempt to make sense out of what is often contentious, playful, contradictory, or even willfully obscure in contemporary art and criticism. This course is important for anyone wishing to participate in the contemporary public debates about the meaning and value of art and culture. This course is offered in the second half of the fall semester in odd-numbered years.
Prerequisites: ART-209
Credits: 0.5
Distribution: Literature/Fine Arts

ART-330 Advanced Studio
For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to research of materials, techniques, and concepts. This course is offered in the fall semester.
Prerequisites: 2 credits from ART-125,126,223,224,225,227,228, and 229. 1 credit must be from the 200 level.
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-331 Advanced Studio
For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to materials, techniques, and concepts. This course is offered in the spring semester.
Prerequisites: 2 credits from ART-125,126,223,224,225,227,228, and 229.
At least 1 credit from the 200 level.
Credits: 0.5-1
Distribution: Literature/Fine Arts
ART-377 Independent Study
Individual research projects. The manner of study will be determined by
the student in consultation with the instructor. Students must receive
written approval of their project proposal from a department member
before registering for the course.
Prerequisites: 2 courses from ART
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-388 Independent Study
Individual research projects. The manner of study will be determined by
the student in consultation with the instructor. Students must receive
written approval of their project proposal from a department member
before registering for the course.
Prerequisites: 2 courses from ART.
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-432 Senior Studio
Art majors must examine a specific visual theme or concept, develop
the idea through their selected mediums, and install an exhibition of the
results of that study. The exhibition may be a one-man or group exhibit,
depending on the requirements of the project and the availability of
exhibition space. This course is offered in the fall semester.
Prerequisites: ART-330 or 331
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-433 Senior Studio
Art majors focusing in studio must examine a specific visual theme or
concept, develop the idea through their selected mediums, and install an
exhibition of the results of that study. The exhibition may be a one-man
or group exhibit, depending on the requirements of the project and the
availability of exhibition space. This course is offered in the spring
semester.
Prerequisites: ART-330 or 331.
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course
credit(s), with the approval of a supervising faculty member, the
appropriate department/program chair, and the student’s advisor.
Registration forms for independent study are available in the Registrar’s
Office.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

Damon M Mohl
Elizabeth Gron Morton
Susannah Ruth Strader
Matthew Weedman
James M Cherry (interim chair)

Asian Studies
The great civilizations of Asia have produced achievements in human
thought and creativity that are the equal of any produced elsewhere.
Further, contemporary Asian countries such as China, Japan, Taiwan,
and Vietnam are among the most important dynamic forces in world
politics, the arts, and the global economy. As part of its mission to

graduate students prepared for leadership and service in a global
society increasingly influenced by Asia, Wabash College offers an
interdisciplinary minor in Asian Studies. This minor is available to
students in any major. The goal of the Asian Studies minor is to provide
students with a solid understanding of critical issues in Asia vis-à-vis the
rest of the world and an appreciation of the diversity of Asian cultures
and languages.

Requirements for the Minor
The Asian Studies Minor has 3 parts and consists of 5 credits from at
least 2 departments.

Part I. Language 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASI-101 Elementary Asian I</td>
<td>1</td>
</tr>
<tr>
<td>&amp; ASI-102 and Elementary Asian II</td>
<td>1</td>
</tr>
</tbody>
</table>

Part II. Electives 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASI-201 Intermediate Asian II</td>
<td>1</td>
</tr>
<tr>
<td>ASI-202 Intermediate Asian II</td>
<td>1</td>
</tr>
<tr>
<td>ASI-204 Music in East Asian Cultures</td>
<td>2</td>
</tr>
<tr>
<td>ASI-230 Topics in East Asian Religions</td>
<td>1</td>
</tr>
<tr>
<td>ASI-376 Spec Topics in Asian Language</td>
<td>1</td>
</tr>
<tr>
<td>ASI-372 Asian Security Politics</td>
<td>1</td>
</tr>
<tr>
<td>HIS-260 Topics Asian History</td>
<td>1</td>
</tr>
<tr>
<td>HIS-262 Modern China 1911 to Present</td>
<td>1</td>
</tr>
<tr>
<td>HIS-360 Advanced Topics in Asian History</td>
<td>1</td>
</tr>
<tr>
<td>HIS-387 Independent Study</td>
<td>1</td>
</tr>
<tr>
<td>REL-104 Religions of China and Japan</td>
<td>1</td>
</tr>
<tr>
<td>REL-220 Topics in South Asian Religions</td>
<td>1</td>
</tr>
<tr>
<td>REL-230 Topics in East Asian Religions</td>
<td>1</td>
</tr>
<tr>
<td>REL-330 Seminar in East Asian Religions</td>
<td>1</td>
</tr>
</tbody>
</table>

Part III. Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASI-400 Senior Capstone</td>
<td>0</td>
</tr>
</tbody>
</table>

1  Students who start at ASI-202 Intermediate Asian II or higher only need 1 credit of language. Such students will need 4 credits of electives.

2 Students who demonstrate proficiency in an Asian language may be exempted from the language requirement. Such students must complete 5 credits of electives.

Students should contact the Asian Studies Committee if they have
questions about the appropriateness of an irregular offering. Note
that additional courses may become available in the future and will be
added to the list by approval of the Asian Studies Committee. Students
declaring an Asian Studies minor are strongly encouraged to apply for
a semester of off-campus study in an Asian country. The application
process to study off-campus can be found at www.wabash.edu/
international/ocs.

Application and Capstone
It is recommended that the student declare the minor at the end of his
sophomore year by submitting a plan of courses to the Chair of the Asian
Studies Committee. In addition, the student must submit to the Chair of
the Asian Studies Committee a reflective essay or portfolio of work in
Asian Studies in order to complete the requirements for ASI-400 Senior
Capstone, a non-credit independent study course to be taken during the fall semester of the senior year on a credit/no credit basis. The student’s submission will constitute the basis of the Asian Studies portion of the oral examination.

Asian Studies (ASI)

ASI-101 Elementary Asian I
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course in conjunction with ASI 102 fulfills the College's language requirement.
Prerequisites: none
Corequisites: ASI-101L
Credit: 1

ASI-102 Elementary Asian II
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course in conjunction with ASI 101 fulfills the College's language requirement.
Prerequisites: ASI-101 of the Same Language
Corequisites: ASI-102L
Credit: 1

ASI-177 Modern Asian Cult & Hist Through Film
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

ASI-196 Religion & Literature
This course is an examination of one or more works of literature, with a view to discovering the religious insights and attitudes that they embody. The works and authors will vary from year to year, depending on the focus of the course. Recent topics have included classical Chinese poetry, and Japanese literature.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts

ASI-201 Intermediate Asian II
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course fulfills the College's language requirement.
Prerequisites: ASI-102 of the Same Language or 201 placement.
Corequisites: ASI-201L
Credit: 1
Distribution: Foreign Language

ASI-202 Intermediate Asian II
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course fulfills the College's language requirement.
Prerequisites: ASI-201 of the Same Language
Corequisites: ASI-202L
Credit: 1
Distribution: Foreign Language

ASI-204 Music in East Asian Cultures
A class for all students, regardless of background. Previous topics have included music in East Asian cultures, and music computer programing. This course is suitable for fulfilling distribution requirements.
Prerequisites: MUS-101 MUS-107 MUS-205 MUS-206 or MUS-224
Credit: 1
Distribution: Literature/Fine Arts

ASI-230 Topics in East Asian Religions
This is an introduction to the indigenous traditions of East Asia (Confucianism, Daoism, and Shinto), and the development of Buddhism in China and Japan. There will also be some coverage of Christianity, Islam, and popular religion. Special attention will be given to the ways these various traditions have changed and interacted with one another in different historical contexts, especially the modern period. Readings will be from the works of Confucius, Laozi, and other Chinese and Japanese philosophers and religious figures. This course is offered in the spring semester.
Prerequisites: REL-104
Credit: 1
Distribution: History/Philosophy/Religion

ASI-260 Topics Asian History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

ASI-277 Special Topics
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ECO-101
Credits: 0.5-1
Distribution: Behavioral Science

ASI-311 Studies in Asian Language
Studies in Asian Language offers advanced study in a Modern language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.
Prerequisites: SPA-301
Credit: 1
Distribution: Language Studies
ASI-312 Studies in Asian Culture
Studies in Asian Culture offers advanced study of Modern Language culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

ASI-372 Asian Security Politics
An introduction to the politics of Asia. Special attention will be given to political and economic development of this dynamic region, as well as to the unique relationship that the United States built with Asian countries. We will also examine the crucial impact that developments in this region have on political and safety situation within the region and broader. The course may occasionally be offered in conjunction with the courses in the Department of Modern Languages.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

ASI-376 Spec Topics in Asian Language
Taught by members of the Department of Modern Languages & Literature and participating members of other departments. Topics vary from year to year. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1

ASI-377 Independent Study
Enrollment through instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ASI-400 Senior Capstone
The student must submit to the Chair of Asian Studies Committee a reflective essay or portfolio of work in Asian Studies in order to complete the requirement for ASI 400, a non-credit independent study course to be taken during the fall semester of the senior year on a credit/no credit basis.
Prerequisites: none
Credits: 0

David Blix
Brian Tucker
Kealoha Widdows (chair)

Biochemistry
The Wabash College Chemistry Department believes in a challenging curriculum, which thoroughly investigates all areas of modern chemistry and in a significant hands-on laboratory experience in which students become progressively more independent as they proceed through the curriculum. We believe that such an education will prepare chemistry majors for a variety of career outcomes, including those in research, medicine, teaching, and industry. In recent years, three-fourths of our majors have gone to graduate school in chemistry/biochemistry or to medical school following graduation. Others have chosen to take jobs as chemists or high school teachers or to attend other professional schools (business, law, and physical therapy). We strive to provide chemistry minors and pre-medical students with the knowledge base they need to succeed in their chosen fields. We seek to involve all Wabash students in the study of chemistry through non-majors courses, CHE-101 Survey of Chemistry and CHE-102 Topics in Chemistry. We attempt to teach all chemistry students about the relationship between chemistry and the world around them.

Faculty Advisors
Majors are strongly urged to select an advisor from the Chemistry Department when they declare their major.

ACS Certified Degree
To meet the certification requirements formulated by the American Chemical Society Committee on Professional Training (CPT) as a chemist and for adequate preparation for graduate school, additional classroom and laboratory work beyond the minimum nine-course major is required. The student should consult with the Chair of the Chemistry Department concerning ways in which the remaining requirements may be fulfilled.

Advanced Placement
Please refer to the Credit by Examination and Advanced Placement Credit guidelines under Academic Policies - Transfer Credit. Potential chemistry majors and minors who wish to claim advanced placement credit should discuss placement options with the Department Chair. A placement examination will determine if students are eligible to being coursework beyond CHE-111 General Chemistry. If the Chair and the student decide that it is in the student’s best interest to take CHE-111 General Chemistry, the advanced placement chemistry credit must be forfeited.

Requirements for the Biochemistry Major

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-211</td>
<td>Chemical Structure &amp; Reactivity</td>
<td>1</td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHE-321</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-461</td>
<td>Advanced Topics in Biochemistry</td>
<td>0.5</td>
</tr>
<tr>
<td>CHE-462</td>
<td>Advanced Biochemistry</td>
<td>0.5</td>
</tr>
<tr>
<td>CHE-331</td>
<td>Adv Analytical Chem</td>
<td>1</td>
</tr>
<tr>
<td>or CHE-441</td>
<td>Adv Inorganic Chem</td>
<td></td>
</tr>
</tbody>
</table>

Select one from the following courses from the Biology Department:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-225</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIO-311</td>
<td>Molecular Genetics</td>
</tr>
<tr>
<td>BIO-314</td>
<td>Developmental Biology</td>
</tr>
</tbody>
</table>

Approved 37X courses 1

Total Credits 9

Collateral Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-110</td>
<td>Calc. I With Pre-Calc. Review</td>
<td>1</td>
</tr>
<tr>
<td>or MAT-111</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
</tbody>
</table>
The mathematics courses are best taken in the freshman year, and the physics sequence is best in the sophomore year, because physical chemistry has a two-course physics prerequisite. A student who places into MAT-010 Pre-Calc. With Intro. to Calc. should complete the MAT-010 Pre-Calc. With Intro. to Calc./MAT-110 Calc. I With Pre-Calc. Review and BIO-111 General Biology I/BIO-112 General Biology II sequences in the freshman year, and then begin CHE-111 General Chemistry in the sophomore year.

There are many possible routes through the Biochemistry major; please consult with the department chair for special circumstances:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-211</td>
<td>Chemical Structure &amp; Reactivity</td>
<td>1</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
<td>1</td>
</tr>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-321</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
<td>1</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>BIO-211</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-331</td>
<td>Adv Analytical Chem</td>
<td>1</td>
</tr>
<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>BIO-212</td>
<td>Cell Biology</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-461</td>
<td>Advanced Topics in Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>&amp; CHE-462</td>
<td>and Advanced Biochemistry</td>
<td></td>
</tr>
<tr>
<td>CHE or BIO choice</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE or BIO choice</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>1</td>
</tr>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>1</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO-211</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO-212</td>
<td>Cell Biology</td>
<td>1</td>
</tr>
<tr>
<td>CHE-211</td>
<td>Chemical Structure &amp; Reactivity</td>
<td>1</td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>BIO Choice</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-321</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-461</td>
<td>Advanced Topics in Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>&amp; CHE-462</td>
<td>and Advanced Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>BIO choice</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Biochemistry majors who wish to transfer chemistry credits from another institution as part of their major must have prior approval of the Department Chair to do so.

The written comprehensive examination for senior majors emphasizes both knowledge of basic chemical concepts and the ability to apply these concepts to new problems. The exam includes written questions over material from courses, a laboratory practical, a literature component, and an experimental design essay. Students that fail to complete
their courses by the time of the written examination must petition the Department Chair for a special exam no later than the fall prior to their comprehensive examination.

Walter Ray Pendola Novak

Ann Taylor

**Biology**

The curriculum of the Biology Department is designed to introduce the student to the breadth of the discipline of biology and to provide the foundation for further study in biology. A core sequence of courses introduces the student to genetics, cell biology, organismal biology, and ecology. The student may then choose elective courses in areas relevant to his career interests. The biology major is designed to prepare the student for graduate or professional work in biology, as well as other careers such as law or business.

We emphasize the process of biological science through course content, laboratory and field work, independent study, and summer research with faculty. The capstone course, BIO-401 Senior Seminar, immerses the student in the primary literature in biology and hones the skills needed for critical analysis of new information in biology.

For the non-major, we offer a number of opportunities to study biology. For the student looking for a laboratory course for distribution, BIO-101 Human Biology introduces the basic concepts of biology by examining the biology of humans. This course can also be used as an entry point for additional work in biology since it is a prerequisite for several courses in the department. BIO-102 Plants & Human Affairs, BIO-151 Intro to Evolution, and irregularly offered special topics courses at the 100 level (BIO-177 Special Topics (without Lab) or BIO-178 Special Topics (with Lab.) are also designed for non-majors.

**Requirements for the Major**

**Core**

**Introductory Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>1</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Genetics and Cell Biology:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-211</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO-212</td>
<td>Cell Biology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Ecology:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-213</td>
<td>Ecology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Organismal Biology:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-221</td>
<td>Comp Anatomy &amp; Embry</td>
<td>1</td>
</tr>
<tr>
<td>BIO-222</td>
<td>Biol of Invertebrates</td>
<td>1</td>
</tr>
<tr>
<td>BIO-224</td>
<td>Vascular Plants</td>
<td>1</td>
</tr>
<tr>
<td>BIO-225</td>
<td>Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-226</td>
<td>Parasitology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-311</td>
<td>Molecular Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO-313</td>
<td>Advanced Ecology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-314</td>
<td>Developmental Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-315</td>
<td>Organismal Physiology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-316</td>
<td>Evolution of Dev. Mechanisms</td>
<td>1</td>
</tr>
<tr>
<td>BIO-351</td>
<td>Evolution of Populations</td>
<td>1</td>
</tr>
</tbody>
</table>

**Senior Seminar:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-401</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Biology Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-221</td>
<td>Comp Anatomy &amp; Embry</td>
<td>1</td>
</tr>
<tr>
<td>BIO-222</td>
<td>Biol of Invertebrates</td>
<td>1</td>
</tr>
<tr>
<td>BIO-224</td>
<td>Vascular Plants</td>
<td>1</td>
</tr>
<tr>
<td>BIO-225</td>
<td>Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-226</td>
<td>Parasitology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY-109</td>
<td>Motion and Waves</td>
<td>1</td>
</tr>
</tbody>
</table>

**Supporting the Biology Curriculum**

Biology majors must complete 2 additional course credits for a total of nine course credits in biology. These credits may be compiled from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-221</td>
<td>Comp Anatomy &amp; Embry</td>
<td>1</td>
</tr>
<tr>
<td>BIO-222</td>
<td>Biol of Invertebrates</td>
<td>1</td>
</tr>
<tr>
<td>BIO-224</td>
<td>Vascular Plants</td>
<td>1</td>
</tr>
<tr>
<td>BIO-225</td>
<td>Microbiology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-226</td>
<td>Parasitology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-311</td>
<td>Molecular Genetics</td>
<td>1</td>
</tr>
<tr>
<td>BIO-313</td>
<td>Advanced Ecology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-314</td>
<td>Developmental Biology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-315</td>
<td>Organismal Physiology</td>
<td>1</td>
</tr>
<tr>
<td>BIO-316</td>
<td>Evolution of Dev. Mechanisms</td>
<td>1</td>
</tr>
<tr>
<td>BIO-351</td>
<td>Evolution of Populations</td>
<td>1</td>
</tr>
<tr>
<td>BIO-387</td>
<td>Independent Study</td>
<td>0.5</td>
</tr>
<tr>
<td>BIO-388</td>
<td>Independent Study</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Because most of these courses (BIO-221 Comp Anatomy & Embry, BIO-222 Biol of Invertebrates, BIO-224 Vascular Plants, BIO-225 Microbiology, BIO-226 Parasitology, BIO-311 Molecular Genetics, BIO-313 Advanced Ecology, BIO-314 Developmental Biology, BIO-315 Organismal Physiology, BIO-316 Evolution of Dev. Mechanisms, BIO-351 Evolution of Populations) are offered in alternate years, students must carefully plan their curriculum (in consultation with a Biology Department faculty member). In some years, one or more special topics courses (BIO-371 Special Topics) may be offered and may be used to complete the major. Descriptions of these courses will be provided to students and advisors before pre-registration.

Students interested in biological research are encouraged to undertake Independent Study (BIO-387 Independent Study, BIO-388 Independent Study) during their junior or senior year. Well-prepared students may begin Biology Independent Study before their senior year.

Beyond the nine course credits required for the biology major, students may include two additional biology course credits to satisfy graduation requirements. Students interested in graduate school in biology are encouraged to consider this option.
Supporting Physics, Chemistry, and Mathematics/Computer Science Curricula
PHY-109 Motion and Waves, PHY-110 Fluids and Fields, or PHY-111 General Physics I and CHE-111 General Chemistry and CHE-221 Organic Chemistry I are required for Biology majors. Biology majors may not use the CC/NC option for these corequisites. Usually CHE-111 General Chemistry and CHE-211 Chemical Structure & Reactivity are taken during the sophomore year, and Physics and CHE-221 Organic Chemistry I and CHE-321 Organic Chemistry II are typically taken during the junior year. Students intending to proceed to a professional or graduate school should plan to include MAT-110 Calc. I With Pre-Calc. Review or MAT-111 Calculus I, a second physics course, and CHE-211 Chemical Structure & Reactivity, CHE-321 Organic Chemistry II, and CHE-331 Adv Analytical Chem or CHE-361 Biochemistry (depending on interests) in their curriculum. MAT-112 Calculus II, CSC-111 Intro to Programming, and a statistics course (MAT-254 Statistical Models or DV3-252 Stats Soc Sciences) may be important support courses for some Biology majors. Students are encouraged to consult with an academic advisor or the Chair to determine the appropriate plan of study.

Comprehensive Exam in Biology
Students must pass a two-day written comprehensive exam in biology. On the first day, students write on a series of recent papers from the primary literature, drawing upon the breadth and depth of their knowledge of biology. On the second day, they answer a series of questions on specific courses. Students must complete BIO-211 Genetics, BIO-212 Cell Biology, BIO-213 Ecology and their organismal biology course on campus before the spring of their senior year.

Off-Campus Study
Students who wish to take biology courses at other institutions to be credited towards graduation should first discuss their options with their advisor and then obtain permission from the Biology department chair.

Summer Field Study
Scholarship funds are available through the Lucy B. Graves Fund as scholarships for students to study at marine biological laboratories. The Robert O. Petty Fund and the E.W. Olive Fund support internships in field biology. Interested students should talk with the department chair.

Requirements for the Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>1</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>1</td>
</tr>
<tr>
<td>Three additional course credits in Biology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>At least one of these courses must be a course in organismal biology from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO-221</td>
<td>Comp Anatomy &amp; Embry</td>
<td></td>
</tr>
<tr>
<td>BIO-222</td>
<td>Biol of Invertebrates</td>
<td></td>
</tr>
<tr>
<td>BIO-224</td>
<td>Vascular Plants</td>
<td></td>
</tr>
<tr>
<td>BIO-225</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO-226</td>
<td>Parasitology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 5

Students who wish to initiate a biology minor via the BIO-101 Human Biology course will complete four additional courses, including an organismal course.

BIO-101 Human Biology
A one-semester course offered primarily for majors in the social sciences and the humanities. This course will emphasize reproduction and development, structure/function, genetics, and evolution. The ethical implications of biological knowledge also will be considered. In the laboratory, students will investigate biological problems related to humans. Three lecture/discussions and one laboratory period weekly. A student who decides, on the basis of his experience in BIO 101, to major in biology can enroll in the appropriate semester of BIO 111, 112.

Prerequisites: none
Corequisites: BIO-101L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

BIO-102 Plants & Human Affairs
This non-majors course will explore the interface between humankind and the plant world. Through lectures/discussion, ancillary readings, and local field trips, students will study the impact that plants have had on the development of human culture. Some topics to be covered include plant morphology, economically important plants, plant biotechnology, and plant-derived drugs. Attention will be given to modes of inquiry in the plant sciences. BIO 102 does not count toward the laboratory science distribution requirement. Offered in the fall semester of odd-numbered years.

Prerequisites: BIO-101
Corequisites: BIO-102L
Credit: 1
Distribution: Natural Science/Mathematics

BIO-111 General Biology I
First semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for all advanced courses in biology. BIO 111 covers biomolecules, cell biology, genetics, and evolution. Three lectures and one laboratory period weekly. Offered in the fall semester.

Prerequisites: none
Corequisites: BIO-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

BIO-111 General Biology I
First semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for all advanced courses in biology. BIO 111 covers biomolecules, cell biology, genetics, and evolution. Three lectures and one laboratory period weekly. Offered in the fall semester.

Prerequisites: none
Corequisites: BIO-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

BIO-112 General Biology II
This is the second semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for most advanced courses in biology. BIO 112 covers animal and plant structure/function relationships and evolution and diversity. Three lectures and one laboratory period weekly. This course is offered in the spring semester.

Prerequisites: BIO-111
Corequisites: BIO-112L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

Equate Courses: CR
BIO-151 Intro to Evolution
This is a course designed to provide a basic introduction to the processes of evolutionary change and the pattern of biological diversity. Lecture/discussion will focus on the evidence for evolution, including case studies from a variety of organisms. This course is designed for students not planning to major in Biology and will not count toward the requirements for the Biology major, but it may count toward the Biology minor. This course is offered in the spring semester of even-numbered years.
Prerequisites: BIO 101 or 111
Credit: 1
Distribution: Natural Science/Mathematics

BIO-177 Special Topics (without Lab)
A special topics course with laboratory for non-majors. A more detailed course description will be posted in advance of pre-registration when the course is offered.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics

BIO-178 Special Topics (with Lab.)
A special topics course with laboratory for non-majors. A more detailed course description will be posted in advance of pre-registration when the course is offered.
Prerequisites: none
Corequisites: BIO-178L
Credit: 1
Distribution: Science Lab

BIO-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-202 Electron Microscopy
A laboratory course covering specimen preparation, microtomy, staining, operation of the transmission and scanning electron microscope, and darkroom methods.
Prerequisites: BIO-101 or 112
Corequisites: BIO-202L
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-211 Genetics
This is a course designed to introduce the modern concepts of the gene. The lectures stress the theory and experimental evidence relating to transmission, molecular, and developmental genetics. The laboratory is investigative in nature. This course should be taken during the sophomore year and is offered in the fall semester.
Prerequisites: BIO-112
Corequisites: BIO-211L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-212 Cell Biology
The primary emphasis of this course is the structure and function of the eukaryotic cell. Lectures, readings, and discussions will cover cellular organelles, types, metabolism, interactions, and regulation of activities. The laboratory focuses on cellular structure and function through the techniques of modern cell biology. This course should be taken during the sophomore year and is offered in the spring semester.
Prerequisites: BIO-211 or 213
Corequisites: BIO-212L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-213 Ecology
This course is an introduction to the interrelations of plants and animals with their environment. Terrestrial and aquatic ecosystems are considered. Some weekend field trips may be included. This course is offered in the fall semester.
Prerequisites: BIO-112
Corequisites: BIO-213L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-221 Comp Anatomy & Embry
This is a course presenting a broad evolutionary theme of the vertebrates using the facts of comparative anatomy, embryology, and paleobiology. It is offered in the spring semester of odd-numbered years.
Prerequisites: BIO-112
Corequisites: BIO-221L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-222 Biol of Invertebrates
This is a course designed to provide students with an introduction to the diversity of invertebrate organisms through lectures, reading and discussion of primary literature, student presentations, and laboratory work. Emphasis is placed on structure, functional morphology, physiology, ecology, and evolution. A field trip during spring break has been included in the past few years. This course is offered in the spring semester of odd-numbered years.
Prerequisites: BIO-112
Credit: 1
Distribution: Natural Science/Mathematics

BIO-224 Vascular Plants
This course is an introduction to the science of botany. A strong emphasis will be placed on the evolutionary trends in the vascular plants, with additional coverage of developmental biology, plant breeding systems, and some of the physiological adaptations plants have evolved in the transition to life in terrestrial environments. The laboratories will be primarily observational (in the field or the lab), with a broad exposure to plant diversity and taxonomy. This course is offered in the spring semester of even-numbered years.
Prerequisites: BIO-112
Corequisites: BIO-224L
Credit: 1
Distribution: Natural Science/Mathematics
**BIO-225 Microbiology**
This course is designed to introduce the student to the lifestyles and impact of the smallest organisms known. Lecture/discussion will examine topics such as microbial cell structure and function, growth and nutrition, genetics, antibiotics and pathogenesis, and microbial diversity. The laboratory is organized around an investigative, discovery driven project.

**Prerequisites:** BIO 211  
**Corequisites:** BIO-225L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics

**BIO-226 Parasitology**
This is a course designed to introduce students to the major groups of animal parasites. Emphasis in lectures and discussion of primary literature is placed on general principles, including diversity, morphology, transmission biology, and the ecology and evolution of the different parasite taxa. The laboratory work includes the detailed consideration of particular parasite species as representatives of larger groups, as well as an independent research project on the parasites of a selected host species. This course is offered in the fall semester of even-numbered years.

**Prerequisites:** BIO-112  
**Corequisites:** BIO-226L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics

**BIO-287 Independent Study**
Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none  
**Credits:** 0.5  
**Distribution:** Natural Science/Mathematics

**BIO-288 Independent Study**
Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none  
**Credits:** 0.5  
**Distribution:** Natural Science/Mathematics

**BIO-311 Molecular Genetics**
This is a course designed to explore in detail the molecular biology of the gene. Lecture/discussion will focus on areas of current interest and will include analysis of experimental evidence which underpins our understanding of gene structure and function. The laboratory is investigative in nature and provides primary experience with recombinant DNA technology, genomics, and bioinformatics. This course is offered in the spring semester of odd-numbered years.

**Prerequisites:** BIO-211  
**Corequisites:** BIO-311L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics, Science Lab

**BIO-313 Advanced Ecology**
This course emphasizes the investigative approach to ecology including experimental design and data analysis. Lectures/discussions focus on areas of current interest in ecosystem, community, and population ecology. Several field trips and an independent investigation are required. This course is offered in the spring semester of even-numbered years.

**Prerequisites:** BIO-213  
**Corequisites:** BIO-313L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics

**BIO-314 Developmental Biology**
Through lectures, current readings, and discussions, this course considers the principles of development with emphasis on experimental evidence for underlying mechanisms. The laboratory work includes molecular, cellular, and supracellular approaches to the investigation of developmental questions in animals and plants. This course is offered in the spring semester of even-numbered years.

**Prerequisites:** BIO-211  
**Corequisites:** BIO-314L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics, Science Lab

**BIO-315 Organismal Physiology**
The major physiological systems (nutrition, transport, gas exchange, elimination of wastes, coordination, and defense) are considered from the adaptational perspective in this course. The emphasis is on the physiological system as it is related to the survival of vertebrates in their natural environments. The laboratory focuses on physiological techniques and methods of analysis. This course is offered fall semester of even-numbered years.

**Prerequisites:** PRE-Req BIO-212  
**Corequisites:** BIO-315L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics, Science Lab

**BIO-316 Evolution of Dev. Mechanisms**
Research into embryogenesis has illuminated the molecular mechanism of development for a selec few organisms in exquisite detail. The field of Evolutionary Developmental Biology compares the developmental mechanisms of these model systems to distinct, understudied taxa. Using this comparative approach, we can infer the characteristics of the common ancestors of these organisms. In this course, we will explore how molecular, paleontological and evolutionary techniques can yield insights into animals that existed half a billion years ago. Evaluations will be based on discussion of primary literature and several short papers. Offered in the spring semester of even-numbered years.

**Prerequisites:** BIO-211  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics

**BIO-351 Evolution of Populations**
This course will provide an in-depth examination of the population-level effects of evolutionary processes. The first half of the semester will focus on examining advances in evolutionary biology, centered around a quantitative approach to understanding the principles of population genetics. The second half of the semester will involve close reading of primary literature focused on a narrow topic in population biology. Offered in the spring semester of odd-numbered years.

**Prerequisites:** BIO-211  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics

**BIO-351 Evolution of Dev. Mechanisms**
This course will provide an in-depth examination of the population-level effects of evolutionary processes. The first half of the semester will focus on examining advances in evolutionary biology, centered around a quantitative approach to understanding the principles of population genetics. The second half of the semester will involve close reading of primary literature focused on a narrow topic in population biology. Offered in the spring semester of odd-numbered years.

**Prerequisites:** BIO-211  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics

**BIO-371 Special Topics**
These are innovative courses and special programs in library research. Descriptions of special topics courses will be posted at the time of advance registration. Students desiring a special library research project should make the appropriate arrangements with individual faculty members. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** BIO-212  
**Credits:** 0.5-1  
**Distribution:** Natural Science/Mathematics
BIO-387 Independent Study
Students may pursue independent research on selected problems. Students should make arrangements with individual faculty members during the semester preceding their enrollment in the course to determine their research focus and to discuss expectations. Students are typically expected to produce a final research paper and to present the work at an on- or off-campus colloquium. Students may repeat BIO 387 and/or BIO 388, but only 1 credit total of Introduction to Research may be counted toward the major. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Science Lab

BIO-388 Independent Study
Students may pursue individual research on selected problems. Although only one-half course credit is to be counted toward the nine credit major, these courses may be repeated and credit received for graduation. Students should make arrangements with individual faculty members during the semester preceding their enrollment in the course. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Science Lab

BIO-401 Senior Seminar
This is a seminar course required of all majors. Critical reading of primary literature, oral expression, and experimental design are emphasized. Students intending to be off-campus during the first semester of their senior year should take this course during their junior year. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics

BIO-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

Anne Bost
Patrick Burton
Bradley E Carlson
Amanda Ingram (chair)
Erika Sorensen-Kamakian

Heidi Walsh
Eric J Wetzel

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Black Studies
Black Studies offers an interdisciplinary approach to understanding the experiences of Black people across multiple continents, a range of countries, and many intellectual and ethnic traditions. The intersectionality of race, gender, sexuality, class, nation and political orientations are the major concerns of Black Studies. How Black people have responded to these concerns is the starting point of a serious appreciation of the Black experience as a quest for liberty and flourishing.

Learning Goals and Objectives
1. Help students to develop and strengthen critical writing and analytical skill, while challenging traditional ways of thinking about difference;
2. Foster a critical consciousness about global relations and how Black people play a constitutive and performative role in these relations;
3. Enable students to understand how knowledge of the Black experience will enhance their engagement with contemporary social, cultural, and political issues and prepare them for world citizenship;
4. Provide an inter-cultural dimension to student’s growing store of knowledge and encourage critique of received wisdom;
5. Allow students to learn and practice an interdisciplinary and global model for knowledge production that is grounded in the Black experience; and
6. Instill an appreciation of the liberal arts as useful for understanding and solving the challenges of race, class, gender, nationality, and region.

Requirements for the Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS-201</td>
<td>Introduction to Black Studies</td>
<td>1</td>
</tr>
<tr>
<td>BLS-401</td>
<td>Capstone Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Black Studies Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

1. BLS 201: Introduction to Black Studies. This is the methods course for the field. Ideally minors will take this course in the fall or spring of their sophomore year. This course will introduce students to the history, methodology, and major problems in Black Studies through an interdisciplinary survey of literature, cultural theories, and historical works.
2. BLS 401: Capstone Seminar in Black Studies. Students will demonstrate facility with Black Studies methods and familiarity with Black Studies sources by preparing a substantial and original work of research and analysis and by giving a public presentation of their work (which might include a conference presentation).

BLS-201 Introduction to Black Studies
This is the methods course for the field. Ideally minors will take this course in the fall or spring of their sophomore year. This course will introduce students to the history, methodology, and major problems in Black Studies through an interdisciplinary survey of literature, cultural theories, and historical works.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

BLS-270 Special Topics
The objective of this class is to develop the student’s ability to think interdisciplinarily. Through the analysis of a particular theme, topic, cultural expression, or political movement, students will gain a greater understanding of Black Studies scholarship and methodology/ies. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

BLS-300 Special Topics
Prerequisites: none
Credits: 0.5-1

BLS-370 Independent Study Black Studies stud
Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a faculty member before registering for the course.
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

BLS-387 Independent Study in Black Stu
This course will allow students to engage in individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a faculty member before registering for the course.
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

BLS-388 Independent Study in Black Stu
This course will allow students to engage in individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a faculty member before registering for the course.
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

BLS-401 Capstone Seminar
Students will demonstrate facility with Black Studies methods and familiarity with Black Studies sources by preparing a substantial and original work of research and analysis and by giving a public presentation of their work (which might include a conference presentation).
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

The Black Studies minor is administered through a steering committee comprised of Affiliated Faculty and chaired by the Malcolm X Institute of Black Studies (MXIBS) Faculty Coordinator.

Business

The study of business is a liberal arts activity. The Business minor allows students to focus a course of study and co-curricular experiences on the different practices, skills, and issues involved in business careers. Despite the title, the minor should prove of interest to students who plan careers in both the profit and not-for-profit sectors. It consists of courses which emphasize skills in oral and written communication and quantitative analysis, courses in financial markets and accounting, a co-curricular practicum or case study, and a reflective paper that ties practical experience to the academic work of the minor and forms the basis of the minor portion of oral comprehensive exams. The Economics courses—Principles (ECO-101 Princ of Economics) and a course in finance (either ECO-262 Financial Markets and Institutions, ECO-361 Corporate Finance, or ECO-362 Money and Banking) provide not only useful analytical models but also an introduction to the ways in which the important institutions of modern capitalism address human needs. The English and Rhetoric courses provide students with skills in written and oral communication that are necessary for navigating the demands of today’s business environment. The Philosophy course asks students to think more deeply about the role of commerce, markets, wealth, social and economic rights, and labor in society. The strongly recommended co-curricular and vocational experiences complement and reinforce the curricular component of the minor. The capstone essay requires students to reflect on how they will fulfill the goals of the Wabash College mission statement through their business endeavors.

The Business minor is administered by the Business Minor Committee. Only courses equivalent to the ones that constitute the Wabash business minor and are approved by the department chair can be transferred to Wabash. Upon declaring the minor at the end of their sophomore year, students will submit a plan of courses and co-curricular experiences along with a one-page rationale, which must be approved by the Business Minor Committee. At the end of each year, the committee will review all declared minors’ progress. Students interested in the minor should contact a member of the committee.

Requirements for the Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-101</td>
<td>Princ of Economics</td>
<td>1</td>
</tr>
<tr>
<td>RHE-101</td>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>ENG-411</td>
<td>Bus &amp; Tech Writing</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or ENG-302 Writing in the Community: Grants/NonProf</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ENG-410 Academic &amp; Professional Writing</td>
<td></td>
</tr>
<tr>
<td>ACC-201</td>
<td>Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACC-202</td>
<td>Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or ACC-301 Intermediate Accountings</td>
<td></td>
</tr>
<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Wabash College
Additional courses may be added to the list of available courses with the approval of the Business Minor Committee, and the committee may approve substitute courses on a case-by-case basis. Note that ECO-262 Financial Markets and Institutions does not count toward the Economics major.

**Capstone Paper**

In the fall of their senior year, students will enroll in BUS-400 Senior Capstone. At the beginning of that semester, students will meet with the instructors of BUS-400 Senior Capstone to agree on a subject for the reflective essay. Business minors are required in that essay to think critically about how their curricular, co-curricular, and vocational experiences inform their understanding of the role of business in society and how these will help them to live humanely and act responsibly. In the unlikely event that the student has had no relevant co-curricular or vocational experiences, the Business Minor committee will assign to the student an appropriate case study upon which to base his essay. This essay will be read by two members of the Business Minor Committee. The course plan and the reflective essay will form the basis for the oral comprehensive exam.

**Suggested Co-curricular Experience**

Students will be strongly encouraged to participate in one or more of these significant co-curricular experiences: LABB (Liberal Arts Bridge to Business), the Marketing, Finance, and Health Care Immersion programs, at least one 8-week internship, or a comparable experiential learning activity. Students also will be strongly encouraged to participate in other co-curricular experiences, such as the New York Fall Break and the San Francisco Comps Week trips, and to attend talks given by alumni.

**Business (BUS)**

**BUS-400 Senior Capstone**

In the fall of their senior year, students will submit a reflective essay which ties together their co-curricular and vocational experiences with their academic work.  
**Prerequisites:** none  
**Credits:** 0

Peter Thompson (chair)

**Chemistry**

The Wabash College Chemistry Department believes in a challenging curriculum, which thoroughly investigates all areas of modern chemistry and in a significant hands-on laboratory experience in which students become progressively more independent as they proceed through the curriculum. We believe that such an education will prepare chemistry majors for a variety of career outcomes, including those in research, medicine, teaching, and industry. In recent years, three-fourths of our majors have gone to graduate school in chemistry/ biochemistry or to medical school following graduation. Others have chosen to take jobs as chemists or high school teachers or to attend other professional schools (business, law, and physical therapy). We strive to provide chemistry minors and pre-medical students with the knowledge base they need to succeed in their chosen fields. We seek to involve all Wabash students in the study of chemistry through non-majors courses, CHE-101 Survey of Chemistry and CHE-102 Topics in Chemistry. We attempt to teach all chemistry students about the relationship between chemistry and the world around them.

**Faculty Advisors**

Majors are strongly urged to select an advisor from the Chemistry Department when they declare their major.

**ACS Certified Degree**

To meet the certification requirements formulated by the American Chemical Society Committee on Professional Training (CPT) as a chemist and for adequate preparation for graduate school, additional classroom and laboratory work beyond the minimum nine-course major is required. The student should consult with the Chair of the Chemistry Department concerning ways in which the remaining requirements may be fulfilled.

**Advanced Placement**

Please refer to the Credit by Examination and Advanced Placement Credit guidelines under Academic Policies - Transfer Credit. Potential chemistry majors and minors who wish to claim advanced placement credit should discuss placement options with the Department Chair. A placement examination will determine if students are eligible to being coursework beyond CHE-111 General Chemistry. If the Chair and the student decide that it is in the student’s best interest to take CHE-111 General Chemistry, the advanced placement chemistry credit must be forfeited.

**Requirements for the Chemistry Major**

**Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-211</td>
<td>Chemical Structure &amp; Reactivity</td>
<td>1</td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHE-321</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHE-331</td>
<td>Adv Analytical Chem</td>
<td>1</td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-441</td>
<td>Adv Inorganic Chem</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective**

Select one credit from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>
| CHE-421    | Advanced Topics in Organic Chemistry | 1
| CHE-431    | Adv Laboratory               |
| CHE-451    | Physical Chemistry II        |
| CHE-452    | Adv Physical Chem            | 1
| CHE-461    | Advanced Topics in Biochemistry | 1|
| CHE-462    | Advanced Biochemistry        |
| CHE-471    | Special Topics in Chem       | 1
| CHE-487    | Undergrad Research Experience | 2
| CHE-488    | Undergrad Research Experience | 2

**Total Credits**

9

**Collateral Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>
| MAT-110    | Calc. I With Pre-Calc. Review| 1
| or MAT-111 | Calculus I                   |
| MAT-112    | Calculus II                  | 1

**Credits:**

7.5
CHE-101 Survey of Chemistry and CHE-102 Topics in Chemistry do not count toward the major.

The mathematics courses are best taken in the freshman year, and the physics sequence should be taken in the sophomore year, because physical chemistry (taken by all junior chemistry majors) has a two-course physics prerequisite. A student who places into MAT-010 Pre-Calc. With Intro. to Calc. should complete the MAT-010 Pre-Calc. With Intro. to Calc./MAT-110 Calc. I With Pre-Calc. Review sequence in the freshman year, and then begin CHE-111 General Chemistry in the sophomore year. Alternatively, students who place in MAT-010 Pre-Calc. With Intro. to Calc. can take MAT-010 Pre-Calc. With Intro. to Calc. and CHE-101 Survey of Chemistry concurrently, then proceed to MAT-110 Calc. I With Pre-Calc. Review and CHE-201 Survey of Chemistry II (which complements CHE-101 Survey of Chemistry to allow students to proceed to CHE-221 Organic Chemistry I the next fall).

Suggested order of courses for the chemistry major for freshman w/ MAT-111 Calculus I placement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-211</td>
<td>Chemical Structure &amp; Reactivity</td>
<td>1</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-321</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-331</td>
<td>Adv Analytical Chem</td>
<td>1</td>
</tr>
<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-441</td>
<td>Adv Inorganic Chem</td>
<td>1</td>
</tr>
<tr>
<td>Plus one additional elective taken in the junior or senior year</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

Strongly Recommended Supporting Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>1</td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td>1</td>
</tr>
<tr>
<td>More Mathematics, particularly:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT-223</td>
<td>Elementary Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MAT-224</td>
<td>Elem Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-225</td>
<td>Multivariable Calculus</td>
<td>1</td>
</tr>
</tbody>
</table>
More Physics, particularly:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY-210</td>
<td>Modern Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY-310</td>
<td>Classical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>CSC-111</td>
<td>Intro to Programming</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

Chemistry majors who wish to transfer chemistry credits from another institution as part of their major must have prior approval of the Department Chair to do so.

**Comprehensive Exams**

The written comprehensive examination for senior majors emphasizes both knowledge of basic chemical concepts and the ability to apply these concepts to new problems. The exam includes written questions over material from the eight core chemistry courses, a laboratory practical, and a primary literature component. Students that fail to complete their eight core chemistry courses by the time of the written examination must petition the Department Chair for a special exam no later than the fall prior to their comprehensive examination.

**Requirements for the Chemistry Minor**

The following courses are required for the chemistry minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-211</td>
<td>Chemical Structure &amp; Reactivity</td>
<td>1</td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>Select two other course credits from the departmental offerings</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

The student may select any other two course credits from the departmental offerings (except CHE-101 Survey of Chemistry and CHE-102 Topics in Chemistry) to complete the minor, provided the prerequisites for the courses are met. No more than one-half course credit of independent study (CHE-487 Undergrad Research Experience, CHE-488 Undergrad Research Experience) may be used to construct the minimum five-course minor. Chemistry minors who wish to transfer a chemistry course credit from another institution as part of their minor must have prior approval of the Department Chair to do so; no more than one course credit of transfer credit from another institution may count as part of their minor.

**Requirements for Pre-Meds**

Pre-medical students are required to take five courses in chemistry before the end of their junior year (when the MCAT examination is generally taken). Wabash pre-med students should take the following courses to meet the pre-med chemistry requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-211</td>
<td>Chemical Structure &amp; Reactivity</td>
<td>1</td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHE-321</td>
<td>Organic Chemistry II</td>
<td>1</td>
</tr>
<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

**Chemistry (CHE)**

**CHE-101 Survey of Chemistry**

A survey course designed for non-science concentrators, which considers the historical and philosophical developments in chemistry, as well as the application of chemical principles to physical phenomena and social issues. Topics include the development of the atomic theory of matter, atomic structure, chemical bonding, thermodynamics, the chemistry of life (organic and biochemistry), and nuclear energy. Some elementary mathematics will be used. Three lectures and one laboratory each week. Partially fulfills the College laboratory science requirement, but cannot be combined with CHE 111 to complete the laboratory science requirement. This course does not satisfy requirements for the chemistry major or minor. Only CHE 101 or CHE 111, not both, may be counted toward the total number of credits required for graduation.

**Prerequisites:** none

**Corequisites:** CHE-101L

**Distribution:** Science Lab, Natural Science/Mathematics

**Credit:** 1

**CHE-102 Topics in Chemistry**

A study of topics of current interest in chemistry. Topics and prerequisites will vary and will be announced prior to registration. Does not count towards the chemistry major or minor; however, it will count towards the 11-course maximum. Does not count towards the laboratory science distribution requirement. One-half or one course credit, either or both semesters.

**Prerequisites:** none

**Credits:** 0.5

**Distribution:** Natural Science/Mathematics

**CHE-106 Survey of Biochemistry**

Foods, medical treatments, and biotechnological applications are important aspects of daily life, both for the individual and society as a whole. This course will focus on the biochemistry of the fundamental building blocks of life: proteins, carbohydrates, lipids, and nucleic acids. It will include a broad overview of general and organic chemistry in the context of biomolecules. Emphases will include structure-function relationships, energy, human health, and societal issues. This course fulfills the lab science requirement, but does not count towards the chemistry, biochemistry, or biology majors or minors.

**Prerequisites:** none

**Corequisites:** CHE-106L

**Credit:** 1

**Distribution:** Science Lab, Natural Science/Mathematics

**CHE-111 General Chemistry**

This is the introductory course for science concentrators. Topics include atomic theory, stoichiometry, thermo chemistry, equilibrium, gas laws, states of matter, solutions, atomic structure, and acid/base chemistry. The laboratory, which emphasizes the basic principles discussed in lecture, includes significant synthetic and analytical work. Three lectures and one laboratory each week. This course is offered in the fall semester.

**Prerequisites:** Freshmen must have MAT-111 placement or higher to enroll in this course.

**Corequisites:** CHE-111L

**Credit:** 1

**Distribution:** Science Lab, Natural Science/Mathematics

**Equated Courses:** APCR
CHE-201 Survey of Chemistry II
Enrollment in this course is reserved solely for those students who took and passed CHE 101 and desire to prepare for further study in chemistry, such as organic chemistry. Topics include chemical bonding, thermodynamics and kinetics, chemical equilibrium, and electrochemistry. The laboratory will feature experiments and activities that reinforce and expand upon the fundamental principles explored in lecture. Three lectures and one laboratory each week. Partially fulfills the College laboratory science requirement. This course is offered in the spring semester.
Prerequisites: CHE-101 and permission of instructor
Corequisites: CHE-201L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

CHE-211 Chemical Structure & Reactivity
This is the second course in chemistry for most science concentrators (chemistry majors and minors, and pre-health students). Topics include detailed considerations of chemical thermodynamics, equilibrium and electrochemistry; the molecular orbital theory of chemical bonding; and main group and transition metal chemistry. The laboratory will feature experiments in calorimetry, electrochemistry, quantitative analysis, descriptive inorganic chemistry, and a multi-week inorganic synthesis project. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-111
Corequisites: CHE-211L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

CHE-221 Organic Chemistry I
A study of the structure and reactions of simple organic compounds. Included as topics are molecular conformations, stereochemistry, and a discussion of some types of modern spectroscopic techniques. The laboratory work emphasizes techniques frequently used by the organic chemist, including distillation, crystallization, sublimation, chromatography, and spectroscopy. Three lectures and one laboratory each week. This course is offered in the fall semester.
Prerequisites: CHE-111
Corequisites: CHE-221L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

CHE-302 Electron Microscopy
Electron microscopes employ a focused beam of highly energetic electrons to examine sample morphology and topography on a very fine scale. This information is essential to the characterization of a wide range of biological and inorganic specimens including microorganisms, cells, crystals, metals, microelectronics, and nanomaterials. The initial classroom portion of this course focuses on fundamental topics in instrument design, applications, limitations, and sample preparation methods. Subsequent laboratory work involves hands-on instrument training and a substantial microscopy project.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics
Equated Courses: PHY-302

CHE-321 Organic Chemistry II
Characteristic reactions and syntheses of organic molecules will be covered in this course. Spectroscopic techniques not covered in CHE 221 will also be surveyed. Emphasis is placed on the utility of organic chemistry in today’s world; class discussions and laboratory work will present many biologically interesting illustrations. Also included is an introduction to the use of the chemical literature. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-221
Corequisites: CHE-321L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

CHE-331 Adv Analytical Chem
An integrated survey of the application of instrumental methods (chromatography, electrochemistry, and spectroscopy) to the analysis of chemical systems. Statistical methods of data analysis will also be covered. Extensive use is made of examples taken from the current literature. The laboratory emphasizes instrumental methods of separation and analysis. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-211
Corequisites: CHE-331L
Credit: 1
Distribution: Natural Science/Mathematics

CHE-351 Physical Chem I
An introduction to quantum mechanics through the study of exactly soluble models of chemical significance is followed by a statistical mechanical development of chemical thermodynamics. Topics include the postulates of quantum mechanics, the Schrodinger equation, the Heisenberg uncertainty principle, equations of state, partition functions, laws of thermodynamics, and the thermodynamics of ideal and non-ideal solutions. The laboratory applies concepts studied in lecture and emphasizes laboratory report writing skills. Three lectures and one laboratory each week. This course is offered in the fall semester.
Prerequisites: CHE-211, MAT-112 and PHY-112
Corequisites: CHE-351L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

CHE-361 Biochemistry
Basic chemical concepts such as intermolecular forces, equilibria, energetics, and reaction mechanisms will be used to study biological systems. The class will be divided into three major foci: biomolecular structures, metabolism, and information transfer. The laboratory will familiarize students with common biochemical techniques and will integrate current areas of biochemical research. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-211 or 321 or Permission of Instructor.
Corequisites: CHE-361L
Credit: 1
Distribution: Natural Science/Mathematics

CHE-421 Advanced Topics in Organic Chemistry
Topics covered vary from year to year. Examples of recent topics include advanced synthesis, medicinal chemistry, and physical organic chemistry. This course is offered either in the fall or spring semester.
Prerequisites: CHE-321
Credit: 0.5
Distribution: Natural Science/Mathematics
CHE-431 Adv Laboratory
A laboratory-based, research-focused exploration of advanced topics in chemistry and biochemistry. Experiments dealing with basic analog and digital electronics will stress measurement techniques and the construction and testing of simple, yet useful, instruments and techniques. The use of laboratory computers and programming will be considered, with emphasis on data collection (interfacing) and manipulation. These topics will be integrated into discussion and experiments dealing with instrumental analysis. Individual research projects will involve the construction/characterization of instruments and techniques. This course is offered on an occasional basis.
**Prerequisites:** CHE-331
**Corequisites:** CHE-431L
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics, Science Lab

CHE-441 Adv Inorganic Chem
A survey of the periodic table emphasizing the applications of modern structural principles, kinetics, and thermodynamics to inorganic systems. Descriptive treatment of selected elements and families included. The laboratory experiments emphasize the synthesis and characterization of air-sensitive compounds. Three lectures and one laboratory each week. This course is offered in the fall semester.
**Prerequisites:** CHE-211 and 351
**Corequisites:** CHE-441L
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Science Lab

CHE-451 Physical Chemistry II
An advanced study of quantum mechanics beyond 351, including molecular structure, group theory, molecular spectroscopy, and advanced concepts in chemical bonding. It is very important that students who are interested in attending graduate school in chemistry or biochemistry take this course. Laboratory experiments reflect topics discussed in lecture. This course is offered in the spring semester.
**Prerequisites:** CHE-351
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

CHE-452 Adv Physical Chem
This course offers further study of special topics in physical chemistry beyond the topics covered in CHE 351 and 451. Examples of recent topics include chemical kinetics, molecular spectroscopy, computational quantum mechanics, and lasers in spectroscopy and chemistry. Laboratory experiments reflect topics discussed in lecture. This course is offered in the spring semester.
**Prerequisites:** CHE-451
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics, Science Lab

CHE-461 Advanced Topics in Biochemistry
Topics vary from year to year. Examples of recent topics include the chemistry of cancer, determining structures of biomolecules, the RNA world, fermentation and brewing, and the mechanisms of enzyme action. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

CHE-462 Advanced Biochemistry
This capstone course for the biochemistry major will use primary literature to examine DNA replication, transcription, and translation on a molecular level, and will include a primary literature research project. This course is offered in the fall semester.
**Prerequisites:** CHE-361
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

CHE-471 Special Topics in Chem
Focused study of topics of current chemical interest for advanced students; topics vary from year to year and are announced prior to registration for each semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

CHE-487 Undergrad Research Experience
Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics, Science Lab

CHE-488 Undergrad Research Experience
Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics, Science Lab

CHE-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office. Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
Scott E Feller, Leave
Walter Ray Pendola Novak (chair)
Lon A Porter
Paul David Schmitt
Ann Taylor
Charles Weiss
Laura Wysocki

**Secondary Licensure Program**
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements
for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Classics

The Classics Department offers students two approaches to the study of the ancient world. First, students can emphasize the study of Greek or Latin language and literature. Second, students can explore Greece and Rome in non-language courses falling into the broad categories of ancient literature, ancient history, and art and archaeology. If students wish to pursue their studies of the ancient world more deeply, they can major or minor in any of three areas: Latin, Greek, and Classical Civilization, according to the schemes described below. The Classics Department encourages students interested in Greece and Rome to experience its physical remains directly through study abroad or immersion trips.

Courses in the Classics Department seek to help students to:

Latin and Greek courses

- Gain an understanding of an ancient literature and culture through the study of its language
- Develop a better understanding of English by studying its Greek and Latin roots

All courses

- Appreciate and enjoy aspects of Greek and Roman culture
- Gain a broad sense of Greek and Roman culture by studying literature, mythology, art, architecture, and social and political history
- Develop perspective on their own beliefs by discovering how Greeks and Romans struggled with questions about divinity, life and death, sexuality and gender, social and political justice, and the like
- Study the historical contexts out of which there developed such fundamental Western institutions as the Christian religion and representative democracy
- Learn skills of critical thinking such as reading and interpreting difficult texts, generating information about them through research, solving problems about them and answering questions they raise, and presenting findings to others orally and in writing

Requirements for the Classical Civilization Major

A major in Classical Civilization emphasizes the study of Greek and Roman civilizations and requires appreciably less work in language than the Greek or Latin majors. Students choosing this major might focus on Art and Archaeology, Ancient History, Greek and Roman Literature, or Philosophy.

The major will consist of at least seven courses:

- One course in Greek or Latin at or above the 200 level
- One course in Classics at or above the 200 level
- Four additional courses (Latin or Greek courses beyond 102 may count)
- CLA-400 Senior Reading

Total Credits: 7

Courses in ancient Greek and Roman Philosophy, Ancient Rhetoric, Ancient Political Theory, and Ancient Religions also count toward the major.

Requirements for the Classical Civilization Minor

Four credits from Classics

One credit from Classics at the 200 level or above

Total Credits: 5

Greek or Latin courses at the 102 level and above also count toward the minor.

Comprehensive Examinations in the Classics Department examine students in the three areas (Classical Civilization, Greek, or Latin) in which they choose to major within the department. The examinations are made up by the department after consulting the range of courses each student presents for his major, and test both general knowledge in the area he chooses and specific knowledge over the selection of the courses he presents.

Classics (CLA)

CLA-101 Classical Mythology

This is an introduction to the content and form of the major ancient myths, chiefly Greek. The emphasis will be on interpretation, with topics to include myth, folk-tale, legend, myth and ritual, psychological uses of myth, and the structuralist school of Claude Lévi-Strauss. Particular attention will be paid to male/female archetypes, with secondary readings from Camille Paglia and Robert Bly. Comparison will also be made to several non-western mythologies. Counts toward Gender Studies.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

CLA-103 Greek Art & Archaeology

A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

Equated Courses: ART-103

CLA-104 Roman Art & Archaeology

A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

Equated Courses: ART-104
CLA-105 Ancient Greece  
This is a survey course of Greek political, military, cultural, and literary history from the end of the Bronze Age (ca. 1100 B.C.) to the time of Alexander the Great (4th century B.C.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or "city-state.
Prerequisites: none  
Credit: 1  
Distribution: Literature/Fine Arts, History/Philosophy/Religion  
Equated Courses: HIS-211

CLA-106 Ancient Rome  
This is a survey course of Roman political, military, cultural, and literary history from the Etruscan period (6th and 5th centuries B.C.) to the fall of the Roman Empire in the West. A thematic focus will be on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society.
Prerequisites: none  
Credit: 1  
Distribution: Literature/Fine Arts, History/Philosophy/Religion  
Equated Courses: HIS-212

CLA-111 Topic Literature and Culture  
This is an introductory course that focuses on a specific topic in ancient literature or culture and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none  
Credits: 0.5-1  
Distribution: Literature/Fine Arts

CLA-112 Topic Art Archaeology  
This is an introductory course that focuses on a specific topic in ancient art or archaeology and requires no previous work. Course may be repeated for credit as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none  
Credits: 0.5-1  
Distribution: Literature/Fine Arts

CLA-113 Topics in Ancient History  
This is an introductory course that focuses on a specific topic in ancient history and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none  
Credits: 0.5-1  
Distribution: Literature/Fine Arts, History/Philosophy/Religion  
Equated Courses: HIS-210

CLA-140 Ancient Philosophy  
This course surveys the Ancient Greek philosophy, including Pre-Socratics, Plato, and Aristotle; Hellenistic philosophy may also be included. This course focuses on acquiring and improving abilities in philosophical reading, thinking, and expression. In class, the norm is close textual analysis through lectures and discussion. Topics include the nature of the physical and human world, and questions about knowledge and ultimate being. This course is offered in the fall semester.
Prerequisites: none  
Credit: 1  
Distribution: Literature/Fine Arts, History/Philosophy/Religion  
Equated Courses: PHI-240

CLA-162 New Testament  
This course is an introduction to the social-historical study of the writings that came to be the New Testament of the Christian churches. We will survey the social, political, and religious contexts of the Jewish and Greco-Roman worlds of the first century, the actions and teachings of Jesus of Nazareth, and the missionary activity of Paul of Tarsus. We will study most of the texts included in the New Testament, as well as other ancient Jewish and early Christian writings to learn about the development of the various beliefs and practices of these first Christian communities.
Prerequisites: none  
Credit: 1  
Distribution: Literature/Fine Arts, History/Philosophy/Religion  
Equated Courses: REL-162

CLA-187 Independent Study  
Enrollment through Instructor and Department Chair approval.
Prerequisites: none  
Credits: 0.5-1  
Distribution: Literature/Fine Arts

CLA-188 Independent Study  
Enrollment through Instructor and Department Chair approval.
Prerequisites: none  
Credits: 0.5-1  
Distribution: Literature/Fine Arts

CLA-211 Special Topics  
This is a more advanced course that focuses on a specific topic in ancient literature or culture and requires previous work. Course may be repeated as topic changes. Depending on the subject matter, the course may be cross-listed. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none  
Credit: 1  
Distribution: Literature/Fine Arts

CLA-212 Spec Topics:Art/Archaeol  
This is a more advanced course that focuses on a specific topic in ancient art or archaeology and requires previous work. Course may be repeated as topic changes. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none  
Credit: 1  
Distribution: Literature/Fine Arts  
Equated Courses: HIS-310
CLA-213 Spec Topics:Anc History
This is a more advanced course that focuses on a specific topic in ancient history and requires previous work. Course may be repeated as topic changes. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: HIS-310
CLA-220 Classical Rhetoric
This course focuses on the origin and development of rhetoric and rhetorical theory during the classical period. The course begins in the pre disciplinary stage of Homer and the Sophists and examines such works as Homer’s Iliad, Gorgias’ Encomium of Helen, and Isocrates’ Antidosis. The course then moves to Plato’s Gorgias and Phaedrus and the “disciplinizing” efforts of Aristotle (On Rhetoric). Finally, the course examines the efforts of Cicero (On Invention, Orator, and On the Orator), Quintilian (Institutes of Oratory), and Augustine (On Christian Doctrine) to reunite philosophy and rhetoric and include ethics within the realm of rhetoric. Students learn how rhetorical theories are generated out of the specific needs of particular political and social contexts. In addition, students examine the influence of literacy on human interaction and the study of rhetoric in particular. Finally, students trace the relationship between rhetoric and philosophy from pre-Platonic unity, through Plato’s bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintilian. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: RHE-320
CLA-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
CLA-288 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
CLA-387 Independent Study
Students wishing to pursue independent study in Classical Civilization should plan their project with the instructor who is to supervise.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
CLA-388 Independent Study
Students wishing to pursue independent study in Classical Civilization should plan their project with the instructor who is to supervise.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
CLA-400 Senior Reading
This is a seminar on a selected topic with a paper supervised by a member of the department.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
CLA-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
CLA-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
CLA-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1
Jessica Blum
Jeremy Scott Hartnett (chair)
David P Kubiak
Bronwen Wickkiser

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Computer Science
The Department of Mathematics and Computer Science has as its goals:

- To give all students who take mathematics courses a sense of the nature of mathematics and its place in society;
- To give our majors and minors an understanding of mathematics and computer science, their nature and uses; to prepare students to become effective users of mathematics and computer science in their careers;
- To prepare future high school teachers of mathematics;
- To give our students interested in continuing to graduate study in mathematics, statistics, or computer science an adequate preparation to succeed in that study.

Advanced Placement
- A student who gets a 4 or 5 on the computer science AP exam receives credit for CSC-111 Intro to Programming after taking another course beyond 111 and getting a grade of B- or better.

Computer Science Major
No major is offered.
Requirements for the Computer Science Minor

The requirements for a minor in computer science are five courses in computer science and a corequisite of one course in mathematics. The computer science courses must include

**Core Requirements**

- CSC-111 Intro to Programming 1
- CSC-121 Intro to Add. Program Language 0.5
- CSC-211 Intro Data Structures 1
- CSC greater than CSC-211 1
- CSC Elective 1.5

Total Credits 5

**Collateral Requirement**

- MAT-108 Intro to Discrete Structures 1
- or MAT-219 Combinatorics

Potential computer science minors should consult with one of the department members who teaches computer science and should read the brochure "How to Minor in Mathematics and Computer Science at Wabash College." Computer Science minors should take CSC-111 Intro to Programming by the fall of the junior year.

Computer Science (CSC)

**CSC-101 Intro to Computer Science**

An introduction to the field of computer science as the study of algorithmic process. Students will study the history of the field as well as issues currently confronting the computer science community including ethical issues raised by a rapidly changing technology. Students will learn fundamental concepts of computer science such as computer architecture, data representation, and the issues of computability. Students will engage in hands-on algorithm-building activities and some basic programming exercises. This course is offered in the fall semester. Distribution in Natural Science and Mathematics or Quantitative Skills.

Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: APCR

**CSC-111 Intro to Programming**

An introduction to programming in a higher-level, general-purpose language (currently Java). Programming topics include primitive data types, simple data types such as arrays, program constructs such as conditionals, loops and procedures, in an object-oriented context. Applications are chosen from areas such as graphics, simulation, and file processing. This course is offered in the fall semester. Distribution in Natural Science and Mathematics or Quantitative skills. (Note: CSC 111 does not count as a laboratory science.)

Prerequisites: CSC-101
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills

**CSC-112 Advanced Programming**

A variety of topics that are important in developing large-scale software. Object-oriented programming in a language such as C++. Dynamic data structures such as lists, queues, and stacks. An introduction to a rigorous analysis of the efficiency of an algorithm. Advanced algorithms such as Quicksort, mergesort, and the use of hash tables. An introduction to using the Unix operating system and Unix tools for software development such as Make. This course is offered is not typically.

Prerequisites: CSC-111
Credit: 1
Distribution: Natural Science/Mathematics

**CSC-121 Intro to Add. Program Language**

An introduction to one or more additional programming languages. Students will build on their previous knowledge of a programming language to learn one or more additional languages. Languages vary by semester but may include any programming paradigm. For a given semester the course content and other particulars will be announced before registration for that semester. This course may be taken multiple times, for credit for each different language.

Prerequisites: CSC-111 with a grade of C- or better.
Credit: 0.5
Distribution: Natural Science/Mathematics

**CSC-171 Special Topics in Comp. Sci.**

This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before registration for that semester. This course is offered irregularly.

Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics

**CSC-187 Independent Study**

Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credit: 0.5-1
Distribution: Natural Science/Mathematics

**CSC-188 Independent Study**

Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credit: 0.5-1
Distribution: Natural Science/Mathematics

**CSC-211 Intro Data Structures**

An introduction to more advanced abstract data types such as lists; sets; trees, including balanced trees; and graphs. Algorithms for traversing, searching, determining connectivity, and so forth. An in-depth study of, and analysis of, the algorithms used to implement these structures. This course is offered in the spring semester.

Prerequisites: Prereq CSC-111 with a grade of C- or better.
Credit: 1
Distribution: Natural Science/Mathematics

**CSC-271 Special Topics in Comp. Sci.**

This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before registration for that semester. This course is offered irregularly. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

Prerequisites: CSC-111 or permission of the instructor.
Credit: 0.5-1
Distribution: Natural Science/Mathematics
CSC-287 Independent Study
Enrollment through instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-288 Independent Study
Enrollment through instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-311 Intro Machine Organ
A study of the various layers at which a machine can be studied, including higher-level languages, assembly language, machine language, and digital circuits. Data representation. A comparison of RISC and CISC architectures. Some programming in a representative assembly language. Issues of cross-language programming. This course is offered irregularly.
Prerequisites: CSC-211
Credit: 1
Distribution: Natural Science/Mathematics

CSC-321 Programming Lang
A study of the paradigms of programming languages, including procedural languages such as Pascal or 'C', object-oriented languages such as C++ or Smalltalk, functional languages such as ML or Scheme, logic-oriented languages such as Prolog, and concurrency such as in Ada. Consideration of how concepts are implemented, such as modules, parameter passing, function evaluation, data types and type checking, memory management, exception handling, and threads. This course is offered irregularly.
Prerequisites: CSC-121
Credit: 1
Distribution: Natural Science/Mathematics

CSC-331 Analysis Algorithms
Advanced topics and problems in analyzing algorithms. Algorithms involving structures such as sequences, sets, and graphs, and topics such as geometric and numeric algorithms. An introduction to the question of P=NP and NP-Complete problems. Parallel algorithms. This course is offered irregularly.
Prerequisites: CSC-211 and MAT-108 or 219
Credit: 1
Distribution: Natural Science/Mathematics

CSC-337 Intro. Numerical Analysis
Advanced: This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.
Prerequisites: CSC-111 and MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

CSC-338 Topics Computational Math
Advanced. A course to develop mathematical and computational techniques in areas of mathematics or interdisciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered in the fall semesters of odd-numbered years.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics

CSC-341 Automata, Computability
An introduction to theoretical computer science. Finite state machines and regular expressions. Context-free languages and push-down automata. Turing machines, effective computability, and the Halting Problem. This course is offered irregularly.
Prerequisites: CSC-111 and MAT 108 or 219
Credit: 1
Distribution: Natural Science/Mathematics

CSC-387 Independent Study
Directed study on special topics for qualified students. May be repeated for credit.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-388 Independent Study
Directed study on special topics for qualified students. May be repeated for credit.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

Colin McKinney
William Turner (chair)
Chad Westphal

Economics
The Department of Economics is dedicated to providing a rigorous, challenging curriculum that emphasizes economic theory and focuses
on how economists view the world. Students master a wide variety of philosophical, technical, logical, computer, and quantitative skills. The Wabash College Economics major is taught to evaluate arguments and policies, analyze empirical data, and present his views, rationales, and results.

The department does not award credit for business classes taken off campus.

Requirements for the Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-101</td>
<td>Princ of Economics</td>
<td>1</td>
</tr>
<tr>
<td>ECO-291</td>
<td>Intermediate Micro</td>
<td>1</td>
</tr>
<tr>
<td>ECO-292</td>
<td>Intermediate Macro</td>
<td>1</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
<td>0.5</td>
</tr>
<tr>
<td>ECO-253</td>
<td>Intro Econometrics 1</td>
<td>1</td>
</tr>
<tr>
<td>ECO-401</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select at least two courses with a prerequisite of ECO 291 or ECO 292 2</td>
<td></td>
</tr>
<tr>
<td>Economics Elective 2</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

1 A course in statistics, either DV3-252 Stats Soc Sciences or a full-credit Mathematics Department Statistics course above the 100-level must be taken before enrolling in ECO-253 Intro Econometrics.

2 ECO-262 Financial Markets and Institutions does not count toward the major in economics.

Collateral Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DV3-252</td>
<td>Stats Soc Sciences</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-110</td>
<td>Calc. I With Pre-Calc. Review</td>
<td>1</td>
</tr>
<tr>
<td>or MAT-111</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Senior Comprehensive Exams

The Written Comprehensive Exam in Economics is spread over two days and designed to evaluate the student’s understanding of both core concepts and the wide variety of applications of economic theory. The first day consists of an objective, standardized test that contains questions from every economics course offered at Wabash. The second day consists of an essay exam on micro and macro theory and econometrics.

Recommended Sequence of Courses

The "typical" economics major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO-101</td>
<td>Princ of Economics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DV3-252</td>
<td>Stats Soc Sciences</td>
<td>0.5</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
<td>0.5</td>
</tr>
</tbody>
</table>

ECO-291 Intermediate Micro 1

Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-253</td>
<td>Intro Econometrics</td>
<td>1</td>
</tr>
<tr>
<td>ECO-292</td>
<td>Intermediate Macro</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>2</td>
</tr>
<tr>
<td>Junior</td>
<td>Electives</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>ECO-401 Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>7</td>
</tr>
</tbody>
</table>

1 It is recommended, but not required, that students take ECO-291 Intermediate Micro before ECO-292 Intermediate Macro.

Although the above sequence is preferred, there can be flexibility in this basic pattern. The well-prepared first-year student might want to begin the study of economics in the first semester of the freshman year, while “late contractors” (students who decide to major in economics during their sophomore or even junior years) may choose a more tightly packed junior/senior year combination of economics courses. The prospective economics major should be careful in planning the theory/empirical sequence year. The sequence of DV3-252 Stats Soc Sciences in the FALL and ECO-253 Intro Econometrics in the SPRING is crucial. ECO-251 Economic Approach With Excel should be taken by the time the other courses in the theory/empirical sequence are completed. It is most convenient to take ECO-251 Economic Approach With Excel and ECO-291 Intermediate Micro along with DV3-252 Stats Soc Sciences in the fall. Thus, if the economics major is planning to study off-campus as a second semester junior, it is absolutely imperative that he begin the empirical sequence and take ECO-253 Intro Econometrics as a sophomore.

Contact any member of the Economics Department if you have questions, need help in making course decisions, or want advice concerning the study of economics at Wabash and beyond.

Requirements for the Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five course credits in economics</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

ECO-262 Financial Markets and Institutions counts toward the minor, but not toward the major (DV3-252 Stats Soc Sciences does not count toward the minor.).
Economics (ECO)

ECO-101 Princ of Economics
This introductory course, which covers the basic foundations of microeconomics and macroeconomics, is the gateway to the economics curriculum and an important part of a well-rounded education. The microeconomics portion of the course covers basic supply and demand analysis, market failure, present value, opportunity cost, and the theory of the firm. The macroeconomics portion of the course introduces issues such as inflation, unemployment, and government policy tools. In addition to discussion and problem solving, the class will focus on the use of Microsoft Excel to analyze real-world economic data.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: AP

ECO-177 Special Topics
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

ECO-187 Independent Study
Enrollment Through Instructor, Deparment Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-188 Independent Study
Enrollment Through Instructor, Deparment Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-213 Topics in Econ History:U S
The purpose of this course is to use economics to improve our understanding of history and to use history to improve our understanding of economics. Examples of questions that may be addressed are: Why is the U.S. wealthy? How do government policies affect the economy? How has the role of government changed over the course of U.S. history? How did the institution of slavery and its abolition affect Southern economic development? Is the current U.S. banking system better than the systems that preceded it? What caused the Great Depression?
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science, History/Philosophy/Religion
Equated Courses: HIS-245

ECO-214 Topics in Econ Hist:European
The purpose of this course is to study economic issues in European economic history. Topics vary, but examples of questions that may be addressed are: What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? What explains the rise and decline of economics? How and why has population changed over time?
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science, History/Philosophy/Religion
Equated Courses: HIS-235

ECO-220 The Global Economy
This course is designed to provide a one-semester introduction to both the microeconomic and macroeconomic aspects of international economics and is intended for a wide audience. The goal of the course is to provide you with a basic understanding of the fundamental theories of international economics including both international trade and international finance, to acquaint you with the historical and institutional contexts in which the US economy operates, and to broaden your understanding of other economies by studying their policy problems within the analytical framework of international economics.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-221 Economics of the European Union
The course includes a variety of topics related to current economic policy and institutional arrangements in the EU, ranging from labor markets and common monetary policy to international trade policy and challenges of growth. The goal of this class is to develop a deeper understanding of the economic structure and policies of the European Union (EU).
Additionally, the class will help students to become familiar with some data sources for information about the EU. 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 regular in-class approach may be complemented with an immersion trip to visit EU institutions, such as the European Commission in Brussels, Belgium, and the European Central Bank in Frankfurt, Germany.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-222 Comp Economic Systems
Focusing on East Asia and Eastern Europe, the class offers a critical comparative study of alternative approaches to establishing economic systems that will support growth, promote social cohesion, and facilitate transition to a market economy. The class includes a brief discussion of varieties of economic systems within the developed world, comparing the U.S. to Western Europe. Particular attention is paid to development in economic systems in fast-growing East Asia and Eastern Europe in transition. We examine various combinations of institutional framework, economic policies, and available resources that facilitated the transition and strong growth in these regions. This course is offered in the fall semester (when offered).
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-224 Econ/Pol Development
A brief survey of problems facing lesser-developed countries and of measures proposed and used for the advancement of political integration and the improvement of living standards and social welfare. Study will be made of the role of capital accumulation, private initiative, representative government, and other factors in economic growth and political modernization.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science
ECO-232 Public Policy
The purpose of this course is to use tools from Principles of Economics to study current public policy issues, and to analyze and evaluate existing and proposed policies for dealing with a variety of contemporary economic and social problems in the United States. Students will learn quantitative and qualitative skills useful for assessing public policy issues and their implementation and effectiveness. Topics may include (but are not limited to) health economics (Medicaid, Medicare, health care reform), environmental economics and policy (cap and trade policies), welfare and social services, income distribution, education, and energy economics.

Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-234 Environmental Economics
An introduction to environmental science, this course focuses on the definition and description of environmental resources, as well as management, and conservation. Includes topics on ecosystems, energy and mineral resources, population dynamics and the impact on environmental quality, water and air quality, water supply, solid waste. Analysis of the economic, social, and political interactions towards environmental management.

Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-235 Health Economics
This course is an introduction to the study of health care. While we will draw heavily on important ideas in economics, the course is interdisciplinary in nature. Basic questions to be considered include: What roles have nutrition, public health, doctors, hospitals, and drugs played in the dramatic improvement in health since 1800? What role does personal behavior (e.g., eating, smoking, and exercise) play in health? What explains the organization and evolution of the American health care system? In a world of limited resources, how should we decide what medical care ought to be foregone? What is the best way to deal with the major health challenges facing developing countries? Why has spending on health care increased so much over the past 100 years? Why does the United States spend so much more than the rest of the world on health? Why do governments intervene in health care? What kinds of reforms to the health care system might work? Non-majors are encouraged to take the course.

Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-241 Game Theory
While the economic model of perfect competition assumes that prices and profits are determined by the invisible hand of the market and individuals take them as given, in markets that are not perfectly competitive there is more room for bargaining and strategic interaction. Game theory analyzes situations where there is strategic interaction, where the outcomes for one individual depend on the choices made by another individual. Such situations occur not only in economics, but also in politics and biology, and in everyday life. This class will examine a variety of games and their equilibrium outcomes. This class will require mathematical reasoning, but will not require calculus.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

ECO-251 Economic Approach With Excel
An introduction to optimization, equilibrium, and comparative statics via Microsoft Excel. This course emphasizes numerical problems while illustrating the essential logic of economics. Economics majors are strongly encouraged to take this course in the sophomore year. This course is offered in the fall semester.

Prerequisites: none
Credit: 0.5
Distribution: Quantitative Skills

ECO-253 Intro Econometrics
This course introduces students to empirical work in economics. Regression for description, inference, and forecasting is presented in a non-formulaic, intuitive way. Microsoft Excel is used to analyze data and perform Monte Carlo simulation. Heteroskedasticity and autocorrelation are covered. Students will also learn how to read and write empirical papers in economics. Economics majors are strongly encouraged to take this course in the sophomore year. This course is offered in the spring semester.

Prerequisites: Take DV2-252 or MAT-253 and 353 or PSY-201 and 202 or PSC-297.
Credit: 1
Distribution: Behavioral Science

ECO-262 Financial Markets and Institutions
This course uses basic tools of economic theory to analyze modern financial institutions and markets. The financial instruments to be covered range from credit card loans to mortgages, stocks, bonds, futures, and options. The main questions of the course are: What roles do commercial banks, pension funds, insurance companies, investment banks, mutual funds, and the government play in financial markets? What determines the prices of stocks and bonds? How can individuals and institutions deal with risk and how is risk measured? What drives innovation in financial markets? The course concentrates on contemporary U.S. institutions, but offers some historical and international perspective. This course is offered in the spring semester. Note: ECO 262 does not count toward the major in economics.

Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-277 Special Topics
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-287 Independent Study
Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the fall semester.

Prerequisites: none
Credit: 0.5-1
Distribution: Behavioral Science
ECO-288 Independent Study
Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-291 Intermediate Micro
The course examines the development of the theories of the price mechanism under competitive and non-competitive market situations. The costs and revenue decisions of the firm are analyzed within the context of standard assumptions about economic behavior. The welfare implications of contemporary problems under partial and general equilibrium conditions are explored. This course is offered in the fall and spring semester. It is recommended that students take ECO 291 before ECO 292.
Prerequisites: ECO-101 with a C- or better and MAT-110 or 111 with a C- or better.
Credit: 1
Distribution: Behavioral Science

ECO-292 Intermediate Macro
This course examines the measurement, determination, and control of the level of economic activity. General equilibrium models are used to determine real output, employment, inflation, unemployment, and interest rates. We also study the determinants of long-run growth. The roles of fiscal and monetary policy are analyzed in their application to fluctuations in economic activity. This course is offered in the fall and spring semester. It is recommended that students take ECO 292 after ECO 291.
Prerequisites: ECO-101 with a C- or better and MAT-110 or 111 with a C- or better.
Credit: 1
Distribution: Behavioral Science

ECO-321 International Trade
Examines the theory of international trade and its applications. Students will learn why nations exchange, what determines the patterns of production and trade across countries, and what the welfare implications of trade are for the world at large and for the domestic economy. Special topics include GATT, multinationals, protectionism, and Third-world debt.
Prerequisites: ECO-251, 253, and ECO-291
Credit: 1
Distribution: Behavioral Science

ECO-322 International Finance
This course provides an overview of international finance along with selected themes from open economy macroeconomics. Topics include determination of exchange rates (including speculative bubbles and exchange rate overshooting), alternative exchange rate systems, intervention of central banks on foreign exchange markets, the relationship between interest rate and price level with exchange rate, consequences of exchange rate fluctuations, international banking and global capital markets, and financial and exchange rate crises. The course incorporates econometric techniques and spreadsheets in analyzing data and makes use of some standard data sources.
Prerequisites: ECO-253 and 292
Credit: 1
Distribution: Behavioral Science

ECO-331 Econ of Public Sector
An examination of the economic role of the public sector in the United States. Some of the general questions addressed include: When do markets fail to bring about desirable outcomes in the absence of government intervention? Under what circumstances can governmental action improve economic outcomes? What are the main features and economic effects of current government tax and expenditure programs? By what principles should reform of these programs be guided?
Prerequisites: ECO 253 and 291
Credit: 1
Distribution: Behavioral Science

ECO-332 Labor Economics
Why do different people earn different wages? What determines firms’ demand for labor? What determines workers’ labor supply? Why has wage inequality increased? Why does unemployment exist? The purpose of this course is to answer these questions using both microeconomic theory and econometrics, and to apply this knowledge to questions of labor market policy. Topics addressed include the determinants of labor demand and supply, minimum wages, human capital, efficiency wages, and discrimination. This course is offered in the spring semester.
Prerequisites: ECO-253 and 291
Credit: 1
Distribution: Behavioral Science

ECO-333 Industrial Organization
Extends ECO 291 by examining both the theoretical and the empirical analysis of imperfectly competitive firms. Particular emphasis is devoted to oligopoly theory and strategic behavior in which firms determine the best ways to compete with their marketplace rivals. Other topics include price discrimination, imperfect information, vertical restrictions such as resale price maintenance, and the role of innovation in market structure.
Prerequisites: ECO-251, 253, and 291
Credit: 1
Distribution: Behavioral Science

ECO-353 Econometrics
An introduction to applied economic statistics and techniques for reaching sensible conclusions on the basis of empirical economic evidence. The course covers theoretical issues more rigorously than ECO 253, but also gives students hands-on experience with sophisticated econometric software. Topics covered include: simple and multiple linear regressions, autocorrelation and heteroskedasticity, time series and forecasting, simultaneous equations, and qualitative response models. Numerous empirical exercises and a significant empirical paper are among requirements of the course. This course is offered irregularly.
Prerequisites: ECO-253 and ECO-291 or 292. Recommended:MAT-223
Credit: 1
Distribution: Behavioral Science

ECO-361 Corporate Finance
This course applies economic theory to analyze financial decisions made by corporations. These decisions include what real assets to invest in and how to raise the funds required for these investments. The analysis concentrates on the roles of the timing of cash flows, the risk of cash flows, and the conflicts of interest between the various actors in the world of corporate finance. Special attention is paid to stocks, bonds, dividends, and options. Extensive use is made of financial data and spreadsheets.
Prerequisites: ECO-251, 253, and 291
Credit: 1
Distribution: Behavioral Science
**ECO-362 Money and Banking**
The course provides an introduction to financial markets and the assets traded therein (such as bonds, stocks, and derivatives), with an emphasis on the role and function of commercial banks. This is complemented with analysis of the money market. Theories of money demand are combined with discussion of the role of the banking system in the money supply process. We examine the central role of the Federal Reserve in executing monetary and credit policies. The course incorporates econometric techniques and spreadsheets in analyzing financial data and makes use of some standard data sources. This course is offered in the fall semester.

**Prerequisites:** ECO-253 and 292 with a minimum grade of C-

**Credit:** 1

**Distribution:** Behavioral Science

---

**ECO-363 Topics in Macroeconomics**
Featuring macroeconomic policies and issues, this course includes the study of business cycles, the economics of government deficits and debt, case studies in macroeconomic policy, and macroeconomic forecasting. This course is offered irregularly.

**Prerequisites:** ECO-251, 253, and 292

**Credits:** 0.5-1

**Distribution:** Behavioral Science

---

**ECO-364 Case Studies in Macroeconomics**
Utilizing a case study approach, this course explores advanced issues in macroeconomic policy. Topics covered include the business cycle, international macro, and growth.

**Prerequisites:** Take ECO-251, 253, and 292

**Credit:** 1

**Distribution:** Behavioral Science

---

**ECO-377 Special Topics**
The course provides opportunities for specialized, innovative material to be made available for students at the advanced level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** ECO-101, 253, and 291 or 292

**Credits:** 0.5-1

**Distribution:** Behavioral Science

---

**ECO-387 Independent Study**
Students who wish to do an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the fall semester.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Behavioral Science

---

**ECO-388 Independent Study**
Students who wish to do an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the spring semester.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Behavioral Science

---

**ECO-401 Senior Seminar**
A capstone seminar course in which current economic problems and policy are analyzed. This course is required of all economics majors. This course is offered in the fall semester.

**Prerequisites:** ECO-251, 253, 291, and 292

**Credit:** 1

**Distribution:** Behavioral Science

---

**ECO-487 Independent Study**
Enrollment Through Instructor, Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Behavioral Science

---

**ECO-488 Independent Study**
Enrollment Through Instructor, Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Behavioral Science

---

**ECO-491 Advanced Microeconomic Theory**
The course refines the microeconomic analysis offered at the intermediate level by introducing more rigorous mathematical tools. Additional topics in microeconomic theory are introduced and analyzed with the use of advanced mathematical techniques. The course is especially recommended to students considering graduate work in economics and should also prove useful to students considering graduate study in business. This course is offered irregularly.

**Prerequisites:** ECO-291, MAT-111 and 112

**Credit:** 1

**Distribution:** Behavioral Science

---

**ECO-492 Adv Macroeconomics**
The major propositions of intermediate macroeconomics are reviewed and expressed in the language of mathematics, and more complex and newer theories of macroeconomics are presented. A major substantive focus will be on the similarities and differences between classical, post Keynesian, monetarist, and rational expectations theories for macroeconomics, recent relevant empirical findings, and implications of economic policy. The course is especially recommended to students considering graduate work in economics and should also prove useful to students considering graduate study in business. This course is offered irregularly.

**Prerequisites:** ECO-292 and MAT-110 or 111

**Credit:** 1

**Distribution:** Behavioral Science

---

**ECO-IND Independent Study**
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.

**Prerequisites:** none

**Credits:** 0.5-1

Joyce Burnette
Chonghyun Christie Byun
Jack L Foos
Perry Edward Hensley
Gregory D Hess
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

### Education Studies

The minor in Education Studies is embedded in the liberal arts and aligned with the mission of Wabash College. It is designed to complement any major, and is suitable for students who have an interest in educational history, philosophy, policy, and practice. The minor is designed to introduce students to the study of educational issues through two foundational courses that provide insight into broad questions related to students’ educational development, and educational ideologies and systems—while also satisfying College-level distribution requirements. These courses are typically taken during the freshman and/or sophomore year, and provide the background for either minor track.

Education Studies minors seeking admission to the Secondary Licensure Program (SLP) should seek guidance from their major advisors and Education Studies faculty on a continuing basis to ensure that they are completing the appropriate courses within their major, along with any supplemental coursework required for secondary licensure in the State of Indiana. See Preparation for Secondary Teaching Licensure (p. 257) for the full list of required courses for each content area. Note also that students in the SLP must complete four additional credits in Education Studies beyond the minor to be eligible for secondary licensure.

The courses requirements in Educational Foundations, EDU-101 and EDU-201 are identical for the Minor Track and the Minor Track for Admission to the Secondary Licensure Program. Students intending to minor in Education Studies on either of the two tracks—as a general minor or as preparation for secondary licensure—should seek advisement from a member of the Department of Education Studies prior to moving on to the pedagogy courses, since the requirements for students seeking licensure differ from those for general minors. The pedagogy courses for the secondary licensure track include practicum teaching placements in local schools.

### Requirements for the Minor Track

#### Educational Foundations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-101</td>
<td>Introduction to Student Development</td>
<td>1</td>
</tr>
<tr>
<td>EDU-201</td>
<td>Philosophy of Education</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Curriculum and Pedagogy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-202</td>
<td>Middle School Methods &amp; Literacy. Literacy in Midd. Schl Curr.</td>
<td>2</td>
</tr>
<tr>
<td>EDU-302</td>
<td>High School Methods &amp; Diversity Educ</td>
<td></td>
</tr>
</tbody>
</table>

#### Special Topics in Educational History, Philosophy & Policy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-370</td>
<td>Special Topics</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Total Credits

- 5

---

1. Take both EDU-370 Special Topics: Education Policy (taught in spring of odd-numbered years) and EDU-370 Special Topics: Colonial and Postcolonial Education (taught in spring of even-numbered years)

### Additional Courses Required for the Minor for the Secondary Licensure Program

#### Urban Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-330</td>
<td>Studies in Urban Education</td>
<td>.5</td>
</tr>
</tbody>
</table>

#### Content Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-401</td>
<td>Spec.Methods:Language Arts</td>
<td>.5</td>
</tr>
<tr>
<td>EDU-402</td>
<td>Special Methods:Math</td>
<td></td>
</tr>
<tr>
<td>EDU-403</td>
<td>Special Methods:Lab Sciences</td>
<td></td>
</tr>
<tr>
<td>EDU-404</td>
<td>Special Methods:Soc Science</td>
<td></td>
</tr>
<tr>
<td>EDU-405</td>
<td>Special Methods:Foreign Lang</td>
<td></td>
</tr>
<tr>
<td>EDU-406</td>
<td>Special Methods:Latin</td>
<td></td>
</tr>
</tbody>
</table>

#### Student Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-423</td>
<td>Student Teaching Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credits

- 4
**Education (EDU)**

**EDU-101 Introduction to Student Development**
The course examines child and adolescent development through a pedagogical perspective. Through a variety of course texts, students will be introduced to theories of development and to the concept of diversity as it relates to student development. They will also be involved in K-12 field placements through which they are introduced to qualitative data collection/analysis techniques. EDU 101 students will examine their own development through autobiographical writing and compose variety of reflective and analytical reports based on their K-12 field work. The required technology thread for this course includes effective use of Word and presentation software (e.g., PowerPoint and Prezi), management of electronic files, and extensive use of course management systems for access to electronic files and submission of assignments (e.g., Moodle/Canvas). Field component: Students in EDU 101 complete a total of 24 hours of field work spread across the semester in three school settings: elementary, middle, and high school. While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes and to interact with host teachers and students in ways that are helpful and enable them to learn about K-12 student development. EDU 101 students are introduced to field-based inquiry and specifically the tools of narrative inquiry as they learn methods of collecting and analyzing qualitative data. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 101 in the freshman or sophomore year. Offered fall and spring semesters.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Behavioral Science

**EDU-201 Philosophy of Education**
This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) with a particular focus upon the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society. Issues addressed typically include: tensions between individual students' development and the needs of the broader society; the role of the educational system in a diverse and multicultural society; the nature and goals of classroom reform (teacher/student and student/student); and approaches to educational reform. The required technology thread includes use of the computer software to create and edit documents, and use of course management software for access to electronic files and submission of assignments. There is no field component required for this course. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 201 in the sophomore year. Offered fall and spring semesters. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/Religion distribution credit.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** History/Philosophy/Religion

**EDU-202 Middle School Methods & Literacy**
The first half of this course (taught in conjunction with EDU 203) examines the theories of young adolescent development and key curricular models and debates around the contemporary middle school in the United States with attention to adolescent literacy development and instruction. Building on concepts introduced in EDU 101, students will delve more deeply into a study of young adolescent development. A field component will enable students to study how middle school settings and/or community programs seek to meet the needs of this unique developmental period called young adolescence. During the second half of the course, students will examine theories of literacy learning and current research on adolescent literacy instruction in the context of middle level education. Specifically, in the second half, EDU 202 students will begin translating the appropriate theory and methods to lesson planning and classroom instruction especially designed for middle level learners. Students will be introduced to the process of analyzing student learning to inform instruction, and will complete the Analysis of Student Learning (ASL) pilot project, which examines questions of practice related to literacy instruction and student achievement in the content areas at the middle level. As well, field work and course content will include attention to the instructional needs of instructional needs of Special Needs learners and English Language Learners at the middle level. Required field experience consists of 25 hours; see details below. EDU 202 is required for the Secondary Licensure Program, and should be taken in the sophomore or junior year. Offered in the spring semester only. Field Component: Students will fulfill their field requirement by being placed in a content-specific middle level class where they will work collaboratively with a host teacher for the entire semester. EDU 202 students are expected to participate in regular field visits and to increase the level of their involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learners. The field work will culminate with EDU 202 students collaborating with host teachers to co-plan and co-teach a two-week unit that emphasizes the role of literacy in the teaching of a specific content area at the middle level.

**Prerequisites:** EDU-101.  
**Credit:** 1  
**EDU-203 Young Adolescent Development**
This course (taught in conjunction with the first half of EDU 202) examines the theories of young adolescent development and key curricular models and debates around the contemporary middle school in the United States. Building on concepts introduced in EDU 101, students will delve more deeply into a study of young adolescent development with some attention to literacy skill development. A field component (10 hours) will enable students to study how middle school settings and/or community programs seek to meet the needs of this unique developmental period called young adolescence. EDU 203 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Offered in the spring semester only. Field Component: Students taking EDU 203 may fulfill their field requirement in a variety of ways (e.g., placement in a middle school setting and/or by volunteering with community-based programs designed especially for young adolescents).

**Prerequisites:** EDU-101.  
**Credits:** 0.5  
**EDU-230 Special Topics in Education**

**Prerequisites:** none  
**Credits:** 0.5-1
EDU-240 Educational Policy & Evaluation
This course examines educational policy at the federal and state levels. We will explore the role of educational policy in guiding educational evaluation, with particular focus upon the use and abuse of statistical approaches to the evaluation of teaching and learning. After an introduction to the assumptions underlying qualitative, quantitative, and mixed-methods designs for educational research, the focus turns to the ways in which teaching and learning processes are understood and measured in public education. Standardized testing and common practices such as "quantitizing" qualitative data are examined for their assumptions and limitations in educational settings. The goal of the course is the development of quantitative skills and literacies needed for critical participation in public discussions and decision-making about these metrics as tools for diagnosis and reform in public education. In particular, students will be prepared to better evaluate political debate and news coverage related to the assessment of teaching and learning. Calculation of descriptive statistics commonly used in classroom assessments and in standardized educational measures, including those with normal and with skewed distributions, is taught using Excel. Substantial practice is devoted to representation and interpretation of quantitative data, using Excel's graphing and charting functions.
Prerequisites: none
Credit: 1
Distribution: Quantitative Skills

EDU-302 High School Methods & Diversity Educ
This course considers the curriculum and methods relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. The first half of the semester (taught in conjunction with EDU 303) introduces students to the theory and practice that underlie constructivist approaches to planning and teaching in a diverse and multicultural world. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. The second half of the semester is focused upon translation of the appropriate theory and methods to lesson planning and classroom instruction. Required field experience consists of 25 hours; see details below. EDU 302 is required for the Secondary Licensure Program, and should be taken in the junior or senior year. Offered in the fall semester only. Field Component: Students in EDU 302 are placed in a content-specific high school classroom where they work collaboratively with a host teacher during the second half of the semester. (When possible, some field hours may be completed earlier in the semester.) EDU 302 students are expected to participate in regular (2-3 times per week) field visits to their host school and expected to increase the level of involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learning. The field component culminates in a two-week daily immersion experience in the high school classroom: students co-plan and co-teach lessons incorporating multiculturalism, culturally appropriate pedagogy and diversity.
Prerequisites: Prereq: EDU-101.
Credit: 1

EDU-303 Diversity and Multicultural Education
This course (taught in conjunction with the first half of EDU 302) introduces students to the theory and practice that underlie constructivist approaches to teaching in a diverse and multicultural world. It considers curriculum and planning relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. EDU 303 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Offered in the fall semester only.
Prerequisites: Recommended EDU-201.
Credits: 0.5

EDU-330 Studies in Urban Education
In this course students study issues related to urban education and participate in a week-long immersion trip (currently to Chicago). The course is required for students who intend to complete the Secondary Licensure Program. The course culminates with an immersion trip to Chicago in May, wherein students are paired with a host teacher in a Chicago Public School and spend the week between finals and graduation immersed in the urban setting and teaching in Chicago Public Schools. Level: Required for the Secondary Licensure Program. With instructor permission, may be taken by any student in the Education Studies minor.
Prerequisites: EDU-101 and EDU-202 or 302
Credits: 0.5

EDU-370 Special Topics
This course is a seminar focused upon historical and/or philosophical topics in education. In general, historically-oriented and philosophically-oriented topics are taught in alternating years, and are cross-listed with the relevant department(s) as appropriate. The emphasis is upon shared exploration of the general background to the issue, accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission. Level: Required for the Education Studies minor. Offered in the spring semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1

EDU-387 Independent Study
Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1

EDU-388 Independent Study
Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1
EDU-401 Spec.Methods:Language Arts
Teaching of Language Arts (ENGLISH) In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-402 Special Methods:Math
Teaching of Mathematics In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-403 Special Methods:Lab Sciences
Teaching of Laboratory Sciences (Physics, Biology, Chemistry) In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-404 Special Methods:Soc Science
Teaching of Social Studies (Psychology, History, Economics, Political Science) In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-405 Special Methods:Foreign Lang
Teaching of Foreign Languages (Modern) In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-406 Special Methods:Latin
Teaching of Latin In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.
Prerequisites: EDU-101,201,202, and 302
Credits: 0.5
EDU-421 Content Pedagogy Seminar
Used for Transition to Teach students only. This practicum experience mirrors EDU 423 described above, but with adjustments in assignments to align with a 2.0 credit course. Offered in the spring semester.
Prerequisites: EDU-202,302,401,402,403,404,405,406,407
Credits: 2

EDU-423 Student Teaching Practicum
The general purpose of this practicum experience is to bridge the gap in teacher preparation between theory and practice and to provide teacher candidates with real world teaching experiences in a secondary school setting. The co-teaching model serves as the framework for this practicum, which enables teacher candidates to have a collaborative mentoring relationship with their mentor teachers. As the third piece in this collaboration, college supervisors serve as facilitators, resources, and overseers of the practicum experience. The Student Teaching Practicum places teacher candidates, who have completed all other licensure program requirements for the secondary teaching license, in a content-appropriate middle and/or high school setting where they work with a mentor teacher for an entire semester. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to co-plan and co-teach for a full 15 weeks. Responsibilities for the teacher candidates will gradually shift from the mentor teacher as the "lead teacher" to the teacher candidate as the "lead teacher" and back as the practicum experience comes to a close. As well, teacher candidates are expected to conduct a classroom-based research (CBR) project and complete the licensure program e-portfolio – both are required culminating projects for the secondary licensure program. Teacher candidates will be supported and mentored as they work on these projects during the bi-monthly seminar meetings on campus. Other topics covered in the seminar meetings will include: lesson planning, differentiated instruction, authentic assessment, technology, classroom management, and education law. Offered in fall and spring semesters.
Prerequisites: EDU-101,201,202,302,330. 0.5 credits from EDU-401,402,403,404
Credits: 3

EDU-487 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1

EDU-488 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5

EDU-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Javier Fernando Castillo
Michele Pittard
Deborah Seltzer-Kelly (chair)
Marcus Richard Welch

Electronic Music

The Minor in Electronic Music is distinct from the Minor in Music. It relies significantly on a prescribed set of courses that focus only on Electronic Music. These are designed for the teaching and learning of concepts, perspectives, and practices unique to music that is produced through electronic and digital processes.

Requirements for the Minor

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-201</td>
<td>Music Theory I</td>
<td>1</td>
</tr>
<tr>
<td>MUS-221</td>
<td>Intro to Electronic Music</td>
<td>1</td>
</tr>
<tr>
<td>MUS-222</td>
<td>Electronic Music History &amp; Lit</td>
<td>1</td>
</tr>
<tr>
<td>MUS-223</td>
<td>Digital Sound Synthesis</td>
<td>1</td>
</tr>
<tr>
<td>MUS-297</td>
<td>Electronic Music Projects</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Half a credit from:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-298</td>
</tr>
</tbody>
</table>

Ensemble or Lessons

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-151</td>
</tr>
<tr>
<td>MUS-152</td>
</tr>
<tr>
<td>MUS-153</td>
</tr>
<tr>
<td>MUS-155</td>
</tr>
<tr>
<td>MUS-156</td>
</tr>
<tr>
<td>MUS-157</td>
</tr>
<tr>
<td>MUS-261</td>
</tr>
</tbody>
</table>

Total Credits 5

Collateral Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-111</td>
<td>Intro to Programming or PHI-22 Aesthetics</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 1

Peter Hulen (chair)

English

The English Department faculty offers a wide range of courses in literature, creative and expository writing, and media studies. The course offerings are divided into introductory, intermediate, and advanced courses that meet the general and specialized needs of English majors and minors, as well as students throughout the college. The courses aim to develop careful readers and accomplished writers who possess skills of comprehension, analysis, interpretation, synthesis, and evaluation.

The study of literature fosters a widening of the mind’s horizons and a deepening of the heart. It enables us to make connections between our present historical moment and the past, thereby giving our vision depth and perspective. It gives us a sense of our common human journey as well as of our extraordinary possibilities. The poem, the play, the story, the essay: they are the best means we have for self-understanding, as individuals and as a species.

All students are invited to consider ENG-105 Intro to Poetry–ENG-260 Multicultural/Literatures to fulfill distribution requirements in Language Studies and Literature and Fine Arts. These courses are introductory in nature, with the exception of 200 level creative writing courses, which
have ENG-110 Intro. to Creative Writing or consent of the instructor as prerequisites. Courses numbered above ENG-260 Multicultural/Literatures usually have a prerequisite of any one English literature course at Wabash. Intermediate courses (titled “Studies in...” and numbered from 300) will be structured according to various approaches to literary studies, the second digit indicating one of several approaches: historical contexts (300); literary genres (310); literary modes (320); themes and topics (330); authors (340); media (350); multicultural and national literatures (360); special topics (370); language studies (390). Not all will be offered each year. Occasionally the content of the course will be altered (partly in response to student requests), but the critical approach will remain the same.

**Introductory Courses**

These courses, numbered 105–160, introduce students to English, American, and World literature in translation. Two half-semester courses, ENG-105 Intro to Poetry and ENG-106 Intro. to Short Fiction, introduce students to the ways of reading poetry and short fiction. ENG-107 History in Drama and ENG-108 History and Literature emphasize history as a subject matter in literature. ENG-109 World Lit. in Translation and ENG-160 Multicultural Lit. in America, as well as ENG-107 History in Drama and ENG-108 History and Literature, focus on world and multicultural literature.

ENG-214 Introduction to British Lit. After 1900–ENG-220 Amer Lit after 1900, offered yearly, are designated “Core” courses because they are central to our conception of an English major. They introduce the student to basic literary and cultural history, to significant writers, works, and themes, and to useful critical modes. Students will be expected to participate in classroom discussion and write several short papers. These courses also serve as the foundation for more advanced literary study.

ENG-297 Intro to the Study of Literature. Required of all literature majors, and must be taken during the freshman or sophomore years.

**Intermediate Courses**

Courses numbered 300-370 have the prerequisite of any one English literature course at Wabash. They are designed to complement and develop historical and cultural awareness, and the knowledge of authors, themes, topics, genres, modes, and critical approaches encountered in Introductory and Core courses. Students in Intermediate courses take initiative in class discussion, write several analytical papers, and become familiar with the use of secondary critical sources. Topics for Intermediate courses are generally repeated every two or three years.

**Advanced (Seminar) Courses**

Two sections of ENG-497 Seminar in English Lit are the two Advanced Courses offered every fall. These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are only offered in the fall semester.

**Requirements for the Major**

There are two tracks for those majoring in English. Students may choose either Literature or Creative Writing.

**Literature Track**

Core Survey Courses: 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-214</td>
<td>Introduction to British Lit. After 1900</td>
<td>1</td>
</tr>
<tr>
<td>ENG-215</td>
<td>Medieval &amp; Ren Lit</td>
<td></td>
</tr>
<tr>
<td>ENG-216</td>
<td>Intro to Shakespeare</td>
<td></td>
</tr>
<tr>
<td>ENG-217</td>
<td>Engl Lit 1660-1800</td>
<td></td>
</tr>
<tr>
<td>ENG-218</td>
<td>Engl Lit 1800-1900</td>
<td></td>
</tr>
<tr>
<td>ENG-219</td>
<td>Amer Lit before 1900</td>
<td></td>
</tr>
<tr>
<td>ENG-220</td>
<td>Amer Lit after 1900</td>
<td></td>
</tr>
<tr>
<td>ENG-297</td>
<td>Intro to the Study of Literature 2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Studies in...**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-300</td>
<td>Studies in Historical Contexts</td>
<td>2</td>
</tr>
<tr>
<td>ENG-310</td>
<td>Studies in Literary Genres</td>
<td></td>
</tr>
<tr>
<td>ENG-320</td>
<td>Studies in Literary Modes</td>
<td></td>
</tr>
<tr>
<td>ENG-330</td>
<td>Studies in Special Topics</td>
<td></td>
</tr>
<tr>
<td>ENG-340</td>
<td>Studies in Individual Authors</td>
<td></td>
</tr>
<tr>
<td>ENG-350</td>
<td>Studies in Media: Literature &amp; Film</td>
<td></td>
</tr>
<tr>
<td>ENG-360</td>
<td>Studies in Multicul/Natl Lit</td>
<td></td>
</tr>
</tbody>
</table>

**English Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-497</td>
<td>Seminar in English Lit</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 9

1. These three courses should be completed by the end of the junior year.

2. Preferably in the freshman or sophomore year.

ENG-101 Composition does NOT count toward the major and no more than two Language Studies courses in English may be included in the required nine. The core survey courses should give the major a broad understanding of English and American literary periods; the additional six courses should help him determine those critical approaches most appropriate to his literary interests.

**Creative Writing Track**

Select four courses in creative writing (including one course in a second genre) 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-498</td>
<td>Capstone Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>&amp; ENG-499</td>
<td>Capstone Portfolio</td>
<td></td>
</tr>
<tr>
<td>ENG-497</td>
<td>Seminar in English Lit</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three courses in literature 2

Total Credits 9

1. Two of the creative writing courses must be at the advanced level (300 or 400 level)

2. The three literature courses must be at the 200 level or above; at least one must be a 200 level course and at least one must be at the 200 level.

Students in this track are encouraged, but not required, to take either ENG-297 Intro to the Study of Literature.

The typical sequence for a student in the creative writing track would start with ENG-110 Intro. to Creative Writing, the multi-genre course (in fiction, poetry, and nonfiction). That would be followed by a 200 level intermediate course in a single genre, then a 300 level advanced course in that same genre. As a senior, the student would take ENG-497 Seminar in English Lit and ENG-498 Capstone Portfolio/ENG-499 Capstone
Portfolio (two half-credit courses, in which the student develops a portfolio of work in his chosen genre).

For Senior Comprehensives, literature majors must pass two department examinations:

1. an analysis of an unfamiliar text; and
2. a two-part essay on their development as a literary critic followed by an analysis of two formative texts.

Creative Writing majors must pass two departmental examinations:

1. an analysis of an unfamiliar text; and
2. a two-part essay on their development as a literary artist followed by the exploration of a question of literary craft or technique.

Majors with specific graduate school plans should discuss these with department members. Those who wish to continue work in English should be aware of foreign language requirements for graduate degrees, as well as the significant advantage of knowing the literature of another language. Courses in Classics, Religion, and the Arts would also be good preparation for advanced study in Literature, Language, or Creative Writing.

Requirements for the Minor

Five full-credit courses, not including ENG-101 Composition. Ordinarily students will choose to concentrate along one of the following lines, but a student may, by presenting a written proposal that receives Departmental approval, construct an alternate minor that better suits his needs. These proposals need to be submitted by the end of the first semester of the student’s junior year.

**Literature Track**

Two core survey courses  
Total Credits 2

Three additional courses in literature, one of which should be 300 level or above  
Total Credits 3

**Total Credits** 5

**Creative Writing Track**

Three courses in creative writing 1  
Total Credits 3

Two courses in writing or literature  
Total Credits 2

**Total Credits** 5

1 At least one of the creative writing courses should be at the advanced level.

English (ENG)

**ENG-101 Composition**

Multiple sections will be offered in the fall semester, each limited to 15 students. While instructors may use different approaches, all are concerned with developing every student’s use of clear and appropriate English prose in course papers and on examinations. All instructors have the common goal of encouraging the student to write with accuracy of expression, as well as with logical and coherent organization. Students will be responsible for writing at least one in-class essay and a series of longer, out-of-class essays. Students are expected to develop an awareness of the strengths and weaknesses in their writing and to acquire the necessary skill to revise and rewrite what they thought were final drafts of essays. Past experience has shown the Department and the College that writing well in high school does not necessarily assure the same in college. Enrollment in this course is limited to those students required to take it, based on SAT English Writing Exam scores. This course is offered in the fall semester.

**Prerequisites:** none

**Credit:** 1

**ENG-105 Intro to Poetry**

This class will introduce you to the study of poetry through intensive reading and intensive written analysis. We will focus on close reading of a wide range of poems from a variety of historical periods, genres, and cultures. Through a study of image, symbol, diction, syntax, meter, rhythm, and sound, we will analyze the ways in which a poem creates meaning. Written analyses will emphasize the marriage of formal and thematic elements in particular poems.

**Prerequisites:** none

**Credits:** 0.5

**Distribution:** Literature/Fine Arts, Literature

**ENG-106 Intro. to Short Fiction**

This class has two goals: to introduce the study of short fiction through intensive reading, and to familiarize students with strategies and methodologies for writing about literature. In our readings, we will explore formal issues such as tone, structure, and symbolism as well as social issues such as sexuality, race and gender. This class focuses on ways of grappling with these big questions in writing, as literary scholars do.

**Prerequisites:** none

**Credits:** 0.5

**Distribution:** Literature/Fine Arts, Literature

**ENG-107 History in Drama**

First, a brief review of how the general reader can become a critical reader of dramatic literature—and still find the experience delightful and enriching. Then, using Pirandello’s Henry IV as a reminder of the challenges of plays about contemporary issues and personalities, we will discuss some works from the last sixty years that have addressed concerns of science and scientists. It may be just as interesting to discover that some dramatists have intriguing insights into this kind of subject as it is to realize that sometimes both humanists and scientists can speak the same language. Texts will include Brecht’s Galileo, Kipphardt’s In the Matter of J. Robert Oppenheimer, as well as more recent efforts to present Heisenberg, Bohr, and Feynman. This course is offered in the second half of fall semesters.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts, Literature
ENG-108 History and Literature
This introductory literature course focuses on the connections between history and literature. The instructor develops a specific topic that invites the exploration of these connections.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-109 World Lit. in Translation
This course focuses on world literature translated into English. Topics vary by semester, but themes in the course include national identity, exile, colonialism, gender inequality, political and religious conflict, and globalization. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-110 Intro. to Creative Writing
This is an introductory course in Creative Writing. ENG 110 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-121 Language Variation & Change
This continuation of ENG 122 (HUM 122) will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time.
Prerequisites: ENG-122 or HUM-122 or MLL-122
Credits: 0.5
Distribution: Language Studies, Language
Equated Courses: HUM-121

ENG-122 Modern Linguistics
This course is an introduction to the basic principles of linguistics, the theory and analysis of human language. The first half of the course will focus on structural aspects of language: speech sounds and sound systems, and the formation of words and sentences.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies, Language
Equated Courses: HUM-122

ENG-123 History of the English Lang.
This course draws upon archaeology, literature, linguistics and social history in order to familiarize you with the development of the English language. We will examine texts written in Old, Middle, and Early Modern English, placing them in their cultural contexts to explore how environment shapes language and language shapes environment. In this class we will consider the political and social aspects of language from prehistory to the present and engage with primary sources in their original languages. We will discuss current political and social issues like Ebonics, pidgins, and English-only "nativism" movements. Students will present a final project that address current, language-related debates such as English as a global language, the impact language has upon power structures or how language and cultural authority are linked. This course is offered in the second half, spring semester.
Prerequisites: none
Credit: 1

ENG-150 Mass Communications
An undergraduate introduction to the print and electronic media (communication theory, advertising, newsgathering, media effects, and investigative journalism) in which students analyze the special languages of the media, examine the economics of the communications industry, and evaluate the media as a reflection of the ideas and preoccupations of society. The goal of the course is to develop students into informed and discriminating listeners, readers, and viewers. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies

ENG-160 Multicultural Lit. in America
The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-180 Special Topics: Science & Spec Fiction
The goals of this class include familiarization with the genres of Science and Speculative Fiction and their profound impact not only on the Anglophone literary tradition but also on the development of science and technology in general. The students will analyze the social and political contexts for such themes as time travel, artificial intelligence, genetic engineering, alien invasion, and biological interdependence. We will read fiction by H.G. Wells, Ray Bradbury, Arthur C. Clarke, William Gibson, Octavia Butler, Lauren Beukes, and others, as well as graphic novels (V for Vendetta and Marvels). The movies will include Metropolis, the Matrix trilogy, and District 9. This course will next be offered during the 2015-16 academic year.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
ENG-188 Independent Study
Enrollment through instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

ENG-190 Special Topics: Language
This is an introductory course in Creative Writing. English 190 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

ENG-196 Religion and Literature
A study of religious themes and theological issues in diverse literary works. Each week will focus on a single text. Authors represent various religious traditions (like Protestantism, Roman Catholicism, Buddhism, Judaism, and Hinduism) and raise particular religious questions (like the problem of evil, the question of atheism, the role of tradition, and the nature of redemption).
Prerequisites: none
Credit: 1
Distribution: Language Studies

ENG-201 Composition: The Essay
English 201 concentrates exclusively upon the essay as a vehicle of prose communication. Students will read the works of several modern essayists (for example, E.M. Forster, George Orwell, Alice Walker, Lewis Thomas, Joan Didion) and write essays based upon thematic and rhetorical methods discovered in the texts.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies

ENG-202 Writing With Power and Grace
This class addresses one of the most important questions of higher education, and, indeed, of life: how to express yourself clearly and gracefully. The premise of this class is that writing well is a potent form of power and beauty. To achieve that goal, we'll study the major principles of grammar, style, and clarity. Although all are welcome, this class will be of particular interest to freshmen and sophomores who either did not take the Composition or would like further practice in writing. This course does not count toward the creative writing track of the English major. This course is offered in the fall and spring semesters.
Prerequisites: none
Credit: 1
Distribution: Language Studies

ENG-203 Spec. Topics: Creative Writing
This course will build upon the creative principles in ENG 110. Because the course may be different every time it is taught, students may retake the course for credit. Special Topics may cover a variety of genres such as screenwriting, novel writing, travel writing, writing the memoir, audio rhetoric, the long poem, etc. The course will have a strong workshop component. Course readings will help students gain an understanding of the contemporary aesthetic of the genre as well as provide direction about craft. Besides generating assignments, producing original work, and reading a variety of genre-specific texts, students will also be responsible for peer evaluation and critique. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ENG-110
Credit: 1
Distribution: Language Studies

ENG-204 Creative Non-Fiction
This course in creative nonfiction will build upon the principles in ENG 110. The course will have a strong workshop component and focus heavily on generating creative nonfiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of creative nonfiction will comprise the required texts. Besides generating assignments, producing original essays, and reading a variety of texts, students will also be responsible for peer evaluation and critique.
Prerequisites: ENG-110
Credit: 1
Distribution: Language Studies

ENG-206 Writing With Power and Grace
This class addresses one of the most important questions of higher education, and, indeed, of life: how to express yourself clearly and gracefully. The premise of this class is that writing well is a potent form of power and beauty. To achieve that goal, we'll study the major principles of grammar, style, and clarity. Although all are welcome, this class will be of particular interest to freshmen and sophomores who either did not take the Composition or would like further practice in writing. This course does not count toward the creative writing track of the English major. This course is offered in the fall and spring semesters.
Prerequisites: none
Credit: 1
Distribution: Language Studies

ENG-207 Creative Writing: Fiction
This intermediate course in fiction writing will build upon the principles in ENG 110. The course will have a strong workshop component, starting early in the second week of instruction. The course will focus heavily on generating fiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing fiction will comprise the required texts. Besides generating assignments, producing original workshops stories or chapters, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.
Prerequisites: ENG-110 or permission of the instructor
Credit: 1
Distribution: Language Studies

ENG-208 Creative Writing: Poetry
This course in creative writing will build upon the principles in ENG 110. The course will have a strong workshop component, starting early in the second week of instruction. The course will focus heavily on generating poetry and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing poetry will comprise the required texts. Besides generating assignments, producing original workshops poems, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.
Prerequisites: ENG-110 or permission of the instructor
Credit: 1
Distribution: Language Studies

ENG-209 Creative Writing: Non-Fiction
This course in creative writing will build upon the principles in ENG 110. The course will have a strong workshop component, starting early in the second week of instruction. The course will focus heavily on generating fiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing fiction will comprise the required texts. Besides generating assignments, producing original workshops stories or chapters, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.
Prerequisites: ENG-110 or permission of the instructor
Credit: 1
Distribution: Language Studies

ENG-210 Spec. Topics: Creative Writing
This course will build upon the creative principles in ENG 110. Because the course may be different every time it is taught, students may retake the course for credit. Special Topics may cover a variety of genres such as screenwriting, novel writing, travel writing, writing the memoir, audio rhetoric, the long poem, etc. The course will have a strong workshop component. Course readings will help students gain an understanding of the contemporary aesthetic of the genre as well as provide direction about craft. Besides generating assignments, producing original work, and reading a variety of genre-specific texts, students will also be responsible for peer evaluation and critique. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ENG-110
Credit: 1
Distribution: Language Studies

ENG-211 Creative Non-Fiction
This course in creative nonfiction will build upon the principles in ENG 110. The course will have a strong workshop component and focus heavily on generating creative nonfiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of creative nonfiction will comprise the required texts. Besides generating assignments, producing original essays, and reading a variety of texts, students will also be responsible for peer evaluation and critique.
Prerequisites: ENG-110
Credit: 1
Distribution: Language Studies

ENG-212 Creative Writing: Poetry
The intermediate course in poetry writing will build upon the principles in English 110. The course will have a strong workshop component, starting early in the second week of instruction. The course will focus heavily on generating poetry and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing poetry will comprise the required texts. Besides generating assignments, producing original workshops poems, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.
Prerequisites: ENG-110 or permission of the instructor
Credit: 1
Distribution: Language Studies

ENG-213 Creative Writing: Short Fiction
The intermediate course in fiction writing will build upon the principles in English 110. The course will have a strong workshop component, starting early in the second week of instruction. The course will focus heavily on generating fiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing fiction will comprise the required texts. Besides generating assignments, producing original workshops stories or chapters, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.
Prerequisites: ENG-110 or permission of the instructor
Credit: 1
Distribution: Language Studies
ENG-214 Introduction to British Lit. After 1900
This course will introduce students to the major writers and literary trends of the British Isles after 1900. We will begin with the dawn of Modernism, after which we will trace important political, cultural, and aesthetic changes reflected in 20th and 21st century texts. How did the disintegration of the British Empire and two world wars affect British cultural identity? How was the clash between the rural and the urban reflected in the past century? We will focus on a variety of genres-fiction, non-fiction, poetry, and drama-and examine the experimental trends in Modernism and Postmodernism, as well as representations of gender roles and race in selected texts by Joseph Conrad, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, George Orwell, Samuel Beckett, Doris Lessing, Eavan Boland, Muriel Spark, Angela Carter, and others. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-215 Medieval & Ren Lit
The study of English literature from its beginnings to the end of the Renaissance. Readings will include Beowulf; selections from Chaucer's Canterbury Tales; Elizabethan Poetry (including Book I of Spenser's The Faerie Queen); drama and prose; and Milton's Paradise Lost.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-216 Intro to Shakespeare
A study of the plays and sonnets of Shakespeare. Analyzing Shakespeare's dramatic and poetic techniques, we will examine some of the comedies, histories, and tragedies of the greatest dramatist in English. We will also look at the plays' major themes, styles, and sources. This course also includes as a final assignment, work as a member of a team on the presentation of a scene from one of Shakespeare's plays.
Prerequisites: none
Credit: 1
Distribution: Literature, Literature/Fine Arts

ENG-217 Engl Lit 1660-1800
This course examines works by some of the best-known poets, essayists, and novelists from the Restoration and 18th Century in Great Britain, including Dryden, Swift, Pope, Fielding, and Johnson. The responses of different authors to ongoing cultural conflicts will help structure our survey. Rhetorical techniques and the development of genres will be ongoing concerns. There will be special emphasis on the comedies of the time by Wycherly, Etherege, Behn, Congreve, Gay, Steele, and Sheridan, not only as texts for performance and reading, but also as objects the authors' contemporaries reviewed with vigor and used to construct theories about comedy and satire. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-218 Engl Lit 1800-1900
A study of the life and literature of the early and middle 19th century as reflected in the poetry, fiction, and essays of this period. Texts will vary from year to year but will be drawn from the works of major poets (Wordsworth, Keats, Tennyson, Browning, Arnold, and Hardy), novelists (Austen, Scott, Dickens, Thackeray, Eliot, and Hardy) and essayists (Wordsworth, Carlyle, Macaulay, Ruskin, Arnold, Huxley, and Pater). This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-219 Amer Lit before 1900
A survey of major writers and literary trends from the period of exploration to the Naturalists. We will study the forging of the American literary and social consciousness in the writings of the early explorers, through the Native American oral tradition, and in works by Bradstreet, Edwards, Franklin, Emerson, Thoreau, Hawthorne, Jacobs, Melville, Douglass, Whitman, Dickinson, Twain, James, Crane, and Chopin. Guiding our study will be questions like "What is 'American' about American literature?" and "In what ways do myths generated by our formative literature continue to shape our personal and national identities?" This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-220 Amer Lit after 1900
This survey introduces the writers and trends of our century, from realism and naturalism through modernism to the rich, fragmented energy of postmodernism and multiculturalism. Writers covered vary from year to year but may include Henry James, James Weldon Johnson, Edith Wharton, Robert Frost, Edna St. Vincent Millay, William Carlos Williams, E. E. Cummings, Ernest Hemingway, Margery Latimer, William Faulkner, Langston Hughes, Willa Cather, F. Scott Fitzgerald, J. D. Salinger, Allen Ginsberg, Gary Snyder, Amiri Baraka, John Barth, Raymond Carver, Galway Kinnell, Sharon Olds, Louise Erdrich, Sandra Cisneros, Toni Morrison, and Don DeLillo. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-221 Multicultural Dialects
An introduction to the study of dialects in America, with a particular focus on the diversity of American speech as reflected in its many cultural variations. Students will read about the varieties of American speech, study their historical, sociological, and linguistic background, and conduct original research in describing a cultural dialect. This course is offered in the second half, spring semester.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies
ENG-260 Multicultural/Literatures
Introduction to Black Studies The course will introduce students to the history, methodology and major problems in black studies. This survey will explore the interdisciplinary nature of black studies scholarship and the challenges it presents to traditional academic models. The issue of the politicization of the academy and the relationship between black scholarship production and service to the black community will also be covered. The course will draw from a number of literary sources (Toni Morrison, Houston Barker, Henry Louis Gates), cultural theorist (bell hooks, Mark Anthony Neal, Cornel West) and historical works (Nell Painter, John H. Franklin, Alberto Raboteau.) This course will serve students interested in the study of the black experience. All majors are welcomed. Students interested in the black studies Area of Concentration are encouraged to enroll.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-270 Special Topics: Lit/Fine Arts
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ENG-287 Independent Study/Lang.
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-288 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-290 Special Topics: Language
This is an introduction to the study of language and psychological behavior. We will consider current issues in language and the mind, including the structure and processing of language, language acquisition in children, and how humans store and retrieve linguistic information. No previous experience in linguistics is necessary, although it would be helpful if the student has taken Introduction to Psychology. There will be weekly quizzes, a short paper, and a comprehensive final examination
Prerequisites: none
Credit: 0.5
Distribution: Language Studies

ENG-296 Religion and Literature
A study of religious themes and theological issues in literary works.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion

ENG-297 Intro to the Study of Literature
This course offers an introduction to English literature as a field of study, an overview of genres (poetry, fiction, drama), and literary terms, the practice of close reading, and the basic premises of literary criticism. The course also focuses on developing research skills within the field. It is designed to help majors or potential majors utilize vocabulary essential to a successful literary and/or cultural analysis, study examples of published essays in the discipline, and consider the aims of literary criticism. This is a writing-intensive class. We welcome all students who are thinking about majoring in English to take this course. All English majors taking the literature track are required to take this course, preferably during their freshman or sophomore years. Students taking the creative writing track are encouraged but not required to take this course.
This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-300 Studies in Historical Contexts
See Course Descriptions on Registrar’s webpage
Prerequisites: 1 credit from ENG Wabash.
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-302 Writing in the Community: Grants/NonProf
In this course, students will partner with local nonprofit organizations to write grants and promotional materials (such as newspaper articles, website text, short video, pamphlets, etc.). Students will learn the fundamentals of grant writing, including how to tailor tone and content to specific audiences, the arts of brevity, concision, narrative persuasion, and grammatical/syntactical precision. This course includes a significant community engagement/service learning component, as students will work directly with Crawfordsville and Montgomery County nonprofit organizations.
Prerequisites: none
Credit: 1
Distribution: Language Studies

ENG-310 Studies in Literary Genres
Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.
Prerequisites: 1 credit from ENG at Wabash.
Credits: 0.5-1
Distribution: Literature/Fine Arts, Literature

ENG-311 Advanced Workshop in Creative Nonfiction
This course will build on the principles of ENG 211. It is primarily a workshop course, which will focus on generation and revision of original creative nonfiction, with an emphasis on producing polished, publishable work. Texts will include craft/theory books, anthologies and literary journals. The course will have a critical essay component, a close study of the craft of a particular writer or some formal question. Students will also be responsible for detailed peer critique at the advanced level.
Prerequisites: ENG-211
Credit: 1
Distribution: Language Studies, Language
ENG-312 Adv. Workshop in Poetry
This course will build on the principles of ENG 212. It is primarily a work-shopping course, with a critical essay component-close study of the craft of a particular writer or some formal question. Students will continue to read and study published work, such as the annual The Best American Poetry anthologies. Each version of the course will vary some in focus. For instance, one course might focus on postmodern poetics, while another might focus on narrative poetry and prose poetry. But students will not be bound by these emphases: they will be free to follow their own creative impulses as they write new poems and revise old ones.

**Prerequisites:** ENG-212  
**Credit:** 1  
**Distribution:** Language Studies, Language

ENG-313 Advanced Workshop in Fiction
This course will build on the principles of ENG 213. It is primarily a work-shopping course, which will focus on generation and revision of original fiction, with an emphasis on producing polished, publishable work. Texts will include craft/theory books, anthologies and literary journals. The course will have a critical essay component, a close study of the craft of a particular writer or some formal question. Students will also be responsible for detailed peer critique at the advanced level. The professor may choose to focus the course further on one of the subgenres of fiction writing.

**Prerequisites:** ENG-213  
**Credit:** 1  
**Distribution:** Language Studies, Language

ENG-320 Studies in Literary Modes
This course explores the literature and culture of the United States in the early part of the twentieth century, with its overlapping milieu of high modernists, Harlem Renaissance writers, young bohemians, and political radicals. We will examine the profound redefinitions of the self catalyzed by the rise of psychology, rapid urbanization and mechanization, and the Great War, and we’ll discuss the public’s response to the varied artistic movements of the period, from Primitivism’s allure to the impersonal promise of Futurism. From painting to film, from Gertrude Stein’s Three Lives to Langston Hughes’s poetry and Meridel Le Sueur’s reportage, this course will examine a variety of texts that contributed to the literary experimentation and extraordinary achievement of the period. Other readings may include but are not limited to Sherwood Anderson’s Winesburg, Ohio, Zona Gale’s Miss Lulu Bett, T. S. Eliot’s The Waste Land and Other Poems, Willa Cather’s The Professor’s House, Ernest Hemingway’s In Our Time, William Faulkner’s The Sound and the Fury, Nella Larsen’s Passing, F. Scott Fitzgerald’s The Great Gatsby, and poetry by Williams, Taggard, Stevens, Frost, Cummings, Moore, and Millay.

**Prerequisites:** 1 credit from ENG at Wabash.  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts, Literature

ENG-330 Studies in Special Topics
In this course, we will focus on major Anglophone and Francophone authors writing in and about formerly colonized territories such as parts of the Caribbean, Senegal, Zimbabwe, South Africa, India, and Ireland. We will focus on gender roles and race in connection to the literary canon, and we will discuss a dialogue between the center of the empire (London) and the “margins” (British colonies). How did the authors describe conflicts between assimilation and resistance in the colonial and postcolonial milieu? How were the national, cultural, and individual identities affected by decades of foreign imperial presence? Can we trace any intersections between postmodern and postcolonial themes? To understand and enjoy the texts, we will also study the political context of European imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism, Postcolonialism, and Postmodernism.

Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** 1 credit from ENG at Wabash.  
**Credit:** 1  
**Distribution:** Literature/Fine Arts, Literature

ENG-340 Studies in Individual Authors
Is the novel always better than its film adaptation? After an introduction to the art of film and a theoretical consideration of the similarities and differences between fiction and film, we will compare four or five novels with their film adaptations. In recent years this course has focused on literature and film representing New York City, including an immersion trip to the City.

**Prerequisites:** 1 credit from ENG at Wabash.  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts, Literature

ENG-350 Studies in Media: Literature & Film
ENG-350 Studies in Media: Literature & Film
Is the novel always better than its film adaptation? After an introduction to the art of film and a theoretical consideration of the similarities and differences between fiction and film, we will compare four or five novels with their film adaptations. In recent years this course has focused on literature and film representing New York City, including an immersion trip to the City.

**Prerequisites:** 1 credit from ENG at Wabash.  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts, Literature

ENG-360 Studies in Multicult/Nat’l Lit
Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** 1 credit from ENG at Wabash.  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts, Literature
ENG-370 Special Topics: Lit/Fine Arts
African American Immigration This course will examine the themes of migration and immigration in African American literature from the captivity narrative of early America to the twenty-first century. We will examine the African American relationship with Africa from the early stages of separation to the movements of reclamation. We will also look at contemporary works that detail immigration from the continent of Africa, the Global South, and Canada. The writers we will read are preoccupied with defining their identities as people, and not as captive. We will move from slavery to freedom, through Reconstruction, post-WWII, through the Civil Rights era and into contemporary society by reading the works of authors like: Olaudah Equiano, Nella Larsen, Jean Toomer, Ralph Ellison, Chester Himes, Dorothy West, Maya Angelou, Audre Lorde, Dione Brand, Toni Morrison, Edwidge Danticatt, Shay Youngblood ad Chris Abani. The texts reflect African American migration from the rural South to the urban North, immigration from the Global South to the United States, expatriations to France and even "back" to Africa. The readings are compiled to allow us to explore the question: What is an "African American"? Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 credit from ENG at Wabash.
Credits: 0.5-1
Distribution: Literature/Fine Arts, Literature

ENG-387 Independent Study/Lang Studies
Any student in good standing academically and interested in pursuing a topic in language studies in English not normally available through departmental course offerings is encouraged to apply to the Department for permission to do independent work in English language studies. Such study usually involves not more than one course credit a semester, and entails a significant academic project submitted to a department member for a letter grade. Students must receive written approval of their project proposal from a department member before registering for the course.
Prerequisites: none
Credits: 0.5-1

ENG-388 Independent Study/Lit Fine Arts
Any student who has completed at least one literature course, is in good standing academically, and is interested in pursuing a topic in English not normally available through departmental course offerings, is encouraged to apply to the department for permission to do independent study in literature. Such study usually involves not more than one course credit a semester, and entails a significant academic project submitted to a department member for a letter grade. Students must receive written approval of their project proposal from a department member before registering for the course.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-390 SpecialTopics: Lang Studies
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

ENG-410 Academic & Professional Writing
The goal of this course is for the student to gain greater awareness and control over his writing for a variety of academic and professional purposes. Students who wish to improve their college writing and those who plan to attend law or graduate school, teach, or write professionally would be well served by the course. We will focus in particular on clarity in writing, argumentative techniques, the demands of different genres, and developing a personal voice. Limited enrollment. This course is offered in the spring semester. STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-411 Bus & Tech Writing
The emphasis in this course will be on technical, business, and other forms of career-oriented writing. Topics include audience analysis, style analysis, grammar, punctuation, and research. Assignments adapted to fit the background and interests of each student include business correspondence, mechanism description, process description, formal proposal, magazine article, and formal report. Limited enrollment. Offered spring semesters. STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-414 Theories of Reading
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ENG-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-497 Seminar in English Lit
These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are offered only in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature
ENG-498 Capstone Portfolio
In these two half-credit courses, the student writes and revises a portfolio of his work in a single genre. The portfolio should include the writer’s best work, accompanied by an introductory aesthetic statement. During the first semester in 498, the student will meet in workshop with other senior writers in their chosen genre. In the second semester in 499, the writing concentrator will further develop and revise his portfolio, and give a reading of his work. The portfolio courses will provide workshops to help students in publication and in application to graduate programs. Readings in the courses will be varied; some will be guides for practical instruction, others will be theoretical or craft texts to help the student find formal coherence in his portfolio.
Prerequisites: ENG-311, 312, or 313
Credits: 0.5

ENG-499 Capstone Portfolio
In these two half-credit courses, the student writes and revises a portfolio of his work in a single genre. The portfolio should include the writer’s best work, accompanied by an introductory aesthetic statement. During the first semester in 498, the student will meet in workshop with other senior writers in their chosen genre. In the second semester in 499, the writing concentrator will further develop and revise his portfolio, and give a reading of his work. The portfolio courses will provide workshops to help students in publication and in application to graduate programs. Readings in the courses will be varied; some will be guides for practical instruction, others will be theoretical or craft texts to help the student find formal coherence in his portfolio.
Prerequisites: ENG-311, 312, or 313
Credits: 0.5

ENG-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Crystal Benedicks
Eric Freeze (chair)
Rixa Freeze
Helen Mundy Hudson
Andrew W Klein
Timothy Lake
L. Jill Lambert
Nathaniel Armstead Marshall
Derek C Mong
Agata Szczeszak-Brewer (chair)

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Film and Digital Media
The Minor in Film and Digital Media (FDM) introduces Wabash students to the study and practice of film and digital media from a wide range of critical and disciplinary perspectives. This Minor incorporates courses from across the College that analyze film as an artistic form with a rich history, as a mode of cultural expression, as a medium shaped by literature and the visual arts, as well as a form of popular entertainment. The courses in the Minor require students to engage with films from a range of genres and styles, both Western and non-Western. Students also actively participate in the creative process through a required digital media production course. The remaining electives allow students to foster their interests from either a critical- or praxis-based perspective.

The Minor in Film and Digital Media helps students strengthen their critical thinking skills through the exploration, analysis, and hands-on production of film and media. This Minor offers students a background in film and media that is both highly marketable and grounded in the liberal arts. An excellent complement to many different Majors, a Minor in Film and Digital Media enhances a student’s understanding of the ways in which film and media shape our society, but also animates and encourages the interdisciplinary connections foundational to a liberal education.

Requirements for The Minor

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-104</td>
<td>Introduction to Film</td>
<td>1</td>
</tr>
<tr>
<td>THE-204</td>
<td>World Cinema</td>
<td>1</td>
</tr>
</tbody>
</table>

Production Course
One credit from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-219</td>
<td>Special Topics in Documentary Filmmaking</td>
</tr>
<tr>
<td>ART-220</td>
<td>Digital Filmmaking</td>
</tr>
<tr>
<td>ART-222</td>
<td>Expanded Digital Production</td>
</tr>
<tr>
<td>ART-226</td>
<td>Cinematic Environments: Digital Space</td>
</tr>
</tbody>
</table>

Elective Courses
Two credits from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-202</td>
<td>Art in Film</td>
</tr>
<tr>
<td>ART-219</td>
<td>Special Topics in Documentary Filmmaking</td>
</tr>
<tr>
<td>ART-220</td>
<td>Digital Filmmaking</td>
</tr>
<tr>
<td>ART-222</td>
<td>Expanded Digital Production</td>
</tr>
<tr>
<td>ART-226</td>
<td>Cinematic Environments: Digital Space</td>
</tr>
<tr>
<td>FRE-312</td>
<td>Studies in French Culture</td>
</tr>
<tr>
<td>GER-312</td>
<td>Studies in German Culture</td>
</tr>
<tr>
<td>MUS-287</td>
<td>Independent Study</td>
</tr>
<tr>
<td>MUS-298</td>
<td>Electronic Music Projects</td>
</tr>
<tr>
<td>PHI-124</td>
<td>Philosophy and Film</td>
</tr>
<tr>
<td>REL-194</td>
<td>Religion and Film</td>
</tr>
<tr>
<td>SPA-312</td>
<td>Studies in Hispanic Culture</td>
</tr>
<tr>
<td>THE-103</td>
<td>Seminars in Theater</td>
</tr>
<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
</tr>
<tr>
<td>THE-208</td>
<td>Games and Interactive Media</td>
</tr>
</tbody>
</table>
Financial Economics

The Financial Economics major guides students interested in a career in finance to the most useful courses in the two departments currently teaching financial topics, and makes it easier for students who have strong financial economics interests to obtain a minor or area of concentration outside mathematics or economics. Students wishing to major in Financial Economics are required to take the core economics theory courses in macroeconomics and microeconomics to provide a strong theoretical foundation. Beyond those courses, the student specializes in finance. The two departments’ offerings in Mathematics and Economics complement each other well. Economics courses reinforce the concepts of optimization and comparative statics and give students command of computational tools that are ubiquitous in the world of finance. The mathematics courses examine mathematical models and lines of reasoning used in finance.

Requirements for the Major

Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-101</td>
<td>Princ of Economics</td>
<td>1</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
<td>0.5</td>
</tr>
<tr>
<td>ECO-253</td>
<td>Intro Econometrics</td>
<td>1</td>
</tr>
<tr>
<td>ECO-291</td>
<td>Intermediate Micro</td>
<td>1</td>
</tr>
<tr>
<td>ECO-292</td>
<td>Intermediate Macro</td>
<td>1</td>
</tr>
<tr>
<td>ECO-361</td>
<td>Corporate Finance</td>
<td>1</td>
</tr>
<tr>
<td>ECO-362</td>
<td>Money and Banking</td>
<td>1</td>
</tr>
<tr>
<td>MAT-251</td>
<td>Mathematical Finance</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-252</td>
<td>Math. Interest Theory</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-253</td>
<td>Probability Models</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-254</td>
<td>Statistical Models</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-353</td>
<td>Probability Models II</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Collateral Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

Students taking a Financial Economics major may have a minor or second major in Mathematics, but may not count MAT-251 Mathematical Finance, MAT-252 Math. Interest Theory, MAT-253 Probability Models, MAT-254 Statistical Models, or MAT-353 Probability Models II toward that major or minor. Students taking a Financial Economics major may NOT have a major or minor in Economics.

Comprehensive Exam

The written and oral comprehensive exams, designed jointly and specifically targeted to the financial economics student, serve as a capstone as well as an assessment experience.

Suggested Route through the Financial Economics Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>ECO-101</td>
<td>Princ of Economics</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO-291</td>
<td>Intermediate Micro</td>
<td>1</td>
</tr>
<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-253</td>
<td>Probability Models</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-353</td>
<td>Probability Models II</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>2.5</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT-254</td>
<td>Statistical Models</td>
<td>0.5</td>
</tr>
<tr>
<td>ECO-253</td>
<td>Intro Econometrics</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>1.5</strong></td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT-251</td>
<td>Mathematical Finance</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-252</td>
<td>Math. Interest Theory</td>
<td>0.5</td>
</tr>
<tr>
<td>ECO-361</td>
<td>Corporate Finance</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO-292</td>
<td>Intermediate Macro</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO-362</td>
<td>Money and Banking</td>
<td>1</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

1 Co-curricular requirement for the major
2 May be taken in the fall of the freshman year
3 May be taken in the fall of the senior year

Several of the MAT courses can be delayed one year. Thus students beginning with MAT-010 Pre-Calc. With Intro. to Calc. could follow this path:
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Fall Semester</td>
<td>MAT-010 Pre-Calc. With Intro. to Calc. ¹</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>ECO-101 Princ of Economics ²</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MAT-110 Calc. I With Pre-Calc. Review ³</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>2</td>
</tr>
<tr>
<td>Sophomore Fall Semester</td>
<td>MAT-112 Calculus II ¹</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ECO-251 Economic Approach With Excel</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>ECO-291 Intermediate Micro</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>2.5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>MAT-254 Statistical Models</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>ECO-253 Intro Econometrics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1.5</td>
</tr>
<tr>
<td>Junior Fall Semester</td>
<td>ECO-361 Corporate Finance ³</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MAT-253 Probability Models</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MAT-353 Probability Models II</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>2</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>ECO-292 Intermediate Macro</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Senior Fall Semester</td>
<td>MAT-251 Mathematical Finance</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>MAT-252 Math. Interest Theory</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>ECO-362 Money and Banking</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>12</td>
</tr>
</tbody>
</table>

¹ Co-curricular requirement for the major
² May be taken in the fall of the freshman year
³ May be taken in the fall of the senior year

Senior comprehensive examinations for the Financial Economics major will be jointly written and administered by the Economics and Mathematics departments and overseen by the two department chairs.

### French

Wabash College understands that language is the foremost avenue for understanding and interacting with the world, its peoples, and its histories. Consequently, the study of foreign languages is fundamental to a liberal arts education and a well-lived life beyond. Serious intellectual work in other languages broadens a Wabash man’s communicative potential; deepens his understanding of his native tongue; refines his expressive abilities; inculcates in him analytical and creative habits of mind; helps him see beyond his own place, time, and circumstance; and is foundational for his further study and appreciation of the literatures, histories, and aesthetic sensibilities of global cultures throughout time.

The Department of Modern Languages and Literatures at Wabash College prepares students for citizenship in a multi-cultural, multi-lingual global community. The Department promotes proficiency in languages, expands knowledge of cultures and literatures, and enables students to actively engage in cultural and linguistic exchanges. Our faculty works with students to provide a greater understanding of world affairs in an historical context, an enhanced knowledge of the traditions, achievements, and lifestyles of the international community, and an appreciation of differences and similarities among peoples and nations.

The Wabash College foreign language requirement sets students on their path to these goals while recognizing that some students bring to campus proficiency in a second language.

### Language Studies Requirements-Proficiency in a Foreign Language

The Wabash curriculum requires that all students demonstrate proficiency in a foreign language. Students who wish to fulfill this requirement in French usually do one of the following:

- Earn a passing grade for the elementary sequence: FRE-101 Elementary French I and FRE-102 Elementary French II
- Earn a passing grade for any single course beyond 102 (e.g. FRE-301 Conversation & Composition).
- Demonstrate proficiency by being admitted to Wabash as an International Student whose native language is one other than English.

Students may also fulfill this requirement by passing a proficiency exam with written and oral components. Students interested in pursuing this option should contact the department chair prior to mid-semester break in the fall of their freshman year.

### Less Commonly Taught Languages

Students who wish to demonstrate proficiency in a language not offered at Wabash will be responsible for demonstrating proficiency by exam. MLL will assist the student in finding an institution to administer an exam, but the associated costs and arrangements will be the responsibility of the student.

### Placement

Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by the departmental placement policy. Students who have taken at least two years of a language in high school will begin at the 201 level or higher. Placement beyond the 201 level is determined by the Computerized Adaptive Placement Exam and reference to high school transcripts. Any student may begin at the 101 level in a language that is new to him. For example, a student who is placed in SPA-301 Conversation & Composition can choose to begin a new language and enroll in FRE-101 Elementary French I instead.

### Background Credit

A student who starts with the third semester course or higher (201 or 301 level) of a language and completes that course with a B-or better also receives one elective credit for the course immediately preceding the one
Background credit does not count toward a major or minor in the language.

A student need not earn a grade of B- or better to fulfill the language requirement. A passing grade in the appropriate courses will satisfy the language proficiency requirement.

**Comprehensive Examinations**

Majors in a modern language must successfully complete a two-day written comprehensive examination. In keeping with the goals of the Department, the student must demonstrate his proficiency in the language in which he is majoring, as well as his knowledge of its culture and his critical appreciation of its literature.

**Study Abroad**

Modern language students are strongly encouraged to study abroad. Students in modern languages and literatures should meet with a member of the department as early as possible to develop an appropriate plan for study abroad.

**Requirements for a Major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE-302</td>
<td>Intro to Literature</td>
<td>1</td>
</tr>
<tr>
<td>FRE-401</td>
<td>Senior Seminar in French</td>
<td>1</td>
</tr>
<tr>
<td>French Electives</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Requirements for a Minor**

Select five course credits in French

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select five course credits in</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Minor concentrators are encouraged to take courses beyond FRE-302 Intro to Literature.

Background credit does not count toward a major or minor in the language.

**French (FRE)**

**FRE-101** Elementary French I
The student with little or no previous training in French will become grounded in the language and gain some understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. This course is offered in the fall semester.

Prerequisites: none
Corequisites: FRE-101L
Credit: 1

**FRE-102** Elementary French II
The student with little or no previous training in French will continue building in the language and grow in their understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. This course is offered in the spring semester.

Prerequisites: FRE-101
Corequisites: FRE-102L
Credit: 1

**FRE-177** Special Topics
These courses treat topics in French literature and culture. Conducted in French.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

**FRE-187** Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

**FRE-188** Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

**FRE-201** Intermediate French
A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read French texts that will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in French beyond the rudimentary level. This course is offered in the fall semester.

Prerequisites: FRE-102 or FRE-201 placement
Corequisites: FRE-201L
Credit: 1
Distribution: Foreign Language

**FRE-202** French Lang:Cultural
This course focuses on the active use of French. Its goals are to develop the student’s command of French through guided practice in the use of the language and to increase his understanding of Francophone culture as reflected in the French language and life in the Francophone world. Required for majors. This course is offered in the spring semester.

Prerequisites: FRE-201
Corequisites: FRE-202L
Credit: 1
Distribution: Foreign Language

**FRE-277** Special Topics
These courses treat topics in French literature and culture. Conducted in French. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

**FRE-287** Independent Study
Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

**FRE-288** Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
FRE-301 Conversation & Composition
This course focuses on the continued development of the student’s command of the French language and his understanding of Francophone culture, with an emphasis on speaking and writing. The course may include materials both written and spoken from a variety of sources. This course is offered in the fall semester.
Prerequisites: FRE-202 or FRE-301 placement
Credit: 1
Distribution: Foreign Language

FRE-302 Intro to Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It is an introduction to the lexicon of literary criticism and the principles of literary theory. Required for majors. This course is offered in the spring semester.
Prerequisites: FRE-301
Credit: 1
Distribution: Literature/Fine Arts

FRE-311 Studies in French Language
Studies in French Language offers advanced study in the French language. Topics may vary and include, but not are limited to: linguistics, phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the French language and demonstrate those skills in interpretative essays and class discussion. This course may be retaken for credit if topic is different from previously taken course. This course counts toward Language Studies requirement.
Prerequisites: FRE-301
Credit: 1
Distribution: Language Studies

FRE-312 Studies in French Culture
Studies in French Culture offers advanced study of francophone culture. Topics may vary and include, but are not limited to: film, popular culture and arts, regional and ethnic identities, gender studies, politics, and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: FRE-301
Credit: 1
Distribution: Literature/Fine Arts

FRE-313 Studies in French Literature
Studies in French Literature offers advanced interdisciplinary study of francophone literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between French and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

FRE-314 Special Topics in French
Special topics in French. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: FRE-301
Credit: 1
Distribution: Literature/Fine Arts

FRE-377 Special Topics
These courses treat topics in French literature and culture. Conducted in French.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-387 Independent Study
Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-388 Independent Study
Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-401 Senior Seminar in French
Special written and oral work for seniors returning from study in a French-speaking country and for those seniors with a comparable level of preparation. Vocabulary-building and refinement of oral and written expression. This course assumes a background in literary analysis and interpretation, as well as a good command of spoken and written French. Required for majors. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

FRE-477 Special Topics
These courses treat topics in French literature and culture. Conducted in French.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
FRE-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Adrien M Pouille

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Gender Studies
Wabash College is committed to preparing its students for leadership and service in a diverse and changing society. As part of that commitment, the Minor in Gender Studies affords students the opportunity to gain a firm grounding in an interdisciplinary field that investigates the social, cultural, and biological factors that constitute femininity, masculinity, and sexual identity. Gender Studies explores the similarities and differences between the experiences, perspectives, and voices of women and men by analyzing variations in gender roles that occur across cultures and over time, examining relationships between biological differences and social power, and investigating the complex interaction of gender with race, class, and culture. Gender Studies also involves a critical investigation of strategies that aim to transform unjust or coercive social systems based on gender. Through coursework and an independent senior project, students undertake a systematic and critical analysis of gender issues across academic disciplines. The program is administered by the Gender Issues Committee.

Wabash College students who participate in the Minor in Gender Studies will enhance their preparation for careers in a wide variety of areas. These include, but are not limited to, human services, law, government, teaching, the arts, clinical work, social work, public relations, advertising, and journalism. Some graduates with expertise in Gender Studies may also pursue further study of gender as graduate students in a wide range of academic fields.

Application
Students are encouraged to declare the Minor in Gender Studies by the end of their sophomore year (although they are free to declare any time before fall semester of their senior year).

Requirements for the Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN-101</td>
<td>Int to Gender Studies</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

1. A rationale of the courses and description of planned senior capstone project should be submitted in the Spring semester of the student’s junior year to the Gender Issues Committee chair.
This may be either an independent study project that explores the student’s chosen focus in greater depth or, if enough students are completing minors, a seminar class in which students will explore their topics comparatively. These will be assigned as GEN-490 Gender Studies Capstone Independent Study courses, and must be approved by the Committee Chair.

Each student’s program will be approved and supervised by the Gender Issues Committee, and a member of this committee, or other faculty with relevant expertise, may serve as secondary field examiner on the senior oral examination.

Occasional courses (Special Topics or other courses of particular relevance to Gender Studies) may also count toward this requirement with the approval of the Gender Issues Committee. Interested students should consult with a member of the Gender Issues Committee for advice regarding relevant courses and the frequency of offerings. Students should also consult the Academic Bulletin and semester-by-semester information from the Registrar’s office regarding when courses are offered.

Gender Studies (GEN)

GEN-101 Into to Gender Studies
This course introduces students to the interdisciplinary field of gender studies by exploring questions about the meaning of gender in society. The course will familiarize students with the central issues, questions and debates in Gender Studies scholarship by analyzing themes of gendered performance and power in law, culture, education, work, health, social policy and the family. Key themes may include but are not limited to the relationship between sex and gender, the legal and social workings of the private/public distinction, the way that disciplinary practices code certain behaviors as masculine or feminine, the intersection of gender with race and ethnicity, the gendered structure of power, the tension between difference and equality, the production and circulation of gender expectations in the media, and the contested role of the law in achieving equality. By course end, students will understand central themes and debates in the field of gender studies, demonstrate a facility with basic terms and concepts of the field, apply methods of analyzing gender to society and to their own life experiences and communicate effectively about these issues in writing and speech.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion

GEN-102 Human Sexual Behavior
An overview of human sexual anatomy, development, function, and diversity. Emphasis is on the psychological aspects of sexuality including the study of attitudes towards sexuality, sexual preference, love and marriage, contraception, and commercial sex. Particular attention is paid to the development and enactment of sex roles, the construction of gender, and sex differences. This course is offered in the fall semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

GEN-103 Seminars in Theater
These seminars focus on specific topics in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GEN-104 Classical Mythology
This is an introduction to the content and form of the major ancient myths, chiefly Greek. The emphasis will be on interpretation, with topics to include myth, folk-tale, legend, myth and ritual, psychological uses of myth, and the structuralist school of Claude Lévi-Strauss. Particular attention will be paid to male/female archetypes, with secondary readings from Camille Paglia and Robert Bly. Comparison will also be made to several non-western mythologies. Counts toward Gender Studies.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-105 Fatherhood
An introduction to the psychological research into issues surrounding fatherhood. Topics to be covered include the role of fathers in children’s development, the effect of being a father on adult development, men’s views on fatherhood, the effect of fatherhood on romantic relationships, and balancing work and home life.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

GEN-106 Multicultural Lit in America
The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-109 Perspectives on Philosophy
A course in some selected philosophical topic or range of topics designed to provide an example of philosophical reflection and inquiry. Not open to junior or senior majors without permission of the instructor.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-115 Intro to Poetry
This class will introduce you to the study of poetry through intensive reading and intensive written analysis. We will focus on close reading of a wide range of poems from a variety of historical periods, genres, and cultures. Through a study of image, symbol, diction, syntax, meter, rhythm, and sound, we will analyze the ways in which a poem creates meaning. Written analyses will emphasize the marriage of formal and thematic elements in particular poems.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts
**GEN-116 Intro. to Short Fiction**
This class has two goals: to introduce the study of short fiction through intensive reading, and to familiarize students with strategies and methodologies for writing about literature. In our readings, we will explore formal issues such as tone, structure, and symbolism as well as social issues such as sexuality, race and gender. This class focuses on ways of grappling with these big questions in writing, as literary scholars do.

**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Literature/Fine Arts

**GEN-124 Introduction to Student Development**
The course examines child and adolescent development through a pedagogical perspective. Through a variety of course texts, students will be introduced to theories of development and to the concept of diversity as it relates to student development. They will also be involved in K-12 field placements through which they are introduced to qualitative data collection/analysis techniques. EDU 101 students will examine their own development through autobiographical writing and compose variety of reflective and analytical reports based on their K-12 field work. The required technology thread for this course includes effective use of Word and presentation software (e.g., PowerPoint and Prezi), management of electronic files, and extensive use of course management systems for access to electronic files and submission of assignments (e.g., Moodle/Canvas). Field component: Students in EDU 101 complete a total of 24 hours of field work spread across the semester in three school settings: elementary, middle, and high school. While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes and to interact with host teachers and students in ways that are helpful and enable them to learn about K-12 student development. EDU 101 students are introduced to field-based inquiry and specifically the tools of narrative inquiry as they learn methods of collecting and analyzing qualitative data. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 101 in the freshman or sophomore year. Offered fall and spring semesters.

**Prerequisites:** none
**Credit:** 1

**GEN-171 Historic Techniques & Ideas**
Have you ever wanted to paint like Van Gogh? Or invent like Da Vinci? This course is the course for you! A hybrid between art historical research and hands-on studio research, this course is designed to introduce students to the historical methods used by artists. Students will research methods and complete projects using processes including, but not limited to: grinding pigments, painting with egg tempera, carving marble, sculpting with clay, learning perspective, drawing with silver, preparing a fresco painting, and photographing using a pinhole camera.

**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts

**GEN-200 Topics in Ethics & Social Philosophy**
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy.

**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**GEN-201 Sex, Gender & Masculinity**
Biology, psychology, and culture converge to create and define all of us as gendered beings. Students enrolled in this course will explore this multifaceted dimension of human behavior by surveying current theory, research and data on the construction of men's lives, with a special focus on the construction of masculinity. Students will complete research projects on a question of their own formulation. This course is offered in the spring semester.

**Prerequisites:** none
**Credit:** 1
**Distribution:** Behavioral Science

**GEN-202 Topics in Theology**
This is a discussion course on one or more figures, themes, or movements in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, and African Christianity.

**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**GEN-203 Special Topics in Art History**
The objective of this class is to develop the student's understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art.

**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts

**GEN-204 Intro British Lit After 1900**
This course will introduce students to the major writers and literary trends of the British Isles after 1900. We will begin with the dawn of Modernism, after which we will trace important political, cultural, and aesthetic changes reflected in 20th and 21st century texts. How did the disintegration of the British Empire and two world wars affect British cultural identity? How was the clash between the rural and the urban reflected in the past century? We will focus on a variety of genres-fiction, non-fiction, poetry, and drama-and analyze the experiments with language and form in Modernism and Postmodernism, as well as representations of gender roles and race in selected texts by Joseph Conrad, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, George Orwell, Samuel Beckett, Doris Lessing, Eavan Boland, Muriel Spark, Angela Carter, and others. This course is offered in the spring semester.

**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts
Prerequisites:
This course is offered in the fall semester.

GEN-205 Amer Lit before 1900
A survey of major writers and literary trends from the period of exploration to the Naturalists. We will study the forging of the American literary and social consciousness in the writings of the early explorers, through the Native American oral tradition, and in works by Bradstreet, Edwards, Franklin, Emerson, Thoreau, Hawthorne, Jacobs, Melville, Douglass, Whitman, Dickinson, Twain, James, Crane, and Chopin. Guiding our study will be questions like "What is 'American' about American literature?" and "In what ways do myths generated by our formative literature continue to shape our personal and national identities?" This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-206 Amer Lit after 1900
This survey introduces the writers and trends of our century, from realism and naturalism through modernism to the rich, fragmented energy of postmodernism and multiculturalism. Writers covered vary from year to year but may include Henry James, James Weldon Johnson, Edith Wharton, Robert Frost, Edna St. Vincent Millay, William Carlos Williams, E. E. Cummings, Ernest Hemingway, Margery Latimer, William Faulkner, Langston Hughes, Willa Cather, F. Scott Fitzgerald, J. D. Salinger, Allen Ginsberg, Gary Snyder, Amiri Baraka, John Barth, Raymond Carver, Galway Kinnell, Sharon Olds, Louise Erdrich, Sandra Cisneros, Toni Morrison, and Don DeLillo. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-207 Intro to the Study of Literature
This course offers an introduction to English literature as a field of study, an overview of genres (poetry, fiction, drama), and literary terms, the practice of close reading, and the basic premises of literary criticism. The course also focuses on developing research skills within the field. It is designed to help majors or potential majors utilize vocabulary essential to a successful literary and/or cultural analysis, study examples of published essays in the discipline, and consider the aims of literary criticism. This is a writing-intensive class. We welcome all students who are thinking about majoring in English to take this course. All English majors taking the literature track are required to take this course, preferably during their freshman or sophomore years. Students taking the creative writing track are encouraged but not required to take this course. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-208 Africa to 1885
Precolonial African history, focusing on the sociocultural, economic, and political realities of sub-Saharan societies between the Neolithic Period and the Partitioning of the Continent by European powers inaugurated in 1885. This course is offered in the fall semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-209 Africa Since 1885
The period from the European Partition of Africa in 1885 to Post-independence was one of the most significant and drastic eras of change for Africans, drawing them into a global wage labor economy, and seeing them interact in new ways with migration, the World at War, and the Colonial Endeavor. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-210 Topics in American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-211 Spec Topics: Anc History
This is a more advanced course that focuses on a specific topic in ancient history and requires previous work. Course may be repeated as topic changes.
Prerequisites: 1 credit from CLA
Credit: 1
Distribution: History/Philosophy/Religion

GEN-212 World Cinema
The course will survey non-Hollywood international movements in the history of cinema. It will explore issues of nation, history, culture, identity and their relation to questions of film production and consumption in contemporary film culture. Emphasis will be placed on major directors, films, and movements that contributed to the development of narrative cinema internationally. The course will investigate a variety of genres and individual films, paying close attention to their aesthetic, historical, technological and ideological significance. For example, African cinema introduces themes of colonialism, resistance and post-colonial culture, while the New Iranian Cinema articulates problems of politics and censorship within a new national film culture.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-214 Cross Cultural Psychology
This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science
GEN-215 Child Development
This course explores the process of child development with particular emphases on cognitive and social development from infancy through early adolescence. We will discuss the development of observable behaviors such as language and aggression, the underlying mechanisms that guide and shape development, and empirically-grounded practical recommendations for fostering healthy development. Additional topics include the roles of nature and nurture in development, the formation of parent/child attachment, social cognition, autism, and peer relationships and their effect on social development. The methodologies used by researchers, and the appropriate interpretation of research findings, will be an emphasis throughout the course. Through weekly observations and naturalistic laboratory assignments in local preschools, students will learn and practice several of these research methodologies. This course is offered in the fall semester
Prerequisites: PSY-101 or 105
Credit: 1
Distribution: Behavioral Science

GEN-217 Theological Ethics
This is a discussion course that examines the relationship between religion and ethics from many different perspectives, beginning with theological models of talking about God, the self, and ethical goods and ending with discussions of specific ethical problems. American realism, Latin American liberation theology, Roman Catholic natural law theory, and environmental theology will be covered. Issues discussed include medical ethics, theology and economics, the problem of war, the role of the church in social change, and the nature of sin.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-219 The American Stage
This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include The Contrast, Secret Service, Uncle Tom's Cabin, Long Day's Journey Into Night, A Moon for the Misbegotten, Awake and Sing!, The Little Foxes, Our Town, The Skin of Our Teeth, Mister Roberts, A Streetcar Named Desire, The Night of the Iguana, Death of a Salesman, The Crucible, A Raisin in the Sun, The Zoo Story, Who's Afraid of Virginia Woolf?, Glengarry Glen Ross, True West, Brighton Beach Memoirs, The Colored Museum, A Perfect Ganesh, Fences, Angels in America, How I Learned to Drive, and The America Play. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the spring semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-224 The Modern Stage
The class will study the history of theater and the diverse forms of European drama written between 1870 and the present. Emphasis will be placed on an examination of the major theatrical movements of realism, expressionism, symbolism, epic theater, absurdism, existentialism, feminism, and postmodernism, as well as on the work of major dramatists including Henrik Ibsen, Anton Chekhov, August Strindberg, Bertolt Brecht, and Samuel Beckett, and Caryl Churchill, among others. Attention will also be paid to theatrical conventions and practices, along with discussion of varying interpretations and production problems discovered in each play. The works to be studied include Woyzeck, A Doll House, The Master Builder, Miss Julie, The Importance of Being Earnest, Ubu Roi, The Cherry Orchard, From Morn until Midnight, Galileo, Waiting for Godot, No Exit, Rosencrantz and Guildenstern are Dead, Top Girls, The Beauty Queen of Leenane, and Terrorism. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the spring semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-225 Anthropology of Religion
This is a discussion course examining the various ways anthropology describes and interprets religious phenomena. The course investigates anthropological theories of religion, and examines how they apply to specific religions in diverse contexts. Particular attention is paid to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-230 Topics in Modern Europe
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-237 Philosophy of Race
This course covers the history of the development of the concept of race, the metaphysical framework for thinking about the "reality" of race, the various ways to consider the meaning of race, and the relation between the meaning of race and the experience of racism. Questions about how difference and equality function in the law and the application of the law, concepts of white privilege and community investment in racial distinctions, intersectional analyses that think race together with gender, class and sexuality and the concept of race in colonial and post-colonial settings are likely topics.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-270 Special Topics: Lit/Fine Arts
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
GEN-300 Studies in Multicult/Nat’l Lit
Toni Morrison and the African American Novel This course is about one thing, reading Toni Morrison's novels and her literary essays. In the process, we will explore the features of what Morrison calls the African American novel. We will also come to see and understand Morrison's mastery of craft and subject in the production of amazing stories that speak the "truth in timbre." The goals are to read, learn and grow in your understanding of the possibilities and limitations of rendering a people's lived experience in language. Jewish American Literature The contributions of Jewish American writers and filmmakers have been pervasive and significant. We will read selected fiction, poetry and plays, and see films that focus on the Jewish American experience. Authors and filmmakers may include Philip Roth, Bernard Malamud, Cynthia Ozick, David Mamet, Allen Ginsberg, and Woody Allen. African American Literature: Introduction This course explores various genres of African American literature. Emphasis is placed on works that reflect the socio-historical development of African American life. Poetry, Slave narratives, autobiographies, novels, plays, musical lyrics, and spoken word form the subject of study in the course. Special attention is given to works of fiction that become motion pictures and the emerging area of audio books. The aim of the course is to provide students with a sense of the historical and contemporary developments within African American literature. Students are introduced to African American critical theory as well as African American history. Pen and Protest: Literature and Civil Rights This course takes a literary approach to the study of the civil rights movement. Students will examine the autobiographies, plays, novels, and other various artistic expressions of the mid-1950s through 1980. The aim of the course is to explore the use of literature and art as means of political, cultural, and religious expression. Students are introduced to critical theory as well as black studies. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ENG-105,106,107,109,160,214,215,216,217,218,219,220,260, or 297
Credits: 0.5-1
Distribution: Literature/Fine Arts

GEN-301 Studies in Critical Reading
This course introduces English majors and minors to a number of literary genres, makes available to them systematic critical approaches, and gives them practice in scholarly and critical disciplines. Frequent written exercises. All members of the English Department will occasionally assist in classroom work. Offered spring semesters.
Prerequisites: none
Credit: 1

GEN-302 Adv Topics: World & Comp History
This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.
Prerequisites: 0.5 credit from HIS
Credit: 1
Distribution: History/Philosophy/Religion

GEN-303 Gender and Communication
As a culture, we often take gender for granted. Yet, we live in a culture where men and women are molded and shaped by communicative practices and mass-mediated representations that generate our ideals of masculinity and femininity. This class examines this process—providing a platform for students to reflect upon gender formation and develop a theoretical vocabulary for describing this process. By the end of the semester, class participants will develop a more sophisticated understanding of the manner in which gendered messages and practices have shaped perceptions of their symbolic universe.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-304 Studies in Special Topics
Studies in Special Topics
Prerequisites:
Credit: 1
Distribution: Literature/Fine Arts

GEN-305 Special Topics in Education
This course is a seminar focused upon historical and/or philosophical topics in education. In general, historically-oriented and philosophically-oriented topics are taught in alternating years, and are cross-listed with the relevant department(s) as appropriate. The emphasis is upon shared exploration of the general background to the issue, accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission. Level: Required for the Education Studies minor. Offered in the spring semester.
Prerequisites: none
Credit: 1

GEN-306 Studies in Historical Contexts
See course descriptions on Registrar's webpage
Prerequisites: 1 credit from ENG Wabash.
Credit: 1
Distribution: Literature/Fine Arts

GEN-307 Contemporary Theology
Seminar discussions of selected works of some significant theologians of the 20th and 21st centuries: Karl Barth, Hans Urs von Balthasar, Paul Tillich, William Placher, Sallie McFague, Jørgen Moltmann, and others. Special attention will be given to the role of scripture, Jesus, human experience (including race and gender issues), our understandings of God, theologies of liberation, and theology's special contribution to contemporary issues.
Prerequisites: REL-171,172,173,270, or PHI-242
Credit: 1
Distribution: History/Philosophy/Religion

GEN-310 Studies in German Culture
Studies in German Culture offers advanced study of a variety of elements of culture broadly conceived. Topics will vary and may include, but are not limited to, film, popular culture and arts. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: Take GER-301 and 302 or HIS-220 or permission of instructor.
Credit: 1
Distribution: Literature/Fine Arts
GEN-314 Intro to Spanish Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It also includes an introduction to the lexicon of literary criticism and the principles of literary theory. This course is offered every semester.
Prerequisites: SPA-301
Credit: 1
Distribution: Literature/Fine Arts

GEN-320 Research in Developmental Psychology
This course will provide students with in-depth coverage of the methodological tools and statistical analyses used by developmental psychologists. Students will read and discuss contemporary research on a given topic that will vary from year to year. Students will gain experience analyzing complex data sets obtained from prior research or from a research project conducted with the professor. This course is offered in the spring semester.
Prerequisites: PSY-202 and 220
Credits: 0.5
Distribution: Behavioral Science

GEN-322 Research in Social Psychology
Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different semesters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is offered in the fall semester.
Prerequisites: PSY-202 and 222
Credits: 0.5
Distribution: Behavioral Science

GEN-324 Advanced Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: HIS-240, 241, 242, 244, or 245
Credit: 1
Distribution: History/Philosophy/Religion

GEN-400 Seminar in English Lit
Two sections of ENG 497 are the two Advanced Courses offered every fall. These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are offered only in the fall semester. Reading the Black Book "Read any good Black books lately?" This is a provocative question on so many different levels. For one, it takes for granted that there is such a thing as a "Black book" and, two, should this be the case, that some of them might actually be "good." What is at stake here is how we think of race and literary production as well as race as a critical approach to reading literature. In short, can we think of race as both a category of literary production and a tool of literary interpretation? Nobel Prize Laureate Toni Morrison admits to writing Black books. As such, Morrison's readers are expected to understand the various and varying ways that race matters in her work. However, scholar Kenneth Warren argues that African American literature is over. This course will take a deep dive into the murky waters that is the meaning and significance of race in African American letters. Students will be introduced to Black literary theory and cultural production. In addition to Morrison and Warren, students will read scholars like Houston Baker, Henry L. Gates, John Cullen Gruesser, Arna Bontemps, Robert Hemenway, and others. Students will come to understand African American literary theories such as: Ethiopianism, Double-Consciousness, New Negro, Blues People, Signifying, and call-and-response. This course is meant to help students grapple with the different ways of reading the Black book. The Body of the Other in British and Postcolonial Literature How do British and Postcolonial authors write about colonial power, political violence, and their effects on the body? We will study authors from the Caribbean, South Africa, India, Ireland, and England, and we will focus on gender roles and race, with a special emphasis on the theory of the postcolonial body. Corporality has been a central issue in the dialogue between the center of the empire (e.g., London) and the "margins" (e.g., British colonies). How do colonial and postcolonial authors describe colonizing and colonized bodies? To understand and enjoy the texts, we will also study the political context of British imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism. We will discuss the themes of the exoticized body, the dislocated body, the traumatized body, the emasculated body, and we will focus on the intersections between gender and postcolonial theory.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-404 Phil & Craft of Hist
This course is required of all majors in history and should be taken in the junior year. Students have an opportunity to read different examples of historical writing and to examine the philosophical and methodological assumptions which underlie the historian's craft. This course is offered in the fall and spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-487 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
German

Wabash College understands that language is the foremost avenue for understanding and interacting with the world, its peoples, and its histories. Consequently, the study of foreign languages is fundamental to a liberal arts education and a well-lived life beyond. Serious intellectual work in other languages broadens a Wabash man’s communicative potential, deepens his understanding of his native tongue, refines his expressive abilities; inculcates in him analytical and creative habits of mind; helps him see beyond his own place, time, and circumstance; and is foundational for his further study and appreciation of the literatures, histories, and aesthetic sensibilities of global cultures throughout time.

The Department of Modern Languages and Literatures at Wabash College prepares students for citizenship in a multi-cultural, multi-lingual global community. The Department promotes proficiency in languages, expands knowledge of cultures and literatures, and enables students to actively engage in cultural and linguistic exchanges. Our faculty works with students to provide a greater understanding of world affairs in an historical context, an enhanced knowledge of the traditions, achievements, and lifestyles of the international community, and an appreciation of differences and similarities among peoples and nations.

The Wabash College foreign language requirement sets students on their path to these goals while recognizing that some students bring to campus proficiency in a second language.

Language Studies Requirements-Proficiency in a Foreign Language

The Wabash curriculum requires that all students demonstrate proficiency in a foreign language. Students who fulfill this requirement in German usually do one of the following:

- Earn a passing grade for the elementary sequence: GER-101 Elementary German I and GER-102 Elementary German II
- Earn a passing grade for any single course beyond 102 (e.g., GER-201 Intermediate German).
- Demonstrate proficiency by being admitted to Wabash as an International Student whose native language is one other than English.

Students may also fulfill this requirement by passing a proficiency exam with written and oral components. Students interested in pursuing this option should contact the department chair prior to mid-semester break in the fall of their freshman year.

Less Commonly Taught Languages

Students who wish to demonstrate proficiency in a language not offered at Wabash will be responsible for demonstrating proficiency by exam. MLL will assist the student in finding an institution to administer an exam, but the associated costs and arrangements will be the responsibility of the student.

Placement

Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by the departmental placement policy. Students who have taken at least two years of a language in high school will begin at the 201 level or higher. Placement beyond the 201 level is determined by the Computerized Adaptive Placement Exam and reference to high school transcripts. Any student may begin at the 101 level in a language that is new to him. For example, a student who is placed in SPA-301 Conversation & Composition can choose to enroll in GER-101 Elementary German I and complete the requirement with the elementary sequence.

Background Credit

A student who starts with the third semester course or higher (201 or 301 level) of a language and completes that course with a B or better also receives one elective credit for the course immediately preceding the one he has taken. Background credit does not count toward a major or minor in the language.

A student need not earn a grade of B or better to fulfill the language requirement. A passing grade in the appropriate courses will satisfy the language proficiency requirement.

Comprehensive Examinations

Majors in a modern language must successfully complete a two-day written comprehensive examination. In keeping with the goals of the Department, the student must demonstrate his proficiency in the language in which he is majoring, as well as his knowledge of its culture and his critical appreciation of its literature.

Study Abroad

Modern language students are strongly encouraged to study abroad. Students in modern languages and literatures should meet with a member of the department as early as possible to develop an appropriate plan for study abroad.

Requirements for a Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER-302 Intro to Literature</td>
<td>1</td>
</tr>
<tr>
<td>GER-401 Senior Seminar in German</td>
<td>1</td>
</tr>
<tr>
<td>German Electives</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Requirements for a Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five course credits in German</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

1. Minor concentrators are encouraged to take courses beyond GER-302 Intro to Literature.

Background credit does not count toward a major or minor in the language.
German (GER)

GER-101 Elementary German I
The student with little or no previous training in German will become grounded in the language and gain some understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. This course is offered in the fall semester.
Prerequisites: none
Corequisites: GER-101L
Credit: 1

GER-102 Elementary German II
The student with little or no previous training in German will continue building in the language and gain more understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. This course is offered in the spring semester.
Prerequisites: GER-101 or GER-102 placement
Corequisites: Take GER-102L
Credit: 1

GER-177 Special Topics
These courses treat topics in German literature and culture. Conducted in German. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-187 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-188 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-201 Intermediate German
A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read German texts which will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in German beyond the rudimentary level. This course is offered in the fall semester.
Prerequisites: GER-102 or GER-201 placement
Corequisites: GER-201L
Credit: 1
Distribution: Foreign Language

GER-202 German Language & Culture
This course focuses on the active use of German. Its goals are to develop the student’s command of German through guided practice in the use of the language and to increase his understanding of German culture as reflected in the German language and life in the German-speaking world. This course is offered in the spring semester.
Prerequisites: GER-201
Corequisites: GER-202L
Credit: 1
Distribution: Foreign Language

GER-287 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-288 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-301 Conversation & Composition
This course focuses on the continued development of the student’s command of the German language and his understanding of the culture of the German-speaking world, with an emphasis on speaking and writing. This course is offered in the fall semester.
Prerequisites: GER-202 or 301 placement
Credit: 1
Distribution: Foreign Language

GER-302 Intro to Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It is an introduction to the lexicon of literary criticism and the principles of literary theory for majors. This course is offered in the spring semester.
Prerequisites: GER-301
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language
GER-312 Studies in German Culture
Studies in German Culture offers advanced study of a variety of elements of culture broadly conceived. Topics will vary and may include, but are not limited to, film, popular culture and arts. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: GER-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

GER-313 Studies in German Literature
Studies in German Literature offers advanced study of German literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between German and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: GER-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

GER-314 Studies in German Literature
This course surveys the development of German literature and culture in its historical context and provides students with an overview of important trends in intellectual history. The span of time covered will vary by semester, but in each case, students will survey major periods and movements through the critical examination of representative literary works and cultural documents. May be retaken for credit if topic is different from previously taken course.
Prerequisites: GER-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

GER-376 Special Topics: German Lang
These courses treat topics in German Language. Conducted in German. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1

GER-377 Special Topics: German Lit & Culture
These courses treat topics in German literature and culture. Conducted in German. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1

GER-387 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-388 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-401 Senior Seminar in German
Special written and oral work for seniors returning from study in a German-speaking country and for those seniors with a comparable level of preparation. Vocabulary-building and refinement of oral and written expression. This course assumes a background in literary analysis and interpretation, as well as a good command of spoken and written German. Required for majors. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GER-477 Special Topics: German Lit & Culture
These courses treat topics in German literature and culture. Conducted in German. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GER-478 Special Topics
Special Topics in German
Prerequisites: GER-302
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-487 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-488 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

J. Gregory Redding
Secondary Licensure Program

The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Global Health

Description

The mission of the Global Health Minor is to educate Wabash students in global health from a liberal arts perspective. Students will be challenged to understand the burden of disease in society, examine the history of public health, acquire the basic tools to evaluate health in communities, consider health in the context of human rights, and assess the influence of culture on human health. The minor is an interdivisional program that brings together courses addressing the economic, social, biological, and ethical issues surrounding the health of communities, particularly those in low-resource regions. The minor is designed to engage students interested in medicine, policy, economics and other social sciences, humanities and culture.

Learning Goals & Objectives

1. Encourage multidisciplinary (indeed, multi-Divisional) thinking among students from various majors as they focus on local and global health issues;

2. Foster in students the development of a consciousness regarding global issues and the populations, communities, and governments in low-resource settings;

3. Emphasize the connections among socioeconomic, historical, political, and biological determinants of health;

4. Engage students in thinking critically about ethical and moral questions in global public health, and an awareness of power and privilege in inter-cultural contexts;

5. Expose students to the range of ways global public health affects their lives, and the ways they might work in this discipline.

Requirements for the Minor

Core Courses

- BIO-177 Special Topics (without Lab) 1
- PSC-201 Sociology & Politics of Health 1
- SOC-201 Sociology & Politics of Health
- DVI-277 Special Topics (non-Lab) 1
- GHL-400 Capstone in Global Health 1

Electives 2

Three credits from:
- BIO-225 Microbiology
- BIO-226 Parasitology

Total Credits 6

In the fall of their senior year, students will enroll in GHL400. At the beginning of the semester, students will meet with the instructors of the course to agree on a capstone portfolio. This collection should be made up of presentations and projects generated by the student from his curricular and co-curricular global health experiences (e.g., blogs or newspaper articles authored; education materials or presentations created; research or health surveys to which the student contributed, etc.), and a reflective paper integrating the content. Students should highlight concepts important in leading effectively, acting responsibly, and living humanely. Example components include advocacy and promotion of public health at all levels of society, critical and creative thinking and problem solving skills, cultural contexts affecting community health, ethical decision-making as related to self and society, and research methods.

Students may substitute the following courses as electives if they are approved by the Global Health Minor Committee. Approval will be in consultation with instructors and based on expectations regarding the relevance to the Global Health Minor:

- CLA-213 Spec Topics: Anc History
- ECO-224 Econ/Pol Development
- ECO-232 Public Policy
- ENG-302 Writing in the Community: Grants/NonProf
- HIS-330 Adv Topics: Modern Europe
- PHI-110 Philosophical Ethics
- PSC-316 Public Policy
- REL-270 Theological Ethics
- REL-280 Topics in American Religion
- REL-297 Anthropology of Religion
- RHE-101 Public Speaking

Successful completion of an Modern Languages course at the 202 level or above may also be used.

Suggested Co-Curricular Experiences

A focus of the Global Health Minor is to provide students experiential learning opportunities through partnerships with local non-profit organizations, health departments, and community clinics, as well as regional/international research and immersion experiences. Students will be strongly encouraged to participate in at least one extended co-curricular experience. Examples include the immersion trip to Peru, WISE community positions (multiple opportunities are available each semester), the Wabash College Health Care Immersion Program, and summer internships in the following: community health, advocacy or policy, social entrepreneurship, health education, epidemiology, or medical research. Students will also have opportunities to participate in seminars, journal clubs, campus discussions and community programs relevant to public and global health.

As the Global Health minor is not housed in any one department, a committee for the global health minor will be appointed by the Dean of the College. The committee will be made up of three (3) faculty members who teach from the minor’s courses, along with the Program Coordinator of the Global Health Initiative (ex officio). This committee will act to (1) help determine if a new course counts towards the Global Health minor; (2) serve as the minor faculty representative on senior oral comprehensive exams. The committee will review all declared minors’ progress at the end of each year.
Greek

The Classics Department offers students two approaches to the study of the ancient world. First, students can emphasize the study of Greek or Latin language and literature. Second, students can explore Greece and Rome in non-language courses falling into the broad categories of ancient literature, ancient history, and art and archaeology. If students wish to pursue their studies of the ancient world more deeply, they can major or minor in any of three areas: Latin, Greek, and Classical Civilization, according to the schemes described below. The Classics Department encourages students interested in Greece and Rome to experience its physical remains directly through study abroad or immersion trips.

Courses in the Classics Department seek to help students to:

**Latin and Greek courses**

- Gain an understanding of an ancient literature and culture through the study of its language
- Develop a better understanding of English by studying its Greek and Latin roots

**All courses**

- Appreciate and enjoy aspects of Greek and Roman culture
- Gain a broad sense of Greek and Roman culture by studying literature, mythology, art, architecture, and social and political history
- Develop perspective on their own beliefs by discovering how Greeks and Romans struggled with questions about divinity, life and death, sexuality and gender, social and political justice, and the like
- Study the historical contexts out of which there developed such fundamental Western institutions as the Christian religion and representative democracy
- Learn skills of critical thinking such as reading and interpreting difficult texts, generating information about them through research, solving problems about them and answering questions they raise, and presenting findings to others orally and in writing

**Requirements for the Greek Major**

Requirements for the Greek Major will consist of at least seven course credits.

| Four Greek course credits beyond the elementary level (GRK-101 and GRK-102) | 4 |
| Two course credits in Latin beyond the elementary level (LAT-101 and LAT-102) | 2 |
| GRK-400 Senior Reading | 1 |
| Total Credits | 7 |

Majors in Greek should also consider taking some related courses, which are not required but provide a broader context for students’ studies of ancient language and literature:

| HIS-211 Ancient History: greece | 1 |
| HIS-310 Advanced Topics: ancient History | 0.5-1 |
| CLA-101 Classical Mythology | 1 |
| CLA-103 Greek Art & Archaeol | 1 |
| CLA-105 Ancient Greece | 1 |
| CLA-111 Topic Literature and Culture | 0.5-1 |

1 Especially encouraged because of their emphasis on chronology.

**Requirements for the Greek Minor**

Five course credits in Greek

| Total Credits | 5 |

**Comprehensive Examinations** in the Classics Department examine students in the three areas (Classical Civilization, Greek, or Latin) in which they choose to major within the department. The examinations are made up by the department after consulting the range of courses each student presents for his major, and test both general knowledge in the area he chooses and specific knowledge over the selection of the courses he presents.

**Greek (GRK)**

**GRK-101 Beginning Greek I**

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four class meetings each week. This course is offered in the fall semester.

**Prerequisites:** none

**Corequisites:** GRK-101L

**Credit:** 1

**GRK-102 Beginning Greek II**

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four class meetings each week. This course is offered in the spring semester.

**Prerequisites:** GRK-101

**Corequisites:** GRK-102L

**Credit:** 1

**GRK-187 Independent Study**

Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**GRK-188 Independent Study**

Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts
GRK-201 Intermediate Greek I
The choice of readings is adapted to the needs and the desires of the class. We will read selections from Lysias' speeches and other appropriate works. The emphasis will be on developing facility in reading Greek. This course is offered in the fall semester.
Prerequisites: GRK-101 and 102
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-210 New Testament Greek
This course covers selected readings in the New Testament. One-half or one course credit by arrangement. Offered by arrangement. Course may be repeated as the readings change.
Prerequisites: GRK-101 and 102
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-277 Special Topics
Special Topics in Greek
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-288 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-301 Advanced Greek Reading: Poetry
Selections to suit the needs and interests of the class will be made from the Greek poets and dramatists. The material will be varied from year to year and the course may be elected more than once.
Prerequisites: GRK-201
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-302 Advanced Greek Reading: Prose
Selections to suit the needs and interests of the class will be made from Greek history, oratory, and philosophy. The material will be varied from year to year and the course may be elected more than once.
Prerequisites: GRK-201
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-303 Advanced Greek Reading: Homer
Selections to suit the needs and interests of the class will be made from Homer's Iliad or Odyssey. The material will be varied from year to year and the course may be elected more than once.
Prerequisites: GRK-201
Credit: 1
Distribution: Literature/Fine Arts

GRK-330 Greek Composition
This course provides a systematic review and study of fundamental Greek forms and constructions with practice in writing Greek sentences. This course is offered by arrangement.
Prerequisites: GRK-101 and 102
Credits: 0.5
Distribution: Foreign Language

GRK-387 Independent Study
Students wishing to pursue independent study in Greek (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-388 Independent Study
Students wishing to pursue independent study in Greek (specialized work in an author, period or genre) should plan this work with the instructor who will supervise the project. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-388 Independent Study
This is a seminar on a selected topic with a long paper directed by a member of the department.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GRK-400 Senior Reading
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Hispanic Studies
A major in Hispanic Studies at Wabash College provides students an interdisciplinary and integrative approach to the study of the Iberian Peninsula (Spain and Portugal), Latin America, and the Philippines. The major recognizes that the complexity and diversity of Latin America and the Iberian Peninsula do not fall under the purview of any one academic
department. This makes Hispanic Studies an interdisciplinary, liberal arts area of study.

Requirements for the Major

The Major in Hispanic Studies consists of 9 course credits distributed as described below.

Note: students may not double count courses toward a Hispanic Studies major and

- a Spanish major
- a Spanish minor
- an MAS minor

### Spanish

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA-201</td>
<td>Intermediate Spanish</td>
<td>1</td>
</tr>
<tr>
<td>SPA-202</td>
<td>Spanish Language &amp; Hispanic Cultures</td>
<td>1</td>
</tr>
<tr>
<td>SPA-301</td>
<td>Conversation &amp; Composition</td>
<td>1</td>
</tr>
<tr>
<td>SPA-312</td>
<td>Studies in Hispanic Culture</td>
<td>1</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSP-210</td>
<td>Topics Art History</td>
<td>1</td>
</tr>
<tr>
<td>HSP-228</td>
<td>Spec Topic: European Econ</td>
<td>1</td>
</tr>
<tr>
<td>HSP-240</td>
<td>Art &amp; Arch of Ancient Americas</td>
<td></td>
</tr>
<tr>
<td>HSP-252</td>
<td>Peoples &amp; Nations of Latin America</td>
<td></td>
</tr>
<tr>
<td>HSP-277</td>
<td>Spec Topic: Latin America Econ</td>
<td></td>
</tr>
<tr>
<td>HSP-300</td>
<td>Adv Topics: World&amp;Comp History</td>
<td></td>
</tr>
<tr>
<td>HSP-311</td>
<td>Studies in Hispanic Language</td>
<td></td>
</tr>
<tr>
<td>HSP-312</td>
<td>Studies in Hispanic Culture</td>
<td></td>
</tr>
<tr>
<td>HSP-320</td>
<td>Adv Topics:Med&amp;Early Mod Eur</td>
<td></td>
</tr>
<tr>
<td>HSP-340</td>
<td>Advanced Topics: American History</td>
<td></td>
</tr>
<tr>
<td>HSP-372</td>
<td>Adv Topics Comparative PoliticsyAdv Topics in Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>HSP-374</td>
<td>Adv Topics in International Relations</td>
<td></td>
</tr>
</tbody>
</table>

### Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSP-400</td>
<td>Senior Capstone</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 9

1 offered every semester
2 offered every year

**Comprehensive Exams**

Written comp created and administered by qualified members of the Spanish and History Departments, or other appropriate departments. Orals will include a major examiner drawn from the same pool.

---

**Hispanic Studies (HSP)**

**HSP-210 Topics Art History**

The objective of this class is to develop the student’s understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

**HSP-228 Spec Topic: European Econ**

The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** ECO-101

**Credit:** 1

**Distribution:** Behavioral Science

**HSP-240 Art & Arch of Ancient Americas**

This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

**HSP-252 Peoples & Nations of Latin America**

A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).

**Prerequisites:** none

**Credit:** 1

**Distribution:** History/Philosophy/Religion

**HSP-277 Spec Topic: Latin America Econ**

The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** ECO-101

**Credit:** 1

**Distribution:** Behavioral Science
HSP-300 Adv Topics: World & Comp History
This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: 0.5 credit from HIS
Credit: 1
Distribution: History/Philosophy/Religion

HSP-311 Studies in Hispanic Language
Studies in Hispanic Language offers advanced study in a Hispanic language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.

Prerequisites: SPA-301
Credit: 1
Distribution: Language Studies

HSP-312 Studies in Hispanic Culture
Studies in Hispanic culture offers advanced study of Hispanic culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

HSP-313 Studies in Hispanic Literature
Studies in Hispanic Literature offers advanced interdisciplinary study of Spanish and Latin American literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between Hispanic and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: SPA-301 and 302
Credits: 0.5-1
Distribution: Literature/Fine Arts

HSP-320 Adv Topics: Med & Early Mod Eur
This course provides opportunities for small group and independent work in intensive study of selected topics in medieval and early modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: .5 credit from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HSP-330 Adv Topics: Modern Europe
This course provides opportunities for small group and independent work in intensive study of selected topics in modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: HIS-230, 231, or 232
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HSP-340 Advanced Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: HIS-240, 241, 242, 244, or 245
Credit: 1
Distribution: History/Philosophy/Religion

HSP-372 Adv Topics Comparative Politics/Adv Topics in Comparative Politics
These courses focus at an advance level on a particular issue concept, problem or question in comparative politics. Advanced level.

Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

HSP-374 Adv Topics in International Relations
This is an advanced course that focuses on a specific topic in international relations. Topics vary from semester to semester.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

HSP-400 Senior Capstone
Hispanic Studies Senior Capstone.

Prerequisites: none
Credit: 1

The Oversight Committee for the Major in Hispanic Studies consists of the chairs of Modern Languages, History, and a faculty member who teaches Latin American or Iberian content in another department appointed by the Dean of the College. The Committee will track students in the major, add and subtract courses from the list delineated below, and coordinate with faculty in all interested disciplines.

History

History is the study of the past, a process that produces an ever changing view of the past, not a static picture. The History Department therefore strives to make every student his own historian, a task encompassed in the Core Goals of the department:

1. **Content**: to acquire a degree of mastery of both essential factual material and conceptual, thematic and comparative knowledge in several geographical areas, diverse cultures, and different time periods in human history, with particular sensitivity to the change over time of a diverse, global society.

2. **The Craft of History**: to acquire the habit of the many analytical skills which historians use in recovering, researching, and writing about the past; such as, constructing important questions, making inferences from primary sources, putting sources into larger contexts, and making one's own interpretations of the past.

3. **Historical Thinking**: to develop habits of thinking like an historian: e.g., an appreciation for the complexity of both change and continuity.
over time and in different ages, cultures, and areas of the world; an awareness of historical interpretation and historiographical schools of thought; and an understanding of how events and ideas from the past affect the present.

4. **Self-Expression:** to become competent, confident, and fluent in the oral, written, and group skills necessary to speak and write about and explore historical questions.

5. **Self-Development:** to become an independent intellectual inquirer into the past, as well as a lifelong learner of history; and to locate oneself and one’s family, community, and cultural traditions in history.

### Requirements for a Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-101</td>
<td>World History to 1500</td>
<td>1</td>
</tr>
<tr>
<td>HIS-102</td>
<td>World History Since 1500</td>
<td>1</td>
</tr>
<tr>
<td>HIS-497</td>
<td>Phil &amp; Craft of Hist</td>
<td>1</td>
</tr>
<tr>
<td>HIS-498</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Two credits from the 300 level</td>
<td>2</td>
</tr>
<tr>
<td>History Electives</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Advanced (300 level) courses may include independent studies. Students are advised that their performance in HIS-497 Phil & Craft of Hist, HIS-498 Research Seminar, and Comprehensive Exams will be enhanced by their familiarity with a variety of geographic, temporal, thematic, and topical areas of the field of history.

In addition, majors must maintain a portfolio of selected papers they have written for history courses (details of which are available on the History Department website or from the Department Chair). Evaluation of portfolios will be an aspect of comprehensive exams in the history major.

History majors, especially those planning to pursue graduate historical studies, are urged to gain a proficiency in at least one foreign language. Proficiency is here defined as the ability to read, without undue difficulty, historical works in the appropriate foreign language. Majors are also encouraged to gain experience with overseas cultures through immersion experiences and study abroad.

### Comprehensive Examinations

The Written Comprehensive Exam in History is a two-day exam that is designed to evaluate the students' mastery of the core goals of the department. For one day, students discuss some aspect of history, approach to historical studies, or theories of history with respect to those areas of history the student has studied. The other day generally asks students to act as historians using a selected set of primary and secondary source texts provided ahead of time.

### Requirements for a Minor

A minimum of five course credits including

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-101</td>
<td>World History to 1500</td>
<td>1</td>
</tr>
<tr>
<td>HIS-102</td>
<td>World History Since 1500</td>
<td>1</td>
</tr>
<tr>
<td>One course credit at the 300 level</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Three course credits at the 200 or 300 level</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

### History (HIS)

**HIS-101 World History to 1500**

Exploration of the origins of human societies and the development of their hierarchical structures and the network connections between them across the world. An effort will be made to develop a conceptual framework for analyzing different societies and network interactions comparatively so as to highlight meaningful similarities and differences among them. This course, along with HIS 102, is especially recommended to those students taking their first college-level history course. This course is offered in the fall semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** History/Philosophy/Religion

**HIS-102 World History Since 1500**

This course traces the increasing interdependence of the world's different societies as improved communications tie more of the world closely together. This will involve explaining the transformations wrought upon different areas by industrialization and the reactions this process has created across the globe. This course, along with HIS 101, is especially recommended to those students taking their first college-level history course. This course is offered in the spring semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** History/Philosophy/Religion

**HIS-132 20th Century Europe**

This survey will examine significant events in European history from 1900 to the end of the twentieth century. The course will cover circumstances leading to World War I, the rise of fascism, and World War II. The survey ends with a discussion of the Cold War, its ultimate demise, and nuclear legacy. Since there was more to the twentieth century than military history, the class will also consider how European societies reacted to war and will focus on life on the home front, gender relations, cultural change, and consumerism.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** History/Philosophy/Religion

**HIS-187 Independent Study**

Open to history majors.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** History/Philosophy/Religion

**HIS-188 Independent Study**

Open to history majors.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** History/Philosophy/Religion

**HIS-200 Topics World Comp History**

Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** History/Philosophy/Religion
HIS-210 Topics in Ancient History
This is an introductory course that focuses on a specific topic in ancient history and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-113

HIS-211 Ancient History: Greece
A survey of Greek history from the end of the Bronze Age (ca. 1100 B.C.) to the time of the Roman conquest of the Greek world (first century B.C.). Emphasis is on the origin, evolution, and problems of the most important Greek political-social-cultural structure, the polis or "city-state." Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-105

HIS-212 Ancient Rome
A survey of Roman history from the Etruscan period (6th and 5th centuries B.C.) to the transformation of the Roman world to the medieval (4th and 5th centuries A.D.). Emphasis is on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered in the spring semester in odd-numbered years. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-106

HIS-220 Topics Med & Early Mod Europe
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-230 Topics in Modern Europe
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-231 19th Century Europe
This survey will cover events in European history from the French Revolution to the end of the 19th century. It will explore nationalism, utopianism, Europe's quest for colonial expansion, and the rise of the Industrial Revolution. In addition to these vast issues, the course also examines developments in social history including family life, change in urban areas, health, medicine, and gender. This course is offered in the fall semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-232 20th Century Europe
This survey will examine significant events in European history from 1900 to the end of the 20th century. The course will cover circumstances leading to World War I, the rise of fascism, and World War II. The survey ends with a discussion of the Cold War, its ultimate demise, and nuclear legacy. Since there was more to the 20th century than military history, the class will also consider how European societies reacted to war and will focus on life on the home front, gender relations, cultural change, and consumerism. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-235 Topics Economic Hist European
The purpose of this course is to study economic issues in European history. A substantial part of the course is devoted to the Industrial Revolution. What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? Other topics will vary, but may include: agriculture, demography, Poor Laws, the Great Depression, and the gold standard. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ECO-101
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: ECO-214

HIS-236 History of Economic Thought
Designed for non-majors as well as majors, this course examines the intellectual history of economics. The ideas of great economists (including Smith, Ricardo, Marx, Keynes, Schumpeter, and Knight) are analyzed and compared. Particular emphasis is placed on differing views toward capitalism—especially predictions about its eventual fate. This course is offered in the fall semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: ECO-205

HIS-240 Topics in American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-241 US to 1877
An introduction to American history and to the departmental Core Goals in the process of historical investigation and understanding. Students will learn the basic facts and conceptual themes involved in Native Indian cultures, Puritanism, the American Revolution, the New Nation, expansionism, slavery, reform, Civil War, and Reconstruction. The course focuses on significant landmark political events, but also on the everyday experiences and social history of women, minorities, and other underrepresented groups. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
HIS-242 Us Since 1877yUS Since 1877
The emphasis is upon some of the major issues in American politics and society since 1877: the growth of big business; changes in the lives of farmers, workers, and immigrants; the rise of the city; and reform movements among rural and urban labor and among minority groups. In addition to studying national history and the emergence of America as a world power, students will have an opportunity to investigate their own family histories. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-244 African American Hist
Emphasis on several crucial periods: slavery; Reconstruction and its aftermath; the civil rights and Black liberation movements of the 1960s; and contemporary African American culture. Relations between Blacks and Whites will be examined through the reading and discussion of classic African American texts by Douglass, Jacobs, Washington, DuBois, Wright, Angelou, Moody, Walker, Malcolm X, King, Baldwin, Gates, and others. This course is offered in some spring semesters.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-245 Topics in Economic Hist, U S
The purpose of this course is to use economics to improve our understanding of history and to use history to improve our understanding of economics. Examples of questions that may be addressed are: Why is the U.S. wealthy? How do government policies affect the economy? How has the role of government changed over the course of U.S. history? How did the institution of slavery and its abolition affect Southern economic development? Is the current U.S. banking system better than the systems that preceded it? What caused the Great Depression?Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: ECO-101
Credit: 1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: ECO-213

HIS-250 Topics Latin American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval.Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-252 Peoples & Nations of Latin America
A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-260 Topics Asian History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval.Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-262 Modern China 1911 to Present
A survey of modern China. The class will examine the end of the Ch’ing Dynasty and the emergence of Nationalism through the end of the Second World War, the rise of Chinese Communism through the Great Leap Forward and the Cultural Revolution, and contemporary China to the present. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-270 Special Topics: African History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-272 Africa Since 1885
The period from the European Partition of Africa in 1885 to Post-independence was one of the most significant and drastic eras of change for Africans, drawing them into a global wage labor economy, and seeing them interact in new ways with migration, the World at War, and the Colonial Endeavor. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-287 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-288 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-300 Adv Topics:World&Comp History
This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval.Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: 0.5 credit from HIS
Credit: 1
Distribution: History/Philosophy/Religion
HIS-301 Craft & Theory of World History
This is an upper level course in world history. Students will read secondary literature about world history and will read world history textbooks more for historiographical analysis than for content. Emphasis will therefore be on the theories and practices of world history; students will be expected to produce a significant term paper focusing either on a curricular proposal for a world history course or on an historiographical analysis of current trends and developments in the field. This course is offered in the spring semester (when offered).
Prerequisites: HIS-101 or 102
Credit: 1
Distribution: History/Philosophy/Religion

HIS-310 Advanced Topics: Ancient History
This course provides opportunities for small group and independent work in intensive study of selected topics in ancient history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credits HIS HIST CLA
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-212

HIS-320 Adv Topics: Med & Early Mod Eur
This course provides opportunities for small group and independent work in intensive study of selected topics in medieval and early modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credit from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-330 Adv Topics: Modern Europe
This course provides opportunities for small group and independent work in intensive study of selected topics in modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: HIS-230, 231, or 232
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-340 Advanced Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 CR from HIS.
Credit: 1
Distribution: History/Philosophy/Religion

HIS-350 Advanced Topics Latin America
This course provides opportunities for small group and independent work in intensive study of selected topics in Latin American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credit from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-360 Advanced Topics in Asian History
This course provides opportunities for small group and independent work in intensive study of selected topics in Asian history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 course from HIS
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-370 Advanced Topics in African History
This course provides opportunities for small group and independent work in intensive study of selected topics in African history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credits from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-387 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-388 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-487 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-488 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-497 Phil & Craft of Hist
This course is required of all majors in history and should be taken in the junior year. Students have an opportunity to read different examples of historical writing and to examine the philosophical and methodological assumptions which underlie the historian’s craft. This course is offered in the fall and spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
HIS-498 Research Seminar
All history majors must take this course in the fall semester of their senior year, while other juniors or seniors are welcome to enroll with the consent of the instructor. Emphasis on research techniques, conferences with the instructor, and independent development of individual projects focused on a topic with a global or comparative component. This course is offered in the fall semester. 
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1

Stephen R Morillo (chair)
Ann-Michelle K Rhoades
Sabrina Thomas
Sundara Vadlamamudi
Richard Warner

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Humanities
In addition to departmental majors, the Division offers a joint major in the Humanities and Fine Arts, which the student should declare by the end of the sophomore year. The Division Chair will appoint a committee to supervise the Humanities major, taking into consideration the student's suggestions for membership. In the first semester of his junior year, the student must submit to his committee a written proposal for a project in the Humanities and Fine Arts, which will be completed, along with his course of study, by the end of the first semester of the senior year.

A student interested in the Humanities major should consult with the Division II Chair no later than his sophomore year. The Division II Chair will appoint the student's committee taking into consideration his suggestions for membership and the nature of the anticipated project.

Each student doing a Humanities major will work with a committee appointed by the Division II Chair. This committee will be responsible for the work the student offers for the comprehensive examination and will be the committee responsible for evaluating the project. In every case, the committee will be looking for a creative approach to a subject matter of the student’s own choice.

Requirements for the Major
1. A written proposal for the student’s project accepted by his committee by the end of the first semester of the junior year.
2. Completion of a course of study across a number of the departments of the College which is accepted as a meaningful combination by the committee.
3. Completion of comprehensive examinations devised and read by the same committee.
4. Completion of the project by the end of the first semester of the senior year. As an indication of the scope of this piece of work, it will be given two course credits in this semester. The grade will reflect the committee's judgment of the value of the project.

The project might be any one of a wide range of possibilities. For many students, the most obvious project would be a thesis of some scope ranging over the fields of his interest. A student who wrote a play on a historical topic might defend his treatment of the period or character, He might then go on to produce the play and show how this aspect of the work furthers his arts. A student interested in the philosophy of language might pursue this study through the structure of a language and its literature. The literature reflection. He might wish to study the social and intellectual context of an author's work.

Humanities (HUM)

HUM-121 Language Variation and Change
This continuation of ENG 122 (HUM 122) will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time.
Prerequisites: ENG-122 or HUM-122 or MLL-122
Credit: 0.5
Distribution: Language Studies
Equated Courses: ENG-121

HUM-122 Modern Linguistics
This course is an introduction to the basic principles of linguistics, the theory and analysis of human language. The first half of the course will focus on structural aspects of language: speech sounds and sound systems, and the formation of words and sentences.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies
Equated Courses: ENG-122

HUM-176 Spec Topics: Foreign Lang
Topics vary from year to year.
Prerequisites: none
Credit: 1

HUM-196 Religion & Lit
This course is an examination of literary works dealing with religious themes. Authors covered will vary from year to year but will typically include some of the following: John Updike, Shusaku Endo, Elie Wiesel, Flannery O'Connor, Graham Greene, C.S. Lewis, Anne Tyler, Marilyne Robinson, or Christopher Morse.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: REL-196
HUM-277 Special Topics: Literature
Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

HUM-278 Special Topics: Language Studi
Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1

HUM-295 Religion and the Arts
This is a discussion course on some topic in the arts with a view to its religious implications.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts

HUM-296 Religion & Literature
This is a discussion course on religious themes and theological issues in literary works. Most recently the course focused on Dante’s Divine Comedy. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts

HUM-377 Special Topics: Lit.
Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

HUM-477 Special Topics: Literature
Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

HUM-487 Independent Study - Lit
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

HUM-488 Independent Study - Lang St
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

Committee info goes here.

Latin
The Classics Department offers students two approaches to the study of the ancient world. First, students can emphasize the study of Greek or Latin language and literature. Second, students can explore Greece and Rome in non-language courses falling into the broad categories of ancient literature, ancient history, and art and archaeology. If students wish to pursue their studies of the ancient world more deeply, they can major or minor in any of three areas: Latin, Greek, and Classical Civilization, according to the schemes described below. The Classics Department encourages students interested in Greece and Rome to experience its physical remains directly through study abroad or immersion trips.

Courses in the Classics Department seek to help students to:

Latin and Greek courses
- Gain an understanding of an ancient literature and culture through the study of its language
- Develop a better understanding of English by studying its Greek and Latin roots

All courses
- Appreciate and enjoy aspects of Greek and Roman culture
- Gain a broad sense of Greek and Roman culture by studying literature, mythology, art, architecture, and social and political history
- Develop perspective on their own beliefs by discovering how Greeks and Romans struggled with questions about divinity, life and death, sexuality and gender, social and political justice, and the like
- Study the historical contexts out of which there developed such fundamental Western institutions as the Christian religion and representative democracy
- Learn skills of critical thinking such as reading and interpreting difficult texts, generating information about them through research, solving problems about them and answering questions they raise, and presenting findings to others orally and in writing

Requirements for the Latin Major
Four Latin course credits beyond the elementary level (LAT-101, LAT-102) 4
Two course credits in Greek beyond the elementary level (GRK-101, GRK-102) 2
LAT-400 Senior Reading 1
Total Credits 7

Majors in Latin should also consider choosing some of the following related courses, which are not required but provide a broader context for students’ study of ancient language and literature:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-212</td>
<td>Ancient Rome</td>
<td>1</td>
</tr>
<tr>
<td>HIS-310</td>
<td>Advanced Topics: ancient History</td>
<td>0.5-1</td>
</tr>
<tr>
<td>CLA-104</td>
<td>Roman Art &amp; Archaeology ¹</td>
<td>1</td>
</tr>
<tr>
<td>CLA-106</td>
<td>Ancient Rome ¹</td>
<td>1</td>
</tr>
<tr>
<td>CLA-111</td>
<td>Topic Literature and Culture</td>
<td>0.5-1</td>
</tr>
<tr>
<td>CLA-112</td>
<td>Topic Art Archaeology</td>
<td>0.5-1</td>
</tr>
<tr>
<td>CLA-113</td>
<td>Topics in Ancient History</td>
<td>0.5-1</td>
</tr>
<tr>
<td>CLA-211</td>
<td>Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>CLA-212</td>
<td>Spec Topics: Art/Archaeol</td>
<td>1</td>
</tr>
<tr>
<td>CLA-213</td>
<td>Spec Topics: Anc History</td>
<td>1</td>
</tr>
<tr>
<td>PSC-330</td>
<td>Adv Topics in Political Theory</td>
<td>0.5-1</td>
</tr>
<tr>
<td>RHE-320</td>
<td>Classical Rhetoric</td>
<td>1</td>
</tr>
</tbody>
</table>

¹ Especially encouraged because of their emphasis on chronology.

Requirements for the Latin Minor
Five course credits in Latin 5
Total Credits 5
Comprehensive Examinations in the Classics Department examine students in the three areas (Classical Civilization, Greek, or Latin) in which they choose to major within the department. The examinations are made up by the department after consulting the range of courses each student presents for his major, and test both general knowledge in the area he chooses and specific knowledge over the selection of the courses he presents.

Latin (LAT)

LAT-101 Beginning Latin I
This is a course for students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four class meetings each week. Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take LAT 101 for credit, but LAT 102 may be taken for credit if they do not place into LAT 201. This course is offered in the fall semester.
Prerequisites: none
Corequisites: LAT-101L
Credit: 1
Equated Courses: CR

LAT-102 Beginning Latin II
This is a course for students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four class meetings each week. Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take LAT 101 for credit, but LAT 102 may be taken for credit if they do not place into LAT 201. This course is offered in the spring semester.
Prerequisites: LAT-101 or LAT-102 placement
Corequisites: Take LAT-102L
Credit: 1

LAT-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-201 Intermediate Latin I
This course is intended to satisfy the needs of two classes of students: (1) those with previous preparation in Latin (usually two years or more in high school) whose performance on the Placement Test shows that they need only a semester’s work to reach the Basic Proficiency level; (2) students who have completed LAT 101, 102 and desire to continue their study of the language. The emphasis will be on developing facility in reading Latin. Students will read selections from classical poetry and prose. If a student who places into LAT 201 completes the course with a grade of B- or better, he will receive an additional course credit in Latin; this course credit does not count towards the major or minor. This course is offered in the fall semester.
Prerequisites: LAT-102 or placement in LAT-201
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

LAT-210 Medieval Latin
Students in this course will study readings in Medieval Latin prose and poetry. This course is offered by arrangement.
Prerequisites: LAT-101 and 102
Credit: 1
Distribution: Literature/Fine Arts

LAT-287 Independent Study
Enrollment through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-288 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-301 Advanced Latin Reading: Poetry
Selections to suit the needs and interests of the class will be made from Latin poetry. The material will be varied from year to year and the course may be elected more than once. This course is offered in the spring semester, in rotation with LAT 303.
Prerequisites: LAT-201 or 301 placement
Credit: 1
Distribution: Literature/Fine Arts

LAT-302 Advanced Latin Reading: Prose
Selections to suit the needs and interests of the class will be made from Latin history, oratory, epistolography, and philosophy. The material will be varied from year to year and the course may be elected more than once. This course is offered in the fall semester.
Prerequisites: LAT-201 or LAT-302 placement
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

LAT-303 Advanced Latin Reading: Vergil
Readings in Latin will be selected from the corpus of Vergil, with special emphasis on the Aeneid. This course is offered in the spring semester, in rotation with LAT 301.
Prerequisites: LAT-201
Credit: 1
Distribution: Literature/Fine Arts
LAT-330 Composition
This is a systematic review and study of fundamental Latin forms and constructions with practice in writing Latin sentences. This course is offered by arrangement.
Prerequisites: LAT-101 and 102 or 201 placement
Credit: 1
Distribution: Foreign Language

LAT-387 Independent Study
Students wishing to pursue independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. The material will be varied from year to year and the course may be elected more than once. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-388 Independent Study
Students wishing to pursue independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. The material will be varied from year to year and the course may be elected more than once. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-400 Senior Reading
A seminar on a selected topic with a paper directed by a member of the department. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

LAT-487 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-488 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Mathematics
The Department of Mathematics and Computer Science has as its goals:

- To give all students who take mathematics courses a sense of the nature of mathematics and its place in society;
- To give our majors and minors an understanding of mathematics and computer science, their nature and uses; to prepare students to become effective users of mathematics and computer science in their careers;
- To prepare future high school teachers of mathematics;
- To give our students interested in continuing to graduate study in mathematics, statistics, or computer science an adequate preparation to succeed in that study.

Advanced Placement

- A student who gets a 5 on the AB calculus exam receives immediate credit for MAT-111 Calculus I and is placed into MAT-112 Calculus II.
- A student who gets a 4 on the AB calculus exam is placed into MAT-112 Calculus II without immediate credit for MAT-111 Calculus I.
- Any student starting in MAT-112 Calculus II (by the AP exam or our internal placement) who gets a B- or better will receive retroactive credit for MAT-111 Calculus I.
- A student who gets a 4 or 5 on the BC calculus exam receives immediate credit for MAT-111 Calculus I and MAT-112 Calculus II, and is placed into MAT-223 Elementary Linear Algebra.
- A student who gets a 4 or 5 on the statistics AP exam receives immediate credit for MAT-103 Probability and MAT-104 Statistics.
- A student who gets a 4 or 5 on the computer science AP exam receives credit for CSC-111 Intro to Programming after taking another course beyond CSC-111 Intro to Programming and getting a grade of B- or better.

Mathematics majors may opt for the Pure Mathematics track, the Computational Mathematics track, or the Financial Mathematics track. There is a great deal of overlap among these choices, and all include the four core courses.

Major in Mathematics

Mathematics Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td>or MAT-110</td>
<td>Calc. I With Pre-Calc. Review</td>
<td></td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>MAT-223</td>
<td>Elementary Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MAT-331</td>
<td>Abstract Algebra I</td>
<td>1</td>
</tr>
</tbody>
</table>

Track

Select one of the following tracks:

- Pure Mathematics
- Computational Mathematics
- Financial Mathematics

Total Credits: 9
Mathematics majors should complete the four core courses by the end of the sophomore year, if possible; they must be completed by the end of the junior year.

**Pure Mathematics Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-333 Funct Real Variable I</td>
<td>1</td>
</tr>
<tr>
<td>or MAT-341 Topology</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics Electives  4

Total Credits  5

**Computational Mathematics Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-111 Intro to Programming</td>
<td>1</td>
</tr>
<tr>
<td>or MAT-337 Numerical Analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

Mathematics Electives  4

Total Credits  5

1 This does not count toward the major, but it is a prerequisite for MAT-337 Numerical Analysis and MAT-338 Topics Computational Math, and should be taken by the sophomore year, if possible.

**Financial Mathematics Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-251 Mathematical Finance</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-252 Math. Interest Theory</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-253 Probability Models</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-353 Probability Models II</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-254 Statistical Models</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-354 Mathematical Statistics</td>
<td>0.5</td>
</tr>
<tr>
<td>or MAT-355 Regression Models</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics Electives  2

Total Credits  5

The requirements for the financial mathematics major are good preparation for the initial actuarial exams.

Electives may not include MAT-010 Pre-Calc. With Intro. to Calc., MAT-103 Probability, MAT-104 Statistics, MAT-106 Topics in Contemporary Math., or MAT-108 Intro to Discrete Structures.

**Additional Courses**

Additional courses to consider, especially for students who are considering graduate school:

**Pure Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-219 Combinatorics</td>
<td>1</td>
</tr>
<tr>
<td>MAT-221 Found of Geometry</td>
<td>1</td>
</tr>
<tr>
<td>MAT-222 Theory of Numbers</td>
<td>1</td>
</tr>
<tr>
<td>MAT-224 Elem Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-225 Multivariable Calculus</td>
<td>1</td>
</tr>
<tr>
<td>MAT-323 Topics in Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MAT-324 Topics in Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-332 Abstract Algebra II</td>
<td>1</td>
</tr>
<tr>
<td>MAT-334 Funct Real Variable II</td>
<td>1</td>
</tr>
<tr>
<td>MAT-344 Complex Analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

**Computational Mathematics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-219 Combinatorics</td>
<td>1</td>
</tr>
</tbody>
</table>
MAT-010 Pre-Calc. With Intro. to Calc.
This course is intended solely for those students who wish to take calculus, but whose preparation makes a slower-paced course in calculus advisable. Topics covered include a review of algebra (solving equations and inequalities, simplification of algebraic expressions), properties of polynomials and rational functions, limits, continuity, an introduction to derivatives via polynomials and rational functions, and applications of the derivative. MAT 010 cannot be used for any distribution credit or any area of concentration. (For students who desire a distribution credit in mathematics but do not wish to take calculus, MAT 103, 104, 106, and 108 are recommended.) This course is offered in the fall semester.
Prerequisites: none
Corequisites: MAT-010 placement
Credit: 1

MAT-103 Probability
Topics include a brief introduction to probability, conditional probability, and expected values as well as the application of probabilistic reasoning to interesting problems in the areas of medical testing, investing, insurance, retirement annuities, and the analysis of rare events. MAT 103 does not count toward the mathematics major or minor.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-104 Statistics
In this course, we present the classical approach to statistical reasoning, both the p-value argument to testing claims and the confidence interval approach to estimation. Other topics include correlation, prediction, and paradoxes involving averages. MAT 104 does not count toward the mathematics major or minor. (MAT 103 is not a prerequisite for MAT 104)
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-106 Topics in Contemporary Math.
Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings. A reflective examination of basic mathematical ideas. Through participation and discovery, students will consider an articulation of mathematics that focuses on patterns, abstraction, and inquiry. Topics will vary, but could include logic, Euclidean geometry, algorithms, etc. This course does not count toward the major or minor in mathematics.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-108 Intro to Discrete Structures
An introduction to discrete mathematics for students not planning to major in mathematics. Topics include sets and logic, proof methods, counting arguments, recurrence relations, graphs, and trees. This course may be used to meet the mathematics requirement for the computer science minor. However, it does not count toward the mathematics major or minor. Students may not present both MAT 108 and 219 for credit toward graduation. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-110 Calc. I With Pre-Calc. Review
This course is intended solely for those students who took and passed MAT 010 and desire to complete a course in calculus. Successful completion of this course is equivalent to completion of MAT 111. Topics covered include an introduction to integration via polynomials and rational functions, applications of the integral, Fundamental Theorem of Calculus, and introduction to exponential, logarithmic and trigonometric functions, and the application of the derivative and integral to these families of functions. The focus is on understanding basic concepts and gaining basic computational skills. This course counts as a distribution credit in mathematics. Credit cannot be given for both MAT 110 and MAT 111. This course is offered in the spring semester.
Prerequisites: MAT-010 with a grade of C- or better.
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: MAT-111

MAT-111 Calculus I
Basic calculus of one variable from an intuitive point of view. Topics include limits, continuity, derivatives and integrals of the elementary functions, Fundamental Theorem of Calculus, and applications. The focus is on understanding basic concepts and gaining basic computational skills.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: MAT-110

MAT-112 Calculus II
A continuation of MAT 111. Numerical and symbolic techniques of integration, applications of integration, an introduction to partial derivatives and multiple integrals, sequences and series, and Taylor’s Theorem.
Prerequisites: MAT-110, 111 with a grade of C- or better or 112 placement
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: APCR

MAT-178 Special Topics
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-219 Combinatorics
This course is an introduction to combinatorial reasoning. Topics include graphs, circuits in graphs, graph coloring, trees, counting principles, generating functions, and recurrence relations. This course is offered alternate years. Next anticipated offerings will be spring semester 2014. Students may not present both MAT 108 and 219 for credit towards graduation.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-221 Found of Geometry
A development of Euclidean and non-Euclidean geometries from a modern viewpoint. This course is offered in the spring semester.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics
MAT-223 Theory of Numbers
A study of elementary number theory. Topics include divisibility, congruences, properties of prime numbers, number theoretic functions, diophantine equations, and additional selected topics. This course is offered in the spring semester of odd-numbered years.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics

MAT-223 Elementary Linear Algebra
An introduction to linear mathematics. Linear systems of equations, matrices, determinants, vector spaces, bases and dimension, function spaces, linear transformations, eigenvalues and eigenvectors, inner products, and applications. An important aspect of the course is to introduce the student to abstract thinking and proofs.
Prerequisites: MAT-112 with a minimum grade of C- or 223 placement.
Credit: 1
Distribution: Natural Science/Mathematics
Equated Courses: CR

MAT-224 Elem Differential Equations
Introduction to ordinary differential equations. Special solution techniques and some theory for first-order and linear equations including integrating factors, constant coefficients, undetermined coefficients, variation of parameters, power series solutions, Laplace transforms, and systems of differential equations applications. This course is offered in the spring semester.
Prerequisites: Prereq MAT-112 with a minimum grade of C- and 223.
Credit: 1
Distribution: Natural Science/Mathematics

MAT-225 Multivariable Calculus
Calculus in higher dimensions. Limits, continuity, differentiability, directional derivatives, constrained and unconstrained optimization, geometry of curves, multiple integrals, general coordinate systems, path and surface integrals, vector calculus, theorems of Green and Stokes applications. This course is offered in the fall semester.
Prerequisites: MAT-112 with a minimum grade of C- and 223.
Credit: 1
Distribution: Natural Science/Mathematics

MAT-226 Operations Research
Linear and nonlinear optimization, linear programming, integer programming, dualities, combinatorics, the simplex method and related algorithms, game theory, Markov chains, queuing theory. This course is offered irregularly.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-251 Mathematical Finance
The course gives an overview of the mathematical reasoning behind the pricing of options. Topics include binomial models, put-call parity, a probabilistic derivation of the Black-Scholes pricing formula for call options, and delta hedging. We will also look at Asian, gap, and barrier options. This course is offered in the fall semester.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics

MAT-252 Math. Interest Theory
This course will involve a thorough treatment of the mathematical theory of interest, with special attention paid to calculating present and accumulation values for annuities (series of payments made at regular time intervals). Some topics include nominal and effective rates of interest and discount, force of interest, amortization schedules, sinking funds, and bonds. This course is offered in the fall semester.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics

MAT-253 Probability Models
This course is an introduction to discrete and continuous random variables. Distributions considered include the hypergeometric, binomial, geometric, Poisson, uniform, normal, gamma, chi-square, t and F. We will cover the Central Limit Theorem, multivariate distributions, and transformations of random variables. This course is offered in the fall semester.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-277 Special Topics
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly.
Prerequisites: none
Credit: 1

MAT-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

MAT-314 Modeling With Diff. Eq
A course to develop the basic skills of formulation, simplification, and analysis of mathematical models for describing and predicting phenomena in the natural and social sciences, with special emphasis in modeling with differential equations. Topics may be taken from fields such as physics, chemistry, biology, psychology, economics, and political science. This course is offered in the fall semester of even-numbered years.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics
MAT-323 Topics in Linear Algebra
An in-depth study of some of the topics covered in MAT 223, including the theory of vector spaces, linear transformations, and Euclidean spaces, together with some additional topics, which may include isomorphisms, duality, canonical forms, and applications of linear algebra. This course is offered irregularly. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-324 Topics in Differential Equations
A second course in differential equations offering study of special topics in more depth or beyond those covered in MAT 224. Topics may include existence and uniqueness theory, stability theory, Green's functions, dynamical systems, partial differential equations, and applications of differential equations. This course is offered in the fall semester of odd-numbered years. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics

MAT-331 Abstract Algebra I
A first course in higher abstract mathematics. Emphasis is placed on writing proofs. Topics include groups and rings. This course is offered in the spring semester.
Prerequisites: Prereq MAT-223 with a minimum grade of C-.
Credit: 1
Distribution: Natural Science/Mathematics

MAT-332 Abstract Algebra II
A continuation of MAT 331. Topics will depend on the instructor but may include fields, modules, Galois theory, or advanced topics in groups and rings. This course is offered irregularly.
Prerequisites: MAT-331
Credit: 1
Distribution: Natural Science/Mathematics

MAT-333 Funct Real Variable I
A first course in the foundations of modern analysis. Topics include set theory, topology of the real numbers, sequences, series, differentiation, integration, and rigorous proofs of the major theorems of single-variable calculus. This course is offered in the fall semester.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-334 Funct Real Variable II
A continuation of MAT 333. Topics will depend on the instructor but may include sequences and series of functions, Fourier analysis, elementary functional analysis, advanced multivariable calculus or metric spaces. This course is offered irregularly.
Prerequisites: MAT-333
Credit: 1
Distribution: Natural Science/Mathematics

MAT-337 Numerical Analysis
This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.
Prerequisites: CSC-111 and MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-338 Topics Computational Math
A course to develop mathematical and computational techniques in areas of mathematics or interdisciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered in the fall semester of odd-numbered years. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics

MAT-341 Topology
A study of elementary topology. Topics discussed will include topologies, separation axioms, connectedness, compactness, continuity, and metric spaces. This course is offered in the spring semester of even-numbered years.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-344 Complex Analysis
Analytic functions, mapping of elementary functions, integrals, residue theory, conformal mapping. This course is offered in the spring semester of odd-numbered years.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-353 Probability Models II
This course is a continuation of MAT 253 (Probability Models). Topics include survival functions, hazard functions, order statistics, continuous and discrete distributions not considered in MAT 253, mixed random variables, Brownian motion and stochastic calculus. We will look at a wide variety of probability problems associated with insurance. This course is offered in the fall semester.
Prerequisites: MAT-253
Credits: 0.5
Distribution: Natural Science/Mathematics

MAT-354 Mathematical Statistics
A course to develop mathematical and computational techniques in areas of mathematics or interdisciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered in the fall semester of odd-numbered years. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics
**MAT-355 Regression Models**
This course takes a matrix-based look at regression (introduced in MAT 254, Statistical Models). We focus on the probabilistic reasoning behind regression, in particular the inferences we can make using linear combinations of normal random variables. We also look briefly at some time series models. This course is offered in the spring semester of odd years.
**Prerequisites:** MAT-223, 253, 254
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

**MAT-377 Special Topics**
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

**MAT-378 Special Topics**
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

**MAT-387 Independent Study**
Directed reading and research on special topics for qualified students. May be repeated for credit. Level varies (intermediate or advanced); determined in consultation with instructor. Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

**MAT-388 Independent Study**
Directed reading and research on special topics for qualified students. May be repeated for credit. Level varies (intermediate or advanced); determined in consultation with instructor. Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

**MAT-400 Seminar**
Topics in the history and foundations of mathematics, the special emphasis varying from year to year. Every student will be expected to write a term paper. This course is offered irregularly.
**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

**MAT-IND Independent Study**
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office. Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1

---

**Computer Science (CSC)**

**CSC-101 Intro to Computer Science**
An introduction to the field of computer science as the study of algorithmic process. Students will study the history of the field as well as issues currently confronting the computer science community including ethical issues raised by a rapidly changing technology. Students will learn fundamental concepts of computer science such as computer architecture, data representation, and the issues of computability. Students will engage in hands-on algorithm-building activities and some basic programming exercises. This course is offered in the fall semester. Distribution in Natural Science and Mathematics or Quantitative Skills.
**Prerequisites:** none
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Quantitative Skills
**Equated Courses:** APCR

**CSC-111 Intro to Programming**
An introduction to programming in a higher-level, general-purpose language (currently Java). Programming topics include primitive data types, simple data types such as arrays, program constructs such as conditionals, loops and procedures, in an object-oriented context. Applications are chosen from areas such as graphics, simulation, and file processing. This course is offered in the fall semester. Distribution in Natural Science and Mathematics or Quantitative skills. (Note: CSC 111 does not count as a laboratory science.)
**Prerequisites:** CSC-101
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Quantitative Skills

**CSC-112 Advanced Programming**
A variety of topics that are important in developing large-scale software. Object oriented programming in a language such as C++. Dynamic data structures such as lists, queues, and stacks. An introduction to a rigorous analysis of the efficiency of an algorithm. Advanced algorithms such as Quicksort, mergesort, and the use of hash tables. An introduction to using the Unix operating system and Unix tools for software development such as Make. This course is offered is not typically.
**Prerequisites:** CSC-111
**Credit:** 1
**Distribution:** Natural Science/Mathematics

**CSC-121 Intro to Add. Program Language**
An introduction to one or more additional programming languages. Students will build on their previous knowledge of a programming language to learn one or more additional languages. Languages vary by semester but may include any programming paradigm. For a given semester the course content and other particulars will be announced before registration for that semester. This course may be taken multiple times, for credit for each different language.
**Prerequisites:** CSC-111 with a grade of C- or better.
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

**CSC-171 Special Topics in Comp. Sci.**
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before registration for that semester. This course is offered irregularly.
**Prerequisites:** none
**Credit:** 1
**Distribution:** Natural Science/Mathematics
CSC-187 Independent Study
Enrollment through instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

CSC-188 Independent Study
Enrollment through instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

CSC-211 Intro Data Structures
An introduction to more advanced abstract data types such as lists; sets; trees, including balanced trees; and graphs. Algorithms for traversing, searching, determining connectivity, and so forth. An in-depth study of, and analysis of, the algorithms used to implement these structures. This course is offered in the spring semester.
**Prerequisites:** Prereq CSC-111 with a grade of C- or better.
**Credit:** 1
**Distribution:** Natural Science/Mathematics

CSC-271 Special Topics in Comp.Sci.
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before registration for that semester. This course is offered irregularly. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
**Prerequisites:** CSC-111 or permission of the instructor.
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

CSC-287 Independent Study
Enrollment through instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

CSC-288 Independent Study
Enrollment through instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

CSC-311 Intro Machine Organ
A study of the various layers at which a machine can be studied, including higher-level languages, assembly language, machine language, and digital circuits. Data representation. A comparison of RISC and CISC architectures. Some programming in a representative assembly language. Issues of cross-language programming. This course is offered irregularly.
**Prerequisites:** CSC-211
**Credit:** 1
**Distribution:** Natural Science/Mathematics

CSC-321 Programming Lang
A study of the paradigms of programming languages, including procedural languages such as Pascal or ‘C’, object-oriented languages such as C++ or Smalltalk, functional languages such as ML or Scheme, logic-oriented languages such as Prolog, and concurrency such as in Ada. Consideration of how concepts are implemented, such as modules, parameter passing, function evaluation, data types and type checking, memory management, exception handling, and threads. This course is offered irregularly.
**Prerequisites:** CSC-121
**Credit:** 1
**Distribution:** Natural Science/Mathematics

CSC-331 Analysis Algorithms
Advanced topics and problems in analyzing algorithms. Algorithms involving structures such as sequences, sets, and graphs, and topics such as geometric and numeric algorithms. An introduction to the question of P=NP and NP-Complete problems. Parallel algorithms. This course is offered irregularly.
**Prerequisites:** CSC-211 and MAT-108 or 219
**Credit:** 1
**Distribution:** Natural Science/Mathematics

CSC-337 Intro. Numerical Analysis
Advanced-This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.
**Prerequisites:** CSC-111 and MAT-223
**Credit:** 1
**Distribution:** Natural Science/Mathematics

CSC-338 Topics Computational Math
Advanced. A course to develop mathematical and computational techniques in areas of mathematics or interdisciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered in the fall semesters of odd-numbered years.
**Prerequisites:** CSC-111 and MAT-112
**Credit:** 1
**Distribution:** Natural Science/Mathematics

CSC-341 Automata,Computability
An introduction to theoretical computer science. Finite state machines and regular expressions. Context-free languages and push-down automatata. Turing machines, effective computability, and the Halting Problem. This course is offered irregularly.
**Prerequisites:** CSC-111 and MAT 108 or 219
**Credit:** 1
**Distribution:** Natural Science/Mathematics

CSC-387 Independent Study
Directed study on special topics for qualified students. May be repeated for credit.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics
**CSC-388 Independent Study**
Directed study on special topics for qualified students. May be repeated for credit.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

**CSC-487 Independent Study**
Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

**CSC-488 Independent Study**
Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

**CSC-IND Independent Study**
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

Robert L Foote
Colin B.P McKinney
Esteban I. Poffald
Peter Thompson
William J Turner (chair)
Deborah Anne Vicinsky
Chad Westphal

Secondary Licensure Program: The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

### Requirements for the Minor

Students will usually declare the minor by the end of their sophomore year. At that time the student will organize a faculty committee, work out a rationale and plan of study with that committee, and submit the proper form obtained from the Registrar's Office. Each minor will carry a descriptive title on the form, such as “Multicultural Studies”, “Latino Studies”, or “Africana Studies”.

**Core**

<table>
<thead>
<tr>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four credits, from at least two departments</td>
</tr>
<tr>
<td>MAS-101 Multicultural Lit in America</td>
</tr>
<tr>
<td>MAS-102 World Music</td>
</tr>
<tr>
<td>MAS-104 Topics in Music</td>
</tr>
<tr>
<td>MAS-105 Ritual Objects &amp; American Culture</td>
</tr>
<tr>
<td>MAS-110 Topics in Theater and Film</td>
</tr>
<tr>
<td>MAS-111 World Lit in Translation</td>
</tr>
<tr>
<td>MAS-181 Religion in America</td>
</tr>
<tr>
<td>MAS-201 Philosophy of Education</td>
</tr>
<tr>
<td>MAS-202 Multicultural Literatures</td>
</tr>
<tr>
<td>MAS-210 Special Topics in Art History</td>
</tr>
<tr>
<td>MAS-211 Peoples &amp; Nations of Latin America</td>
</tr>
<tr>
<td>MAS-212 Instruments and Culture</td>
</tr>
<tr>
<td>MAS-213 Culture and Psychology</td>
</tr>
<tr>
<td>MAS-214 Global Pers. on Music Cultures&amp;Identity</td>
</tr>
<tr>
<td>MAS-217 Philosophy of Race</td>
</tr>
<tr>
<td>MAS-221 American Dialects</td>
</tr>
<tr>
<td>MAS-223 Topics in Ethics &amp; Social Philosophy</td>
</tr>
<tr>
<td>MAS-230 The Multicultural Stage</td>
</tr>
<tr>
<td>MAS-241 America to 1877</td>
</tr>
<tr>
<td>MAS-242 America Since 1877</td>
</tr>
<tr>
<td>MAS-243 Topics in American History</td>
</tr>
<tr>
<td>MAS-244 African American History</td>
</tr>
<tr>
<td>MAS-250 Topics in Latin Amer. History</td>
</tr>
<tr>
<td>MAS-260 Topics in Asian History</td>
</tr>
<tr>
<td>MAS-270 Topics in African History</td>
</tr>
<tr>
<td>MAS-271 African History to 1885</td>
</tr>
<tr>
<td>MAS-272 African History From 1885</td>
</tr>
<tr>
<td>MAS-273 Topics in Theology</td>
</tr>
<tr>
<td>MAS-274 African American Political Theories</td>
</tr>
<tr>
<td>MAS-278 Spc Topics: Political in Science</td>
</tr>
<tr>
<td>MAS-280 African American Religion</td>
</tr>
<tr>
<td>MAS-297 Anthropology of Religion</td>
</tr>
</tbody>
</table>

**Multicultural American Studies**

Multicultural American Studies focuses on the plural, multi-group character of the composition of the United States, a nation formed by diverse ethnic, racial, and religious groups from all over the world. Increasingly we recognize that communities—from localities to entire nation-states—are not socially homogenous and uniform, but are composed of a variety of groups. In the United States, such groups as Hispanics, African Americans, Asian Americans, Native Americans, and White ethnics like the Irish, Italians, and Jews have made unique contributions to a country that has historically defined itself as White, Protestant, and English. The multicultural perspective analyzes how the United States, like other nations, is shaped by the interaction of groups with each other and with prevailing definitions of the nation’s character and culture. It explores, across disciplines, the ways various groups represent themselves and are represented by others and themes such as cultural encounters and blending (syncretism), identity (how a group represents itself and is seen by others), family, the arts, rituals and other manifestations of cultural and community life. Through course work and possibly a related off-campus study experience, students who complete the Multicultural American Studies minor may gain an increased understanding of this perspective.
MAS-300 Studies in Multicultural/National Lit
MAS-301 Adv Topics: American History
MAS-302 Intro to Literature
MAS-303 Studies in Historical Contexts
MAS-304 Diversity/Multicultural Education
MAS-311 Special Topics: Literature/Fine Arts
MAS-312 Studies in Culture
MAS-313 Studies in Hispanic Literature
MAS-322 Research in Social Psychology
MAS-325 Latin American Politics
MAS-350 Advanced Topics Latin America
MAS-370 Adv Topics in African History
MAS-371 Special Topics in Education
MAS-399 Proseminar: African Am Intel Thought

Capstone 2

MAS-400 Senior Capstone 1

Total Credits 5

1. The Department of Modern Languages and Literature offers a variety of courses that could be used for the Multicultural American Studies minor. Please contact the Department Chair for additional information.

2. This may either be an independent study project under the direction of one of the faculty committee members or, if enough students are completing areas of concentration in a given year, an arranged class in which students will explore their minor topics comparatively as well as in greater depth. (These will be assigned as Divisional Independent Study courses under the direction of the Committee Chair.)

Off Campus Study

Students who choose to complete the minor in Multicultural American Studies may wish to consider off-campus study programs such as the Philadelphia Urban Semester, the New York Arts Program, the Newberry Library Program in Chicago, and the Borders Program in El Paso. Students may wish to include relevant coursework during off campus study.

Multicultural American Studies (MAS)

MAS-101 Multicultural Lit in America
This course is designed to introduce students to the liberal arts expressed by notable pioneers and practitioners in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-102 World Music
An introduction to the various world musical cultures and practices found outside the Western Classical Art tradition. The course gives an overview of music genres, instrumental types and resources, forms, and styles that originate from selected world music traditions in sub-Saharan Africa, Arabic Africa, Middle East, Near East, North America, South/Latin America, and the Caribbean region. Musical practices are studied in terms of structure, performance, aesthetic values, cross-cultural contacts, contextual function, and significance. Coursework includes weekly reading and listening assignments, musical demonstrations, and hands-on experience, as well as the acquisition and development of listening skills. This course is open to all students, is suitable for fulfilling distribution requirements, and is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-104 Topics in Music
A class for all students, regardless of background. Previous topics have included the history of jazz, the symphony, music of Duke Ellington, music of J.S. Bach, music of Beethoven, and music and technology. Suitable for fulfilling distribution requirements. This course does not count toward the major.
Prerequisites: none
Credit: 0.5
Distribution: Literature/Fine Arts

MAS-105 Ritual Objects & American Culture
The course will study the very rich and diverse cultures of the indigenous peoples of North America through an examination of their ritual objects. Through slide presentations, videos, readings, field trips and visits by Native American spiritual leaders and artists, we will discover the interdependence of the ritual object and dance, music, prayer songs, creation stories and healing ceremonies. Although the course will concentrate on traditional Native American Culture, the class will conclude with an examination of the work of selected contemporary Native American artists. In these sessions we will discuss how traditional visual images and ideas have been reworked by these artists to communicate contemporary political, economic and environmental issues.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-110 Topics in Theater and Film
These seminars focus on specific topics in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5
Distribution: Literature/Fine Arts
MAS-111 World History Since 1500
This course traces the increasing interdependence of the world's different societies as improved communications tie more of the world closely together. This will involve explaining the transformations wrought upon different areas by industrialization and the reactions this process has created across the globe. This course, along with HIS 101, is especially recommended to those students taking their first college-level history course. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-112 World Lit in Translation
This course will focus on 20th-century literature in translation from South America, the Caribbean, Europe, Japan, China, Senegal, India, Egypt, and Israel. Thematically, the course will address nationalism, language, political violence, ethnic cleansing, colonialism, exile, gender inequality, and globalization. We will examine a variety of texts translated into English to determine how people in non-Anglophone nations have defined their national identities, often after decades or centuries of foreign oppression. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-181 Religion in America
This is an introduction to the religious history of America. It will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of religious disestablishment, revivalism and reform, theological movements, and religious innovation. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-201 Philosophy of Education
This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) with a particular focus upon the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society. Issues addressed typically include: tensions between individual students' development and the needs of the broader society; the role of the educational system in a diverse and multicultural society; the nature and goals of classroom relationship (teacher/student and student/student); and approaches to educational reform. The required technology thread includes use of the computer software to create and edit documents, and use of course management software for access to electronic files and submission of assignments. There is no field component required for this course. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 201 in the sophomore year. Offered fall and spring semesters. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/Religion distribution credit.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-202 Multicultural Literatures
The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-210 Special Topics in Art History
The objective of this class is to develop the student's understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-211 Peoples & Nations of Latin America
A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-212 Instruments and Culture
An introduction to world-music instrumental cultures with an emphasis on organology. A wide selection of traditional instruments will provide a basis for the study of cultural, scientific, and artistic aspects of instrumental music. Specific cultures are illuminated by the examination of aesthetic principles valued by each tradition, the role of musical instruments in culture, the theory of each tradition, and the visual representation of the instrument as both a sound and an art object. The course culminates in a final project. For this project, students may choose to write a term paper, give a class paper presentation, perform on a traditional instrument, or design and build an instrument by constructing a replica of an existing instrument, modifying a traditional instrument, or creating a totally new musical instrument design. It is open to all students, is suitable for fulfilling distribution requirements, and is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
MAS-213 Culture and Psychology
This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

MAS-214 Global Pers. on Music Cultures&Identity
This course is designed to develop awareness and analytical appreciation of global musical diversity found within a variety world cultures. It covers the origin of Ethnomusicology as a sub-discipline, the classification of instruments, the musical and contextual roles instruments play in various cultures, tonal systems in use, and polyphonic and polyrhythmic textures as commonly applied. Course objectives are met through analysis and discussion of texts, audio recordings, and ethnographic fieldwork videos. This course is offered in the fall semester of 2014-2015.
Prerequisites: MUS-102
Credit: 1
Distribution: Literature/Fine Arts

MAS-217 Philosophy of Race
This course will examine the major personalities in African American political thought by locating them within America’s complex and varied attitudes about race as a social, political, and economic signifier. The central questions that will drive the course are: How does race shape the political ideology of African Americans? To what extent does racial group identity shape an individual’s political ideology? Will the end of racism produce new political thinking among African Americans? In short, this course is concerned with the interplay between group interest/identity, personal biography, and individual interest in the various strains of African American political expression. While it is clear that African American political theory has never been singular - theories rather than theory - the position taken here is that it has been democratic in orientation. That is, African Americans of all political stripes (accommodationalist, integrationalist, and/or nationalist) hold democracy as the best solution for solving America’s race problem.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-221 American Dialects
An introduction to the study of dialects in America, with a particular focus on the diversity of American speech as reflected in its many cultural variations. Students will read about the varieties of American speech, study their historical, sociological, and linguistic background, and conduct original research in describing a cultural dialect. The course is offered in the second half, spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies

MAS-223 Topics in Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-230 The Multicultural Stage
This course will center on multicultural and intercultural theater and performance in the United States and around the world. The course will be divided into two sections: the first part of the course will focus on how theater has served as a way for marginalized racial and ethnic groups to express identity in America. We will look at plays written by African-American (Amiri Baraka’s Dutchman, Suzan-Lori Parks’ Venus), Latino/a (Nilo Cruz’s Anna in the Tropics, John Leguizamo’s Mambo Mouth), and Asian-American (David Henry Hwang’s M. Butterfly, Julia Cho’s BFE) playwrights. The second part of the course will offer an overview of the state of contemporary global performance. Ranging from Africa (Wole Soyinka’s Death and the King’s Horseman, Athol Fugard’s Master Harold and the Boys), to Latin America (Griselda Gunbaro’s Information for Foreigners, Ariel Dorfman’s Death and the Maiden), to the Caribbean (Derek Walcott’s Dream on Monkey Mountain, Maria Irene Fornes’s The Conduct of Life), we will discuss how different cultures have performed gender, race, class, postcolonial and historically-marginalized perspectives. Throughout we will explore how theater exists as a vital and powerful tool for expressing the values, cultures, and perspectives of the diverse racial and ethnic groups in America and throughout the world. This course is suitable for freshmen and is offered in the spring semester of even-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-241 America to 1877
An introduction to American history and to the departmental Core Goals in the process of historical investigation and understanding. Students will learn the basic facts and conceptual themes involved in Native Indian cultures, Puritanism, the American Revolution, the New Nation, expansionism, slavery, reform, Civil War, and Reconstruction. The course focuses on significant landmark political events, but also on the everyday experiences and social history of women, minorities, and other underrepresented groups. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-242 America Since 1877
The emphasis is upon some of the major issues in American politics and society since 1877: the growth of big business; changes in the lives of farmers, workers, and immigrants; the rise of the city; and reform movements among rural and urban labor and among minority groups. In addition to studying national history and the emergence of America as a world power, students will have an opportunity to investigate their own family histories. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-243 Topics in American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
MAS-244 African American History
Emphasis on several crucial periods: slavery; Reconstruction and its aftermath; the civil rights and Black liberation movements of the 1960s; and contemporary African American culture. Relations between Blacks and Whites will be examined through the reading and discussion of classic African American texts by Douglass, Jacobs, Washington, DuBois, Wright, Angelou, Moody, Walker, Malcolm X, King, Baldwin, Gates, and others. This course is offered in some spring semesters.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-250 Topics in Latin Amer. History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-260 Topics in Asian History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-261 Topics in Law
This is a discussion course on one or more figures, themes, or movements in political theory. The course focuses on African American political theory for students at an intermediate level. Students interested in political theory topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

MAS-273 Topics in Theology
This is a discussion course on one or more figures, themes, or movements in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, and African Christianity. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-274 African American Political Theories
The course provides opportunities for specialized, innovative material focused on African American political theory for students at an intermediate level. Students interested in political theory topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

MAS-275 Topics in Religion & Philosophy
This is a discussion course on some topic concerning the use of philosophy in the study of religion, or some aspect of it. Topics in recent years have included the philosophy of religion, and hermeneutics and culture. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-278 Spc Topics: Political in Science
Special Topics in Political Science. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

MAS-279 Topics in Comparative Religion
This is a discussion course on one or more figures, themes, or movements in American religion. Topics in recent years have included sects and cults in America, Puritanism, and African-American religious history.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-280 African American Religion
This is a discussion course on one or more figures, themes, or movements in American religion. Topics in recent years have included sects and cults in America, Puritanism, and African-American religious history.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-281 Topics in Latin American History
This course provides opportunities for specialized, innovative material focused on Latin American history for students at an intermediate level. Students interested in Latin American history topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-282 African American History
The course focuses on the sociocultural, economic, and political realities of sub-Saharan African peoples, in the precolonial (before 1885) era as well as colonial and postcolonial periods. A major focus will be historical analysis of scholarly monographs and primary source documents. The course serves both as a thematic survey of the region and preparation for further work in Africa Studies. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
MAS-297 Anthropology of Religion
This is a discussion course examining the various ways anthropology describes and interprets religious phenomena. The course investigates anthropological theories of religion, and examines how they apply to specific religions in diverse contexts. Particular attention is paid to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-300 Studies in Multicultural/National Lit
Toni Morrison and the African American Novel This course is about one thing, reading Toni Morrison's novels and her literary essays. In the process, we will explore the features of what Morrison calls the African American novel. We will also come to see and understand Morrison's mastery of craft and subject in the production of amazing stories that speak the "truth in timbre." The goals are to read, learn and grow in your understanding of the possibilities and limitations of rendering a people's lived experience in language. Jewish American Literature The contributions of Jewish American writers and filmmakers have been pervasive and significant. We will read selected fiction, poetry and plays, and see films that focus on the Jewish American experience. Authors and filmmakers may include Philip Roth, Bernard Malamud, Cynthia Ozick, David Mamet, Allen Ginsberg, and Woody Allen. African American Literature: Introduction This course explores various genres of African American Literature. Emphasis is placed on works that reflect the socio-historical development of African American life. Poetry, Slave narratives, autobiographies, novels, plays, musical lyrics, and spoken word form the subject of study in the course. Special attention is given to works of fiction that become motion pictures and the emerging area of audio books. The aim of the course is to provide students with a sense of the historical and contemporary developments within African American literature. Students are introduced to African American critical theory as well as African American history. Pen and Protest: Literature and Civil Rights This course takes a literary approach to the study of the civil rights movement. Students will examine the autobiographies, plays, novels, and other various artistic expressions of the mid-1950s through 1980. The aim of the course is to explore the use of literature and art as means of political, cultural, and religious expression. Students are introduced to critical theory as well as black studies.
Prerequisites: 1 Wabash English literature course.
Credit: 1
Distribution: Literature/Fine Arts

MAS-301 Adv Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: HIS-240,241,242,244 or 245
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-302 Intro to Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It also includes an introduction to the lexicon of literary criticism and the principles of literary theory. Required for majors. This course is offered every semester.
Prerequisites: SPA-301
Credit: 1
Distribution: Literature/Fine Arts

MAS-303 Studies in Historical Contexts
The Literature of the American 1920’s "Here was a generation," wrote F. Scott Fitzgerald in the aftermath of the Great War, "grown up to find all gods dead, all wars fought, all faiths in mankind shaken." This course examines the literature and culture of the 1920's in America and the American civilization that produced an extraordinary number of talented writers. We will focus upon major writers and significant texts of this decade-the Roaring Twenties, the jazz age, the great age of sport, the age of leisure, the plastic age. We will choose from among the best writers of the period. Writers may include Ernest Hemingway, F. Scott Fitzgerald, Willa Cather, Sherwood Anderson, Sinclair Lewis, Eugene O'Neill, T.S. Eliot, John Dos Passos, Robert Frost, William Faulkner (and perhaps others of lesser renown). The Beat Writers The writers of the Beat Generation have a perennial appeal. Perhaps it is the Dionysian energy of their writing, perhaps the myths that arose around their self-destructive lives, but they have come to represent for us "the other side" of the Fifties. Since much of this course is focused on poetry, and Kerouac's novels may be considered extended prose poems, we will begin with some selections from Whitman's Song of Myself. We will also do some reading on the Fifties, and view The Beat Generation. Then we will turn to the early work of Ginsberg, especially his tremendous poem, "Howl." Next up is that late Ur-Text of the Beat Movement, Kerouac's novel, On the Road. We will focus on four poets of the San Francisco Renaissance, Michael McClure, Philip Lamantia, Gary Snyder, and Philip Whalen. Because Gary Snyder emerged as a major American poet, we will read one of his early books, Riprap, in its entirety and learn some principles of ecocriticism, then two later novels, Williams Burroughs' famous, infernal satire, Naked Lunch, and Kerouac's The Dharma Bums. We will conclude by reading the work of some less well-known Beats and fellow travelers, and the later work of Ginsberg and Snyder. Our focus will be the texts themselves and their relationship to American culture of the 1950s and after.
Prerequisites: 1 credit from ENG Wabash.
Credit: 1
Distribution: Literature/Fine Arts
MAS-304 Diversity/Multicultural Educat
This course considers the curriculum and methods relevant to multicultural education and diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversity) at the high school level. EDU 302a, offered for the first half of the semester for .5 credits, introduces students to the theory and practice that ground planning and instructional methods consistent with constructivism, including relevant learning theory and multicultural models for differentiating instruction to serve learners with exceptionalities including abilities/disabilities and language acquisition needs. EDU 302b meets for the entire semester for 1 credit. After sharing instruction with EDU 302a for the first half of the semester, instruction during the second half of the semester is focused upon the application of the appropriate methods to lesson planning and classroom instruction. Required field experience for the 1 credit option (EDU 302b) consists of 25 hours; see details below. EDU 302a counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. EDU 302b for 1 credit is required for the Secondary Licensure Program. EDU 302b may be taken by Education Studies minors who are not pursuing licensure with the permission of the instructor. Field Component: Students in EDU 302b are placed in a content-specific high school classroom where they work collaboratively with a host teacher during the second half of the semester. (When possible, some field hours may be completed earlier in the semester.) EDU 302b students are expected to participate in regular (2-3 times per week) field visits to their host school and expected to increase the level of involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learning. The field component culminates in a two-week daily immersion experience in the high school classroom: students co-plan and co-teach lessons incorporating multiculturalism, culturally appropriate pedagogy and diversity.
Prerequisites: none
Credits: 0.5-1

MAS-311 Special Topics: Literature/Fine Arts
A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-312 Studies in Culture
Studies in Culture offers advanced study of Multicultural American culture. Topics may vary and include, but are not limited to: film, popular culture and arts, regional and ethnic identities, gender studies, politics, and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: 1 GROUP: FRE-301 OR SPA-301 AND 302 OR GER-301 AND 302
Credit: 1
Distribution: Literature/Fine Arts

MAS-313 Studies in Hispanic Literature
Studies in Hispanic Literature offers advanced interdisciplinary study of Spanish and Latin American literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between Hispanic and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

MAS-322 Research in Social Psychology
Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different semesters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is offered in the fall semester.
Prerequisites: PSY-202 and 222
Credit: 1
Distribution: Behavioral Science

MAS-325 Latin American Politics
An introduction to the politics of Latin America and the Caribbean Basin. Special attention will be given to political and economic development of the region, as well as to the unique role that the United States has played in this process. We will also examine the crucial impact that developments in this region have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. PSC 325 may be offered in conjunction with courses in the Department of Modern Languages and cross-listed with studies of Hispanic language and culture. Students will be permitted to complete some class assignments in Spanish.
Prerequisites: Take PSC-121
Credit: 1
Distribution: Behavioral Science

MAS-350 Advanced Topics Latin America
This course provides opportunities for small group and independent work in intensive study of selected topics in Latin American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: Take 0.5 credits From History Dept
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-370 Adv Topics in African History
This course provides opportunities for small group and independent work in intensive study of selected topics in African history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: Take 0.5 credits from History Dept
Credits: 0.5-1
Distribution: History/Philosophy/Religion
MAS-371 Special Topics in Education
This course is a seminar focused on historical and/or philosophical topics in education. In general, historically-oriented and philosophically-oriented topics are taught in alternating years, and are cross-listed with the relevant department(s) as appropriate. The emphasis is upon shared exploration of the general background to the issue, accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission. Level: Required for the Education Studies minor. Offered in the spring semester.
Prerequisites: none
Credit: 1

MAS-399 Proseminar: African Am Intel Thought
An advanced course in some selected philosophical topic.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-400 Senior Capstone
A full credit capstone course taken during the senior year. This may either be an independent study project under the direction of one of the faculty committee members or, if enough students are completing areas of concentration in a given year, an arranged class in which students will explore their minor topics comparatively as well as in greater depth.
Prerequisites: none
Credit: 1

The Multicultural American Studies minor is administered by the Multicultural Concerns Committee of the Wabash Faculty.

Music

Mission Statement: The Department of Music engages the intellect at multiple levels through the theory of music on its own terms, the history of written music, the practice and performance of music, the anthropology of music around the world, and the technology of music analog and digital.

If a student is unsure about his preparation for a given course, he should consult a member of the music faculty. In general, the following courses are designed for the student with little or no musical background:

MUS-101 Music in Society: A History 1
MUS-102 World Music 1
MUS-104 Topics in Music 0.5
MUS-107 Basic Theory and Notation 1
MUS-161 Beginning Applied Music 0.5

MUS-101 Music in Society: A History introduces students to musical concepts, styles, and forms and enables listeners to become more sophisticated and articulate. MUS-102 World Music is an introduction to world music apart from the European written classical traditions. MUS-107 Basic Theory and Notation introduces students to the rudiments of music (rhythm, scales, keys, triads), and assumes no prior experience with reading music; it also prepares students for the music theory sequence (MUS-201 Music Theory I, MUS-301 Music Theory II, MUS-302 Music Theory III). MUS-161 Beginning Applied Music provides beginning instruction in voice or a musical instrument. MUS-104 Topics in Music is a ½-credit special-topics course open to all students; previous topics have included Bach, Jazz, and African American Music.

Intermediate courses include the following:

MUS-201 Music Theory I 1
MUS-202 Instruments & Culture 1
MUS-204 Topics in Music 1
MUS-205 European Music Before 1750 1
MUS-206 European Music Since 1750 1
MUS-221 Intro to Electronic Music 1
MUS-222 Electronic Music History & Lit 1
MUS-223 Digital Sound Synthesis 1
MUS-224 Global Pers. on Music Cultures&identity 1
MUS-261 Intermediate Applied Music I 0.5
MUS-287 Independent Study 0.5-1
MUS-288 Independent Study 0.5-1
MUS-297 Electronic Music Projects 0.5
MUS-298 Independent Study 0.5-1
MUS-301 Music Theory II 1
MUS-302 Music Theory III 1
MUS-304 Special Topics in Music 1
MUS-361 Intermediate Applied Music II 0.5
MUS-387 Indep Study in Composition 0.5-1
MUS-388 Independent Study in Composition 0.5-1
MUS-401 Senior Seminar 1
MUS-461 Advanced Applied Music 0.5

MUS-301 Music Theory I (Theory I) assumes that a student already has the minimum background provided by MUS-107 Basic Theory and Notation, or other prior experience as assessed by the instructor. MUS-205 European Music Before 1750 and MUS-206 European Music Since 1750 focus on the historical periods of the European written classical music traditions, and assume a higher level of interest. MUS-202 Instruments & Culture provides an introduction to a variety of world-music instrumental types as constructed and used in various cultures. MUS-204 Topics in Music is a 1-credit special-topics course open to all students; previous topics have included U.S. American music, electronic music history and literature, computer-driven algorithmic composition, music in East Asian cultures, and music computer programming. MUS-221 Intro to Electronic Music fosters creativity through work in electronic media, and is restricted to sophomores and above. MUS-222 Electronic Music History & Lit focuses on the history of electronic music. MUS-223 Digital Sound Synthesis teaches basic sound synthesis and design through computer programming. MUS-224 Global Pers. on Music Cultures&identity focuses on the ethnography of music in a variety of world cultures, and assumes a higher level of interest. MUS-261 Intermediate Applied Music I provides intermediate private instruction on an instrument (or voice), and presumes a background of study and performance on that instrument and the ability to read music.

The advanced student is served by the following:

MUS-222 Electronic Music History & Lit 1
MUS-223 Digital Sound Synthesis 1
MUS-224 Global Pers. on Music Cultures&identity 1
MUS-261 Intermediate Applied Music I 0.5
MUS-261 Intermediate Applied Music II 0.5
MUS-287 Independent Study 0.5-1
MUS-288 Independent Study 0.5-1
MUS-297 Electronic Music Projects 0.5
MUS-298 Independent Study 0.5-1
MUS-301 Music Theory II 1
MUS-302 Music Theory III 1
MUS-304 Special Topics in Music 1
MUS-361 Intermediate Applied Music II 0.5
MUS-387 Indep Study in Composition 0.5-1
MUS-388 Independent Study in Composition 0.5-1
MUS-401 Senior Seminar 1
MUS-461 Advanced Applied Music 0.5

MUS-301 Music Theory II and MUS-302 Music Theory III require the background of MUS-201 Music Theory I. MUS-304 Special Topics in Music is a special topics seminar created especially for Senior music majors, and may serve as a Senior capstone in joint enrollment with students in MUS-204 Topics in Music. MUS-361 Intermediate Applied Music II and MUS-461 Advanced Applied Music provide private instruction on an instrument or voice for students who have studied at the college level in MUS-261 Intermediate Applied Music I. In MUS-287 Independent Study, MUS-288 Independent Study the individual student pursues a special topic in depth. MUS-297 Electronic
Music Projects and MUS-298 Electronic Music Projects require MUS-221 Intro to Electronic Music, and are for independent or group projects in electronic music. Advanced music students who have completed the music theory sequence may take MUS-387 Indep Study in Composition or MUS-388 Independent Study in Composition. MUS-401 Senior Seminar is a capstone course for senior music majors, though MUS-304 Special Topics in Music may be substituted for it.

Music students participating in the New York Arts Program, a semester-long internship program in New York, apprentice themselves to professional musicians or arts managers. The Institute of European Studies in Vienna broadens and strengthens some music majors, particularly in vocal and instrumental instruction. A program in the humanities at the Newberry Library in Chicago offers opportunities to students of musicology.

Music Lessons

The Department offers lessons in piano, voice, guitar, percussion, organ, or any standard band, orchestral, or jazz instrument. Instruction is given by professional artists who teach at Wabash one or two days per week. Wabash students pay for lessons on a per-semester basis. Students who wish to take lessons as courses for credit must either take MUS 107 previously or concurrently, or pass an exam to receive departmental permission (for MUS-161 Beginning Applied Music or MUS-261 Intermediate Applied Music I), or have taken lessons for credit before (for MUS-361 Intermediate Applied Music II or MUS-461 Advanced Applied Music); students who enroll in lessons for credit must pay a $200 fee assessed through the Business Office. For further details, see the course descriptions for MUS-161 Beginning Applied Music, MUS-261 Intermediate Applied Music I, MUS-361 Intermediate Applied Music II, and MUS-461 Advanced Applied Music.

Ensembles and Music Lessons

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

For Applied Music (individual lessons), students earn one-half course credit for two contiguous semesters (one full year) of instruction in voice, piano, organ, guitar, percussion, or one of the standard instruments of the band, orchestra, or jazz ensemble. Students receive twelve half-hour lessons each semester, thus each full-year course consists of 24 half-hour lessons. Students are tested and graded at the end of each semester; the final grade is assigned after the completion of the full year of study. Students may opt to take one-hour lessons but will receive no additional credit, and must pay a fee for the additional half-hour. For students who sign up for one-hour lessons, there is an increased expectation in both preparation and testing. Music majors are required to take MUS-261 Intermediate Applied Music I and MUS-361 Intermediate Applied Music II over two years. This two-year sequence counts as one of the nine credits toward the major. Music minors are required to take MUS-261 Intermediate Applied Music I over one year. This one-year course counts as one-half credit toward the minor. All students who take Applied Music must show minimal proficiency in reading music (and matching pitch if voice lessons are taken). Eligibility will be determined by the Music Department through a music reading exam offered during the first week of the fall semester, and by audition at Department discretion. The usual semester sequence is fall-spring, but under unusual circumstances and with the permission of the Music Department, a student may begin lessons in the spring semester and complete them in the fall.

Music Theory

The Music Theory sequence is designed to develop an understanding of the rich grammar and syntax of common-practice functional tonality. This objective is approached through listening, analysis, and writing. Aural skills (the ability to perceive and reconstruct/represent musical events) and basic musicianship skills (sight-singing and basic keyboard performance) will be stressed throughout the course alongside analysis and conception, as any real understanding of music is inconceivable without such abilities. Each theory course requires weekly musicianship meetings in addition to the three weekly class sessions.

The three-semester sequence is required of, but not limited to, music majors. All students wishing to enroll in Theory I must either successfully complete MUS-107 Basic Theory and Notation (Fundamentals of Music) or pass an exam to place them out of MUS-107 Basic Theory and Notation. Since the theory sequence is offered in a rotating schedule, starting over every third semester, interested students are encouraged to take the exam (and, if deemed necessary, MUS-107 Basic Theory and Notation) early in their academic careers in order to be prepared when Theory I comes around in the rotation.

Electronic Music

The Minor in Electronic Music is distinct from the Minor in Music, and relies significantly on a prescribed set of courses that focus only on Electronic Music. These are designed for the teaching and learning of concepts, perspectives, and practices unique to music that is produced through electronic and digital processes.

Requirements for the Major

Music Theory Sequence

- MUS-201 Music Theory I
- MUS-301 Music Theory II
- MUS-302 Music Theory III

Musicology Sequence

- MUS-205 European Music Before 1750
- MUS-206 European Music Since 1750
- MUS-224 Global Music Cultures and Identity

Performance Sequence

Ensemble

- MUS-151 Brass Ensemble
  - or MUS-168 Bass Ensemble
  - or MUS-169 Guitar Ensemble
  - or MUS-170 Percussion Ensemble
  - or MUS-171 Woodwind Ensemble
  - or MUS-172 Jazz Ensemble
**Intermediate Applied Music I**

- MUS-261 Intermediate Applied Music I 0.5
- MUS-361 Intermediate Applied Music II 0.5

**Capstone**

- MUS-401 Senior Seminar 1
  - or MUS-304 Special Topics in Music

---

**Total Credits: 9**

1. The requirement to participate in ensembles must be met by enrolling for two full years in the same for-credit ensemble (MUS-151 Brass Ensemble, MUS-152 Chamber Orchestra, MUS-153 Glee Club, MUS-155 Jazz Ensemble, MUS-156 Wamidan World Music Ensemble, or MUS-157 Woodwind Ensemble). Students receive ½ credit for each full year of for-credit ensemble participation. Majors must also complete a Senior Project in music.

Music majors are strongly encouraged to take courses in the following areas in fulfillment of their distribution coursework: Art History, Language Studies (Classical and Modern), Literature and Culture, Philosophy (especially aesthetics), Psychology (especially perception), and General Physics (especially physics of sound).

For Senior Comprehensives, majors must pass a written departmental examination which draws upon a broad knowledge and understanding of music history, theory, formal analysis, and musicianship. Majors must also pass a one-hour oral examination as part of the comprehensive examinations.

---

**Requirements for the Minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-151</td>
<td>Brass Ensemble</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>or MUS-152 Chamber Orchestra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MUS-153 Glee Club</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MUS-154 Jazz Improvisation Combo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MUS-155 Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MUS-156 Wamidan World Music Ensemble</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or MUS-157 Woodwind Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUS-201</td>
<td>Music Theory I</td>
<td>1</td>
</tr>
<tr>
<td>MUS-261</td>
<td>Intermediate Applied Music I</td>
<td>0.5</td>
</tr>
<tr>
<td>Select one from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS-205</td>
<td>European Music Before 1750</td>
<td>1</td>
</tr>
<tr>
<td>MUS-206</td>
<td>European Music Since 1750</td>
<td></td>
</tr>
<tr>
<td>MUS-224</td>
<td>Global Pers. on Music Cultures&amp;Identity</td>
<td></td>
</tr>
<tr>
<td>Music Electives, except MUS-107</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

---

Music majors are strongly encouraged to take courses in the following areas: Art History, Language Studies (Classical and Modern), Literature and Culture, Philosophy (especially aesthetics), Psychology (especially perception), and General Physics (especially physics of sound).

**Prerequisites:** none

**Credits:** 0.5

**MUS-051 Brass Ensemble (No Credit)**

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

**Prerequisites:** none

**Credits:** 0.5

**MUS-052 Chamber Orchestra (No Credit)**

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

**Prerequisites:** none

**Credits:** 0.5

**MUS-053 Glee Club (No Credit)**

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

**Prerequisites:** none

**Credits:** 0.5
MUS-054 Jazz Improv Combo (No Credit)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5

MUS-055 Jazz Ensemble (no Credit)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5

MUS-056 Wamidan Wld Music Ens (No Cr)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5

MUS-057 Woodwind Ensemble (No Credit)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5

MUS-101 Music in Society: A History
Appreciation for the history of music and the art of educated listening for students with little or no formal training. The class covers works from the major style periods of European classical music, as well as some examples from non-Western traditions, both as examples of their genres, and as expressions of the societies that produce them. Students may attend Music Department concerts and review them. This course is open to all students, is suitable for fulfilling distribution requirements, but it does not count for the minor. It is offered every semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-102 World Music
An introduction to the various world musical cultures and practices found outside the Western Classical Art tradition. The course gives an overview of music genres, instrumental types and resources, forms, and styles that originate from selected world music traditions in sub-Saharan Africa, Arabic Africa, Middle East, Near East, North America, South/Latin America, and the Caribbean region. Musical practices are studied in terms of structure, performance, aesthetic values, cross-cultural contacts, contextual function, and significance. Coursework includes weekly reading and listening assignments, musical demonstrations, and hands-on experience, as well as the acquisition and development of listening skills. This course is open to all students, is suitable for fulfilling distribution requirements, and is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-104 Topics in Music
A class for all students, regardless of background. Previous topics have included the history of jazz, the symphony, music of Duke Ellington, music of J.S. Bach, music of Beethoven, and music and technology. Suitable for fulfilling distribution requirements. This course does not count toward the major. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
MUS-107 Basic Theory and Notation
This course introduces students to the basic components of heard and notated music, and how to read music. Topics include rhythm, pulse, pitch, meter, notation, the piano keyboard, intervals, scales, key signatures, triads, cadences, chord progressions, composing and harmonizing simple melodies, and elementary ear-training. The goals of this course are to provide the student with an understanding of written notation, along with basic skills that promote further music study, performance, and composition. It is open to all students and is suitable for fulfilling distribution requirements, but it does not count toward the major or minor. It is offered every semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-151 Brass Ensemble
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-152 Chamber Orchestra
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-153 Glee Club
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-154 Jazz Improvisation Combo
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-155 Jazz Ensemble
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts
MUS-155 Wamidan World Music Ensemble

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

Prerequisites: none

Credits: 0.5

Distribution: Literature/Fine Arts

MUS-157 Woodwind Ensemble

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student’s GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student’s GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

Prerequisites: none

Credits: 0.5

Distribution: Literature/Fine Arts

MUS-161 Beginning Applied Music

This course is for beginning students who have never studied voice or the particular instrument before. Students focus on the basic technical aspects of singing or playing, and are expected to focus on a variety of repertoire. Students are required to perform in at least one student recital during the academic year. Suitable for fulfilling distribution requirements. This does not count toward the major or minor.

Prerequisites: MUS-107 or Departmental Exam

Credits: 0.5

Distribution: Literature/Fine Arts

MUS-201 Music Theory I

This course begins with a review of intervals and triads, followed by an examination of tonal music (consonance and dissonance; functional tonality; meter and tonal rhythm). From this study of functional tonal harmony in both its simultaneous and linear aspects, students move on to examine the notion of form, including: general melodic characteristics; tonality and harmonic implication in melody; tendency tones; melodic cadences; motives; phrases and periods; structure and embellishment in melody.

Prerequisites: MUS-107 or Permission of Instructor

Credit: 1

Distribution: Literature/Fine Arts

MUS-202 Instruments & Culture

An introduction to world-music instrumental cultures with an emphasis on organology. A wide selection of traditional instruments will provide a basis for the study of cultural, scientific, and artistic aspects of instrumental music. Specific cultures are illuminated by the examination of aesthetic principles valued by each tradition, the role of musical instruments in culture, the theory of each tradition, and the visual representation of the instrument as both a sound and an art object. The course culminates in a final project. For this project, students may choose to write a term paper, give a class paper presentation, perform on a traditional instrument, or design and build an instrument by constructing a replica of an existing instrument, modifying a traditional instrument, or creating a totally new musical instrument design. It is open to all students, is suitable for fulfilling distribution requirements, and is offered in the spring semester.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

MUS-204 Topics in Music

A class for all students, regardless of background. Previous topics have included U.S. American music, electronic music history and literature, computer-driven algorithmic composition, music in East Asian cultures, music computer programing, and fundamentals for singers. This course is suitable for fulfilling distribution requirements.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

MUS-205 European Music Before 1750

The rise of European art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach. This course is offered in the spring semester of 2017 and again in the fall of 2019.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

MUS-206 European Music Since 1750

A study of the evolution of European classical musical styles and genres from the mid-18th century to the present. The course focuses on Classical composers (Haydn, Mozart, and Beethoven) who transformed musical style in sonata, symphony, concerto, chamber music, opera, and sacred music; major Romantic works and significant styles ranging from Schubert to Mahler; developments in European art music during the 20th century with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques, as well as experimental departures from European tradition after 1945. This course is offered in the fall semester of 2016-2017 and again in the spring of 2018.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts
MUS-212 Classical/Romantic Periods
A study of the evolution of European classical musical styles and genres from the mid-18th to the beginning of the 20th century. The first half of the course focuses on composers (Haydn, Mozart, and Beethoven) who transformed musical style in sonata, symphony, concerto, chamber music, opera, and sacred music. The second half of the course covers major works and significant styles ranging from Schubert to Mahler. This course is offered in the spring semester of 2014-15.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-213 Music Since 1900
A survey of developments in European art music from 1900 to the present, with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques in the first half of the 20th century, and on experimental departures from European tradition after 1945. Topics include impressionism, expressionism, futurism, atonality, the twelve-tone system, neoclassicism, the influence of European folk music on classical composition, integral serialism, indeterminacy, textural music, pluralism, minimalism, music and language, and electronic music. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-221 Intro to Electronic Music
In this course students create electronic music and/or sonic art in the Electronic Music Studio. A background in music is not required, though it may inform the work of some students. Each student learns how electronic music is made with digital applications, creates a series of electronic music projects, and considers what function, meaning and value such sonic objects have. Topics introduced include the Music Instrument Digital Interface (MIDI), digital sequencing, audio editing, signal processing, musical acoustics, sound synthesis, spatialization, computer music mixing and production, aesthetics, psychology and reception of sonic art, and composition of electronic media. Students are expected to spend six hours a week outside class working on their projects in the Electronic Music Studio. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-222 Electronic Music History & Lit
A survey of the history and literature of electronic music, providing thorough treatment of the relevant history behind the marriage of technology and music that has led to the state of electronic music today. Beginning with the early history of electronic music before 1945, the course outlines key composers, inventions, and concepts, ranging from Edgard Varèse to Brian Eno? musique concrète to turntablism? and compositional techniques used in both analog and digital synthesis.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-223 Digital Sound Synthesis
This course teaches digital sound design for electronic music. Using the visual programing language Max/MSP as a basis for both theory and practice, it covers concepts and techniques for basic sound synthesis, processing and sampling? musicrelated programing? additive and vector synthesis? noise generators, filters and subtractive synthesis? virtual synthesizer programing? control signals? and programing techniques for the objectoriented programing environment. These concepts and practices are applied to the composition of electronic music.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-224 Global Pers. on Music Cultures&identity
This course is designed to develop awareness and analytical appreciation of global musical diversity found within a variety world cultures. It covers the origin of Ethnomusicology as a sub-discipline, the classification of instruments, the musical and contextual roles instruments play in various cultures, tonal systems in use, and polyphonic and polyrhythmic textures as commonly applied. Course objectives are met through analysis and discussion of texts, audio recordings, and ethnographic fieldwork videos. This course is offered in the fall semester of 2017 and again in the spring of 2019.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-261 Intermediate Applied Music I
Students are required to perform in at least one student recital during the academic year. This course is suitable for fulfilling distribution requirements. It is required for the major and minor.
Prerequisites: MUS-107 or Departmental Exam
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-262 Independent Study
Permission for independent work must be granted before registering. Appropriate forms are available in the department chair’s office. This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MUS-263 Independent Study
Permission for independent work must be granted before registering. Appropriate forms are available in the department chair’s office. This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MUS-297 Electronic Music Projects
This course provides individual applied instruction in the composition of electronic music projects. Students will individually create studio-based fixed-media compositions and/or develop digital applications for live-processed individual or collaborative performance projects. In all cases, students will be required to present their work in public performance.
Prerequisites: Prereq: MUS-221.
Credits: 0.5
Distribution: Literature/Fine Arts
**MUS-298 Electronic Music Projects**
This course provides individual applied instruction in the composition of electronic music projects. Students will individually create studio-based fixed-media compositions and/or develop digital applications for live-processed individual or collaborative performance projects. In all cases, students will be required to present their work in public performance.

**Prerequisites:** Prereq MUS-221.
**Credits:** 0.5
**Distribution:** Literature/Fine Arts

**MUS-301 Music Theory II**
This course is a continuation of elements of music theory acquired in MUS 201. Students will learn intermediate elements of harmony such as non-chord tones, diatonic and secondary chord functions, modulation, chromatic voice leading, and basic principles of musical form. This course is offered in the fall semester of 2016 and again in the spring of 2019.

**Prerequisites:** MUS-201
**Credit:** 1
**Distribution:** Literature/Fine Arts

**MUS-302 Music Theory III**
This course is a continuation of elements of music theory acquired in MUS 301. Students will finish study of chromatic harmony; learn tonal harmony of the late nineteenth century; 20th century music theory; and classical sonata form. This is the third course of the three-course music theory sequence. This course is offered in the fall semester of 2016 and the spring semester of 2018.

**Prerequisites:** MUS-301
**Credit:** 1
**Distribution:** Literature/Fine Arts

**MUS-304 Special Topics in Music**
This is a dual-level course, Senior Music Majors register as MUS 304; students who are NOT Senior Music Majors register as MUS 204. This is a topical course. In addition to completing the reading assignment required of all students in the course, Senior Music Majors will read additional scholarly sources to be discussed, attend regular additional meetings with the instructor, and write a substantial research paper. This course will be offered every Fall. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts

**MUS-313 Special Topics**
This is an advanced topics course, which changes from year to year. Previous topics have included Conducting, American Music, Choral Literature, and Major Figures of Jazz. This course may be repeated for credit when a different topic is offered. This course is offered as staffing permits.

**Prerequisites:** MUS-201
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

**MUS-361 Intermediate Applied Music II**
This course is a continuation of MUS 261 Intermediate Applied Music I. Students are required to perform in at least one student recital during the academic year. Suitable for fulfilling distribution requirements unless a student has already completed both MUS 161 and 261. This course is required for the major.

**Prerequisites:** MUS-261
**Credits:** 0.5
**Distribution:** Literature/Fine Arts

**MUS-367 Indep Study in Composition**
This course gives advanced students an opportunity to engage in deep analysis and compositional exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course number is for fall semester independent study in composition.

**Prerequisites:** Take MUS-302
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

**MUS-388 Independent Study in Composition**
This course gives advanced students an opportunity to engage in generative analysis and compositional exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course number is for spring semester independent study in composition.

**Prerequisites:** MUS-302
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

**MUS-401 Senior Seminar**
This is the capstone course for music majors emphasizing connections between theory, history, and practice. Through an in-depth study of three seminal masterpieces (e.g., the Bach B Minor Mass, the Mozart Jupiter Symphony, Schoenberg’s Pierrot Lunaire or the Messiaen Quartet for the End of Time), this seminar considers the interrelations of theoretical analysis, historical and stylistic awareness, performance practice, and reception. Required of all music majors. It is offered in the fall semester.

**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts

**MUS-461 Advanced Applied Music**
This course is for students who have completed MUS 361 and are either preparing a solo recital in fulfillment of the requirement for Majors to complete a Senior project, or are continuing out of personal interest. For-credit students are tested and graded at the end of each semester; the final grade is assigned after the completion of the full year of study. Students are required to perform a solo recital during the spring semester. This course does not count toward the major.

**Prerequisites:** MUS-361
**Credits:** 0.5
**Distribution:** Literature/Fine Arts

**MUS-487 Independent Study**
Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

**MUS-488 Independent Study**
Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

**MUS-IND Independent Study**
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.

**Prerequisites:** none
**Credits:** 0.5-1
Neuroscience

The Neuroscience minor provides students with an introduction to the foundations of neuroscience, a discipline which focuses on the study of the nervous system from a range of levels. Study of the nervous system is a relatively new discipline, and discoveries in this area have great promise to illuminate the roots of our mental experience, and to provide the tools to preserve and reverse the effects of injury and disease. While only one of several major organ systems in the body, the nervous system is very complicated and critical to our identity. Neuroscience is fundamentally interdisciplinary, and draws on techniques from diverse fields including biology, psychology, chemistry, physics, mathematics and philosophy. The courses included in the Neuroscience minor focus on the fundamentals of the biology and function of the nervous system. The minor is open to any major, and should be of interest to students with professional interests in the biomedical or health sciences. The courses included in the minor focus on the organization and function of the nervous system, from the specializations of single neurons and glia to the function of large networks of neurons which support movement, memory, emotion and more.

Requirements for the Minor

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
<td>NSC-104</td>
<td>Introduction to Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>BIO-212</td>
<td>Cell Biology</td>
<td>1</td>
</tr>
<tr>
<td>300 level Elective</td>
<td>NSC-332</td>
<td>Research in Sensation and Perception</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or NSC-333 Research in Behavioral Neuroscience</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>NSC-400</td>
<td>Senior Capstone</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td>BIO-315</td>
<td>Organismal Physiology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSY-232</td>
<td>Sensation and Perception</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSY-233</td>
<td>Behavioral Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PSY-235</td>
<td>Cognitive Neuropsychology</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 5

Additional Course Work

It is recommended that students interested in pursuing neuroscience at the graduate level also complete Organic Chemistry I (CHE 221). Additional coursework in physics and math may be considered. Students should consult with an advisor in Neuroscience on their particular paths.

Karen Gunther

Philosophy

The 18th century philosopher Immanuel Kant once suggested three questions for philosophy, “What can I know?” “What must I do?” and “What may I hope?” Philosophers argue over many things, among them what questions we ought to pose, and that suggests a further question, “What should we ask?” The ancient Athenian philosopher Socrates lived by asking questions, so he exemplified this questioning spirit. Socrates told the Athenians that the unexamined life was not worth living, suggesting that we should examine life and ourselves, not just the world before us. And philosophers after him have often thought that a desire to know, a desire for answers to our questions, was tied to the development of character.

The Philosophy Department engages students in their own pursuit of such questions. They read historical and contemporary philosophy to see the questions asked by others and to help them to develop and ponder their own questions in preparation for a life of critical reflection and thoughtfulness. Such a life can be led along many career paths. Philosophy majors have gone on to law school and other professional schools, have gone into business and public service, and have gone on to graduate school in philosophy.

There are few prerequisites on our courses, but initial digits will suggest something about their level. All courses in the 100s are appropriate introductions to philosophy. Students with interests in a particular area (e.g., the philosophy of race, the philosophy of law, the philosophy of science, philosophy and literature) might begin with a 200-level course in that area. Most students in 300-level courses will have had previous courses in philosophy. The senior seminar is required of majors but open to others.

Requirements for the Major

<table>
<thead>
<tr>
<th>Category</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI-240</td>
<td>Ancient Philosophy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PHI-242</td>
<td>Foundations of Modern Philosophy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PHI-270</td>
<td>Elementary Symbolic Logic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select at least one credit from the following work in ethics, social, or political philosophy:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-110</td>
<td>Philosophical Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-213</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-217</td>
<td>Philosophy of Race</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-218</td>
<td>Philosophy of Commerce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-219</td>
<td>Topics Ethics &amp; Social Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-319</td>
<td>Seminar in Ethics &amp; Social Phil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC-330</td>
<td>Adv Topics in Political Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC-331</td>
<td>History of Pol Thought: Ancient &amp; Mediev</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC-335</td>
<td>History Pol Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC-336</td>
<td>American Political Thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC-338</td>
<td>Contemporary Political Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-345</td>
<td>Continental Philosophy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select one from the following:</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-272</td>
<td>Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-269</td>
<td>Topics in Metaphys and Epistemology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHI-369</td>
<td>Seminar in Metaphysics &amp; Epistemology</td>
<td></td>
</tr>
</tbody>
</table>
Comprehensive Examinations

Students write for two days, three hours each day. The department has usually invited majors to submit a list of six books from a number of periods in the history of philosophy to serve as the basis for the questions on the first day. Second day questions usually explore broad philosophical issues, with students free to draw on any material in answering them. The department’s goal is to give students the chance to tie their major together, reflect on this part of their education, and demonstrate their strengths in the field.

Requirements for the Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI-240</td>
<td>Ancient Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHI-242</td>
<td>Foundations of Modern Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHI-110</td>
<td>Philosophical Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PHI-124</td>
<td>Philosophy and Film</td>
<td></td>
</tr>
<tr>
<td>PHI-127</td>
<td>Perspectives on Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI-187</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>PHI-188</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>PHI-213</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>PHI-217</td>
<td>Philosophy of Race</td>
<td></td>
</tr>
<tr>
<td>PHI-218</td>
<td>Philosophy of Commerce</td>
<td></td>
</tr>
<tr>
<td>PHI-219</td>
<td>Topics Ethics &amp; Social Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI-319</td>
<td>Seminar in Ethics &amp; Social Phil</td>
<td></td>
</tr>
<tr>
<td>PSC-330</td>
<td>Adv Topics in Political Theory</td>
<td></td>
</tr>
<tr>
<td>PSC-331</td>
<td>History of Pol Thought: Ancient &amp; Mediev</td>
<td></td>
</tr>
<tr>
<td>PSC-335</td>
<td>History Pol Thought</td>
<td></td>
</tr>
<tr>
<td>PSC-336</td>
<td>American Political Thought</td>
<td></td>
</tr>
<tr>
<td>PSC-338</td>
<td>Contemporary Political Theory</td>
<td></td>
</tr>
</tbody>
</table>

At least one credit from courses in philosophy with a number of 300 or above

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI-109</td>
<td>Perspectives on Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHI-110</td>
<td>Philosophical Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 5

Philosophy (PHI)

PHI-109 Perspectives on Philosophy
A course in some selected philosophical topic or range of topics designed to provide an example of philosophical reflection and inquiry. Not open to junior or senior majors without permission of the instructor.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-110 Philosophical Ethics
Thought about what is good, what is right, and what ought to be done pervades our lives. Philosophy can contribute to this thought by providing ways of organizing it and reflecting on it critically—which is done in this course using both historical and contemporary sources. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
PHI-218 Philosophy of Commerce
This course will consider broadly how concerns for the oikos, the household, the root of our word economics, serve, support and potentially undermine our efforts to live well. The concepts of property, markets, labor, corporations, collective and individual responsibility, economic vs. political freedom, wealth, debt, and value will be subjected to philosophical scrutiny. Philosophical investigation of these ideas will be joined to broad philosophical questions, including but not limited to: their treatment in the history of philosophy, the role of these concerns in the good life, the development of markets in the context of the emergence of modern subjectivity, the relation of desire and its production to the need for markets, and the account of what it means to be human that these concepts assume or encourage. The goal of this course is for students to have a robust understanding of the historical and contemporary arguments, assumptions and views these economic concepts presuppose about what it means to be human. Application of these considerations to contemporary debates in public life will be encouraged.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-219 Topics Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-220 Aesthetics
A survey of work in the philosophy of art both prior to and during the 20th century. Topics considered include the concept of art and a work of art, the relation between art and truth, the objectivity of aesthetic evaluation, the nature of representation, and issues concerning meaning and interpretation.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-240 Ancient Philosophy
This course surveys the Ancient Greek philosophy, including Pre-Socratics, Plato, and Aristotle; Hellenistic philosophy may also be included. This course focuses on acquiring and improving abilities in philosophical reading, thinking, and expression. In class, the norm is close textual analysis through lectures and discussion. Topics include the nature of the physical and human world, and questions about knowledge and ultimate being. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-140

PHI-242 Foundations of Modern Philosophy
Readings and discussion of the classical modern philosophers of the 17th and 18th centuries, focusing on questions such as scientific method and the possibility of knowledge, the nature of reality, ethics and the relation of the individual to society, and the existence of God. Readings from among Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant, and Rousseau. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-249 Topics in the History of Philosophy
Seminar discussion of a historical period, figure or topic. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

PHI-269 Topics in Metaphys and Epistemology
Seminar discussion of a topic or area in metaphysics or the theory of knowledge. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

PHI-270 Elementary Symbolic Logic
An introduction to philosophical issues concerning the logical structure and historical development of natural science. Among the general issues considered will be the relations among theory, observation, and experiment; the reality of theoretical entities; and the significance of scientific revolutions. Some attention is usually given also to philosophical issues regarding specific sciences, principally biology and physics.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-272 Philosophy of Science
An introduction to philosophical issues concerning the logical structure and historical development of natural science. Among the general issues considered will be the relations among theory, observation, and experiment; the reality of theoretical entities; and the significance of scientific revolutions. Some attention is usually given also to philosophical issues regarding specific sciences, principally biology and physics.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Quantitative Skills

PHI-279 Topics Logic & Philosophy of Science
Additional topics in formal or informal logic or the philosophical study of science and its historical development. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

PHI-287 Independent Study
Independent Studies at a more advanced level will be numbered 387 or 388.
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

PHI-288 Independent Study
Independent Studies at a more advanced level will be numbered 387 or 388.
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion
PHI-299 Special Topics in Philosophy
A course in some selected philosophical topic. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-319 Seminar in Ethics & Social Phil
Seminar discussion at a more advanced level of a topic or area in ethical theory, applied ethics, or social and political philosophy.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-345 Continental Philosophy
Seminar discussion of major themes or figures in the Continental tradition from the 19th century to the present, which may include work in phenomenology and existentialism, Marxism and critical theory, poststructuralism, and feminism. Readings may be drawn from Hegel, Marx, Nietzsche, Heidegger, Habermas, Sartre, Beauvoir, Foucault, Derrida, or others. This course is offered in the fall semester.
Prerequisites: PHI-140, 242
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-346 Analytic Philosophy
Seminar discussion of major themes or figures in the Analytic tradition.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-349 Seminar in the History of Philosophy
Seminar discussion at a more advanced level of a historical period, figure, or topic.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-369 Seminar in Metaphysics & Epistemology
Seminar discussion at a more advanced level of a topic or area in metaphysics or the theory of knowledge.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-379 Seminar in Logic & Philosophy of Science
Additional topics in formal or informal logic or the philosophical study of science and its historical development offered at a more advanced level.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-387 Independent Study
Independent studies at a less advanced level will be numbered 287 or 288.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-388 Independent Study
Independent studies at a less advanced level will be numbered 287 or 288.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-399 Proseminar
An advanced course in some selected philosophical topic.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-449 Senior Seminar
A detailed study of a major philosopher or philosophical topic. Required of majors and open to other students. Normally taken in the senior year. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-490 Senior Reading
Seminar discussion of selected work in recent philosophy. Normally taken in the spring semester of the senior year.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

Matthew Carlson
Jeffrey Dwight Gower
Cheryl L Hughes (chair)
Adriel Trott

Physics

Physics is the study of the fundamental laws that govern our universe. Our curriculum is designed to give our students a solid foundation for understanding these laws and how they were uncovered. The language that best expresses these laws is mathematical, so there are a significant number of mathematics courses which serve as prerequisites for our courses. However, since physics describes the real world, our curriculum also incorporates a significant laboratory component to ensure our students will learn how to interrogate Nature and understand the answers it gives. Only by balancing theoretical concepts with experimental reality can one reach a more complete understanding of the world.

Our physics majors and minors will master valuable analysis and problem-solving skills, which can be applied to a wide variety of
situations beyond physics. By integrating these skills with their liberal arts experiences, our students are prepared for a vast spectrum of careers. Recent graduates have gone on to work in physics research, engineering, computer programming, teaching, environmental studies, law, business, and other fields.

For Senior Comprehensives

Majors must pass a multi-part exam which requires them to demonstrate a coherent understanding of all the major areas of physics covered in the required courses, including computational and laboratory methods, and the ability to apply this understanding to solve specific problems. Students must have completed PHY-111 General Physics I, PHY-112 General Physics II - Science Majors, PHY-209 General Physics III, PHY-210 Modern Physics, PHY-381 Advanced Laboratory I, and two out of the three 300-level theory courses (PHY-310 Classical Mechanics, PHY-314 Electromagnetic Theory, PHY-315 Quantum Mechanics) prior to taking the exam. Finally, student portfolios will be utilized as part of the assessment of the comprehensive exams.

Requirements for a Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
<td>1</td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
<td>1</td>
</tr>
<tr>
<td>PHY-209</td>
<td>General Physics III</td>
<td>1</td>
</tr>
<tr>
<td>PHY-210</td>
<td>Modern Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY-381</td>
<td>Advanced Laboratory I</td>
<td>0.5</td>
</tr>
<tr>
<td>PHY-382</td>
<td>Advanced Laboratory II</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Select two from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHY-310 Classical Mechanics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PHY-314 Electromagnetic Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHY-315 Quantum Mechanics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Physics Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Majors will also be required to maintain a portfolio of their work from courses, internships, and other work outside of class. (More information on portfolios can be found on the Physics Department Canvas page). Evaluation of portfolios will be an aspect of the comprehensive exams for the physics major. In addition, mathematics courses that are prerequisites or co-requisites for physics courses are the following:

Collateral Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>or MAT-110 Calc. I With Pre-Calc. Review</td>
<td></td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>MAT-223</td>
<td>Elementary Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MAT-224</td>
<td>Elem Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-225</td>
<td>Multivariable Calculus</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>5</td>
</tr>
</tbody>
</table>

PHY-101 Astronomy, PHY-104 Special Topics, PHY-105 Adventures in Physics, PHY-109 Motion and Waves, and PHY-110 Fluids and Fields do not count toward the major unless supplemented by additional work that must receive prior approval by the course instructor and the physics department chair. Students accepted into a 3-2 engineering program may substitute CHE-111 General Chemistry for the one elective physics course. Although not required, CSC-111 Intro to Programming is highly recommended, and MAT-324 Topics in Differential Equations and MAT-344 Complex Analysis are useful.

Those planning to go on to graduate school in physics should plan to take the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY-230</td>
<td>Thermal Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY-310</td>
<td>Classical Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>PHY-314</td>
<td>Electromagnetic Theory</td>
<td>1</td>
</tr>
<tr>
<td>PHY-315</td>
<td>Quantum Mechanics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>4</td>
</tr>
</tbody>
</table>

Since physics is a hierarchical subject, it is important to take PHY-111 General Physics I and PHY-112 General Physics II - Science Majors during the freshman year if one wishes to major in physics. The hierarchical nature of the discipline requires mastery of each course’s material prior to moving on to the next course in the sequence, and many courses therefore require a C- or better in prerequisite courses. A possible schedule to fulfill all of the necessary requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
<td>1</td>
</tr>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>2</td>
</tr>
</tbody>
</table>

| Spring Semester | |
| PHY-112 | General Physics II - Science Majors | 1 |
| MAT-112 | Calculus II | 1 |
|          | Total Credits | 2 |

Sophomore | Fall Semester | |
| PHY-209 | General Physics III | 1 |
| MAT-223 | Elementary Linear Algebra | 1 |
|          | Total Credits | 2 |

| Spring Semester | |
| PHY-210 | Modern Physics | 1 |
| MAT-224 | Elem Differential Equations | 1 |
|          | Total Credits | 2 |

Junior | Fall Semester | |
| PHY elective | 1 |
| PHY-381 | Advanced Laboratory I | 0.5 |
| MAT-225 | Multivariable Calculus | 1 |
|          | Total Credits | 2.5 |

| Spring Semester | |
| PHY elective | 1 |

Senior | Fall Semester | |
| PHY elective | 1 |
| PHY-382 | Advanced Laboratory II | 0.5 |
|          | Total Credits | 1.5 |
Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY elective</td>
<td>An introductory-level physics course not covered in a regular physics course.</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>PHY-209</td>
<td>General Physics III</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>PHY-210</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Physics Elective</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits</td>
<td>14</td>
</tr>
</tbody>
</table>

300-level elective courses regularly offered in the fall semester are PHY-310 Classical Mechanics, PHY-315 Quantum Mechanics, while PHY-314 Electromagnetic Theory is taught in the spring semester. In addition, PHY-220 Electronics and PHY-230 Thermal Physics are usually taught in alternate years.

The Physics Department will not accept a transfer credit for PHY-111 General Physics I as a prerequisite to the College’s PHY-112 General Physics II - Science Majors unless approval is received by a department chair.

Requirements for a Minor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>PHY-209</td>
<td>General Physics III</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>PHY-210</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Physics Elective</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Total Credits</td>
<td>5</td>
</tr>
</tbody>
</table>

Any exceptions must receive prior approval from the department chair. PHY-101 Astronomy, PHY-104 Special Topics, PHY-105 Adventures in Physics, PHY-109 Motion and Waves, and PHY-110 Fluids and Fields do not count toward the minor unless supplemented by additional work that must receive prior approval by the course instructor and the physics department chair. Mathematics prerequisites (or co-requisites) are MAT-111 Calculus I (or MAT-110 Calc. I With Pre-Calc. Review) and MAT-112 Calculus II.

Physics (PHY)

PHY-101 Astronomy
An introductory course intended for the non-science liberal arts student. Historical and philosophical ideas will be stressed as well as the experimental concepts and methods used in astronomy. A good working knowledge of algebra, plane geometry, and trigonometry is required. Satisfies half of the laboratory science requirement. Three class periods and one laboratory each week.

Prerequisites: none
Corequisites: PHY-101L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

PHY-104 Special Topics
A special interest course for the non-science liberal arts student on an introductory-level physics topic not covered in a regular physics course. (Does not count toward the major or minor, or the lab science requirement.) Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-105 Adventures in Physics
A one-semester course for the non-science liberal arts student that investigates the world from the viewpoint of a physicist. Topics will vary and will be announced prior to registration. Partially fulfills the college laboratory science requirement, but does not count toward a physics major or minor. Three class periods and one laboratory each week.

Prerequisites: none
Corequisites: PHY-105L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

PHY-109 Motion and Waves
An introduction to the study of motion and waves; topics include Newton’s laws, energy and work, periodic motion and feedback, sound and light waves, and optics. These topics are especially relevant for students interested in pre-health. The lab activities will introduce measurement techniques and will emphasize understanding the limits to any measurement. Three class periods and one lab period each week. Partially fulfills the college laboratory science requirement, and may count toward a physics major or minor with department permission. This course is offered in the fall semester.

Prerequisites: none
Corequisites: PHY-109L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

PHY-110 Fluids and Fields
An introduction to the study of fluids and fields; topics include basic motion and energy models, fluid statics and dynamics, Brownian motion, diffusion, electric and magnetic forces, and electric circuit design and use. These topics are especially relevant for students interested in pre-health. The lab activities will introduce experiment design techniques and will use statistics to combine results into a bigger picture. Three class periods and one lab period each week. Partially fulfills the college laboratory science requirement, and may count toward a physics major or minor with department permission.

Prerequisites: none
Corequisites: PHY-110L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

PHY-111 General Physics I
A calculus-based introduction to classical mechanics for physics, chemistry, and engineering. Topics include Newton’s laws of motion, conservation laws, and rotational dynamics. The lab will introduce data acquisition and analysis techniques. Three class periods and one laboratory each week. This course is offered in the fall semester.

Prerequisites: MAT-110 or 111 or placement into MAT-111, 112, or 223
Corequisites: PHY-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

Equated Courses: APCR

PHY-112 General Physics II - Science Majors
An introduction to the fundamental concepts concerning fluids, waves, optics, electricity, and magnetism. Three class periods and one laboratory each week. This course is offered in the spring semester.

Prerequisites: PHY-111 with grade of C- or better
Corequisites: PHY-112L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

Equated Courses: CR
PHY-177 Special Topics
A special interest course on an introductory-level physics topic not covered in regular physics courses. This course is offered in the fall semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Distribution: Natural Science/Mathematics

PHY-178 Special Topics
A special interest course on an introductory-level physics topic not covered in regular physics courses. This course is offered in the spring semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-187 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-188 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-209 General Physics III
An introduction to thermal physics and special relativity. Topics include the laws of thermodynamics, statistical nature of entropy, Lorentz transformations, equivalence of mass and energy. The lab will introduce the methodology of experimental design, numerical techniques for solving differential equations, and the writing of scientific papers using LaTeX software. Three class periods and one laboratory each week. This course is offered in the fall semester.

Prerequisites: PHY-112 with grade of C- or better and MAT-112
Corequisites: PHY-209L
Credit: 1
Distribution: Natural Science/Mathematics

PHY-210 Modern Physics
An introduction to quantum theory with applications to atomic, solid state, nuclear, and particle physics. Three class periods and one laboratory each week. This course is offered in the spring semester.

Prerequisites: PHY-209 with grade of C- or better and MAT-223.
Corequisites: PHY-210L
Credit: 1
Distribution: Natural Science/Mathematics
Equated Courses: CR

PHY-220 Electronics
Introduction to analog and digital electronics. Fundamentals of DC and AC circuits, transistors, and amplifiers will be covered. Includes one laboratory each week. This course is offered every other year.

Prerequisites: PHY-112 with grade of C- or better
Corequisites: PHY-220L
Credit: 1
Distribution: Natural Science/Mathematics

PHY-230 Thermal Physics
Introduction to thermal and statistical physics. The laws of thermodynamics are studied from microscopic and macroscopic perspectives. Quantum statistical mechanics will be developed and applied to blackbody radiation, fermionic and bosonic systems. This course is offered every other year.

Prerequisites: PHY-210 with grade of C- or better
Credit: 1
Distribution: Natural Science/Mathematics

PHY-277 Special Topics
A special interest course covering an intermediate-level physics topic not covered in regular physics courses. This course is offered in the fall semester. Student input as to the course topic will be sought prior to fall registration. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-278 Special Topics
A special interest course covering an intermediate-level physics topic not covered in regular physics courses. This course is offered in the spring semester. Student input as to the course topic will be sought prior to spring registration. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-287 Independent Study
This course is offered in the fall semester.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-288 Independent Study
This course is offered in the spring semester.

Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-302 Electron Microscopy
Electron microscopes employ a focused beam of highly energetic electrons to examine sample morphology and topography on a very fine scale. This information is essential to the characterization of a wide range of biological and inorganic specimens including microorganisms, cells, crystals, metals, microelectronics, and nanomaterials. The initial classroom portion of this course focuses on fundamental topics in instrument design, applications, limitations, and sample preparation methods. Subsequent laboratory work involves hands-on instrument training and a substantial microscopy project.

Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics
Equated Courses: CHE-302

PHY-310 Classical Mechanics
Advanced topics in classical mechanics, including harmonic motion and Lagrangian mechanics. This course is offered in the fall semester.

Prerequisites: PHY-210 with a C- or better and and MAT-224 or permission of instructor.
Credit: 1
Distribution: Natural Science/Mathematics
PHY-314 Electromagnetic Theory
Advanced explorations in understanding and applying Maxwell's equations. This course is offered in the spring semester.
Prerequisites: PHY-112 and MAT-224, 225
Credit: 1
Distribution: Natural Science/Mathematics

PHY-315 Quantum Mechanics
Introduction to quantum mechanics. Topics include Dirac notation, postulates of quantum mechanics, and applications to important physical systems. This course is offered in the fall semester.
Prerequisites: PHY-210 with grade of C- or better and MAT-223, 224
Credit: 1
Distribution: Natural Science/Mathematics

PHY-377 Adv. Special Topics in Physics
Special interest course covering one of a selection of advanced physics topics including: atomic physics, nuclear physics, quantum field theory, advanced electrodynamics, advanced quantum mechanics, advanced classical mechanics, or other topics proposed by students. This course is offered in the fall semester. Student input as to the course topic will be sought prior to fall registration. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: PHY-210
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-378 Adv. Special Topics in Physics
Special interest course covering one of a selection of advanced physics topics including: atomic physics, nuclear physics, quantum field theory, advanced electrodynamics, advanced quantum mechanics, advanced classical mechanics, or other topics proposed by students. This course is offered in the spring semester. Student input as to the course topic will be sought prior to spring registration. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: PHY-210
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-381 Advanced Laboratory I
This course is an independent research project, typically a continuation of either an Advanced Laboratory I project or a summer internship research project. Typically taken in the fall semester of the senior year.
Prerequisites: PHY-381
Credits: 0.5
Distribution: Natural Science/Mathematics

PHY-382 Advanced Laboratory II
This course is an independent research project, typically a continuation of either an Advanced Laboratory I project or a summer internship research project. Typically taken in the fall semester of the senior year.
Prerequisites: PHY-381
Credits: 0.5
Distribution: Natural Science/Mathematics

PHY-387 Independent Study
This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-388 Independent Study
This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

James A Brown
Dennis Krause (chair)
Martin Madsen
Danielle McDermott

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Political Science
Aristotle called politics "the queen of the sciences." Knowledge of politics is important for all liberally educated people. At Wabash, the department offers introductory, intermediate, and advanced courses to all students
in four areas: American politics, comparative politics, political theory, and international relations. We offer opportunities for non-majors to seek answers to perennial questions of politics and to learn more about how government works in their own country and around the world.

By studying political science, students learn to analyze and interpret the significance of political events and governmental processes in order to understand, evaluate, and even shape them. As a department, we hope to turn interested students, whatever their career plans or other interests, into politically literate college graduates who are able to comprehend their political world in ways appropriate to their individual inclinations, as intelligent and responsible citizens, journalists, attorneys, active participants in business, community or electoral politics, as candidates for office, public officials, or academic political scientists.

**Advanced Placement**

Students who have received a score of 4 or higher on either the AP Comparative Government or AP United States Government exams will receive one back-credit upon completing a 300-level course in American politics (to receive credit for AP US Government) or comparative politics (to receive credit for AP Comparative Government) with a grade of B- or higher.

**Requirements for the Major**

Majors in Political Science are required to take nine course credits (and may take as many as eleven) distributed as follows:

**Introductory Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC-111</td>
<td>Intro to Amer Govt &amp; Politics</td>
<td>1</td>
</tr>
<tr>
<td>PSC-121</td>
<td>Intro to Comparative Politics</td>
<td>1</td>
</tr>
<tr>
<td>PSC-131</td>
<td>Intro to Political Theory</td>
<td>1</td>
</tr>
<tr>
<td>PSC-141</td>
<td>Intro to Int'l Politics</td>
<td>1</td>
</tr>
<tr>
<td>Any four 2/300 level PSC courses</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PSC-497</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Collateral Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-101</td>
<td>Princ of Economics</td>
<td>1</td>
</tr>
<tr>
<td>H&amp;S-102</td>
<td>World Hist Since 1500</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSC-297</td>
<td>Research/Stats-Political Sci</td>
<td>1</td>
</tr>
<tr>
<td>MAT-103</td>
<td>Probability</td>
<td></td>
</tr>
<tr>
<td>&amp; MAT-104</td>
<td>and Statistics</td>
<td></td>
</tr>
<tr>
<td>DV3-252</td>
<td>Stats Soc Sciences</td>
<td></td>
</tr>
<tr>
<td>&amp; ECO-253</td>
<td>and Intro Econometrics</td>
<td></td>
</tr>
<tr>
<td>PSY-201</td>
<td>Research Methods &amp; Stats I</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

1 The Political Science Department encourages all prospective majors to complete this introductory course during their first two years.

2 Students are strongly encouraged to complete this requirement before the start of their junior year. Political Science majors must complete one full credit (or two half-credits) in a statistics course. Note that these courses may also fulfill your quantitative studies distribution requirement.

3 These are intermediate and advanced courses in Political Science. Students may count PSC-297 Research/Stats-Political Sci as one of these four courses.

4 This course is restricted to and required for Political Science majors. It is taken in the Fall of your senior year.

**Note:** Students may count either PHI-213 Philosophy of Law or a departmentally-approved offering listed under PHI-219 Topics Ethics & Social Philosophy toward the major or minor in Political Science. No more than one course credit in Philosophy may be counted toward the Political Science major or minor.

**American Politics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC-210</td>
<td>Int Topics in American Politics</td>
</tr>
<tr>
<td>PSC-310</td>
<td>Adv Topics in American Politics</td>
</tr>
<tr>
<td>PSC-311</td>
<td>Congress &amp; Executive</td>
</tr>
<tr>
<td>PSC-312</td>
<td>Parties, Elect, Pressure</td>
</tr>
<tr>
<td>PSC-313</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>PSC-314</td>
<td>Topics in Constitutional Law</td>
</tr>
<tr>
<td>PSC-315</td>
<td>Religious Freedom</td>
</tr>
<tr>
<td>PSC-316</td>
<td>Public Policy</td>
</tr>
<tr>
<td>PSC-317</td>
<td>State &amp; Local Pol</td>
</tr>
</tbody>
</table>

**Comparative Politics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC-220</td>
<td>Int Topics in Comparative Politics</td>
</tr>
<tr>
<td>PSC-320</td>
<td>Adv Topics Comparative Politicsy Adv Topics in Comparative Politics</td>
</tr>
<tr>
<td>PSC-322</td>
<td>Politics of the European Union</td>
</tr>
<tr>
<td>PSC-324</td>
<td>Econ/Pol Development</td>
</tr>
<tr>
<td>PSC-325</td>
<td>Latin American Pol</td>
</tr>
<tr>
<td>PSC-326</td>
<td>Politics of the Middle East</td>
</tr>
<tr>
<td>PSC-327</td>
<td>Nationalism and Ethnic Conflict</td>
</tr>
</tbody>
</table>

**Political Theory Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC-230</td>
<td>Intermediate Topics in Political Theory</td>
</tr>
<tr>
<td>PSC-330</td>
<td>Adv Topics in Political Theory</td>
</tr>
<tr>
<td>PSC-331</td>
<td>History of Pol Thought: Ancient &amp; Mediev</td>
</tr>
<tr>
<td>PSC-335</td>
<td>History Pol Thought</td>
</tr>
<tr>
<td>PSC-336</td>
<td>American Political Thought</td>
</tr>
<tr>
<td>PSC-338</td>
<td>Contemporary Political Theory</td>
</tr>
</tbody>
</table>

**International Relations Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC-240</td>
<td>Int Topics in International Relations</td>
</tr>
<tr>
<td>PSC-340</td>
<td>Adv Topics in International Relations</td>
</tr>
<tr>
<td>PSC-343</td>
<td>Intro to Civil-Military Relations</td>
</tr>
<tr>
<td>PSC-344</td>
<td>Insurgency, Revolution &amp; Terrorism</td>
</tr>
<tr>
<td>PSC-346</td>
<td>Amer Foreign Policy</td>
</tr>
<tr>
<td>PSC-347</td>
<td>Conflict, War, and Peace</td>
</tr>
<tr>
<td>PSC-348</td>
<td>International Organizations</td>
</tr>
</tbody>
</table>

**The Senior Comprehensive Examination**

The comprehensive consists of six hours of written examinations administered over two days. The student must also pass the oral component of the examination.

**Requirements for the Minor**

Political Science minors are required to take five course credits, distributed as follows:
Select two from the following introductory courses:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC-111</td>
<td>Intro to Amer Govt &amp; Politics</td>
</tr>
<tr>
<td>PSC-121</td>
<td>Intro to Comparative Politics</td>
</tr>
<tr>
<td>PSC-131</td>
<td>Intro to Political Theory</td>
</tr>
<tr>
<td>PSC-141</td>
<td>Intro to Int'l Politics</td>
</tr>
</tbody>
</table>

Three 2/300 level PSC courses: 3 credits

Total Credits: 5

**Political Science (PSC)**

**PSC-111 Intro to Amer Govt & Politics**
An analysis of the powers, functions, and political bases of government in America, including attention to democratic theory, civil liberties, political parties and pressure groups, campaigns and elections, Congress and the Presidency, judicial review, federal-state-local relations, and public policymaking in domestic, foreign, and budgetary areas. This course is offered in the fall and spring semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Behavioral Science  
**Equated Courses:** AP

**PSC-121 Intro to Comparative Politics**
This class will provide a general introduction to the study of political systems worldwide. The approach and many of the readings will be theoretical, but we will draw from real-world examples as illustrations of these theoretical concepts. Thus, a basic understanding of world history, current events, and even the American political system will be assumed.  

(A reasonable familiarity with elementary algebra will also be quite helpful.) This course is a requirement for all students who intend to major in political science and is a prerequisite for a number of other courses in the subfield of comparative politics. It is also a good choice for students wishing to satisfy a behavioral science distribution requirement. This course is offered in the fall and spring semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Behavioral Science  
**Equated Courses:** AP

**PSC-131 Intro to Political Theory**
The survey of political theory will use selected political theorists to examine a series of major issues, concepts, and questions which are central to political theory, e.g., power, authority, justice, and liberty. This course is offered in the fall semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Behavioral Science

**PSC-141 Intro to Int'l Politics**
A study of major contemporary approaches to understanding international politics, including political realism, liberalism, and constructivism. Through this framework, the course will take up concepts such as the evaluation of national power and the balance of power, the interplay of individuals and groups in international politics, the impact of capitalism on the development of the world-system, and the role of gender in world politics. This course is offered in the spring semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Behavioral Science

**PSC-177 Special Topics**
The course provides opportunities for specialized, innovative material for students at an introductory level. All students interested in political science topics would benefit from this course. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Behavioral Science

**PSC-187 Independent Study**
Enrollment Through Instructor and Department Chair.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Behavioral Science

**PSC-188 Independent Study**
Enrollment Through Instructor and Department Chair.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Behavioral Science

**PSC-201 Sociology & Politics of Health**
An examination of the topic of health from the vantage point of the intersection of sociology and political science. Students will learn about key sociological concepts and theoretical approaches, which they will deploy to investigate topics such as societal health disparities, cultural and subcultural attitudes toward healthcare and health professionals, the relationship between governmental processes and health outcomes, and the mobilization and impact of health-related nongovernmental and intergovernmental organizations. The course will feature a community-based service learning component.

**Prerequisites:** none  
**Credit:** 1  
**Equated Courses:** SOC-201

**PSC-210 Int Topics in American Politics**
This is an intermediate-level course that focuses on a specific topic in American politics. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Behavioral Science
PSC-220 Int Topics in Comparative Politics
This is an intermediate-level course that focuses on a specific topic in comparative politics. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-230 Intermediate Topics in Political Theory
This is an intermediate-level course that focuses on a specific topic in political theory. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-240 Int Topics in International Relations
This is an intermediate-level course that focuses on a specific topic in international relations. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-273 Special Topics in Pol. Theory
The course provides opportunities for specialized, innovative material focused on political theory for students at an intermediate level. Students interested in political theory topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-277 Special Topics
This course provides opportunities for specialized, innovative material for students at an intermediate level. Students interested in political science topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-278 Special Topics
This course provides opportunities for specialized, innovative material for students at an introductory level. All students interested in political science topics would benefit from this course. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-287 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-297 Research/Stats-Political Sci
This challenging course surveys the various ways political scientists use the scientific method and rigorous quantitative analysis to study politics. The course begins with an overview of the theory behind social scientific inquiry, outlining the basic logic of hypothesis testing and research design. We then devote significant attention to quantitative and statistical research methods, from basic probability theory to confidence intervals, means testing, and multivariate regression. The course also introduces students to computer software packages used to perform advanced statistical analysis (primarily SPSS). The primary aims of the course are (a) to prepare students to conduct their own quantitative research of political phenomena and (b) to make students better consumers of political information by familiarizing them with the ways statistics are used and abused for political ends. This course satisfies the College’s quantitative skills distribution requirement and also the statistical methods requirement of a major in political science. Students taking the course should have a solid foundation in basic mathematics, including algebra.
Prerequisites: One course from PSC with a C- or better.
Credit: 1
Distribution: Behavioral Science, Quantitative Skills

PSC-310 Adv Topics in American Politics
This is an advanced course that focuses on a specific topic in American politics. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-311 Congress & Executive
A study of the legislative and executive branches of the United States government. This course will involve analysis of each branch as an institution. Particular attention will be given to the interactions between and the interdependence of Congress and the Executive, and the effects of these interactions on the decisions and operations of the two branches of government. Counts as an advanced course in American Politics.
Prerequisites: PSC-111 or permission of instructor.
Credit: 1
Distribution: Behavioral Science

PSC-312 Parties,Elect,Pressure
A systematic look at mechanisms for popular control of American government. This course looks at the nature of public opinion and its translation into political action. Political parties and interest groups are investigated as mechanisms which link the citizen to the policy-making system. Attention will be given to elections and the bases upon which individuals make their decisions at the polls. We will also consider the conflicting arguments about the decline, decomposition, and realignment of parties, and the rise of the single-issue interest group in recent years. This course counts as an advanced course in American Politics.
Prerequisites: PSC-111
Credit: 1
Distribution: Behavioral Science
PSC-313 Constitutional Law
Do gay Americans have a constitutional right to get married? Should racial and ethnic minorities receive the benefits of affirmative action when applying to college or law school? Does a woman have a constitutional right to an abortion? Does the federal government have the power to regulate health care? What role should judges play in deciding such divisive and morally vexing issues? This course examines the Supreme Court’s most potent power-to strike down as unconstitutional the actions of elected officials on these and other “hot button” issues. How should the Court apply such broadly worded constitutional guarantees as “equal protection” and “due process of law” to modern problems? Should the Court follow the “original intent” of our Founders or be guided by more recent, evolving standards? When the Court has wrestled with tough issues, what impact has its decisions had on other branches of government and on American society in general? This counts as an advanced course in American Politics. This course is offered in the spring semester in odd-numbered years.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-314 Topics in Constitutional Law
This course focuses in depth upon a topic relating to the role that courts should play in government. Past topics have included Civil Liberties in War and Peace, which explores how we treat those we fear most-suspected criminals, alleged enemies of the state including terrorists, and those who criticize the government during wartime. This course counts as an advanced course in American Politics. It is offered in the in spring semester in odd-numbered years. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-315 Religious Freedom
May the United States Air Force Academy display a banner declaring “I am a member of Team Jesus Christ” in its football locker room? May the Indiana House of Representatives pray and sing a Christian song at the beginning of one of its sessions? Must employees be permitted to post at work biblical verses that condemn homosexuals? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife. Counts as an advanced course in American Politics. This course is offered in the in spring semester in even-numbered years.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-316 Public Policy
In this course, which focuses on domestic policy, students will learn about two different ways of studying public policy: public policy analysis and the politics of the policy process. Students will learn about public policy analysis and how it is both similar to and different from other fields of study in political science. During this part of the course, students will practice skills such as memo writing and client consultation. Students will study the politics of the policy process by comparing different models of policy formation and analyzing the different institutions that help shape public policy (the legislature, interest groups, bureaucracy, etc.). Students will do exercises with case studies and also participate in an in-class simulation. Counts as an advanced course in American Politics. This course is offered in the in spring semester in odd-numbered years.

Prerequisites: PSC-111
Credit: 1
Distribution: Behavioral Science

PSC-317 State & Local Pol
A survey of the institutions, actors, and processes involved in the governing of states, cities, and other local jurisdictions. Attention is given to intergovernmental relations as well as to the analysis of individual units. Field work is required. Counts as an advanced course in American Politics.

Prerequisites: PSC-111
Credit: 1
Distribution: Behavioral Science

PSC-320 Adv Topics Comparative PoliticsyAdv Topics in Comparative Politics
These courses focus at an advance level on a particular issue concept, problem or question in comparative politics. Advanced level.

Prerequisites: PSC-121
Credits: 0.5-1
Distribution: Behavioral Science

PSC-322 Politics of the European Union
This course will examine the politics of the European Union (EU). Attention will be given to the political institutions and dynamics of the Union itself, as well as to those of its member states, and to the process of EU expansion more generally. Special attention will be given to the possible effects of EU integration on national identity in contemporary Europe. Students will be permitted to complete some class assignments in German, Spanish, or French. Typically offered the spring semester of even-numbered years, this course counts as an advanced course in Comparative Politics or International Relations. PSC 322 requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break.

Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science
PSC-324 Econ/Pol Development
This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in politics around the world. Special attention will be given to the consolidation of states in modern industrialized society, as well as to the legacy of imperialism in Eastern Europe and the developing world. Key issues to be considered will include Europe's economic and military dominance in the modern era, the role of nationalism in the dissolution of early empires, and the legacy of colonialism for the economic and political development of Africa, Latin America, and the Middle East. Special attention will also be given to an enduring question in comparative politics: Why are some countries rich and others poor? This course counts as an advanced course in Comparative Politics
Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science

PSC-325 Latin American Pol
An introduction to the politics of Latin America and the Caribbean Basin. Special attention will be given to political and economic development of the region, as well as to the unique role that the United States has played in this process. We will also examine the crucial impact that developments in this region have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. Counts as an advanced course in Comparative Politics. PSC 325 may be offered in conjunction with courses in the Department of Modern Languages and cross-listed with studies of Hispanic language and culture. Students will be permitted to complete some class assignments in Spanish.
Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science

PSC-326 Politics of the Middle East
A survey of the politics of the major states and nations of the Middle East. Special attention will be given to a number of leading issues in the region, including the Arab-Israeli Conflict, oil, terrorism, nuclear proliferation, and US foreign policy in Afghanistan and Iraq. Attention will also be given to broader questions of economic and social development, human rights, and the role of women in the modern Middle East. This course counts as an advanced course in Comparative Politics.
Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science

PSC-327 Nationalism and Ethnic Conflic
This class will provide a general introduction to the study of nationalism and ethnic conflict. In it, we will touch upon a wide range of cases of ethnic conflict and genocide, including the dissolution of Yugoslavia, the 'troubles' in Northern Ireland, genocide in Rwanda and the Holocaust, and current crises in the Middle East. With such a wide range of cases, the approach will be largely theoretical - focusing on the underlying causes of such conflicts and on the general conditions under which they might be remedied. Thus, a solid foundation in the study of comparative politics and a reasonable familiarity with international current events will be expected. This course counts as an advanced course in Comparative Politics or International Relations.
Prerequisites: PSC-121 with C- or better.
Credit: 1
Distribution: Behavioral Science

PSC-330 Adv Topics in Political Theory
This is an advanced course that focuses on a specific topic in political theory. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-331 History of Pol Thought: Ancient & Mediev
History of Political Thought: Ancient and Medieval A series of full-credit courses, each of which will focus on a particular political theorist or group of theorists from classical antiquity or the medieval period. Specific offerings will vary from year to year. This course counts as an advanced course in Political Theory.
Prerequisites: PSC-131
Credits: 0.5-1
Distribution: Behavioral Science

PSC-333 History Pol Thought
A series of full-credit courses, each of which will focus on a particular political theorist from the Renaissance or modern period. Specific offerings will vary from year to year. This course counts as an advanced course in Political Theory.
Prerequisites: PSC-131
Credit: 1
Distribution: Behavioral Science

PSC-336 American Political Thought
A broad survey of American political ideas as expressed in primary sources including classic texts, key public documents, and speeches. The course investigates themes of mission, means, and membership as recurrent issues in American political thought. This course counts as an advanced course in Political Theory.
Prerequisites: PSC-131 or HIS-241 or 242
Credit: 1
Distribution: Behavioral Science

PSC-338 Contemporary Political Theory
Students will study the political theory of selected contemporary authors and movements, especially as these theories relate to the development of democratic political theory, the critique of democratic political theory, and the contemporary examination and/or redefinition of concepts like justice and equality. This course counts as an advanced course in Political Theory. It is offered in the spring semester in odd-numbered years.
Prerequisites: PSC-131
Credit: 1
Distribution: Behavioral Science

PSC-340 Adv Topics in International Relations
This is an advanced course that focuses on a specific topic in international relations. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science
PSC-343 Intro to Civil-Military Relations
In this course we examine one of the world's oldest political institutions: militaries. Armed forces are created primarily to defend states and their interests against other states and threatening actors, yet they can also play an important role in the domestic political affairs of the states that they are created to defend. The course intends to improve students' understanding of military actors and the various ways in which they are related to both international and domestic politics. Because an all-encompassing treatment of military affairs is impossible within the context of a single semester, this course emphasizes the role played by people (soldiers, officers and their civilian leaders) rather than machines (tanks, artillery pieces, small arms, etc.). This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-344 Insurgency, Revolution & Terrorism
What is terrorism? Is one man's freedom fighter another man's terrorist? What motivates a person to become a suicide bomber? What causes terrorism? How can states counter terrorism? How is terrorism different from an insurgency? Why has the United States experienced such difficulty in Iraq and Afghanistan? How can states counter and defeat insurgencies? These are all questions that have come to dominate much of the discussion in post 9/11 international relations. Although terrorism and insurgencies have existed in one form or another for hundreds, if not thousands, of years, these phenomena have become two of the more intractable and important problems in international relations. This course will address these and other questions from both global and U.S. perspectives. This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-346 Amer Foreign Policy
This course seeks to answer the questions of who makes American foreign policy, and what are the most important sources of and influences on it. The course focuses on the features and processes of American foreign policy making and the actors, influences, and issues involved in it. The goal of this course is to provide the student with the historical, institutional, procedural, and theoretical frameworks to understand how American foreign policy is made. This course counts as an advanced course in International Relations or American Politics.
Prerequisites: PSC-111 or 141.
Credit: 1
Distribution: Behavioral Science

PSC-347 Conflict, War, and Peace
This course delves deeply into international relations theory focusing on issues of war and peace. We will explore in depth the logic behind variants of several theoretical perspectives, including, but not limited to, liberalism, realism, constructivism, and other important schools of thought. During the course, we will explore issues more narrowly related to topics such as the democratic peace, deterrence, terrorism and asymmetric warfare, along with issues of cooperation and global governance. This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-348 International Organizations
This course focuses on international organizations (IOs) and the role that they play in the international system. We consider the relationship between key theoretical perspectives and IOs, as well as how international organizations operate across a variety of issue areas from security and trade to human rights and development. We also cover a variety of truly global IOs, such as the United Nations, as well as IOs with a more regional focus such as the European Union. This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-387 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-388 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-471 Special Topics
The course provides opportunities for specialized, innovative material to be studied at an advanced level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-487 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-488 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-497 Senior Seminar
Open only to senior political science majors. This is both a reading and a research seminar, organized around a general concept central to the discipline. Participants discuss common readings on the topic. They also prepare individual research papers which treat the general theme, but from the stance of their chosen emphases within the major. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Introduction to Psychology
Behavioral Neuroscience
Cognition
Literature Review

The core goals of the Psychology Department are: and psychologists are the most diverse group of people in our society to share the same title. This definition encompasses an enormous number of specialty areas, and the application of research findings to the solution of problems. Psychology is defined as "the science of behavior and mental processes, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Secondary Licensure Program

The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Psychology

Psychology is defined as "the science of behavior and mental processes, and the application of research findings to the solution of problems." This definition encompasses an enormous number of specialty areas, and psychologists are the most diverse group of people in our society to share the same title. The core goals of the Psychology Department are:

- **KNOWLEDGE BASE:** to acquire a degree of mastery of fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in psychology and how psychological principles apply to behavior.

- **CRITICAL THINKING:** to become habitually inquisitive, trustful of reason, and honest in facing personal biases; to actively evaluate knowledge and ideas.

- **SCIENTIFIC INQUIRY:** to develop an understanding of scientific methodology; to develop skills in using scientific reasoning to interpret psychological phenomena; to develop skills in conducting psychological research with appropriate research methods.

- **COMMUNICATION:** to become competent and confident in the oral and written skills needed to speak and write with facility and sophistication about psychological issues and research.

- **PSYCHOLOGY AND RESPONSIBLE, ETHICAL CITIZENSHIP:** to become aware of how psychological inquiry informs one’s personal and professional conduct and of the relevance of psychology in developing effective social institutions; to understand how the results of psychological inquiry can inform one’s actions as an ethical, responsible citizen in a diverse world in order to enhance human flourishing.

Advanced Placement Credit

Students who earned a score of 4 or above on the Psychology Advanced Placement exam or 6 or above on the Psychology International Baccalaureate Higher Level exam may earn credit for PSY-101 Introduction to Psychology by taking any 200-level Psychology course and completing it with a grade of B- or better. The department recommends against taking PSY-201 Research Methods & Stats I as a first course in Psychology; students wishing to earn this credit should consult the chair of the Psychology Department for assistance in selecting an appropriate course. Such PSY-101 Introduction to Psychology credit does not count toward a major or minor in Psychology.

Off-Campus Study

Psychology majors and minors considering taking courses at other campuses, or abroad, should be aware that it is difficult to meet our PSY-201 Research Methods & Stats I and PSY-202 Research Methods & Stats II requirements at other schools. Because both courses combine research methods and statistics, most off-campus statistics courses do not substitute for either requirement. This means you should plan to take PSY-201 Research Methods & Stats I and PSY-202 Research Methods & Stats II at Wabash. Permission to spend the junior year abroad requires completion of PSY-201 Research Methods & Stats I and PSY-202 Research Methods & Stats II prior to going off campus.

Requirements for the Major

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Research</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-101 Introduction to Psychology</td>
<td>PSY-201 Research Methods &amp; Stats I &amp; PSY-202 Research Methods &amp; Stats II</td>
<td>PSY-301 Literature Review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate-Advanced Course Sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two from the following: 3</td>
</tr>
<tr>
<td>PSY-220 Child Development &amp; PSY-320 and Research in Developmental Psychology</td>
</tr>
<tr>
<td>PSY-222 Social Psychology &amp; PSY-322 and Research in Social Psychology</td>
</tr>
<tr>
<td>PSY-231 Cognition &amp; PSY-331 and Research in Cognitive Psych</td>
</tr>
<tr>
<td>PSY-232 Sensation and Perception &amp; PSY-332 and Research in Sensation and Perception</td>
</tr>
<tr>
<td>PSY-233 Behavioral Neuroscience &amp; PSY-333 and Research in Behavioral Neuroscience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experimental-Physiological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one from the following: 1</td>
</tr>
<tr>
<td>PSY-231 Cognition</td>
</tr>
<tr>
<td>PSY-232 Sensation and Perception</td>
</tr>
<tr>
<td>PSY-233 Behavioral Neuroscience</td>
</tr>
<tr>
<td>PSY-235 Cognitive Neuropsychology</td>
</tr>
</tbody>
</table>

Completion of any of the following sequences also fulfills the Experimental-Physiological requirement:
Students are strongly encouraged to take one upper level course that follows one of the seven listed above.
PSY-202 Research Methods & Stats II
A continuation of Research Methods and Statistics I, with a focus on more advanced research designs and statistical procedures. Students will conduct behavioral research projects. This course is offered in the fall and spring semester. Prerequisite: PSY 201. Note: PSY 202 assumes mastery of the content from PSY 201; we strongly recommend that students take PSY 202 only if they received a grade of “C” or better in PSY 201
Prerequisites: PSY-201
Credit: 1
Distribution: Behavioral Science, Quantitative Skills

PSY-210 Intermediate Special Topics
Various topics at the intermediate level may be offered from time to time. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-211 Cross Cultural Psychology
This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

PSY-213 Language Development
This course investigates the processes by which language develops. In this discussion-based class, we will explore theoretical explanations concerning the mechanisms by which language develops and empirical data on the development of phonological, semantic, syntactic, and pragmatic competence in both typically developing and atypical populations. We will also explore forms of communication other than spoken language, such as sign language and communicative systems in nonhuman animals. This course often includes visits to research laboratories at other universities and to other sites that allow students to observe and learn about variability in language development.
Prerequisites: PSY-201 (may be taken concurrently)
Credit: 1
Distribution: Behavioral Science

PSY-220 Child Development
This course explores the process of child development with particular emphases on cognitive and social development from infancy through early adolescence. We will discuss the development of observable behaviors such as language and aggression, the underlying mechanisms that guide and shape development, and empirically-grounded practical recommendations for fostering healthy development. Additional topics include the roles of nature and nurture in development, the formation of parent/child attachment, social cognition, autism, and peer relationships and their effect on social development. The methodologies used by researchers, and the appropriate interpretation of research findings, will be an emphasis throughout the course. Through weekly observations and naturalistic laboratory assignments in local preschools, students will learn and practice several of these research methodologies. This course is offered in the fall semester
Prerequisites: PSY-101 or 105
Credit: 1
Distribution: Behavioral Science

PSY-222 Social Psychology
A survey of research findings and methodologies of social psychology. Topic coverage deals with social perception, attitude formation, attitude change, and the psychology of group processes and interactions. Students are encouraged to develop their own research ideas. This course is offered in the spring semester.
Prerequisites: PSY-201 (may be taken concurrently)
Credit: 1
Distribution: Behavioral Science

PSY-223 Abnormal Psychology
An examination of the major disorders of human behavior, including their forms, origins, and determinants. Treatment strategies and issues are explored in depth. Emphasis on empirical studies and current research developments in psychopathology.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

PSY-231 Cognition
An overview of the major information-processing feats of the human mind, such as problem solving, reasoning, memory, language, visual perception, and the development of expertise. Students will explore the scientific techniques used to understand these invisible mental processes, and our current knowledge of how these processes are implemented in the brain. This course is offered in the fall semester.
Prerequisites: PSY-201
Credit: 1
Distribution: Behavioral Science

PSY-232 Sensation and Perception
This course explores our sensory systems: vision, hearing, touch, taste, smell, and perhaps other systems such as balance. We will study both the anatomy underlying these systems as well as perceptual phenomena. Mini-labs are interspersed throughout the course to experience these phenomena. We will also read and discuss primary research articles related to the topics covered in class. This course is offered in the fall semester.
Prerequisites: NSC-104, PSY-104, BIO-101 or 111
Credit: 1
Distribution: Behavioral Science

PSY-233 Behavioral Neuroscience
An introduction to the biological bases of behavior. Examination of nervous system structure and function is followed by an examination of the neurophysiological foundations of motor ability, sexual behavior, ingestive behavior, sleep and arousal, learning and memory, reinforcement, and language. This course is offered in the spring semester.
Prerequisites: Prereq PSY-104/NSC-104, BIO-101 or BIO-111.
Credit: 1
Distribution: Behavioral Science

PSY-235 Cognitive Neuropsychology
This course examines deficits in human cognitive function resulting from brain damage. It draws on principles of neuroscience, psychology, and neurology for insights into how the brain mediates the ability to use and integrate capacities such as perception, language, actions, memory, and thought.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science
PSY-287 Intermediate Research
Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credit); this should be determined prior to registration. Offered in the fall (287) and spring (288) semesters.
Prerequisites: PSY-201
Credits: 0.5
Distribution: Behavioral Science

PSY-288 Intermediate Research
Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credit); this should be determined prior to registration. Offered in the fall (287) and spring (288) semesters.
Prerequisites: PSY-201
Credits: 0.5
Distribution: Behavioral Science

PSY-301 Literature Review
An introduction to the principles of searching for and reporting on published literature in psychology. Students will learn strategies for searching databases, identifying credible sources, and developing a theoretical background on a topic. This course features extensive training and practice in writing APA-style manuscripts, and is intended to prepare students for PSY 495/496, Senior Project. This course is offered in the fall and spring semester.
Prerequisites: PSY-201
Credit: 1
Distribution: Behavioral Science

PSY-310 Special Topics
Various topics at the advanced level may be offered from time to time. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-320 Research in Developmental Psychology
This course will provide students with in-depth coverage of the methodological tools and statistical analyses used by developmental psychologists. Students will read and discuss contemporary research on a given topic that will vary from year to year. Students will gain experience analyzing complex data sets obtained from prior research or from a research project conducted with the professor. This course is offered in the spring semester.
Prerequisites: PSY-202 and 220
Credits: 0.5
Distribution: Behavioral Science

PSY-322 Research in Social Psychology
Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different semesters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is offered in the fall semester.
Prerequisites: PSY-202 and 222
Credits: 0.5
Distribution: Behavioral Science

PSY-331 Research in Cognitive Psych
This course is designed for students who have completed Cognitive Psychology (PSY 231) and are interested in conducting research on memory and other cognitive processes. Students will learn research techniques specific to cognitive research. Topics will vary from year to year and will include questions from both classic and contemporary cognitive psychology. This course is offered in the spring semester.
Prerequisites: PSY-202 and 231
Credits: 0.5
Distribution: Behavioral Science

PSY-332 Research in Sensation and Perception
In this course, students will conduct experiments involving at least two sensory systems, obtaining experience with psychophysical experimental methods. Students will write complete APA-style scientific papers for each experiment, including a clearly stated hypothesis, a brief literature review, a clear explanation of the methodology, application of the proper statistical techniques, an analysis of how the results supported or failed to support the hypothesis, and an abstract summarizing the experimental findings. This course is offered in the spring semester.
Prerequisites: PSY-232
Credits: 0.5
Distribution: Behavioral Science

PSY-333 Research in Behavioral Neuroscience
Students in this course will become involved with research in an area of behavioral neuroscience. The topic covered will reflect contemporary research issues in the field and may differ in different years. Major course components will be discussion of primary literature in neuroscience and collaboration with the professor in conducting and writing up an experiment that is directed toward possible publication. Recent topics have focused on memory and drug addiction, and how neural recordings are used to understand how information is encoded by the brain. This course is offered in the fall semester.
Prerequisites: PSY-233.
Credits: 0.5
Distribution: Behavioral Science
**PSY-387 Advanced Research**
Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty-directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded. Offered in the fall (387) and spring (388) semesters.

**Prerequisites:** PSY-202 and 1 of the following groups: 220/320, 222/322, 231/331, 232/332 or 233/333  
**Credits:** 0.5-1  
**Distribution:** Behavioral Science

**PSY-388 Advanced Research**
Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty-directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded. Offered in the fall (387) and spring (388) semesters.

**Prerequisites:** PSY-202 and 1 of the following group: 220/320, 222/322, 231/331, 232/332, or 233/333  
**Credits:** 0.5-1  
**Distribution:** Behavioral Science

**PSY-495 Senior Project**
Students in this two half-course sequence will complete a year-long capstone project intended to integrate the content and skills they have learned in the major and develop expertise in an area of interest. This project will consist of either an empirical study or a community-based practicum. The empirical study will be one that the student plans and carries out with general guidance from a faculty mentor. For the community-based practicum option, students will work with a professional involved in the delivery of psychological services. All projects will culminate in an APA-style manuscript, poster presentation, and a talk at a regional undergraduate research conference. Students intending to register for PSY 495 must first meet with a faculty member in the Psychology Department to choose which type of project they wish to pursue and to propose an area of specialty. PSY 495 is offered in the fall semester and PSY 496 is offered in the spring semester.

**Prerequisites:** PSY-202  
**Credits:** 0.5  
**Distribution:** Behavioral Science

**PSY-496 Senior Project**
Students in this two half-course sequence will complete a year-long capstone project intended to integrate the content and skills they have learned in the major and develop expertise in an area of interest. This project will consist of either an empirical study or a community-based practicum. The empirical study will be one that the student plans and carries out with general guidance from a faculty mentor. For the community-based practicum option, students will work with a professional involved in the delivery of psychological services. All projects will culminate in an APA-style manuscript, poster presentation, and a talk at a regional undergraduate research conference. Students intending to register for PSY 495 must first meet with a faculty member in the Psychology Department to choose which type of project they wish to pursue and to propose an area of specialty. PSY 495 is offered in the fall semester and PSY 496 is offered in the spring semester.

**Prerequisites:** PSY-495  
**Credits:** 0.5  
**Distribution:** Behavioral Science

**PSY-IND Independent Study**
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.

**Prerequisites:** none  
**Credits:** 0.5-1

Charles F Blaich, Leave
Preston R Bost, Leave
Karen L Gunther (chair)
Robert S Horton
Eric Olofson
Neil Schmitzer-Torbert

**Secondary Licensure Program**
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in
Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

**Religion**

In keeping with the mission of Wabash College to educate men to "think critically, act responsibly, lead effectively, and live humanely," the Religion Department promotes the academic study of religion as part of a rich, well-rounded liberal arts education. We recognize that learning how people have understood and practiced religion throughout history and around the globe is not only important for understanding our world, but also intellectually exciting and personally enriching.

In our courses, we encourage broad and rigorous critical thinking about, and engagement with, religion and theology. We use lectures, discussions, and immersion learning, as well as a wide diversity of methods, including those of theology, philosophy, history, sociology, anthropology, cultural studies, and literature and the arts. We invite students to study everything from ancient texts to contemporary issues, from religious traditions that they likely know well to those that are new to them.

As such, our courses are intended for all students, including believers, skeptics, and seekers of all kinds. They typically challenge and complicate students' religious beliefs, while at the same time giving them the tools to broaden and deepen their beliefs. We thus prepare our students for success in graduate school, in religious vocations, as teachers of religion, and in all the career options open to liberal arts college graduates.

As it has done for many years, the Religion Department also supports a variety of activities on campus, such as the annual Christmas Festival with the Music Department, events hosted by the Muslim Students Association, a weekly religious chapel in the Protestant Christian tradition, the Roman Catholic Newman Club, Wabash Christian Men, and other student religious activities.

We try to provide a large number of "entry points" for interested students.

- **100-level courses:** Courses numbered in the 100s are all appropriate to take as a first course in religion. Most are lecture courses, but some are discussion courses (e.g. REL-194 Religion and Film, REL-195 Religion & the Arts, REL-196 Religion & Literature). 100-level courses do not have prerequisites.
- **200-level courses:** Courses numbered in the 200s are smaller discussion courses. Some have prerequisites; some do not. 200-level courses without a prerequisite are also appropriate to take as a first course in religion.
- **300-level courses:** Courses numbered in the 300s are more advanced seminars and have prerequisites as indicated.
- **REL-490 Sr. Sem: Nature & the Study of Religion** is usually taken by majors in the fall of their senior year.

**Requirements for the Major**

A minimum of nine course credits including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL-171</td>
<td>History of Christianity to Reformation</td>
<td>1</td>
</tr>
<tr>
<td>REL-172</td>
<td>Christianity: Reformation to Modern Era</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two course credits from the following: 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL-141</td>
<td>Hebrew Bible/Old Testament</td>
<td></td>
</tr>
<tr>
<td>REL-240</td>
<td>Topics in Hebrew Bible</td>
<td></td>
</tr>
<tr>
<td>REL-340</td>
<td>Seminar in Hebrew Bible</td>
<td></td>
</tr>
<tr>
<td>REL-162</td>
<td>His &amp; Lit of the New Testament</td>
<td></td>
</tr>
<tr>
<td>REL-260</td>
<td>Topics in New Test. &amp; Early Christianity</td>
<td></td>
</tr>
<tr>
<td>REL-360</td>
<td>Seminar in New Test. &amp; Early Christ.</td>
<td></td>
</tr>
<tr>
<td>REL-272</td>
<td>Topics in History of Christianity</td>
<td></td>
</tr>
<tr>
<td>REL-372</td>
<td>Seminars in the History of Christianity</td>
<td></td>
</tr>
<tr>
<td>REL-173</td>
<td>Introduction to Theology</td>
<td></td>
</tr>
<tr>
<td>REL-273</td>
<td>Topics in Theology</td>
<td></td>
</tr>
<tr>
<td>REL-370</td>
<td>Contemporary Theology</td>
<td></td>
</tr>
<tr>
<td>REL-373</td>
<td>Seminar in Theologyy</td>
<td></td>
</tr>
<tr>
<td>REL-270</td>
<td>Theological Ethics</td>
<td></td>
</tr>
<tr>
<td>REL-274</td>
<td>Topics in Ethics</td>
<td></td>
</tr>
<tr>
<td>REL-374</td>
<td>Seminar in Ethics</td>
<td></td>
</tr>
<tr>
<td>REL-181</td>
<td>Religion in America</td>
<td></td>
</tr>
<tr>
<td>REL-280</td>
<td>Topics in American Religion</td>
<td></td>
</tr>
<tr>
<td>REL-380</td>
<td>Seminar in American Religion</td>
<td></td>
</tr>
<tr>
<td>REL-275</td>
<td>Topics in Religion &amp; Philosophy</td>
<td></td>
</tr>
<tr>
<td>REL-194</td>
<td>Religion and Film</td>
<td></td>
</tr>
<tr>
<td>REL-195</td>
<td>Religion &amp; the Arts</td>
<td></td>
</tr>
<tr>
<td>REL-196</td>
<td>Religion &amp; Literature</td>
<td></td>
</tr>
<tr>
<td>REL-294</td>
<td>Topics in Religion &amp; Film</td>
<td></td>
</tr>
<tr>
<td>REL-295</td>
<td>Religion and the Arts</td>
<td></td>
</tr>
<tr>
<td>REL-296</td>
<td>Religion and Literature</td>
<td></td>
</tr>
<tr>
<td>REL-150</td>
<td>History of Judaism</td>
<td></td>
</tr>
<tr>
<td>REL-250</td>
<td>Topics in History of Judaism</td>
<td></td>
</tr>
<tr>
<td>REL-350</td>
<td>Seminar in History of Judaism</td>
<td></td>
</tr>
<tr>
<td>REL-387</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

Select two course credits from the following: 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL-103</td>
<td>Islam and the Religions of India</td>
<td></td>
</tr>
<tr>
<td>REL-210</td>
<td>Topics in Islam</td>
<td></td>
</tr>
<tr>
<td>REL-220</td>
<td>Topics in South Asian Religions</td>
<td></td>
</tr>
<tr>
<td>REL-310</td>
<td>Seminar in Islam</td>
<td></td>
</tr>
<tr>
<td>REL-320</td>
<td>Seminar in South Asian Religions</td>
<td></td>
</tr>
<tr>
<td>REL-104</td>
<td>Religions of China and Japan</td>
<td></td>
</tr>
<tr>
<td>REL-230</td>
<td>Topics in East Asian Religions</td>
<td></td>
</tr>
<tr>
<td>REL-330</td>
<td>Seminar in East Asian Religions</td>
<td></td>
</tr>
<tr>
<td>REL-151</td>
<td>Studies in Judaism</td>
<td></td>
</tr>
<tr>
<td>REL-251</td>
<td>Topics in the Study of Judaism</td>
<td></td>
</tr>
<tr>
<td>REL-351</td>
<td>Seminar in Jewish Thought</td>
<td></td>
</tr>
<tr>
<td>REL-290</td>
<td>Topics in Comparative Religion</td>
<td></td>
</tr>
<tr>
<td>REL-388</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>REL-297</td>
<td>Anthropology of Religion</td>
<td>1</td>
</tr>
<tr>
<td>REL-298</td>
<td>Sociology of Religion</td>
<td></td>
</tr>
<tr>
<td>REL-370</td>
<td>Contemporary Theology</td>
<td></td>
</tr>
<tr>
<td>REL-490</td>
<td>Sr. Sem: Nature &amp; the Study of Religion</td>
<td>1</td>
</tr>
</tbody>
</table>

At least one course at the 200-level or 300-level, apart from those courses listed above. 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 9
Prerequisites:

The primary texts of these religions. This course is offered fall semester.

Hinduism in the modern period. Emphasis is placed upon readings in India that have resulted from the interactions between Islam and Christianity, and popular religion. Special attention will be given to the ways these various traditions have changed and interacted with one another in different historical contexts, especially the modern period. Readings will be from the works of Confucius, Laozi, and other Chinese and Japanese philosophers and religious figures. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-104 Religions of China and Japan
This is an introduction to the indigenous traditions of East Asia (Confucianism, Daoism, and Shinto), and the development of Buddhism in China and Japan. There will also be some coverage of Christianity, Islam, and popular religion. Special attention will be given to the ways these various traditions have changed and interacted with one another in different historical contexts, especially the modern period. Readings will be from the works of Confucius, Laozi, and other Chinese and Japanese philosophers and religious figures. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

Comprehensive Examinations
Senior majors write for two days, three hours each day. The usual pattern has been to write on two questions the first day. There is a wide range of questions from which to choose, and questions characteristically draw on material from more than one course. On the second day, students typically write on one question, which focuses on an issue having to do with the nature and study of religion in general.

Requirements for the Minor
A minimum of five course credits.

Select at least one from the following sequences:

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL-103 Islam and the Religions of India</td>
<td>1</td>
</tr>
<tr>
<td>REL-141 Hebrew Bible/Old Testament</td>
<td>1</td>
</tr>
<tr>
<td>REL-151 Studies in Judaism</td>
<td>1</td>
</tr>
<tr>
<td>REL-162 His &amp; Lit of the New Testament</td>
<td>1</td>
</tr>
<tr>
<td>REL-270 and Theological Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

At least one credit from Religion courses numbered 200 or above, other than REL-270 or REL-280 if they are taken as part of the two-course sequence.

Total Credits: 5

Religion (REL)

REL-103 Islam and the Religions of India
This course is an introduction to Islam, and the indigenous religions of India. The first part of the course studies the history, beliefs, and practices of Islam in the Middle East from Muhammad to the present day. The second part studies the history, beliefs, and practices of the religions of India (Hinduism, Buddhism, and Jainism), down to the coming of Islam in the 8th century. The third part deals with the religious developments in India that have resulted from the interactions between Islam and Hinduism in the modern period. Emphasis is placed upon readings in primary texts of these religions. This course is offered fall semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-141 Hebrew Bible/Old Testament
This is an introduction to the Tanakh, or Hebrew Bible. The format of this course will be reading and discussion of primary texts from the Torah, Prophets, and Writings of the Hebrew Bible. The emphasis will be reading for literary and narrative themes and theological issues in the text, with some discussion of historical context. This course is offered in the fall semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-150 History of Judaism
This course will address, at the introductory level, various topics in Jewish history, such as Second Temple Judaism, Rabbinics, or medieval Jewish thought. Topics will vary from year to year. (REL 150 applies to requirement B for the major.)

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-151 Studies in Judaism
This course will address, at the introductory level, various topics in Jewish thought and theology, such as contemporary Jewish thought, Jewish-Christian dialogue, and responses to the Holocaust. Topics will vary from year to year. (REL 151 applies to requirement C for the major.) Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

REL-162 His & Lit of the New Testament
This course is an introduction to the social-historical study of the writings that came to be the New Testament of the Christian churches. We will survey the social, political, and religious contexts of the Jewish and Greco-Roman worlds of the first century, the actions and teachings of Jesus of Nazareth, and the missionary activity of Paul of Tarsus. We will study most of the texts included in the New Testament, as well as other ancient Jewish and early Christian writings to learn about the development of the various beliefs and practices of these first Christian communities.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-162
REL-171 History of Christianity to Reformation
An introduction to the history of Christianity from the patristic, post-New Testament period to the medieval period and the early Renaissance. Principal themes include the emergence and meaning of early Christian beliefs and practices, their development during the Middle Ages, the social and cultural environments of the ancient, medieval, and early Renaissance church, and the trends leading up to the Reformation. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-172 Christianity: Reformation to Modern Era
This course is an introduction to the history of Christianity from the sixteenth-century Reformation to the present. The course focuses primarily on Christianity in the West, but also examines the global spread of Christianity. Principal themes include the challenges of modern thought and culture to traditional Christianity, religious innovation and pluralism, missionary movements, the interaction between Christianity and its social and cultural environments, and new forms of Christian theology and institutions. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-173 Introduction to Theology
This is a course which introduces students to the principal themes, issues, and genres of Christian theology. Special attention will be given to method in theological thought, as well as the themes of creation, redemption, and reconciliation. Readings will typically be drawn from the modern period, including Tillich, Caputo, Placher, Moltmann, and Keller. In some years the course may be offered for one-half credit.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-181 Religion in America
An introduction to the religious history of America, this course will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of religious disestablishment, revitalism and reform, theological movements, and religious innovation. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-194 Religion and Film
This course is an introduction to the genre of film as an imaginative vehicle for religious beliefs, practices, and traditions. These can be explored not only in doctrinal forms, but also creatively and often indirectly in artistic forms like film or other videographic media. The course will employ film criticism as well as theological reflection as tools for understanding films with religious themes and insights
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts

REL-195 Religion & the Arts
This is an examination of the arts of a particular period and place with a view to discovering the religious insights and attitudes that they embody.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-196 Religion & Literature
This course is an examination of one or more works of literature, with a view to discovering the religious insights and attitudes that they embody. The works and authors will vary from year to year, depending on the focus of the course. Recent topics have included classical Chinese poetry (Li Bo and Du Fu); Japanese literature; and novels and stories by John Updike, Shusaku Endo, Flannery O'Connor, Graham Greene, Anne Tyler, and C.S. Lewis.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: HUM-196

REL-210 Topics in Islam
This is a discussion course on some topic in Islamic thought or history. Recent topics have included Muhammad and the Qur’an, and issues in contemporary Islam. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: Prereq REL-103 or Permission of Instructor
Credit: 1
Distribution: History/Philosophy/Religion

REL-220 Topics in South Asian Religions
This is a discussion course on some topic in the religions of South Asia. Recent topics have included myth and art in classical Hinduism. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: REL-103
Credit: 1
Distribution: History/Philosophy/Religion

REL-230 Topics in East Asian Religions
This is a discussion course on some topic related to the history and literature of ancient China. Recent topics have included Confucianism, Daoism, and Zen Buddhism. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: REL-104
Credit: 1
Distribution: History/Philosophy/Religion

REL-240 Topics in Hebrew Bible
This is a discussion course on some topic related to the history and literature of ancient Israel. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: REL-141
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-250 Topics in History of Judaism
This is a discussion course on Jewish history. Recent topics have included Qumran and the Dead Sea Scrolls, the Jewish War with Rome, and Second Temple Judaism. (REL 250 applies to requirement B for the major.) Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
Prerequisites:

REL-251 Topics in the Study of Judaism
This is a discussion course on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 251 applies to requirement C for the major.) Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-260 Topics in New Test. & Early Christianity
This is a discussion course on some topic in the history and literature of the early Christian church. Recent topics have included apocalyptic, the letters of Paul, the Historical Jesus, and Jesus in cultural context (film, literature, the Greco-Roman world, etc.). This course is offered in the fall semester. (In some years REL 360 may be offered instead.) Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-270 Theological Ethics
This is a discussion course that examines the relationship between religion and ethics from many different perspectives, beginning with theological models of talking about God, the self, and ethical goods and ending with discussions of specific ethical problems. American realism, Latin American liberation theology, Roman Catholic natural law theory, and environmental theology will be covered. Issues discussed include medical ethics, theology and economics, the problem of war, the role of the church in social change, and the nature of sin.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-272 Topics in History of Christianity
This is a discussion course on one or more figures, themes, or movements in the history of Christianity. Topics in recent years have included heretics and Gnostics, Christian lives, and world Christianitys. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-273 Topics in Theology
This is a discussion course on one or more figures, themes, or movements in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, and African Christianity. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-274 Topics in Ethics
This is a discussion course on one or more figures, themes, or movements in contemporary ethics. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-275 Topics in Religion & Philosophy
This is a discussion course on some topic concerning the use of philosophy in the study of religion, or some aspect of it. Topics in recent years have included the philosophy of religion, and hermeneutics and culture. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-280 Topics in American Religion
This is a discussion course on one or more figures, themes, or movements in American religion. Topics in recent years have included sects and cults in America, Puritanism, and African-American Religious History. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-290 Topics in Comparative Religion
This is a discussion course on a topic in two or more different religious traditions, for instance Biblical and Vedic, or Confucian and Christian, or ancient and modern. Examples include Sacred Scriptures; Bible and Qur’an; Symbol and Myth; Ritual; and Pilgrimage and the Holy. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-294 Topics in Religion & Film
This is a discussion course on some topic in the area of religion and film, with a view to its religious implications. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-295 Religion and the Arts
This is a discussion course on some topic in the arts with a view to its religious implications. A recent topic was visual, literary and memorial representations of the Holocaust.
Prerequisites: none
Credits: 0.5
Distribution: History/Philosophy/Religion

REL-296 Religion and Literature
This is a discussion course on religious themes and theological issues in literary works. A recent topic was Dante’s Divine Comedy, parables in Jewish and Christian theological traditions. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts

Equated Courses: HUM-296
REL-297 Anthropology of Religion
This is a discussion course examining the various ways anthropology describes and interprets religious phenomena. The course investigates anthropological theories of religion, and examines how they apply to specific religions in diverse contexts. Particular attention is paid to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-298 Sociology of Religion
This discussion course examines the various ways sociology describes and interprets religious phenomena. The course investigates the history and methods of sociology, and different sociological theories of religion, as applied to specific religions or social structures involving religion. Recent topics have included the expansion of early Christianity; religious persecution and violence; religion among teenagers and emerging adults in the United States; religious diversity in contemporary American society; and post-colonial approaches to the study of religion and society.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: SOC-298

REL-310 Seminar in Islam
This is an advanced seminar on some topic in Islamic thought or history.
Prerequisites: REL-103
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-320 Seminar in South Asian Religions
This is an advanced seminar on some topic in the religions of South Asia, such as Hinduism, Jainism, or Indian Buddhism.
Prerequisites: REL-103
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-330 Seminar in East Asian Religions
This is an advanced seminar on some topic in the religions of China and Japan.
Prerequisites: REL-104
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-340 Seminar in Hebrew Bible
This is an advanced seminar on some topic related to the history and literature of ancient Israel.
Prerequisites: REL-141
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-350 Seminar in History of Judaism
This is an advanced seminar on Jewish history, such as Second Temple Judaism, Rabbinics, or medieval Jewish thought. (REL 350 applies to requirement B for the major.)
Prerequisites: none
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-351 Seminar in Jewish Thought
This is an advanced seminar on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 351 applies to requirement C for the major.)
Prerequisites: none
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-360 Seminar in New Test. & Early Christ.
This is an advanced seminar on the New Testament and early Christianity. Recent topics have included apocalyptic and the Apocalypse, gnostic writings, and the construction of orthodoxy and heresy. (In some years REL 260 may be offered instead.)
Prerequisites: none
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-370 Contemporary Theology
Seminar discussions of selected works of some significant theologians of the 20th and 21st centuries: Karl Barth, Hans Urs von Balthasar, Paul Tillich, William Placher, Sallie McFague, Jurgen Moltmann, and others. Special attention will be given to the role of scripture, Jesus, human experience (including race and gender issues), our understandings of God, theologies of liberation, and theology’s special contribution to contemporary issues.
Prerequisites: REL-171, 172, 173, 270, or PHI-242
Credit: 1
Distribution: History/Philosophy/Religion

REL-372 Seminars in the History of Christianity
This is an advanced seminar on one or more figures, themes, or movements in the history of Christianity.
Prerequisites: REL-171 or 172
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-373 Seminar in Theology
This is an advanced seminar on one or more figures, themes, or movements in Christian theology.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-374 Seminar in Ethics
This is an advanced seminar on one or more figures, themes, or movements in contemporary ethics.
Prerequisites: REL-270
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-380 Seminar in American Religion
This is an advanced seminar on one or more figures, themes, or movements in American religion.
Prerequisites: none
Credits: 0.5–1
Distribution: History/Philosophy/Religion

REL-387 Independent Study
REL 387 applies to requirement B for the major. (REL 388 applies to requirement C for the major.)
Prerequisites: none
Credits: 0.5–1
Distribution: History/Philosophy/Religion
REL-388 Independent Study
REL 388 applies to requirement C for the major. (REL 387 applies to requirement B for the major.)
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-490 Sr. Sem: Nature & the Study of Religion
This course examines different theories of the phenomenon of religion, different methods of studying and understanding it, and the issues that arise from comparing these theories and methods. This course is required of all religion major, normally in their senior year, and is open to other students with the consent of the instructor. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1

Jonathan Baer
David S Blix
Stephen S Bowen
Derek Rory Nelson (chair)
Gary A Phillips
Robert Royalty

Rhetoric

The Rhetoric Department is dedicated to teaching the history, principles, and theories of rhetoric to students with intellectual curiosity and a desire to pry deeply into the workings of our symbolic universe. We define rhetoric as the ethical study and use of symbols (verbal and nonverbal) to publicly address controversial issues. We offer coursework devoted to the rhetoric utilized in legal, political, sports, religious, and media contexts as well as in classical and contemporary time periods. We also sponsor co-curricular opportunities where students put the theoretical principles behind argumentation and deliberation into practice on- and off-campus. Studying rhetoric helps students become effective speakers, listeners, and writers; understand their roles as ethical actors and citizens; and analyze how a variety of texts function persuasively. Such preparation leads students into productive careers in legal, political, professional, and academic contexts.

Student Learning Goals

1. Rhetoric as a Liberal Art: to identify and understand the historical and contemporary role of the field of rhetoric in the liberal arts, including but not limited to rhetoric's origins, historical place in the trivium, contemporary applications in theory, criticism, and practice, and the importance of rhetoric in daily life.

2. Critical Thinking: to acquire abilities in analytical reasoning, argumentation, problem solving, and critical decision making.

3. Written and Oral Expression: to develop the facile written and oral skills needed to communicate effectively and ethically.

4. The Methodologies of Rhetorical Studies: to learn and use rhetorical methods to generate and answer significant questions about public discourse while demonstrating analytical insight and creativity.

5. Rhetoric and Democratic Practices: to understand the role of rhetoric in the productive functioning of democracy and the practices of citizenship and civic engagement.

6. Intellectual Inquiry: to engage in independent intellectual inquiry that applies advanced research skills in rhetorical studies and demonstrates an ability to understand, evaluate, and synthesize relevant information.

7. Engaging Difference Humanely: to encounter productively, engage, and manage diverse life experiences, worldviews, and cultures.

Introductory Level Courses

Introductory courses in Rhetoric focus on the principles and practice of effective and responsible message creation, presentation, ethics, and argumentation in public contexts. Students become competent in a variety of effective communication techniques, learn to cope with communication apprehension, and develop and exercise skills in critical thinking, argument formation, and argument analysis.

Intermediate Level Courses

Intermediate level courses focus on mastery of the basic concepts and significant theories of persuasion, reasoning, and communication. This study will include the history, theoretical development, and pragmatic uses of the theories and concepts in a variety of settings. Students will develop the ability to evaluate, compare, and critique these theories from a variety of perspectives. Students will also utilize these theories and concepts for the purposes of analysis and application to rhetorical and communicative interactions.

Advanced Level Courses

Advanced level courses are characterized by original research and theorizing. Students will learn to engage primary source material in both theory and criticism, and to produce new insights into the texts that they select as artifacts for examination as well as contribute to the broader scholarship in rhetorical studies. Papers produced in these contexts will be of high quality, possess substantial literature reviews, utilize original theoretical approaches to texts, and illustrate an awareness of the role of rhetoric within the intellectual history. These classes will prepare students to excel in their comprehensive exams as well as possible graduate training by providing them with the knowledge to speak critically and to view themselves as part of a larger scholarly community with which they are in dialogue.

Requirements for a Major

Select one credit from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE-101</td>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>RHE-140</td>
<td>Argumentation &amp; Debate</td>
<td></td>
</tr>
<tr>
<td>RHE-201</td>
<td>Reasoning &amp; Advocacy</td>
<td>1</td>
</tr>
<tr>
<td>RHE-320</td>
<td>Classical Rhetoric</td>
<td>1</td>
</tr>
<tr>
<td>RHE-350</td>
<td>Contemporary Rhetorical Theo &amp; Criticism</td>
<td>1</td>
</tr>
<tr>
<td>RHE-497</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>One 300-level course</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Students considering a Rhetoric Major should take RHE-201 Reasoning & Advocacy even if they are unable to enroll in RHE-101 Public Speaking. Students do not need to wait to take RHE-320 Classical Rhetoric or RHE-350 Contemporary Rhetorical Theo & Criticism until after taking RHE-201 Reasoning & Advocacy. RHE-370 Special Topics: Lit/Fine Arts is recommended for all senior majors and minors.

**Recommended Sequence of Courses:**

We recommend Rhetoric majors begin in RHE-101 Public Speaking or RHE-140 Argumentation & Debate during freshman year, take RHE-201 Reasoning & Advocacy and RHE-320 Classical Rhetoric sophomore year, RHE-350 Contemporary Rhetorical Theo & Criticism junior year, and RHE-497 Senior Seminar senior year. Students may take elective courses at any point. It is strongly recommended that students complete the entire core (101 or 140, 201, 320, and 350) prior to 497 the fall of their senior year.

Although we recommend the above sequence, it is possible to take the classes in a different order or in different years for those who arrive to Rhetoric after freshman year.

For planning purposes, students should keep in mind that RHE-201 and RHE-350 are fall courses while RHE-320 is a spring course. Rhetoric majors who intend to study abroad should plan to take these core courses during their sophomore year if they will be abroad the semester it is offered in their junior year.

**Senior Comprehensive**

Majors must pass two departmental examinations:

1. a three-hour written exam; and
2. a senior oral presentation.

**Requirements for a Minor**

Select one credit from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE-101 Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>RHE-140 Argumentation &amp; Debate</td>
<td>1</td>
</tr>
<tr>
<td>RHE-201 Reasoning &amp; Advocacy</td>
<td>1</td>
</tr>
<tr>
<td>RHE-320 Classical Rhetoric</td>
<td>1</td>
</tr>
<tr>
<td>or RHE-350 Contemporary Rhetorical Theo &amp; Criticism</td>
<td>1</td>
</tr>
</tbody>
</table>

Rhetoric Electives 2

Total Credits 5

**Rhetoric (RHE)**

**RHE-101 Public Speaking**

This course covers the fundamentals of rhetoric composition and delivery. Students research, compose, and deliver informative and persuasive speeches, and they lead a small group of their peers in a deliberative discussion. In addition, students learn and employ introductory principles of reasoning, argumentation, and rhetorical criticism. Finally, they analyze the videotape recordings of their speeches and learn to use electronic media in public presentations. This course is offered each semester.

Prerequisites: none

Credit: 1

Distribution: Language Studies

**RHE-140 Argumentation & Debate**

This course applies the principles of debate theory and practice to argumentation in the political and legal realms. Students will learn valid forms of reasoning and argumentation, common fallacies, argument analysis, clash, and rebuttal and how to apply this knowledge in the debate format. Students also participate in parliamentary debate and moot court simulations as mechanisms for learning foundational skills in oral argumentation. When possible, students will attend a live oral argument by the Indiana Court of Appeals or another appellate court. This course is offered every spring semester.

Prerequisites: none

Credit: 1

Distribution: Language Studies

**RHE-187 Independent Study/Lang Studies**

Enrollment Through Instructor and Department Chair.

Prerequisites: none

Credits: 0.5-1

Distribution: Language Studies

**RHE-188 Independent Study/Lit Fine Art**

Enrollment Through Instructor and Department Chair.

Prerequisites: none

Credits: 0.5-1

Distribution: Literature/Fine Arts

**RHE-190 Spec. Topics: Language Studies**

A variety of courses dealing with specific issues or sub-areas in the discipline.

Prerequisites: none

Credits: 0.5-1

Distribution: Language Studies

**RHE-201 Reasoning & Advocacy**

This course focuses on the process of constructing, analyzing, and evaluating public arguments. This is a foundational rhetoric course because it focuses on the development and application of knowledge in critical thinking, argument analysis, reasoning, and advocacy. It emphasizes the nature and role of communication in public discussions and decision making. The course highlights the adaptation of logic and reasoning to human action in a democratic society. The class examines public argument in a variety of forms such as political debates, speeches, and editorials, Supreme Court decisions, advertising, and popular culture. Judicial argument is examined in the form of Supreme Court decisions. Finally, social argument is examined through an investigation of selected examples from popular culture. The course serves the purpose of exposing non-majors to the fundamentals of rhetoric and communication. It also prepares Rhetoric majors and minors for more advanced courses such as Classical Rhetoric and Contemporary Rhetorical Theory and Criticism. This course is typically offered once a year in the fall semester.

Prerequisites: none

Credit: 1

Distribution: Language Studies
**RHE-220 Persuasion**

Students study the theory and practice of persuasion as part of decision making in a free society. The focus is on the individual's role as both persuader and persuasee with an examination of how to be critical, observant, responsible and ethical with regard to persuasive messages. The course examines persuasive language, propaganda, persuasive campaigns, and social movements. Students critically examine a variety of persuasive texts and participate in a campaign simulation.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Language Studies

---

**RHE-270 Special Topics Lit/Fine Arts**

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Language Studies

---

**RHE-287 Independent Study/Lang Studies**

Enrollment Through Instructor and Department Chair.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Language Studies

---

**RHE-288 Independent Study/Lit Fine Art**

Enrollment Through Instructor and Department Chair.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Language Studies

---

**RHE-290 Spec. Topics: Language Studies**

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Language Studies

---

**RHE-320 Classical Rhetoric**

This course focuses on the origin and development of rhetoric and rhetorical theory during the classical period. The course begins in the pre-disciplinary stage of Homer and the Sophists and examines such works as Homer's Iliad, Gorgias' Encomium of Helen, and Isocrates' Antidosis. The course then moves to Plato's Gorgias and Phaedrus and the "disciplinizing" efforts of Aristotle (On Rhetoric). Finally, the course examines the efforts of Cicero (On Invention, Orator, and On the Orator), Quintilian (Institutes of Oratory), and Augustine (On Christian Doctrine) to reunite philosophy and rhetoric and include ethics within the realm of rhetoric. Students learn how rhetorical theories are generated out of the specific needs of particular political and social contexts. In addition, students examine the influence of literacy on human interaction and the study of rhetoric in particular. Finally, students trace the relationship between rhetoric and philosophy from pre-Platonic unity, through Plato's bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintillian. This course is offered in the spring semester.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

**Equated Courses:** CLA-220

---

**RHE-350 Contemporary Rhetorical Theo & Criticism**

Contemporary studies in rhetoric have broadened the conception of rhetoric beyond a narrow focus on public address to include the study of all symbols-verbal, audio, and visual-in diverse media. No longer simply interested in questions of persuasive effectiveness, contemporary rhetorical studies examine the role symbols can play in constructing or reflecting such elements as ideology, motive, and gender. This writing-intensive course highlights the growing complexity of the field by helping students to understand, use, and evaluate several of the most well-known theories and methods of rhetoric. In the process, students will learn how to interpret artifacts in several different ways and even to generate and apply their own rhetorical method. Consequently, the class is a methodological precursor to the senior project and should, ideally, be taken during the junior year. This course is offered in the fall semesters.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

---

**RHE-360 Gender & Communication**

As a culture, we often take gender for granted. Yet, we live in a culture where men and women are molded and shaped by communicative practices and mass-mediated representations that generate our ideals of masculinity and femininity. This class examines this process-providing a platform for students to reflect upon gender formation and develop a theoretical vocabulary for describing this process. By the end of the semester, class participants will develop a more sophisticated understanding of the manner in which gendered messages and practices have shaped perceptions of their symbolic universe.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

---

**RHE-370 Special Topics: Lit/Fine Arts**

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**RHE-375 Legal Rhetoric**

Legal Rhetoric examines the ways in which the legal sphere exerts social control and power through an exploration of the forms and function of rhetoric in shaping the law. Working from the belief that a legal ruling is the beginning, rather than the end, of the social life of the law, the course is also concerned with the social repercussions that result from Court decisions. Beginning with an examination of the classical connections between rhetorical theory and the practice of law, the course proceeds to discuss approximately a dozen significant Supreme Court cases and subsequent rhetorical analyses of these decisions. Students will develop an essay and presentation concerning the background and social importance of one of the cases under study. Additionally, students will engage in a semester-long project that culminates in an extensive rhetorical analysis on a case of their own choosing.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

---

**RHE-387 Independent Study/Lang Studies**

Credits: 1 or 1/2

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Language Studies
RHE-388 Independent Study/Lit Fine Art
Prerequisites: Permission of the instructor and the department chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

RHE-390 Special Topics/Lang Studies
A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

RHE-487 Independent Study/Lang Studies
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

RHE-488 Independent Study/Lit Fine Art
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

RHE-497 Senior Seminar
The Senior Seminar is a capstone course for rhetoric majors. Rhetoric majors conduct an original and extended research project in a sub-area of the field. In the process, they read and discuss relevant texts and journal articles as a class. The course covers procedures for conducting each of the components of the project (i.e., discovery and refinement of a research question, selection of appropriate materials for study, selection of an appropriate method, literature review of appropriate scholarship, the analysis itself, and the preparation of the manuscript). This course also provides senior majors a forum for the investigation and discussion of the ethical issues and responsibilities they have as communicators. This course is offered in the fall semester. Prerequisites: Students are encouraged to take RHE 320 and 350 prior to taking 497.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

Spanish

Wabash College understands that language is the foremost avenue for understanding and interacting with the world, its peoples, and its histories. Consequently, the study of foreign languages is fundamental to a liberal arts education and a well-lived life beyond. Serious intellectual work in other languages broadens a Wabash man’s communicative potential; deepens his understanding of his native tongue; refines his expressive abilities; inculcates in him analytical and creative habits of mind; helps him see beyond his own place, time, and circumstance; and is foundational for his further study and appreciation of the literatures, histories, and aesthetic sensibilities of global cultures throughout time.

The Department of Modern Languages and Literatures at Wabash College prepares students for citizenship in a multi-cultural, multi-lingual global community. The Department promotes proficiency in languages, expands knowledge of cultures and literatures, and enables students to actively engage in cultural and linguistic exchanges. Our faculty works with students to provide a greater understanding of world affairs in an historical context, an enhanced knowledge of the traditions, achievements, and lifestyles of the international community, and an appreciation of differences and similarities among peoples and nations.

The Wabash College foreign language requirement sets students on their path to these goals while recognizing that some students bring to campus proficiency in a second language.

Language Studies Requirements—Proficiency in a Foreign Language

The Wabash curriculum requires that all students demonstrate proficiency in a foreign language. Students who fulfill this requirement in Spanish usually do one of the following:

- Earn a passing grade for the elementary sequence (SPA-101 Elementary Spanish I and SPA-102 Elementary Spanish II or SPA-103 Accredited Elementary Spanish [formerly 176])
- Earn a passing grade for any single course beyond 103 (e.g. SPA-201 Intermediate Spanish).
- Demonstrate proficiency by being admitted to Wabash as an International Student whose native language is one other than English.

Students may also fulfill this requirement by passing a proficiency exam with written and oral components. Students interested in pursuing this option should contact the department chair prior to mid-semester break in the fall of their freshman year.

Less Commonly Taught Languages

Students who wish to demonstrate proficiency in a language not offered at Wabash will be responsible for demonstrating proficiency by exam. MLL will assist the student in finding an institution to administer an exam, but the associated costs and arrangements will be the responsibility of the student.

Placement

Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by the departmental placement policy. Students who have taken at least two years of a language in high school will begin at the 201 level or higher. Placement beyond the 201 level is determined by the Computerized Adaptive Placement Exam and reference to high school transcripts. Any student may begin at the 101 level in a language that is new to him. For example, a student who is placed in FRE-201 Intermediate French can choose to enroll in SPA-101 Elementary Spanish and complete the requirement with the elementary sequence.
Background Credit

A student who starts with the third semester course or higher (201 or 301 level) of a language and completes that course with a B- or better also receives one elective credit for the course immediately preceding the one he has taken. **Background credit does not count toward a major or minor in the language.**

A student need not earn a grade of B- or better to fulfill the language requirement. A passing grade in the appropriate courses will satisfy the language proficiency requirement.

Comprehensive Examinations

Majors in a modern language must successfully complete a two-day written comprehensive examination. In keeping with the goals of the Department, the student must demonstrate his proficiency in the language in which he is majoring, as well as his knowledge of its culture and his critical appreciation of its literature.

Study Abroad

Modern language students are strongly encouraged to study abroad. Students in modern languages and literatures should meet with a member of the department as early as possible to develop an appropriate plan for study abroad.

Requirements for a Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA-302</td>
<td>Intro to Literature</td>
<td>1</td>
</tr>
<tr>
<td>SPA-401</td>
<td>Spanish Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Spanish Electives</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Requirements for a Minor

Five course credits in Spanish  

| **Total Credits** | **5** |

Minor concentrators are encouraged to take courses beyond SPA-302 Intro to Literature.

**Background credit does not count toward a major or minor in the language.**

Spanish (SPA)

**SPA-101 Elementary Spanish I**

The student with little or no previous training in Spanish will continue building in the language and gain further understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. This course is offered in the fall semester.

Prerequisites: none  
Corequisites: SPA-101L  
Credit: 1

**SPA-102 Elementary Spanish II**

The student with little or no previous training in Spanish will continue building in the language and gain further understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. This course is offered in the spring semester.

Prerequisites: SPA-101  
Corequisites: SPA-102L  
Credit: 1

**SPA-103 Accelerated Elementary Spanish**

This is an accelerated introduction to Spanish course that reviews the basic grammar elements and vocabulary for students with a limited background in high school Spanish. The course covers in one semester the material presented in SPA 101 and 102. Successful completion of the course satisfies the Wabash language requirement and prepares students to move on to SPA 201. This course is offered every semester.

Prerequisites: none  
Corequisites: SPA-103L, PreReq SPA-103 placement  
Credit: 1

**SPA-176 Special Topics: Lang. Studies**

These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none  
Corequisites: SPA-176L  
Credit: 1

**SPA-177 Special Topics**

These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none  
Credits: 0.5-1  
Distribution: Foreign Language

**SPA-187 Independent Study**

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: none  
Credits: 0.5-1  
Distribution: Literature/Fine Arts

**SPA-188 Independent Study**

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: none  
Credits: 0.5-1  
Distribution: Literature/Fine Arts
**SPA-201 Intermediate Spanish**  
This course provides a thorough review of the fundamentals of the language. Students will continue their growth via active use of the language in order to develop communication skills: speaking, listening, writing, and cultural awareness. Students will also read Spanish texts that reinforce the study of the language and knowledge of Hispanic cultures. Particular attention will be given to improving self-expression in Spanish beyond the rudimentary level. This course is offered every semester.  
**Prerequisites:** SPA-102, 103 or 201 placement  
**Corequisites:** SPA-201L  
**Credit:** 1  
**Distribution:** Foreign Language  

**SPA-202 Spanish Language & Hispanic Cultures**  
This course focuses on the active use of Spanish. Its goals are to develop the student's command of Spanish through guided practice in the use of the language and to increase his understanding of Hispanic cultures as reflected in the language and life in the Spanish-speaking world. This course is offered every semester.  
**Prerequisites:** SPA-201 or 202 placement  
**Corequisites:** SPA-202L  
**Credit:** 1  
**Distribution:** Foreign Language  

**SPA-276 Special Topics: Lang. Studies**  
These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.  
**Prerequisites:** none  
**Credit:** 1  

**SPA-277 Special Topics: Literature & Culture**  
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.  
**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts  

**SPA-287 Independent Study**  
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.  
**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts  

**SPA-288 Independent Study**  
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.  
**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts  

**SPA-301 Conversation & Composition**  
This course focuses on the continued development of the student's command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction. This course is offered every semester.  
**Prerequisites:** SPA-202 or 301 placement  
**Credit:** 1  
**Distribution:** Foreign Language  

**SPA-302 Intro to Literature**  
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It also includes an introduction to the lexicon of literary criticism and the principles of literary theory. Required for majors. This course is offered every semester.  
**Prerequisites:** SPA-301 or 302 placement  
**Credit:** 1  
**Distribution:** Literature/Fine Arts, Foreign Language  

**SPA-311 Studies in Spanish Language**  
Studies in Spanish Language offers advanced study in the Spanish language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.  
**Prerequisites:** SPA-301 and 302.  
**Credit:** 1  
**Distribution:** Language Studies  

**SPA-312 Studies in Hispanic Culture**  
Studies in Hispanic Culture offers advanced study of Spanish and Latin American culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.  
**Prerequisites:** SPA-301 and 302  
**Credit:** 1  
**Distribution:** Literature/Fine Arts  

**SPA-313 Studies in Hispanic Literature**  
Studies in Hispanic Literature offers advanced interdisciplinary study of Spanish and Latin American literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between Hispanic and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.  
**Prerequisites:** SPA-301 and 302  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts
SPA-314 Special Topics in Spanish
Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

SPA-321 Spanish Conversation & Composition
This course, for native and nearnative speakers, focuses on the continued development of the student’s command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction. This course is offered every semester. This course focuses on the continued development of the student’s command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction. This course is offered every semester.
Prerequisites: SPA-202 or Placement
Credit: 1

SPA-376 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1

SPA-377 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-387 Independent Study
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-388 Independent Study
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-401 Spanish Senior Seminar
A seminar on genres and writers from Spanish America and/or Spain. Students will engage in an in-depth literary analysis of texts central to Spanish letters, and will produce original interpretive work and/or an original research project. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

SPA-476 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-477 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-487 Independent Study
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-488 Independent Study
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credit: 0.5-1

Ivette M De Assis-Wilson
Gilberto Gomez
Jane Hardy
V. Daniel Rogers

Secondary Licensure Program
The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high
school grades 5-12). With a major in this department and a minor in Education Studies, students may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Theater

The Theater Department curriculum aims to develop the student’s understanding of theater through courses in the theory and practice of performance, the study of theater history and dramatic literature, film, and playwriting. The development of practical skills for theater majors and minors as actors, directors, designers, technicians, and playwrights in actual stage production work is carefully structured by the department staff to coincide with course work in these areas.

For the non-major or minor, the curriculum provides several courses at the introductory level:

**Introductory Level**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-101</td>
<td>Introduction to Theater</td>
<td>1</td>
</tr>
<tr>
<td>THE-103</td>
<td>Seminars in Theater</td>
<td>0.5-1</td>
</tr>
<tr>
<td>THE-104</td>
<td>Introduction to Film</td>
<td>1</td>
</tr>
<tr>
<td>THE-105</td>
<td>Introduction to Acting</td>
<td>1</td>
</tr>
<tr>
<td>THE-106</td>
<td>Stagecraft</td>
<td>1</td>
</tr>
<tr>
<td>THE-202</td>
<td>Intro to Scenic Design</td>
<td>1</td>
</tr>
<tr>
<td>THE-203</td>
<td>Costume Design</td>
<td>1</td>
</tr>
</tbody>
</table>

These are aimed at developing the student’s understanding and appreciation of theater and film as art forms. Courses on the intermediate level provide majors and minors (as well as non-majors) with various opportunities to expand their skills and to deepen their growing understanding and appreciation of theater and film. These courses will explore both the great works of the dramatic canon from all time periods and cultures, as well as important and challenging contemporary dramas and films.

**Intermediate Level**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
<td>1</td>
</tr>
<tr>
<td>THE-204</td>
<td>World Cinema</td>
<td>1</td>
</tr>
<tr>
<td>THE-206</td>
<td>Studies in Acting</td>
<td>1</td>
</tr>
<tr>
<td>THE-207</td>
<td>Directing</td>
<td>1</td>
</tr>
<tr>
<td>THE-209</td>
<td>Dramaturgy</td>
<td>1</td>
</tr>
<tr>
<td>THE-210</td>
<td>Playwriting: Stage and Screen</td>
<td>1</td>
</tr>
<tr>
<td>THE-215</td>
<td>The Classic Stage</td>
<td>1</td>
</tr>
<tr>
<td>THE-216</td>
<td>The Modern Stage</td>
<td>1</td>
</tr>
<tr>
<td>THE-217</td>
<td>The American Stage</td>
<td>1</td>
</tr>
<tr>
<td>THE-218</td>
<td>The Multicultural Stage</td>
<td>1</td>
</tr>
</tbody>
</table>

Majors and minors often pursue graduate study and careers in theater, film, and other allied fields, but for the non-major or minor the study of theater provides a unique opportunity for the student to explore an extraordinary and timeless art form, to learn about the ways plays and productions are created, and, most importantly, to study theater as it reflects and tests moral, social, political, spiritual, and cross-cultural issues.

**Productions**

Theater majors and minors are strongly urged to participate in the annual season of theater productions staged by the department. The department feels strongly that the serious theater student should have numerous opportunities to test his creative abilities in the myriad facets of theater performance. It is hoped that during the student’s four years at Wabash College he will have the opportunity to test in theatrical productions the many concepts he will encounter in his courses. The season of plays selected by the department is chosen with careful consideration of the unique opportunities for students offered by each play. The department expects that the student will work in a variety of performance areas including acting, stage managing, set and costume construction, lighting and sound, playwriting, and directing. Each year, during the second half of the fall semester, as part of the theater season, students will have the opportunity to produce workshop performances in the areas of acting, directing, design, playwriting, performance art, and, where appropriate, film. Students interested in knowing more about these opportunities should consult the department chair.

Every Theater Major and Minor must assume responsibility in a technical capacity (stage manager, assistant stage manager, master electrician, prop master, wardrobe assistant, board operator, etc.) for a mainstage production at least once over the course of their Wabash career.

**Requirements for the Major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-105</td>
<td>Introduction to Acting</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-106</td>
<td>Stagecraft</td>
<td></td>
</tr>
<tr>
<td>THE-201</td>
<td>Magic and Manipulation: Prop and Costume</td>
<td></td>
</tr>
<tr>
<td>THE-202</td>
<td>Intro to Scenic Design</td>
<td></td>
</tr>
<tr>
<td>THE-203</td>
<td>Costume Design</td>
<td></td>
</tr>
</tbody>
</table>

Select three from the following History, Theory & Criticism sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-215</td>
<td>The Classic Stage</td>
<td></td>
</tr>
<tr>
<td>THE-216</td>
<td>The Modern Stage</td>
<td></td>
</tr>
<tr>
<td>THE-217</td>
<td>The American Stage</td>
<td></td>
</tr>
<tr>
<td>THE-218</td>
<td>The Multicultural Stage</td>
<td></td>
</tr>
<tr>
<td>THE-303</td>
<td>Seminar in Theater</td>
<td></td>
</tr>
</tbody>
</table>

Select two from the following Creative Inquiry and Performance sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-201</td>
<td>Magic and Manipulation: Prop and Costume</td>
<td></td>
</tr>
<tr>
<td>THE-202</td>
<td>Intro to Scenic Design</td>
<td></td>
</tr>
<tr>
<td>THE-203</td>
<td>Costume Design</td>
<td></td>
</tr>
<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
<td></td>
</tr>
<tr>
<td>THE-206</td>
<td>Studies in Acting</td>
<td></td>
</tr>
<tr>
<td>THE-207</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THE-208</td>
<td>Games and Interactive Media</td>
<td></td>
</tr>
<tr>
<td>THE-209</td>
<td>Dramaturgy</td>
<td></td>
</tr>
<tr>
<td>THE-210</td>
<td>Playwriting: Stage and Screen</td>
<td></td>
</tr>
<tr>
<td>THE-498</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

**Theater Elective**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-106</td>
<td>Stagecraft</td>
<td></td>
</tr>
<tr>
<td>THE-201</td>
<td>Magic and Manipulation: Prop and Costume</td>
<td></td>
</tr>
<tr>
<td>THE-202</td>
<td>Intro to Scenic Design</td>
<td></td>
</tr>
<tr>
<td>THE-203</td>
<td>Costume Design</td>
<td></td>
</tr>
<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
<td></td>
</tr>
<tr>
<td>THE-206</td>
<td>Studies in Acting</td>
<td></td>
</tr>
<tr>
<td>THE-207</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THE-208</td>
<td>Games and Interactive Media</td>
<td></td>
</tr>
<tr>
<td>THE-209</td>
<td>Dramaturgy</td>
<td></td>
</tr>
<tr>
<td>THE-210</td>
<td>Playwriting: Stage and Screen</td>
<td></td>
</tr>
<tr>
<td>THE-498</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-106</td>
<td>Stagecraft</td>
<td></td>
</tr>
<tr>
<td>THE-201</td>
<td>Magic and Manipulation: Prop and Costume</td>
<td></td>
</tr>
<tr>
<td>THE-202</td>
<td>Intro to Scenic Design</td>
<td></td>
</tr>
<tr>
<td>THE-203</td>
<td>Costume Design</td>
<td></td>
</tr>
<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
<td></td>
</tr>
<tr>
<td>THE-206</td>
<td>Studies in Acting</td>
<td></td>
</tr>
<tr>
<td>THE-207</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THE-208</td>
<td>Games and Interactive Media</td>
<td></td>
</tr>
<tr>
<td>THE-209</td>
<td>Dramaturgy</td>
<td></td>
</tr>
<tr>
<td>THE-210</td>
<td>Playwriting: Stage and Screen</td>
<td></td>
</tr>
<tr>
<td>THE-498</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE-106</td>
<td>Stagecraft</td>
<td></td>
</tr>
<tr>
<td>THE-201</td>
<td>Magic and Manipulation: Prop and Costume</td>
<td></td>
</tr>
<tr>
<td>THE-202</td>
<td>Intro to Scenic Design</td>
<td></td>
</tr>
<tr>
<td>THE-203</td>
<td>Costume Design</td>
<td></td>
</tr>
<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
<td></td>
</tr>
<tr>
<td>THE-206</td>
<td>Studies in Acting</td>
<td></td>
</tr>
<tr>
<td>THE-207</td>
<td>Directing</td>
<td></td>
</tr>
<tr>
<td>THE-208</td>
<td>Games and Interactive Media</td>
<td></td>
</tr>
<tr>
<td>THE-209</td>
<td>Dramaturgy</td>
<td></td>
</tr>
<tr>
<td>THE-210</td>
<td>Playwriting: Stage and Screen</td>
<td></td>
</tr>
<tr>
<td>THE-498</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

1 If not used to satisfy requirement above
Senior Comprehensives

Majors must pass two departmental examinations:

1. a three-hour examination on the history, literature, and theory of theater or a project in those areas approved by the department chair;
2. a performance/presentation on the production aspects of theater (acting, directing, design, dramaturgy, playwriting).

Requirements for the Minor

Students may choose a minor track in General Theater or Theater Design. With written approval from the Department, a student may construct an alternate minor that better reflects his academic interest. These proposals should be submitted by the end of the first semester of the student’s junior year.

General Theater Track

THE-101 Introduction to Theater

Select one from the following:

THE-106 Stagecraft
THE-201 Magic and Manipulation: Prop and Costume
THE-202 Intro to Scenic Design
THE-203 Costume Design

Select one from the following:

THE-215 The Classic Stage
THE-216 The Modern Stage
THE-217 The American Stage
THE-218 The Multicultural Stage

Select one from the following:

THE-105 Introduction to Acting
THE-205 Acting for the Camera
THE-206 Studies in Acting
THE-207 Directing
THE-208 Games and Interactive Media
THE-209 Dramaturgy
THE-210 Playwriting: Stage and Screen

Theater Elective

Total Credits: 5

Theater Design Track

THE-101 Introduction to Theater

THE-106 Stagecraft
THE-201 Magic and Manipulation: Prop and Costume
THE-202 Intro to Scenic Design
THE-203 Costume Design

Total Credits: 5

Theater (THE)

THE-101 Introduction to Theater

Designed for the liberal arts student, this course explores many aspects of the theater: the audience, the actor, the visual elements, the role of the director, theater history, and selected dramatic literature. The goal is to heighten the student’s appreciation and understanding of the art of the theater. Play readings may include Oedipus Rex, Macbeth, Tartuffe, An Enemy of the People, The Government Inspector, Cat on a Hot Tin Roof, The Caucasian Chalk Circle, Waiting for Godot, The Lieutenant of Inishmore, Topdog/Underdog, and Angels in America. The student will be expected to attend and write critiques of the Wabash College Theater productions staged during the semester he is enrolled in the course. This course is intended for the non-major/minor and is most appropriately taken by freshmen and sophomores.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

THE-103 Seminars in Theater

These seminars focus on specific topics in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film. Prerequisites: None. Credits: 1/2. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none

Credits: 0.5-1

Distribution: Literature/Fine Arts

THE-104 Introduction to Film

This course is intended to introduce students to film as an international art form and provide an historical survey of world cinema from its inception to the present. The course will focus on key films, filmmakers, and movements that have played a major role in pioneering and shaping film. Selected motion pictures will be screened, studied, and discussed, with special emphasis placed on learning how to "read" a film in terms of its narrative structure, genre, and visual style. Specific filmic techniques such as mise en scene, montage, and cinematography will also be considered. Genre study, auteurism, and ideology will be explored in relation to specific films and filmmakers, as well as the practice of adaptation (from theater to film, and most recently, film to theater). This course is offered in the fall semester.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts

THE-105 Introduction to Acting

This course provides an introduction to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes from modern plays for classroom and public presentation. Plays to be studied and presented include Of Mice and Men, Biloxi Blues, The Zoo Story, and original one-act plays written by Wabash College playwriting students. This course is offered in the fall semester.

Prerequisites: none

Credit: 1

Distribution: Literature/Fine Arts
THE-106 Stagecraft
This course introduces students to the fundamental concepts and practices of play production. Students develop a deeper awareness of technical production and acquire the vocabulary and skills needed to implement scenic design. These skills involve the proper use of tools and equipment common to the stage, technical lighting, sound design, scene painting, and prop building. Students will demonstrate skills in written and visual communication required to produce theater in a collaborative environment. The course will prepare the student to become an active part of a collaborative team responsible for implementing the scenic design elements of theatrical productions. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-187 Independent Study
Enrollment Through Instructor and Department Chair.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-188 Independent Study
Enrollment Through Instructor and Department Chair.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-201 Magic and Manipulation: Prop and Costume
This course will guide the student through a hands-on exploration of some of the fundamental production processes of theater. At first, students will focus on multiple aspects of prop and costume craftwork including: life-casting, sculpting, molding, and carving. Later in the course, students will use these skills to create masks, puppets, and stage properties. The projects created for this course will challenge the student to learn contemporary methods of prop and costume craftwork, while also pushing them to develop innovative problem-solving skills. The students who take part in this course will gain experience working with a range of materials and techniques, as well as furthering their ability to research, design, analyze, and collaborate.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-202 Intro to Scenic Design
This course traces the design and technical production of scenery as environments for theatrical performance from concept through opening night. Areas covered include set and lighting design, technical production, and costume design. This course will provide the liberal arts student with an exploration of the creative process. Lab arranged. This course is offered in the fall semester.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-203 Costume Design
This course is an in-depth look at the process of costume design from start to finish. Through a series of design projects, students will explore the relation of costuming to theater history and performance, and the culture at large. Combining historical research, character and script analysis, collaborative projects, and the intensive study of the elements and principles of design, color theory and rendering, students will gain a comprehensive understanding of the costume designer's creative practice.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-204 World Cinema
The course will survey non-Hollywood international movements in the history of cinema. It will explore issues of nation, history, culture, identity and their relation to questions of film production and consumption in contemporary film culture. Emphasis will be placed on major directors, films, and movements that contributed to the development of narrative cinema internationally. The course will investigate a variety of genres and individual films, paying close attention to their aesthetic, historical, technological and ideological significance. For example, African cinema introduces themes of colonialism, resistance and post-colonial culture, while the New Iranian Cinema articulates problems of politics and censorship within a new national film culture.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-205 Acting for the Camera
In this course, students will learn the fundamental practices and techniques of acting for the camera. Building upon skills developed in Introduction to Acting (THE 105), students will study performance for the camera in four specific contexts. In a scaffolded progression, students will use industrial scripts to learn the fundamental tools (hitting marks, eyeline, framing, etc.) of performance for the camera. Next, students will incorporate acting values using commercial scripts. Students will develop further artistic and technical skills via scene work, using sides from contemporary sitcoms and dramas. Finally, using a screenplay from a feature film, students will combine their practical, technical and artistic skills in a rehearsed, filmed, and edited monologue.

Prerequisites: Prereg THE-105.
Credit: 1
Distribution: Literature/Fine Arts

THE-206 Studies in Acting
The process of acting, its history, theory, and practice, are examined through classroom exercises, text analysis, and scoring. Students will explore acting styles and perform scenes from the extant works of Greek tragedy, Renaissance drama, commedia dell'arte, Neoclassical comedy, and modern and contemporary drama. This course is offered in the spring semester.

Prerequisites: THE-105
Credit: 1
Distribution: Literature/Fine Arts
THE-207 Directing
The history and practice of stage directing is studied in this course. Students will examine the theories and productions of major modern directors and, through in-class scene work, advance their skills in directing. The course will also involve directorial research and preparation for projects involving classical and modern plays. This course is offered in the fall semester.
Prerequisites: THE-105
Credit: 1
Distribution: Literature/Fine Arts

THE-208 Games and Interactive Media
Digital artists are building immersive interactive worlds that provoke us to reflect on enduring questions facing the human race. Games like This War of Mine, Gone Home, Kentucky Route Zero, Everybody's Gone to the Rapture, and Undertale are challenging the very definition of “game” and pushing designers to explore the power of a new art form to illuminate our minds and spark our imaginations. To produce these rich narrative environments, programming and systems architecture must work hand-in-hand with sturdy dramaturgy, aesthetics, and thoughtful design. This requires creative, problem-solving collaboration among people with wildly disparate talents: coders and poets; AI designers and psychologists; engineers and actors. In this complex creative environment, our liberal arts credo has never been more relevant: it takes a broadly educated mind—or, better, many such minds working together—to grapple with complexity. In this course, we will leverage the power of games and interactive media to convey meaning through channels of communication unavailable to traditional media.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-209 Dramaturgy
This course is intended to bridge the gap between theater history/literature/theory and the performance areas of theater. Aimed primarily at the theater major and minor (though by no means excluding others), this course will focus on the process of textual and historical research/analysis and its collaborative impact on the creative process of the director (production concept), actor (characterization), playwright (play structure, narrative, and character development) and designers (scenic, lighting, and costume design). Dramaturgy includes a study of various historical approaches to classic texts, as well as the process or research and investigation of material for new plays. Ideally, students enrolled in the course could be given dramaturgical responsibilities on mainstage and student-directed projects. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-210 Playwriting: Stage and Screen
An introduction to the basic techniques of writing for the stage and screen, this course begins with a discussion of Aristotle’s elements of drama. Students will read short plays, analyze dramatic structure, study film adaptation, and explore the art of creating character and writing dialogue. Course responsibilities included writing short plays and/or film treatments, participating in classroom staged readings, and discussing scripts written by other students in the class. Selected plays from this course will be presented each fall semester as part of the Theater Department’s Studio One-Acts production. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Literature/Fine Arts

THE-215 The Classic Stage
The study of major theatrical works written between the golden age of classical Greek drama and the revolutionary theater of Romantic period will provide the main focus of this course. Attention will be paid to the history of the classic theater, prevalent stage conventions and practices, along with discussion of varying interpretations and production problems inherent in each play. Among the works to be read and discussed are The Oresteia, Antigone, The Bacchae, The Eunuch, Dulcitus, The Second Shepherds’ Pageant, Everyman, Doctor Faustus, A Midsummer Night’s Dream, Othello, Volpone, The Masque of Blackness, Fuente Ovejuna, Tartuffe, The Rover, She Stoops to Conquer, The Dog of Montargis, and Hernani. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the fall semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-216 The Modern Stage
The class will study the history of theater and the diverse forms of European drama written between 1870 and the present. Emphasis will be placed on an examination of the major theatrical movements of realism, expressionism, symbolism, epic theater, absurdism, existentialism, feminism, and postmodernism, as well as on the work of major dramatists including Henrik Ibsen, Anton Chekhov, August Strindberg, Bertolt Brecht, and Samuel Beckett, and Caryl Churchill, among others. Attention will also be paid to theatrical conventions and practices, along with discussion of varying interpretations and production problems discovered in each play. The works to be studied include Woyzeck, A Doll House, The Master Builder, Miss Julie, The Importance of Being Earnest, Ubu Roi, The Cherry Orchard, From Morn until Midnight, Galileo, Waiting for Godot, No Exit, Rosencrantz and Guildenstern are Dead, Top Girls, The Beauty Queen of Leenane, and Terrorism. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the spring semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
**THE-217 The American Stage**

This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include The Contrast, Secret Service, Uncle Tom's Cabin, Long Day's Journey Into Night, A Moon for the Misbegotten, Awake and Sing!, The Little Foxes, Our Town, The Skin of Our Teeth, Mister Roberts, A Streetcar Named Desire, The Night of the Iguana, Death of a Salesman, The Crucible, A Raisin in the Sun, The Zoo Story, Who's Afraid of Virginia Woolf?, Glengarry Glen Ross, True West, Brighton Beach Memoirs, The Colored Museum, A Perfect Ganesh, Fences, Angels in America, How I Learned to Drive, and The America Play. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

---

**THE-218 The Multicultural Stage**

This course will center on multicultural and intercultural theater and performance in the United States and around the world. The course will be divided into two sections: the first part of the course will focus on how theater has served as a way for marginalized racial and ethnic groups to express identity in America. We will look at plays written by African-American (Amiri Baraka's Dutchman, Suzan-Lori Parks' Venus), Latino/a (Nilo Cruz's Anna in the Tropics, John Leguizamo's Mambo Mouth), and Asian-American (David Henry Hwang's M. Butterfly, Julia Cho's BFE) playwrights. The second part of the course will offer an overview of the state of contemporary global performance. Ranging from Africa (Wole Soyinka's Death and the King's Horseman, Athol Fugard's Master Harold and the Boys), to Latin America (Griselda Gumbaro's Information for Foreigners, Ariel Dorfman's Death and the Maiden), to the Caribbean (Derek Walcott's Dream on Monkey Mountain, Maria Irene Fornes's The Conduct of Life), we will discuss how different cultures have performed gender, race, class, postcolonial and historically-marginalized perspectives. Throughout we will explore how theater exists as a vital and powerful tool for expressing the values, cultures, and perspectives of the diverse racial and ethnic groups in America and throughout the world.

This course is suitable for freshmen and is offered in the spring semester of even-numbered years.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

---

**THE-287 Independent Study**

Enrollment Through Instructor and Department Chair.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**THE-288 Independent Study**

Enrollment Through Instructor and Department Chair.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**THE-298 Independent Study**

Enrollment Through Instructor and Department Chair.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**THE-303 Seminar in Theater**

In this course we will examine the noteworthy theories, genres, authors, and critical approaches that have shaped theater, film, and performance for centuries. Though the topics will shift from year to year, this seminar will require students to write a number of substantive critical essays, participate in class discussion, and delve into secondary source material. Typical courses may include the following topic, which will be repeated regularly.

**Prerequisites:** none

**Credits:** 0.5-1

---

**THE-317 Dramatic Theory & Crit**

This course will survey the significant ideas that have shaped the way we create and think about theater. The objective of the course is to examine the evolution of dramatic theory and criticism, and trace the influence of this evolution on the development of the theater. Ultimately, the student will form his own critical and aesthetic awareness of theater as a unique and socially significant art form. Among the important works to be read are Aristotle's Poetics, Peter Brook's The Open Door, Eric Bentley's Thinking About the Playwright, Tony Kushner's Thinking About the Longstanding Problems of Virtue and Happiness, Robert Brustein's Reimagining the American Theater, and Dario Fo's The Tricks of the Trade, as well as selected essays from numerous writers including Horace, Ben Jonson, William Butler Yeats, Constantin Stanislavski, Vsevolod Meyerhold, George Bernard Shaw, Bertolt Brecht, Walter Benjamin, Gertrude Stein, Antonin Artaud, Eugene Ionesco, Peter Schumann, Robert Wilson, Athol Fugard, Ariane Mnouchkine, Edward Bond, Augusto Boal, Guillermo Gómez-Peña, and Eugenio Barba. This course is offered in the fall semester.

**Prerequisites:** THE-215, 216, 217, or 218

**Credit:** 1

**Distribution:** Literature/Fine Arts

---

**THE-318 Performance and Design**

Individual students will work with a faculty member to advance and present a performance or design project (scene, lighting, costume, stage properties), and complete assignments related to a Wabash stage production. The course is designed for majors and minors active in performance areas of design, acting, directing, dramaturgy, and playwriting. This course is offered in the first and/or second half of each semester.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**THE-319 Production & Stage Management**

Individual students will work with a faculty member in the development and stage management of a Wabash stage production. The course is designed for majors and minors active in performance areas of design, acting, directing, dramaturgy, and playwriting. This course is offered in the first and/or second half of each semester.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**THE-319 Production & Stage Management**

Individual students will work with a faculty member in the development and stage management of a Wabash stage production. The course is designed for majors and minors active in performance areas of design, acting, directing, dramaturgy, and playwriting. This course is offered in the first and/or second half of each semester.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**THE-387 Independent Study**

Enrollment Through Instructor and Department Chair.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts
THE-388 Independent Study
Enrollment Through Instructor and Department Chair.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

THE-487 Independent Study
Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

THE-488 Independent Study
Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

THE-498 Special Topics
This course is designed as a capstone course for senior theater majors. Students will design and develop a major project in consultation with theater faculty. These projects will receive significant peer review and culminate in public presentations.
**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts

THE-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
**Prerequisites:** none
**Credits:** 0.5-1

Michael S Abbott
Andrea Bear
James M Cherry (chair)
Bridgette Dreher
Jessica Mills
Dwight E Watson
**Accounting (ACC)**

**ACC-201 Financial Accounting**
An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the fall semester.

**Prerequisites:** none  
**Credit:** 1

**ACC-202 Management Accounting**
An introduction to cost accounting, cost-volume-profit analysis, and the influence of income taxes on business transactions. The understanding of financial statements developed in Accounting 201 is applied for managerial decision-making purposes. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the spring semester.

**Prerequisites:** ACC-201  
**Credit:** 1

**ACC-301 Intermediate Accounting I**
This course provides students with a thorough understanding of the theoretical framework of accounting principles and procedures as well as furthering their knowledge of the mechanics underlying financial reporting. This rigorous course is suitable for students seeking a career in accounting or finance. The course's primary objective is to give students the tools necessary to understand and execute appropriate accounting procedures, with an appreciation of the broader context in which accounting information is produced and utilized, including an overview of financial statements along with a detailed focus on revenue recognition, current and long-term assets and liabilities, and accounting for investments. The course will also bring theoretical and practical ethical discussion to the students by probing current ethical dilemmas facing the business world and how those issues can be addressed through the AICPA Code of Professional Conduct and other professional standards.

**Prerequisites:** ACC-202  
**Credit:** 1

**Art (ART)**

**ART-101 Hist. of Western Art**
This course will survey the history of Western art, from the end of the ancient world in the fourth century to the end of Modernism in the late 20th century and beyond. We will look at Medieval and Gothic art, the Renaissance and Baroque, Modernism and Postmodernism, taking note of the unity-and the ruptures-in this broad sweep of Western cultural production. We will examine the various media of physical and visual expression: architecture, sculpture, and painting. We will inquire into the connections between the art of Western culture and the processes of historical change that affected that culture and its institutions. Along the way, we will acquaint ourselves with the methodologies of art history, and with the particular, established vocabularies of art description. The student will learn to articulate, verbally and in writing, the specifically visual qualities of works of art, as well as their many historical circumstances. This course is offered in the spring semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts

**ART-103 Greek Art & Archaeology**
A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts  
**Equated Courses:** CLA-103

**ART-104 Roman Art & Archaeology**
A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts  
**Equated Courses:** CLA-104

**ART-125 Drawing**
An introductory exploration of the making and meaning of "the mark." Students will practice different approaches to creative research in order to explore historical and contemporary issues related to Drawing both as a fine art and as a strategy for problem solving. Participants will utilize a variety of drawing media to explore the technical and conceptual issues related to composition. There is an emphasis on drawing from direct observation, and subjects will range from traditional still life to the human form. Students will be expected to apply critical and creative problem solving skills as they experiment with visual language as a vehicle for expression. This course is offered in the spring semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts
ART-126 Studio Art Fundamentals
Making art in the 21st century draws upon a long tradition of methods, materials, and conceptual and philosophical perspectives, and combines those traditions with new and expanding approaches. This course is intended to be a hands-on introductory exploration of both traditional and contemporary materials and ideas that influence contemporary practices of design and fine art. Students will be introduced to methods of creative research, with projects and discussions designed to help illuminate the considerations one must take into account when designing Two-Dimensional imagery, Three-Dimensional objects and spaces, and Time-based or virtual projects. There will be a strong emphasis on understanding how these three categories relate to one another, and on the practice of "reading" visual information in a more sophisticated manner. Traditional and emerging media-including but not limited to drawing, painting, sculpture, and digital technologies-will be explored. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-140 Special Topics in Museum Studies
In this course, students will develop exhibitions and written materials for Wabash’s Art Galleries. In addition students will develop art displays of the Permanent Collection of Art across campus. Students will do research, interpretation, and exhibition design and implementation, using American Alliance of Museums standards.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-181 Historic Techniques & Ideas
Have you ever wanted to paint like Van Gogh? Or invent like Da Vinci? This course is the course for you! A hybrid between art historical research and hands-on studio research, this course is designed to introduce students to the historical methods used by artists. Students will research methods and complete projects using processes including, but not limited to: grinding pigments, painting with egg tempera, carving marble, sculpting with clay, learning perspective, drawing with silver, preparing a fresco painting, and photographing using a pinhole camera.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-202 Art in Film
This course will explore the dynamic relationship between film and art from the late 20th century to the present, examining how visual art and important art historical moments and personas are featured in film. By studying films about art, the course will address the impact of visual arts and the ways that films use particular effects of the moving multi-sensory image to capture characteristics of art history.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-204 Art & Arch of Ancient Americas
This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-205 Renaissance Art
This course will survey painting, sculpture, and architecture in Europe from the early 14th through mid-16th centuries, with emphasis on developments in Italy. The veneration of classical antiquity and the development of logical systems of representation will be examined. In addition, the elaboration of visual expression that valorized the human figure as a basic unit of meaning will be explored. Patterns of patronage such as wealthy merchant classes, family dynasties, and papal courts will be given special consideration, as will the idea of the artist as an individual genius. The course will study artists such as Giotto, Botticelli, Donatello, Michelangelo, Leonardo da Vinci, Titian, Raphael, Jan Van Eyck, Bosch, and Durer.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-206 Baroque Art
This course will look at painting, sculpture, and architecture in Europe from the late 16th through mid-18th centuries. Art will be examined in the context of this age of innovation and turmoil, which is marked by religious conflict, absolute monarchies, economic and colonial expansion, and the formation of art academies. Individual artists as transnational entrepreneurs will be explored, such as Caravaggio, Bernini, Rubens, Rembrandt, Anthony Van Dyck, Vermeer, and Velazquez.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-208 Nineteenth Century Art
This course will look at painting, sculpture, and architecture in Europe between the end of the Baroque age and the beginning of Modernism, an era characterized by philosophical Enlightenment, political revolution, and scientific discovery. The art of this turbulent period was often in conflict with tradition and the established structures of artistic training, production and patronage; much of our contemporary understanding of the nature and role of artists and their work was formed in the crucible of this fascinating period. The dramatically shifting styles of this century of art history will offer us rich opportunities to develop our tools of formal, descriptive analysis, and to articulate the connections between visual styles and the cultural conflicts which produced them.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-209 Twentieth Century Art
This course will survey the history of Modern art from the 1900s to the present, beginning in Paris, expanding to Europe, and eventually to New York and beyond. We will ask several questions about the works we look at: What is modern about modern art? Why does the way art looks change over time, and what directs that change? What is the relationship between art and the artists and societies that produce it? What is its relationship to our lives today? Is Modernism over? To answer these questions, we will look closely at the artworks themselves, as well as the writings of artists and critics, and the history of the society and culture that considered itself "modern." This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
ART-210 Topics Art History
The objective of this class is to develop the student's understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-219 Special Topics in Documentary Filmmaking
In this course, students will create a documentary film about an art history topic. The course will involve a wide variety of research, filming, scriptwriting, and various aspects required to finish a documentary. It will also require some field trips to relevant locations. A strong project-oriented commitment is required. No prerequisites.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts,

ART-220 Digital Filmmaking
This filmmaking studio production course is an introduction to high-definition digital filmmaking and ephemeral media as an expressive art form. It will provide a basic understanding of digital film technology, techniques, and terminology. Course assignments may include: exploring archival footage mash-ups, chroma key composites, 2-D key-frame animation collages, voiceover, and experimental/narrative live-action projects. No previous editing, sound, or camera experience is required. No prerequisites.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts,

ART-222 Expanded Digital Production
Manipulate, remix, and create audio and video media using industry-standard post-production tools and technology. In this course, students will develop skills and a rich understanding in editing, special-effects, layering, and mixing. The goal is to navigate and process the moving image and dynamic sounds in the context of the media-saturated society of which we are all a part. No prerequisites.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts,

ART-223 Ceramics
An introduction to the basic techniques of clay. The course will investigate the methods and aesthetics of ceramics, both functional ware and sculptural form. The course will also explore the historical and cultural uses of pottery and the contemporary use of clay as a sculptural medium.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-224 Photography
Students will gain significant skills in photographic techniques and critical understanding of how our brain reads, evaluates and creates the images we view. Students will gain manual command of DSLR cameras while learning lighting, experimental, lens and photoshop techniques, allowing them to discover and refine their own artistic voice for creating visual media. The course will also cover general history of photography and its technical illusions and cultural impacts.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-225 Topics in Studio
The objective of this class is to develop the student's ability to think visually. Through the analysis of a particular theme, topic, medium, or technique, students will gain a greater understanding of visual communication, creative expression, and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

ART-226 Cinematic Environments: Digital Space
Cinematic & Environments: Digital Space & the Miniature is an imaginative filmmaking studio production course that incorporates aspects of digital image making as well as theater. Students will create High Definition video projects composited together from numerous sources. The scope and range of the projects may involve set design, 2-D and 3-D miniatures, digital environments, chroma-key compositing, basic key frame 2-D animation, lighting and experimental sound design, theatrical mask construction, and character design. No previous editing, sound, or camera experience is required. No prerequisites
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts,

ART-227 Sculpture
An investigation of techniques, procedures, and vocabulary necessary for three-dimensional visual expression. Sculptural concepts, both traditional and contemporary, will be explored through applied problems. Media: plaster, clay, wood, and steel.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-228 Painting
A thorough investigation of the historic and contemporary materials, techniques, and conceptual concerns related to painting. Participation in this course will allow students the opportunity to explore the process of composing images, begin practicing studio research, and experiment with both traditional and contemporary approaches to making art.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
ART-311 Art Theory and Criticism
This course will explore the major currents in the theories of meaning in and aesthetic response to works of visual art. What is the origin of the category “art”? Does it have universal validity? Are judgments about art merely subjective, or can they expect universal consensus? These are only some of the questions which will open the course; we will go on to consider the central problems of modern and postmodern art, and their role in our lives today. We will locate the roots of the issues of modern art criticism and theory in the Western philosophical tradition. We will pay particular attention to the relationship between visual expression and writing about visual art, between art and its criticism, and the ever narrowing gap between the two. Students should expect to do a significant amount of reading and writing. This course is offered the first half of the fall semester.
Prerequisites: ART-101, 103, 104, 105, 207, 208, 209, 311, or 312
Credits: 0.5
Distribution: Literature/Fine Arts

ART-312 Postmodern Art & Culture
Modernism, as an art form and a historical/cultural condition, took many distinct forms and set out various contradictory goals. It has been said not only that the project of modernity is unfinished, but that every modernism has its own postmodernism. What does it mean to say that we are no longer modern, that the new is now old? Together we will discuss these questions from a variety of different angles, equipped with a variety of approaches. The course will concentrate on the relationships between art, culture, politics, and critical, theoretical writing. We will attempt to make sense out of what is often contentious, playful, contradictory, or even willfully obscure in contemporary art and criticism. This course is important for anyone wishing to participate in the contemporary public debates about the meaning and value of art and culture. This course is offered in the second half of the fall semester in odd-numbered years.
Prerequisites: ART-209
Credits: 0.5
Distribution: Literature/Fine Arts

ART-330 Advanced Studio
For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to research of materials, techniques, and concepts. This course is offered in the fall semester.
Prerequisites: 2 credits from ART-125,126,223,224,225,227,228, and 229. 1 credit must be from the 200 level.
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-331 Advanced Studio
For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to materials, techniques, and concepts. This course is offered in the spring semester.
Prerequisites: 2 credits from ART-125,126,223,224,225,227,228, and 229. At least 1 credit from the 200 level.
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-387 Independent Study
Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a department member before registering for the course.
Prerequisites: 2 Courses from ART
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-388 Independent Study
Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a department member before registering for the course.
Prerequisites: 2 courses from ART.
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-432 Senior Studio
Art majors must examine a specific visual theme or concept, develop the idea through their selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or group exhibit, depending on the requirements of the project and the availability of exhibition space. This course is offered in the fall semester.
Prerequisites: ART-330 or 331
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-433 Senior Studio
Art majors focusing in studio must examine a specific visual theme or concept, develop the idea through their selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or group exhibit, depending on the requirements of the project and the availability of exhibition space. This course is offered in the spring semester.
Prerequisites: ART-330 or 331.
Credits: 0.5-1
Distribution: Literature/Fine Arts

ART-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

Asian Studies (ASI)

ASI-101 Elementary Asian I
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course in conjunction with ASI 102 fulfills the College's language requirement.
Prerequisites: none
Corequisites: ASI-101L
Credit: 1
ASI-102 Elementary Asian II  
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course in conjunction with ASI 101 fulfills the College's language requirement.  
**Prerequisites:** ASI-101 of the Same Language  
**Corequisites:** ASI-102L  
**Credit:** 1  

ASI-177 Modern Asian Cult & Hist Through Film  
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.  
**Prerequisites:** none  
**Credit:** 1  
**Distribution:** History/Philosophy/Religion  

ASI-196 Religion & Literature  
This course is an examination of one or more works of literature, with a view to discovering the religious insights and attitudes that they embody. The works and authors will vary from year to year, depending on the focus of the course. Recent topics have included classical Chinese poetry, and Japanese literature.  
**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** History/Philosophy/Religion, Literature/Fine Arts  

ASI-201 Intermediate Asian II  
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course fulfills the College's language requirement.  
**Prerequisites:** ASI-102 of the Same Language or 201 placement.  
**Corequisites:** ASI-201L  
**Credit:** 1  
**Distribution:** Foreign Language  

ASI-202 Intermediate Asian II  
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course fulfills the College's language requirement.  
**Prerequisites:** ASI-201 of the Same Language  
**Corequisites:** ASI-202L  
**Credit:** 1  
**Distribution:** Foreign Language  

ASI-204 Music in East Asian Cultures  
A class for all students, regardless of background. Previous topics have included music in East Asian cultures, and music computer programing. This course is suitable for fulfilling distribution requirements.  
**Prerequisites:** MUS-101 MUS-107 MUS-205 MUS-206 or MUS-224  
**Credit:** 1  
**Distribution:** Literature/Fine Arts  

ASI-230 Topics in East Asian Religions  
This is an introduction to the indigenous traditions of East Asia (Confucianism, Daoism, and Shinto), and the development of Buddhism in China and Japan. There will also be some coverage of Christianity, Islam, and popular religion. Special attention will be given to the ways these various traditions have changed and interacted with one another in different historical contexts, especially the modern period. Readings will be from the works of Confucius, Laozi, and other Chinese and Japanese philosophers and religious figures. This course is offered in the spring semester.  
**Prerequisites:** REL-101  
**Credit:** 1  
**Distribution:** History/Philosophy/Religion  

ASI-260 Topics Asian History  
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval  
**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** History/Philosophy/Religion  

ASI-277 Special Topics  
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.  
**Prerequisites:** ECO-101  
**Credits:** 0.5-1  
**Distribution:** Behavioral Science  

ASI-311 Studies in Asian Language  
Studies in Asian Language offers advanced study in a Modern language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.  
**Prerequisites:** SPA-301  
**Credit:** 1  
**Distribution:** Language Studies  

ASI-312 Studies in Asian Culture  
Studies in Asian Culture offers advanced study of Modern Language culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.  
**Prerequisites:** SPA-301 and 302  
**Credit:** 1  
**Distribution:** Literature/Fine Arts
ASI-372 Asian Security Politics
An introduction to the politics of Asia. Special attention will be given to political and economic development of this dynamic region, as well as to the unique relationship that the United States built with Asian countries. We will also examine the crucial impact that developments in this region have on political and safety situation within the region and broader. The course may occasionally be offered in conjunction with the courses in the Department of Modern Languages.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

ASI-376 Spec Topics in Asian Language
Taught by members of the Department of Modern Languages & Literature and participating members of other departments. Topics vary from year to year. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1

ASI-377 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ASI-400 Senior Capstone
The student must submit to the Chair of Asian Studies Committee a reflective essay or portfolio of work in Asian Studies in order to complete the requirement for ASI 400, a non-credit independent study course to be taken during the fall semester of the senior year on a credit/no credit basis.
Prerequisites: none
Credits: 0
Distribution: Literature/Fine Arts

Biology (BIO)

BIO-101 Human Biology
A one-semester course offered primarily for majors in the social sciences and the humanities. This course will emphasize reproduction and development, structure/function, genetics, and evolution. The ethical implications of biological knowledge will also be considered. In the laboratory, students will investigate biological problems related to humans. Three lecture/discussions and one laboratory period weekly. A student who decides, on the basis of his experience in BIO 101, to major in biology can enroll in the appropriate semester of BIO 111, 112.
Prerequisites: none
Corequisites: BIO-101L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

BIO-102 Plants & Human Affairs
This non-majors course will explore the interface between humankind and the plant world. Through lectures/discussion, ancillary readings, and local field trips, students will study the impact that plants have had on the development of human culture. Some topics to be covered include plant morphology, economically important plants, plant biotechnology, and plant-derived drugs. Attention will be given to modes of inquiry in the plant sciences. BIO 102 does not count toward the laboratory science distribution requirement. Offered in the fall semester of odd-numbered years.
Prerequisites: BIO-101
Corequisites: BIO-102L
Credit: 1
Distribution: Natural Science/Mathematics

BIO-111 General Biology I
First semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for all advanced courses in biology. BIO 111 covers biomolecules, cell biology, genetics, and evolution. Three lectures and one laboratory period weekly. Offered in the fall semester.
Prerequisites: none
Corequisites: BIO-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics
Equated Courses: APCR

BIO-112 General Biology II
This is the second semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for most advanced courses in biology. BIO 112 covers animal and plant structure/function relationships and evolution and diversity. Three lectures and one laboratory period weekly. This course is offered in the spring semester.
Prerequisites: BIO-111
Corequisites: BIO-112L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics
Equated Courses: CR

BIO-151 Intro to Evolution
This is a course designed to provide a basic introduction to the processes of evolutionary change and the pattern of biological diversity. Lecture/discussion will focus on the evidence for evolution, including case studies from a variety of organisms. This course is designed for students not planning to major in Biology and will not count toward the requirements for the Biology major, but it may count toward the Biology minor. This course is offered in the spring semester of even-numbered years.
Prerequisites: BIO 101 or 111
Credit: 1
Distribution: Natural Science/Mathematics

BIO-177 Special Topics (without Lab)
A special topics course with laboratory for non-majors. A more detailed course description will be posted in advance of pre-registration when the course is offered.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics
BIO-178 Special Topics (with Lab.)
A special topics course with laboratory for non-majors. A more detailed course description will be posted in advance of pre-registration when the course is offered.
Prerequisites: none
Corequisites: BIO-178L
Credit: 1
Distribution: Science Lab

BIO-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-202 Electron Microscopy
A laboratory course covering specimen preparation, microtomy, staining, operation of the transmission and scanning electron microscope, and darkroom methods.
Prerequisites: BIO-101 or 112
Corequisites: BIO-202L
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-211 Genetics
This is a course designed to introduce the modern concepts of the gene. The lectures stress the theory and experimental evidence relating to transmission, molecular, and developmental genetics. The laboratory is investigative in nature. This course should be taken during the sophomore year and is offered in the fall semester.
Prerequisites: BIO-112
Corequisites: BIO-211L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-212 Cell Biology
The primary emphasis of this course is the structure and function of the eukaryotic cell. Lectures, readings, and discussions will cover cellular organelles, types, metabolism, interactions, and regulation of activities. The laboratory focuses on cellular structure and function through the techniques of modern cell biology. This course should be taken during the sophomore year and is offered in the spring semester.
Prerequisites: BIO-211 or 213
Corequisites: BIO-212L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-213 Ecology
This course is an introduction to the interrelations of plants and animals with their environment. Terrestrial and aquatic ecosystems are considered. Some weekend field trips may be included. This course is offered in the fall semester.
Prerequisites: BIO-112
Corequisites: BIO-213L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-213L

BIO-214 Microbiology
This course is designed to introduce the student to the lifestyles and impact of the smallest organisms known. Lecture/discussion will examine topics such as microbial cell structure and function, growth and nutrition, genetics, antibiotics and pathogenesis, and microbial diversity. The laboratory is organized around an investigative, discovery driven project.
Prerequisites: BIO 211
Corequisites: BIO-225L
Credit: 1
Distribution: Natural Science/Mathematics

BIO-221 Comp Anatomy & Embry
This is a course presenting a broad evolutionary theme of the vertebrates using the facts of comparative anatomy, embryology, and paleobiology. It is offered in the spring semester of odd-numbered years.
Prerequisites: BIO-112
Corequisites: BIO-221L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

BIO-222 Biol of Invertebrates
This is a course designed to provide students with an introduction to the diversity of invertebrate organisms through lectures, reading and discussion of primary literature, student presentations, and laboratory work. Emphasis is placed on structure, functional morphology, physiology, ecology, and evolution. A field trip during spring break has been included in the past few years. This course is offered in the spring semester of odd-numbered years.
Prerequisites: BIO-112
Credit: 1
Distribution: Natural Science/Mathematics

BIO-224 Vascular Plants
This course is an introduction to the science of botany. A strong emphasis will be placed on the evolutionary trends in the vascular plants, with additional coverage of developmental biology, plant breeding systems, and some of the physiological adaptations plants have evolved in the transition to life in terrestrial environments. The laboratories will be primarily observational (in the field or the lab), with a broad exposure to plant diversity and taxonomy. This course is offered in the spring semester of even-numbered years.
Prerequisites: BIO 112
Corequisites: BIO-224L
Credit: 1
Distribution: Natural Science/Mathematics

BIO-225 Microbiology
This course is designed to introduce the student to the lifestyles and impact of the smallest organisms known. Lecture/discussion will examine topics such as microbial cell structure and function, growth and nutrition, genetics, antibiotics and pathogenesis, and microbial diversity. The laboratory is organized around an investigative, discovery driven project.
Prerequisites: BIO 211
Corequisites: BIO-225L
Credit: 1
Distribution: Natural Science/Mathematics

BIO-226 Parasitology
This is a course designed to introduce students to the major groups of animal parasites. Emphasis in lectures and discussion of primary literature is placed on general principles, including diversity, morphology, transmission biology, and the ecology and evolution of the different parasite taxa. The laboratory work includes the detailed consideration of particular parasite species as representatives of larger groups, as well as an independent research project on the parasites of a selected host species. This course is offered in the fall semester of even-numbered years.
Prerequisites: BIO-112
Corequisites: BIO-226L
Credit: 1
Distribution: Natural Science/Mathematics
BIO-287 Independent Study
Enrollment through instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

BIO-288 Independent Study
Enrollment through instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics

BIO-311 Molecular Genetics
This is a course designed to explore in detail the molecular biology of the gene. Lecture/discussion will focus on areas of current interest and will include analysis of experimental evidence which underpins our understanding of gene structure and function. The laboratory is investigative in nature and provides primary experience with recombinant DNA technology, genomics, and bioinformatics. This course is offered in the spring semester of odd-numbered years.
**Prerequisites:** BIO-211
**Corequisites:** BIO-311L
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Science Lab

BIO-313 Advanced Ecology
This course emphasizes the investigative approach to ecology including experimental design and data analysis. Lectures/discussions focus on areas of current interest in ecosystem, community, and population ecology. Several field trips and an independent investigation are required. This course is offered in the spring semester of even-numbered years.
**Prerequisites:** BIO-213
**Corequisites:** BIO-313L
**Credit:** 1
**Distribution:** Natural Science/Mathematics

BIO-314 Developmental Biology
Through lectures, current readings, and discussions, this course considers the principles of development with emphasis on experimental evidence for underlying mechanisms. The laboratory work includes molecular, cellular, and supracellular approaches to the investigation of developmental questions in animals and plants. This course is offered in the spring semester of even-numbered years.
**Prerequisites:** BIO-211
**Corequisites:** BIO-314L
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Science Lab

BIO-315 Organismal Physiology
The major physiological systems (nutrition, transport, gas exchange, elimination of wastes, coordination, and defense) are considered from the adaptational perspective in this course. The emphasis is on the physiological system as it is related to the survival of vertebrates in their natural environments. The laboratory focuses on physiological techniques and methods of analysis. This course is offered fall semester of even-numbered years.
**Prerequisites:** PRE-Req BIO-212
**Corequisites:** BIO-315L
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Science Lab

BIO-316 Evolution of Dev. Mechanisms
Research into embryogenesis has illuminated the molecular mechanism of development for a select few organisms in exquisite detail. The field of Evolutionary Developmental Biology compares the developmental mechanisms of these model systems to distinct, understudied taxa. Using this comparative approach, we can infer the characteristics of the common ancestors of these organisms. In this course, we will explore how molecular, paleontological and evolutionary techniques can yield insights into animals that existed half a billion years ago. Evaluations will be based on discussion of primary literature and several short papers. Offered in the spring semester of even-numbered years.
**Prerequisites:** BIO-211
**Credit:** 1
**Distribution:** Natural Science/Mathematics

BIO-351 Evolution of Populations
This course will provide an in-depth examination of the population-level effects of evolutionary processes. The first half of the semester will focus on examining advances in evolutionary biology, centered around a quantitative approach to understanding the principles of population genetics. The second half of the semester will involve close reading of primary literature focused on a narrow topic in population biology. Offered in the spring semester of odd-numbered years.
**Prerequisites:** BIO-211
**Credit:** 1
**Distribution:** Natural Science/Mathematics

BIO-371 Special Topics
These are innovative courses and special programs in library research. Descriptions of special topics courses will be posted at the time of advance registration. Students desiring a special library research project should make the appropriate arrangements with individual faculty members. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
**Prerequisites:** BIO-212
**Credits:** 0.5-1
**Distribution:** Natural Science/Mathematics

BIO-387 Independent Study
Students may pursue independent research on selected problems. Students should make arrangements with individual faculty members during the semester preceding their enrollment in the course to determine their research focus and to discuss expectations. Students are typically expected to produce a final research paper and to present the work at an on- or off-campus colloquium. Students may repeat BIO 387 and/or BIO 388, but only 1 credit total of Introduction to Research may be counted toward the major. Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics, Science Lab

BIO-388 Independent Study
Students may pursue individual research on selected problems. Although only one-half course credit is to be counted toward the nine credit major, these courses may be repeated and credit received for graduation. Students should make arrangements with individual faculty members during the semester preceding their enrollment in the course. Enrollment through Instructor and Department Chair approval.
**Prerequisites:** none
**Credits:** 0.5
**Distribution:** Natural Science/Mathematics, Science Lab
BIO-401 Senior Seminar
This is a seminar course required of all majors. Critical reading of primary literature, oral expression, and experimental design are emphasized. Students intending to be off-campus during the first semester of their senior year should take this course during their junior year. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics

BIO-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

BIO-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

Black Studies (BLS)

BLS-201 Introduction to Black Studies
This is the methods course for the field. Ideally minors will take this course in the fall or spring of their sophomore year. This course will introduce students to the history, methodology, and major problems in Black Studies through an interdisciplinary survey of literature, cultural theories, and historical works.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

BLS-270 Special Topics
The objective of this class is to develop the student’s ability to think interdisciplinarily. Through the analysis of a particular theme, topic, cultural expression, or political movement, students will gain a greater understanding of Black Studies scholarship and methodology/ies. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

BLS-300 Special Topics
Prerequisites: none
Credits: 0.5-1

BLS-370 Independent Study Black Studies stud
Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a faculty member before registering for the course.
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

BLS-387 Independent Study in Black Stu
This course will allow students to engage in individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a faculty member before registering for the course.
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

BLS-388 Independent Study in Black Stu
This course will allow students to engage in individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a faculty member before registering for the course.
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

BLS-401 Capstone Seminar
Students will demonstrate facility with Black Studies methods and familiarity with Black Studies sources by preparing a substantial and original work of research and analysis and by giving a public presentation of their work (which might include a conference presentation).
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts

Business (BUS)

BUS-400 Senior Capstone
In the fall of their senior year, students will submit a reflective essay which ties together their co-curricular and vocational experiences with their academic work.
Prerequisites: none
Credits: 0

Chemistry (CHE)

CHE-101 Survey of Chemistry
A survey course designed for non-science concentrators, which considers the historical and philosophical developments in chemistry, as well as the application of chemical principles to physical phenomena and social issues. Topics include the development of the atomic theory of matter, atomic structure, chemical bonding, thermodynamics, the chemistry of life (organic and biochemistry), and nuclear energy. Some elementary mathematics will be used. Three lectures and one laboratory each week. Partially fulfills the College laboratory science requirement, but cannot be combined with CHE 111 to complete the laboratory science requirement. This course does not satisfy requirements for the chemistry major or minor. Only CHE 101 or CHE 111, not both, may be counted toward the total number of credits required for graduation.
Prerequisites: none
Corequisites: CHE-101L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics
CHE-102 Topics in Chemistry
A study of topics of current interest in chemistry. Topics and prerequisites will vary and will be announced prior to registration. Does not count towards the chemistry major or minor; however, it will count towards the 11-course maximum. Does not count towards the laboratory science distribution requirement. One-half or one course credit, either or both semesters.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

CHE-106 Survey of Biochemistry
Foods, medical treatments, and biotechnological applications are important aspects of daily life, both for the individual and society as a whole. This course will focus on the biochemistry of the fundamental building blocks of life: proteins, carbohydrates, lipids, and nucleic acids. It will include a broad overview of general and organic chemistry in the context of biomolecules. Emphases will include structure-function relationships, energy, human health, and societal issues. This course fulfills the lab science requirement, but does not count towards the chemistry, biochemistry, or biology majors or minors.
Prerequisites: none
Corequisites: CHE-106L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

CHE-111 General Chemistry
This is the introductory course for science concentrators. Topics include atomic theory, stoichiometry, thermo chemistry, equilibrium, gas laws, states of matter, solutions, atomic structure, and acid/base chemistry. The laboratory, which emphasizes the basic principles discussed in lecture, includes significant synthetic and analytical work. Three lectures and one laboratory each week. This course is offered in the fall semester.
Prerequisites: Freshmen must have MAT-111 placement or higher to enroll in this course.
Corequisites: CHE-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics
Equated Courses: APCR

CHE-201 Survey of Chemistry II
Enrollment in this course is reserved solely for those students who took and passed CHE 101 and desire to prepare for further study in chemistry, such as organic chemistry. Topics include chemical bonding, thermodynamics and kinetics, chemical equilibrium, and electrochemistry. The laboratory will feature experiments and activities that reinforce and expand upon the fundamental principles explored in lecture. Three lectures and one laboratory each week. Partially fulfills the College laboratory science requirement. This course is offered in the spring semester.
Prerequisites: CHE-101 and permission of instructor
Corequisites: CHE-201L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

CHE-211 Chemical Structure & Reactivity
This is the second course in chemistry for most science concentrators (chemistry majors and minors, and pre-health students). Topics include detailed considerations of chemical thermodynamics, equilibrium and electrochemistry; the molecular orbital theory of chemical bonding; and main group and transition metal chemistry. The laboratory will feature experiments in calorimetry, electrochemistry, quantitative analysis, descriptive inorganic chemistry, and a multi-week inorganic synthesis project. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-111
Corequisites: CHE-211L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

CHE-221 Organic Chemistry I
A study of the structure and reactions of simple organic compounds. Included as topics are molecular conformations, stereochemistry, and a discussion of some types of modern spectroscopic techniques. The laboratory work emphasizes techniques frequently used by the organic chemist, including distillation, crystallization, sublimation, chromatography, and spectroscopy. Three lectures and one laboratory each week. This course is offered in the fall semester.
Prerequisites: CHE-111
Corequisites: CHE-221L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

CHE-302 Electron Microscopy
Electron microscopes employ a focused beam of highly energetic electrons to examine sample morphology and topography on a very fine scale. This information is essential to the characterization of a wide range of biological and inorganic specimens including microorganisms, cells, crystals, metals, microelectronics, and nanomaterials. The initial classroom portion of this course focuses on fundamental topics in instrument design, applications, limitations, and sample preparation methods. Subsequent laboratory work involves hands-on instrument training and a substantial microscopy project.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics
Equated Courses: PHY-302

CHE-321 Organic Chemistry II
Characteristic reactions and syntheses of organic molecules will be covered in this course. Spectroscopic techniques not covered in CHE 221 will also be surveyed. Emphasis is placed on the utility of organic chemistry in today's world; class discussions and laboratory work will present many biologically interesting illustrations. Also included is an introduction to the use of the chemical literature. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-221
Corequisites: CHE-321L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab
CHE-331 Adv Analytical Chem
An integrated survey of the application of instrumental methods (chromatography, electrochemistry, and spectroscopy) to the analysis of chemical systems. Statistical methods of data analysis will also be covered. Extensive use is made of examples taken from the current literature. The laboratory emphasizes instrumental methods of separation and analysis. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-211
Corequisites: CHE-331L
Credit: 1
Distribution: Natural Science/Mathematics

CHE-351 Physical Chem I
An introduction to quantum mechanics through the study of exactly soluble models of chemical significance is followed by a statistical mechanical development of chemical thermodynamics. Topics include the postulates of quantum mechanics, the Schrodinger equation, the Heisenberg uncertainty principle, equations of state, partition functions, laws of thermodynamics, and the thermodynamics of ideal and non-ideal solutions. The laboratory applies concepts studied in lecture and emphasizes laboratory report writing skills. Three lectures and one laboratory each week. This course is offered in the fall semester.
Prerequisites: CHE-211, MAT-112 and PHY-112
Corequisites: CHE-351L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

CHE-361 Biochemistry
Basic chemical concepts such as intermolecular forces, equilibria, energetics, and reaction mechanisms will be used to study biological systems. The class will be divided into three major foci: biomolecular structures, metabolism, and information transfer. The laboratory will familiarize students with common biochemical techniques and will integrate current areas of biochemical research. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: CHE-211 or 321 or Permission of Instructor.
Corequisites: CHE-361L
Credit: 1
Distribution: Natural Science/Mathematics

CHE-421 Advanced Topics in Organic Chemistry
Topics covered vary from year to year. Examples of recent topics include advanced synthesis, medicinal chemistry, and physical organic chemistry. This course is offered either in the fall or spring semester.
Prerequisites: CHE-321
Credits: 0.5
Distribution: Natural Science/Mathematics

CHE-431 Adv Laboratory
A laboratory-based, research-focused exploration of advanced topics in chemistry and biochemistry. Experiments dealing with basic analog and digital electronics will stress measurement techniques and the construction and testing of simple, yet useful, instruments and techniques. The use of laboratory computers and programming will be considered, with emphasis on data collection (interfacing) and manipulation. These topics will be integrated into discussion and experiments dealing with instrumental analysis. Individual research projects will involve the construction/characterization of instruments and techniques. This course is offered on an occasional basis.
Prerequisites: CHE-331
Corequisites: CHE-431L
Credits: 0.5
Distribution: Natural Science/Mathematics, Science Lab

CHE-441 Adv Inorganic Chem
A survey of the periodic table emphasizing the applications of modern structural principles, kinetics, and thermodynamics to inorganic systems. Descriptive treatment of selected elements and families included. The laboratory experiments emphasize the synthesis and characterization of air-sensitive compounds. Three lectures and one laboratory each week. This course is offered in the fall semester.
Prerequisites: CHE-211 and 351
Corequisites: CHE-441L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

CHE-451 Physical Chemistry II
An advanced study of quantum mechanics beyond 351, including molecular structure, group theory, molecular spectroscopy, and advanced concepts in chemical bonding. It is very important that students who are interested in attending graduate school in chemistry or biochemistry take this course. Laboratory experiments reflect topics discussed in lecture. This course is offered in the spring semester.
Prerequisites: CHE-351
Credits: 0.5
Distribution: Natural Science/Mathematics

CHE-452 Adv Physical Chem
This course offers further study of special topics in physical chemistry beyond the topics covered in CHE 351 and 451. Examples of recent topics include chemical kinetics, molecular spectroscopy, computational quantum mechanics, and lasers in spectroscopy and chemistry. Laboratory experiments reflect topics discussed in lecture. This course is offered in the spring semester.
Prerequisites: CHE-451
Credits: 0.5
Distribution: Natural Science/Mathematics, Science Lab

CHE-461 Advanced Topics in Biochemistry
Topics vary from year to year. Examples of recent topics include the chemistry of cancer, determining structures of biomolecules, the RNA world, fermentation and brewing, and the mechanisms of enzyme action. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

CHE-462 Advanced Biochemistry
This capstone course for the biochemistry major will use primary literature to examine DNA replication, transcription, and translation on a molecular level, and will include a primary literature research project. This course is offered in the fall semester.
Prerequisites: CHE-361
Credits: 0.5
Distribution: Natural Science/Mathematics

CHE-471 Special Topics in Chem
Focused study of topics of current chemical interest for advanced students; topics vary from year to year and are announced prior to registration for each semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics
CHE-487 Undergrad Research Experience
Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics, Science Lab

CHE-488 Undergrad Research Experience
Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics, Science Lab

CHE-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

Classics (CLA)

CLA-101 Classical Mythology
This is an introduction to the content and form of the major ancient myths, chiefly Greek. The emphasis will be on interpretation, with topics to include myth, folk-tale, legend, myth and ritual, psychological uses of myth, and the structuralist school of Claude Lévi-Strauss. Particular attention will be paid to male/female archetypes, with secondary readings from Camille Paglia and Robert Bly. Comparison will also be made to several non-western mythologies. Counts toward Gender Studies.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

CLA-103 Greek Art & Archaeology
A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: ART-103

CLA-104 Roman Art & Archaeology
A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: ART-104

CLA-105 Ancient Greece
This is a survey course of Greek political, military, cultural, and literary history from the end of the Bronze Age (ca. 1100 B.C.) to the time of Alexander the Great (4th century B.C.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or *city-state.*
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: HIS-211

CLA-106 Ancient Rome
This is a survey course of Roman political, military, cultural, and literary history from the Etruscan period (6th and 5th centuries B.C.) to the fall of the Roman Empire in the West. A thematic focus will be on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: HIS-212

CLA-111 Topic Literature and Culture
This is an introductory course that focuses on a specific topic in ancient literature or culture and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-112 Topic Art Archaeology
This is an introductory course that focuses on a specific topic in ancient art or archaeology and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-113 Topics in Ancient History
This is an introductory course that focuses on a specific topic in ancient history and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: HIS-210

CLA-140 Ancient Philosophy
This course surveys the Ancient Greek philosophy, including Pre-Socratics, Plato, and Aristotle; Hellenistic philosophy may also be included. This course focuses on acquiring and improving abilities in philosophical reading, thinking, and expression. In class, the norm is close textual analysis through lectures and discussion. Topics include the nature of the physical and human world, and questions about knowledge and ultimate being. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: PHI-240
CLA-162 New Testament
This course is an introduction to the social-historical study of the writings that came to be the New Testament of the Christian churches. We will survey the social, political, and religious contexts of the Jewish and Greco-Roman worlds of the first century, the actions and teachings of Jesus of Nazareth, and the missionary activity of Paul of Tarsus. We will study most of the texts included in the New Testament, as well as other ancient Jewish and early Christian writings to learn about the development of the various beliefs and practices of these first Christian communities.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: REL-162

CLA-187 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-188 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-211 Special Topics
This is a more advanced course that focuses on a specific topic in ancient literature or culture and requires previous work. Course may be repeated as topic changes. Depending on the subject matter, the course may be cross-listed. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

CLA-212 Spec Topics: Art/Archaeol
This is a more advanced course that focuses on a specific topic in ancient art or archaeology and requires previous work. Course may be repeated as topic changes. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

CLA-213 Spec Topics: Anc History
This is a more advanced course that focuses on a specific topic in ancient history and requires previous work. Course may be repeated as topic changes. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: HIS-310

CLA-220 Classical Rhetoric
This course focuses on the origin and development of rhetoric and rhetorical theory during the classical period. The course begins in the pre-disciplinary stage of Homer and the Sophists and examines such works as Homer’s Iliad, Gorgias’ Encomium of Helen, and Isocrates’ Antidosis. The course then moves to Plato’s Gorgias and Phaedrus and the “disciplinizing” efforts of Aristotle (On Rhetoric). Finally, the course examines the efforts of Cicero (On Invention, Orator, and On the Orator), Quintillian (Institutes of Oratory), and Augustine (On Christian Doctrine) to reunite philosophy and rhetoric and include ethics within the realm of rhetoric. Students learn how rhetorical theories are generated out of the specific needs of particular political and social contexts. In addition, students examine the influence of literacy on human interaction and the study of rhetoric in particular. Finally, students trace the relationship between rhetoric and philosophy from pre-Platonic unity, through Plato’s bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintilian. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

CLA-287 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-288 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-387 Independent Study
Students wishing to pursue independent study in Classical Civilization should plan their project with the instructor who is to supervise.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-388 Independent Study
Students wishing to pursue independent study in Classical Civilization should plan their project with the instructor who is to supervise.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-400 Senior Reading
This is a seminar on a selected topic with a paper supervised by a member of the department.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

CLA-487 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

CLA-488 Independent Study
Enrollment through Instructor and Department Chair approval.

Prerequisites: none
Credits: 0.5-1
CLA-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

CSC-101 Intro to Computer Science
An introduction to the field of computer science as the study of algorithmic process. Students will study the history of the field as well as issues currently confronting the computer science community including ethical issues raised by a rapidly changing technology. Students will learn fundamental concepts of computer science such as computer architecture, data representation, and the issues of computability. Students will engage in hands-on algorithm-building activities and some basic programming exercises. This course is offered in the fall semester. Distribution in Natural Science and Mathematics or Quantitative Skills.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: APCR

CSC-111 Intro to Programming
An introduction to programming in a higher-level, general-purpose language (currently Java). Programming topics include primitive data types, simple data types such as arrays, program constructs such as conditionals, loops and procedures, in an object-oriented context. Applications are chosen from areas such as graphics, simulation, and file processing. This course is offered in the fall semester. Distribution in Natural Science and Mathematics or Quantitative Skills. (Note: CSC 111 does not count as a laboratory science.)
Prerequisites: CSC-101
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills

CSC-112 Advanced Programming
A variety of topics that are important in developing large-scale software. Object oriented programming in a language such as C++. Dynamic data structures such as lists, queues, and stacks. An introduction to a rigorous analysis of the efficiency of an algorithm. Advanced algorithms such as Quicksort, mergesort, and the use of hash tables. An introduction to using the Unix operating system and Unix tools for software development such as Make. This course is offered is not typically.
Prerequisites: CSC-111
Credit: 1
Distribution: Natural Science/Mathematics

CSC-121 Intro to Add. Program Language
An introduction to one or more additional programming languages. Students will build on their previous knowledge of a programming language to learn one or more additional languages. Languages vary by semester but may include any programming paradigm. For a given semester the course content and other particulars will be announced before registration for that semester. This course may be taken multiple times, for credit for each different language.
Prerequisites: CSC-111 with a grade of C- or better.
Credits: 0.5
Distribution: Natural Science/Mathematics

CSC-171 Special Topics in Comp. Sci.
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before registration for that semester. This course is offered irregularly.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics

CSC-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics
CSC-211 Intro Data Structures
An introduction to more advanced abstract data types such as lists; sets; trees, including balanced trees; and graphs. Algorithms for traversing, searching, determining connectivity, and so forth. An in-depth study of, and analysis of, the algorithms used to implement these structures. This course is offered in the spring semester.
Prerequisites: Prereq CSC-111 with a grade of C- or better.
Credit: 1
Distribution: Natural Science/Mathematics

CSC-271 Special Topics in Comp.Sci.
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before registration for that semester. This course is offered irregularly. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: CSC-111 or permission of the instructor.
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-288 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-311 Intro Machine Organ
A study of the various layers at which a machine can be studied, including higher-level languages, assembly language, machine language, and digital circuits. Data representation. A comparison of RISC and CISC architectures. Some programming in a representative assembly language. Issues of cross-language programming. This course is offered irregularly.
Prerequisites: CSC-211
Credit: 1
Distribution: Natural Science/Mathematics

CSC-321 Programming Lang
A study of the paradigms of programming languages, including procedural languages such as Pascal or C, object-oriented languages such as C++ or Smalltalk, functional languages such as ML or Scheme, logic-oriented languages such as Prolog, and concurrency such as in Ada. Consideration of how concepts are implemented, such as modules, parameter passing, function evaluation, data types and type checking, memory management, exception handling, and threads. This course is offered irregularly.
Prerequisites: CSC-121
Credit: 1
Distribution: Natural Science/Mathematics

CSC-331 Analysis Algorithms
Advanced topics and problems in analyzing algorithms. Algorithms involving structures such as sequences, sets, and graphs, and topics such as geometric and numeric algorithms. An introduction to the question of P=NP and NP-Complete problems. Parallel algorithms. This course is offered irregularly.
Prerequisites: CSC-211 and MAT-108 or 219
Credit: 1
Distribution: Natural Science/Mathematics

CSC-337 Intro. Numerical Analysis
Advanced-This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.
Prerequisites: CSC-111 and MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

CSC-338 Topics Computational Math
Advanced-This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.
Prerequisites: CSC-111 and MAT-108 or 219
Credit: 1
Distribution: Natural Science/Mathematics

CSC-341 Automata,Computability
An introduction to theoretical computer science. Finite state machines and regular expressions. Context-free languages and push-down automata. Turing machines, effective computability, and the Halting Problem. This course is offered irregularly.
Prerequisites: CSC-111 and MAT-108 or 219
Credit: 1
Distribution: Natural Science/Mathematics

CSC-387 Independent Study
Directed study on special topics for qualified students. May be repeated for credit.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-388 Independent Study
Directed study on special topics for qualified students. May be repeated for credit.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

CSC-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics
CSC-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

Division I (DV1)

DV1-178 Special Topics (w/Lab)
Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Corequisites: DV1-178L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

DV1-277 Special Topics (non-Lab)
Focused study of a topic in science intended for an introductory audience. No lab.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics

DV1-278 Special Topics (lab)
Focused study of a topic in science intended for an introductory audience that includes a lab.
Prerequisites: none
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

DV1-287 Independent Study
Enrollment Through Instructor, Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

DV3-252 Stats Soc Sciences
This course provides an introduction to statistics. It covers the design of experiments, descriptive statistics, and statistical inference, including confidence intervals and significance tests for population means, percentages, and averages. There is also a brief introduction to probability theory. Emphasis is placed on understanding the logic of statistics via spreadsheet simulation. Students also receive considerable exposure to actual sample survey data from the social sciences. This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5
Distribution: Quantitative Skills

DV3-254 Social Science Modeling: Excel's Vba
This is a course in social science modeling which Microsoft Excel. The goals of the course are to teach students 1. Some classic models in social science. 2. How to construct their own models. 3. How to use Excel's VBA macro language. Models to be studied include agent-based models, epidemiological models, queueing models; and Monte Carlo simulation.
Prerequisites: ECO-251
Credits: 0.5
Distribution: Quantitative Skills

DV3-402 Cont Issues in Soc Sci
A colloquium for seniors focusing on contemporary political, social, psychological and economic issues. This course is offered in the fall or spring semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

Economics (ECO)

ECO-101 Princ of Economics
This introductory course, which covers the basic foundations of microeconomics and macroeconomics, is the gateway to the economics curriculum and an important part of a well-rounded education. The microeconomics portion of the course covers basic supply and demand analysis, market failure, present value, opportunity cost, and the theory of the firm. The macroeconomics portion of the course introduces issues such as inflation, unemployment, and government policy tools. In addition to discussion and problem solving, the class will focus on the use of Microsoft Excel to analyze real-world economic data.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

Equated Courses:
AP

ECO-177 Special Topics
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
ECO-187 Independent Study
Enrollment Through Instructor, Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-188 Independent Study
Enrollment Through Instructor, Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-213 Topics in Econ History: U.S.
The purpose of this course is to use economics to improve our understanding of history and to use history to improve our understanding of economics. Examples of questions that may be addressed are: Why is the U.S. wealthy? How do government policies affect the economy? How has the role of government changed over the course of U.S. history? How did the institution of slavery and its abolition affect southern economic development? Is the current U.S. banking system better than the systems that preceded it? What caused the Great Depression?
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science, History/Philosophy/Religion
Equated Courses: HIS-245

ECO-214 Topics in Econ Hist: European
The purpose of this course is to study economic issues in European economic history. Topics vary, but examples of questions that may be addressed are: What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? What explains the rise and decline of economics? How and why has population changed over time?
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science, History/Philosophy/Religion
Equated Courses: HIS-235

ECO-220 The Global Economy
This course is designed to provide a one-semester introduction to both the microeconomic and macroeconomic aspects of international economics and is intended for a wide audience. The goal of the course is to provide you with a basic understanding of the fundamental theories of international economics including both international trade and international finance, to acquaint you with the historical and institutional contexts in which the US economy operates, and to broaden your understanding of other economies by studying their policy problems within the analytical framework of international economics
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-221 Economics of the European Union
The course includes a variety of topics related to current economic policy and institutional arrangements in the EU, ranging from labor markets and common monetary policy to international trade policy and challenges of growth. The goal of this class is to develop a deeper understanding of the economic structure and policies of the European Union (EU). Additionally, the class will help students to become familiar with some data sources for information about the EU. 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 regular in-class approach may be complemented with an immersion trip to visit EU institutions, such as the European Commission in Brussels, Belgium, and the European Central Bank in Frankfurt, Germany.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-222 Comp Economic Systems
Focusing on East Asia and Eastern Europe, the class offers a critical comparative study of alternative approaches to establishing economic systems that will support growth, promote social cohesion, and facilitate transition to a market economy. The class includes a brief discussion of varieties of economic systems within the developed world, comparing the U.S. to Western Europe. Particular attention is paid to development in economic systems in fast-growing East Asia and Eastern Europe in transition. We examine various combinations of institutional framework, economic policies, and available resources that facilitated the transition and strong growth in these regions. This course is offered in the fall semester (when offered).
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-224 Econ/Pol Development
A brief survey of problems facing lesser-developed countries and of measures proposed and used for the advancement of political integration and the improvement of living standards and social welfare. Study will be made of the role of capital accumulation, private initiative, representative government, and other factors in economic growth and political modernization.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-232 Public Policy
The purpose of this course is to use tools from Principles of Economics to study current public policy issues, and to analyze and evaluate existing and proposed policies for dealing with a variety of contemporary economic and social problems in the United States. Students will learn quantitative and qualitative skills useful for assessing public policy issues and their implementation and effectiveness. Topics may include (but are not limited to) health economics (Medicaid, Medicare, health care reform), environmental economics and policy (cap and trade policies), welfare and social services, income distribution, education, and energy economics.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science
ECO-234 Environmental Economics
An introduction to environmental science, this course focuses on the definition and description of environmental resources, as well as management, and conservation. Includes topics on ecosystems, energy and mineral resources, population dynamics and the impact on environmental quality, water and air quality, water supply, solid waste. Analysis of the economic, social, and political interactions towards environmental management.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-235 Health Economics
This course is an introduction to the study of health care. While we will draw heavily on important ideas in economics, the course is interdisciplinary in nature. Basic questions to be considered include: What roles have nutrition, public health, doctors, hospitals, and drugs played in the dramatic improvement in health since 1800? What role does personal behavior (e.g., eating, smoking, and exercise) play in health? What explains the organization and evolution of the American health care system? In a world of limited resources, how should we decide what medical care ought to be foregone? What is the best way to deal with the major health challenges facing developing countries? Why has spending on health care increased so much over the past 100 years? Why does the United States spend so much more than the rest of the world on health? Why do governments intervene in health care? What kinds of reforms to the health care system might work? Non-majors are encouraged to take the course.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-241 Game Theory
While the economic model of perfect competition assumes that prices and profits are determined by the invisible hand of the market and individuals take them as given, in markets that are not perfectly competitive there is more room for bargaining and strategic interaction. Game theory analyzes situations where there is strategic interaction, where the outcomes for one individual depend on the choices made by another individual. Such situations occur not only in economics, but also in politics and biology, and in everyday life. This class will examine a variety of games and their equilibrium outcomes. This class will require mathematical reasoning, but will not require calculus.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

ECO-251 Economic Approach With Excel
An introduction to optimization, equilibrium, and comparative statics via Microsoft Excel. This course emphasizes numerical problems while illustrating the essential logic of economics. Economics majors are strongly encouraged to take this course in the sophomore year. This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5
Distribution: Quantitative Skills

ECO-253 Intro Econometrics
This course introduces students to empirical work in economics. Regression for description, inference, and forecasting is presented in a non-formulaic, intuitive way. Microsoft Excel is used to analyze data and perform Monte Carlo simulation. Heteroskedasticity and autocorrelation are covered. Students will also learn how to read and write empirical papers in economics. Economics majors are strongly encouraged to take this course in the sophomore year. This course is offered in the spring semester.
Prerequisites: Take DV3-252 or MAT-253 and 353 or PSY-201 and 202 or PSC-297.
Credit: 1
Distribution: Behavioral Science

ECO-262 Financial Markets and Institutions
This course uses basic tools of economic theory to analyze modern financial institutions and markets. The financial instruments to be covered range from credit card loans to mortgages, stocks, bonds, futures, and options. The main questions of the course are: What roles do commercial banks, pension funds, insurance companies, investment banks, mutual funds, and the government play in financial markets? What determines the prices of stocks and bonds? How can individuals and institutions deal with risk and how is risk measured? What drives innovation in financial markets? The course concentrates on contemporary U.S. institutions, but offers some historical and international perspective. This course is offered in the spring semester. Note: ECO 262 does not count toward the major in economics.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-277 Special Topics
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

ECO-287 Independent Study
Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-288 Independent Study
Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science
ECO-291 Intermediate Micro
The course examines the development of the theories of the price mechanism under competitive and non-competitive market situations. The costs and revenue decisions of the firm are analyzed within the context of standard assumptions about economic behavior. The welfare implications of contemporary problems under partial and general equilibrium conditions are explored. This course is offered in the fall and spring semester. It is recommended that students take ECO 291 before ECO 292.

Prerequisites: ECO-101 with a C- or better and MAT-110 or 111 with a C- or better.
Credit: 1
Distribution: Behavioral Science

ECO-292 Intermediate Macro
This course examines the measurement, determination, and control of the level of economic activity. General equilibrium models are used to determine real output, employment, inflation, unemployment, and interest rates. We also study the determinants of long-run growth. The roles of fiscal and monetary policy are analyzed in their application to fluctuations in economic activity. This course is offered in the fall and spring semester. It is recommended that students take ECO 292 after ECO 291.

Prerequisites: ECO-101 with a C- or better and MAT-110 or 111 with a C- or better.
Credit: 1
Distribution: Behavioral Science

ECO-321 International Trade
Examines the theory of international trade and its applications. Students will learn why nations exchange, what determines the patterns of production and trade across countries, and what the welfare implications of trade are for the world at large and for the domestic economy. Special topics include GATT, multinationals, protectionism, and Third-world debt.

Prerequisites: ECO-251, 253, and ECO-291
Credit: 1
Distribution: Behavioral Science

ECO-322 International Finance
This course provides an overview of international finance along with selected themes from open economy macroeconomics. Topics include determination of exchange rates (including speculative bubbles and exchange rate overshooting), alternative exchange rate systems, intervention of central banks on foreign exchange markets, the relationship between interest rate and price level with exchange rate, consequences of exchange rate fluctuations, international banking and global capital markets, and financial and exchange rate crises. The course incorporates econometric techniques and spreadsheets in analyzing data and makes use of some standard data sources.

Prerequisites: ECO-253 and 292
Credit: 1
Distribution: Behavioral Science

ECO-331 Econ of Public Sector
An examination of the economic role of the public sector in the United States. Some of the general questions addressed include: When do markets fail to bring about desirable outcomes in the absence of government intervention? Under what circumstances can governmental action improve economic outcomes? What are the main features and economic effects of current government tax and expenditure programs? By what principles should reform of these programs be guided?

Prerequisites: ECO 253 and 291
Credit: 1
Distribution: Behavioral Science

ECO-332 Labor Economics
Why do different people earn different wages? What determines firms’ demand for labor. What determines workers’ labor supply? Why has wage inequality increased? Why does unemployment exist? The purpose of this course is to answer these questions using both microeconomic theory and econometrics, and to apply this knowledge to questions of labor market policy. Topics addressed include the determinants of labor demand and supply, minimum wages, human capital, efficiency wages, and discrimination. This course is offered in the spring semester.

Prerequisites: ECO-253 and 291
Credit: 1
Distribution: Behavioral Science

ECO-333 Industrial Organization
Extends ECO 291 by examining both the theoretical and the empirical analysis of imperfectly competitive firms. Particular emphasis is devoted to oligopoly theory and strategic behavior in which firms determine the best ways to compete with their marketplace rivals. Other topics include price discrimination, imperfect information, vertical restrictions such as resale price maintenance, and the role of innovation in market structure.

Prerequisites: ECO-251, 253, and 291
Credit: 1
Distribution: Behavioral Science

ECO-353 Econometrics
An introduction to applied economic statistics and techniques for reaching sensible conclusions on the basis of empirical economic evidence. The course covers theoretical issues more rigorously than ECO 253, but also gives students hands-on experience with sophisticated econometric software. Topics covered include: simple and multiple linear regressions, autocorrelation and heteroskedasticity, time series and forecasting, simultaneous equations, and qualitative response models. Numerous empirical exercises and a significant empirical paper are among requirements of the course. This course is offered irregularly.

Prerequisites: ECO-253 and ECO-291 or 292. Recommended: MAT-223
Credit: 1
Distribution: Behavioral Science

ECO-361 Corporate Finance
This course applies economic theory to analyze financial decisions made by corporations. These decisions include what real assets to invest in and how to raise the funds required for these investments. The analysis concentrates on the roles of the timing of cash flows, the risk of cash flows, and the conflicts of interest between the various actors in the world of corporate finance. Special attention is paid to stocks, bonds, dividends, and options. Extensive use is made of financial data and spreadsheets.

Prerequisites: ECO-251, 253, and 291
Credit: 1
Distribution: Behavioral Science
ECO-362 Money and Banking
The course provides an introduction to financial markets and the assets traded therein (such as bonds, stocks, and derivatives), with an emphasis on the role and function of commercial banks. This is complemented with analysis of the money market. Theories of money demand are combined with discussion of the role of the banking system in the money supply process. We examine the central role of the Federal Reserve in executing monetary and credit policies. The course incorporates econometric techniques and spreadsheets in analyzing financial data and makes use of some standard data sources. This course is offered in the fall semester.
Prerequisites: ECO-253 and 292 with a minimum grade of C-
Credit: 1
Distribution: Behavioral Science

ECO-363 Topics in Macroeconomics
Featuring macroeconomic policies and issues, this course includes the study of business cycles, the economics of government deficits and debt, case studies in macroeconomic policy, and macroeconomic forecasting. This course is offered irregularly.
Prerequisites: ECO-251, 253, and 292
Credits: 0.5-1
Distribution: Behavioral Science

ECO-364 Case Studies in Macroeconomics
Utilizing a case study approach, this course explores advanced issues in macroeconomic policy. Topics covered include the business cycle, international macro, and growth.
Prerequisites: Take ECO-251, 253, and 292
Credit: 1
Distribution: Behavioral Science

ECO-377 Special Topics
The course provides opportunities for specialized, innovative material to be made available for students at the advanced level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ECO-101, 253, and 291 or 292
Credits: 0.5-1
Distribution: Behavioral Science

ECO-387 Independent Study
Students who wish to do an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-388 Independent Study
Students who wish to do an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-401 Senior Seminar
A capstone seminar course in which current economic problems and policy are analyzed. This course is required of all economics majors. This course is offered in the fall semester.
Prerequisites: ECO-251, 253, 291, and 292
Credit: 1
Distribution: Behavioral Science

ECO-487 Independent Study
Enrollment Through Instructor, Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-488 Independent Study
Enrollment Through Instructor, Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-491 Advanced Microeconomic Theory
The course refines the microeconomic analysis offered at the intermediate level by introducing more rigorous mathematical tools. Additional topics in microeconomic theory are introduced and analyzed with the use of advanced mathematical techniques. The course is especially recommended to students considering graduate work in economics and should also prove useful to students considering graduate study in business. This course is offered irregularly.
Prerequisites: ECO-291 MAT-111 and 112
Credit: 1
Distribution: Behavioral Science

ECO-492 Adv Macroeconomics
The major propositions of intermediate macroeconomics are reviewed and expressed in the language of mathematics, and more complex and newer theories of macroeconomics are presented. A major substantive focus will be on the similarities and differences between classical, post Keynesian, monetarist, and rational expectations theories for macroeconomics, recent relevant empirical findings, and implications of economic policy. The course is especially recommended to students considering graduate work in economics and should also prove useful to students considering graduate study in business. This course is offered irregularly.
Prerequisites: ECO-292 and MAT-110 or 111
Credit: 1
Distribution: Behavioral Science

ECO-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1

ECO-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1
Education (EDU)

EDU-101 Introduction to Student Development
The course examines child and adolescent development through a pedagogical perspective. Through a variety of course texts, students will be introduced to theories of development and to the concept of diversity as it relates to student development. They will also be involved in K-12 field placements through which they are introduced to qualitative data collection/analysis techniques. EDU 101 students will examine their own development through autobiographical writing and compose variety of reflective and analytical reports based on their K-12 field work. The required technology thread for this course includes effective use of Word and presentation software (e.g., PowerPoint and Prezi), management of electronic files, and extensive use of course management systems for access to electronic files and submission of assignments (e.g., Moodle/Canvas). Field component: Students in EDU 101 complete a total of 24 hours of field work spread across the semester in three school settings: elementary, middle, and high school. While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes and to interact with host teachers and students in ways that are helpful and enable them to learn about K-12 student development. EDU 101 students are introduced to field-based inquiry and specifically the tools of narrative inquiry as they learn methods of collecting and analyzing qualitative data. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 101 in the freshman or sophomore year. Offered fall and spring semesters.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

EDU-201 Philosophy of Education
This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) with a particular focus upon the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society. Issues addressed typically include: tensions between individual students’ development and the needs of the broader society; the role of the educational system in a diverse and multicultural society; the nature and goals of classroom relationship (teacher/student and student/student); and approaches to educational reform. The required technology thread includes use of the computer software to create and edit documents, and use of course management software for access to electronic files and submission of assignments. There is no field component required for this course. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 201 in the sophomore year. Offered fall and spring semesters. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/Religion distribution credit.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

EDU-202 Middle School Methods & Literacy
The first half of this course (taught in conjunction with EDU 203) examines the theories of young adolescent development and key curricular models and debates around the contemporary middle school in the United States with attention to adolescent literacy development and instruction. Building on concepts introduced in EDU 101, students will delve more deeply into a study of young adolescent development. A field component will enable students to study how middle school settings and/or community programs seek to meet the needs of this unique developmental period called young adolescence. During the second half of the course, students will examine theories of literacy learning and current research on adolescent literacy instruction in the context of middle level education. Specifically, in the second half, EDU 202 students will begin translating the appropriate theory and methods to lesson planning and classroom instruction especially designed for middle level learners. Students will be introduced to the process of analyzing student learning to inform instruction, and will complete the Analysis of Student Learning (ASL) pilot project, which examines questions of practice related to literacy instruction and student achievement in the content areas at the middle level. As well, field work and course content will include attention to the instructional needs of instructional needs of Special Needs learners and English Language Learners at the middle level. Required field experience consists of 25 hours; see details below. EDU 202 is required for the Secondary Licensure Program, and should be taken in the sophomore or junior year. Offered in the spring semester only. Field Component: Students will fulfill their field requirement by being placed in a content-specific middle level class where they will work collaboratively with a host teacher for the entire semester. EDU 202 students are expected to participate in regular field visits and to increase the level of their involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learners. The field work will culminate with EDU 202 students collaborating with host teachers to co-plan and co-teach a two-week unit that emphasizes the role of literacy in the teaching of a specific content area at the middle level.
Prerequisites: EDU-101.
Credit: 1

EDU-203 Young Adolescent Development
This course (taught in conjunction with the first half of EDU 202) examines the theories of young adolescent development and key curricular models and debates around the contemporary middle school in the United States. Building on concepts introduced in EDU 101, students will delve more deeply into a study of young adolescent development with some attention to literacy skill development. A field component (10 hours) will enable students to study how middle school settings and/or community programs seek to meet the needs of this unique developmental period called young adolescence. EDU 203 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Offered in the spring semester only. Field Component: Students taking EDU 203 may fulfill their field requirement in a variety of ways (e.g., placement in a middle school setting and/or by volunteering with community-based programs designed especially for young adolescents).
Prerequisites: EDU-101.
Credits: 0.5

EDU-230 Special Topics in Education
Prerequisites: none
Credits: 0.5-1
EDU-240 Educational Policy & Evaluation
This course examines educational policy at the federal and state levels. We will explore the role of educational policy in guiding educational evaluation, with particular focus upon the use and abuse of statistical approaches to the evaluation of teaching and learning. After an introduction to the assumptions underlying qualitative, quantitative, and mixed-methods designs for educational research, the focus turns to the ways in which teaching and learning processes are understood and measured in public education. Standardized testing and common practices such as "quantitizing" qualitative data are examined for their assumptions and limitations in educational settings. The goal of the course is the development of quantitative skills and literacies needed for critical participation in public discussions and decision-making about these metrics as tools for diagnosis and reform in public education. In particular, students will be prepared to better evaluate political debate and news coverage related to the assessment of teaching and learning. Calculation of descriptive statistics commonly used in classroom assessments and in standardized educational measures, including those with normal and with skewed distributions, is taught using Excel. Substantial practice is devoted to representation and interpretation of quantitative data, using Excel's graphing and charting functions.

Prerequisites: none
Credit: 1
Distribution: Quantitative Skills

EDU-302 High School Methods & Diversity Educ
This course considers the curriculum and methods relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. The first half of the semester (taught in conjunction with EDU 303) introduces students to the theory and practice that underlie constructivist approaches to planning and teaching in a diverse and multicultural world. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. The second half of the semester is focused upon analysis of the appropriate theory and methods to lesson planning and classroom instruction. Required field experience consists of 25 hours; see details below. EDU 302 is required for the Secondary Licensure Program, and should be taken in the junior or senior year. Offered in the fall semester only. Field Component: Students in EDU 302 are placed in a content-specific high school classroom where they work collaboratively with a host teacher during the second half of the semester. (When possible, some field hours may be completed earlier in the semester.) EDU 302 students are expected to participate in regular (2-3 times per week) field visits to their host school and expected to increase the level of involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learning. The field component culminates in a two-week daily immersion experience in the high school classroom: students co-plan and co-teach lessons incorporating multiculturalism, culturally appropriate pedagogy and diversity.

Prerequisites: Prereq: EDU-101.
Credit: 1

EDU-303 Diversity and Multicultural Education
This course (taught in conjunction with the first half of EDU 302) introduces students to the theory and practice that underlie constructivist approaches to teaching in a diverse and multicultural world. It considers curriculum and planning relevant to personal and cultural diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversities) at the high school level. Topics include relevant theoretical models and associated research for culturally sensitive pedagogy and differentiated instruction to serve diverse learners, including those with special education accommodation and/or English Language Learning (ELL) needs. EDU 303 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. Offered in the fall semester only.

Prerequisites: Recommended EDU-201.
Credits: 0.5

EDU-330 Studies in Urban Education
In this course students study issues related to urban education and participate in a week-long immersion trip (currently to Chicago). The course is required for students who intend to complete the Secondary Licensure Program. The course culminates with an immersion trip to Chicago in May, wherein students are paired with a host teacher in a Chicago Public School and spend the week between finals and graduation immersed in the urban setting and teaching in Chicago Public Schools. Level: Required for the Secondary Licensure Program. With instructor permission, may be taken by any student in the Education Studies minor.

Prerequisites: EDU-101 and EDU-202 or 302
Credits: 0.5

EDU-370 Special Topics
This course is a seminar focused upon historical and/or philosophical topics in education. In general, historically-oriented and philosophically-oriented topics are taught in alternating years, and are cross-listed with the relevant department(s) as appropriate. The emphasis is upon shared exploration of the general background to the issue, accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission. Level: Required for the Education Studies minor. Offered in the spring semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 1

EDU-387 Independent Study
Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.

Prerequisites: none
Credits: 0.5-1

EDU-388 Independent Study
Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.

Prerequisites: none
Credits: 0.5-1
EDU-401 Spec.Methods:Language Arts
Teaching of Language Arts (ENGLISH) In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods-with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters. 
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-402 Special Methods:Math
Teaching of Mathematics In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods-with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters. 
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-403 Special Methods:Lab Sciences
Teaching of Laboratory Sciences (Physics, Biology, Chemistry) In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods-with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters. 
Prerequisites: EDU-101,201, and 202.
Credits: 0.5

EDU-404 Special Methods:Soc Science
Teaching of Social Studies (Psychology, History, Economics, Political Science In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. As well, the course asks students to explore differentiated instruction methods-with special attention to special needs students and English language learners-the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy. Students are also introduced to professional organizations and publications within their content area. Level: Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters. 
Prerequisites: EDU-101,201, and 202.
Credits: 0.5
EDU-202,302,401,402,403,404,405,406,407
Prerequisites:  none
Credits:  3
EDU-421 Content Pedagogy Seminar
Used for Transition to Teach students only This practicum experience mirrors EDU 423 described above, but with adjustments in assignments to align with a 2.0 credit course. Offered in the spring semester.
Prerequisites:  EDU-202,302,401,402,403,404,405,406,407
Credits:  1 or 1/2
EDU-423 Student Teaching Practicum
The general purpose of this practicum experience is to bridge the gap in teacher preparation between theory and practice and to provide teacher candidates with real world teaching experiences in a secondary school setting. The co-teaching model serves as the framework for this practicum, which enables teacher candidates to have a collaborative mentoring relationship with their mentor teachers. As the third piece in this collaboration, college supervisors serve as facilitators, resources, and overseers of the practicum experience. The Student Teaching Practicum places teacher candidates, who have completed all other licensure program requirements for the secondary teaching license, in a content-appropriate middle and/or high school setting where they work with a mentor teacher for an entire semester. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to co-plan and co-teach for a full 15 weeks. Responsibilities for the teacher candidates will gradually shift from the mentor teacher as the "lead teacher" to the teacher candidate as the "lead teacher" and back as the practicum experience comes to a close. As well, teacher candidates are expected to conduct a classroom-based research (CBR) project and complete the licensure program e-portfolio -- both are required culminating projects for the secondary licensure program. Teacher candidates will be supported and mentored as they work on these projects during the bi-monthly seminar meetings on campus. Other topics covered in the seminar meetings will include: lesson planning, differentiated instruction, authentic assessment, technology, classroom management, and education law. Offered in fall and spring semesters.
Prerequisites:  EDU-101,201,202,302,330. 0.5 credits from EDU-401,402,403,404
Credits:  3
EDU-487 Independent Study
Credits:  1 or 1/2
Prerequisites:  none
Credits:  0.5-1
EDU-488 Independent Study
Credits:  1 or 1/2
Prerequisites:  none
Credits:  0.5
EDU-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites:  none
Credits:  0.5-1

english (eng)

eng-101 composition
multiple sections will be offered in the fall semester, each limited to 15 students. while instructors may use different approaches, all are concerned with developing every student's use of clear and appropriate English prose in course papers and on examinations. all instructors have the common goal of encouraging the student to write with accuracy of expression, as well as with logical and coherent organization. students will be responsible for writing at least one in-class essay and a series of longer, out-of-class essays. students are expected to develop an awareness of the strengths and weaknesses in their writing and to acquire the necessary skill to revise and rewrite what they thought were final drafts of essays. past experience has shown the department and the college that writing well in high school does not necessarily assure the same in college. enrollment in this course is limited to those students required to take it, based on SAT English Writing Exam scores. this course is offered in the fall semester.
Prerequisites:  none
Credit:  1

eng-105 intro to poetry
This class will introduce you to the study of poetry through intensive reading and intensive written analysis. We will focus on close reading of a wide range of poems from a variety of historical periods, genres, and cultures. Through a study of image, symbol, diction, syntax, meter, rhythm, and sound, we will analyze the ways in which a poem creates meaning. Written analyses will emphasize the marriage of formal and thematic elements in particular poems.
Prerequisites:  none
Credits:  0.5
Distribution:  Literature/Fine Arts, Literature

eng-106 intro. to short fiction
This class has two goals: to introduce the study of short fiction through intensive reading, and to familiarize students with strategies and methodologies for writing about literature. In our readings, we will explore formal issues such as tone, structure, and symbolism as well as social issues such as sexuality, race and gender. This class focuses on ways of grappling with these big questions in writing, as literary scholars do.
Prerequisites:  none
Credits:  0.5
Distribution:  Literature/Fine Arts, Literature

eng-107 history in drama
First, a brief review of how the general reader can become a critical reader of dramatic literature and still find the experience delightful and enriching. Then, using Pirandello's Henry IV as a reminder of the challenges of plays about contemporary issues and personalities, we will discuss some works from the last sixty years that have addressed concerns of science and scientists. It may be just as interesting to discover that some dramatists have intriguing insights into this kind of subject as it is to realize that sometimes both humanists and scientists can speak the same language. texts will include brecht's galileo, kipphardt's in the matter of j. robert oppenheimer, as well as more recent efforts to present heisenberg, bohr, and feynman. this course is offered in the second half of fall semesters.
Prerequisites:  none
Credit:  1
Distribution:  Literature/Fine Arts, Literature
ENG-108 History and Literature
This introductory literature course focuses on the connections between history and literature. The instructor develops a specific topic that invites the exploration of these connections.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-109 World Lit. in Translation
This course focuses on world literature translated into English. Topics vary by semester, but themes in the course include national identity, exile, colonialism, gender inequality, political and religious conflict, and globalization. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-110 Intro. to Creative Writing
This is an introductory course in Creative Writing. ENG 110 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-122 Modern Linguistics
This course is an introduction to the basic principles of linguistics, the theory and analysis of human language. The first half of the course will focus on structural aspects of language: speech sounds and sound systems, and the formation of words and sentences.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies, Language
Equated Courses: HUM-121

ENG-120 Language Variation & Change
This continuation of ENG 122 (HUM 122) will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time.
Prerequisites: ENG-122 or HUM-122 or MLL-122
Credits: 0.5
Distribution: Language Studies, Language
Equated Courses: HUM-121

ENG-121 Modern English
This course is an introductory course in Creative Writing. ENG 110 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-150 Mass Communications
An undergraduate introduction to the print and electronic media (communication theory, advertising, newsgathering, media effects, and investigative journalism) in which students analyze the special languages of the media, examine the economics of the communications industry, and evaluate the media as a reflection of the ideas and preoccupations of society. The goal of the course is to develop students into informed and discriminating listeners, readers, and viewers. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies

ENG-160 Multicultural Lit. in America
The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-180 Special Topics: Science & Spec Fiction
The goals of this class include familiarization with the genres of Science and Speculative Fiction and their profound impact not only on the Anglophone literary tradition but also on the development of science and technology in general. The students will analyze the social and political contexts for such themes as time travel, artificial intelligence, genetic engineering, alien invasion, and biological interdependence. We will read fiction by H.G. Wells, Ray Bradbury, Arthur C. Clarke, William Gibson, Octavia Butler, Lauren Beukes, and others, as well as graphic novels (V for Vendetta and Marvels). The movies will include Metropolis, the Matrix trilogy, and District 9. This course will next be offered during the 2015-16 academic year.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ENG-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
ENG-188 Independent Study
Enrollment through instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-190 Special Topics: Language
This is an introductory course in Creative Writing. English 190 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

ENG-196 Religion and Literature
A study of religious themes and theological issues in diverse literary works. Each week will focus on a single text. Authors represent various religious traditions (like Protestantism, Roman Catholicism, Buddhism, Judaism, and Hinduism) and raise particular religious questions (like the problem of evil, the question of atheism, the role of tradition, and the nature of redemption).
Prerequisites: none
Credits: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion

ENG-201 Composition:The Essay
English 201 concentrates exclusively upon the essay as a vehicle of prose communication. Students will read the works of several modern essayists (for example, E.M. Forster, George Orwell, Alice Walker, Lewis Thomas, Joan Didion) and write essays based upon thematic and rhetorical methods discovered in the texts.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies

ENG-202 Writing With Power and Grace
This class addresses one of the most important questions of higher education, and, indeed, of life: how to express yourself clearly and gracefully. The premise of this class is that writing well is a potent form of power and beauty. To achieve that goal, we’ll study the major principles of grammar, style, and clarity. Although all are welcome, this class will be of particular interest to freshmen and sophomores who either did not take the Composition or would like further practice in writing. This course does not count toward the creative writing track of the English major. This course is offered in the fall and spring semesters.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-203 Spec. Topics: Creative Writing
This course will build upon the creative principles in ENG 110. Because the course may be different every time it is taught, students may re-take the course for credit. Special Topics may cover a variety of genres such as screenwriting, novel writing, travel writing, writing the memoir, audio rhetoric, the long poem, etc. The course will have a strong workshopping component. Course readings will help students gain an understanding of the contemporary aesthetic of the genre as well as provide direction about craft. Besides generating assignments, producing original work, and reading a variety of genre-specific texts, students will also be responsible for peer evaluation and critique. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ENG-110
Credits: 1
Distribution: Language Studies, Language

ENG-210 Spec. Topics: Creative Writing
This course will build upon the creative principles in ENG 110. Because the course may be different every time it is taught, students may re-take the course for credit. Special Topics may cover a variety of genres such as screenwriting, novel writing, travel writing, writing the memoir, audio rhetoric, the long poem, etc. The course will have a strong workshopping component. Course readings will help students gain an understanding of the contemporary aesthetic of the genre as well as provide direction about craft. Besides generating assignments, producing original work, and reading a variety of genre-specific texts, students will also be responsible for peer evaluation and critique. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ENG-110
Credits: 1
Distribution: Language Studies, Language

ENG-211 Creative Non-Fiction
This course in creative nonfiction will build upon the principles in ENG 110. The course will have a strong workshopping component and focus heavily on generating creative nonfiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of creative nonfiction will comprise the required texts. Besides generating assignments, producing original essays, and reading a variety of texts, students will also be responsible for peer evaluation and critique.
Prerequisites: ENG-110
Credit: 1
Distribution: Language Studies, Language

ENG-212 Creative Writing: Poetry
The intermediate course in poetry writing will build upon the principles in English 110. The course will have a strong workshopping component, starting early in the second week of instruction. The course will focus heavily on generating poetry and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing poetry will comprise the required texts. Besides generating assignments, producing original workshops poems, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.
Prerequisites: ENG-110 or permission of the instructor
Credit: 1
Distribution: Language Studies, Language

ENG-213 Creative Writ: Short Fiction
The intermediate course in fiction writing will build upon the principles in English 110. The course will have a strong workshopping component, starting early in the second week of instruction. The course will focus heavily on generating fiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of writing fiction will comprise the required texts. Besides generating assignments, producing original workshops stories or chapters, and reading a variety of texts, students will also be responsible for peer evaluation and critique. This will help hone their own aesthetic sense and provide the critical foundation necessary for the third tier of workshops.
Prerequisites: ENG-110 or permission of the instructor
Credit: 1
Distribution: Language Studies, Language
ENG-214 Introduction to British Lit. After 1900
This course will introduce students to the major writers and literary trends of the British Isles after 1900. We will begin with the dawn of Modernism, after which we will trace important political, cultural, and aesthetic changes reflected in 20th and 21st century texts. How did the disintegration of the British Empire and two world wars affect British cultural identity? How was the clash between the rural and the urban reflected in the past century? We will focus on a variety of genres-fiction, non-fiction, poetry, and drama—and examine the experiments with language and form in Modernism and Postmodernism, as well as representations of gender roles and race in selected texts by Joseph Conrad, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, George Orwell, Samuel Beckett, Doris Lessing, Eavan Boland, Muriel Spark, Angela Carter, and others. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-215 Medieval & Ren Lit
The study of English literature from its beginnings to the end of the Renaissance. Readings will include Beowulf; selections from Chaucer’s Canterbury Tales; Elizabethan Poetry (including Book I of Spenser’s The Faerie Queen); drama and prose; and Milton’s Paradise Lost.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-216 Intro to Shakespeare
A study of the plays and sonnets of Shakespeare. Analyzing Shakespeare’s dramatic and poetic techniques, we will examine some of the comedies, histories, and tragedies of the greatest dramatist in English. We will also look at the plays’ major themes, styles, and sources. This course also includes as a final assignment, work as a member of a team on the presentation of a scene from one of Shakespeare’s plays.
Prerequisites: none
Credit: 1
Distribution: Literature, Literature/Fine Arts

ENG-217 Engl Lit 1660-1800
This course examines works by some of the best-known poets, essayists, and novelists from the Restoration and 18th Century in Great Britain, including Dryden, Swift, Pope, Fielding, and Johnson. The responses of different authors to ongoing cultural conflicts will help structure our survey. Rhetorical techniques and the development of genres will be ongoing concerns. There will be special emphasis on the comedies of the time by Wycherly, Etherege, Behn, Congreve, Gay, Steele, and Sheridan, not only as texts for performance and reading, but also as objects the authors’ contemporaries reviewed with vigor and used to construct theories about comedy and satire. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-218 Engl Lit 1800-1900
A study of the life and literature of the early and middle 19th century as reflected in the poetry, fiction, and essays of this period. Texts will vary from year to year but will be drawn from the works of major poets (Wordsworth, Keats, Tennyson, Browning, Arnold, and Hardy), novelists (Austen, Scott, Dickens, Thackeray, Eliot, and Hardy) and essayists (Wordsworth, Carlyle, Macaulay, Ruskin, Arnold, Huxley, and Pater). This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-219 Amer Lit before 1900
A survey of major writers and literary trends from the period of exploration to the Naturalists. We will study the forging of the American literary and social consciousness in the writings of the early explorers, through the Native American oral tradition, and in works by Bradstreet, Edwards, Franklin, Emerson, Thoreau, Hawthorne, Jacobs, Melville, Douglass, Whitman, Dickinson, Twain, James, Crane, and Chopin. Guiding our study will be questions like “What is ‘American’ about American literature?” and “In what ways do myths generated by our formative literature continue to shape our personal and national identities?” This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-220 Amer Lit after 1900
This survey introduces the writers and trends of our century, from realism and naturalism through modernism to the rich, fragmented energy of postmodernism and multiculturalism. Writers covered vary from year to year but may include Henry James, James Weldon Johnson, Edith Wharton, Robert Frost, Edna St. Vincent Millay, William Carlos Williams, E. E. Cummings, Ernest Hemingway, Margery Latimer, William Faulkner, Langston Hughes, Willa Cather, F. Scott Fitzgerald, J. D. Salinger, Allen Ginsberg, Gary Snyder, Amiri Baraka, John Barth, Raymond Carver, Galway Kinnell, Sharon Olds, Louise Erdrich, Sandra Cisneros, Toni Morrison, and Don DeLillo. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-221 Multicultural Dialects
An introduction to the study of dialects in America, with a particular focus on the diversity of American speech as reflected in its many cultural variations. Students will read about the varieties of American speech, study their historical, sociological, and linguistic background, and conduct original research in describing a cultural dialect. The course is offered in the second half, spring semester.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies
**ENG-260 Multicultural/Literatures**

Introduction to Black Studies

The course will introduce students to the history, methodology and major problems in black studies. This survey will explore the interdisciplinary nature of black studies scholarship and the challenges it presents to traditional academic models. The issue of the politicization of the academy and the relationship between black scholarship production and service to the black community will also be covered. The course will draw from a number of literary sources (Toni Morrison, Houston Barker, Henry Louis Gates), cultural theorist (bell hooks, Mark Anthony Neal, Cornel West) and historical works (Nell Painter, John H. Franklin, Alberto Raboteau.) This course will serve students interested in the study of the black experience. All majors are welcomed. Students interested in the black studies Area of Concentration are encouraged to enroll.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts, Literature

---

**ENG-270 Special Topics: Lit/Fine Arts**

Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts

---

**ENG-287 Independent Study/Lang.**

Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**ENG-288 Independent Study**

Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**ENG-290 Special Topics: Language**

This is an introduction to the study of language and psychological behavior. We will consider current issues in language and the mind, including the structure and processing of language, language acquisition in children, and how humans store and retrieve linguistic information. No previous experience in linguistics is necessary, although it would be helpful if the student has taken Introduction to Psychology. There will be weekly quizzes, a short paper, and a comprehensive final examination.

**Prerequisites:** none

**Credit:** 0.5

**Distribution:** Language Studies

---

**ENG-296 Religion and Literature**

A study of religious themes and theological issues in literary works.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts, History/Philosophy/Religion

---

**ENG-297 Intro to the Study of Literature**

This course offers an introduction to English literature as a field of study, an overview of genres (poetry, fiction, drama), and literary terms, the practice of close reading, and the basic premises of literary criticism. The course also focuses on developing research skills within the field. It is designed to help majors or potential majors utilize vocabulary essential to a successful literary and/or cultural analysis, study examples of published essays in the discipline, and consider the aims of literary criticism. This is a writing-intensive class. We welcome all students who are thinking about majoring in English to take this course. All English majors taking the literature track are required to take this course, preferably during their freshman or sophomore years. Students taking the creative writing track are encouraged but not required to take this course.

This course is offered in the fall semester.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Literature/Fine Arts, Literature

---

**ENG-298 Independent Study**

Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts

---

**ENG-300 Studies in Historical Contexts**

See Course Descriptions on Registrar’s webpage

**Prerequisites:** 1 credit from ENG Wabash.

**Credit:** 1

**Distribution:** Literature/Fine Arts, Literature

---

**ENG-302 Writing in the Community: Grants/NonProf**

In this course, students will partner with local nonprofit organizations to write grants and promotional materials (such as newspaper articles, website text, short video, pamphlets, etc.). Students will learn the fundamentals of grant writing, including how to tailor tone and content to specific audiences, the arts of brevity, concision, narrative persuasion, and grammatical/syntactical precision. This course includes a significant community engagement/service learning component, as students will work directly with Crawfordsville and Montgomery County nonprofit organizations.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Language Studies

---

**ENG-310 Studies in Literary Genres**

Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.

**Prerequisites:** 1 credit from ENG at Wabash.

**Credits:** 0.5-1

**Distribution:** Literature/Fine Arts, Literature

---

**ENG-311 Advanced Workshop in Creative Nonfiction**

This course will build on the principles of ENG 211. It is primarily a workshop course, which will focus on generation and revision of original creative nonfiction, with an emphasis on producing polished, publishable work. Texts will include craft/theory books, anthologies and literary journals. The course will have a critical essay component, a close study of the craft of a particular writer or some formal question. Students will also be responsible for detailed peer critique at the advanced level.

**Prerequisites:** ENG-211

**Credit:** 1

**Distribution:** Language Studies, Language
ENG-312 Adv. Workshop in Poetry
This course will build on the principles of ENG 212. It is primarily a work-shopping course, with a critical essay component-close study of the craft of a particular writer or some formal question. Students will continue to read and study published work, such as the annual The Best American Poetry anthologies. Each version of the course will vary some in focus. For instance, one course might focus on postmodern poetics, while another might focus on narrative poetry and prose poetry. But students will not be bound by these emphases: they will be free to follow their own creative impulses as they write new poems and revise old ones.
Prerequisites: ENG-212
Credit: 1
Distribution: Language Studies, Language

ENG-313 Advanced Workshop in Fiction
This course will build on the principles of ENG 213. It is primarily a work-shopping course, which will focus on generation and revision of original fiction, with an emphasis on producing polished, publishable work. Texts will include craft/theory books, anthologies and literary journals. The course will have a critical essay component, a close study of the craft of a particular writer or some formal question. Students will also be responsible for detailed peer critique at the advanced level. The professor may choose to focus the course further on one of the subgenres of fiction writing.
Prerequisites: ENG-213
Credit: 1
Distribution: Language Studies, Language

ENG-320 Studies in Literary Modes
This course explores the literature and culture of the United States in the early part of the twentieth century, with its overlapping milieu of high modernists, Harlem Renaissance writers, young bohemians, and political radicals. We will examine the profound redefinitions of the self catalyzed by the rise of psychology, rapid urbanization and mechanization, and the Great War, and we'll discuss the public's response to the varied artistic movements of the period, from Primitivism's allure to the impersonal promise of Futurism. From painting to film, from Gertrude Stein's Three Lives to Langston Hughes's poetry and Meridel Le Sueur's reportage, this course will examine a variety of texts that contributed to the literary experimentation and extraordinary achievement of the period. Other readings may include but are not limited to Sherwood Anderson's Winesburg, Ohio, Zona Gale's Miss Lulu Bett, T. S. Eliot's The Waste Land and Other Poems, Willa Cather's The Professor's House, Ernest Hemingway's In Our Time, William Faulkner's The Sound and the Fury, Nella Larsen's Passing, F. Scott Fitzgerald's The Great Gatsby, and poetry by Williams, Taggard, Stevens, Frost, Cummings, Moore, and Millay.
Prerequisites: 1 credit from ENG at Wabash.
Credits: 0.5-1
Distribution: Literature/Fine Arts, Literature

ENG-330 Studies in Special Topics
In this course, we will focus on major Anglophone and Francophone authors writing in and about formerly colonized territories such as parts of the Caribbean, Senegal, Zimbabwe, South Africa, India, and Ireland. We will focus on gender roles and race in connection to the literary canon, and we will discuss a dialogue between the center of the empire (London) and the "margins" (British colonies). How did the authors describe conflicts between assimilation and resistance in the colonial and postcolonial milieu? How were the national, cultural, and individual identities affected by decades of foreign imperial presence? Can we trace any intersections between postmodern and postcolonial themes? To understand and enjoy the texts, we will also study the political context of European imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism, Postcolonialism, and Postmodernism. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 credit from ENG at Wabash.
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-340 Studies in Individual Authors
Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 credit from ENG at Wabash.
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-350 Studies in Media: Literature & Film
Is the novel always better than its film adaptation? After an introduction to the art of film and a theoretical consideration of the similarities and differences between fiction and film, we will compare four or five novels with their film adaptations. In recent years this course has focused on literature and film representing New York City, including an immersion trip to the City.
Prerequisites: 1 credit from ENG at Wabash.
Credits: 0.5-1
Distribution: Literature/Fine Arts, Literature

ENG-360 Studies in Multicult/Nat'l Lit
Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 credit from ENG at Wabash.
Credits: 0.5-1
Distribution: Literature/Fine Arts, Literature
ENG-370 Special Topics: Lit/Fine Arts
African American Immigration This course will examine the themes of migration and immigration in African American literature from the captivity narrative of early America to the twenty-first century. We will examine the African American relationship with Africa from the early stages of separation to the movements of reclamation. We will also look at contemporary works that detail immigration from the continent of Africa, the Global South, and Canada. The writers we will read are preoccupied with defining their identities as people, and not as captive. We will move from slavery to freedom, through Reconstruction, post-WWII, through the Civil Rights era and into contemporary society by reading the works of authors like: Olaudah Equiano, Nella Larsen, Jean Toomer, Ralph Ellison, Chester Himes, Dorothy West, Maya Angelou, Audre Lorde, Diane Brand, Toni Morrison, Edwidge Danticat, Shay Youngblood ad Chris Abani. The texts reflect African American migration from the rural South to the urban North, immigration from the Global South to the United States, expatriations to France and even "back" to Africa. The readings are compiled to allow us to explore the question: What is an "African American"? Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 credit from ENG at Wabash.
Credits: 0.5-1
Distribution: Literature/Fine Arts, Literature

ENG-387 Independent Study/Lang Studies
Any student in good standing academically and interested in pursuing a topic in language studies in English not normally available through departmental course offerings is encouraged to apply to the Department for permission to do independent work in English language studies. Such study usually involves not more than one course credit a semester, and entails a significant academic project submitted to a department member for a letter grade. Students must receive written approval of their project proposal from a department member before registering for the course.
Prerequisites: none
Credits: 0.5-1

ENG-388 Independent Study/Lit Fine Arts
Any student who has completed at least one literature course, is in good standing academically, and is interested in pursuing a topic in English not normally available through departmental course offerings, is encouraged to apply to the department for permission to do independent study in literature. Such study usually involves not more than one course credit a semester, and entails a significant academic project submitted to a department member for a letter grade. Students must receive written approval of their project proposal from a department member before registering for the course.
Prerequisites: none
Credits: 0.5-1

ENG-390 Special Topics: Lang Studies
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

ENG-410 Academic & Professional Writing
The goal of this course is for the student to gain greater awareness and control over his writing for a variety of academic and professional purposes. Students who wish to improve their college writing and those who plan to attend law or graduate school, teach, or write professionally would be well served by the course. We will focus in particular on clarity in writing, argumentative techniques, the demands of different genres, and developing a personal voice. Limited enrollment. This course is offered in the spring semester. STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-411 Bus & Tech Writing
The emphasis in this course will be on technical, business, and other forms of career-oriented writing. Topics include audience analysis, style analysis, grammar, punctuation, and research. Assignments adapted to fit the background and interests of each student include business correspondence, mechanism description, process description, formal proposal, magazine article, and formal report. Limited enrollment. Offered spring semesters. STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

ENG-414 Theories of Reading
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ENG-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

ENG-497 Seminar in English Lit
These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are offered only in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature
ENG-498 Capstone Portfolio
In these two half-credit courses, the student writes and revises a portfolio of his work in a single genre. The portfolio should include the writer’s best work, accompanied by an introductory aesthetic statement. During the first semester in 498, the student will meet in workshop with other senior writers in their chosen genre. In the second semester in 499, the writing concentrator will further develop and revise his portfolio, and give a reading of his work. The portfolio courses will provide workshops to help students in publication and in application to graduate programs. Readings in the courses will be varied; some will be guides for practical instruction, others will be theoretical or craft texts to help the student find formal coherence in his portfolio.
Prerequisites: ENG-311, 312, or 313
Credits: 0.5

ENG-499 Capstone Portfolio
In these two half-credit courses, the student writes and revises a portfolio of his work in a single genre. The portfolio should include the writer’s best work, accompanied by an introductory aesthetic statement. During the first semester in 498, the student will meet in workshop with other senior writers in their chosen genre. In the second semester in 499, the writing concentrator will further develop and revise his portfolio, and give a reading of his work. The portfolio courses will provide workshops to help students in publication and in application to graduate programs. Readings in the courses will be varied; some will be guides for practical instruction, others will be theoretical or craft texts to help the student find formal coherence in his portfolio.
Prerequisites: ENG-311, 312, or 313
Credits: 0.5

ENG-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

French (FRE)

FRE-101 Elementary French I
The student with little or no previous training in French will become grounded in the language and gain some understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. This course is offered in the fall semester.
Prerequisites: none
Corequisites: FRE-101L
Credit: 1

FRE-102 Elementary French II
The student with little or no previous training in French will continue building in the language and grow in their understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. This course is offered in the spring semester.
Prerequisites: FRE-101
Corequisites: FRE-102L
Credit: 1

FRE-177 Special Topics
These courses treat topics in French literature and culture. Conducted in French.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none

FRE-201 Intermediate French
A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read French texts that will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in French beyond the rudimentary level. This course is offered in the fall semester.
Prerequisites: FRE-102 or FRE-201 placement
Corequisites: FRE-201L
Credit: 1
Distribution: Foreign Language

FRE-202 French Lang:Cultural
This course focuses on the active use of French. Its goals are to develop the student’s command of French through guided practice in the use of the language and to increase his understanding of Francophone culture as reflected in the French language and life in the Francophone world. Required for majors. This course is offered in the spring semester.
Prerequisites: FRE-201
Corequisites: FRE-202L
Credit: 1
Distribution: Foreign Language

FRE-277 Special Topics
These courses treat topics in French literature and culture. Conducted in French. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-287 Independent Study
Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-288 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
FRE-301 Conversation & Composition
This course focuses on the continued development of the student’s command of the French language and his understanding of Francophone culture, with an emphasis on speaking and writing. The course may include materials both written and spoken from a variety of sources. This course is offered in the fall semester.
Prerequisites: FRE-202 or FRE-301 placement
Credit: 1
Distribution: Foreign Language

FRE-302 Intro to Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It is an introduction to the lexicon of literary criticism and the principles of literary theory. Required for majors. This course is offered in the spring semester.
Prerequisites: FRE-301
Credit: 1
Distribution: Literature/Fine Arts

FRE-311 Studies in French Language
Studies in French Language offers advanced study in the French language. Topics may vary and include, but not are limited to: linguistics, phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the French language and demonstrate those skills in interpretative essays and class discussion. This course may be retaken for credit if topic is different from previously taken course. This course counts toward Language Studies requirement.
Prerequisites: FRE-301
Credit: 1
Distribution: Language Studies

FRE-312 Studies in French Culture
Studies in French Culture offers advanced study of francophone culture. Topics may vary and include, but are not limited to: film, popular culture and arts, regional and ethnic identities, gender studies, politics, and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: FRE-301
Credit: 1
Distribution: Literature/Fine Arts

FRE-313 Studies in French Literature
Studies in French Literature offers advanced interdisciplinary study of francophone literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between French and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

FRE-314 Special Topics in French
Special topics in French. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: FRE-301
Credit: 1
Distribution: Literature/Fine Arts

FRE-377 Special Topics
These courses treat topics in French literature and culture. Conducted in French.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-387 Independent Study
Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-388 Independent Study
Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-401 Senior Seminar in French
Special written and oral work for seniors returning from study in a French-speaking country and for those seniors with a comparable level of preparation. Vocabulary-building and refinement of oral and written expression. This course assumes a background in literary analysis and interpretation, as well as a good command of spoken and written French. Required for majors. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

FRE-477 Special Topics
These courses treat topics in French literature and culture. Conducted in French.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

FRE-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
**Gen-101 Into to Gender Studies**
This course introduces students to the interdisciplinary field of gender studies by exploring questions about the meaning of gender in society. The course will familiarize students with the central issues, questions and debates in Gender Studies scholarship by analyzing themes of gendered performance and power in law, culture, education, work, health, social policy and the family. Key themes may include but are not limited to the relationship between sex and gender, the legal and social workings of the private/public distinction, the way that disciplinary practices code certain behaviors as masculine or feminine, the intersection of gender with race and ethnicity, the gendered structure of power, the tension between difference and equality, the production and circulation of gender expectations in the media, and the contested role of the law in achieving equality. By course end, students will understand central themes and debates in the field of gender studies, demonstrate a facility with basic terms and concepts of the field, apply methods of analyzing gender to society and to their own life experiences and communicate effectively about these issues in writing and speech.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts, History/Philosophy/Religion

**Gen-102 Human Sexual Behavior**
An overview of human sexual anatomy, development, function, and diversity. Emphasis is on the psychological aspects of sexuality including the study of attitudes towards sexuality, sexual preference, love and marriage, contraception, and commercial sex. Particular attention is paid to the development and enactment of sex roles, the construction of gender, and sex differences. This course is offered in the fall semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Behavioral Science

**Gen-103 Seminars in Theater**
These seminars focus on specific topics in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film.

**Prerequisites:** none  
**Credit:** 0.5-1  
**Distribution:** Literature/Fine Arts

**Gen-104 Classical Mythology**
This is an introduction to the content and form of the major ancient myths, chiefly Greek. The emphasis will be on interpretation, with topics to include myth, folk-tale, legend, myth and ritual, psychological uses of myth, and the structuralist school of Claude L. Lévi-Strauss. Particular attention will be paid to male/female archetypes, with secondary readings from Camille Paglia and Robert Bly. Comparison will also be made to several non-western mythologies. Counts toward Gender Studies.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts

**Gen-105 Fatherhood**
An introduction to the psychological research into issues surrounding fatherhood. Topics to be covered include the role of fathers in children’s development, the effect of being a father on adult development, men’s views on fatherhood, the effect of fatherhood on romantic relationships, and balancing work and home life.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Behavioral Science

**Gen-106 Multicultural Lit in America**
The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester.

**Prerequisites:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts

**Gen-109 Perspectives on Philosophy**
A course in some selected philosophical topic or range of topics designed to provide an example of philosophical reflection and inquiry. Not open to junior or senior majors without permission of the instructor.

**Prerequisites:** none  
**Credit:** 0.5-1  
**Distribution:** History/Philosophy/Religion
GEN-115 Intro to Poetry
This class will introduce you to the study of poetry through intensive reading and intensive written analysis. We will focus on close reading of a wide range of poems from a variety of historical periods, genres, and cultures. Through a study of image, symbol, diction, syntax, meter, rhythm, and sound, we will analyze the ways in which a poem creates meaning. Written analyses will emphasize the marriage of formal and thematic elements in particular poems.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

GEN-116 Intro. to Short Fiction
This class has two goals: to introduce the study of short fiction through intensive reading, and to familiarize students with strategies and methodologies for writing about literature. In our readings, we will explore formal issues such as tone, structure, and symbolism as well as social issues such as sexuality, race and gender. This class focuses on ways of grappling with these big questions in writing, as literary scholars do.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

GEN-124 Introduction to Student Development
The course examines child and adolescent development through a pedagogical perspective. Through a variety of course texts, students will be introduced to theories of development and to the concept of diversity as it relates to student development. They will also be involved in K-12 field placements through which they are introduced to qualitative data collection/analysis techniques. EDU 101 students will examine their own development through autobiographical writing and compose variety of reflective and analytical reports based on their K-12 field work. The required technology thread for this course includes effective use of Word and presentation software (e.g., PowerPoint and Prezi), management of electronic files, and extensive use of course management systems for access to electronic files and submission of assignments (e.g., Moodle/Canvas). Field component: Students in EDU 101 complete a total of 24 hours of field work spread across the semester in three school settings: elementary, middle, and high school. While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes and to interact with host teachers and students in ways that are helpful and enable them to learn about K-12 student development. EDU 101 students are introduced to field-based inquiry and specifically the tools of narrative inquiry as they learn methods of collecting and analyzing qualitative data. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 101 in the freshman or sophomore year. Offered fall and spring semesters.
Prerequisites: none
Credit: 1

GEN-171 Historic Techniques & Ideas
Have you ever wanted to paint like Van Gogh? Or invent like Da Vinci? This course is the course for you! A hybrid between art historical research and hands-on studio research, this course is designed to introduce students to the historical methods used by artists. Students will research methods and complete projects using processes including, but not limited to: grinding pigments, painting with egg tempera, carving marble, sculpting with clay, learning perspective, drawing with silver, preparing a fresco painting, and photographing using a pinhole camera.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-200 Topics in Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-201 Sex, Gender & Masculinity
Biology, psychology, and culture converge to create and define all of us as gendered beings. Students enrolled in this course will explore this multifaceted dimension of human behavior by surveying current theory, research and data on the construction of men's lives, with a special focus on the construction of masculinity. Students will complete research projects on a question of their own formulation. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

GEN-202 Topics in Theology
This is a discussion course on one or more figures, themes, or movements in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, and African Christianity.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-203 Special Topics in Art History
The objective of this class is to develop the student’s understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
GEN-204 Intro British Lit After 1900
This course will introduce students to the major writers and literary trends of the British Isles after 1900. We will begin with the dawn of Modernism, after which we will trace important political, cultural, and aesthetic changes reflected in 20th and 21st century texts. How did the disintegration of the British Empire and two world wars affect British cultural identity? How was the clash between the rural and the urban reflected in the past century? We will focus on a variety of genres-fiction, non-fiction, poetry, and drama-and examine the experiments with language and form in Modernism and Postmodernism, as well as representations of gender roles and race in selected texts by Joseph Conrad, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, George Orwell, Samuel Beckett, Doris Lessing, Eavan Boland, Muriel Spark, Angela Carter, and others. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-205 Amer Lit before 1900
A survey of major writers and literary trends from the period of exploration to the Naturalists. We will study the forging of the American literary and social consciousness in the writings of the early explorers, through the Native American oral tradition, and in works by Bradstreet, Edwards, Franklin, Emerson, Thoreau, Hawthorne, Jacobs, Melville, Douglass, Whitman, Dickinson, Twain, James, Crane, and Chopin. Guiding our study will be questions like "What is 'American' about American literature?" and "In what ways do myths generated by our formative representations of gender roles and race in selected texts by Joseph Conrad, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, George Orwell, Samuel Beckett, Doris Lessing, Eavan Boland, Muriel Spark, Angela Carter, and others. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-206 Amer Lit after 1900
This survey introduces the writers and trends of our century, from realism and naturalism through modernism to the rich, fragmented energy of postmodernism and multiculturalism. Writers covered vary from year to year but may include Henry James, James Weldon Johnson, Edith Wharton, Robert Frost, Edna St. Vincent Millay, William Carlos Williams, E. E. Cummings, Ernest Hemingway, Margery Latimer, William Faulkner, Langston Hughes, Willa Cather, F. Scott Fitzgerald, J. D. Salinger, Allen Ginsberg, Gary Snyder, Amiri Baraka, John Barth, Raymond Carver, Galway Kinnell, Sharon Olds, Louise Erdrich, Sandra Cisneros, Toni Morrison, and Don DeLillo. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-207 Intro to the Study of Literature
This course offers an introduction to English literature as a field of study, an overview of genres (poetry, fiction, drama), and literary terms, the practice of close reading, and the basic premises of literary criticism. The course also focuses on developing research skills within the field. It is designed to help majors or potential majors utilize vocabulary essential to a successful literary and/or cultural analysis, study examples of published essays in the discipline, and consider the aims of literary criticism. This is a writing-intensive class. We welcome all students who are thinking about majoring in English to take this course. All English majors taking the literature track are required to take this course, preferably during their freshman or sophomore years. Students taking the creative writing track are encouraged but not required to take this course. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-208 Africa to 1885
Precollonial African history, focusing on the sociocultural, economic, and political realities of sub-Saharan societies between the Neolithic Period and the Partitioning of the Continent by European powers inaugurated in 1885. This course is offered in the fall semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-209 Africa Since 1885
The period from the European Partition of Africa in 1885 to Post-independence was one of the most significant and drastic eras of change for Africans, drawing them into a global wage labor economy, and seeing them interact in new ways with migration, the World at War, and the Colonial Endeavor. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-210 Topics in American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-211 Spec Topics:Anc History
This is a more advanced course that focuses on a specific topic in ancient history and requires previous work. Course may be repeated as topic changes.
Prerequisites: 1 credit from CLA
Credit: 1
Distribution: History/Philosophy/Religion
GEN-212 World Cinema
The course will survey non-Hollywood international movements in the history of cinema. It will explore issues of nation, history, culture, identity and their relation to questions of film production and consumption in contemporary film culture. Emphasis will be placed on major directors, films, and movements that contributed to the development of narrative cinema internationally. The course will investigate a variety of genres and individual films, paying close attention to their aesthetic, historical, technological and ideological significance. For example, African cinema introduces themes of colonialism, resistance and post-colonial culture, while the New Iranian Cinema articulates problems of politics and censorship within a new national film culture.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-214 Cross Cultural Psychology
This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

GEN-215 Child Development
This course explores the process of child development with particular emphases on cognitive and social development from infancy through early adolescence. We will discuss the development of observable behaviors such as language and aggression, the underlying mechanisms that guide and shape development, and empirically-grounded practical recommendations for fostering healthy development. Additional topics include the roles of nature and nurture in development, the formation of parent/child attachment, social cognition, autism, and peer relationships and their effect on social development. The methodologies used by researchers, and the appropriate interpretation of research findings, will be an emphasis throughout the course. Through weekly observations and naturalistic laboratory assignments in local preschools, students will learn and practice several of these research methodologies. This course is offered in the fall semester.
Prerequisites: PSY-101 or 105
Credit: 1
Distribution: Behavioral Science

GEN-217 Theological Ethics
This is a discussion course that examines the relationship between religion and ethics from many different perspectives, beginning with theological models of talking about God, the self, and ethical goods and ending with discussions of specific ethical problems. American realism, Latin American liberation theology, Roman Catholic natural law theory, and environmental theology will be covered. Issues discussed include medical ethics, theology and economics, the problem of war, the role of the church in social change, and the nature of sin.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-218 Anthropology of Religion
This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O’Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include The Contrast, Secret Service, Uncle Tom’s Cabin, Long Day’s Journey Into Night, A Moon for the Misbegotten, Awake and Sing!, The Little Foxes, Our Town, The Skin of Our Teeth, Mister Roberts, A Streetcar Named Desire, The Night of the Iguana, Death of a Salesman, The Crucible, A Raisin in the Sun, The Zoo Story, Who’s Afraid of Virginia Woolf?, Glengarry Glen Ross, True West, Brighton Beach Memoirs, The Colored Museum, A Perfect Ganesh, Fences, Angels in America, How I Learned to Drive, and The America Play. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-219 The American Stage
This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O’Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include The Contrast, Secret Service, Uncle Tom’s Cabin, Long Day’s Journey Into Night, A Moon for the Misbegotten, Awake and Sing!, The Little Foxes, Our Town, The Skin of Our Teeth, Mister Roberts, A Streetcar Named Desire, The Night of the Iguana, Death of a Salesman, The Crucible, A Raisin in the Sun, The Zoo Story, Who’s Afraid of Virginia Woolf?, Glengarry Glen Ross, True West, Brighton Beach Memoirs, The Colored Museum, A Perfect Ganesh, Fences, Angels in America, How I Learned to Drive, and The America Play. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-224 The Modern Stage
The class will study the history of theater and the diverse forms of European drama written between 1870 and the present. Emphasis will be placed on an examination of the major theatrical movements of realism, expressionism, symbolism, epic theater, absurdism, existentialism, feminism, and postmodernism, as well as on the work of major dramatists including Henrik Ibsen, Anton Chekhov, August Strindberg, Bertolt Brecht, and Samuel Beckett, and Caryl Churchill, among others. Attention will also be paid to theatrical conventions and practices, along with discussion of varying interpretations and production problems discovered in each play. The works to be studied include Woyzeck, A Doll House, The Master Builder, Miss Julie, The Importance of Being Earnest, Ubu Roi, The Cherry Orchard, From Morn until Midnight, Galileo, Waiting for Godot, No Exit, Rosencrantz and Guildenstern are Dead, Top Girls, The Beauty Queen of Leenane, and Terrorism. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the spring semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-225 Anthropology of Religion
This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O’Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include The Contrast, Secret Service, Uncle Tom’s Cabin, Long Day’s Journey Into Night, A Moon for the Misbegotten, Awake and Sing!, The Little Foxes, Our Town, The Skin of Our Teeth, Mister Roberts, A Streetcar Named Desire, The Night of the Iguana, Death of a Salesman, The Crucible, A Raisin in the Sun, The Zoo Story, Who’s Afraid of Virginia Woolf?, Glengarry Glen Ross, True West, Brighton Beach Memoirs, The Colored Museum, A Perfect Ganesh, Fences, Angels in America, How I Learned to Drive, and The America Play. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
GEN-230 Topics in Modern Europe
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

GEN-237 Philosophy of Race
This course covers the history of the development of the concept of race, the metaphysical framework for thinking about the “reality” of race, the various ways to consider the meaning of race, and the relation between the meaning of race and the experience of racism. Questions about how difference and equality function in the law and the application of the law, concepts of white privilege and community investment in racial distinctions, intersectional analyses that think race together with gender, class and sexuality and the concept of race in colonial and post-colonial settings are likely topics
**Prerequisites:** none
**Credit:** 1
**Distribution:** History/Philosophy/Religion

GEN-270 Special Topics: Lit/Fine Arts
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

GEN-300 Studies in Multicult/Nat’l Lit
Toni Morrison and the African American Novel This course is about one thing, reading Toni Morrison’s novels and her literary essays. In the process, we will explore the features of what Morrison calls the African American novel. We will also come to see and understand Morrison’s mastery of craft and subject in the production of amazing stories that speak the “truth in timbre.” The goals are to read, learn and grow in your understanding of the possibilities and limitations of rendering a people’s lived experience in language. Jewish American Literature The contributions of Jewish American writers and filmmakers have been pervasive and significant. We will read selected fiction, poetry and plays, and see films that focus on the Jewish American experience. Authors and filmmakers may include Philip Roth, Bernard Malamud, Cynthia Ozick, David Mamet, Allen Ginsberg, and Woody Allen. African American Literature: Introduction This course explores various genres of African American Literature. Emphasis is placed on works that reflect the socio-historical development of African American life. Poetry, Slave narratives, autobiographies, novels, plays, musical lyrics, and spoken word form the subject of study in the course. Special attention is given to works of fiction that become motion pictures and the emerging area of audio books. The aim of the course is to provide students with a sense of the historical and contemporary developments within African American literature. Students are introduced to African American critical theory as well as African American history. Pen and Protest: Literature and Civil Rights This course takes a literary approach to the study of the civil rights movement. Students will examine the autobiographies, plays, novels, and other various artistic expressions of the mid-1950s through 1980. The aim of the course is to explore the use of literature and art as means of political, cultural, and religious expression. Students are introduced to critical theory as well as black studies. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
**Prerequisites:** ENG-105,106,107,109,160,214,215,216,217,218,219,220,226, or 297
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

GEN-301 Studies in Critical Reading
This course introduces English majors and minors to a number of literary genres, makes available to them systematic critical approaches, and gives them practice in scholarly and critical disciplines. Frequent written exercises. All members of the English Department will occasionally assist in classroom work. Offered spring semesters.
**Prerequisites:** none
**Credit:** 1

GEN-302 Adv Topics: World&Comp History
This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval.
**Prerequisites:** 0.5 credit from HIS
**Credit:** 1
**Distribution:** History/Philosophy/Religion
GEN-303 Gender and Communication
As a culture, we often take gender for granted. Yet, we live in a culture where men and women are molded and shaped by communicative practices and mass-mediated representations that generate our ideals of masculinity and femininity. This class examines this process—providing a platform for students to reflect upon gender formation and develop a theoretical vocabulary for describing this process. By the end of the semester, class participants will develop a more sophisticated understanding of the manner in which gendered messages and practices have shaped perceptions of their symbolic universe.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-304 Studies in Special Topics
Studies in Special Topics
Prerequisites: ENG-105, 106, 107, 109, 160, 214, 215, 216, 217, 218, 219, 220, 260, or 297
Credit: 1
Distribution: Literature/Fine Arts

GEN-305 Special Topics in Education
This course is a seminar focused upon historical and/or philosophical topics in education. In general, historically-oriented and philosophically-oriented topics are taught in alternating years, and are cross-listed with the relevant department(s) as appropriate. The emphasis is upon shared exploration of the general background to the issue, accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission. Level: Required for the Education Studies minor. Offered in the spring semester.
Prerequisites: none
Credit: 1

GEN-306 Studies in Historical Contexts
See course descriptions on Registrar’s webpage
Prerequisites: 1 credit from ENG Wabash.
Credit: 1
Distribution: Literature/Fine Arts

GEN-307 Contemporary Theology
Seminar discussions of selected works of some significant theologians of the 20th and 21st centuries: Karl Barth, Hans Urs von Balthasar, Paul Tillich, William Placher, Sallie McFague, Jørgen Moltmann, and others. Special attention will be given to the role of scripture, Jesus, human experience (including race and gender issues), our understandings of God, theologies of liberation, and theology’s special contribution to contemporary issues.
Prerequisites: REL-171, 172, 173, 270, or PHI-242
Credit: 1
Distribution: History/Philosophy/Religion

GEN-310 Studies in German Culture
Studies in German Culture offers advanced study of a variety of elements of culture broadly conceived. Topics will vary and may include, but are not limited to, film, popular culture and arts. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: Take GER-301 and 302 or HIS-220 or permission of instructor.
Credit: 1
Distribution: Literature/Fine Arts

GEN-314 Intro to Spanish Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It also includes an introduction to the lexicon of literary criticism and the principles of literary theory. This course is offered every semester.
Prerequisites: SPA-301
Credit: 1
Distribution: Literature/Fine Arts

GEN-320 Research in Developmental Psychology
This course will provide students with in-depth coverage of the methodological tools and statistical analyses used by developmental psychologists. Students will read and discuss contemporary research on a given topic that will vary from year to year. Students will gain experience analyzing complex data sets obtained from prior research or from a research project conducted with the professor. This course is offered in the spring semester.
Prerequisites: PSY-202 and 220
Credits: 0.5
Distribution: Behavioral Science

GEN-322 Research in Social Psychology
Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different semesters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is offered in the fall semester.
Prerequisites: PSY-202 and 222
Credits: 0.5
Distribution: Behavioral Science

GEN-324 Advanced Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: HIS-240, 241, 242, 244, or 245
Credit: 1
Distribution: History/Philosophy/Religion
GEN-400 Seminar in English Lit
Two sections of ENG 497 are the two Advanced Courses offered every fall. These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are offered only in the fall semester. Reading the Black Book "Read any good Black books lately?" This is a provocative question on so many different levels. For one, it takes for granted that there is such a thing as a "Black book" and, two, should this be the case, that some of them might actually be "good." What is at stake here is how we think of race and literary production as well as race as a critical approach to reading literature. In short, can we think of race as both a category of literary production and a tool of literary interpretation? Nobel Prize Laureate Toni Morrison admits to writing Black books. As such, Morrison's readers are expected to understand the various and varying ways that race matters in her work. However, scholar Kenneth Warren argues that African American literature is over. This course will take a deep dive into the murky waters that is the meaning and significance of race in African American letters. Students will be introduced to Black literary theory and cultural production. In addition to Morrison and Warren, students will read scholars like Houston Baker, Henry L. Gates, John Cullen Gruesser, Arna Bontemps, Robert Hemenway, and others. Students will come to understand African American literary theories such as: Ethiopianism, Double-Consciousness, New Negro, Blues People, Signifying, and call-and-response. This course is meant to help students grapple with the different ways of reading the Black book. The Body of the Other in British and Postcolonial Literature How do British and Postcolonial authors write about colonial power, political violence, and their effects on the body? We will study authors from the Caribbean, South Africa, India, Ireland, and England, and we will focus on gender roles and race, with a special emphasis on the theory of the postcolonial body. Corporeality has been a central issue in the dialogue between the center of the empire (e.g., London) and the "margins" (e.g., British colonies). How do colonial and postcolonial authors describe colonizing and colonized bodies? To understand and enjoy the texts, we will also study the political context of British imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism. We will discuss the themes of the exoticized body, the dislocated body, the traumatized body, and the emasculated body, and we will focus on the intersections between gender and postcolonial theory.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GEN-404 Phil & Craft of Hist
This course is required of all majors in history and should be taken in the junior year. Students have an opportunity to read different examples of historical writing and to examine the philosophical and methodological assumptions which underlie the historian's craft. This course is offered in the fall and spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

GEN-487 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1

GEN-488 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1

GEN-490 Gender Studies Capstone
Seminar in Gender Studies
Prerequisites: none
Credit: 1

German (GER)
GER-101 Elementary German I
The student with little or no previous training in German will become grounded in the language and gain some understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. This course is offered in the fall semester.
Prerequisites: none
Corequisites: GER-101L
Credit: 1

GER-102 Elementary German II
The student with little or no previous training in German will continue building in the language and gain more understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. This course is offered in the spring semester.
Prerequisites: GER-101 or GER-102 placement
Corequisites: Take GER-102L
Credit: 1

GER-177 Special Topics
These courses treat topics in German literature and culture. Conducted in German. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-187 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-188 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
GER-201 Intermediate German
A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read German texts which will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in German beyond the rudimentary level. This course is offered in the fall semester.
Prerequisites: GER-102 or GER-201 placement
Corequisites: GER-201L
Credit: 1
Distribution: Foreign Language

GER-202 German Language & Culture
This course focuses on the active use of German. Its goals are to develop the student’s command of German through guided practice in the use of the language and to increase his understanding of German culture as reflected in the German language and life in the German-speaking world. This course is offered in the spring semester.
Prerequisites: GER-201
Corequisites: GER-202L
Credit: 1
Distribution: Foreign Language

GER-277 Special Topics
These courses treat topics in German literature and culture. Conducted in German. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-287 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-288 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-301 Conversation & Composition
This course focuses on the continued development of the student’s command of the German language and his understanding of the culture of the German-speaking world, with an emphasis on speaking and writing. This course is offered in the fall semester.
Prerequisites: GER-202 or 301 placement
Credit: 1
Distribution: Foreign Language

GER-302 Intro to Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It is an introduction to the lexicon of literary criticism and the principles of literary theory for majors. This course is offered in the spring semester.
Prerequisites: GER-301
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GER-312 Studies in German Culture
Studies in German Culture offers advanced study of a variety of elements of culture broadly conceived. Topics will vary and may include, but are not limited to, film, popular culture and arts. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: GER-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

GER-313 Studies in German Literature
Studies in German Literature offers advanced study of German literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between German and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: GER-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

GER-314 Studies in German Literature
This course surveys the development of German literature and culture in its historical context and provides students with an overview of important trends in intellectual history. The span of time covered will vary by semester, but in each case, students will survey major periods and movements through the critical examination of representative literary works and cultural documents. May be retaken for credit if topic is different from previously taken course.
Prerequisites: GER-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

GER-315 Studies in German Literature
This course offers advanced study of German literature and culture. Conducted in German. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-376 Special Topics: German Lang
These courses treat topics in German Language. Conducted in German. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
GER-387 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-388 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-401 Senior Seminar in German
Special written and oral work for seniors returning from study in a German-speaking country and for those seniors with a comparable level of preparation. Vocabulary-building and refinement of oral and written expression. This course assumes a background in literary analysis and interpretation, as well as a good command of spoken and written German. Required for majors. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GER-477 Special Topics: German Lit & Culture
These courses treat topics in German literature and culture. Conducted in German. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GER-478 Special Topics
Special Topics in German
Prerequisites: GER-302
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-487 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-488 Independent Study
Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GER-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Global Health (GHL)

GHL-400 Capstone in Global Health
This course will cover a synthesis/capstone portfolio mutually agreed upon by the student and instructor. This collection will include presentations and projects generated by the student from his curricular and co-curricular global health experiences (e.g. blogs or newspaper articles authored; education materials or presentations created; research or health surveys to which the student contributed) and a reflective paper that places this content into the larger context of global health. Students should highlight concepts important in leading effectively, acting responsibly, and living humanely. Example components include advocacy and promotion of public health at all levels of society, critical and creative thinking and problem-solving skills, cultural contexts affecting community health, ethical decision-making as related to self and society, and research methods.
Prerequisites: Prereq: BIO-177, PSC-201/SOC-201, and DV1-277.
Credits: 0

Greek (GRK)

GRK-101 Beginning Greek I
This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four class meetings each week. This course is offered in the fall semester.
Prerequisites: none
Corequisites: GRK-101L
Credit: 1

GRK-102 Beginning Greek II
This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four class meetings each week. This course is offered in the spring semester.
Prerequisites: GRK-101
Corequisites: GRK-102L
Credit: 1

GRK-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

GRK-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
GRK-201 Intermediate Greek I
The choice of readings is adapted to the needs and the desires of the class. We will read selections from Lysias’ speeches and other appropriate works. The emphasis will be on developing facility in reading Greek. This course is offered in the fall semester.
Prerequisites: GRK-101 and 102
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-210 New Testament Greek
This course covers selected readings in the New Testament. One-half or one course credit by arrangement. Offered by arrangement. Course may be repeated as the readings change.
Prerequisites: GRK-101 and 102
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-277 Special Topics
Special Topics in Greek
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-288 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-301 Advanced Greek Reading: Poetry
Selections to suit the needs and interests of the class will be made from the Greek poets and dramatists. The material will be varied from year to year and the course may be elected more than once.
Prerequisites: GRK-201
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-302 Advanced Greek Reading: Prose
Selections to suit the needs and interests of the class will be made from Greek history, oratory, and philosophy. The material will be varied from year to year and the course may be elected more than once.
Prerequisites: GRK-201
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

GRK-303 Advanced Greek Reading: Homer
Selections to suit the needs and interests of the class will be made from Homer’s Iliad or Odyssey. The material will be varied from year to year and the course may be elected more than once.
Prerequisites: GRK-201
Credit: 1
Distribution: Literature/Fine Arts

GRK-330 Greek Composition
This course provides a systematic review and study of fundamental Greek forms and constructions with practice in writing Greek sentences. This course is offered by arrangement.
Prerequisites: GRK-101 and 102
Credits: 0.5
Distribution: Foreign Language

GRK-387 Independent Study
Students wishing to pursue independent study in Greek (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-388 Independent Study
Students wishing to pursue independent study in Greek (specialized work in an author, period or genre) should plan this work with the instructor who will supervise the project. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-400 Senior Reading
This is a seminar on a selected topic with a long paper directed by a member of the department.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GRK-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GRK-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

Hispanic Studies (HSP)

HSP-210 Topics Art History
The objective of this class is to develop the student’s understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
HSP-228 Spec Topic: European Econ
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

HSP-240 Art & Arch of Ancient Americas
This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similiraties and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

HSP-252 Peoples & Nations of Latin America
A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HSP-277 Spec Topic: Latin America Econ
The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science

HSP-300 Adv Topics: World&Comp History
This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval.
Prerequisites: 0.5 credit from HIS
Credit: 1
Distribution: History/Philosophy/Religion

HSP-311 Studies in Hispanic Language
Studies in Hispanic Language offers advanced study in a Hispanic language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.
Prerequisites: SPA-301
Credit: 1
Distribution: Language Studies

HSP-312 Studies in Hispanic Culture
Studies in Hispanic culture offers advanced study of Hispanic culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

HSP-313 Studies in Hispanic Literature
Studies in Hispanic Literature offers advanced interdisciplinary study of Spanish and Latin American literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between Hispanic and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credits: 0.5-1
Distribution: Literature/Fine Arts

HSP-320 Adv Topics: Med&Early Mod Eur
This course provides opportunities for small group and independent work in intensive study of selected topics in medieval and early modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval.
Prerequisites: .5 credit from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HSP-330 Adv Topics: Modern Europe
This course provides opportunities for small group and independent work in intensive study of selected topics in modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval.
Prerequisites: HIS-230, 231, or 232
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HSP-340 Advanced Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.
Prerequisites: HIS-240, 241, 242, 244, or 245
Credit: 1
Distribution: History/Philosophy/Religion

HSP-372 Adv Topics Comparative Politics
These courses focus at an advance level on a particular issue concept, problem or question in comparative politics. Advanced level.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

HSP-374 Adv Topics in International Relations
This is an advanced course that focuses on a specific topic in international relations. Topics vary from semester to semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

HSP-400 Senior Capstone
Hispanic Studies Senior Capstone.
Prerequisites: none
Credit: 1

History (HIS)

HIS-101 World History to 1500
Exploration of the origins of human societies and the development of their hierarchical structures and the network connections between them across the world. An effort will be made to develop a conceptual framework for analyzing different societies and network interactions comparatively so as to highlight meaningful similarities and differences among them. This course, along with HIS 102, is especially recommended to those students taking their first college-level history course. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-102 World Hist Since 1500
This course traces the increasing interdependence of the world's different societies as improved communications tie more of the world closely together. This will involve explaining the transformations wrought upon different areas by industrialization and the reactions this process has created across the globe. This course, along with HIS 101, is especially recommended to those students taking their first college-level history course. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-132 20th Century Europe
This survey will examine significant events in European history from 1900 to the end of the twentieth century. The course will cover circumstances leading to World War I, the rise of fascism, and World War II. The survey ends with a discussion of the Cold War, its ultimate demise, and nuclear legacy. Since there was more to the twentieth century than military history, the class will also consider how European societies reacted to war and will focus on life on the home front, gender relations, cultural change, and consumerism.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-187 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-188 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-200 Topics World Comp History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-210 Topics in Ancient History
This is an introductory course that focuses on a specific topic in ancient history and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-113

HIS-211 Ancient History: Greece
A survey of Greek history from the end of the Bronze Age (ca. 1100 B.C.) to the time of the Roman conquest of the Greek world (first century B.C.). Emphasis is on the origin, evolution, and problems of the most important Greek political-social-cultural structure, the polis or "city-state." Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-105
HIS-212 Ancient Rome
A survey of Roman history from the Etruscan period (6th and 5th centuries B.C.) to the transformation of the Roman world to the medieval (4th and 5th centuries A.D.). Emphasis is on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered in the spring semester in odd-numbered years. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-106

HIS-220 Topics Med & Early Mod Europe
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

HIS-230 Topics in Modern Europe
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

HIS-231 19th Century Europe
This survey will cover events in European history from the French Revolution to the end of the 19th century. It will explore nationalism, utopianism, Europe’s quest for colonial expansion, and the rise of the Industrial Revolution. In addition to these vast issues, the course also examines developments in social history including family life, change in urban areas, health, medicine, and gender. This course is offered in the fall semester (when offered).

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-232 20th Century Europe
This survey will examine significant events in European history from 1900 to the end of the 20th century. The course will cover circumstances leading to World War I, the rise of fascism, and World War II. The survey ends with a discussion of the Cold War, its ultimate demise, and nuclear legacy. Since there was more to the 20th century than military history, the class will also consider how European societies reacted to war and will focus on life on the home front, gender relations, cultural change, and consumerism. This course is offered in the spring semester (when offered).

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-235 Topics Economic Hist European
The purpose of this course is to study economic issues in European history. A substantial part of the course is devoted to the Industrial Revolution. What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? Other topics will vary, but may include: agriculture, demography, Poor Laws, the Great Depression, and the gold standard. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: ECO-101
Credit: 0.5-1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: ECO-214

HIS-236 History of Economic Thought
Designed for non-majors as well as majors, this course examines the intellectual history of economics. The ideas of great economists (including Smith, Ricardo, Marx, Keynes, Schumpeter, and Knight) are analyzed and compared. Particular emphasis is placed on differing views toward capitalism—especially predictions about its eventual fate. This course is offered in the fall semester (when offered).

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: ECO-205

HIS-240 Topics in American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

HIS-241 US to 1877
An introduction to American history and to the departmental Core Goals in the process of historical investigation and understanding. Students will learn the basic facts and conceptual themes involved in Native Indian cultures, Puritanism, the American Revolution, the New Nation, expansionism, slavery, reform, Civil War, and Reconstruction. The course focuses on significant landmark political events, but also on the everyday experiences and social history of women, minorities, and other underrepresented groups. This course is offered in the fall semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-242 Us Since 1877yUS Since 1877
The emphasis is upon some of the major issues in American politics and society since 1877: the growth of big business; changes in the lives of farmers, workers, and immigrants; the rise of the city; and reform movements among rural and urban labor and among minority groups. In addition to studying national history and the emergence of America as a world power, students will have an opportunity to investigate their own family histories. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
HIS-244 African American Hist
Emphasis on several crucial periods: slavery; Reconstruction and its aftermath; the civil rights and Black liberation movements of the 1960s; and contemporary African American culture. Relations between Blacks and Whites will be examined through the reading and discussion of classic African American texts by Douglass, Jacobs, Washington, DuBois, Wright, Angelou, Moody, Walker, Malcolm X, King, Baldwin, Gates, and others. This course is offered in some spring semesters.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-245 Topics in Economic Hist, U S
The purpose of this course is to use economics to improve our understanding of history and to use history to improve our understanding of economics. Examples of questions that may be addressed are: Why is the U.S. wealthy? How do government policies affect the economy? How has the role of government changed over the course of U.S. history? How did the institution of slavery and its abolition affect Southern economic development? Is the current U.S. banking system better than the systems that preceded it? What caused the Great Depression? Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: ECO-101
Credit: 1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: ECO-213

HIS-250 Topics Latin American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-252 Peoples & Nations of Latin America
A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-260 Topics Asian History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-262 Modern China 1911 to Present
A survey of modern China. The class will examine the end of the Ch'ing Dynasty and the emergence of Nationalism through the end of the Second World War, the rise of Chinese Communism through the Great Leap Forward and the Cultural Revolution, and contemporary China to the present. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-270 Special Topics: African History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-272 Africa Since 1885
The period from the European Partition of Africa in 1885 to Post-independence was one of the most significant and drastic eras of change for Africans, drawing them into a global wage labor economy, and seeing them interact in new ways with migration, the World at War, and the Colonial Endeavor. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-287 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-288 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-290 Adv Topics:World&Comp History
This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: 0.5 credit from HIS
Credit: 1
Distribution: History/Philosophy/Religion

HIS-301 Craft & Theory of World History
This is an upper level course in world history. Students will read secondary literature about world history and will read world history textbooks more for historiographical analysis than for content. Emphasis will therefore be on the theories and practices of world history; students will be expected to produce a significant term paper focusing either on a curricular proposal for a world history course or on an historiographical analysis of current trends and developments in the field. This course is offered in the spring semester (when offered).
Prerequisites: HIS-101 or 102
Credit: 1
Distribution: History/Philosophy/Religion
HIS-310 Advanced Topics: Ancient History
This course provides opportunities for small group and independent work in intensive study of selected topics in ancient history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credits HIS HIST CLA
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-212
HIS-320 Adv Topics: Med & Early Mod Eur
This course provides opportunities for small group and independent work in intensive study of selected topics in medieval and early modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credit from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-330 Adv Topics: Modern Europe
This course provides opportunities for small group and independent work in intensive study of selected topics in modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: HIS-230, 231, or 232
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-340 Advanced Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 CR from HIS
Credit: 1
Distribution: History/Philosophy/Religion
HIS-350 Advanced Topics Latin America
This course provides opportunities for small group and independent work in intensive study of selected topics in Latin American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credit from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-360 Advanced Topics in Asian History
This course provides opportunities for small group and independent work in intensive study of selected topics in Asian history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: 1 course from HIS
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-370 Advanced Topics in African History
This course provides opportunities for small group and independent work in intensive study of selected topics in African history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: .5 credits from HIS HIST
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-387 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-388 Independent Study
Open to history majors.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-487 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-488 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
HIS-497 Phil & Craft of Hist
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
HIS-498 Research Seminar
All history majors must take this course in the fall semester of their senior year, while other juniors or seniors are welcome to enroll with the consent of the instructor. Emphasis on research techniques, conferences with the instructor, and independent development of individual projects focused on a topic with a global or comparative component. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
HIS-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Humanities (HUM)

HUM-121 Language Variation and Change
This continuation of ENG 122 (HUM 122) will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time.
Prerequisites: ENG-122 or HUM-122 or MLL-122
Credits: 0.5
Distribution: Language Studies
Equated Courses: ENG-121

HUM-122 Modern Linguistics
This course is an introduction to the basic principles of linguistics, the theory and analysis of human language. The first half of the course will focus on structural aspects of language: speech sounds and sound systems, and the formation of words and sentences.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies
Equated Courses: ENG-121

HUM-176 Spec Topics: Foreign Lang
Topics vary from year to year.
Prerequisites: none
Credit: 1

HUM-196 Religion & Lit
This course is an examination of literary works dealing with religious themes. Authors covered will vary from year to year but will typically include some of the following: John Updike, Shusaku Endo, Elie Wiesel, Flannery O’Connor, Graham Greene, C.S. Lewis, Anne Tyler, Marilynne Robinson, or Christopher Morse.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: REL-196

HUM-277 Special Topics: Literature
Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: REL-196

HUM-278 Special Topics: Language Study
Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1

HUM-295 Religion and the Arts
This is a discussion course on some topic in the arts with a view to its religious implications.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts

HUM-296 Religion & Literature
This is a discussion course on religious themes and theological issues in literary works. Most recently the course focused on Dante’s Divine Comedy. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: REL-296

HUM-377 Special Topics: Lit.
Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

HUM-477 Special Topics: Literature
Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

HUM-487 Independent Study - Lit
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

HUM-488 Independent Study - Lang St
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

Latin (LAT)

LAT-101 Beginning Latin I
This is a course for students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four class meetings each week. Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take LAT 101 for credit, but LAT 102 may be taken for credit if they do not place into LAT 201. This course is offered in the fall semester.
Prerequisites: none
Corequisites: LAT-101L
Credit: 1
Equated Courses: CR
LAT-102 Beginning Latin II
This is a course for students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historical and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four class meetings each week. Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take LAT 101 for credit, but LAT 102 may be taken for credit if they do not place into LAT 201. This course is offered in the spring semester.
Prerequisites: LAT-101 or LAT-102 placement
Corequisites: Take LAT-102L
Credit: 1

LAT-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-201 Intermediate Latin I
This course is intended to satisfy the needs of two classes of students: (1) those with previous preparation in Latin (usually two years or more in high school) whose performance on the Placement Test shows that they need only a semester’s work to reach the Basic Proficiency level; (2) students who have completed LAT 101, 102 and desire to continue their study of the language. The emphasis will be on developing facility in reading Latin. Students will read selections from classical poetry and prose. If a student who places into LAT 201 completes the course with a grade of B- or better, he will receive an additional course credit in Latin; this course credit does not count towards the major or minor. This course is offered in the fall semester.
Prerequisites: LAT-102 or placement in LAT-201
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

LAT-210 Medieval Latin
Students in this course will study readings in Medieval Latin prose and poetry. This course is offered by arrangement.
Prerequisites: LAT-101 and 102
Credit: 1
Distribution: Literature/Fine Arts

LAT-287 Independent Study
Enrollment through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-288 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-301 Advanced Latin Reading: Poetry
Selections to suit the needs and interests of the class will be made from Latin poetry. The material will be varied from year to year and the course may be elected more than once. This course is offered in the spring semester, in rotation with LAT 303.
Prerequisites: LAT-201 or 301 placement
Credit: 1
Distribution: Literature/Fine Arts

LAT-302 Advanced Latin Reading: Prose
Selections to suit the needs and interests of the class will be made from Latin history, oratory, epistolography, and philosophy. The material will be varied from year to year and the course may be elected more than once. This course is offered in the fall semester.
Prerequisites: LAT-201 or LAT-302 placement
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

LAT-303 Advanced Latin Reading: Vergil
Readings in Latin will be selected from the corpus of Vergil, with special emphasis on the Aeneid. This course is offered in the spring semester, in rotation with LAT 301.
Prerequisites: LAT-201
Credit: 1
Distribution: Literature/Fine Arts

LAT-330 Composition
This is a systematic review and study of fundamental Latin forms and constructions with practice in writing Latin sentences. This course is offered by arrangement.
Prerequisites: LAT-101 and 102 or 201 placement
Credit: 1
Distribution: Foreign Language

LAT-387 Independent Study
Students wishing to pursue independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. The material will be varied from year to year and the course may be elected more than once. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-388 Independent Study
Students wishing to pursue independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. The material will be varied from year to year and the course may be elected more than once. This course is offered by arrangement.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

LAT-400 Senior Reading
A seminar on a selected topic with a paper directed by a member of the department. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

LAT-487 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
Mathematics (MAT)

MAT-003 Pre-Calculus
This course is intended solely for those students who wish to take calculus, but whose preparation makes a refresher course in pre-calculus advisable. Topics covered include a review of algebra (solving equations and inequalities, simplification of algebraic expressions) and properties of elementary functions (polynomial, rational, exponential, logarithmic, and trigonometric functions) with special emphasis on graphing these functions. MAT 003 cannot be used for any distribution credit or any area of concentration. (For students who desire a distribution credit in mathematics but do not wish to take calculus, MAT 103, 104, 106, and 108 are recommended.)
Prerequisites: none
Credits: 0.5

MAT-010 Pre-Calc. With Intro. to Calc.
This course is intended solely for those students who wish to take calculus, but whose preparation makes a slower-paced course in calculus advisable. Topics covered include a review of algebra (solving equations and inequalities, simplification of algebraic expressions), properties of polynomials and rational functions, limits, continuity, an introduction to derivatives via polynomials and rational functions, and applications of the derivative. MAT 010 cannot be used for any distribution credit or any area of concentration. (For students who desire a distribution credit in mathematics but do not wish to take calculus, MAT 103, 104, 106, and 108 are recommended.) This course is offered in the fall semester.
Prerequisites: none
Corequisites: MAT-010 placement
Credit: 1

MAT-103 Probability
Topics include a brief introduction to probability, conditional probability, and expected values as well as the application of probabilistic reasoning to interesting problems in the areas of medical testing, investing, insurance, retirement annuities, and the analysis of rare events. MAT 103 does not count toward the mathematics major or minor.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-104 Statistics
In this course, we present the classical approach to statistical reasoning, both the p-value argument to testing claims and the confidence interval approach to estimation. Other topics include correlation, prediction, and paradoxes involving averages. MAT 104 does not count toward the mathematics major or minor. (MAT 103 is not a prerequisite for MAT 104)
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-106 Topics in Contemporary Math.
Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings. A reflective examination of basic mathematical ideas. Through participation and discovery, students will consider an articulation of mathematics that focuses on patterns, abstraction, and inquiry. Topics will vary, but could include logic, Euclidean geometry, algorithms, etc. This course does not count toward the major or minor in mathematics.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-108 Intro to Discrete Structures
An introduction to discrete mathematics for students not planning to major in mathematics. Topics include sets and logic, proof methods, counting arguments, recurrence relations, graphs, and trees. This course may be used to meet the mathematics requirement for the computer science minor. However, it does not count toward the mathematics major or minor. Students may not present both MAT 108 and 219 for credit toward graduation. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-110 Calc. I With Pre-Calc. Review
This course is intended solely for those students who took and passed MAT 010 and desire to complete a course in calculus. Successful completion of this course is equivalent to completion of MAT 111. Topics covered include an introduction to integration via polynomials and rational functions, applications of the integral, Fundamental Theorem of Calculus, and introduction to exponential, logarithmic and trigonometric functions, and the application of the derivative and integral to these families of functions. The focus is on understanding basic concepts and gaining basic computational skills. This course counts as a distribution credit in mathematics. Credit cannot be given for both MAT 110 and MAT 111. This course is offered in the spring semester.
Prerequisites: MAT-010 with a grade of C- or better.
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: MAT-111

MAT-111 Calculus I
Basic calculus of one variable from an intuitive point of view. Topics include limits, continuity, derivatives and integrals of the elementary functions, Fundamental Theorem of Calculus, and applications. The focus is on understanding basic concepts and gaining basic computational skills.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: MAT-110
MAT-112 Calculus II
A continuation of MAT 111. Numerical and symbolic techniques of integration, applications of integration, an introduction to partial derivatives and multiple integrals, sequences and series, and Taylor’s Theorem.
Prerequisites: MAT-110, 111 with a grade of C- or better or 112 placement
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
Equated Courses: APCR
MAT-178 Special Topics
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Skills
MAT-219 Combinatorics
This course is an introduction to combinatorial reasoning. Topics include graphs, circuits in graphs, graph coloring, trees, counting principles, generating functions, and recurrence relations. This course is offered alternate years. Next anticipated offerings will be spring semester 2014. Students may not present both MAT 108 and 219 for credit towards graduation.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics
MAT-221 Found of Geometry
A development of Euclidean and non-Euclidean geometries from a modern viewpoint. This course is offered in the spring semester.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics
MAT-222 Theory of Numbers
A study of elementary number theory. Topics include divisibility, congruences, properties of prime numbers, number theoretic functions, diophantine equations, and additional selected topics. This course is offered in the spring semester of odd-numbered years.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics
MAT-223 Elementary Linear Algebra
An introduction to linear mathematics. Linear systems of equations, matrices, determinants, vector spaces, bases and dimension, function spaces, linear transformations, eigenvalues and eigenvectors, inner products, and applications. An important aspect of the course is to introduce the student to abstract thinking and proofs.
Prerequisites: MAT-112 with a minimum grade of C- or 223 placement.
Credit: 1
Distribution: Natural Science/Mathematics
Equated Courses: CR
MAT-224 Elem Differential Equations
Introduction to ordinary differential equations. Special solution techniques and some theory for first-order and linear equations including integrating factors, constant coefficients, undetermined coefficients, variation of parameters, power series solutions, Laplace transforms, and systems of differential equations applications. This course is offered in the spring semester.
Prerequisites: Prereq MAT-112 with a minimum grade of C- and 223.
Credit: 1
Distribution: Natural Science/Mathematics
Equated Courses: CR
MAT-225 Multivariable Calculus
Calculus in higher dimensions. Limits, continuity, differentiability, directional derivatives, constrained and unconstrained optimization, geometry of curves, multiple integrals, general coordinate systems, path and surface integrals, vector calculus, theorems of Green and Stokes applications. This course is offered in the fall semester.
Prerequisites: MAT-112 with a minimum grade of C- and 223.
Credit: 1
Distribution: Natural Science/Mathematics
MAT-226 Operations Research
Linear and nonlinear optimization, linear programming, integer programming, duality, combinatorics, the simplex method and related algorithms, game theory, Markov chains, queuing theory. This course is offered irregularly.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics
MAT-251 Mathematical Finance
The course gives an overview of the mathematical reasoning behind the pricing of options. Topics include binomial models, put-call parity, a probabilistic derivation of the Black-Scholes pricing formula for call options, and delta hedging. We will also look at Asian, gap, and barrier options. This course is offered in the fall semester.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics
MAT-252 Math. Interest Theory
This course will involve a thorough treatment of the mathematical theory of interest, with special attention paid to calculating present and accumulation values for annuities (series of payments made at regular time intervals). Some topics include nominal and effective rates of interest and discount, force of interest, amortization schedules, sinking funds, and bonds. This course is offered in the fall semester.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics
MAT-253 Probability Models
This course is an introduction to discrete and continuous random variables. Distributions considered include the hypergeometric, binomial, geometric, Poisson, uniform, normal, gamma, chi-square, t and F. We will cover the Central Limit Theorem, multivariate distributions, and transformations of random variables. This course is offered in the fall semester.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Skills
MAT-254 Statistical Models
This course gives an overview of confidence intervals, classical hypothesis testing procedures: z-tests, t-tests, F-tests, Chi-square tests, Latin square designs, and regression. An intuitive but mathematical treatment is given for all the distributions and procedures involved. This course is offered in the spring semester.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Skills

MAT-277 Special Topics
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly.
Prerequisites: none
Credit: 1

MAT-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

MAT-314 Modeling With Diff. Eq
A course to develop the basic skills of formulation, simplification, and analysis of mathematical models for describing and predicting phenomena in the natural and social sciences, with special emphasis in modeling with differential equations. Topics may be taken from fields such as physics, chemistry, biology, psychology, economics, and political science. This course is offered in the fall semester of even-numbered years.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics

MAT-323 Topics in Linear Algebra
An in-depth study of some of the topics covered in MAT 223, including the theory of vector spaces, linear transformations, and Euclidean spaces, together with some additional topics, which may include isomorphisms, duality, canonical forms, and applications of linear algebra. This course is offered irregularly. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-324 Topics in Differential Equations
A second course in differential equations offering study of special topics in more depth or beyond those covered in MAT 224. Topics may include existence and uniqueness theory, stability theory, Green’s functions, dynamical systems, partial differential equations, and applications of differential equations. This course is offered in the fall semester of odd-numbered years. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics

MAT-331 Abstract Algebra I
A first course in higher abstract mathematics. Emphasis is placed on writing proofs. Topics include groups and rings. This course is offered in the spring semester.
Prerequisites: Prereg MAT-223 with a minimum grade of C-.
Credit: 1
Distribution: Natural Science/Mathematics

MAT-332 Abstract Algebra II
A continuation of MAT 331. Topics will depend on the instructor but may include fields, modules, Galois theory, or advanced topics in groups and rings. This course is offered irregularly.
Prerequisites: MAT-331
Credit: 1
Distribution: Natural Science/Mathematics

MAT-333 Funct Real Variable I
A first course in the foundations of modern analysis. Topics include set theory, topology of the real numbers, sequences, series, differentiation, integration, and rigorous proofs of the major theorems of single-variable calculus. This course is offered in the fall semester.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-334 Funct Real Variable II
A continuation of MAT 333. Topics will depend on the instructor but may include sequences and series of functions, Fourier analysis, elementary functional analysis, advanced multivariable calculus or metric spaces. This course is offered irregularly.
Prerequisites: MAT-333
Credit: 1
Distribution: Natural Science/Mathematics

MAT-337 Numerical Analysis
This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.
Prerequisites: CSC-111 and MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-338 Topics Computational Math
A course to develop mathematical and computational techniques in areas of mathematics or interdisciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered in the fall semester of odd-numbered years. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics

MAT-341 Topology
A study of elementary topology. Topics discussed will include topologies, separation axioms, connectedness, compactness, continuity, and metric spaces. This course is offered in the spring semester of even-numbered years.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics
MAT 344 Complex Analysis
Analytic functions, mapping of elementary functions, integrals, residue theory, conformal mapping. This course is offered in the spring semester of odd-numbered years.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT 353 Probability Models II
This course is a continuation of MAT 253 (Probability Models). Topics include survival functions, hazard functions, order statistics, continuous and discrete distributions not considered in MAT 253, mixed random variables. Brownian motion and stochastic calculus. We will look at a wide variety of probability problems associated with insurance. This course is offered in the fall semester.
Prerequisites: MAT-253
Credits: 0.5
Distribution: Natural Science/Mathematics

MAT 354 Mathematical Statistics
This course takes a more theoretical look at estimation and hypothesis testing than MAT 254 (Statistical Models). Topics include maximum likelihood estimators (MLE's), the information inequality, asymptotic theory of MLE's, likelihood ratio tests, most powerful tests, uniformly most powerful tests, and Bayesian statistics. This course is offered in the spring semester of even years.
Prerequisites: MAT-253 and 254
Credits: 0.5
Distribution: Natural Science/Mathematics

MAT 355 Regression Models
This course takes a matrix-based look at regression (introduced in MAT 254, Statistical Models). We focus on the probabilistic reasoning behind regression, in particular the inferences we can make using linear combinations of normal random variables. We also look briefly at some time series models. This course is offered in the spring semester of odd years.
Prerequisites: MAT-223, 253, 254
Credits: 0.5
Distribution: Natural Science/Mathematics

MAT 377 Special Topics
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

MAT 378 Special Topics
This course is designed for the treatment of material outside the regular offerings of the department. For a given semester, the course content and other particulars will be announced before advance registration for that semester. This course is offered irregularly.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

MAT 387 Independent Study
Directed reading and research on special topics for qualified students. May be repeated for credit. Level varies (intermediate or advanced); determined in consultation with instructor. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

MAT 388 Independent Study
Directed reading and research on special topics for qualified students. May be repeated for credit. Level varies (intermediate or advanced); determined in consultation with instructor. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

MAT 400 Seminar
Topics in the history and foundations of mathematics, the special emphasis varying from year to year. Every student will be expected to write a term paper. This course is offered irregularly.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

MAT-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office. Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1

Modern Languages and Literatures (MLL)

MLL 101 Elementary Modern Language I
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Specific Languages vary from year to year. With chair approval, this course in conjunction with MLL 102 fulfills the College's language requirement.
Prerequisites: none
Corequisites: MLL-101L
Credit: 1

MLL 102 Elementary Modern Languages II
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Specific Languages vary from year to year. With chair approval, this course in conjunction with MLL 101 fulfills the College's language requirement.
Prerequisites: MLL-101 of the same language
Credit: 1

MLL 103 Accelerated Elementary MLL
Taught by members of the Department of Modern Languages and Literatures and participating members of other departments. Specific languages vary from year to year. With chair approval, this course fulfills the College's language requirement.
Prerequisites: none
Credit: 1
MLL-121 Language Variation & Change
This continuation of ENG 122 (HUM 122) will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time.
Prerequisites: ENG-122 HUM-122 or MLL-122.
Credits: 0.5
Distribution: Language Studies
Equated Courses: ENG-121

MLL-122 Modern Linguistics
This course is an introduction to the basic principles of linguistics, the theory and analysis of human language. The first half of the course will focus on structural aspects of language: speech sounds and sound systems, and the formation of words and sentences.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies
Equated Courses: ENG-122

MLL-176 Special Topics Modern Languages
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MLL-177 Spec. Topics: Modern Lit.
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MLL-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Foreign Language

MLL-201 Intermediate Modern Languages
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Specific Languages vary from year to year. With chair approval, this course fulfills the College's language requirement.
Prerequisites: MLL-102 of the same language
Credit: 1
Distribution: Foreign Language

MLL-202 Intermediate Modern Languages II
Taught by members of the Department of Modern Languages and Literatures and participating members of other departments. Specific languages vary from year to year. This course develops the student's proficiency through guided practice and active use of the language.
Prerequisites: MLL-201 of the Same Language
Credit: 1

MLL-276 Spec. Topics:Modern Languages
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1

MLL-277 Spec. Topics: Modern Lit.
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MLL-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MLL-301 Conversation & Composition
Taught by members of the Department of Modern Languages and Literatures and participating members of other departments. Specific languages vary from year to year. This course focuses on the continued development of the student's command of language and his understanding of culture, with an emphasis on speaking and writing.
Prerequisites: Take MLL-202;
Credit: 1
Distribution: Foreign Language

MLL-311 Studies in Modern Language
Studies in Modern Language offers advanced study in a Modern language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.
Prerequisites: SPA-301
Credit: 1
Distribution: Language Studies

MLL-312 Studies in Culture
Studies in Culture offers advanced study of Modern Language culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

MLL-376 Spec. Topics:Modern Languages
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1

Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
Multicultural American Studies (MAS)

MAS-101 Multicultural Lit in America
The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-102 World Music
An introduction to the various world musical cultures and practices found outside the Western Classical Art tradition. The course gives an overview of music genres, instrumental types and resources, forms, and styles that originate from selected world music traditions in sub-Saharan Africa, Arabic Africa, Middle East, Near East, North America, South/Latin America, and the Caribbean region. Musical practices are studied in terms of structure, performance, aesthetic values, cross-cultural contacts, contextual function, and significance. Coursework includes weekly reading and listening assignments, musical demonstrations, and hands-on experience, as well as the acquisition and development of listening skills. This course is open to all students, is suitable for fulfilling distribution requirements, and is offered in the fall semester.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-104 Topics in Music
A class for all students, regardless of background. Previous topics have included the history of jazz, the symphony, music of Duke Ellington, music of J.S. Bach, music of Beethoven, and music and technology. Suitable for fulfilling distribution requirements. This course does not count toward the major.

Prerequisites: none
Credit: 0.5
Distribution: Literature/Fine Arts

MAS-105 Ritual Objects & American Culture
The course will study the very rich and diverse cultures of the indigenous peoples of North America through an examination of their ritual objects. Through slide presentations, videos, readings, field trips and visits by Native American spiritual leaders and artists, we will discover the interdependence of the ritual object and dance, music, prayer songs, creation stories and healing ceremonies. Although the course will concentrate on traditional Native American Culture, the class will conclude with an examination of the work of selected contemporary Native American artists. In these sessions we will discuss how traditional visual images and ideas have been reworked by these artists to communicate contemporary political, economic and environmental issues.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-110 Topics in Theater and Film
These seminars focus on specific topics in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 0.5
Distribution: Literature/Fine Arts

MAS-111 World History Since 1500
This course traces the increasing interdependence of the world's different societies as improved communications tie more of the world closely together. This will involve explaining the transformations wrought upon different areas by industrialization and the reactions this process has created across the globe. This course, along with HIS 101, is especially recommended to those students taking their first college-level history course. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-112 World Lit in Translation
This course will focus on 20th-century literature in translation from South America, the Caribbean, Europe, Japan, China, Senegal, India, Egypt, and Israel. Thematically, the course will address nationalism, language, political violence, ethnic cleansing, colonialism, exile, gender inequality, and globalization. We will examine a variety of texts translated into English to determine how people in non-Anglophone nations have defined their national identities, often after decades or centuries of foreign oppression. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
MAS-181 Religion in America
This is an introduction to the religious history of America. It will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of religious disestablishment, revivalism and reform, theological movements, and religious innovation. This course is offered in the fall semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-201 Philosophy of Education
This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) with a particular focus upon the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society. Issues addressed typically include: tensions between individual students' development and the needs of the broader society; the role of the educational system in a diverse and multicultural society; the nature and goals of classroom relationship (teacher/student and student/student); and approaches to educational reform. The required technology thread includes use of the computer software to create and edit documents, and use of course management software for access to electronic files and submission of assignments. There is no field component required for this course. Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 201 in the sophomore year. Offered fall and spring semesters. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/Religion distribution credit.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-202 Multicultural Literatures
The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-210 Special Topics in Art History
The objective of this class is to develop the student's understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-211 Peoples & Nations of Latin America
A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-212 Instruments and Culture
An introduction to world-music instrumental cultures with an emphasis on organology. A wide selection of traditional instruments will provide a basis for the study of cultural, scientific, and artistic aspects of instrumental music. Specific cultures are illuminated by the examination of aesthetic principles valued by each tradition, the role of musical instruments in culture, the theory of each tradition, and the visual representation of the instrument as both a sound and an art object. The course culminates in a final project. For this project, students may choose to write a term paper, give a class paper presentation, perform on a traditional instrument, or design and build an instrument by constructing a replica of an existing instrument, modifying a traditional instrument, or creating a totally new musical instrument design. It is open to all students, is suitable for fulfilling distribution requirements, and is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-213 Culture and Psychology
This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations.

Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

MAS-214 Global Pers. on Music Cultures&identity
This course is designed to develop awareness and analytical appreciation of global musical diversity found within a variety world cultures. It covers the origin of Ethnomusicology as a sub-discipline, the classification of instruments, the musical and contextual roles instruments play in various cultures, tonal systems in use, and polyphonic and polyrhythmic textures as commonly applied. Course objectives are met through analysis and discussion of texts, audio recordings, and ethnographic fieldwork videos. This course is offered in the fall semester of 2014-2015.

Prerequisites: MUS-102
Credit: 1
Distribution: Literature/Fine Arts
MAS-217 Philosophy of Race
This course will examine the major personalities in African American political thought by locating them within America's complex and varied attitudes about race as a social, political, and economic signifier. The central questions that will drive the course are: How does race shape the political ideology of African Americans? To what extent does racial group identity shape an individual's political ideology? Will the end of racism produce new political thinking among African Americans? In short, this course is concerned with the interplay between group interest/identity, personal biography, and individual interest in the various strains of African American political expression. While it is clear that African American political theory has never been singular - theories rather than theory - the position taken here is that it has been democratic in orientation. That is, African Americans of all political stripes (accommodationist, integrationist, and/or nationalist) hold democracy as the best solution for solving America's race problem.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-221 American Dialects
An introduction to the study of dialects in America, with a particular focus on the diversity of American speech as reflected in its many cultural variations. Students will read about the varieties of American speech, study their historical, sociological, and linguistic background, and conduct original research in describing a cultural dialect. The course is offered in the second half, spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies

MAS-223 Topics in Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-230 The Multicultural Stage
This course will center on multicultural and intercultural theater and performance in the United States and around the world. The course will be divided into two sections: the first part of the course will focus on how theater has served as a way for marginalized racial and ethnic groups to express identity in America. We will look at plays written by African-American (Amiri Baraka's Dutchman, Suzan-Lori Parks' Venus), Latino/a (Nilo Cruz's Anna in the Tropics, John Leguizamo's Mambo Mouth), and Asian-American (David Henry Hwang's M. Butterfly, Julia Cho's BFE) playwrights. The second part of the course will offer an overview of the state of contemporary global performance. Ranging from Africa (Wole Soyinka's Death and the King's Horseman, Athol Fugard's Master Harold and the Boys), to Latin America (Griselda Gumbaro's Information for Foreigners, Ariel Dorfman's Death and the Maiden), to the Caribbean (Derek Walcott's Dream on Monkey Mountain, Maria Irene Fornes's The Conduct of Life), we will discuss how different cultures have performed gender, race, class, postcolonial and historically-marginalized perspectives. Throughout we will explore how theater exists as a vital and powerful tool for expressing the values, cultures, and perspectives of the diverse racial and ethnic groups in America and throughout the world. This course is suitable for freshmen and is offered in the spring semester of even-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-241 America to 1877
An introduction to American history and to the departmental Core Goals in the process of historical investigation and understanding. Students will learn the basic facts and conceptual themes involved in Native Indian cultures, Puritanism, the American Revolution, the New Nation, expansionism, slavery, reform, Civil War, and Reconstruction. The course focuses on significant landmark political events, but also on the everyday experiences and social history of women, minorities, and other underrepresented groups. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-242 America Since 1877
The emphasis is upon some of the major issues in American politics and society since 1877: the growth of big business; changes in the lives of farmers, workers, and immigrants; the rise of the city; and reform movements among rural and urban labor and among minority groups. In addition to studying national history and the emergence of America as a world power, students will have an opportunity to investigate their own family histories. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-243 Topics in American History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-244 African American History
Emphasis on several crucial periods: slavery; Reconstruction and its aftermath; the civil rights and Black liberation movements of the 1960s; and contemporary African American culture. Relations between Blacks and Whites will be examined through the reading and discussion of classic African American texts by Douglass, Jacobs, Washington, DuBois, Wright, Angelou, Moody, Walker, Malcolm X, King, Baldwin, Gates, and others. This course is offered in some spring semesters.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-250 Topics in Latin Amer. History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-260 Topics in Asian History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
MAS-270 Topics in African History
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-271 African History to 1885
Precolonal African history, focusing on the sociocultural, economic, and political realities of sub-Saharan societies between the Neolithic Period and the Partitioning of the Continent by European powers inaugurated in 1885. This course is offered in the fall semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-272 African History From 1885
This course focuses on the sociocultural, economic, and political realities of sub-Saharan African peoples, in the precolonial (before 1885) era as well as colonial and postcolonial periods. A major focus will be historical analysis of scholarly monographs and primary source documents. The course serves both as a thematic survey of the region and preparation for further work in African Studies. This course is offered in the spring semester (when offered).
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-273 Topics in Theology
This is a discussion course on one or more figures, themes, or movements in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, and African Christianity. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-274 African American Political Theories
The course provides opportunities for specialized, innovative material focused on African American political theory for students at an intermediate level. Students interested in political theory topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

MAS-275 Topics in Religion & Philosophy
This is a discussion course on some topic concerning the use of philosophy in the study of religion, or some aspect of it. Topics in recent years have included the philosophy of religion, and hermeneutics and culture. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-278 Spc Topics: Political in Science
Special Topics in Political Science. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

MAS-280 African American Religion
This is a discussion course on one or more figures, themes, or movements in American religion. Topics in recent years have included sects and cults in America, Puritanism, and African-American religious history.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-290 Topics in Comparative Religion
This is a discussion course on a topic in two or more different religious traditions, for instance Biblical and Vedic, or Confucian and Christian, or ancient and modern. Examples include Sacred Scriptures; Bible and Qur’an; Symbol and Myth; Ritual; and Pilgrimage and the Holy. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-297 Anthropology of Religion
This is a discussion course examining the various ways anthropology describes and interprets religious phenomena. The course investigates anthropological theories of religion, and examines how they apply to specific religions in diverse contexts. Particular attention is paid to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
MAS-300 Studies in Multicultural/National Lit
Toni Morrison and the African American Novel
This course is about one thing, reading Toni Morrison’s novels and her literary essays. In the process, we will explore the features of what Morrison calls the African American novel. We will also come to see and understand Morrison’s mastery of craft and subject in the production of amazing stories that speak the “truth in timbre.” The goals are to read, learn and grow in your understanding of the possibilities and limitations of rendering a people’s lived experience in language. Jewish American Literature The contributions of Jewish American writers and filmmakers have been pervasive and significant. We will read selected fiction, poetry and plays, and see films that focus on the Jewish American experience. Authors and filmmakers may include Philip Roth, Bernard Malamud, Cynthia Ozick, David Mamet, Allen Ginsberg, and Woody Allen. African American Literature: Introduction
This course explores various genres of African American literature. Emphasis is placed on works that reflect the socio-historical development of African American life. Poetry, Slave narratives, autobiographies, novels, plays, musical lyrics, and spoken word form the subject of study in the course. Special attention is given to works of fiction that become motion pictures and the emerging area of audio books. The aim of the course is to provide students with a sense of the historical and contemporary developments within African American literature. Students are introduced to African American critical theory as well as African American history. Pen and Protest: Literature and Civil Rights
This course takes a literary approach to the study of the civil rights movement. Students will examine the autobiographies, plays, novels, and other various artistic expressions of the mid-1950s through 1980. The aim of the course is to explore the use of literature and art as means of political, cultural, and religious expression. Students are introduced to critical theory as well as black studies.
Prerequisites: 1 Wabash English literature course.
Credit: 1
Distribution: Literature/Fine Arts

MAS-301 Adv Topics: American History
This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: HIS-240,241,242,244 or 245
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-302 Intro to Literature
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It also includes an introduction to the lexicon of literary criticism and the principles of literary theory. Required for majors. This course is offered every semester.
Prerequisites: SPA-301
Credit: 1
Distribution: Literature/Fine Arts

MAS-303 Studies in Historical Contexts
The Literature of the American 1920’s: “Here was a generation,” wrote F. Scott Fitzgerald in the aftermath of the Great War, “grown up to find all Gods dead, all wars fought, all faiths in mankind shaken.” This course examines the literature and culture of the 1920’s in America and the American civilization that produced an extraordinary number of talented writers. We will focus upon major writers and significant texts of this decade-the Roaring Twenties, the jazz age, the great age of sport, the age of leisure, the plastic age. We will choose from among the best writers of the period. Writers may include Ernest Hemingway, F. Scott Fitzgerald, Willa Cather, Sherwood Anderson, Sinclair Lewis, Eugene O’Neill, T.S. Eliot, John Dos Passos, Robert Frost, William Faulkner (and perhaps others of lesser renown). The Beat Writers: The writers of the Beat Generation have a perennial appeal. Perhaps it is the Dionysian energy of their writing, perhaps the myths that arose around their self-destructive lives, but they have come to represent for us “the other side” of the Fifties. Since much of this course is focused on poetry, and Kerouac’s novels may be considered extended prose poems, we will begin with some selections from Whitman’s Song of Myself. We will also do some reading on the Fifties, and view The Beat Generation. Then we will turn to the early work of Ginsberg, especially his tremendous poem, “Howl.” Next up is that late Ur-Text of the Beat Movement, Kerouac’s novel, On the Road. We will focus on four poets of the San Francisco Renaissance, Michael McClure, Philip Lamantia, Gary Snyder, and Philip Whalen. Because Gary Snyder emerged as a major American poet, we will read one of his early books, Riprap, in its entirety and learn some principles of ecocriticism, then two later novels, Williams Burroughs’ famous, infernal satire, Naked Lunch, and Kerouac’s The Dharma Bums. We will conclude by reading the work of some less well-known Beats and fellow travelers, and the later work of Ginsberg and Snyder. Our focus will be the texts themselves and their relationship to American culture of the 1950s and after.
Prerequisites: 1 credit from ENG Wabash.
Credit: 1
Distribution: Literature/Fine Arts
MAS-304 Diversity/Multicultural Educat
This course considers the curriculum and methods relevant to multicultural education and diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversity) at the high school level. EDU 302a, offered for the first half of the semester for .5 credits, introduces students to the theory and practice that ground planning and instructional methods consistent with constructivism, including relevant learning theory and multicultural models for differentiating instruction to serve learners with exceptionalities including abilities/disabilities and language acquisition needs. EDU 302 b meets for the entire semester for 1 credit. After sharing instruction with EDU 302a for the first half of the semester, instruction during the second half of the semester is focused upon the application of the appropriate methods to lesson planning and classroom instruction. Required field experience for the 1 credit option (EDU 302b) consists of 25 hours; see details below. EDU 302a counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. EDU 302b for 1 credit is required for the Secondary Licensure Program. EDU 302b may be taken by Education Studies minors who are not pursuing licensure with the permission of the instructor. Field Component: Students in EDU 302b are placed in a content-specific high school classroom where they work collaboratively with a host teacher during the second half of the semester. (When possible, some field hours may be completed earlier in the semester.) EDU 302b students are expected to participate in regular (2-3 times per week) field visits to their host school and expected to increase the level of involvement in co-taught instructional activities each week. A minimum of five of the field experience hours should be spent in settings that incorporate Special Education and/or English Language Learning. The field component culminates in a two-week daily immersion experience in the high school classroom: students co-plan and co-teach lessons incorporating multiculturalism, culturally appropriate pedagogy and diversity.
Prerequisites: none
Credits: 0.5-1

MAS-311 Special Topics: Literature/Fine Arts
A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MAS-312 Studies in Culture
Studies in Culture offers advanced study of Multicultural American culture. Topics may vary and include, but are not limited to: film, popular culture and arts, regional and ethnic identities, gender studies, politics, and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: 1 GROUP: FRE-301 OR SPA-301 AND 302 OR GER-301 AND 302
Credit: 1
Distribution: Literature/Fine Arts

MAS-313 Studies in Hispanic Literature
Studies in Hispanic Literature offers advanced interdisciplinary study of Spanish and Latin American literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between Hispanic and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

MAS-322 Research in Social Psychology
Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different semesters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is offered in the fall semester.
Prerequisites: PSY-202 and 222
Credit: 1
Distribution: Behavioral Science

MAS-325 Latin American Politics
An introduction to the politics of Latin America and the Caribbean Basin. Special attention will be given to political and economic development of the region, as well as to the unique role that the United States has played in this process. We will also examine the crucial impact that developments in this region have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. PSC 325 may be offered in conjunction with courses in the Department of Modern Languages and cross-listed with studies of Hispanic language and culture. Students will be permitted to complete some class assignments in Spanish.
Prerequisites: Take PSC-121
Credit: 1
Distribution: Behavioral Science

MAS-350 Advanced Topics Latin America
This course provides opportunities for small group and independent work in intensive study of selected topics in Latin American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: Take 0.5 credits From History Dept
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-370 Adv Topics in African History
This course provides opportunities for small group and independent work in intensive study of selected topics in African history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: Take 0.5 credits from History Dept
Credits: 0.5-1
Distribution: History/Philosophy/Religion
MAS-371 Special Topics in Education
This course is a seminar focused upon historical and/or philosophical topics in education. In general, historically-oriented and philosophically-oriented topics are taught in alternating years, and are cross-listed with the relevant department(s) as appropriate. The emphasis is upon shared exploration of the general background to the issue, accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission. Level: Required for the Education Studies minor. Offered in the spring semester.

Prerequisites: none
Credit: 1

MAS-399 Proseminar: African Am Intel Thought
An advanced course in some selected philosophical topic.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-400 Senior Capstone
A full credit capstone course taken during the senior year. This may either be an independent study project under the direction of one of the faculty committee members or, if enough students are completing areas of concentration in a given year, an arranged class in which students will explore their minor topics comparatively as well as in greater depth.

Prerequisites: none
Credit: 1

Music (MUS)

MUS-051 Brass Ensemble (No Credit)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

Prerequisites: none
Credits: 0.5

MUS-052 Chamber Orchestra (No Credit)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

Prerequisites: none
Credits: 0.5

MUS-053 Glee Club (No Credit)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

Prerequisites: none
Credits: 0.5

MUS-054 Jazz Improv Combo (No Credit)
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

Prerequisites: none
Credits: 0.5
MUS-055 Jazz Ensemble (no Credit)
Participation in a given performance ensemble may be either on a non-
credit or a for-credit basis. Students are expected to participate in
ensembles for a full year. There are no grades assigned for non-credit
participation, so it does not compute in the student’s GPA; non-credit
participation is noted on transcripts. For-credit participation is graded,
and therefore does compute in the student’s GPA. Students are allowed
a maximum of four years (2 credits) of for-credit participation, total,
regardless of which ensemble(s) are involved. A total of two years (1
credit) may be applied to the fulfillment of distribution requirements.
Ensemble participation is required for majors and minors as detailed
above. There is no maximum for non-credit participation; students may
participate freely as their own schedules allow. Students do not register
for participation in any ensemble at the time of course registration, but
initiate participation with the ensemble director or the Fine Arts Center
Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5

MUS-056 Wamidan Wil Music Ens (No Cr)
Participation in a given performance ensemble may be either on a non-
credit or a for-credit basis. Students are expected to participate in
ensembles for a full year. There are no grades assigned for non-credit
participation, so it does not compute in the student’s GPA; non-credit
participation is noted on transcripts. For-credit participation is graded,
and therefore does compute in the student’s GPA. Students are allowed
a maximum of four years (2 credits) of for-credit participation, total,
regardless of which ensemble(s) are involved. A total of two years (1
credit) may be applied to the fulfillment of distribution requirements.
Ensemble participation is required for majors and minors as detailed
above. There is no maximum for non-credit participation; students may
participate freely as their own schedules allow. Students do not register
for participation in any ensemble at the time of course registration, but
initiate participation with the ensemble director or the Fine Arts Center
Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5

MUS-057 Woodwind Ensemble (No Credit)
Participation in a given performance ensemble may be either on a non-
credit or a for-credit basis. Students are expected to participate in
ensembles for a full year. There are no grades assigned for non-credit
participation, so it does not compute in the student’s GPA; non-credit
participation is noted on transcripts. For-credit participation is graded,
and therefore does compute in the student’s GPA. Students are allowed
a maximum of four years (2 credits) of for-credit participation, total,
regardless of which ensemble(s) are involved. A total of two years (1
credit) may be applied to the fulfillment of distribution requirements.
Ensemble participation is required for majors and minors as detailed
above. There is no maximum for non-credit participation; students may
participate freely as their own schedules allow. Students do not register
for participation in any ensemble at the time of course registration, but
initiate participation with the ensemble director or the Fine Arts Center
Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5

MUS-101 Music in Society: A History
Appreciation for the history of music and the art of educated listening
for students with little or no formal training. The class covers works from
the major style periods of European classical music, as well as some
examples from non-Western traditions, both as examples of their genres,
and as expressions of the societies that produce them. Students may
attend Music Department concerts and review them. This course is open
to all students, is suitable for fulfilling distribution requirements, but it
does not count for the minor. It is offered every semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-102 World Music
An introduction to the various world musical cultures and practices
found outside the Western Classical Art tradition. The course gives an
overview of music genres, instrumental types and resources, forms, and
styles that originate from selected world music traditions in sub-Saharan
Africa, Arabic Africa, Middle East, Near East, North America, South/
Latin America, and the Caribbean region. Musical practices are studied
in terms of structure, performance, aesthetic values, cross-cultural
contacts, contextual function, and significance. Coursework includes
weekly reading and listening assignments, musical demonstrations,
and hands-on experience, as well as the acquisition and development of
listening skills. This course is open to all students, is suitable for fulfilling
distribution requirements, and is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-104 Topics in Music
A class for all students, regardless of background. Previous topics have
included the history of jazz, the symphony, music of Duke Ellington,
music of J.S. Bach, music of Beethoven, and music and technology.
Suitable for fulfilling distribution requirements. This course does not
count toward the major Refer to the Course Descriptions document on
the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

MUS-107 Basic Theory and Notation
This course introduces students to the basic components of heard
and notated music, and how to read music. Topics include rhythm,
pulse, pitch, meter, notation, the piano keyboard, intervals, scales,
key signatures, triads, cadences, chord progressions, composing and
harmonizing simple melodies, and elementary ear-training. The goals of
this course are to provide the student with an understanding of written
notation, along with basic skills that promote further music study,
performance, and composition. It is open to all students and is suitable
for fulfilling distribution requirements, but it does not count toward the
major or minor. It is offered every semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
MUS-151 Brass Ensemble
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-152 Chamber Orchestra
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-153 Glee Club
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-154 Jazz Improvisation Combo
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-155 Jazz Ensemble
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-156 Wamidan World Music Ensemble
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts
MUS-157 Woodwind Ensemble
Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.
Prerequisites: none
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-161 Beginning Applied Music
This course is for beginning students who have never studied voice or the particular instrument before. Students focus on the basic technical aspects of singing or playing, and are expected to focus on a variety of repertoire. Students are required to perform in at least one student recital during the academic year. Suitable for fulfilling distribution requirements. This does not count toward the major or minor.
Prerequisites: MUS-107 or Departmental Exam
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-201 Music Theory I
This course begins with a review of intervals and triads, followed by an examination of tonal music (consonance and dissonance; functional tonality; meter and tonal rhythm). From this study of functional tonal harmony in both its simultaneous and linear aspects, students move on to examine the notion of form, including: general melodic characteristics; tonality and harmonic implication in melody; tendency tones; melodic cadences; motives; phrases and periods; structure and embellishment in melody.
Prerequisites: MUS-107 or Permission of Instructor
Credit: 1
Distribution: Literature/Fine Arts

MUS-202 Instruments & Culture
An introduction to world-music instrumental cultures with an emphasis on organology. A wide selection of traditional instruments will provide a basis for the study of cultural, scientific, and artistic aspects of instrumental music. Specific cultures are illuminated by the examination of aesthetic principles valued by each tradition, the role of musical instruments in culture, the theory of each tradition, and the visual representation of the instrument as both a sound and an art object. The course culminates in a final project. For this project, students may choose to write a term paper, give a class paper presentation, perform on a traditional instrument, or design and build an instrument by constructing a replica of an existing instrument, modifying a traditional instrument, or creating a totally new musical instrument design. It is open to all students, is suitable for fulfilling distribution requirements, and is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-204 Topics in Music
A class for all students, regardless of background. Previous topics have included U.S. American music, electronic music history and literature, computer-driven algorithmic composition, music in East Asian cultures, music computer programing, and fundamentals for singers. This course is suitable for fulfilling distribution requirements.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-205 European Music Before 1750
The rise of European art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach. This course is offered in the spring semester of 2017 and again in the fall of 2019.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-206 European Music Since 1750
A study of the evolution of European classical musical styles and genres from the mid-18th century to the present. The course focuses on Classical composers (Haydn, Mozart, and Beethoven) who transformed musical style in sonata, symphony, concerto, chamber music, opera, and sacred music; major Romantic works and significant styles ranging from Schubert to Mahler; developments in European art music during the 20th century with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques, as well as experimental departures from European tradition after 1945. This course is offered in the fall semester of 2016-2017 and again in the spring of 2018.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-212 Classical/Romantic Periods
A study of the evolution of European classical musical styles and genres from the mid-18th to the beginning of the 20th century. The first half of the course focuses on composers (Haydn, Mozart, and Beethoven) who transformed musical style in sonata, symphony, concerto, chamber music, opera, and sacred music. The second half of the course covers major works and significant styles ranging from Schubert to Mahler. This course is offered in the spring semester of 2014-15.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-213 Music Since 1900
A survey of developments in European art music from 1900 to the present, with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques in the first half of the 20th century, and on experimental departures from European tradition after 1945. Topics include impressionism, expressionism, futurism, atonality, the twelve-tone system, neoclassicism, the influence of European folk music on classical composition, integral serialism, indeterminacy, textural music, pluralism, minimalism, music and language, and electronic music. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
MUS-221 Intro to Electronic Music
In this course students create electronic music and/or sonic art in the Electronic Music Studio. A background in music is not required, though it may inform the work of some students. Each student learns how electronic music is made with digital applications, creates a series of electronic music projects, and considers what function, meaning and value such sonic objects have. Topics introduced include the Music Instrument Digital Interface (MIDI), digital sequencing, audio editing, signal processing, musical acoustics, sound synthesis, spatialization, computer music mixing and production, aesthetics, psychology and reception of sonic art, and composition of electronic media. Students are expected to spend six hours a week outside class working on their projects in the Electronic Music Studio. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-222 Electronic Music History & Lit
A survey of the history and literature of electronic music, providing thorough treatment of the relevant history behind the marriage of technology and music that has led to the state of electronic music today. Beginning with the early history of electronic music before 1945, the course outlines key composers, inventions, and concepts, ranging from Edgard Varèse to Brian Eno? musique concrète to turntablism? and compositional techniques used in both analog and digital synthesis.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-223 Digital Sound Synthesis
This course teaches digital sound design for electronic music. Using the visual programming language Max/MSP as a basis for both theory and practice, it covers concepts and techniques for basic sound synthesis, processing and sampling? music-related programming? additive and vector synthesis? noise generators, filters and subtractive synthesis? virtual synthesizer programming? control signals? and programming techniques for the object-oriented programming environment. These concepts and practices are applied to the composition of electronic music.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-224 Global Pers. on Music Cultures & Identity
This course is designed to develop awareness and analytical appreciation of global musical diversity found within a variety world cultures. It covers the origin of Ethnomusicology as a sub-discipline, the classification of instruments, the musical and contextual roles instruments play in various cultures, tonal systems in use, and polyphonic and polyrhythmic textures as commonly applied. Course objectives are met through analysis and discussion of texts, audio recordings, and ethnographic fieldwork videos. This course is offered in the fall semester of 2017 and again in the spring of 2019.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-261 Intermediate Applied Music I
Students are expected to have previous experience on the instrument or voice, and show basic proficiency in reading music. Students progress beyond purely technical aspects of singing or playing. They are expected to master a variety of repertoire and understand historical, cultural, analytic, and stylistic aspects of works studied in applied instruction. Students are required to perform in at least one student recital during the academic year. This course is suitable for fulfilling distribution requirements. It is required for the major and minor.
Prerequisites: MUS-107 or Departmental Exam
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-287 Independent Study
Permission for independent work must be granted before registering. Appropriate forms are available in the department chair’s office. This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MUS-288 Independent Study
Permission for independent work must be granted before registering. Appropriate forms are available in the department chair’s office. This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

MUS-297 Electronic Music Projects
This course provides individual applied instruction in the composition of electronic music projects. Students will individually create studio-based fixed-media compositions and/or develop digital applications for live-processed individual or collaborative performance projects. In all cases, students will be required to present their work in public performance.
Prerequisites: Prereq: MUS-221.
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-298 Electronic Music Projects
This course provides individual applied instruction in the composition of electronic music projects. Students will individually create studio-based fixed-media compositions and/or develop digital applications for live-processed individual or collaborative performance projects. In all cases, students will be required to present their work in public performance.
Prerequisites: Prereq MUS-221.
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-299 Electronic Music Projects
This course provides individual applied instruction in the composition of electronic music projects. Students will individually create studio-based fixed-media compositions and/or develop digital applications for live-processed individual or collaborative performance projects. In all cases, students will be required to present their work in public performance.
Prerequisites: Prereq MUS-221.
Credits: 0.5
Distribution: Literature/Fine Arts

MUS-301 Music Theory II
This course is a continuation of elements of music theory acquired in MUS 201. Students will learn intermediate elements of harmony such as non-chord tones, diatonic and secondary chord functions, modulation, chromatic voice leading, and basic principles of musical form. This course is offered in the fall semester of 2016 and again in the spring of 2019.
Prerequisites: MUS-201
Credit: 1
Distribution: Literature/Fine Arts
MUS-302 Music Theory III
This course is a continuation of elements of music theory acquired in MUS 301. Students will finish study of chromatic harmony; learn tonal harmony of the late nineteenth century; 20th century music theory; and classical sonata form. This is the third course of the three-course music theory sequence. This course is offered in the fall semester of 2016 and the spring semester of 2018.
Prerequisites: MUS-301
Credit: 1
Distribution: Literature/Fine Arts
MUS-304 Special Topics in Music
This is a dual-level course, Senior Music Majors register as MUS 304; students who are NOT Senior Music Majors register as MUS 204. This is a topical course. In addition to completing the reading assignment required of all students in the course, Senior Music Majors will read additional scholarly sources to be discussed, attend regular additional meetings with the instructor, and write a substantial research paper. This course will be offered every Fall. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
MUS-313 Special Topics
This is an advanced topics course, which changes from year to year. Previous topics have included Conducting, American Music, Choral Literature, and Major Figures of Jazz. This course may be repeated for credit when a different topic is offered. This course is offered as staffing permits.
Prerequisites: MUS-201
Credits: 0.5-1
Distribution: Literature/Fine Arts
MUS-361 Intermediate Applied Music II
This course is a continuation of MUS 261 Intermediate Applied Music I. Students are required to perform in at least one student recital during the academic year. Suitable for fulfilling distribution requirements unless a student has already completed both MUS 161 and 261. This course is required for the major.
Prerequisites: MUS-261
Credits: 0.5
Distribution: Literature/Fine Arts
MUS-387 Indep Study in Composition
This course gives advanced students an opportunity to engage in deep analysis and compositional exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course number is for fall semester independent study in composition.
Prerequisites: Take MUS-302
Credits: 0.5-1
Distribution: Literature/Fine Arts
MUS-388 Independent Study in Composition
This course gives advanced students an opportunity to engage in generative analysis and compositional exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course number is for spring semester independent study in composition.
Prerequisites: MUS-302
Credits: 0.5-1
Distribution: Literature/Fine Arts
MUS-401 Senior Seminar
This is the capstone course for music majors emphasizing connections between theory, history, and practice. Through an in-depth study of three seminal masterpieces (e.g., the Bach B Minor Mass, the Mozart Jupiter Symphony, Schoenberg’s Pierrot Lunaire or the Messiaen Quartet for the End of Time), this seminar considers the interrelations of theoretical analysis, historical and stylistic awareness, performance practice, and reception. Required of all music majors. It is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
MUS-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
MUS-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
MUS-IND independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Neuroscience (NSC)

NSC-104 Introduction to Neuroscience
An introduction to the study of the nervous system, with a focus on basic anatomy and physiology. Students will learn about the basic organization of the nervous system, neurophysiology, sensory processing, movement, development, and neuroplasticity through a systems approach to brain function. Several laboratory experiences will be built into the course to reinforce the principles discussed in class. This course counts toward distribution credit in Natural Science and Mathematics. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics
NSC-310 Special Topics
Various topics at the advanced level may be offered from time to time. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings. 
Prerequisites: none 
Credits: 0.5-1

NSC-332 Research in Sensation and Perception
In this course, students will conduct experiments involving at least two sensory systems, obtaining experience with psychophysical experimental methods. Students will write complete APA-style scientific papers for each experiment, including a clearly stated hypothesis, a brief literature review, a clear explanation of the methodology, application of the proper statistical techniques, an analysis of how the results supported or failed to support the hypothesis, and an abstract summarizing the experimental findings. This course is offered in the spring semester. 
Prerequisites: Prereq PSY-232 
Credits: 0.5 
Distribution: Behavioral Science

NSC-333 Research in Behavioral Neuroscience
Students in this course will become involved with research in an area of behavioral neuroscience. The topic covered will reflect contemporary research issues in the field and may differ in different years. Major course components will be discussion of primary literature in neuroscience and collaboration with the professor in conducting and writing up an experiment that is directed toward possible publication. Recent topics have focused on memory and drug addiction, and how neural recordings are used to understand how information is encoded by the brain. This course is offered in the fall semester. 
Prerequisites: PSY-233 
Credits: 0.5 
Distribution: Behavioral Science

NSC-400 Senior Capstone
Students will enroll in the fall semester of the senior year and meet with the instructors approximately once every two weeks for journal article discussions focused on seminal publications in neuroscience. 
Prerequisites: none 
Credits: 0

Off Campus Studies (OCS)

OCS-01 Off Campus Study
The Off-Campus Study selection process and staff procedures are guided by the vote of the faculty in 1994. The Wabash College Off-Campus Study Committee approves student proposals for off-campus study, and approves the programs in which students may participate. Acceptable programs must be equivalent to the Wabash curriculum in their academic rigor. Students interested in off-campus study should begin planning the completion of their college requirements with their academic advisor during the freshman year, prior to any consideration of off-campus study. They should consult with their advisors and professors, program representatives listed, and the Director of International Programs. The application process to study off-campus is fully outlined at www.wabash.edu/international/ocs. This web site also provides extensive information regarding possible study abroad programs, the most up-to-date information about requirements, and deadlines. Students will make their application on line through this web site, during the fall semester of their sophomore year. Wabash students study off-campus in either the fall or spring semester of the junior year. Only students approved by the Off-Campus Study Committee (OCSC) may apply Wabash financial aid towards the costs of their off-campus program and only for the committee-designated semester or semesters. To the greatest extent possible, the amount and distribution of credit must be discussed and determined in cooperation with the International Programs Office, Registrar, and the academic departments involved. There is a clearly outlined advising and application procedure for interested students to follow. With the exception of courses taken at American University (Washington, D.C.), grades from off-campus study programs do not transfer or affect the Wabash GPA. Anyone who considers pursuing off-campus study without OCSC approval does so at his own risk, especially with regard to transfer credit and graduation requirements. In such a case, the student would be responsible for all of the costs of the program, and would not be eligible for any form of financial aid since there is no committee approval. 
Prerequisites: none 
Credits: 0

Philosophy (PHI)

PHI-109 Perspectives on Philosophy
A course in some selected philosophical topic or range of topics designed to provide an example of philosophical reflection and inquiry. Not open to junior or senior majors without permission of the instructor. 
Prerequisites: none 
Credits: 0.5-1 
Distribution: History/Philosophy/Religion

PHI-110 Philosophical Ethics
Thought about what is good, what is right, and what ought to be done pervades our lives. Philosophy can contribute to this thought by providing ways of organizing it and reflecting on it critically-which is done in this course using both historical and contemporary sources. This course is offered in the fall semester. 
Prerequisites: none 
Credit: 1 
Distribution: History/Philosophy/Religion
PHI-124 Philosophy and Film
This course uses film to investigate a variety of philosophical issues: issues in such areas as ethics, the theory of knowledge, or existentialism, specific issues such as free will, human responsibility, or human subjectivity, or issues concerning such topics as dystopian futures. The course may also explore philosophical questions about film. Students will typically be expected to watch one film that will be the focus of the class discussion each week and additional films on their own that are related to the theme of the week. The final project may be a paper or perhaps a student-produced film that uses film to investigate a philosophical issue.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts

PHI-144 Intro to Existentialism
An introduction to some of the primary texts in philosophy of human existence of the 19th and 20th centuries, including works of fiction, philosophy, and psychology from such writers as Kierkegaard, Dostoyevski, Nietzsche, Camus, Sartre, de Beauvoir, and Jaspers.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-213 Philosophy of Law
An introduction to philosophical issues concerning the analysis of legal concepts and the moral justification of the law. Typical issues include the nature of law and its relation to morality, issues of moral justification arising in specific branches of the law (e.g., criminal, tort, or contract law), and the nature and justification of international law.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-217 Philosophy of Race
This course covers the history of the development of the concept of race, the metaphysical framework for thinking about the "reality" of race, the various ways to consider the meaning of race, and the relation between the meaning of race and the experience of racism. Questions about how difference and equality function in the law and the application of the law, concepts of white privilege and community investment in racial distinctions, intersectional analyses that think race together with gender, class and sexuality and the concept of race in colonial and post-colonial settings are likely topics.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-218 Philosophy of Commerce
This course will consider broadly how concerns for the oikos, the household, the root of our word economics, serve, support and potentially undermine our efforts to live well. The concepts of property, markets, labor, corporations, collective and individual responsibility, economic vs. political freedom, wealth, debt, and value will be subjected to philosophical scrutiny. Philosophical investigation of these ideas will be joined to broad philosophical questions, including but not limited to: their treatment in the history of philosophy, the role of these concerns in the good life, the development of markets in the context of the emergence of modern subjectivity, the relation of desire and its production to the need for markets, and the account of what it means to be human that these concepts assume or encourage. The goal of this course is for students to have a robust understanding of the historical and contemporary arguments, assumptions and views these economic concepts presuppose about what it means to be human. Application of these considerations to contemporary debates in public life will be encouraged.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-219 Topics Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-220 Aesthetics
A survey of work in the philosophy of art both prior to and during the 20th century. Topics considered include the concept of art and a work of art, the relation between art and truth, the objectivity of aesthetic evaluation, the nature of representation, and issues concerning meaning and interpretation.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-240 Ancient Philosophy
This course surveys the Ancient Greek philosophy, including Pre-Socratics, Plato, and Aristotle; Hellenistic philosophy may also be included. This course focuses on acquiring and improving abilities in philosophical reading, thinking, and expression. In class, the norm is close textual analysis through lectures and discussion. Topics include the nature of the physical and human world, and questions about knowledge and ultimate being. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-140

PHI-242 Foundations of Modern Philosophy
Readings and discussion of the classical modern philosophers of the 17th and 18th centuries, focusing on questions such as scientific method and the possibility of knowledge, the nature of reality, ethics and the relation of the individual to society, and the existence of God. Readings from among Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant, and Rousseau. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
**PHI-249 Topics in the History of Philosophy**
Seminar discussion of a historical period, figure or topic. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-269 Topics in Metaphys and Epistemology**
Seminar discussion of a topic or area in metaphysics or the theory of knowledge. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-270 Elementary Symbolic Logic**
An introduction to the principles of deductive logic for connectives ("and," "not," "or," "if") and quantifiers ("all," "some"). Attention is given to the logical structure of English sentences and its representation in symbolic notation and to formal proofs establishing the logical properties and relations of sentences.
**Prerequisites:** none
**Credit:** 1
**Distribution:** History/Philosophy/Religion, Quantitative Skills

**PHI-272 Philosophy of Science**
An introduction to philosophical issues concerning the logical structure and historical development of natural science. Among the general issues considered will be the relations among theory, observation, and experiment; the reality of theoretical entities; and the significance of scientific revolutions. Some attention is usually given also to philosophical issues regarding specific sciences, principally biology and physics.
**Prerequisites:** none
**Credit:** 1
**Distribution:** History/Philosophy/Religion

**PHI-279 Topics in Metaphys and Epistemology**
Additional topics in formal or informal logic or the philosophical study of science and its historical development. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-287 Independent Study**
Independent Studies at a more advanced level will be numbered 387 or 388.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-288 Independent Study**
Independent Studies at a more advanced level will be numbered 387 or 388.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-299 Special Topics in Philosophy**
A course in some selected philosophical topic. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-319 Seminar in Ethics & Social Phil**
Seminar discussion at a more advanced level of a topic or area in ethical theory, applied ethics, or social and political philosophy.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-345 Continental Philosophy**
Seminar discussion of major themes or figures in the Continental tradition from the 19th century to the present, which may include work in phenomenology and existentialism, Marxism and critical theory, poststructuralism, and feminism. Readings may be drawn from Hegel, Marx, Nietzsche, Heidegger, Habermas, Sartre, Beauvoir, Foucault, Derrida, or others. This course is offered in the fall semester.
**Prerequisites:** PHI-140, 242
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-346 Analytic Philosophy**
Seminar discussion of major themes or figures in the Analytic tradition.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-349 Seminar in the History of Philosophy**
Seminar discussion at a more advanced level of a historical period, figure, or topic.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-369 Seminar in Metaphysics & Epistemology**
Seminar discussion at a more advanced level of a topic or area in metaphysics or the theory of knowledge.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-379 Seminar in Logic & Philosophy of Science**
Additional topics in formal or informal logic or the philosophical study of science and its historical development offered at a more advanced level.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-387 Independent Study**
Independent studies at a less advanced level will be numbered 287 or 288.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion

**PHI-388 Independent Study**
Independent studies at a less advanced level will be numbered 287 or 288.
**Prerequisites:** none
**Credits:** 0.5-1
**Distribution:** History/Philosophy/Religion
PHI-399 Proseminar
An advanced course in some selected philosophical topic.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-449 Senior Seminar
A detailed study of a major philosopher or philosophical topic. Required of majors and open to other students. Normally taken in the senior year. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PHI-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-490 Senior Reading
Seminar discussion of selected work in recent philosophy. Normally taken in the spring semester of the senior year.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

Physical Education (PE)

PE-012 Beginning Golf
These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.
Prerequisites: none
Credits: 0

PE-013 Beginning Swimming
These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.
Prerequisites: none
Credits: 0

PE-014 Beginning Tennis
These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.
Prerequisites: none
Credits: 0

PE-015 Life Saving
You will learn Adult CPR/AED and First Aid. There is an outside fee as well. This class is taught with the teacher education class at the end of every semester. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.
Prerequisites: none
Credits: 0

PE-016 Scuba Diving
Scuba is taught by an outside group for a fee you will need to pay. If interested in the classes please go to Diver's Supply at 5501 West 86th Street, Suite J, Indianapolis IN 46268 to get your equipment and pay for the class. They are open on Tuesday-Friday 10am-7pm and on Saturday 10am-5pm. Their phone number is 317-297-2822. Be sure to tell the people at the shop that you are part of the Wabash Class. The class is taught over 2-3 Sunday afternoon and one open water dive to be determined by the class, done at a local quarry over a weekend. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.
Prerequisites: none
Credits: 0
**PE-017 Sports Officiating**
These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-018 Weight Training**
These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-020 Prevent Care Injuries**
Study of the techniques and principles utilized in preventing injuries to athletes and the development of the necessary skills to care for an injured athlete until medical help can be obtained. Develop an understanding of the body, how it works, how to evaluate an injury, and how to develop a rehabilitation plan. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-030 Coaching Football**
Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-031 Coaching Soccer**
Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-032 Coaching Swimming**
Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credit:** 1

**PE-033 Coaching Basketball**
Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-034 Coaching Wrestling**
Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-035 Coaching Baseball**
Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0

**PE-036 Coaching Track**
Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community. PE courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission. Enrollment Through Instructor.

**Prerequisites:** none  
**Credits:** 0
**Physics (PHY)**

**PHY-101 Astronomy**
An introductory course intended for the non-science liberal arts student. Historical and philosophical ideas will be stressed as well as the experimental concepts and methods used in astronomy. A good working knowledge of algebra, plane geometry, and trigonometry is required. Satisfies half of the laboratory science requirement. Three class periods and one laboratory each week.

**Prerequisites:** none  
**Corequisites:** PHY-101L  
**Credit:** 1  
**Distribution:** Science Lab, Natural Science/Mathematics

**PHY-104 Special Topics**
A special interest course for the non-science liberal arts student on an introductory-level physics topic not covered in a regular physics course. (Does not count toward the major or minor, or the lab science requirement.) Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Corequisites:** PHY-104L  
**Credit:** 0.5-1  
**Distribution:** Natural Science/Mathematics

**PHY-105 Adventures in Physics**
A one-semester course for the non-science liberal arts student that investigates the world from the viewpoint of a physicist. Topics will vary and will be announced prior to registration. Partially fulfills the college laboratory science requirement, but does not count toward a physics major or minor. Three class periods and one laboratory each week.

**Prerequisites:** none  
**Corequisites:** PHY-105L  
**Credit:** 1  
**Distribution:** Science Lab, Natural Science/Mathematics

**PHY-109 Motion and Waves**
An introduction to the study of motion and waves; topics include Newton’s laws, energy and work, periodic motion and feedback, sound and light waves, and optics. These topics are especially relevant for students interested in pre-health. The lab activities will introduce measurement techniques and will emphasize understanding the limits to any measurement. Three class periods and one lab period each week. Partially fulfills the college laboratory science requirement, and may count toward a physics major or minor with department permission. This course is offered in the fall semester.

**Prerequisites:** none  
**Corequisites:** PHY-109L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics, Science Lab

**PHY-110 Fluids and Fields**
An introduction to the study of fluids and fields; topics include basic motion and energy models, fluid statics and dynamics, Brownian motion, diffusion, electric and magnetic forces, and electric circuit design and use. These topics are especially relevant for students interested in pre-health. The lab activities will introduce experiment design techniques and will use statistics to combine results into a bigger picture. Three class periods and one lab period each week. Partially fulfills the college laboratory science requirement, and may count toward a physics major or minor with department permission.

**Prerequisites:** none  
**Corequisites:** PHY-110L  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics, Science Lab

**PHY-111 General Physics I**
A calculus-based introduction to classical mechanics for physics, chemistry, and engineering. Topics include Newton’s laws of motion, conservation laws, and rotational dynamics. The lab will introduce data acquisition and analysis techniques. Three class periods and one laboratory each week. This course is offered in the fall semester.

**Prerequisites:** MAT-110 or 111 or placement into MAT-111, 112, or 223  
**Corequisites:** PHY-111L  
**Credit:** 1  
**Distribution:** Science Lab, Natural Science/Mathematics  
**Equated Courses:** APCR

**PHY-112 General Physics II - Science Majors**
An introduction to the fundamental concepts concerning fluids, waves, optics, electricity, and magnetism. Three class periods and one laboratory each week. This course is offered in the spring semester.

**Prerequisites:** PHY-111 with grade of C- or better  
**Corequisites:** PHY-112L  
**Credit:** 1  
**Distribution:** Science Lab, Natural Science/Mathematics  
**Equated Courses:** CR

**PHY-177 Special Topics**
A special interest course on an introductory-level physics topic not covered in regular physics courses. This course is offered in the fall semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Credit:** 0.5-1  
**Distribution:** Natural Science/Mathematics
PHY-178 Special Topics
A special interest course on an introductory-level physics topic not covered in regular physics courses. This course is offered in the spring semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-187 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-188 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-209 General Physics III
An introduction to thermal physics and special relativity. Topics include the laws of thermodynamics, statistical nature of entropy, Lorentz transformations, equivalence of mass and energy. The lab will introduce the methodology of experimental design, numerical techniques for solving differential equations, and the writing of scientific papers using LaTeX software. Three class periods and one laboratory each week. This course is offered in the fall semester.
Prerequisites: PHY-112 with grade of C- or better and MAT-112
Corequisites: PHY-209L
Credit: 1
Distribution: Natural Science/Mathematics

PHY-210 Modern Physics
An introduction to quantum theory with applications to atomic, solid state, nuclear, and particle physics. Three class periods and one laboratory each week. This course is offered in the spring semester.
Prerequisites: PHY-209 with grade of C- or better and MAT-223.
Corequisites: PHY-210L
Credit: 1
Distribution: Natural Science/Mathematics
Equated Courses: CR

PHY-220 Electronics
Introduction to analog and digital electronics. Fundamentals of DC and AC circuits, transistors, and amplifiers will be covered. Includes one laboratory each week. This course is offered every other year.
Prerequisites: PHY-112 with grade of C- or better
Corequisites: PHY-220L
Credit: 1
Distribution: Natural Science/Mathematics

PHY-230 Thermal Physics
Introduction to thermal and statistical physics. The laws of thermodynamics are studied from microscopic and macroscopic perspectives. Quantum statistical mechanics will be developed and applied to blackbody radiation, fermionic and bosonic systems. This course is offered every other year.
Prerequisites: PHY-210 with grade of C- or better
Credit: 1
Distribution: Natural Science/Mathematics

PHY-277 Special Topics
A special interest course covering an intermediate-level a physics topic not covered in regular physics courses. This course is offered in the fall semester. Student input as to the course topic will be sought prior to fall registration. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-287 Independent Study
This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-288 Independent Study
This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-302 Electron Microscopy
Electron microscopes employ a focused beam of highly energetic electrons to examine sample morphology and topography on a very fine scale. This information is essential to the characterization of a wide range of biological and inorganic specimens including microorganisms, cells, crystals, metals, microelectronics, and nanomaterials. The initial classroom portion of this course focuses on fundamental topics in instrument design, applications, limitations, and sample preparation methods. Subsequent laboratory work involves hands-on instrument training and a substantial microscopy project.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics
Equated Courses: CHE-302

PHY-310 Classical Mechanics
Advanced topics in classical mechanics, including harmonic motion and Lagrangian mechanics. This course is offered in the fall semester.
Prerequisites: PHY-210 with a C- or better and and MAT-224 or permission of instructor.
Credit: 1
Distribution: Natural Science/Mathematics
PHY-313 Optics
Geometrical, physical (wave) and quantum optics. Wave optics will be expanded to cover portions of the electromagnetic spectrum on both sides of the visible (ultraviolet, infrared, and radio waves). Special emphasis will be given to recent developments such as fiber optics, lasers, and holography. Three class periods and one laboratory each week.
Prerequisites: PHY-210.
Corequisites: PHY-313L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

PHY-314 Electromagnetic Theory
Advanced explorations in understanding and applying Maxwell's equations. This course is offered in the spring semester.
Prerequisites: PHY-112 and MAT-224, 225
Credit: 1
Distribution: Natural Science/Mathematics

PHY-315 Quantum Mechanics
Introduction to quantum mechanics. Topics include Dirac notation, postulates of quantum mechanics, and applications to important physical systems. This course is offered in the fall semester.
Prerequisites: PHY-210 with grade of C- or better and MAT-223, 224
Credit: 1
Distribution: Natural Science/Mathematics

PHY-377 Adv. Special Topics in Physics
Special interest course covering one of a selection of advanced physics topics including: atomic physics, nuclear physics, quantum field theory, advanced electrodynamics, advanced quantum mechanics, advanced classical mechanics, or other topics proposed by students. This course is offered in the fall semester. Student input as to the course topic will be sought prior to fall registration. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: PHY-210
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-378 Adv. Special Topics in Physics
Special interest course covering one of a selection of advanced physics topics including: atomic physics, nuclear physics, quantum field theory, advanced electrodynamics, advanced quantum mechanics, advanced classical mechanics, or other topics proposed by students. This course is offered in the spring semester. Student input as to the course topic will be sought prior to spring registration. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: PHY-210
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-381 Advanced Laboratory I
Students will participate in a broad range of experiments that cover major research areas in contemporary physics, including atomic, molecular, and optical physics, condensed matter physics, and nuclear and particle physics. Advanced measurement and data analysis techniques will be used. All experiments will be planned, executed, and presented according to current professional standards. Students should take this course during their junior year.
Prerequisites: PHY-210
Corequisites: PHY-381L
Credits: 0.5
Distribution: Natural Science/Mathematics

PHY-382 Advanced Laboratory II
This course is an independent research project, typically a continuation of either an Advanced Laboratory I project or a summer internship research project. Typically taken in the fall semester of the senior year.
Prerequisites: PHY-381
Credits: 0.5
Distribution: Natural Science/Mathematics

PHY-387 Independent Study
This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-388 Independent Study
This course is offered in the spring semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-487 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-488 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Political Science (PSC)

PSC-111 Intro to Amer Govt & Politics
An analysis of the powers, functions, and political bases of government in America, including attention to democratic theory, civil liberties, political parties and pressure groups, campaigns and elections, Congress and the Presidency, judicial review, federal-state-local relations, and public policymaking in domestic, foreign, and budgetary areas. This course is offered in the fall and spring semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: AP
PSC-121 Intro to Comparative Politics
This class will provide a general introduction to the study of political systems worldwide. The approach and many of the readings will be theoretical, but we will draw from real-world examples as illustrations of these theoretical concepts. Thus, a basic understanding of world history, current events, and even the American political system will be assumed. (A reasonable familiarity with elementary algebra will also be quite helpful.) This course is a requirement for all students who intend to major in political science and is a prerequisite for a number of other courses in the subfield of comparative politics. It is also a good choice for students wishing to satisfy a behavioral science distribution requirement. This course is offered in the fall and spring semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: AP

PSC-131 Intro to Political Theory
The survey of political theory will use selected political theorists to examine a series of major issues, concepts, and questions which are central to political theory, e.g., power, authority, justice, and liberty. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-141 Intro to Intl' Politics
A study of major contemporary approaches to understanding international politics, including political realism, liberalism, and constructivism. Through this framework, the course will take up concepts such as the evaluation of national power and the balance of power, the interplay of individuals and groups in international politics, the impact of capitalism on the development of the world-system, and the role of gender in world politics. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-177 Special Topics
The course provides opportunities for specialized, innovative material for students at an introductory level. All students interested in political science topics would benefit from this course. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-178 Special Topics
The course provides opportunities for specialized, innovative material for students at an introductory level. All students interested in political science topics would benefit from this course. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-187 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credit: 0.5-1
Distribution: Behavioral Science

PSC-188 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credit: 0.5-1
Distribution: Behavioral Science

PSC-201 Sociology & Politics of Health
An examination of the topic of health from the vantage point of the intersection of sociology and political science. Students will learn about key sociological concepts and theoretical approaches, which they will deploy to investigate topics such as societal health disparities, cultural and subcultural attitudes toward healthcare and health professionals, the relationship between governmental processes and health outcomes, and the mobilization and impact of health-related nongovernmental and intergovernmental organizations. The course will feature a community-based service learning component.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: SOC-201

PSC-210 Int Topics in American Politics
This is an intermediate-level course that focuses on a specific topic in American politics. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-220 Int Topics in Comparative Politics
This is an intermediate-level course that focuses on a specific topic in comparative politics. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-230 Intermediate Topics in Political Theory
This is an intermediate-level course that focuses on a specific topic in political theory. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-240 Int Topics in International Relations
This is an intermediate-level course that focuses on a specific topic in international relations. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science
PSC-273 Special Topics in Pol. Theory
The course provides opportunities for specialized, innovative material focused on political theory for students at an intermediate level. Students interested in political theory topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-277 Special Topics
The course provides opportunities for specialized, innovative material for students at an intermediate level. Students interested in political science topics beyond introductory level would benefit from this course the most. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-287 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-297 Research/Stats-Political Sci
This challenging course surveys the various ways political scientists use the scientific method and rigorous quantitative analysis to study politics. The course begins with an overview of the theory behind social scientific inquiry, outlining the basic logic of hypothesis testing and research design. We then devote significant attention to quantitative and statistical research methods, from basic probability theory to confidence intervals, means testing, and multivariate regression. The course also introduces students to computer software packages used to perform advanced statistical analysis (primarily SPSS). The primary aims of the course are (a) to prepare students to conduct their own quantitative research of political phenomena and (b) to make students better consumers of political information by familiarizing them with the ways statistics are used and abused for political ends. This course satisfies the College’s quantitative skills distribution requirement and also the statistical methods requirement of a major in political science. Students taking the course should have a solid foundation in basic mathematics, including algebra.
Prerequisites: One course from PSC with a C- or better.
Credit: 1
Distribution: Behavioral Science, Quantitative Skills

PSC-310 Adv Topics in American Politics
This is an advanced course that focuses on a specific topic in American politics. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-311 Congress & Executive
A study of the legislative and executive branches of the United States government. This course will involve analysis of each branch as an institution. Particular attention will be given to the interactions between and the interdependence of Congress and the Executive, and the effects of these interactions on the decisions and operations of the two branches of government. Counts as an advanced course in American Politics.
Prerequisites: PSC-111 or permission of instructor.
Credit: 1
Distribution: Behavioral Science

PSC-312 Parties,Elect,Pressure
A systematic look at mechanisms for popular control of American government. This course looks at the nature of public opinion and its translation into political action. Political parties and interest groups are investigated as mechanisms which link the citizen to the policy-making system. Attention will be given to elections and the bases upon which individuals make their decisions at the polls. We will also consider the conflicting arguments about the decline, decomposition, and realignment of parties, and the rise of the single-issue interest group in recent years. This course counts as an advanced course in American Politics.
Prerequisites: PSC-111
Credit: 1
Distribution: Behavioral Science

PSC-313 Constitutional Law
Do gay Americans have a constitutional right to get married? Should racial and ethnic minorities receive the benefits of affirmative action when applying to college or law school? Does a woman have a constitutional right to an abortion? Does the federal government have the power to regulate health care? What role should judges play in deciding such divisive and morally vexing issues? This course examines the Supreme Court’s most potent power-to strike down as unconstitutional the actions of elected officials on these and other "hot button" issues. How should the Court apply such broadly worded constitutional guarantees as "equal protection" and "due process of law" to modern problems? Should the Court follow the "original intent" of our Founders or be guided by more recent, evolving standards? When the Court has wrestled with tough issues, what impact has its decisions had on other branches of government and on American society in general? This counts as an advanced course in American Politics. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-317 International Relations
This course examines the role of international organizations, economic developments, and the nature and causes of conflict. This course counts as an advanced course in International Relations.
Prerequisites: PSC 111
Credit: 1
Distribution: Behavioral Science

PSC-318 Political Theory
This course surveys the major theories of political life. It examines the views of noted political theorists on the nature of freedom, the responsibilities of citizens, the role of government, and human nature. This course counts as an advanced course in Political Theory.
Prerequisites: PSC 111
Credit: 1
Distribution: Behavioral Science

PSC-319 International Law
This course examines the role of international institutions in the world of politics. This course counts as an advanced course in International Relations.
Prerequisites: PSC 111
Credit: 1
Distribution: Behavioral Science

PSC-320 Political Science Research
This course is designed to introduce students to the research methods and statistical tools used in political science. Students will learn how to use SPSS to perform advanced statistical analysis, including correlation, regression, confidence intervals, and hypothesis testing. This course counts as an advanced course in Political Science.
Prerequisites: PSC 111
Credit: 1
Distribution: Behavioral Science

PSC-321 Political Theory I
This course examines the major theories of political life. It examines the views of noted political theorists on the nature of freedom, the responsibilities of citizens, the role of government, and human nature. This course counts as an advanced course in Political Theory.
Prerequisites: PSC 111
Credit: 1
Distribution: Behavioral Science
PSC-314 Topics in Constitutional Law
This course focuses in depth upon a topic relating to the role that courts should play in government. Past topics have included Civil Liberties in War and Peace, which explores how we treat those we fear most—suspected criminals, alleged enemies of the state including terrorists, and those who criticize the government during wartime. This course counts as an advanced course in American Politics. It is offered in the in spring semester in odd-numbered years. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-315 Religious Freedom
May the United States Air Force Academy display a banner declaring "I am a member of Team Jesus Christ" in its football locker room? May the Indiana House of Representatives pray and sing a Christian song at the beginning of one of its sessions? Must employees be permitted to post at work biblical verses that condemn homosexuals? Should we prosecute Christian Scientist parents whose critically ill child died because the only treatment he received was prayer? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife. Counts as an advanced course in American Politics. This course is offered in the in spring semester in even-numbered years.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-316 Public Policy
In this course, which focuses on domestic policy, students will learn about two different ways of studying public policy: public policy analysis and the politics of the policy process. Students will learn about public policy analysis and how it is both similar to and different from other fields of study in political science. During this part of the course, students will practice skills such as memo writing and client consultation. Students will study the politics of the policy process by comparing different models of policy formation and analyzing the different institutions that help shape public policy (the legislature, interest groups, bureaucracy, etc.). Students will do exercises with case studies and also participate in an in-class simulation. Counts as an advanced course in American Politics. This course is offered in the in spring semester in odd-numbered years.
Prerequisites: PSC-111
Credit: 1
Distribution: Behavioral Science

PSC-317 State & Local Pol
A survey of the institutions, actors, and processes involved in the governing of states, cities, and other local jurisdictions. Attention is given to intergovernmental relations as well as to the analysis of individual units. Field work is required. Counts as an advanced course in American Politics.
Prerequisites: PSC-111
Credit: 1
Distribution: Behavioral Science

PSC-320 Adv Topics Comparative Politics
These courses focus at an advanced level on a particular issue concept, problem or question in comparative politics. Advanced level.
Prerequisites: PSC-121
Credits: 0.5-1
Distribution: Behavioral Science

PSC-322 Politics of the European Union
This course will examine the politics of the European Union (EU). Attention will be given to the political institutions and dynamics of the Union itself, as well as to those of its member states, and to the process of EU expansion more generally. Special attention will be given to the possible effects of EU integration on national identity in contemporary Europe. Students will be permitted to complete some class assignments in German, Spanish, or French. Typically offered the spring semester of even-numbered years, this course counts as an advanced course in Comparative Politics or International Relations. PSC 322 requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break.
Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science

PSC-324 Econ/Pol Development
This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in politics around the world. Special attention will be given to the consolidation of states in modern industrialized society, as well as to the legacy of imperialism in Eastern Europe and the developing world. Key issues to be considered will include Europe's economic and military dominance in the modern era, the role of nationalism in the dissolution of early empires, and the legacy of colonialism for the economic and political development of Africa, Latin America and the Middle East. Special attention will also be given to an enduring question in comparative politics: Why are some countries rich and others poor? This course counts as an advanced course in Comparative Politics.
Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science

PSC-325 Latin American Pol
An introduction to the politics of Latin America and the Caribbean Basin. Special attention will be given to political and economic development of the region, as well as to the unique role that the United States has played in this process. We will also examine the crucial impact that developments in this region have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. Counts as an advanced course in Comparative Politics. PSC 325 may be offered in conjunction with courses in the Department of Modern Languages and cross-listed with studies of Hispanic language and culture. Students will be permitted to complete some class assignments in Spanish.
Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science
PSC-326 Politics of the Middle East
A survey of the politics of the major states and nations of the Middle East. Special attention will be given to a number of leading issues in the region, including the Arab-Israeli Conflict, oil, terrorism, nuclear proliferation, and US foreign policy in Afghanistan and Iraq. Attention will also be given to broader questions of economic and social development, human rights, and the role of women in the modern Middle East. This course counts as an advanced course in Comparative Politics.
Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science

PSC-327 Nationalism and Ethnic Conflict
This class will provide a general introduction to the study of nationalism and ethnic conflict. In it, we will touch upon a wide range of cases of ethnic conflict and genocide, including the dissolution of Yugoslavia, the 'troubles' in Northern Ireland, genocide in Rwanda and the Holocaust, and current crises in the Middle East. With such a wide range of cases, the approach will be largely theoretical - focusing on the underlying causes of such conflicts and on the general conditions under which they might be remedied. Thus, a solid foundation in the study of comparative politics and a reasonable familiarity with international current events will be expected. This course counts as an advanced course in Comparative Politics or International Relations.
Prerequisites: PSC-121 with C- or better.
Credit: 1
Distribution: Behavioral Science

PSC-330 Adv Topics in Political Theory
This is an advanced course that focuses on a specific topic in political theory. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-331 History of Pol Thought: Ancient & Medieval
History of Political Thought: Ancient and Medieval A series of full-credit courses, each of which will focus on a particular political theorist or group of theorists from classical antiquity or the medieval period. Specific offerings will vary from year to year.
Prerequisites: PSC-131
Credit: 0.5-1
Distribution: Behavioral Science

PSC-335 History Pol Thought
A series of full-credit courses, each of which will focus on a particular political theorist from the Renaissance or modern period. Specific offerings will vary from year to year. This course counts as advanced course work in Political Theory.
Prerequisites: PSC-131
Credit: 1
Distribution: Behavioral Science

PSC-336 American Political Thought
A broad survey of American political ideas as expressed in primary sources including classic texts, key public documents, and speeches. The course investigates themes of mission, means, and membership as recurrent issues in American political thought. This course counts as an advanced course in Political Theory.
Prerequisites: PSC-131 or HIS-241 or 242
Credit: 1
Distribution: Behavioral Science

PSC-338 Contemporary Political Theory
Students will study the political theory of selected contemporary authors and movements, especially as these theories relate to the development of democratic political theory, the critique of democratic political theory, and the contemporary examination and/or redefinition of concepts like justice and equality. This course counts as an advanced course in Political Theory. It is offered in the spring semester in odd-numbered years.
Prerequisites: PSC-131
Credit: 1
Distribution: Behavioral Science

PSC-340 Adv Topics in International Relations
This is an advanced course that focuses on a specific topic in international relations. Topics vary from semester to semester. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-343 Intro to Civil-Military Relations
In this course we examine one of the world’s oldest political institutions: militaries. Armed forces are created primarily to defend states and their interests against other states and threatening actors, yet they can also play an important role in the domestic political affairs of the states that they are created to defend. The course intends to improve students’ understanding of military actors and the various ways in which they are related to both international and domestic politics. Because an all-encompassing treatment of military affairs is impossible within the context of a single semester, this course emphasizes the role played by people (soldiers, officers and their civilian leaders) rather than machines (tanks, artillery pieces, small arms, etc.). This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-344 Insurgency, Revolution & Terrorism
What is terrorism? Is one man’s freedom fighter another man’s terrorist? What motivates a person to become a suicide bomber? What causes terrorism? How can states counter terrorism? How is terrorism different from an insurgency? Why has the United States experienced such difficulty in Iraq and Afghanistan? How can states counter and defeat insurges? These are all questions that have come to dominate much of the discussion in post 9/11 international relations. Although terrorism and insurgencies have existed in one form or another for hundreds, if not thousands, of years, these phenomena have become two of the more intractable and important problems in international relations. This course will address these and other questions from both global and U.S perspectives. This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science
PSC-346 Amer Foreign Policy
This course seeks to answer the questions of who makes American foreign policy, and what are the most important sources of and influences on it. The course focuses on the features and processes of American foreign policy making and the actors, influences, and issues involved in it. The goal of this course is to provide the student with the historical, institutional, procedural, and theoretical frameworks to understand how American foreign policy is made. This course counts as an advanced course in International Relations or American Politics
Prerequisites: PSC-111 or 141.
Credit: 1
Distribution: Behavioral Science

PSC-347 Conflict, War, and Peace
This course delves deeply into international relations theory focusing on issues of war and peace. We will explore in depth the logic behind variants of several theoretical perspectives, including, but not limited to, liberalism, realism, constructivism, and other important schools of thought. During the course, we will explore issues more narrowly related to topics such as the democratic peace, deterrence, terrorism and asymmetric warfare, along with issues of cooperation and global governance. This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-348 International Organizations
This course focuses on international organizations (IOs) and the role that they play in the international system. We consider the relationship between key theoretical perspectives and IOs, as well as how international organizations operate across a variety of issue areas from security and trade to human rights and development. We also cover a variety of truly global IOs, such as the United Nations, as well as IOs with a more regional focus such as the European Union. This course counts as an advanced course in International Relations.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science

PSC-387 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-388 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-471 Special Topics
The course provides opportunities for specialized, innovative material to be studied at an advanced level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please check the course descriptions for a particular semester offering.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-487 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-488 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-497 Senior Seminar
Open only to senior political science majors. This is both a reading and a research seminar, organized around a general concept central to the discipline. Participants discuss common readings on the topic. They also prepare individual research papers which treat the general theme, but from the stance of their chosen emphases within the major. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.
Prerequisites: none
Credits: 0.5-1

Psychology (PSY)

PSY-101 Introduction to Psychology
A survey of concepts, principles, and theories of an empirical science of behavior. Topics include behavioral biology, learning, memory, sensation, perception, cognition, motivation, emotion, social behavior, personality, and psychopathology. This course is offered in the fall and spring semester.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: APCR

PSY-102 Human Sexual Behavior
An overview of human sexual anatomy, development, function, and diversity. Emphasis is on the psychological aspects of sexuality including the study of attitudes towards sexuality, sexual preference, love and marriage, contraception, and commercial sex. Particular attention is paid to the development and enactment of sex roles, the construction of gender, and sex differences. This course is offered in the fall semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science
PSY-104 Introduction to Neuroscience
An introduction to the study of the nervous system, with a focus on basic anatomy and physiology. Students will learn about the basic organization of the nervous system, neurophysiology, sensory processing, movement, development, and neuroplasticity through a systems approach to brain function. Several laboratory experiences will be built into the course to reinforce the principles discussed in class. This course counts toward distribution credit in Natural Science and Mathematics. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics

PSY-105 Fatherhood
An introduction to the psychological research into issues surrounding fatherhood. Topics to be covered include the role of fathers in children's development, the effect of being a father on adult development, men's views on fatherhood, the effect of fatherhood on romantic relationships, and balancing work and home life.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-110 Special Topics
Various topics at the introductory level may be offered from time to time. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-201 Research Methods & Stats I
An introduction to the principles and techniques involved in the design and analysis of psychological research. Development of abilities in quantitative analysis and reasoning, decision-making, and hypothesis testing are aided by conducting behavioral research projects. This course is offered in the fall and spring semester.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

PSY-202 Research Methods & Stats II
A continuation of Research Methods and Statistics I, with a focus on more advanced research designs and statistical procedures. Students will conduct behavioral research projects. This course is offered in the fall and spring semester. Prerequisite: PSY 201. Note: PSY 202 assumes mastery of the content from PSY 201; we strongly recommend that students take PSY 202 only if they received a grade of "C" or better in PSY 201.
Prerequisites: PSY-201
Credit: 1
Distribution: Behavioral Science, Quantitative Skills

PSY-210 Intermediate Special Topics
Various topics at the intermediate level may be offered from time to time. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-211 Cross Cultural Psychology
This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

PSY-213 Language Development
This course investigates the processes by which language develops. In this discussion-based class, we will explore theoretical explanations concerning the mechanisms by which language develops and empirical data on the development of phonological, semantic, syntactic, and pragmatic competence in both typically developing and atypical populations. We will also explore forms of communication other than spoken language, such as sign language and communicative systems in nonhuman animals. This course often includes visits to research laboratories at other universities and to other sites that allow students to observe and learn about variability in language development.
Prerequisites: PSY-201 (may be taken concurrently)
Credit: 1
Distribution: Behavioral Science

PSY-220 Child Development
This course explores the process of child development with particular emphases on cognitive and social development from infancy through early adolescence. We will discuss the development of observable behaviors such as language and aggression, the underlying mechanisms that guide and shape development, and empirically-grounded practical recommendations for fostering healthy development. Additional topics include the roles of nature and nurture in development, the formation of parent/child attachment, social cognition, autism, and peer relationships and their effect on social development. The methodologies used by researchers, and the appropriate interpretation of research findings, will be an emphasis throughout the course. Through weekly observations and naturalistic laboratory assignments in local preschools, students will learn and practice several of these research methodologies. This course is offered in the fall semester.
Prerequisites: PSY-101 or 105
Credit: 1
Distribution: Behavioral Science

PSY-222 Social Psychology
A survey of research findings and methodologies of social psychology. Topic coverage deals with social perception, attitude formation, attitude change, and the psychology of group processes and interactions. Students are encouraged to develop their own research ideas. This course is offered in the spring semester.
Prerequisites: PSY-201 (may be taken concurrently)
Credit: 1
Distribution: Behavioral Science

PSY-223 Abnormal Psychology
An examination of the major disorders of human behavior, including their forms, origins, and determinants. Treatment strategies and issues are explored in depth. Emphasis on empirical studies and current research developments in psychopathology.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science
PSY-231 Cognition
An overview of the major information-processing feats of the human mind, such as problem solving, reasoning, memory, language, visual perception, and the development of expertise. Students will explore the scientific techniques used to understand these invisible mental processes, and our current knowledge of how these processes are implemented in the brain. This course is offered in the fall semester.
Prerequisites: PSY-201
Credit: 1
Distribution: Behavioral Science

PSY-232 Sensation and Perception
This course explores our sensory systems: vision, hearing, touch, taste, smell, and perhaps other systems such as balance. We will study both the anatomy underlying these systems as well as perceptual phenomena. Mini-labs are interspersed throughout the course to experience these phenomena. We will also read and discuss primary research articles related to the topics covered in class. This course is offered in the fall semester.
Prerequisites: NSC-104, PSY-104, BIO-101 or 111
Credit: 1
Distribution: Behavioral Science

PSY-233 Behavioral Neuroscience
An introduction to the biological bases of behavior. Examination of nervous system structure and function is followed by an examination of the neurophysiological foundations of motor ability, sexual behavior, ingestive behavior, sleep and arousal, learning and memory, reinforcement, and language. This course is offered in the spring semester.
Prerequisites: Prereq PSY-104/NSC-104, BIO-101 or BIO-111.
Credit: 1
Distribution: Behavioral Science

PSY-235 Cognitive Neuropsychology
This course examines deficits in human cognitive function resulting from brain damage. It draws on principles of neuroscience, psychology, and neurology for insights into how the brain mediates the ability to use and integrate capacities such as perception, language, actions, memory, and thought.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science

PSY-287 Intermediate Research
Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credit); this should be determined prior to registration. Offered in the fall (287) and spring (288) semesters.
Prerequisites: PSY-201
Credits: 0.5
Distribution: Behavioral Science

PSY-288 Intermediate Research
Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credit); this should be determined prior to registration. Offered in the fall (287) and spring (288) semesters.
Prerequisites: PSY-201
Credits: 0.5
Distribution: Behavioral Science

PSY-295/496 Senior Project
Students will work with a faculty member to design and conduct an advanced research project. This course is designed to provide students with the opportunity to conduct original research in collaboration with the professor. This course is offered in the fall and spring semesters.
Prerequisites: PSY-201 and 220
Credit: 1
Distribution: Behavioral Science

PSY-301 Literature Review
An introduction to the principles of searching for and reporting on published literature in psychology. Students will learn strategies for searching databases, identifying credible sources, and developing a theoretical background on a topic. This course features extensive training and practice in writing APA-style manuscripts, and is intended to prepare students for PSY 495/496, Senior Project. This course is offered in the fall and spring semester.
Prerequisites: PSY-201
Credit: 1
Distribution: Behavioral Science

PSY-310 Special Topics
Various topics at the advanced level may be offered from time to time. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-320 Research in Developmental Psychology
This course will provide students with in-depth coverage of the methodological tools and statistical analyses used by developmental psychologists. Students will read and discuss contemporary research on a given topic that will vary from year to year. Students will gain experience analyzing complex data sets obtained from prior research or from a research project conducted with the professor. This course is offered in the spring semester.
Prerequisites: PSY-202 and 220
Credits: 0.5
Distribution: Behavioral Science

PSY-322 Research in Social Psychology
Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different semesters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is offered in the fall semester.
Prerequisites: PSY-202 and 222
Credits: 0.5
Distribution: Behavioral Science
PSY-331 Research in Cognitive Psych
This course is designed for students who have completed Cognitive Psychology (PSY 231) and are interested in conducting research on memory and other cognitive processes. Students will learn research techniques specific to cognitive research. Topics will vary from year to year and will include questions from both classic and contemporary cognitive psychology. This course is offered in the spring semester.
**Prerequisites:** PSY-202 and 231
**Credits:** 0.5
**Distribution:** Behavioral Science

PSY-332 Research in Sensation and Perception
In this course, students will conduct experiments involving at least two sensory systems, obtaining experience with psychophysical experimental methods. Students will write complete APA-style scientific papers for each experiment, including a clearly stated hypothesis, a brief literature review, a clear explanation of the methodology, application of the proper statistical techniques, an analysis of how the results supported or failed to support the hypothesis, and an abstract summarizing the experimental findings. This course is offered in the spring semester.
**Prerequisites:** PSY-232
**Credits:** 0.5
**Distribution:** Behavioral Science

PSY-333 Research in Behavioral Neuroscience
Students in this course will become involved with research in an area of behavioral neuroscience. The topic covered will reflect contemporary research issues in the field and may differ in different years. Major course components will be discussion of primary literature in neuroscience and collaboration with the professor in conducting and writing up an experiment that is directed toward possible publication. Recent topics have focused on memory and drug addiction, and how neural recordings are used to understand how information is encoded by the brain. This course is offered in the fall semester.
**Prerequisites:** PSY-233.
**Credits:** 0.5
**Distribution:** Behavioral Science

PSY-337 Advanced Research
Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty-directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded. Offered in the fall (387) and spring (388) semesters.
**Prerequisites:** PSY-202 and 1 of the following groups: 220/320, 222/322, 231/331, 232/332 or 233/333
**Credits:** 0.5-1
**Distribution:** Behavioral Science

PSY-388 Advanced Research
Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty-directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded. Offered in the fall (387) and spring (388) semesters.
**Prerequisites:** PSY-202 and 1 of the following groups: 220/320, 222/322, 231/331, 232/332, or 233/333
**Credits:** 0.5-1
**Distribution:** Behavioral Science
PSY-495 Senior Project
Students in this two half-course sequence will complete a year-long capstone project intended to integrate the content and skills they have learned in the major and develop expertise in an area of interest. This project will consist of either an empirical study or a community-based practicum. The empirical study will be one that the student plans and carries out with general guidance from a faculty mentor. For the community-based practicum option, students will work with a professional involved in the delivery of psychological services. All projects will culminate in an APA-style manuscript, poster presentation, and a talk at a regional undergraduate research conference. Students intending to register for PSY 495 must first meet with a faculty member in the Psychology Department to choose which type of project they wish to pursue and to propose an area of specialty. PSY 495 is offered in the fall semester and PSY 496 is offered in the spring semester.

Prerequisites: PSY-202
Credits: 0.5
Distribution: Behavioral Science

PSY-496 Senior Project
Students in this two half-course sequence will complete a year-long capstone project intended to integrate the content and skills they have learned in the major and develop expertise in an area of interest. This project will consist of either an empirical study or a community-based practicum. The empirical study will be one that the student plans and carries out with general guidance from a faculty mentor. For the community-based practicum option, students will work with a professional involved in the delivery of psychological services. All projects will culminate in an APA-style manuscript, poster presentation, and a talk at a regional undergraduate research conference. Students intending to register for PSY 495 must first meet with a faculty member in the Psychology Department to choose which type of project they wish to pursue and to propose an area of specialty. PSY 495 is offered in the fall semester and PSY 496 is offered in the spring semester.

Prerequisites: PSY-495
Credits: 0.5
Distribution: Behavioral Science

PSY-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student’s advisor. Registration forms for independent study are available in the Registrar’s Office.

Prerequisites: none
Credits: 0.5-1

REL-104 Religions of China and Japan
This is an introduction to the indigenous traditions of East Asia (Confucianism, Daoism, and Shinto), and the development of Buddhism in China and Japan. There will also be some coverage of Christianity, Islam, and popular religion. Special attention will be given to the ways these various traditions have changed and interacted with one another in different historical contexts, especially the modern period. Readings will be from the works of Confucius, Laozi, and other Chinese and Japanese philosophers and religious figures. This course is offered in the spring semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-141 Hebrew Bible/Old Testament
This is an introduction to the Tanakh, or Hebrew Bible. The format of this course will be reading and discussion of primary texts from the Torah, Prophets, and Writings of the Hebrew Bible. The emphasis will be reading for literary and narrative themes and theological issues in the text, with some discussion of historical context. This course is offered in the fall semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-150 History of Judaism
This course will address, at the introductory level, various topics in Jewish history, such as Second Temple Judaism, Rabbinics, or medieval Jewish thought. Topics will vary from year to year. (REL 150 applies to requirement B for the major.)

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-151 Studies in Judaism
This course will address, at the introductory level, various aspects of Jewish thought and theology, such as contemporary Jewish thought, Jewish-Christian dialogue, and responses to the Holocaust. Topics will vary from year to year. (REL 151 applies to requirement C for the major.) Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.

Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

REL-162 His & Lit of the New Testament
This course is an introduction to the social-historical study of the writings that came to be the New Testament of the Christian churches. We will survey the social, political, and religious contexts of the Jewish and Greco-Roman worlds of the first century, the actions and teachings of Jesus of Nazareth, and the missionary activity of Paul of Tarsus. We will study most of the texts included in the New Testament, as well as other ancient Jewish and early Christian writings to learn about the development of the various beliefs and practices of these first Christian communities.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-162

Religion (REL)

REL-103 Islam and the Religions of India
This course is an introduction to Islam, and the indigenous religions of India. The first part of the course studies the history, beliefs, and practices of Islam in the Middle East from Muhammad to the present day. The second part studies the history, beliefs, and practices of the religions of India (Hinduism, Buddhism, and Jainism), down to the coming of Islam in the 8th century. The third part deals with the religious developments in India that have resulted from the interactions between Islam and Hinduism in the modern period. Emphasis is placed upon readings in primary texts of these religions. This course is offered fall semester.

Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion
REL-171 History of Christianity to Reformation
An introduction to the history of Christianity from the patristic, post-New Testament period to the medieval period and the early Renaissance. Principal themes include the emergence and meaning of early Christian beliefs and practices, their development during the Middle Ages, the social and cultural environments of the ancient, medieval, and early Renaissance church, and the trends leading up to the Reformation. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-172 Christianity: Reformation to Modern Era
This course is an introduction to the history of Christianity from the sixteenth-century Reformation to the present. The course focuses primarily on Christianity in the West, but also examines the global spread of Christianity. Principal themes include the challenges of modern thought and culture to traditional Christianity, religious innovation and pluralism, missionary movements, the interaction between Christianity and its social and cultural environments, and new forms of Christian theology and institutions. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-173 Introduction to Theology
This is a course which introduces students to the principal themes, issues, and genres of Christian theology. Special attention will be given to method in theological thought, as well as the themes of creation, redemption, and reconciliation. Readings will typically be drawn from the modern period, including Tillich, Caputo, Placher, Molmann, and Keller. In some years the course may be offered for one-half credit.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-181 Religion in America
An introduction to the religious history of America, this course will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of religious disestablishment, revivalism and reform, theological movements, and religious innovation. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-194 Religion and Film
This course is an introduction to the genre of film as an imaginative vehicle for religious beliefs, practices, and traditions. These can be explored not only in doctrinal forms, but also creatively and often indirectly in artistic forms like film or other videographic media. The course will employ film criticism as well as theological reflection as tools for understanding films with religious themes and insights
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts,

REL-195 Religion & the Arts
This is an examination of the arts of a particular period and place with a view to discovering the religious insights and attitudes that they embody.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-196 Religion & Literature
This course is an examination of one or more works of literature, with a view to discovering the religious insights and attitudes that they embody. The works and authors will vary from year to year, depending on the focus of the course. Recent topics have included classical Chinese poetry (Li Bo and Du Fu); Japanese literature; and novels and stories by John Updike, Shusaku Endo, Flannery O'Connor, Graham Greene, Anne Tyler, and C.S. Lewis.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: HUM-196

REL-210 Topics in Islam
This is a discussion course on some topic in Islamic thought or history. Recent topics have included Muhammad and the Qur’an, and issues in contemporary Islam. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: Prereq REL-103 or Permission of Instructor
Credit: 1
Distribution: History/Philosophy/Religion

REL-220 Topics in South Asian Religions
This is a discussion course on some topic in the religions of South Asia. Recent topics have included myth and art in classical Hinduism. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: REL-103
Credit: 1
Distribution: History/Philosophy/Religion

REL-230 Topics in East Asian Religions
This is a discussion course on some topic in the religions of China and Japan. Recent topics have included Confucianism, Daoism, and Zen Buddhism. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: REL-104
Credit: 1
Distribution: History/Philosophy/Religion

REL-240 Topics in Hebrew Bible
This is a discussion course on some topic related to the history and literature of ancient Israel. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: REL-141
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-250 Topics in History of Judaism
This is a discussion course on some topic related to the history and Judaism. Recent topics have included Qumran and the Dead Sea Scrolls, the Jewish War with Rome, and Second Temple Judaism. (REL 250 applies to requirement B for the major.) Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
REL-251 Topics in the Study of Judaism
This is a discussion course on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 251 applies to requirement C for the major.) Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-260 Topics in New Test. & Early Christianity
This is a discussion course on some topic in the history and literature of the early Christian church. Recent topics have included apocalyptic, the letters of Paul, the Historical Jesus, and Jesus in cultural context (film, literature, the Greco-Roman world, etc.). This course is offered in the fall semester. (In some years REL 360 may be offered instead.) Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-270 Theological Ethics
This is a discussion course that examines the relationship between religion and ethics from many different perspectives, beginning with theological models of talking about God, the self, and ethical goods and ends with discussions of specific ethical problems. American realism, Latin American liberation theology, Roman Catholic natural law theory, and environmental theology will be covered. Issues discussed include medical ethics, theology and economics, the problem of war, the role of the church in social change, and the nature of sin.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-272 Topics in History of Christianity
This is a discussion course on one or more figures, themes, or movements in the history of Christianity. Topics in recent years have included heretics and Gnostics, Christian lives, and world Christianity. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-273 Topics in Theology
This is a discussion course on one or more figures, themes, or movements in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, and African Christianity. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-274 Topics in Ethics
This is a discussion course on one or more figures, themes, or movements in contemporary ethics. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-275 Topics in Religion & Philosophy
This is a discussion course on some topic concerning the use of philosophy in the study of religion, or some aspect of it. Topics in recent years have included the philosophy of religion, and hermeneutics and culture. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-280 Topics in American Religion
This is a discussion course on one or more figures, themes, or movements in American religion. Topics in recent years have included sects and cults in America, Puritanism, and African-American Religious History. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-290 Topics in Comparative Religion
This is a discussion course on a topic in two or more different religious traditions, for instance Biblical and Vedic, or Confucian and Christian, or ancient and modern. Examples include Sacred Scriptures; Bible and Qur'an; Symbol and Myth; Ritual; and Pilgrimage and the Holy. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-294 Topics in Religion & Film
This is a discussion course on some topic in the area of religion and film, with a view to its religious implications. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-295 Religion and the Arts
This is a discussion course on some topic in the arts with a view to its religious implications. A recent topic was visual, literary and memorial representations of the Holocaust.
Prerequisites: none
Credits: 0.5
Distribution: History/Philosophy/Religion

REL-296 Religion and Literature
This is a discussion course on religious themes and theological issues in literary works. A recent topic was Dante's Divine Comedy, parables in Jewish and Christian theological traditions. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: HUM-296
REL-297 Anthropology of Religion
This is a discussion course examining the various ways anthropology describes and interprets religious phenomena. The course investigates anthropological theories of religion, and examines how they apply to specific religions in diverse contexts. Particular attention is paid to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-298 Sociology of Religion
This discussion course examines the various ways sociology describes and interprets religious phenomena. The course investigates the history and methods of sociology, and different sociological theories of religion, as applied to specific religions or social structures involving religion. Recent topics have included the expansion of early Christianity; religious persecution and violence; religion among teenagers and emerging adults in the United States; religious diversity in contemporary American society; and post-colonial approaches to the study of religion and society.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Behavioral Science
Equated Courses: SOC-298

REL-310 Seminar in Islam
This is an advanced seminar on some topic in Islamic thought or history.
Prerequisites: REL-103
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-320 Seminar in South Asian Religions
This is an advanced seminar on some topic in the religions of South Asia, such as Hinduism, Jainism, or Indian Buddhism.
Prerequisites: REL-103
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-330 Seminar in East Asian Religions
This is an advanced seminar on some topic in the religions of China and Japan.
Prerequisites: REL-104
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-340 Seminar in Hebrew Bible
This is an advanced seminar on some topic related to the history and literature of ancient Israel.
Prerequisites: REL-141
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-350 Seminar in History of Judaism
This is an advanced seminar on Jewish history, such as Second Temple Judaism, Rabbinics, or medieval Jewish thought. (REL 350 applies to requirement B for the major.)
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-351 Seminar in Jewish Thought
This is an advanced seminar on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 351 applies to requirement C for the major.)
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-360 Seminar in New Test. & Early Christ.
This is an advanced seminar on the New Testament and early Christianity. Recent topics have included apocalyptic and the Apocalypse, gnostic writings, and the construction of orthodoxy and heresy. (In some years REL 260 may be offered instead.)
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-370 Contemporary Theology
Seminar discussions of selected works of some significant theologians of the 20th and 21st centuries: Karl Barth, Hans Urs von Balthasar, Paul Tillich, William Placher, Sallie McFague, Jurgen Moltmann, and others. Special attention will be given to the role of scripture, Jesus, human experience (including race and gender issues), our understandings of God, theologies of liberation, and theology's special contribution to contemporary issues.
Prerequisites: REL-171, 172, 173, 270, or PHI-242
Credit: 1
Distribution: History/Philosophy/Religion

REL-372 Seminars in the History of Christianity
This is an advanced seminar on one or more figures, themes, or movements in the history of Christianity.
Prerequisites: REL-171 or 172
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-373 Seminar in Theology
This is an advanced seminar on one or more figures, themes, or movements in Christian theology.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-374 Seminar in Ethics
This is an advanced seminar on one or more figures, themes, or movements in contemporary ethics.
Prerequisites: REL-270
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-380 Seminar in American Religion
This is an advanced seminar on one or more figures, themes, or movements in American religion.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-387 Independent Study
REL 387 applies to requirement B for the major. (REL 388 applies to requirement C for the major.)
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion
REL-388 Independent Study
REL 388 applies to requirement C for the major. (REL 387 applies to requirement B for the major.)
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

REL-490 Sr. Sem: Nature & the Study of Religion
This course examines different theories of the phenomenon of religion, different methods of studying and understanding it, and the issues that arise from comparing these theories and methods. This course is required of all religion major, normally in their senior year, and is open to other students with the consent of the instructor This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1

Rhetoric (RHE)

RHE-101 Public Speaking
This course covers the fundamentals of rhetoric composition and delivery. Students research, compose, and deliver informative and persuasive speeches, and they lead a small group of their peers in a deliberative discussion. In addition, students learn and employ introductory principles of reasoning, argumentation, and rhetorical criticism. Finally, they analyze the videotape recordings of their speeches and learn to use electronic media in public presentations. This course is offered each semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies

RHE-140 Argumentation & Debate
This course applies the principles of debate theory and practice to argumentation in the political and legal realms. Students will learn valid forms of reasoning and argumentation, common fallacies, argument analysis, clash, and rebuttal and how to apply this knowledge in the debate format. Students also participate in parliamentary debate and moot court simulations as mechanisms for learning foundational skills in oral argumentation. When possible, students will attend a live oral argument by the Indiana Court of Appeals or another appellate court. This course is offered every spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies

RHE-187 Independent Study/Lang Studies
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

RHE-188 Independent Study/Lit Fine Art
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

RHE-190 Spec. Topics: Language Studies
A variety of courses dealing with specific issues or sub-areas in the discipline.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

RHE-201 Reasoning & Advocacy
This course focuses on the process of constructing, analyzing, and evaluating public arguments. This is a foundational rhetoric course because it focuses on the development and application of knowledge in critical thinking, argument analysis, reasoning, and advocacy. It emphasizes the nature and role of communication in public discussions and decision making. The course highlights the adaptation of logic and reasoning to human action in a democratic society. The class examines public argument in a variety of forms such as political debates, speeches, and editorials, Supreme Court decisions, advertising, and popular culture. Judicial argument is examined in the form of Supreme Court decisions. Finally, social argument is examined through an investigation of selected examples from popular culture. The course serves the purpose of exposing non-majors to the fundamentals of rhetoric and communication. It also prepares Rhetoric majors and minors for more advanced courses such as Classical Rhetoric and Contemporary Rhetorical Theory and Criticism. This course is typically offered once a year in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies

RHE-220 Persuasion
Students study the theory and practice of persuasion as part of decision making in a free society. The focus is on the individual's role as both persuadee and persuader with an examination of how to be critical, observant, responsible and ethical with regard to persuasive messages. The course examines persuasive language, propaganda, persuasive campaigns, and social movements. Students critically examine a variety of persuasive texts and participate in a campaign simulation.
Prerequisites: none
Credit: 1
Distribution: Language Studies

RHE-270 Special Topics Lit/Fine Arts
A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

RHE-287 Independent Study/Lang Studies
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies
RHE-288 Independent Study/Lit Fine Art
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

RHE-290 Spec. Topics: Language Studies
A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

RHE-320 Classical Rhetoric
This course focuses on the origin and development of rhetoric and rhetorical theory during the classical period. The course begins in the pre-disciplinary stage of Homer and the Sophists and examines such works as Homer's Iliad, Gorgias' Encomium of Helen, and Isocrates' Antidosis. The course then moves to Plato's Gorgias and Phaedrus and the "disciplinizing" efforts of Aristotle (On Rhetoric). Finally, the course examines the efforts of Cicero (On Invention, Orator, and On the Orator), Quintilian (Institutes of Oratory), and Augustine (On Christian Doctrine) to reunite philosophy and rhetoric and include ethics within the realm of rhetoric. Students learn how rhetorical theories are generated out of the specific needs of particular political and social contexts. In addition, students examine the influence of literacy on human interaction and the study of rhetoric in particular. Finally, students trace the relationship between rhetoric and philosophy from pre-Platonic unity, through Plato's bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintilian. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Language Studies
Equated Courses: CLA-220

RHE-350 Contemporary Rhetorical Theo & Criticism
Contemporary studies in rhetoric have broadened the conception of rhetoric beyond a narrow focus on public address to include the study of all symbols-verbal, audio, and visual-in diverse media. No longer simply interested in questions of persuasive effectiveness, contemporary rhetorical studies examine the role symbols can play in constructing or reflecting such elements as ideology, motive, and gender. This writing-intensive course highlights the growing complexity of the field by helping students to understand, use, and evaluate several of the most well-known theories and methods of rhetoric. In the process, students will learn how to interpret artifacts in several different ways and even to generate and apply their own rhetorical method. Consequently, the class is a methodological precursor to the senior project and should, ideally, be taken during the junior year. This course is offered in the fall semesters.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

RHE-360 Gender & Communication
As a culture, we often take gender for granted. Yet, we live in a culture where men and women are molded and shaped by communicative practices and mass-mediated representations that generate our ideals of masculinity and femininity. This class examines this process-providing a platform for students to reflect upon gender formation and develop a theoretical vocabulary for describing this process. By the end of the semester, class participants will develop a more sophisticated understanding of the manner in which gendered messages and practices have shaped perceptions of their symbolic universe.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

RHE-370 Special Topics: Lit/Fine Arts
A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

RHE-375 Legal Rhetoric
Legal Rhetoric examines the ways in which the legal sphere exerts social control and power through an exploration of the forms and function of rhetoric in shaping the law. Working from the belief that a legal ruling is the beginning, rather than the end, of the social life of the law, the course is also concerned with the social repercussions that result from Court decisions. Beginning with an examination of the classical connections between rhetorical theory and the practice of law, the course proceeds to discuss approximately a dozen significant Supreme Court cases and subsequent rhetorical analyses of these decisions. Students will develop an essay and presentation concerning the background and social importance of one of the cases under study. Additionally, students will engage in a semester-long project that culminates in an extensive rhetorical analysis on a case of their own choosing.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

RHE-387 Independent Study/Lang Studies
Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

RHE-388 Independent Study/Lit Fine Art
Prerequisites: Permission of the instructor and the department chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

RHE-390 Special Topics/Lang Studies
A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies
SOC-201 Sociology & Politics of Health
An examination of the topic of health from the vantage point of the intersection of sociology and political science. Students will learn about key sociological concepts and theoretical approaches, which they will deploy to investigate topics such as societal health disparities, cultural and subcultural attitudes toward healthcare and health professionals, the relationship between governmental processes and health outcomes, and the mobilization and impact of health-related nongovernmental and intergovernmental organizations. The course will feature a community-based service learning component.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-201

SOC-298 Sociology of Religion
This discussion course examines the various ways sociology describes and interprets religious phenomena. The course investigates the history and methods of sociology, and different sociological theories of religion, as applied to specific religions or social structures involving religion. Recent topics have included the expansion of early Christianity; religious persecution and violence; religion among teenagers and emerging adults in the United States; religious diversity in contemporary American society; and post-colonial approaches to the study of religion and society.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science, History/Philosophy/Religion
Equated Courses: REL-298

Spanish (SPA)

SPA-101 Elementary Spanish I
The student with little or no previous training in Spanish will become grounded in the language and gain some understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. This course is offered in the fall semester.
Prerequisites: none
Corequisites: SPA-101L
Credit: 1

SPA-102 Elementary Spanish II
The student with little or no previous training in Spanish will continue building in the language and gain further understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. This course is offered in the spring semester.
Prerequisites: SPA-101
Corequisites: SPA-102L
Credit: 1

SPA-103 Accelerated Elementary Spanish
This is an accelerated Introduction to Spanish course that reviews the basic grammar elements and vocabulary for students with a limited background in high school Spanish. The course covers in one semester the material presented in SPA 101 and 102. Successful completion of the course satisfies the Wabash language requirement and prepares students to move on to SPA 201. This course is offered every semester.
Prerequisites: none
Corequisites: SPA-103L, PreReq SPA-103 placement
Credit: 1
Distribution: Foreign Language

SPA-176 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Corequisites: SPA-176L
Credit: 1
Distribution: Foreign Language
**SPA-177 Special Topics**
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts

**SPA-187 Independent Study**
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts

**SPA-188 Independent Study**
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts

**SPA-201 Intermediate Spanish**
This course provides a thorough review of the fundamentals of the language. Students will continue their growth via active use of the language in order to develop communication skills: speaking, listening, writing, and cultural awareness. Students will also read Spanish texts that reinforce the study of the language and knowledge of Hispanic cultures. Particular attention will be given to improving self-expression in Spanish beyond the rudimentary level. This course is offered every semester.

**Prerequisites:** SPA-102, 103 or 201 placement  
**Corequisites:** SPA-201L  
**Credit:** 1  
**Distribution:** Foreign Language

**SPA-202 Spanish Language & Hispanic Cultures**
This course focuses on the active use of Spanish. Its goals are to develop the student's command of Spanish through guided practice in the use of the language and to increase his understanding of Hispanic cultures as reflected in the language and life in the Spanish-speaking world. This course is offered every semester.

**Prerequisites:** SPA-201 or 202 placement  
**Corequisites:** SPA-202L  
**Credit:** 1  
**Distribution:** Foreign Language

**SPA-276 Special Topics: Lang. Studies**
These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Credit:** 1

**SPA-277 Special Topics: Literature & Culture**
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts

**SPA-287 Independent Study**
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

**Prerequisites:** none  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts

**SPA-301 Conversation & Composition**
This course focuses on the continued development of the student's command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction. This course is offered every semester.

**Prerequisites:** SPA-202 or 301 placement  
**Credit:** 1  
**Distribution:** Foreign Language

**SPA-302 Intro to Literature**
This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It also includes an introduction to the lexicon of literary criticism and the principles of literary theory. Required for majors. This course is offered every semester.

**Prerequisites:** SPA-301 or 302 placement  
**Credit:** 1  
**Distribution:** Literature/Fine Arts, Foreign Language

**SPA-311 Studies in Spanish Language**
Studies in Spanish Language offers advanced study in the Spanish language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.

**Prerequisites:** SPA-301 and 302.  
**Credit:** 1  
**Distribution:** Language Studies
SPA-312 Studies in Hispanic Culture
Studies in Hispanic Culture offers advanced study of Spanish and Latin American culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

SPA-313 Studies in Hispanic Literature
Studies in Hispanic Literature offers advanced interdisciplinary study of Spanish and Latin American literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between Hispanic and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

SPA-314 Special Topics in Spanish
Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

SPA-321 Spanish Conversation & Composition
This course, for native and near-native speakers, focuses on the continued development of the student’s command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction. This course is offered every semester. This course focuses on the continued development of the student’s command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction. This course is offered every semester.
Prerequisites: SPA-202 or Placement
Credit: 1

SPA-376 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 1

SPA-377 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-378 Independent Study
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-401 Spanish Senior Seminar
A seminar on genres and writers from Spanish America and/or Spain. Students will engage in an in-depth literary analysis of texts central to Spanish letters, and will produce original interpretive work and/or an original research project. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

SPA-476 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1

SPA-477 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-478 Independent Study
Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts
SPA-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1

THE-101 Introduction to Theater
Designed for the liberal arts student, this course explores many aspects of the theater: the audience, the actor, the visual elements, the role of the director, theater history, and selected dramatic literature. The goal is to heighten the student's appreciation and understanding of the art of the theater. Play readings may include Oedipus Rex, Macbeth, Tartuffe, An Enemy of the People, The Government Inspector, Cat on a Hot Tin Roof, The Caucasian Chalk Circle, Waiting for Godot, The Lieutenant of Inishmore, Topdog/Underdog, and Angels in America. The student will be expected to attend and write critiques of the Wabash College Theater productions staged during the semester he is enrolled in the course. This course is intended for the non-major/minor and is most appropriately taken by freshmen and sophomores.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-103 Seminars in Theater
These seminars focus on specific topics in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film. Prerequisites: None. Credits: 1/2. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts,

THE-104 Introduction to Film
This course is intended to introduce students to film as an international art form and provide an historical survey of world cinema from its inception to the present. The course will focus on key films, filmmakers, and movements that have played a major role in pioneering and shaping film. Selected motion pictures will be screened, studied, and discussed, with special emphasis placed on learning how to "read" a film in terms of its narrative structure, genre, and visual style. Specific cinematic techniques such as mise en scene, montage, and cinematography will also be considered. Genre study, auteurism, and ideology will be explored in relation to specific films and filmmakers, as well as the practice of adaptation (from theater to film, and most recently, film to theater). This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-105 Introduction to Acting
This course provides an introduction to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes from modern plays for classroom and public presentation. Plays to be studied and presented include Of Mice and Men, Biloxi Blues, The Zoo Story, and original one-act plays written by Wabash College playwriting students. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-106 Stagecraft
This course introduces students to the fundamental concepts and practices of play production. Students develop a deeper awareness of technical production and acquire the vocabulary and skills needed to implement scenic design. These skills involve the proper use of tools and equipment common to the stage, technical lighting, sound design, scene painting, and prop building. Students will demonstrate skills in written and visual communication required to produce theater in a collaborative environment. The course will prepare the student to become an active part of a collaborative team responsible for implementing the scenic design elements of theatrical productions. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-187 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-188 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-201 Magic and Manipulation: Prop and Costume
This course will guide the student through a hands-on exploration of some of the fundamental production processes of theater. At first, students will focus on multiple aspects of prop and costume craftwork including: life-casting, sculpting, molding, and carving. Later in the course, students will use these skills to create masks, puppets, and stage properties. The projects created for this course will challenge the student to learn contemporary methods of prop and costume craftwork, while also pushing them to develop innovative problem-solving skills. The students who take part in this course will gain experience working with a range of materials and techniques, as well as furthering their ability to research, design, analyze, and collaborate.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
THE-202 Intro to Scenic Design
This course traces the design and technical production of scenery as environments for theatrical performance from concept through opening night. Areas covered include set and lighting design, technical production, and costume design. This course will provide the liberal arts student with an exploration of the creative process. Lab arranged. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-203 Costume Design
This course is an in-depth look at the process of costume design from start to finish. Through a series of design projects, students will explore the relation of costuming to theater history and performance, and the culture at large. Combining historical research, character and script analysis, collaborative projects, and the intensive study of the elements and principles of design, color theory and rendering, students will gain a comprehensive understanding of the costume designer's creative practice.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-204 World Cinema
The course will survey non-Hollywood international movements in the history of cinema. It will explore issues of nation, history, culture, identity and their relation to questions of film production and consumption in contemporary film culture. Emphasis will be placed on major directors, films, and movements that contributed to the development of narrative cinema internationally. The course will investigate a variety of genres and individual films, paying close attention to their aesthetic, historical, technological and ideological significance. For example, African cinema introduces themes of colonialism, resistance and post-colonial culture, while the New Iranian Cinema articulates problems of politics and censorship within a new national film culture.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-205 Acting for the Camera
In this course, students will learn the fundamental practices and techniques of acting for the camera. Building upon skills developed in Introduction to Acting (THE-105), students will study performance for the camera in four specific contexts. In a scaffolded progression, students will use industrial scripts to learn the fundamental tools (hitting marks, eyeline, framing, etc.) of performance for the camera. Next, students will incorporate acting values using commercial scripts. Students will develop further artistic and technical skills via scene work, using sides from contemporary sitcoms and dramas. Finally, using a screenplay from a feature film, students will combine their practical, technical and artistic skills in a rehearsed, filmed, and edited monologue
Prerequisites: Prereq THE-105.
Credit: 1
Distribution: Literature/Fine Arts

THE-206 Studies in Acting
The process of acting, its history, theory, and practice, are examined through classroom exercises, text analysis, and scoring. Students will explore acting styles and perform scenes from the extant works of Greek tragedy, Renaissance drama, commedia dell'arte, Neoclassical comedy, and modern and contemporary drama. This course is offered in the spring semester.
Prerequisites: THE-105
Credit: 1
Distribution: Literature/Fine Arts

THE-207 Directing
The history and practice of stage directing is studied in this course. Students will examine the theories and productions of major modern directors and, through in-class scene work, advance their skills in directing. The course will also involve directorial research and preparation for projects involving classical and modern plays. This course is offered in the fall semester.
Prerequisites: THE-105
Credit: 1
Distribution: Literature/Fine Arts

THE-208 Games and Interactive Media
Digital artists are building immersive interactive worlds that provoke us to reflect on enduring questions facing the human race. Games like This War of Mine, Gone Home, Kentucky Route Zero, Everybody's Gone to the Rapture, and Undertale are challenging the very definition of "game" and pushing designers to explore the power of a new art form to illuminate our minds and spark our imaginations. To produce these rich narrative environments, programming and systems architecture must work hand-in-hand with sturdy dramaturgy, aesthetics, and thoughtful design. This requires creative, problem-solving collaboration among people with wildly disparate talents: coders and poets; AI designers and psychologists; engineers and actors. In this complex creative environment, our liberal arts credo has never been more relevant: it takes a broadly educated mind—or, better, many such minds working together—to grapple with complexity. In this course, we will leverage the power of games and interactive media to convey meaning through channels of communication unavailable to traditional media.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts,

THE-209 Dramaturgy
This course is intended to bridge the gap between theater history/literature/theory and the performance areas of theater. Aimed primarily at the theater major and minor (though by no means excluding others), this course will focus on the process of textual and historical research/analysis and its collaborative impact on the creative process of the director (production concept), actor (characterization), playwright (play structure, narrative, and character development) and designers (scenic, lighting, and costume design). Dramaturgy includes a study of various historical approaches to classic texts, as well as the process or research and investigation of material for new plays. Ideally, students enrolled in the course could be given dramaturgical responsibilities on mainstage and student-directed projects. This course is offered in the spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
THE-210 Playwriting: Stage and Screen
An introduction to the basic techniques of writing for the stage and screen, this course begins with a discussion of Aristotle's elements of drama. Students will read short plays, analyze dramatic structure, study film adaptation, and explore the art of creating character and writing dialogue. Course responsibilities included writing short plays and/or film treatments, participating in classroom staged readings, and discussing scripts written by other students in the class. Selected plays from this course will provide the main focus of this course. Attention will be paid to the history of the classic theater, prevalent stage conventions and practices, along with discussion of varying interpretations and production problems inherent in each play. Among the works to be read and discussed are The Oresteia, Antigone, The Bacchae, The Eunuch, Dulcitus, The Second Shepherds’ Pageant, Everyman, Doctor Faustus, A Midsummer Night’s Dream, Othello, Volpone, The Masque of Blackness, Fuente Ovejuna, Tartuffe, The Rover, She Stoops to Conquer, The Dog of Montargis, and Hernani. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the fall semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Literature/Fine Arts,

THE-215 The Classic Stage
The study of major theatrical works written between the golden age of classical Greek drama and the revolutionary theater of Romantic period will provide the main focus of this course. Attention will be paid to the history of the classic theater, prevalent stage conventions and practices, along with discussion of varying interpretations and production problems inherent in each play. Among the works to be read and discussed are the Oresteia, Antigone, The Bacchae, The Eunuch, Dulcitus, The Second Shepherds’ Pageant, Everyman, Doctor Faustus, A Midsummer Night’s Dream, Othello, Volpone, The Masque of Blackness, Fuente Ovejuna, Tartuffe, The Rover, She Stoops to Conquer, The Dog of Montargis, and Hernani. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the fall semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Literature/Fine Arts,

THE-216 The Modern Stage
The class will study the history of theater and the diverse forms of European drama written between 1870 and the present. Emphasis will be placed on an examination of the major theatrical movements of realism, expressionism, symbolism, epic theater, absurdism, existentialism, feminism, and postmodernism, as well as on the work of major dramatists including Henrik Ibsen, Anton Chekhov, August Strindberg, Bertolt Brecht, and Samuel Beckett, and Caryl Churchill, among others. Attention will also be paid to theatrical conventions and practices, along with discussion of varying interpretations and production problems discovered in each play. The works to be studied include Woyzeck, A Doll House, The Master Builder, Miss Julie, The Importance of Being Earnest, Ubu Roi, The Cherry Orchard, From Morn until Midnight, Galileo, Waiting for Godot, No Exit, Rosencrantz and Guildenstern are Dead, Top Girls, The Beauty Queen of Leenane, and Terrorism. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the spring semester of odd-numbered years.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Literature/Fine Arts,

THE-217 The American Stage
This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include The Contrast, Secret Service, Uncle Tom's Cabin, Long Day's Journey Into Night, A Moon for the Misbegotten, Awake and Sing!, The Little Foxes, Our Town, The Skin of Our Teeth, Mister Roberts, A Streetcar Named Desire, The Night of the Iguana, Death of a Salesman, The Crucible, A Raisin in the Sun, The Zoo Story, Who's Afraid of Virginia Woolf?, Glengarry Glen Ross, True West, Brighton Beach Memoirs, The Colored Museum, A Perfect Ganesh, Fences, Angels in America, How I Learned to Drive, and The America Play. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-218 The Multicultural Stage
This course will center on multicultural and intercultural theater and performance in the United States and around the world. The course will be divided into two sections: the first part of the course will focus on how theater has served as a way for marginalized racial and ethnic groups to express identity in America. We will look at plays written by African-American (Amiri Baraka’s Dutchman, Suzan-Lori Parks’ Venus), Latino/a (Nilo Cruz’s Anna in the Tropics, John Leguizamo’s Mambo Mouth), and Asian-American (David Henry Hwang’s M. Butterfly, Julia Cho’s BFE) playwrights. The second part of the course will offer an overview of the state of contemporary global performance. Ranging from Africa (Wole Soyinka’s Death and the King’s Horseman, Athol Fugard’s Master Harold and the Boy), to Latin America (Griselda Gambaro’s Information for Foreigners, Ariel Dorfman’s Death and the Maiden), to the Caribbean (Derek Walcott’s Dream on Monkey Mountain, Maria Irene Fornés’s The Conduct of Life), we will discuss how different cultures have performed gender, race, class, postcolonial and historically-marginalized perspectives. Throughout we will explore how theater exists as a vital and powerful tool for expressing the values, cultures, and perspectives of the diverse racial and ethnic groups in America and throughout the world. This course is suitable for freshmen and is offered in the spring semester of even-numbered years.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-287 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-288 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts
THE-303 Seminar in Theater
In this course we will examine the noteworthy theories, genres, authors, and critical approaches that have shaped theater, film, and performance for centuries. Though the topics will shift from year to year, this seminar will require students to write a number of substantive critical essays, participate in class discussion, and delve into secondary source material. Typical courses may include the following topic, which will be repeated regularly.
Prerequisites: none
Credits: 0.5-1

THE-317 Dramatic Theory & Crit
This course will survey the significant ideas that have shaped the way we create and think about theater. The objective of the course is to examine the evolution of dramatic theory and criticism, and trace the influence of this evolution on the development of the theater. Ultimately, the student will form his own critical and aesthetic awareness of theater as a unique and socially significant art form. Among the important works to be read are Aristotle's Poetics, Peter Brook's The Open Door, Eric Bentley's Thinking About the Playwright, Tony Kushner's Thinking About the Longstanding Problems of Virtue and Happiness, Robert Brustein's Reimagining the American Theater, and Dario Fo's The Tricks of the Trade, as well as selected essays from numerous writers including Horace, Ben Jonson, William Butler Yeats, Constantin Stanislavski, Vsevolod Meyerhold, George Bernard Shaw, Bertolt Brecht, Walter Benjamin, Gertrude Stein, Antonin Artaud, Eugene Ionesco, Peter Schumann, Robert Wilson, Athol Fugard, Ariane Mnouchkine, Edward Bond, Augusto Boal, Guillermo Gómez-Peña, and Eugenio Barba. This course is offered in the fall semester.
Prerequisites: THE-215, 216, 217, or 218
Credit: 1
Distribution: Literature/Fine Arts

THE-318 Performance and Design
Individual students will work with a faculty member to advance and present a performance or design project (scene, lighting, costume, stage properties), and complete assignments related to a Wabash stage production. The course is designed for majors and minors active in performance areas of design, acting, directing, dramaturgy, and playwriting. This course is offered in the first and/or second half of each semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-319 Production & Stage Management
Individual students will work with a faculty member and the production staff in the development and stage management of a Wabash stage production. Students will study the entire production process, develop a prompt book and production documentation, and complete all assignments related to the management of rehearsal and performance. This course is offered in the first and/or second half of each semester.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-387 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-388 Independent Study
Enrollment Through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-487 Independent Study
Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-488 Independent Study
Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

THE-498 Special Topics
This course is designed as a capstone course for senior theater majors. Students will design and develop a major project in consultation with theater faculty. These projects will receive significant peer review and culminate in public presentations.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-IND Independent Study
Students may enroll in independent study courses for 0.5 or 1 course credit(s), with the approval of a supervising faculty member, the appropriate department/program chair, and the student's advisor. Registration forms for independent study are available in the Registrar's Office.
Prerequisites: none
Credits: 0.5-1
PRE-PROFESSIONAL ADVISING AND PROGRAMS

Every year, Wabash graduates enroll in the finest graduate, medical, dental, law, and engineering schools in the country. Wabash students planning for careers in law, engineering, medicine, or other health professions will find that their academic advising and preparation needs to be focused and specific. Students interested in becoming a middle or high school teachers (grades 5-12) in Indiana must also follow a prescribed list of requirements for professional licensure preparation. The staff and faculty contacts, resources, committees, and programs described here will be of great value to students who intend for their Wabash education to serve as the first step toward a professional career. All Wabash students will benefit from the wealth of career planning resources available at the Schroeder Center for Career Development.

Accounting Pipeline

In 2013, Wabash signed a Memorandum of Understanding with Indiana University’s Kelley School of Business aimed at formalizing a pipeline program that will guide Wabash students through the prerequisites for admission to the Master of Science in Accounting (MSA) degree program and give privileged access to Wabash students so that they may enroll at IU immediately upon graduation and sit for the CPA exam the following summer. The MSA at IU’s Kelley School of Business is an intensive, one-year, full-time graduate degree program for students with earned undergraduate degrees that will enable them to:

• Develop advanced skills in a technical accounting curriculum
• Participate in team-based consulting projects to get hands-on experience
• Learn about assurance and risk management or taxation
• Complete the 150-hour requirement to sit for the CPA exam in most states
• Participate in IU recruiting events and pre-professional associations such as Beta Alpha Psi

IU’s Kelley School of Business has contacts with a large array of prestigious firms who recruit MSA’s on campus. Graduates of the MSA Program have a nearly 100% placement rate in fields that include:

• Assurance and risk management (auditing)
• Taxation
• Corporate accounting
• Governmental and nonprofit organizations
• Forensic accounting
• Management consulting

Access to Kelley’s career placement services

Once enrolled in the program, students are eligible for all services available to any business school student. In addition, students who are provisionally accepted in the spring of their junior year (see above) can participate informally in the job fair organized by the accounting honorary fraternity, Beta Alpha Psi, which brings more than sixty firms to campus every year.

Preparation for the CPA exam

IU offers a six-week intensive “Fast-Pass” class exclusively to GAP students taught by Becker Professional Education immediately upon graduation in May to prepare you to sit for all four sections of the CPA exam that summer. The national average pass rate for all four sections together is 50%. Students who have participated in the Becker Fast-Pass class have a 97% pass rate. Because most accounting firms offer substantial bonuses ($5,000 or more) for passing the CPA exam, the Becker Fast-Pass class usually pays for itself. In addition, firms often will pay for the CPA review classes such as the Becker Fast-Pass class.

Combining the MSA with a law degree or other degree program

Students who are admitted to a combined degree program can generally complete both programs in four years. However, students must be admitted to IU’s Law School and begin their graduate career there.

For more information about the pipeline program

Wabash contact: Prof. Kealoha Widdows (widdowsk@wabash.edu)

IU contact: Gretchen Handlos (ghandlos@indiana.edu)

How to get in the Pipeline

Courses to take at Wabash

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-201</td>
<td>Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACC-202</td>
<td>Management Accounting</td>
<td>1</td>
</tr>
<tr>
<td>ACC-301</td>
<td>Intermediate Accounting I</td>
<td>1</td>
</tr>
<tr>
<td>ECO-361</td>
<td>Corporate Finance</td>
<td>1</td>
</tr>
</tbody>
</table>

Courses to take at Indiana University or Equivalent

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS-K201</td>
<td>Business Info Systems</td>
</tr>
<tr>
<td>BUS-A325</td>
<td>Managerial Accounting II</td>
</tr>
<tr>
<td>BUS-A32</td>
<td>Tax</td>
</tr>
<tr>
<td>BUS-L201</td>
<td>Business Law</td>
</tr>
<tr>
<td>BUS-A424</td>
<td>Audit</td>
</tr>
</tbody>
</table>

Additional Requirements

• Two letters of recommendation from Wabash College faculty
• An admissions interview with Kelley School faculty or staff
• IU has waived the requirement that Wabash students take the GMAT.

Thus, a GMAT score is not required for application.

Most if not all of the non-Wabash courses are offered every year during IU’s first summer session, a six-week intensive study period that begins immediately following the end of the academic year in May and concludes in early June. In addition, Indiana University has given pre-approval for students to take Business Law through Brigham Young’s online program (http://is.byu.edu/site/courses/description.cfm?title=ACC%2D241%2D2D00). In 2013, the BYU course cost $489.

GPA

• Although there are no hard and fast rules, successful candidates for admission generally have GPA’s of 3.2 or higher. Students with GPA’s of 3.5 or higher will be able to compete for a graduate assistantship, which offers a partial tuition remission and a small stipend.
Timing

- Students should begin by taking Accounting 201 and 202 during the sophomore year. Corporate Finance is best taken in the spring of the junior year (note that it has an ECO 291 prerequisite). The ideal time to begin outside preparation for the MSA Pipeline is the summer after sophomore or the summer after junior year. Students should take the two additional intermediate accounting courses – either at IU or at another institution that offers similar courses – preferably in an early intensive session so that the rest of the summer would be available for internships to gain practical experience. This is best done in the summer after the junior year at the latest.
- The following summer (either summer after junior or senior year), the student should take Tax and Auditing (as these are the most advanced courses). The other courses (Business Law and Business Computing) may be taken at any time.
- Students can apply for conditional admission to the MSA program anytime after they have completed the intermediate financial accounting course. Early admission is strongly encouraged, as students who will not ultimately be successful candidates for admission should be advised of this as early as possible.

ACC-201 Financial Accounting
An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student’s performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the fall semester.
Prerequisites: none
Credit: 1

ACC-202 Management Accounting
An introduction to cost accounting, cost-volume-profit analysis, and the influence of income taxes on business transactions. The understanding of financial statements developed in Accounting 201 is applied for managerial decision-making purposes. The student’s performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the spring semester.
Prerequisites: ACC-201
Credit: 1

ACC-301 Intermediate Accounting I
This course provides students with a thorough understanding of the theoretical framework of accounting principles and procedures as well as furthering their knowledge of the mechanics underlying financial reporting. This rigorous course is suitable for students seeking a career in accounting or finance. The course’s primary objective is to give students the tools necessary to understand and execute appropriate accounting procedures, with an appreciation of the broader context in which accounting information is produced and utilized, including an overview of financial statements along with a detailed focus on revenue recognition, current and long-term assets and liabilities, and accounting for investments. The course will also bring theoretical and practical ethical discussion to the students by probing current ethical dilemmas facing the business world and how those issues can be addressed through the AICPA Code of Professional Conduct and other professional standards.
Prerequisites: ACC-202
Credit: 1

Center for Innovation, Business & Entrepreneurship
The Center for Innovation, Business, and Entrepreneurship (CIBE) at Wabash College works with students in all majors to develop their business and entrepreneurial knowledge and skills in concert with a rigorous liberal arts education to prepare them for success as innovative leaders throughout their careers.

This highly competitive and selective program provides students the opportunity to engage in educational and professional intensive experiences, entrepreneurship and project based management opportunities, along with meaningful internships that lead to enhanced skills development for solving real-world problems.

CIBE provides the focal point for credentialing and professional development modules in business and leadership for Wabash College students. CIBE supports an entrepreneurial mindset through project based opportunities sourced from students, alumni, the College, nonprofits, and local and national businesses.

CIBE works by integrating facility resources, educational programming, and myriad robust partnerships and connections to guide students toward engagement in their communities, development of their professional capabilities, and enactment of their entrepreneurial ideas.

CIBE Programs include:
- Liberal Arts Bridges to Business (LABB)
- Fulbridge@Wabash Business Immersion
- Indiana Lilly Internship Program
- Financial Immersion Program
- Healthcare Administration Immersion Program
- Marketing Immersion Program
- CIBE Partners Program
- Case Study Club
- Young Entrepreneurs Society

CIBE also produces the highly successful Entrepreneurship Summit each February, it is attend by students and entrepreneurs from across Indiana.

Pre-Engineering Preparation
Wabash College offers joint programs (known as dual degree programs) with Purdue University, Columbia University and Washington University-St. Louis. In these programs, students may study the liberal arts at Wabash for three years and engineering or applied science at Purdue, Columbia or Washington, typically for two years. These programs lead to both the Bachelor of Arts degree from Wabash and the Bachelor of Science degree in engineering or applied science from Purdue, Columbia or Washington. Any student interested in a dual degree program should contact the Pre-Engineering Committee as early as possible to ensure that all requirements will be met. More information can be found on the Pre-Engineering webpage: www.wabash.edu/academic/physics/engineering.

Wabash students who participate in the joint program may qualify for the A.B. degree by completing all of the Wabash requirements for graduation (listed in the curriculum section) other than the 34-course minimum, and by successfully completing the appropriate number of courses at Purdue, Columbia or Washington. Senior comprehensive and oral examinations
may be taken during the junior year or during the first year of work at the engineering school, either on the Wabash campus or, under a program approved by the Wabash faculty, at the engineering school administered under supervision of the dean’s office of the School of Engineering. If the oral exam is taken after the junior year, it must be taken on the Wabash campus sometime during the two years of engineering school.

In addition to the requirements for Wabash, certain courses in physics, chemistry, mathematics, and computer science must be taken at Wabash for admission into Purdue, Columbia or Washington. Each university also has a minimum GPA requirement. The exact requirements for the three schools differ somewhat, and the student should consult with his advisor and a member of the Pre-Engineering Committee. Completing the requirements for both degrees requires careful planning, and the student should begin taking the appropriate courses in his freshman year.

Students need not major in physics, chemistry, or mathematics to participate in the program. In particular, both Columbia and Washington seek applicants who major in non-technical fields, feeling that the technical depth of an engineering degree and the breadth of a liberal arts degree make a valuable combination.

Many Wabash students graduating with a strong background in science and mathematics have been admitted to engineering programs, not necessarily at Purdue, Columbia or Washington, without participating in a dual degree program.

Pre-Health and Allied Science

The Pre-Health Professions Committee assists students with their pre-health programs, including preparation for allopathic and osteopathic medical schools, dental, optometry, veterinary, podiatry schools and other health professions. The committee also provides assistance with application materials and makes recommendations for students as they apply to professional schools. Any student who is considering the health professions should meet with Jill Rogers (rogersj@wabash.edu), the Pre-Health Advisor, as early as possible to discuss his plans. Prerequisite coursework for various health professions can be found at http://www.wabash.edu/academics/medicine/. Students should consider early on how prerequisite courses align with other coursework necessary for their major/minor, and Wabash graduation requirements.

The MCAT exam has changed (MCAT2015) to reflect the evolving healthcare system. Prerequisite coursework is affected, and students should make sure they are aware of the increased social science and biochemistry coursework necessary for MCAT2015.

Pre-Law Preparation

The Pre-Law Committee works in close conjunction with the Pre-Law Society in sponsoring programs which enable students to familiarize themselves with the diverse opportunities available in the practice of law. These programs include a Moot Court competition with alumni attorneys serving as tutors and judges, an LSAT practice test, and trips to visit Indiana Law Schools. Members of the Pre-Law Committee also meet with students, mainly during their senior year, to discuss their plans for attendance at law school. Any student who is considering the study of law might be well advised to discuss his plans with one of the members of the Pre-Law Committee.

Preparation for Secondary Teaching License

In conjunction with its minor in Education Studies, the Department of Education Studies offers professional licensure preparation for students interested in becoming middle/high school teachers (grades 5-12). Teaching licensure at the secondary level requires the satisfactory completion of a major (or equivalent) in a content area taught at the secondary level. Students at Wabash College may choose among approved licensure programs in the following secondary (Grades 5-12) content areas:

- Mathematics (initial licensure also available for Middle School grades 5-8)
- Science (Biology, Chemistry, and Physics (add-on licensure possible through additional preparation and testing in Middle School Science grades 5-8)
- English/Language Arts
- World Languages (Spanish, French, and German)
- Social Studies (initial licensure in Historical Perspectives, with add-on licensure possible through additional preparation and testing in other social studies fields including Economics, Geographical Perspectives, Government and Citizenship, Psychology, Sociology, and Middle School Social Studies grades 5-8).

In many content areas, specific courses within the major, as well as some additional courses from other departments, may be required to fulfill state standards for secondary teaching licensure. The term “secondary teaching major” refers to a major in the relevant content area specifically structured to address licensure requirements. See detailed listings below for course requirements for each secondary teaching major.

Pathways to Secondary Licensure

4-Year Licensure Program/9th Semester Licensure Program:

Students in the 4-Year Licensure and 9th Semester Secondary Licensure programs complete the licensure track within the Education Studies minor, apply for admission to the SLP during the spring semester of junior year or as soon as possible thereafter, and complete student teaching and associated licensure requirements in the spring semester of the senior year or during the 9th Semester Licensure Program (see details below). The 9th Semester Licensure Program is offered tuition-free to qualifying students. College housing is not available to 9th Semester students.

5th Year Licensure Program/Science 4+1 Licensure Program

Admission to the Secondary Licensure Program for those not able to complete requirements under the traditional programs is possible through the 5th Year Licensure Program and Science 4+1 Program. Students in these programs are not required to complete the Education Studies minor, but must complete selected courses within the minor no later than the spring semester of the senior year (see details below). College housing is not available to 5th Year or Science 4+1 Program students.
Additional licensure requirements for all students include passing scores on three state-mandated standardized exams, submission of a satisfactory completion portfolio, and CPR and suicide prevention training certification. The Secondary Licensure Program is state-approved, and Indiana continues to have reciprocal licensing agreements with more than 40 other states. Please see the Director of Secondary Licensure for more information.

**Time Line (for all Secondary Licensure Program options)**

Admission to, and retention in, the Secondary Licensure Program is marked by three key Decision Points:

**Decision Point #1/Admission:**
- See program options above for admission requirements

**Note:** Additional materials needed for placement for student teaching are due by the end of the spring semester of the junior year for students in the 4-Year and 9th Semester Licensure Programs. Materials for student teaching placement are due by the beginning of the fall semester for students in the 5th Year and Science 4+1 programs. These documents typically include a professional resume, introductory letter, and transcripts. They are to be submitted to the Program Coordinator, who will forward them to secondary school(s) with request for student teaching placement.

**Retention Checkpoints (every semester):** Throughout the remainder of enrollment, in order to be retained in the Secondary Licensure Program and approved to begin student teaching, all students admitted to the SLP must continue to meet the criteria described above. As well, students must take all remaining required courses for the licensure program, including those in the major (content-based courses), those in Education Studies, and any additional requirements for the degree and for secondary licensure in the relevant content area.

**Decision Point #2/Final Approval to Begin Student Teaching:**
- All coursework, with the exception of EDU 423 student teaching completed with overall, content, and Education Studies GPA minimums met;
- Passing score on Indiana’s CORE Content Test in the licensure area (in some cases, with the consent of the Director of Secondary Licensure and school/district approval, a student who must re-take the Content Test may be approved to begin student teaching prior to receiving a passing score);
- Student must be in good standing with the College.

**Decision Point #3/Program Completion:** To complete the Secondary Licensure Program and to be eligible for recommendation for the Indiana Secondary Teaching License, students must continue to meet the criteria described above and successfully complete the following:
- EDU 423 Student Teaching Practicum, including the Assessment of Student Learning (ASL) project, with a grade of no lower than a C for the course as a whole, and for any major assignment;
- Satisfactory completion of the Program Portfolio;
- Passing score for CORE Content Test (if not already completed);
- Passing score for Indiana’s CORE Pedagogy Test for Secondary Settings;
- CPR certification;
- Suicide prevention workshop.

**Title II Reporting:** The passing rate for Wabash College Secondary Licensure Program completers for all required Indiana license tests was 100% in the most recent reporting year. For more information, please contact the Chair of the Department of Education Studies or the Director of the Secondary Licensure Program.

**Admission**

The Secondary Licensure Program for students in the 4th-Year and 9th Semester programs requires that students officially apply in the spring of the junior year, or as soon as possible thereafter. Students interested in the licensure program should be co-advised by Department of Education Studies faculty.

**Admission Requirements:**
- Successful completion of EDU-101 Introduction to Student Development and at least one of the pedagogy courses with associated practicum experience: EDU-202 Middle School Methods & Literacy and/or EDU-302 High School Methods & Diversity Educ;
- Transcript reflecting overall minimum GPA of 2.50, with minimum GPA of 2.75 for all required courses in the major/secondary licensure area, and for all required courses within the Department of Education Studies, with no grade below a C in any course. Note that a student receiving a grade below a C in a major content area course may appeal to have one such course forgiven as long as the content of that course is not directly related to the teaching of that content at the secondary level, and other evidence of teaching competence in the relevant area is available;
- Satisfactory recommendations from faculty in relevant content areas and programs;
- Satisfactory completion of the Admission Portfolio (including any needed revisions);
- Acceptable SAT or ACT scores (cut scores set by the State of Indiana) OR a passing score on the Indiana CASA (Core Academic Skills Assessment) prior to full acceptance (note that students who have not yet submitted passing scores may be admitted conditionally pending receipt of official score reports); and
- If needed, application for 9th Semester Licensure Program.

*Note: The 9th Semester program is offered tuition-free for qualifying students. Application should be made at the time of SLP admission, and additional application materials are required.

**Requirements**

Secondary Licensure Program Requirements for Education Studies Minors (9 credits total, plus required coursework for the teaching major—see Area Content Requirements tab):

**Minor/Secondary Licensure Track Requirements**

**Educational Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-101</td>
<td>Introduction to Student Development</td>
<td>1</td>
</tr>
<tr>
<td>EDU-201</td>
<td>Philosophy of Education</td>
<td>1</td>
</tr>
</tbody>
</table>

**Curriculum and Pedagogy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-202</td>
<td>Middle School Methods &amp; Literacy</td>
<td>2</td>
</tr>
<tr>
<td>EDU-302</td>
<td>High School Methods &amp; Diversity Educ</td>
<td>2</td>
</tr>
</tbody>
</table>

**Special Topics in Educational History, Philosophy, and Policy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-370</td>
<td>Special Topics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Content Methods**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU-401</td>
<td>Spec.Methods:Language Arts</td>
<td>.5</td>
</tr>
</tbody>
</table>
EDU-402 Special Methods: Math
EDU-403 Special Methods: Lab Sciences
EDU-404 Special Methods: Soc Science
EDU-405 Special Methods: Foreign Lang
EDU-330 Studies in Urban Education 0.5
EDU-423 Student Teaching Practicum 3

Total Credits 9

EDU-370 Special Topics: Education Policy (1 credit, taught in spring of odd-numbered years) or EDU-370 Special Topics: Colonial and Postcolonial Education (1 credit, taught in spring of even-numbered years)

Sample Course Plans
4-Year Licensure Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU-101</td>
<td>Introduction to Student Development 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Philosophy of Education 2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Middle School Methods &amp; Literacy 4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>High School Methods &amp; Diversity Educ 3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Studies in Urban Education 4</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>EDU-370 Special Topics 4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1.5</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Student Teaching Practicum 5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>5th Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th Semester</td>
<td>Special Methods 3</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>EDU-401 Spec.Methods:Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-402 Spec.Methods:Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-403 Spec.Methods:Lab Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-404 Spec.Methods:Soc Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-405 Spec.Methods:Foreign Lang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>0.5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Student Teaching Practicum 5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

9th Semester Licensure Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU-101</td>
<td>Introduction to Student Development 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Philosophy of Education 2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Middle School Methods &amp; Literacy 4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>High School Methods &amp; Diversity Educ 3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Studies in Urban Education 4</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>EDU-370 Special Topics 4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>1.5</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Student Teaching Practicum 5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>5th Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th Semester</td>
<td>Special Methods 3</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>EDU-401 Spec.Methods:Language Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-402 Spec.Methods:Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-403 Spec.Methods:Lab Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-404 Spec.Methods:Soc Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDU-405 Spec.Methods:Foreign Lang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>0.5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>Student Teaching Practicum 5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

1 May be taken in the fall semester of the sophomore year.
2 Offered in the fall and spring semesters.
3 Offered in the fall only.
4 Offered in the spring only.
5 Offered as needed.

The Department of Education Studies offers admission to the Secondary Licensure Program for non-Education Studies minors through the 5th Year Licensure Program and the Science 4+1 Licensure Program. The Science 4+1 Licensure Program is tuition-free for qualifying students. The 5th Year Licensure program for other secondary content areas is offered at reduced tuition, and substantial assistance from federal and other sources may be available for qualifying students in designated teacher shortage fields. On-campus housing is not available for either of these programs. Application to the 5th Year Completion/4+1 program in any content area must be made no later than the spring semester in the senior year, and additional application materials, including supplemental financial aid documents, are required for some forms of financial assistance.
Admission

Application to the Secondary Licensure Program for both the 5th Year and Science 4+1 programs must be made during the senior year. Students must complete all requirements for graduation in the spring of the senior year, including a major (or equivalent) in a content area in which Wabash College offers secondary licensure preparation. While completion of an Education Studies minor is not required, specified courses in Education Studies (see below) must be completed by the end of the senior year. Note that students who do not complete the minor in Education Studies will need to complete a minor in some other department or program.

Admission Requirements:

• Completion of a major (or equivalent) in a content area for which secondary licensure is available through the Secondary Licensure Program. In some cases, courses beyond the completed major may be required for a teaching major at the secondary level (see course requirements below). Up to 2-3 additional courses in the major to meet licensure requirements may be completed during the fall semester of the 5th Year or Science 4+1 programs;

• Successful completion of EDU-101 Introduction to Student Development and EDU-202 Middle School Methods & Literacy by the end of the senior year is required for final admission to either program. Completion of EDU 201 is strongly advised; if that is not possible, it may be taken in the fall of the 5th year with departmental approval. Students who are enrolled in EDU-201 Philosophy of Education and/or EDU-202 Middle School Methods & Literacy at the time of application may be admitted conditionally pending completion of the course;

• Transcript reflecting an overall minimum GPA of 2.50, with minimum GPA of 2.75 for all required courses in the major/secondary licensure area, and for all required courses within the Department of Education Studies, with no grade below a C in any course. (Note that a student receiving a grade below a C in a major content area course may appeal to have one such course forgiven if the content of that course is not directly related to the teaching of that content area at the secondary level, and other evidence of teaching competence in the relevant area is available);

• Satisfactory recommendations from faculty in relevant content areas and programs;

• Satisfactory completion of the Admission Portfolio (including any needed revisions);

• Acceptable SAT or ACT scores (cut scores set by the State of Indiana) OR a passing score on the Indiana CASA (Core Academic Skills Assessment).

Requirements

Educational Foundations

EDU-101 Introduction to Student Development 1
EDU-201 Philosophy of Education 1

Curriculum and Pedagogy

EDU-202 Middle School Methods & Literacy 2
EDU-302 High School Methods & Diversity Educ

Content Methods

EDU-401 Spec.Methods:Language Arts
EDU-402 Special Methods:Math
EDU-403 Special Methods:Lab Sciences
EDU-404 Special Methods:Soc Science
EDU-405 Special Methods:Foreign Lang

EDU-330 Studies in Urban Education 0.5
EDU-423 Student Teaching Practicum 3

Total Credits 8

Sample Course Plan

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU-201</td>
<td>Philosophy of Education 1, 2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>Preliminary application to SLP for conditional admission</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDU-202 Middle School Methods &amp; Literacy 4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Final application to SLP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td>EDU-330 Studies in Urban Education 4, 6</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>EDU-423 Student Teaching Practicum 5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>8</td>
</tr>
</tbody>
</table>

1 May be taken in the spring of the senior year or in the 5th year with permission of the Department Chair.
2 Offered in the fall and spring semesters.
3 Offered in the fall only.
4 Offered in the spring only.
5 Offered as needed.
6 May also be taken in the spring of the senior year.

Course Requirements (by content area) for Secondary Licensure Program:

NOTE: Students in any major who are pursuing the Secondary Licensure Program (SLP) must meet the College distribution and graduation requirements. Within these distribution and graduation requirements, all SLP students should take a course in oral communication (RHE-101 Public Speaking or THE-105 Introduction to Acting). Students may also be advised to take an additional writing course if they received below a C in ENG-101 Composition, or if they did not pass the writing section of the CASA Basic Skills Test.
**Division I (Science and Mathematics)**

According to state standards, the following courses meet Indiana Secondary Teacher Licensure (grades 5-12) or Indiana Middle School Licensure (Grades 5-9) Requirements for Science and Mathematics (effective with the entering class of 2014):

**Biology (Secondary, Grades 5-12)**

Fulfill departmental requirements to complete the major in biology, to include the following:

- Where possible, and in consultation with Biology and Education Studies faculty, select Biology electives that will provide optimal alignment with content electives typically offered in Indiana secondary schools.

**Chemistry (Secondary, Grades 5-12)**

Fulfill departmental requirements to complete the major in chemistry, to include the following:

- Where possible, and in consultation with Chemistry and Education Studies faculty, select Chemistry electives that will provide optimal alignment with content electives typically offered in Indiana secondary schools;
- Take the following additional course: BIO-111 General Biology I.

**Physics (Secondary, Grades 5-12)**

Fulfill departmental requirements to complete the major in physics, to include the following:

- Where possible, and in consultation with Physics and Education Studies faculty, select Physics electives that will provide optimal alignment with content electives typically offered in Indiana secondary schools
- Take the following additional courses: BIO-111 General Biology I and CHE-111 General Chemistry

**Mathematics (Secondary, Grades 5-12)**

Fulfill departmental requirements to complete the major in mathematics, to include the following:

#### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MAT-223</td>
<td>Elementary Linear Algebra</td>
</tr>
<tr>
<td>MAT-331</td>
<td>Abstract Algebra I</td>
</tr>
<tr>
<td>MAT-221</td>
<td>Found of Geometry</td>
</tr>
<tr>
<td>MAT-253</td>
<td>Probability Models</td>
</tr>
<tr>
<td>MAT-254</td>
<td>Statistical Models</td>
</tr>
<tr>
<td>MAT-108</td>
<td>Intro to Discrete Structures</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-224</td>
<td>Elem Differential Equations</td>
</tr>
<tr>
<td>MAT-225</td>
<td>Multivariable Calculus</td>
</tr>
<tr>
<td>MAT-333</td>
<td>Funct Real Variable I</td>
</tr>
</tbody>
</table>

**Mathematics (Middle School, Grades 5-9)**

Fulfill departmental requirements to complete the major in mathematics, to include the following:

#### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-111</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MAT-223</td>
<td>Elementary Linear Algebra</td>
</tr>
<tr>
<td>MAT-331</td>
<td>Abstract Algebra I</td>
</tr>
<tr>
<td>MAT-221</td>
<td>Found of Geometry</td>
</tr>
<tr>
<td>MAT-253</td>
<td>Probability Models</td>
</tr>
<tr>
<td>MAT-254</td>
<td>Statistical Models</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-224</td>
<td>Elem Differential Equations</td>
</tr>
<tr>
<td>MAT-225</td>
<td>Multivariable Calculus</td>
</tr>
<tr>
<td>MAT-333</td>
<td>Funct Real Variable I</td>
</tr>
</tbody>
</table>

**Division II (Humanities)**

According to state standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for English/Language Arts, French, German, and Spanish:

**English/Language Arts (Grades 5-12)**

Fulfill departmental requirements to complete the major in English (Literature or Creative Writing track), to include the following:

- A minimum of 3 courses in literature, with at least one each in American, World (including British), and multicultural literature and:

#### Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-121</td>
<td>Language Variation &amp; Change</td>
</tr>
<tr>
<td>ENG-122</td>
<td>Modern Linguistics</td>
</tr>
</tbody>
</table>

**NOTE**: Math majors pursuing the Secondary Licensure Program will find that their required major courses will fit with either the pure math track or with the financial math track. Several of the courses are offered in the spring semester only, or in alternating years, so careful scheduling is vital. Students are advised to meet regularly with the Chair of the Math Department if their advisors are not faculty members in the Department of Mathematics.
<table>
<thead>
<tr>
<th>Writing Course</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG-202 Writing With Power and Grace</td>
<td></td>
</tr>
<tr>
<td>ENG-302 Writing in the Community: Grants/NonProf</td>
<td></td>
</tr>
<tr>
<td>ENG-411 Bus &amp; Tech Writing</td>
<td></td>
</tr>
<tr>
<td>ENG-297 Intro to the Study of Literature</td>
<td></td>
</tr>
<tr>
<td>RHE-101 Public Speaking</td>
<td></td>
</tr>
<tr>
<td><strong>Media Presentation and Interpretation</strong></td>
<td></td>
</tr>
<tr>
<td>RHE-270 Special Topics Lit/Fine Arts</td>
<td></td>
</tr>
<tr>
<td>RHE-290 Spec. Topics: Language Studies</td>
<td>1</td>
</tr>
<tr>
<td>RHE-360 Gender &amp; Communication</td>
<td></td>
</tr>
</tbody>
</table>

1. RHE-290 Spec. Topics: Language Studies can be used when offered with a media focus or an approved alternative with a substantial media focus.

OR

Fulfill departmental requirements to complete the major in Rhetoric and the minor in English, to include the following:

- A minimum of two ENG core courses in literature and one literature course at the 300 level, with at least one each in American, World (including British), and multicultural literature and:

<table>
<thead>
<tr>
<th>RHE-101 Public Speaking</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE-201 Reasoning &amp; Advocacy</td>
<td>1</td>
</tr>
<tr>
<td>or RHE-220 Persuasion</td>
<td></td>
</tr>
</tbody>
</table>

**Media Presentation and Interpretation**

| RHE-270 Special Topics Lit/Fine Arts | 1 |
| RHE-290 Spec. Topics: Language Studies | 1 |
| RHE-360 Gender & Communication | |

1. RHE-290 Spec. Topics: Language Studies can be used when offered with a media focus or an approved alternative with a substantial media focus.

**World Languages (Grades 5-12)**

**NOTE:** Students licensing in Spanish, French, or German may be required to take an oral proficiency exam at the expense of the student. Please consult with the Chair of Education Studies to make arrangements for this exam. It is suggested students take the exam during or just following the student teaching semester.

**French**

Fulfill departmental requirements to complete the major in French, to include:

- Four additional culture and literature courses and:

| FRE-201 Intermediate French | 1 |
| FRE-202 French Lang:Cultural | 1 |
| FRE-301 Conversation & Composition | 1 |
| FRE-302 Intro to Literature | 1 |
| FRE-401 Senior Seminar in French | 1 |

**German**

Fulfill departmental requirements to complete the major in German, to include:

- Four additional culture and literature courses and:

| GER-201 Intermediate German | 1 |
| GER-202 German Language & Culture | 1 |
| GER-301 Conversation & Composition | 1 |
| GER-302 Intro to Literature | 1 |
| GER-401 Senior Seminar in German | 1 |

**Spanish**

Fulfill departmental requirements to complete the major in Spanish, to include:

- Four additional culture and literature courses and:

| SPA-201 Intermediate Spanish | 1 |
| SPA-202 Spanish Language & Hispanic Cultures | 1 |
| SPA-301 Conversation & Composition | 1 |
| SPA-302 Intro to Literature | 1 |
| SPA-401 Spanish Senior Seminar | 1 |

**Division III (Social Sciences)**

Due to the structure of social studies content at the secondary level, and especially the historical perspectives that ground government, economics, and psychology as taught at the secondary level, initial licensure is offered only in Social Studies – Historical Perspectives (Grades 5-12) and Middle School Social Studies (Grades 5-9). In addition, because of the nature of the social studies curriculum and the job market, licensure in Historical Perspectives and/or Middle School Social Studies is often required for any entry-level secondary teaching position in social studies. State and federal requirements require that students complete the equivalent of a major in the content area for which they seek initial licensure.

Add-on licensure in other social studies content area is possible via additional preparation and testing. The Departments of Economics, Political Science, and Psychology, through appropriate course selections in their minors, offer robust preparation for add-on licensure testing in those areas. Students interested in licensing in these areas should consult with faculty in the Department of Education Studies.

**History Major**

Fulfill departmental requirements to complete the major in History, to include the following:

- HIS-301 Craft & Theory of World History is strongly recommended

**World History**

<p>| HIS-101 World History to 1500 | 3 |
| HIS-102 World Hist Since 1500 | |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-241</td>
<td>US to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIS-242</td>
<td>US Since 1877yUS Since 1877</td>
<td></td>
</tr>
</tbody>
</table>

**World History Elective**

**US History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-497</td>
<td>Phil &amp; Craft of Hist</td>
<td>1</td>
</tr>
<tr>
<td>HIS-498</td>
<td>Research Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**At least one non-western history course (Latin America, Africa, and/or Asia)**

**Other History Department Requirements**

1 At least two elective credits must be at the 300 level

**Note:** Secondary (grades 5-12) licensure in Historical Perspectives and licensure in Middle School (grades 5-8) Social Studies may be possible with a major in a content area that overlaps substantially with history content requirements when it is accompanied by an appropriately designed minor and/or substantial additional coursework in history. In particular, some courses in the Departments of Religion, Political Science, and Economics may be applied toward licensure requirements for Historical Perspectives when they contain content that is historic and related to the relevant standards. Interested students should consult a faculty member in Education Studies to discuss possible paths to admission to the SLP for licensure in Historical Perspectives.

**Schroeder Center for Career Development**

Career Services prepares students to make a successful transition to the world beyond Wabash. We create opportunities for students to explore and reach their individual career goals, regardless of what those goals may be. Whether you want to perform biotechnology research, teach English in Africa, conquer Wall Street, or work with a professional basketball team, we offer individualized programs and resources just for you. Stop by and see us — no appointment needed. We offer:

- Personal career counseling for all students
- Personality type inventories and assessments, including StrengthsQuest
- Resume and cover letter guidance and resources
- Search assistance and listings for professional development opportunities including externships, internships, jobs, graduate schools, fellowships, and special programs (e.g. Peace Corps)
- Mock interviews, workshops, seminars, information sessions, panels and speakers
- Alumni networking advice, resources, and events on- and off-campus
- Off-campus career and graduate school fair visits
- Organizational and graduate school site visits
- On-campus recruiting and information sessions
- Graduate school test and application assistance, including personal statement reviews
- Extensive online resources for information and listings

- Assistance from Peer Career Advisors—student-workers trained in basic career services, and available for your convenience during limited weekend and evening hours
OFF-CAMPUS STUDY

Rationale
The preamble to the curriculum states that the Wabash graduate "...in the study of foreign civilizations and people, ...has found himself not only the creature of his time and place but a citizen of the world-wide human community" and that he will "...judge thoughtfully, act effectively, and live humanely in a difficult world."

It is the position of the faculty that the above objectives and others expressed in the preamble will be well served by enabling study off campus, whether in a domestic program or in a program in another country, for as large a number of qualified students as possible. Off-campus experiences provide opportunities for learning and adapting to new environments.

In addition, off-campus study fosters critical thinking and offers students the opportunity to develop another perspective on learning and their lives. The benefits of off-campus study are not limited to those who actually study away from campus, rather they accrue to the entire community. Students returning from off-campus study rejoin this community and contribute to it in the classroom and informally among their peers, who learn more about other cultures as well as their own culture in conversation. In addition to contributing to our students’ education in the general ways suggested, appropriate programs of off-campus study enhance the education of certain students in their specific fields.

In short, off-campus study is an integral part of our educational offerings. Qualified and interested students are encouraged to spend a semester in off-campus programs in the United States or abroad.

Process & Procedures
The Off-Campus Study selection process and staff procedures are guided by the vote of the faculty in 1994. The Wabash College Off-Campus Study Committee (OCSC) approves student proposals for off-campus study and approves the programs in which students may participate. Acceptable programs must be equivalent to the Wabash curriculum in their academic rigor.

Students interested in off-campus study should begin planning the completion of their college requirements with their academic advisor during the freshman year, prior to any consideration of off-campus study. They should consult with their advisors and professors, the Director of International Programs, and program representatives. The application process to study off-campus is outlined at www.wabash.edu/international/ocs. This website also provides information regarding possible study abroad programs, the most up-to-date information about requirements, and important deadlines. In general, students will make their application online through this website, during the fall semester of their sophomore year. Wabash students study off campus in either the fall or spring semester of the junior year.

Only students approved by the OCSC may apply Wabash financial aid towards the costs of their off-campus program and only for the committee-designated semester or semesters. To the greatest extent possible, the amount and distribution of credit must be discussed and determined in cooperation with the International Center, the Registrar, and the academic departments involved. There is a clearly-outlined advising and application procedure for interested students to follow. With the exception of courses taken at American University (Washington, D.C.), grades from off-campus study programs do not transfer or affect the Wabash GPA.

Anyone who considers pursuing off-campus study without OCSC approval does so at his own risk, especially with regard to transfer credit and graduation requirements. In such a case, the student would be responsible for all of the costs of the program and would not be eligible for any form of financial aid since there is no committee approval.

Evaluation of Applications
The Off-Campus Study Committee evaluates applications according to the following:

• Students must have junior status during their semester off campus. The committee will not approve a course of study that would delay graduation.

• Sufficient academic record: A cumulative GPA of 3.00 is preferred, but attainment of a 3.00 cumulative GPA does not guarantee committee approval given the limited number of semesters off-campus allowed by the College each academic year.

• Quality of off-campus study plan as expressed in the essay portion of the application. Demonstration that the proposed program enhances a student’s academic career, such as his major.

• Indication of the extent to which the proposed program and ancillary experiences will contribute to the student’s personal and cultural growth or long-term career plans.

• Demonstration in his application that the student has the appropriate motivation and preparation for the chosen program and that the program and experience themselves are right for him.

• Evidence during the application process of the student’s seriousness, maturity, readiness, and ability to profit from the program.

• Preference is given to students who have never had a significant international educational experience or an educational experience at other domestic institutions as compared to students who have had such an advantage.

• A student must be in good standing with the college, without any outstanding financial or behavioral issues.

Orientation and Reentry
The Committee conducts pre-departure orientation programs to aid students in preparing for off-campus study. It also conducts re-entry programs to facilitate the readjustment/reintegration of students returning from off-campus study. Students who have been approved for off-campus study are required to attend these programs. The Committee also seeks to evaluate off-campus programs by having returning students fill out an evaluation questionnaire and discussing their experiences with at least one member of the Committee.

Some Other Guidelines
Wabash College expects the student to earn at least four (4) course credits and he may not transfer more than five (5) while on off-campus study. (Note: students on programs of less than a semester’s duration will generally receive fewer credits than they would earn in a semester.) Credit will not be given for pre-professional courses (e.g., law, business).
Students must obtain at least a C- grade average to receive credit for courses taken while on off-campus study. With the exception of courses taken at American University (Washington, D.C.), grades do not appear on the transcript and do not affect the students’ GPAs. Each course must be equal to or greater than three (3) semester hours in order to yield one full Wabash course credit.

Students are responsible for their personal conduct and remain subject to the Gentlemen’s Rule. Students are responsible for applying to the off-campus study program for which they seek approval, bearing in mind that in some cases program application deadlines may need to be met prior to a student’s final approval of the OCSC.

Course Approval, Pre-Registration, and Off-Campus Study Transcripts

Students must have preapproval for courses to be taken during off-campus study. Courses for the major or minor must be approved by the chair of those departments. Distribution courses will be approved by the Registrar. During the semester off campus, students must provide an accurate listing of their registered courses to the Registrar prior to pre-registration for their following Wabash semester.

Upon completion of off-campus study, the student should request that an official transcript from his program be sent to the Wabash Registrar. These official transcripts must be received prior to pre-registration for the second semester following the off-campus study experience.
SCHOLARSHIPS/AWARDS/PRIZES/HONORARY SOCIETIES

Every Wabash student and admitted applicant is automatically considered for all the scholarships for which he is eligible. Except for the Lilly Awards and the Fine Arts Scholarships described below, no additional application is required. Scholarship winners are expected to write thank you letters to the scholarship donors.

Wabash College Lilly Awards

The Wabash College Lilly Awards, named to honor the Lilly family of Indiana, were established by the Wabash College Board of Trustees in 1974. Each year this program recognizes outstanding young men who show high potential and future promise—men who are likely to have an impact not only on Wabash, but on their community and thus on our world. The Lilly Award, the College’s most prestigious scholarship, is renewable annually and covers the recipient’s tuition, fees, on-campus room and board.

Wabash College Honor Scholarships

Wabash annually offers Honor Scholarships without regard to financial need. The scholarships are based in an Honors Admissions event. Please refer to the Wabash College website for detailed information. Included in these Honor Scholarships are those endowed by the generous bequest to the College of Frederic M. Hadley, Sr.; the McLain-McTearnan-Arnold Honor Scholarship endowed by the generosity of Mr. and Mrs. Reid McLain and Mr. Kent Arnold; the Buren Fund Honor Scholarship administered by the National City Bank of Lebanon, Indiana; the George S. Olive III and E.W. Olive Honor Scholarship endowed by Mr. and Mrs. Scott Olive; the A. Malcolm McVie Honor Scholarship endowed by Mr. and Mrs. A. Malcolm McVie; the Louis J. Nardine Award established by Mrs. Gretchen N. Doris in memory of her father; and the A. Malcolm ’41 and Robert L. ’37 McVie Honor Scholarship endowed by Mrs. Robert L. McVie.

Wabash College Fine Arts Scholarships

The Fine Arts Scholarship Program at Wabash was established in 1987 to encourage the development of the fine arts within a rigorous liberal arts context. Based upon competition during Fine Arts on campus program, the scholarships are offered each year to students with demonstrated outstanding ability in one or more of the following: visual arts, creative writing, music, and theater.

Wabash College President’s and Dean’s Scholarships, and Alumni Awards

These scholarships and awards are given for outstanding achievement in high school. All admitted students are automatically reviewed for these scholarships and awards. President’s Scholarships are supported by gifts from the Arthur Vining Davis Foundation.

Wabash College merit-based scholarships are renewable annually provided the student attains the cumulative grade point average and number of course credits required at the end of each academic year in order to make normal progress toward graduating in four years.

Restricted Scholarships

These scholarships are awarded automatically by the College to students with demonstrated financial need. Applications are not required.

William D. Backman, Sr. Scholarship: This scholarship was established by William D. Backman, Jr., Class of 1953, in memory of his father, a former trustee of the College and a member of the Class of 1924. The income is designated for financial aid to a student residing in Indiana.

Bank One Scholarship: This scholarship was established by Bank One, Indianapolis, N.A., and is given to a deserving high school graduate from the State of Indiana who is also a resident of Indiana.

Merle L. Bartoo Scholarship: This scholarship was established to help a non-fraternity student with financial need who is a Rhetoric and/or English major.

Thomas R. Bauman Scholarship: Established in memory of Thomas R. Bauman, Class of 1985, by his family and friends, the income of this fund is used for a scholarship for an incoming freshman with preference first to a graduate of Zionsville Community High School, then any Boone County high school, then any student from Central Indiana, who best exemplifies Thomas R. Bauman’s extra-curricular high school activities and rank.

J. Robert and Joanne N. Baur Family Scholarship: Awarded to a student with financial need who maintains academic performance as stated in the Academic Bulletin, with first preference to residents of Delaware County, IN, then adjacent counties, then Indiana. Mr. Baur is Class of 1949.

Theodore Bedrick Scholarship: This scholarship was established in memory of Dr. Bedrick H’52 by his family, friends, students, and colleagues as a fitting memorial to a devoted teacher and colleague. The scholarship is awarded to juniors majoring in a field in the humanities who expect to enter teaching at the secondary or college level.

Gordon G. and Julia Gregg Beemer Memorial Scholarship: Established by their sons, Michael Gregg Beemer and Charles Gordon Beemer, and by their grandchildren, Leslie Beemer Wegner, Kathleen Beemer Filardi, Robert Michael Beemer, Jeffrey Marshall Beemer, and Jennifer Lynn Beemer, this scholarship honors Gordon G. Beemer H’96 and Julia Gregg Beemer. As the only presently living descendants of Caleb Mills, first principal and only teacher at the founding of Wabash College and founder of the Indiana Public School System, they wish to honor him and his deceased descendants and other ancestors of the donors who had a close relationship with Wabash College. The recipient should be a young man of vision, integrity, and leadership as exemplified by Caleb Mills and the Founding Fathers of Wabash, and continued by the fiercely loyal members of the National Association of Wabash Men. Special consideration is given to any student in the Teacher Education Program and to any student interested in archival or biographical research.

Helen Oppy Binns Scholarship: Established by Helen Oppy Binns in memory of her parents, Thomas Franklin Oppy and Anna Gertrude Oppy, this fund assists deserving students with financial need, preference to be given to students from Coal Creek Township, Montgomery County, Indiana, and then to students from elsewhere in Indiana.

Dr. John and Helen Birdzell Scholarship: Established in honor of Dr. John P. Birdzell and in memory of Helen M. Birdzell with gifts from their children, John R. Birdzell ’61 and Susie Birdzell Cumming, this scholarship provides need-based aid for qualified students who
demonstrate interest in a career in medicine, hospital management, or healthcare in general (in that order). First preference is given to students from Crown Point High School, then area of residence will extend to Lake County, Indiana, northwest Indiana, or the rest of Indiana in that order.

**David E. Bishop Scholarship Trust:** This fund was endowed by David E. Bishop, Class of 1952.

**Black-Vrooman Scholarship:** Established by Mrs. M. Lewis Marsh, Jr., in memory of her grandfather (John Charles Black, Class of 1862), her great uncle, (William Perkins Black, Class of 1864), and her cousin (John Black Vrooman, Class of 1921), the income from this fund is used for deserving students.

**Brian Bosler Overseas Memorial Scholarship:** This fund was established by the alumni, the parents of members, and the members of Phi Delta Theta in memory of Brian Bosler, Class of 1987. The scholarship, with a $1,000 stipend for appropriate expenses, is awarded to a student, preference given to a member of Phi Delta Theta, planning on studying abroad in his junior year. Selection is based on overall accumulative grade point average with some consideration of campus involvement and personal character.

**Ralph M. and Harry M. Bounnell Scholarships in Law and/or Medicine:** This fund was established by Mrs. Jewell I. Bounnell in memory of her husband, Ralph M. Bounnell, Class of 1930, who practiced law in Crawfordsville for 47 years, and his father, Harry M. Bounnell, M.D., who practiced medicine in Waynetown for more than 50 years. Awarded to members of the junior and senior classes who plan to study law or medicine, these scholarships may be continued for limited periods of graduate study in those fields. Awards are made on the basis of moral character, financial need, and other factors giving evidence of probable success in the respective professions, with first preference given to residents of Montgomery County, Indiana.

**Austin H. Brown Scholarship:** This scholarship is administered outside the traditional financial aid program. It is used to meet special needs and provide a special recognition for Wabash students.

**William Penn Bullock Scholarship:** Established in honor of William Penn Bullock, Class of 1940, by his daughter Joanne B. O’Neal and friend, this scholarship is awarded to a junior or senior in the Economics Department with a high grade point average.

**Burgess Family Scholarship:** This scholarship supports a student who is enrolled in the College's Education Studies Program. It is awarded for the student’s junior and senior years as long as he remains enrolled in the Education Studies Program. The scholarship was created to support young men who plan to put their education to work in the critical field of educating others.

**Albert M. and Virginia B. Campbell Memorial Scholarship:** This fund provides awards based on need to juniors and seniors majoring in Economics who want to increase their understanding of the market economy, or to such students majoring in political science who want to increase their understanding of a limited, decentralized federal form of government.

**Alex S. Carroll and Robert J. Beck Honorary Scholarship:** This scholarship is awarded to an incoming freshman who is ranked in the top ten percent of his high school graduating class, demonstrates integrity and high ethical standards, has a record of community service, and demonstrates the character and qualities normally associated with Eagle Scouts and 4-H or similar leadership organizations. The scholarship is renewable each year to one student in each grade level, provided they maintain a minimum 3.0 GPA and continue to hold the qualities previously listed. Mr. Carroll and Mr. Beck upheld a lifelong dedication to teaching and encouraging honor, character, scholarship, and hard work.

**Cavanaugh Family Scholarship:** This scholarship is awarded based on financial need and demonstrated leadership in the student’s home community, with potential for leadership at Wabash College and beyond as a responsible leader and citizen. Eric M. “Rick” Cavanaugh is Class of 1976 and a corporate attorney.

**Class of 1936 Scholarship:** Income from this fund is available to a junior or a senior who has financial need, is in the upper half of his class, and has demonstrated his capacity for leadership by effective participation in extracurricular activities.

**Class of 1937 Scholarship:** This scholarship was established by members of the Class of 1937 upon the occasion of the 50th anniversary of their graduation.

**Class of 1938 Scholarship:** This scholarship was established by members of the Class of 1938 upon the occasion of the 50th anniversary of their graduation.

**Class of 1940 Merit Scholarship:** This scholarship is awarded to a sophomore, junior, or senior of distinction who did not receive a merit scholarship as a freshman who has lost his financial support, but whose performance since then deserves recognition.

**Class of 1941 Scholarship:** This scholarship was established by the members of the Class of 1941 for young men showing intellectual, academic, artistic, athletic promise, or some combination of those qualities.

**Class of 1943 Memorial Scholarship:** Established in May, 1998, at the 55th anniversary of the Class of 1943, this scholarship honors the members of the class who have passed away and will be awarded to qualified and needy students.

**Class of 1969 Dean Moore Scholarship:** Awarded to a student based on financial need and meeting College guidelines to be on a good track for graduation in four years. He is encouraged to give back to Wabash financially throughout his lifetime and become an active fundraiser after graduation. The scholarship was created in memory of Norman C. Moore, Dean of the College 1959-1984.

**Clauser Family Scholarship:** Established by Allan D. Clauser, Class of 195, and supported by his wife, son, Allan Jr. ’81, and friends, this fund is used for the benefit of a student from Montgomery County, Indiana.

**Albert M. Cole Scholarship:** This scholarship was endowed by a bequest from Mr. Cole and is given to students desiring to enter the teaching profession.

**Jeanne C. and W. Dale Compton Scholarship:** Endowed by gifts from Dr. and Mrs. Compton and the Ford Motor Company, this fund supports scholarships for students who plan majors in Division I (science/math).

**Don and Marilyn Cory Scholarship:** This award provides a support for a student who merits financial need, as best determined by the Wabash College Office of Financial Aid. As strong proponents of education, Cory Family members pursued careers as public educators in Indiana.
Crabbs-Shaw Family Fund: Established in honor and memory of four Wabash generations of the Crabbs-Shaw family, this fund is to be used for faculty salaries or student scholarships.

Arthur D. Cunningham and Ernest A. Cunningham Scholarship: This scholarship was bequeathed by Alida M. Cunningham to provide aid to worthy junior and senior science students.

Fred and Elizabeth Daugherty Scholarship: This fund provides income for prospective students, based on need.

Davlin-Salter Pep Band Scholarship: Established by Mr. and Mrs. James A. Davlin '85, the scholarship is awarded to a student who is an active member of the College Pep Band. Dr. Salter H'57 was a physics professor, President of the College from 1978 to 1988, and an active member of the student Pep Band.

Paul U. and Elizabeth K. Deer Scholarship: Established in memory of Paul U. '23 and Elizabeth K. Deer, this scholarship provides support for African American students who intend to pursue careers in business. Mr. Deer was a native of Crawfordsville and a leader in the oil industry, agriculture, and the community.

Mary Louise Denney Woodwind Scholarship: Mary Louise Denney Mielke, wife of Professor Paul T. Mielke, participated in College musical organizations 1957-1985, as principal flute in the concert band and chamber orchestra and as a member of a baroque quartet. Established in recognition of her service to the College, the scholarship is awarded to a flutist who is active in Wabash musical organizations. If there is not an enrolled flutist, preference will be given in order to performers of oboe, bassoon, clarinet, or French horn.

Victor A. DeRose "Legacy of Philanthropy" Scholarship: Established in 1990, this scholarship provides assistance to sophomore, junior, or senior students of good character. The goal of the fund is to assist as many qualified students as possible by selecting students who are of good character and stand in the top third of the class. Importance is placed on students who are interested in pursuing an M.B.A., majoring in economics or science, fluent in foreign language, and who have demonstrated leadership.

Lee Detchon-Beta Theta Pi Scholarship: Established by the estate of Lee Detchon, Class of 1923, income from this fund is to be given each year to a member of Tau Chapter of Beta Theta Pi Fraternity.

Paul Logan DeVerter, Sr. Memorial Scholarship for Chemistry: Established by Ruth Hendricks DeVerter in memory of her husband Paul, Class of 1915, it is awarded to an outstanding native Indiana upperclassman who is likely to pursue a career in chemistry or chemical engineering upon graduation.

Lucinda Diddie Memorial Scholarship: This scholarship was established in 1987 by Dr. and Mrs. Kenneth Diddie to honor and memorialize Dr. Diddie's mother. Lucinda Diddie was a very enthusiastic supporter of Wabash, and the scholarship is awarded to a graduate from the Crown Point area high schools. The selection will be made on the basis of scholarship, character and participation in high school activities.

Donald M. DuShane Memorial Scholarship: This fund provides scholarship support with preference for a student in political science. Mr. DuShane was Class of 1927.

Mr. and Mrs. Robert R. Dyer Memorial Scholarship: Awarded to a student from Indiana who was a member of his high school National Honor Society. The student will maintain good personal conduct and citizenship and remain on track to graduate in four years.

Luther E. Ellis Memorial Scholarship: Established by his widow, this scholarship is awarded annually to a senior with financial need who demonstrates the high intelligence, citizenship, and integrity characteristic of Mr. Ellis, Class of 1914.

Isaac C. Elston, Jr., Scholarship: Established by Mrs. Florence Elston-Beemer, this fund provides a scholarship each spring to an outstanding and worthy junior entering his senior year the next fall. Mr. Elston was a member of the Class of 1894.

Ross N. Faires - James K. Baker Scholarship: Awarded to a student who permanently resides in the state of Indiana. The student will have demonstrated financial need and maintain academic performance in accordance with requirements as stated in the Academic Bulletin. Mr. Faires was Class of 1958 and Trustee Emeritus. Mr. Baker was a successful businessman and a good friend to Mr. Faires and Wabash College.

Foster-Ames Scholarship: This scholarship is maintained by funds given in 1946 and 1982 by families, friends, and members of the wire-bound box industry in memory of E. E. Ames, Class of 1903, and Thomas I. Foster, Class of 1914. The student qualifying for this scholarship must be able to do satisfactory college work, but academic excellence is less important than character, qualities of leadership, and need for financial assistance. Preference is given to sons and grandsons of employees' families of the wire-bound box industry. If no such candidate from the industry qualifies, Wabash College may grant this scholarship to any student meeting the qualifications with demonstrated need.

John and Katherine Fox Scholarship: Awarded to a freshman in the top ten per cent of his class who has demonstrated leadership in his high school associated with Eagle Scouts, student government, and other organizations, and continues such leadership both on the Wabash campus and in the community.

Barbara and Galan W. "Dutch" Freise '48 Scholarship: This scholarship provides need-based financial assistance to Wabash students from the rural areas of Illinois. Need should take precedence over academic credentials when awarding this scholarship.

Garner-Gustafson Scholarship in Chemistry: This scholarship is awarded based on merit and financial need, supporting students majoring in chemistry or biochemistry. Students must maintain a 3.6 academic GPA in their major and be ranked in the top 10% of their class, and dedicate at least two years to a volunteer activity. Dr. James Bert Garner, Class of 1893, earned multiple advanced academic degrees in chemistry from various institutions, including Wabash, where he was the distinguished Peck Professor of Chemistry (1901-14). In addition to being an educator and director of research careers, he was a distinguished inventor who held 23 patents.

Albert M. Gavit Scholarship: Established by his widow, Mrs. Ann Gavit, the scholarship is awarded to a Wabash student entering the sophomore year whose freshman record shows the greatest potential for original and creative work in the humanities. Mr. Gavit was a member of the Class of 1947.

Joe and Mary Genung Scholarship: This scholarship supports students who have financial need and are from the Roachdale, Indiana, area and/or are Religion majors.
Gilbert Memorial Scholarship: This scholarship was established in 1943 in memory of Major George A. Gilbert, Class of 1939, who was killed in an accident May 23, 1943, while serving with the Army Air Force. Following the death in 1958 of Major Gilbert’s brother, Oscar M. Gilbert, Jr., Class of 1938, the Gilbert family asked that the scholarship memorialize both men.

Givens Endowed Scholarship: Established by Mr. and Mrs. David W. Givens ’56, this scholarship may be awarded annually. The Scholarship(s) is applicable to the cost of tuition, housing, transportation, and books for a semester of study in Europe. A student with a declared major, minor, or area of concentration under the Department of Art, Division II will not be eligible as a candidate for the Scholarship. The Scholar(s) are to enroll in a program, approved by the Off-campus Study Committee, at a European Institution. Courses taken by the Scholar(s) must include one or more in the history of Western Art. The Scholarship(s) will be awarded without regard to need.

P. G. Goodrich Memorial Fund: This fund was endowed by Mr. Goodrich’s sister, Elizabeth G. Terry. Mr. Goodrich was a member of the Class of 1930.

John B. Goodrich Charitable Trust: The income from the Trust is used to maintain two separate financial aid and scholarship programs, which taken together provide support for the kinds of students Mr. John B. Goodrich (Class of 1919) wished to help.

John B. Goodrich Grants in Aid: These need-based grants provide financial aid to students who show promise of contributing, in one or several of a wide variety of ways, to the life of Wabash College.

John B. Goodrich Scholarships: These scholarships are awarded without regard to need and on the basis of capacity for both leadership and academic achievement.

Lucy Moore Grave Bequest: Wabash College, Earlham College and DePauw University share the income from a bequest made by Lucy Moore Grave, the wife of Dr. Benjamin Grave, who was a faculty member at Wabash College from 1920 to 1928. The funds are available as scholarships for study at a marine biological laboratory with priority being given to the Marine Biological Laboratory at Woods Hole, Massachusetts.

Haenisch-Howell-Hart Scholarship: Established by Dr. Robert R. Hart ’57 in memory of chemistry professors Dr. Edward L. Haenisch H1971 and Dr. Lloyd B. Howell, Class of 1909, the fund supports need-based scholarships and activities for students studying chemistry.

Hays Scholarship: Established in 1946 by Will H. Hays, Wabash 1900, the income is used for students with disabilities. Should the income of the fund exceed the amount needed to support disabled students, the excess will be awarded to upperclassmen interested in a career in public service.

Thomas A. and Martha L. Hays Scholarship: This is a scholarship for students from Wabash County, Indiana and/or metropolitan St. Louis, Missouri. The scholarship may be awarded to any student if there are no eligible recipients from Wabash County, Indiana or metropolitan St. Louis, Missouri. Mr. Hays is a member of the Class of 1955.

Charles Maurice Hegarty Fund: Established by Dr. W. Harvey Hegarty, in memory of his father, Class of 1931, this fund is used for the financial needs of a worthy student, with preference given to men from Vermillion County, Indiana.

Thomas Corwin Hood Memorial Scholarship: This fund was established by the estate of Thomas S. Hood in memory of his father, Thomas Corwin Hood, Wabash Class of 1881. Preference is given to applicants who are sophomores, juniors, or seniors and who have indicated their intention to attend medical school following their graduation.

Carl P. Horneman ’61 Endowed Scholarship: A need-based scholarship for students who have met the admissions requirements of Wabash College and are judged by the appropriate committees to be representative of students who will support the mission, programs, and activities of Wabash College during their undergraduate years and afterwards. The scholarship may be awarded initially to a freshman, sophomore, junior, or senior recipient. If the recipient has met the criteria of the scholarship as judged by the appropriate person or committee, the award may be repeated for the next year until his graduation from Wabash College.

James H. Howard Memorial Scholarship: Established by Mr. and Mrs. Vesper Howard in memory of their son James, Class of 1986, the scholarship is awarded on the basis of need to the member of Phi Kappa Psi Fraternity who best personifies the personal characteristics of James H. Howard.

Lawrence F. and Ruth Hunter Memorial Scholarship: Established by the estates of Lawrence F. Hunter, Class of 1929, and Ruth Hunter, the scholarships are to be awarded to needy members of the junior and senior classes majoring in economics who want to increase their understanding of the market economy and its great benefits; and to juniors and seniors majoring in political science who want to increase their understanding of the salutary effect of a limited, decentralized, federal form of government on freedom.

Journal-Review Scholarship: Established by the Crawfordsville Journal-Review, the scholarship is for one or two Wabash men with a keen interest in the newspaper field. This might include students with an interest in investigative reporting, photography, public affairs writing, scientific journalism, or any other field directly related to newspaper journalism.

The Robert & Ellen Kellogg Family Scholarship: This scholarship is awarded based on financial need, with first priority to any student from Whitley or Noble Counties, Indiana. If there are no students from these counties, it may then be awarded to any student based on need and maintaining academic performance towards graduation. Mr. Kellogg is Class of 1955. He worked hard to be able to attend Wabash College, and valued his liberal arts education.

Kendall Family Scholarship: The scholarship will be awarded with first preference to a student from a public high school with a graduating class of 150 or fewer students. Second preference will be to a deserving student from a community with a population of 25,000 or less. Mr. Kendall, who came to Wabash from a small Indiana town, was Class of 1966, a Rhodes Scholar, and has enjoyed a successful career as an attorney.

E.O. and Lulu Kirkpatrick Memorial Scholarship: This fund provides scholarships for a deserving student from Montgomery County, Indiana, with financial need. Mr. Kirkpatrick was a member of the Class of 1917.

Robert G. Knight, Jr. Memorial Scholarship: This scholarship was established by the Knight Family in honor of their husband and father, a 1955 graduate of the College and proud member of Phi Kappa Psi, and enjoyed a successful banking career. The scholarship is intended to provide tuition support for deserving Wabash students who are of good character, are excellent students, and are active in the College and/or the Crawfordsville community. Prospective students must, be ranked in the top ten percent of their high school graduating class. Prospective and
Returning students must achieve a cumulative grade point average of 3.5 or higher to be awarded and to retain the scholarship.

**George M. Lee Scholarship**: Established by his widow, Elizabeth C. Lee, this fund provides scholarship assistance to worthy students from Madison County, Indiana.

**Kenneth C. ’36 and Grace P. MacKay Scholarship**: This scholarship is based on need and will be awarded to benefit students of high scholastic standing who attend or aspire to attend Wabash College, as its Board of Trustees may determine.

**Mastin Foundation Scholarship**: Awarded to students majoring in one of the natural sciences, including Mathematics, and who were finalists or semi-finalists in the National Merit Scholarship Program or had an ACT score of 27 or above or the SAT score equivalent.

**Robert M. Matthews ’38 Scholarship**: Awarded to a student with financial need who maintains academic performance as required by the College. Mr. Matthews was Class of 1938 and active on campus. He remained grateful for the outstanding education he received.

**Mary McCallister Scholarship**: Established by the estate of Mary McCallister, the income of this fund shall be used to provide scholarships for students who without the assistance of the scholarship would be unable to attend Wabash College.

**Sarah F. McCanliss Scholarship**: This scholarship honors a pioneer resident of Parke County, Indiana, Sarah F. McCanliss, mother of Lee McCanliss, Class of 1907. Preference is given to Parke County high school graduates.

**Paul Caylor McKinney ’52 Memorial Scholarship**: This is a two-year scholarship awarded to a junior with demonstrated need, whose major and minor fields of study are in different academic divisions and whose GPA is consistently 3.0 or higher. Dr. McKinney taught chemistry at Wabash for 45 years until his retirement in 2001, and was Dean of the College from 1981-1993. His undergraduate years at Wabash broadened his intellectual horizon and led to friendships that accompanied him throughout his life.

**Lee ’62 and Rose McNeely Scholarship**: This fund provides need-based financial assistance to Wabash students from the state of Indiana. Mr. McNeely was a Trustee of the College. The Lee and Rose McNeely Scholarship is but one sign of the McNeely’s dedication to Wabash College and higher education in Indiana.

**Mefford Scholarship for Political Science**: This scholarship established by a bequest from Gordon Mefford, Class of 1938.

**Jack Meng Endowed Scholarship**: A gift from John C. “Jack” Meng, Class of 1966, loyal Son of Wabash, this need-based, four-year scholarship assists qualifying and deserving young men so that they might have the educational opportunities afforded to them by Wabash College. Preference is given first to students from Midwest states, then elsewhere, from single-parent or non-traditional families. Mr. Meng is a successful businessman and active in his community.

**Paul Mielke Scholarship**: This scholarship is awarded to a student with financial need with an interest in mathematics, who has demonstrated progress in mathematics courses in high school. The scholarship honors Dr. Paul T. Mielke, Class of 1942, professor of mathematics (1946-1985), and founder of the computing laboratory, teaching the first courses in computer programming at Wabash.

**R. Robert Mitchum Memorial**: The fund provides a scholarship on the basis of financial need for a “B” student who is active in the extracurricular life of the College. R. Robert Mitchum H’59 founded the music department, served as Director of the Glee Club and band 1949-69, head golf coach, and Director of Alumni Affairs 1974-1982.

**R. Robert Mitchum-Thomas D. Marchando Scholarship**: This scholarship is awarded to students with preference given to those from Western Pennsylvania who reflect the high ideals that were manifested in the lives of Bob Mitchum H’59 and Tom Marchando’57.

**Montgomery County Scholarships**: Initiated by gifts from the Board of Commissioners of Montgomery County, Indiana, the scholarship provides an amount equal to full tuition and continue throughout the student’s course, provided that he maintains a satisfactory college record. Candidates are nominated by the Montgomery County Commissioners.

**Stephanie Netherton Montgomery Scholarship**: Established by Samuel L. Montgomery ‘64 in memory of his wife, Stephanie.

**Frank A. Mullen ’53 Scholarship**: This fund provides scholarship assistance to one or more Wabash freshman, sophomore, junior, or senior student(s) of good character who have demonstrated financial need and have a “B” standing.

**LaVerne Noyes Scholarship Foundation**: This foundation provides scholarships for direct descendants of American veterans of World War I.

**Pancost/Franklin Scholarship**: This scholarship is awarded based on financial need and academic performance towards graduation. David Pancost ’69 and his wife, Paige Franklin, established this scholarship to ensure that a Wabash education continues to remain an affordable option for a top-notch four-year liberal arts living and learning experience.

**The Todd M. Peters ’87 Fund for Athletic Team Managers/Trainers**: This scholarship is awarded to a student athletic team manager or trainer who is a sophomore, junior, or senior with at least one season of experience as manager or trainer of a varsity sport, with first preference to the basketball program and then other sports. Consideration will be given to a student who served as athletic manager or trainer during the preceding academic year, and he is not required to be a manager/trainer during the year he receives the scholarship. Student-athletes are not eligible to receive this award. Students must be on track to meet all minimum requirements towards graduation as outlined in the Wabash College academic bulletin. This scholarship maybe awarded with or without regard to financial need to any student who fits the above criteria. It may be awarded for more than one year to the same student.

**Robert Owen Petty Memorial Scholarship**: Awarded annually to a Biology or Biochemistry major with significant financial need who maintains academic performance towards graduation, as stated in the Academic Bulletin. Established by James L. Hucheson ’68, to whom Dr. Petty was a mentor, colleague, and friend.

**Plumley Family of Tennessee Scholarship Fund**: This fund was established to award an annual scholarship to a student from Tennessee.

**Marion & Victor Powell-Nate Quinn Scholarship**: Established by Rhetoric Professor Victor and Mrs. Marion Powell, this award honors Nate Quinn, an exceptional Wabash College art student. Nate overcome tremendous odds and tragic circumstances, and deeply impressed the Powell’s with his talent and hard work before he moved on to New York to pursue graduate studies and work on the sets of Broadway shows. He is now a successful artist.
Byron and Priscilla Alden Price Scholarship: This fund was established by Byron Price, Class of 1912, to endow scholarships.

John Charles Rafferty Scholarship: Established by Joan Rafferty Harrington and Edwin Harrington, this fund is named in honor of her brother, John Rafferty, Class of 1954, and is given to an upperclassman with financial need and in the upper half of his class. Preference is to students from Fountain and Montgomery Counties in Indiana, and then to other students from elsewhere in Indiana.

Dr. James Harvey Ransom Scholarship: Income from this fund is used for worthy and needy students majoring in chemistry. Dr. Ransom was a member of the Class of 1890.

Alice L. and Benjamin A. Rogge Scholarship: Established in 1999 to honor longtime Wabash professor of economics and Dean of the College Ben Rogge H’53 and his wife, Alice, the Rogge Scholarship has as its guiding principle significant financial support for young men who have demonstrated leadership skills, academic achievement, and concern for others. Further, preference will be given to those young men who have met the guiding principles but might not be able to attend Wabash without financial assistance.

Norman P. Rowe Endowed Scholarship: Established from the estate of Norman P. Rowe ’60, the scholarship is awarded to incoming freshmen who have demonstrated financial need and who rank in the top 25 percent on the SAT or other test used nationally for the purpose of determining suitability for college and university admission. The intent of this scholarship is to allow qualified students to attend the College who would otherwise lack the financial resources to do so. Mr. Rowe was a successful attorney.

Kenneth Rhys Rudolph ’05 Memorial Fund for European Summer Study Abroad: Provides need-blind financial support for a student or students who choose to study abroad in a European country during the summer months. The scholarship was established to provide opportunities for the same life-changing international experiences that meant so much to Kenneth during his studies abroad.

George S. Sando Scholarship: Established by George S. Sando, Class of 1922, the scholarship is to be used by scholars who are inquiring into Causes of Freedom and Liberty, or maintaining high-minded theories of liberty.

John C. Schroeder Fund for Study Abroad: This fund provides support for students with financial need who participate in College-approved study abroad programs. First consideration is given to students who study in Harlaxton, England and to students who are modern language majors who need to study abroad to further their language studies. It may then be awarded to other eligible students who have been approved by the College for study abroad.

Tom and Lynn Shearman Family Scholarship: This scholarship is awarded to a student who meets academic requirements toward graduation. Mr. Shearman is Class of 1950. He is pleased to be able to help young Wabash men fulfill their dreams in their educational and life journeys.

Atwood, Adeline, and Bonnie Smith Scholarship: Established by Atwood Smith, Class of 1934, to honor his wife and daughter who shared his love for Wabash College, the fund provides a need-based scholarship to students who live in Calumet City, East Chicago, or Hammond, Indiana. If no students from these three cities are eligible, then scholarships may be awarded to eligible students from Lake County or Porter County.

If no students from Lake County or Porter County are eligible, then scholarships may be awarded to eligible students from anywhere in Indiana.

Smith Family Scholarship: Established by Mr. and Mrs. Donald E. Smith, Class of 1959, the income from the fund provides assistance to an outstanding high school graduate regardless of financial need. Each scholarship is awarded for four years and is conditional on satisfactory progress towards graduation. Mr. Smith was a successful healthcare administrator and Trustee of the College.

James and Susan Smith Family Scholarship: This fund supports Wabash College’s 3-2 dual degree engineering program with Purdue University. Any student who enrolls in the program is eligible for this scholarship, which is renewable on an annual basis if the recipient student remains enrolled at Wabash and in the Wabash-Purdue engineering program.

Kenneth Rhys Rudolph ’05 Memorial Fund for European Summer Study Abroad: Provides need-blind financial support for a student or students who choose to study abroad in a European country during the summer months. The scholarship was established to provide opportunities for the same life-changing international experiences that meant so much to Kenneth during his studies abroad.

Dr. Joseph A. Stepka Class of 1934 Scholarship: This scholarship will be awarded with first consideration to a biology major who is a resident of New York state, and then to other students.

David Russell Stone Scholarship: The fund was established by Mr. and Mrs. Charles T. Stone in honor of their son, David, Class of 1991.

Tannenbaum Scholarship: The Tannenbaum Scholarship covers an amount equal to full tuition cost for four years, provided that the student maintains a good college record. Selection is made on the basis of promise as a scholar and as a person, and on the basis of financial need. The scholarship was established by Mr. Ferdinand Tannenbaum, Class of 1912, of New York City, and is now supported by Mr. and Mrs. Eugene Ratliff of Indianapolis.

John Steele Thomson Scholarship: This fund was established by Richard H. Maxwell ’50 and other descendants of Rev. Thomson, one of the founders and original trustees of Wabash College and professor of Mathematics and Natural Philosophy. The scholarship provides need-based support to recipients who must maintain a 3.0 or B-average and be of good character. The scholarship may be awarded initially to a freshman, sophomore, junior, or senior and may be awarded until graduation if he has met the criteria of the scholarship.
Dr. Thomas E. Topper '70 Scholarship: Established through a gift from his estate, the fund provides need-based scholarships to qualified young men from F. J. Reitz High School and/or Mater Dei High School in Evansville, Indiana. If no F. J. Reitz High School or Mater Dei students qualify or choose to attend Wabash, the College may award the scholarship to qualified students from any Evansville high school. The College may award the scholarship to qualified students from Southwestern Indiana, Southeastern Illinois, or North central Kentucky. The Topper Scholarship will provide up to three partial scholarships per year. Each recipient will maintain the Topper Scholarship for his freshman, sophomore, junior, and senior years provided he continues to demonstrate financial need and good academic standing. The Topper Scholarship will provide additional partial scholarships as the fund income allows.

Trippet Family Scholarship: This fund was established by C. Kightly Trippet '36 honoring former President Byron K. Trippet '30, C. Kightly Trippet and their parents, Sanford and Edith K. Trippet, who during the 20th century have sought to set an example that encourages young people to pursue higher education. Preference is given to men who are majoring in some form of communications.

Turk Family Scholarship: Awarded to a freshman who is ranked in the top 10% of his high school graduating class; participated in multiple extracurricular activities; and held elected or appointed leadership positions in those activities. The scholarship is renewable each year. The student must maintain a 3.0 GPA. The Turk Family at Wabash: Joseph Turk, Sr. H'00; and sons Joe Turk, Jr. '89, Steve Turk '91 and John Turk '93.

Peter Valentine Scholarship: Established by Merrillee D. Valentine in honor of her son, Peter, Class of 1982, the scholarship is given to an incoming first-year student or upperclassman from the state of Illinois and preferably to those from Peoria County, Illinois. The student must be outstanding in character, scholarship, personality, and leadership. The financial need of the student is taken into consideration.

Harry L. "Red" Vamer '34 and Juanita Varner Scholarship: Income from this fund shall be used to provide tuition and room and board for an entering freshman student at Wabash College.

Dr. L. John and Margaret K. Vogel Endowed Scholarship: Established by Dr. and Mrs. Stanley J. Vogel '66 and Dr. and Mrs. Gordon A. Vogel '72, the fund honors their parents. It is used to provide financial assistance to an entering freshman with high-quality academic achievement.

Wabash Club of Chicago Scholarship: The scholarship will provide assistance to students who have distinguished themselves in high school through a combination of academic work and extracurricular leadership and involvement. This scholarship is open to Illinois high school seniors living in Cook, Lake, DuPage, Kane, Will, McHenry, and Iroquois counties. Students who are home-schooled are also eligible for the scholarships as long as they reside in one of the previously identified counties.

Ivan Wiles Scholarship: This scholarship is awarded to an entering freshman and may be continued with the same student for four years. Ivan L. Wiles, Class of 1922, was a mathematics and psychology major whose automotive career led to him being named General Manager of the Buick Motor Division and then Executive Vice-President of General Motors. He was a member of the Wabash College Board of Trustees from 1952-1981 (and its President from 1958-1965). He received the Alumni Award of Merit and an Honorary LLD from Wabash.

Mary E. Wilson Memorial Scholarship: This fund was established by Frederick W. Wilson, Jr., Class of 1969, in honor of his mother.

Robert H. Winter, MD '60 and Nancy R. Winter Endowed Scholarship: This scholarship is awarded annually to a student in Biology.

William Yackel Endowed Scholarship: Awarded annually to a student or students in good academic standing.

Scholarship and Tuition Awards from Endowment

Besides the scholarships previously described, which are assigned on the basis of terms set forth in the supporting funds, the College offers a number of scholarships financed from endowment. These are available to assist students of unusual promise who otherwise would be unable to attend Wabash. To establish eligibility students must file Financial Aid applications with the College Scholarship Service each year. Awards vary in number and value from year to year and are related always to the need of the individual. These awards may continue throughout the student's college course, provided that he maintains a satisfactory college record and that his need for assistance continues. In granting these scholarships and tuition awards, the Financial Aid Committee takes into consideration four principal criteria:

1. The extent of need.
2. Academic record.
3. Personality, character, and qualities of leadership.
4. Excellence in student activities.

The income from the following funds contributes to the support of the program described in the preceding paragraph:

Byron Randolph Russell and Edward Payson Ames Scholarship: This fund was established by Elsie R. Ames in memory of her father, Byron Randolph Russell (Class of 1872), and her husband, Edward Payson Ames, Class of 1871.

Georgia F. Arnkens Memorial Fund: The fund was established in memory of Conrad Arnkens, Class of 1953, by his widow, to be used for poor, needy and deserving students.

Ruth M. Asbury Scholarship: The fund was established by the wills of Max Asbury, Class of 1931, and his wife Ruth.

Athens City Scholarship: The scholarship was established by members of the Crawfordsville Wabash Club.

George M. Baldwin Fund: Established by Colonel George M. Frazor, the fund is to be used to meet the financial needs of a worthy student.

Dr. Rudolph C. Bambas Scholarship: This fund was established by his wife, Frieda Bambas, in honor of Dr. Bambas, Class of 1937. He had an outstanding academic life as a professor of English and was a loyal alumnus all his life. The Bambas Fund is a permanent part of the Endowment Fund.

Robert J. Beck-James D. Price Scholarship: This scholarship was established in memory of Robert J. Beck, Class of 1920, by his friends and by his associates in Thomson McKinnon Securities, Inc., and in honor of James D. Price, Class of 1960, by Alex S. Carroll, Friend of the College.
Barry Bone Scholarship: Established by Phi Gamma Delta fraternity brothers and friends, the fund honors the memory of Barry P. Bone, Class of 1983.

Ruth McB. Brown Scholarship

R. D. Brown Memorial Scholarships: These scholarships were established by Jean Brown Hendricks.

Howard Buenzow Scholarship: The income from this fund is to be used for student financial assistance with preference to students from Lane Technical High School in Chicago.

Edward Buesking Scholarship: Income from this fund is to be used for scholarships for worthy students who are residents of the state of Indiana.

Cynthia Campbell Byrne Memorial Scholarship: This fund was established by Virginia B. Campbell.

Joseph E. Cain Memorial Scholarship: This fund pays tribute to the memory of Joseph E. Cain, who served as President (1946-60) and Co-Chairman of the Board (1960-63) of P. R. Mallory and Company, Inc., and for many years served as a civic leader in Indianapolis and Indiana. The fund is made possible by an initial grant from the P. R. Mallory Company Foundation, Inc., supplemented by gifts from numerous friends and business associates of Mr. Cain. Both academic ability and financial need are taken into consideration in awarding this scholarship, but these considerations are less important than the character, personality, and leadership potential of the candidates.

Martha A. Caperton Scholarship: This fund was established by a bequest from Mrs. Caperton, mother of Woods A. Caperton, Class of 1932.

Central Newspapers, Inc., Scholarship: This fund provides scholarship support with preference for students interested in journalism.

Class of 1907 Memorial Fund: This fund was established by members of the class upon the 50th anniversary of their graduation.

McMannomy and Elizabeth Coffing Educational Foundation Scholarship: Established in 1949 by the late McMannomy Coffing, Class of 1913, funds are used to help meet the financial needs of worthy and qualified students. Special consideration is given to residents of Fountain County, Indiana.

Wayne M. and Katherine G. Cory Scholarship: Income from this fund is used for scholarship purposes.

Edward Daniels Scholarship: This fund was established by Parke Daniels in memory of his brother Edward, Class of 1875 and a Trustee of the College from 1896-1918.

William H. Diddel, Class of 1908, and Helen C. Diddel Scholarship

Lawrence and Velma Dill Scholarship: Created in 2002 by their sons, G. Michael Dill '71 and J. Mark Dill '75, the fund provides scholarship assistance to all Wabash students who are graduates of Jasper and Warren county high schools. This scholarship is to be awarded without regard to financial need. The Dill Scholarship is a financially variable scholarship and will be awarded to all eligible candidates on an equal basis.

Joseph Foster Memorial Scholarship: This scholarship was established by Russell Foster Abdill in memory of his grandfather, Joseph Foster.

Theodore C. Frazer Scholarship: This scholarship is supported by a fund bequeathed to Wabash by Ada W. Fraze, in memory of her husband, Theodore C. Frazer, who graduated from Wabash in 1903. The income from the fund provides scholarships for students selected by the scholarship committee of the College on the basis of academic record, citizenship, and the need for financial assistance. Preference is given to applicants who are residents of Kosciusko County.

Donald C. Frist Scholarships: This scholarship was established by Enid F. Lemstra in memory of her brother, who was a member of the Class of 1920.

Lynn Garrard Scholarship Award: The award will be used to assist a student in purchase of textbooks or lab equipment, selection based on financial need, academic performance, and extracurricular involvement with first preference to a member of Phi Delta Theta fraternity.

Ira D. Goss Scholarship: This fund provides scholarships to deserving students who need assistance to attend Wabash College, with preference to men from Fulton County, Indiana. Mr. Goss was a member of the Class of 1903.

Theodore G. Gronert Scholarship: Established in memory of Professor Gronert by his former students, particularly those from the Class of 1935, the scholarship is granted at the start of each academic year to a freshman. Such factors as personal character, financial circumstances, interest in history, leadership in high school, and community service are considered.

William H. (W1938) and Margaret R. Hamlin Scholarship: This fund was endowed by a bequest from Mrs. Hamlin.

Frederick Rich Henshaw, Jr. (W1920) Fund: This fund was given to Wabash by his father.

Hollett Family Scholarship: This fund was established in memory of John E. Hollett, Jr., Class of 1928, by his sons, John E. Hollett III, Class of 1959, and Thomas S. Hollett, Class of 1956, and by his brother, Byron P. Hollett, Class of 1936. The income from the fund is granted to a needy student who combines above average academic achievement with high promise of achievement in extracurricular activities.

Inland Container Corporation Scholarship Foundation: Established by the Inland Container Corporation Foundation, Inc., income from the fund supports the College’s general scholarship fund.

George and Yvonne Kendall Fund: This scholarship was established by a bequest from Mrs. Kendall. George Kendall was Dean of the College (1923-1940), Dean of the Faculty (1944-1957), and Milligan Professor of English (1920-1957).

William F. Kraas, Jr. and Julia Kraas Scholarship: This scholarship was established by Lisa Kraas in honor of her grandparents. Income from this fund is used for scholarship purposes.

Frederick W. (W1945) and Lois G. Lowey Scholarship: This fund was established by Mr. and Mrs. Lowey.

Roy Massena Scholarship: This fund was established through the will of Mrs. Mabel Massena to honor her husband, Roy, Class of 1902.

Anne Darby McCann Scholarship: This scholarship was established by the will of Mrs. McCann in 1964 in memory of her father, O.V. Darby, Wabash Class of 1878.
Thomas G. McCormick Scholarship: Mr. McCormick was a member of the Class of 1929.

C. Raymond Miller Memorial Scholarship: Established by the Board of Trustees, the fund honors C. Raymond Miller, a member of the Class of 1921 and former Eli Lilly and Company executive.

William S. (W1923) and Catherine G. Miller Scholarship: These scholarship grants are made and continued on the basis of both financial and academic achievement.

Caleb Mills Scholarships: These scholarships honor Caleb Mills, first professor of Wabash College and founder of the public school system in Indiana. They were made possible by the generous bequest of Helen Condit, granddaughter of Caleb Mills. These awards are made to Indiana students who show extensive financial need and who have outstanding personal characteristics and good academic potential. Preference is given to students from rural areas and small communities. Each scholarship is for four years.

Nicholas H. Noyes, Jr. Memorial Foundation Scholarship: Supports the financial aid program at Wabash College. In 1951, Nicholas H. Noyes and his wife Marguerite Lilly Noyes, established the family foundation in memory of their son, who died at the age of 28.

William Pearlman Scholarship: This fund was bequeathed to Wabash College by Charlotte S. Pearlman in memory of her husband who was a business leader in Crawfordsville for many years.

Byron and Pauline Prunk Scholarship: This scholarship was established by Mrs. Helen L. Prunk in honor of her parents, Dr. Byron F. Prunk, Class of 1892, and Pauline D. Prunk.

Russell E. Ragan Scholarship: This fund was established by his daughter, Peggy Ragan Hughes, and his son, Robert R. Ragan, Class of 1949. It is expended annually for a deserving student selected by the Dean of the College.

Reader’s Digest Foundation Scholarship: This scholarship was established in 1965.

E. A. Rhoads Scholarship: This fund provides scholarship aid for deserving Wabash students.

Robbins Brothers Memorial Fund: Created by members of the Robbins family, the fund honors Virgil Robbins, Class of 1924, and his brother, Ananias Robbins, Class of 1928.

Schultz Family Scholarship Endowment: This fund was established by Florence Schultz, whose family was in business in Crawfordsville over 50 years.

Theodore T. Schweitzer Scholarship: This fund was established by a bequest from Mr. Schweitzer, Class of 1925.

Melvin Simon and Associates, Inc. Scholarship: Income from this fund is used for scholarship purposes.

Lester Sommer Scholarship: This scholarship was established by friends of Lester Sommer H’41 on the occasion of his 90th birthday.

Harriet Benefiel Stokes Memorial: Established by Merle B. Stokes, Class of 1905, this fund honors the memory of his mother.

Michael Swank Scholarship: This fund was established by a bequest from Mr. Swank, Class of 1961.

Robert Alden Trimmer Memorial Scholarship: This scholarship was established by his parents in memory of Robert Alden Trimmer, Class of 1915, who served as a member of the Board of Trustees of the College from 1953 until his death in 1958. In addition to the annual scholarships listed above, a varying number of special single gifts are available each year for awards.

College Loan Funds

The College has funds from which students in need of assistance may borrow money to apply to their educational costs or to meet emergency situations. Eligibility and application for this support is administered through the Financial Aid Office. The principal funds which support loans to students are:

Finch Fellowship: This fellowship was established in 1923 by the will of Alice Finch, in memory of her father, Fabius M. Finch, and her brother, John A. Finch.

James M. Hains Fund: This fund was established in 1867 by a gift from James M. Hains, a Trustee of the College from 1876 to 1893.

Cyrus W. Knouff Loan Fund: Endowed by Cyrus W. and June D. Knouff, Class of 1898, the fund provides loans to assist worthy students in acquiring an education.

Walter H. Acheson Revolving Loan Fund: This fund was established in memory of Walter H. Acheson of the Class of 1923 by his family and many personal friends and business associates.

Ray Barnes Family Loan Fund: This fund was established in 1955 by Mr. and Mrs. Ray Barnes and family, newspaper publishers of Elwood, Indiana.

Ray Bently Loan Fund: This fund, established in 1957 by Mr. E. Ray Bently of Boston, Massachusetts, is designated for needy students.

M. Rudolph Campbell Memorial Loan Fund: This loan fund was established by Mrs. M. Rudolph Campbell in memory of her husband, Class of 1906.

Ellis Carson Loan Fund: This fund was established in 1946 by a gift from William Carson, father of Ellis Carson, Class of 1931, of Evansville, Indiana.

Bing Crosby Youth Fund Student Loan: This fund is to be used for loans to students who have satisfactorily completed their freshman year and are in need of financial help.

Don Gordon Evans Loan Fund: This fund was established by Mr. and Mrs. Dale V. Evans in memory of Don Gordon Evans of the Class of 1968.

Albert M. Gavit Memorial Loan Fund: The Gavit Fund was established by friends of Mr. Gavit.

A. H. Gisler Loan Fund: Established in 1954 by Mr. A. H. Gisler, Class of 1913, this fund is for students in financial distress of any kind.
Leland S. Hanicker Memorial Loan Fund: The Hanicker Fund was established by Mrs. Hanicker and her daughter, Ruth Hanicker, in memory of Leland S. Hanicker, Class of 1918.

Ralph G. Hesler Memorial Loan Fund: This fund was established in 1975 by the family and friends of Mr. Hesler, Class of 1943.

Holt and Olive Loan Fund: This loan fund was established by Mr. Henry Holt and Mr. George S. Olive of Indianapolis.

C. Ted and Thelma L. Johnson Fund: Established in 1970 by Mr. and Mrs. C. Ted Johnson of Indianapolis, the principal and interest of the fund may be used for loans for deserving and needy students of average scholastic ability.

William B. Johnston Loan Fund: This fund honors Mr. Johnston, who was a member of the Class of 1950.

George Valentine and Yvonne Kendall Loan Fund: This fund was established by Dean Kendall’s sister, Alice Rosamond Kendall. For many years Dean Kendall was an outstanding faculty member and the Dean of the College. For one year, in 1940-41, he served as Acting President of the College and then as Dean of the Faculty until his retirement in June 1957.

Edward H. (W1897) and Austin W. (W1885) Knight Student Aid Revolving Loan Fund: The principal and interest from this fund may be used in making loans and administered by the Board of Trustees of Wabash College or under its direction. The cash in this fund may be commingled with other Wabash loan funds. Preference shall be given to the initiated members, if any, of the Indiana Chapter of Phi Kappa Psi fraternity.

Mrs. Edward H. Knight Memorial Fund: This fund was established by gifts received by the College in Mrs. Knight’s memory.

Herbert G. Larsh Student Loan Fund: Established by his wife and daughter, the fund honors Mr. Larsh, who was a member of the Class of 1896.

Richard H. Lovell Memorial Loan Fund: Established in memory of Richard H. Lovell by his family and friends, the purpose of the fund is to provide temporary financial assistance to students.

Dean Norman C. Moore Student Fund: Established in 1998 by the Moore children in honor of Dean Moore’s 70th birthday and generously supported by many other Wabash alumni and their families, the Dean Norman C. Moore Student Fund honors the long-time Wabash College Dean of Students (1959-1984). To be administered at the discretion of the Dean of Students, the income from this endowed fund is used to assist students with personal financial situations that might preclude them from continuing or finishing their Wabash education.

Marshall A. Pipin Loan Fund: The Pipin Loan Fund was established by contributions to the College by friends of Marshall A. Pipin, Class of 1924, and Trustee of the College from 1961 to 1966.

Donald Reddick Loan Fund: The fund honors the memory of Dr. Reddick, Class of 1905.

Rohrman International Student Loan Fund: Established in 1994 by Mr. and Mrs. Robert Rohrman, the fund provides seed money to needy international students.

Ronald Bruce Shearer Revolving Loan Fund: This fund honors the memory of Ronald Bruce Shearer, Class of 1968, outstanding athlete and football co-caption. The fund was established by his family, Delta Tau Delta fraternity brothers, and classmates and friends.

Byron L. Stewart Memorial Loan Fund: This fund was established in 1966 by Mrs. Byron L. Stewart and friends in memory of Byron L. Stewart, Class of 1926, and Trustee of the College from 1963 to 1966.

Jean Van Dolah Memorial Revolving Loan Fund: Established by Harry J. Van Dolah and H. James Van Dolah, Class of 1966, in memory of their wife and mother, the fund, supported by family and friends, is to be used by students majoring in chemistry or in a pre-medical curriculum.

Louis Wiley Loan Fund: This fund was established in 1935 by a bequest from Louis Wiley, Wabash, LLD (1927).

Prizes and Awards

American Institute of Chemists Foundation: This annual award is presented to a senior chemistry major in recognition of the student’s academic ability, leadership, and professional promise.

D. J. Angus-Scientech Educational Foundation Award: Made by the D. J. Angus-Scientech Educational Foundation in recognition of excellence in science, mathematics, or social sciences, this award is presented to a student who has shown exceptional improvement in academic performance over the last year.

Baldwin Prize in Oratory: The late D. P. Baldwin, L.L.D., gave the College a sum, the interest from which is awarded annually to the three students who “compose and pronounce the best orations.”

James E. Bingham Award: Established by members of the law firm of Bingham Summers Welsh & Spilman, in memory of James E. Bingham, Class of 1911, this award is given each year to one or more distinguished seniors who will enroll in an A.B.A.-accredited law school for the next academic year. The cash award is presented at the Peck Award Banquet each spring with a member of Mr. Bingham’s law firm participating in the selection process.

W. N. Brigance Speakers Bureau Award: Established by May and James Ching, Class of 1951, in honor of W. N. Brigance, long-time chairman of the Speech Department and founder of the Speakers Bureau, this prize provides a cash award for the student who has done the most for the Speakers Bureau during his college career.

Edgar C. Britton Memorial Award in Chemistry: This cash award is given annually to a senior chemistry major selected by the Chemistry Department faculty for his promise in graduate study. The award was established in memory of Edgar C. Britton, who attended Wabash as a member of the Class of 1915.

John Maurice Butler Prize for Scholarship and Character: This cash prize, established by Mrs. Alpheus Henry Snow in 1923 in memory of her brother, John Maurice Butler, Class of 1887, is awarded to “the senior having the best standing in scholarship and character.”

Ernest G. Carscallen Prize in Biology: This prize is given in memory of Ernest G. Carscallen ’34, son of Professor and Mrs. George C. Carscallen. The income from the fund is awarded to an outstanding biology major in the senior class.

George E. Carscallen Prize in Mathematics: This prize is given in memory of Professor Carscallen (W1906), who taught mathematics at Wabash
from 1924-1956. Income from the fund provides an annual prize to a senior mathematics major selected for his outstanding achievement.

**F. Michael Cassel Political Science Award:** The Cassel Fund provides awards to political science majors of great promise. Scholarship awards are made to seniors for graduate study in political science. Project awards are made to juniors to promote independent research.

**Louis Catuogno, Jr. Piano Prize:** Made possible by a gift from Mrs. Edward McLean in memory of her brother, who was chairman of the Department of Piano at Texas Technological University at Lubbock, Texas, this prize is awarded to that student who, in the estimation of the chair of the Music Department at Wabash College, demonstrates ability and appreciation of piano as a medium of musical expression.

**Ryan Champion Theater Performance Award:** This award is given annually by the Wabash College Theater Department to a student demonstrating excellence in the areas of acting and directing. The award honors the memory of Ryan Champion, a member of the Class of 2007, who died in an automobile accident in 2004. Ryan’s participation in theater production work in the musical 1776, produced in October 2004, set a standard of quality and commitment recipients of this award will be expected to achieve. The endowment for the Ryan Champion Theater Performance award was established through a gift from Mr. Gregg Theobald, Class of 1992, and Ryan’s friends, family, and classmates.

**John F. Charles World History Prize:** This prize is awarded annually to the senior history major who is considered most outstanding in a field or fields of history other than American. It is presented by the History Department of the College in memory of their friend and colleague, John F. Charles H’52.

**Thomas A. Cole Alumni Prize in Biology:** In 1998, following the death of Thomas A. Cole, Class of 1958 and long-time Norman E. Treves Professor of Biology at the College, the Eliot Churchill Williams Alumnus Prize was renamed the Thomas A. Cole Alumni Prize in Biology. This prize is in memory of Professor Cole and his encouragement of research by Wabash graduates. The income from this prize will be awarded to a graduate who is involved in further study in the area(s) of biology, environmental science, or medicine.

**Community Service Award for Outstanding Work:** This award is given annually to the student or students who, in the judgment of the committee, have embodied the spirit of selfless community service to Wabash College, Crawfordsville, and Montgomery County. Its purpose is to highlight and reward humanitarian actions, on a night when Wabash honors it’s finest. The students will receive a plaque with their name and the year won, and $100 will be sent to the charity of their choosing. A large plaque will be maintained in the Dean of the College’s Office.

**J. Harry Cotton Prize in Philosophy:** The Cotton Prize is given to that student judged by the Philosophy Department to have done the best work in philosophy during the year.

**Joseph Johnston Daniels Awards in Philosophy of Law and Constitutional Law:** Established in 1974 by Katherine D. Kane in memory of her father, Joseph Johnston Daniels, Class of 1911, the Daniels Award for the best paper in philosophy of law is given to the student whose paper most effectively provides understanding and evaluation of the philosophical bases on which the Anglo-American legal order was constructed. In constitutional law, the Daniels Award is given to the student whose paper most effectively evaluates the effect of the United States Constitution by a decision of the Supreme Court of the United States.

**Fred N. Daugherty Award:** Established by the Directors of H-C Industries, this award, is given (at least once every four years) to a student from Montgomery County who has shown significant intellectual and social growth and achievement as a result of the Wabash experience.

**Randolph H. Deer Prize for Outstanding and Continued Work in Art:** Made possible by a gift from Randolph H. Deer, an Indiana native and lifelong supporter of the arts, the prize is set up to reward and encourage art majors for exceptional work during their freshman and sophomore years. The recipients are selected by the Art Department faculty based on their achievements in the art department. The prize will be awarded in two installments: half before the junior year, and renewable before the senior year.

**Robert S. Edwards Creative Writing Award:** A memorial to Robert S. Edwards, Class of 1943, in recognition of his deep faith in the power of language—especially the written word, this cash gift is given annually to that member of the junior or senior class who demonstrates the greatest skill and originality in creative writing in a course offered by the English Department.

**Ruth Margaret Farber Award in English:** This award is made each year from a fund established by John Farber, Class of 1915, of New York in honor of his mother, whose keen intellect, sound judgment, and generous hospitality made her home in Mills Place a beloved second home for students and faculty. The award goes to that member of the junior class who has shown the most promise as a student of English or American literature.

**Walter L. Fertig Prize in English:** This award is given annually to a member of the senior class who, in the judgment of the English Department, has accomplished distinguished work in his study of English and American literature. The prize takes the form of a cash award derived from a memorial fund established in 1977 by Mrs. Catharine Fertig, Paul Fertig, Class of 1941, and their families, with monies contributed by the friends of Walter L. Fertig, Class of 1938, long-time Milligan Professor of English Literature and chairman of the English Department.

**Walter L. Fertig Prizes in Freshman Writing:** This prize is given annually to three members of the freshman class for distinguished pieces of expository or creative writing nominated by the members of the faculty and judged by the English Department. First prize is a partial scholarship applicable the sophomore year, supplemented by a cash award. Second and third prizes are cash awards. They are derived from a memorial fund established in 1977 by Mrs. Catharine Fertig, Paul Fertig, Class of 1941, and their families, with monies contributed by the friends of Walter L. Fertig, Class of 1938, long-time Milligan Professor of English Literature and chairman of the English Department.

**Harold Q. Fuller Prize in Physics:** This award is presented annually to the junior physics major who is judged by the Physics Department to be most worthy. The award was established in 1979 by Harold Q Fuller, Class of 1928.

**Glee Club Senior Award:** This prize is awarded annually to those seniors who have made the most valuable contributions of effort and talent to the Glee Club while at Wabash. Selection is made by the active membership of the Glee Club.

**David B. Greene Award for Distinguished Work in Art History:** This award was established by Professor Greg Huebner H’77 to honor Dr.
Greene, distinguished professor of religion and music, Music Department chair, Humanities Division chair, and longtime friend and mentor from 1966-1988. Dr. Greene made tremendous contributions to all the fine arts programs during his tenure at Wabash College.

**American Legion Byron Cox Post 72 Theodore G. Gronert Scholarship Award:** The Gronert Scholarship is given annually to a senior who has demonstrated excellence in the study of United States history and government. It is presented by Byron Cox Post No. 72, the American Legion, in memory of Theodore G. Gronert H’59, a long-time professor of history at Wabash College and a former commander of the post.

**Nicholas McCarty Harrison Essay Award:** This is made each year from a fund established in 1944 by Mrs. Nancy E. Harrison in memory of her husband, Nicholas McCarty Harrison, Class of 1895. Income from the fund is to be used for awards to students who submit the best essays in the field of American studies.

**The Robert S. Harvey Outstanding Editor Award:** This prize is presented annually by the Wabash Board of Publications to the editor or editors, who above others, made the most significant contributions to student journalism at Wabash.

**Robert S. Harvey Journalism Awards:** These awards are presented annually, on the vote of the Board of Publications, to the chair of the Board of Publications and the editors of the member publications. These awards recognize the fact that the editors, above all others, had to make a sacrifice to make the publications successful. Mr. Harvey ’28 taught English 1941-79, Librarian 1941-42, Acting Dean 1942-44, and Registrar 1946-72. He supervised the college News Bureau, ran the Board of Publications, wrote citations for Alumni Awards of Merit, and became the college archivist.

**Lloyd B. and Ione Howell Scholarship Endowment for Chemistry Majors:** Established in 1948 by former students of Dr. L. B. Howell (W1909) and his wife, the scholarship is awarded to an upperclassman chemistry major.

**Dr. Paul T. Hurt Award for All-Around Freshman Achievement:** This award was established by his family in memory Paul T. Hurt, M.D., Class of 1909. The award is in the form of a cash gift to be given in April of each year to a deserving freshman student in recognition of all-around achievement in his first year at Wabash College. Selection of the winner of this award is made by the Dean of Students from among nominations submitted by all living units.

**Paul J. Hustling Award for Outstanding Work in Art:** This cash award is given annually to the art major who, in the judgment of the Art Department, has accomplished distinguished work in art. The award was established in 1983 in memory of Paul Hustling, Class of 1937, by his daughters Betsy Hustling and Suzanne Hustling Hutto and friends of Paul Hustling.

**Indiana Alumni Student-Athlete Award:** This award is given annually to a Wabash senior who has made a significant contribution to athletics at Wabash and who has achieved a respectable grade point average.

**Irwin-Garrard Prize:** Established by the Honorable William I. Garrard, Class of 1954, to honor his grandparents, William A. and Grace S. Irwin, and his mother, Doris I. Garrard, the prize provides a cash award to a Wabash College student who has accepted admission to the Indiana University-Bloomington School of Law. The Dean of the College will select the prizewinner each year.

**Robert Augustus King Prize in German:** Consisting of the income from an endowment given by Mrs. R. A. King, this prize is awarded each year to a student of the graduating class who has an exceptionally fine record in German and who will continue his education after graduation from Wabash. This prize is established to honor the memory of Professor King, who as teacher and registrar served the College from 1881-1919.

**Kenneth W. Kloth Design and Technical Theater Award:** This award is presented annually to a Wabash student for outstanding achievement in the area of scenic, lighting, costume, prop, and sound design or technical theater. This award in memory of Kenneth W. Kloth (1952-1995), Wabash College Scene Designer from 1979-1984, has been endowed by members of the Theater Department staff and Ken Kloth’s family, friends, and former students.

**Jack Kudlaty Endowment Fund:** This fund was established to honor and to extend Professor Jack Kudlaty's lifelong commitment to teaching and scholarship in Spanish language and literature. The specific uses of the Kudlaty Endowment Fund shall be: to honor the outstanding senior Spanish major at Wabash College with a prize to be known as the Kudlaty Prize for the Outstanding Senior Spanish Major; to fund the acquisition of books of literature and poetry (or other teaching materials), originally written in Spanish, for the permanent collection of the Lilly Library at Wabash College; and to fund a portion of the salary and expenses of interns from the Institute for International Studies (or similar outside agencies) who come to Wabash College to assist in the teaching of Spanish language courses. Dr. Kudlaty was a member of the Class of 1959.

**Jim Leas Outstanding Student-in-Journalism Award:** Endowed by the Crawfordsville Journal-Review, the award is a cash prize given to that student who, in the judgment of the Wabash College Board of Publications, best exemplifies those standards of journalistic excellence which Jim Leas demonstrated in his 20 years of sports writing. The name of the recipient will be inscribed on a plaque to be permanently placed in the College gymnasium.

**Annie Crim Leavenworth French Prize:** This award is presented annually to a student of French who demonstrates exceptional dedication to French language, literature, and culture. Annie Crim Leavenworth was the first woman to hold the rank of Assistant Professor and one of the first French professors at Wabash. The French Medal, made from a coin from the French Mint, is also presented to the recipient of the Leavenworth Prize.

**Erminie C. Leonardis Theater History Award:** This award is presented annually to a student who, in the estimation of the Theater Department faculty, has done outstanding work in the study of theater history, dramatic literature or criticism. The award was established in memory of Erminie C. Leonardis (1915-1994) by her cousins, Lucille Gentile and Lucille Fraumeni, and her life-long friend, James Fisher, Wabash College Professor of Theater.

**George A. Lipsky Memorial Award:** This prize is designed to recognize that student who most closely represents the characteristics of excellence that were possessed by George A. Lipsky, chair of the Political Science Department from 1967-1971. The award will be predicated on the student's breadth of learning, not merely in the field of political science, but in the disciplines within the liberal arts curriculum as well; the student's commitment to humane and civilized values; and the student's ability to analyze and evaluate contemporary social issues.

**George D. Lovell Award:** The Lovell Award is presented annually to a junior or senior who has exhibited significant academic achievement in
social studies. This award is provided by income from a fund established in 1986 by family, friends, colleagues, and former students of Dr. Lovell, long-time chairman of Division III, chairman of the Psychology Department, and Beesley Distinguished Professor. The recipient is chosen by the Chair of Division III and the Dean of Students, with preference, when appropriate, for a minority student with financial need.

George Lewes Mackintosh Memorial Fund: Established by the late James Putnam Goodrich in memory of the sixth president of the College, the fund provides scholarships to six graduating seniors each year, without regard to need, who will be going on to graduate or professional schools. The recipients of the scholarships are designated as Mackintosh Fellows. Selection is made by a committee of the College upon departmental recommendations.

Malcolm X Institute Merit Awards: These prizes are given annually to those seniors who, in the judgment of the Director, have made significant contributions to the Malcolm X Institute during their tenure at Wabash College.

McLain Prize in Classics: Endowed in 1965 by a gift from an anonymous friend of the College and of the Classics, the prize provides an annual cash award to the member of the senior class whose achievement in Greek and Latin or in the Classics has been the most distinguished. The prize honors the memory of Henry Zwingli McLain, a professor of Greek and Secretary of the Faculty, 1874-1907.

Caleb Mills Award in Education: Honoring the memory of the founder of the public school system, Caleb Mills, the prize is awarded annually to a member of the graduating class whose achievement and contribution to teacher education and student teaching have been the most distinguished. The recipient is usually committed to public school teaching.

John N. Mills Prize in Religion: In honor of her husband, John N. Mills, Class of 1878, Mrs. Mabel M. Mills established a fund, the income from which is to be awarded to the three students of the junior class who rank highest in an examination of the English Bible. The awards are given to those who have done excellent work in religion courses, including courses on the Bible, in the Department of Religion.

John N. Mills Fellowship in Religion: This award is to be used for graduate study, and made to a senior who has done excellent work in the Religion Department.

R. Robert Mitchum Glee Club Leadership Award: This annual award is presented to a member of the Glee Club who, in the judgment of the Director, demonstrates leadership qualities in the efforts of the Glee Club. The award is derived from the R. Robert Mitchum Glee Club Endowment established by former Glee Club members to remember his great contributions to the Wabash Glee Club. Robert Mitchum H’59 served as Director of the Glee Club for 22 years starting in 1947.

Joseph O’Rourke, Jr. Prize in Speech: The O’Rourke Prize recognizes the best senior project as determined by the faculty of the Rhetoric Department. The senior project program was initiated by Professor O’Rourke H’65 in the 1970s, and the prize, funded by members of the O’Rourke family and friends, honors this program and other contributions by Professor O’Rourke to teaching and learning during his 37 years of service to Wabash College.

Patterson-Goldberger Freshman Journalism Award: This award was established by Professor of English Thomas P. Campbell and his family, and is presented to the member of the freshman class who, in the opinion of the Board of Publications, has contributed most significantly to journalism in his first year at Wabash College. The prize honors Thomas McDonald Patterson, 1865, who owned Denver’s Rocky Mountain News, and Alexander Goldberger, 1925, who as chairman of the Board of Publications while a student at Wabash established the College as a member of Pi Delta Epsilon national journalism society.

David W. Peck Medal: The Peck Medal is awarded each year by the President of the College to a Wabash senior and to a practicing attorney to recognize “promise or eminence in the law.” The Peck Medal is made possible by a gift of John P. Collett in recognition of Mr. Peck’s distinguished career as lawyer and judge. Mr. Peck was a member of the Class of 1922.

Robert O. Petty Prize in Nature Writing: Established by Dr. W. Franklin Harris (Class of 1964) in memory of Dr. Petty, Professor of Biology at Wabash from 1959-1990, is given annually to encourage and recognize student writing that draws on the fertile boundary of the sciences and the humanities. An ecologist, as well as a poet and nature writer, Professor Petty held that “only at the margins of knowledge can we discover some essential, critical perspective of the field we labor in, and come to a better definition of what lies at the center. . . ” His quest for a truer perception of our place in nature and nature’s place in us was what mattered most.

Phi Beta Kappa Prize: The Phi Beta Kappa Prize was established to encourage original work of high creative and scholarly merit, as distinct from proficiency in normal course work. It is a cash prize given annually by the Wabash chapter of Phi Beta Kappa to that undergraduate who is judged to have produced the most original and meritorious piece of work, whether artistic or analytical. Nominations of student contributions are made by the members of the entire teaching faculty, and the entries are judged by a special committee of the Chapter.

Physics Department Writing Prize: This an award was established by the Physics Department to encourage and reward quality writing in physics. It is given to the physics student who, in the judgment of the Physics Department, has written a paper on original experimental or theoretical work that demonstrates the highest standards of scientific writing. The prize will be a physics book selected by the department, and the student’s name will be added to a plaque displayed in Goodrich Hall.

J. Crawford Polley Prize in Mathematics: Offered annually by the mathematics department for meritorious work by a student in mathematical writing and problem solving, the prize honors J. Crawford Polley H’33, who was professor of mathematics at Wabash from 1929-1966. Work considered for the prize includes short articles and interesting problems with elegant solutions. Entries are judged on their mathematical content and expository style.

Distinguished Senior in Psychology Award: This prize is given to the senior Psychology major who best represents the department’s ideal for outstanding research, scholarship, and service.

Richard O. Ristine Law Award: Presented each year at the Peck Awards Banquet to one or more individuals in recognition of their contributions to Wabash and the practice of the law, the award is named in honor of a man whose service to both Wabash and the law is inspiring. Ristine graduated from Wabash, summa cum laude and Phi Beta Kappa, in 1941. He attended the Columbia University Law School and received his degree in 1943. The recipients of the Richard O. Ristine Law Award shall be honored for a love for the law and a love for Wabash that Richard O. Ristine spent a lifetime upholding.
Benjamin A. Rogge Memorial Award: This award is made to that academically outstanding member of the senior class who best articulates the free-market philosophy and ideals of Ben Rogge H’53. The winner is selected by the Economics Department and the Rogge Memorial Committee.

Lewis Salter Memorial Award: Established by the Class of 1990, the award is given to that member of the junior class who best exemplifies the characteristics of scholarship, character, leadership, and service. Dr. Lewis Salter H’57 embodied as a Wabash faculty member and as Wabash’s 12th president.

Stephen Schmutte Prize: Awarded for the outstanding student paper in economics, the prize shall be presented each year to the student paper which, in the judgment of the department, best reflects the qualities of cogent analysis and clarity of exposition which were the hallmarks of Stephen Schmutte ’66, a dedicated and very effective teacher in the department from 1968 to 2000.

Senior Award of Merit: Awarded annually by the Student Senate in conjunction with the National Association of Wabash Men, the prize is given to the senior who, throughout his years at Wabash College, has demonstrated outstanding achievement in scholarship, service, and extracurricular activities. The award is particularly meaningful in that the entire nominating process and final selection of the recipient are performed solely by Wabash students. The honor is truly a reflection of the beliefs of the recipient’s peers.

N. Ryan Shaw II Award: This award, in the form of a Wabash captain’s chair, is presented annually to the senior chosen by the Political Science Department as the department’s outstanding major. The award is given by Virginia J. Shaw in memory of her husband, a member of the Class of 1953.

Warren Wright Shearer Prize in Economics: The Shearer Prize is presented annually to that student who, by vote of the faculty of the Economics Department, has the best command of economic theory. This prize is established to recognize the contributions made by Warren Wright Shearer ’36 in his long years of service to Wabash College. As an economist and a teacher of economics, he demanded of himself and his students a thorough mastery of the analytical tools of the economist.

Dr. Frank H. Sparks Award for All-Around Student Achievement: The Sparks Award is given annually to a senior “who has done much during the past year to promote the true spirit and purpose of Wabash College.” Selection is made by the Dean of Students and the Dean of the College. Such factors as general attitude, participation in extracurricular activities and athletics, scholarship, and all-around personal achievement are considered.

Dean Stephens Award: A memorial to Dean Stephens, a member of the Wabash College coaching staff who was killed in an airplane accident in October 1958, the award is given annually to that member of the junior class who best reflects the broad intellectual and personal interests, the high moral courage, and the humane concerns of Dean Stephens himself.

Stephens-Hall Senior Scholarship: This scholarship was established in memory of Waldo Stephens H’72 and Scott Keith and Andrew David Hall, and is presented each spring to a deserving senior of demonstrated worth who plans to continue his education.

Norman E. Treves Science Award: Established by Dr. Norman Treves, Class of 1915, the Treves Award is annually awarded to a member of the senior class concentrating in Division I, selected by the faculty of that division, who has shown the greatest progress academically and as an individual during his junior year.

Underwood Award in Chemistry: This prize is presented annually to the junior student majoring in chemistry who, in the opinion of the department, is most deserving. The cash award was established by Mr. J. E. Underwood, Jr. and Caroline Underwood in memory of their mother and father, Julius E. “Jude” Underwood, Sr., Class of 1911.

Pete Vaughan Outstanding Athlete Award: The Pete Vaughan Award is presented annually by the National Association of Wabash Men to the outstanding athlete of the year. This award recognizes the 30 years of distinguished service that Robert E. (Pete) Vaughan H’54 gave to Wabash College as a coach and athletic director.

Wall Street Journal Award: This award given annually to the senior economics major who has exhibited the best analytical ability in his major field. The recipient is selected by vote of the Economics Department faculty. The award consists of a one-year subscription to the Wall Street Journal plus an appropriate engraved paperweight.

Wedgeworth Lilly Library Research, Scholarship & Creativity Awards: These awards are funded by Mr. and Mrs. Robert Wedgeworth ’59. Mr. Wedgeworth, an emeritus member of the Wabash College Board of Trustees (an Active Trustee from 1998 to 2005), served as President of ProLiteracy Worldwide, University Librarian and Professor of Library Administration and Professor of Library and Information Science at the University of Illinois at Urbana-Champaign (UI), Dean of the School of Library Service at Columbia University, and the Executive Director of the American Library Association. He was nominated by President Obama to serve on the National Museum and Library Services Board of the National Foundation on the Arts and the Humanities.

William Nelson White Scholarship Award: This prize was established in 1998 by Luke White ’34 and W.N. White Farms Inc. to honor the memory of Luke’s father, William Nelson White, a lawyer in Covington, Indiana. The recipient of the scholarship shall be a senior selected by the College on the basis of scholarship, personal integrity, and an understanding of the professional requirements of the practice of law.

Eliot Churchill Williams Fund: This endowed fund was established by family and friends in memory of Professor Williams H’53, who served the College and the Biology Department from 1948-1983. The endowment supports the Eliot Churchill Williams Undergraduate Prize in Biology, awarded to an undergraduate student who is majoring in biology.

Honorary Societies

Alpha Psi Omega is a national honorary fraternity for students who work in college theater. The Wabash College chapter, the Scarlet Masque, was established in 1955.

Delta Phi Alpha is a national honorary society for outstanding students of German. Eligibility depends upon the completion of four semesters of German with a grade of B+ or better and evidence of continued interest in the German language and culture. The Gamma Alpha chapter at Wabash was founded in 1947.

Delta Sigma Rho-Tau Kappa Alpha is a national intercollegiate forensic organization. Its purpose is to recognize excellence in public speaking and to promote interest in forensics.

Eta Sigma Phi is a national classical honorary fraternity, which recognizes outstanding students of Latin and Greek and promotes
interest in classical study. The Wabash College chapter was established in 1954.

**Phi Beta Kappa** is the oldest American fraternity was founded at the College of William and Mary in 1776. The Wabash chapter was established in 1898.

**The Hovey Honorary Chemical Society** was founded during the first annual Wabash Chemistry Week, in 2012. At its core, the society embodies an ongoing Wabash tradition of celebrating the achievements of our outstanding students. Initiates are selected for their superior performance in chemistry and biochemistry courses.

**Phi Sigma Iota** is an honorary society for students interested in classical and modern languages. The Wabash chapter was founded in 1979. Students are initiated into the society based upon excellence and evidence of continued interest in classical or modern language.

**Psi Chi** is a national honorary society whose purpose is to stimulate and encourage scholarship in psychology. Academic excellence in psychology and in other subjects is required for election to membership.

**Sigma Xi Club**: The DePauw-Wabash Sigma Xi Club was established in 1944 under the auspices of The Society of Sigma Xi, a national graduate honorary scientific society. Its regular membership is composed of Wabash and DePauw faculty members who are members of the national society. The club may elect to local membership college graduates of the community whose training has been in the field of science, and elect to local student membership a limited number of senior science students of outstanding scholarship.
# ADMINISTRATION

## President’s Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregory D. Hess</td>
<td>President</td>
</tr>
<tr>
<td>James L. Amidon</td>
<td>Chief of Staff and Director of Strategic Communications</td>
</tr>
<tr>
<td>Beverly Cunningham</td>
<td>Executive Administrative Assistant to the President</td>
</tr>
<tr>
<td>Scott E. Feller</td>
<td>Dean of the College</td>
</tr>
<tr>
<td>Larry B. Griffith</td>
<td>Chief Financial Officer and Treasurer of the College</td>
</tr>
<tr>
<td>Michelle Janssen</td>
<td>Dean for College Advancement</td>
</tr>
<tr>
<td>Steven L. Jones</td>
<td>Dean for Professional Development and Director of the Malcolm X Institute of Black Studies</td>
</tr>
<tr>
<td>Michael P. Raters</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Michael F. Thorp</td>
<td>Dean for Enrollment Management</td>
</tr>
</tbody>
</table>

## Advancement

### College Advancement Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Janssen</td>
<td>Dean for College Advancement</td>
</tr>
<tr>
<td>Kelly Martin</td>
<td>Senior Administrative Assistant for Advancement</td>
</tr>
</tbody>
</table>

### Alumni and Parent Relations

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Hoffman</td>
<td>Director of Alumni and Parent Relations</td>
</tr>
<tr>
<td>Pam Rager</td>
<td>Administrative Assistant for Alumni and Parent Relations</td>
</tr>
<tr>
<td>Michele M. Ward</td>
<td>Senior Coordinator of Alumni and Parent Communications</td>
</tr>
<tr>
<td>Mike Warren</td>
<td>Senior Associate Director of Alumni and Parent Relations</td>
</tr>
</tbody>
</table>

### Development

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph R. Klen</td>
<td>Associate Dean for College Advancement and Campaign Director</td>
</tr>
<tr>
<td>Kevin Andrews</td>
<td>Director of Annual Giving and Advancement Services</td>
</tr>
<tr>
<td>April Fouty</td>
<td>Gift Processing and Advancement Assistant</td>
</tr>
<tr>
<td>Phil Garrett</td>
<td>Coordinator of Prospect Management and Research</td>
</tr>
<tr>
<td>Lora Hess</td>
<td>Coordinator of Advancement Communications</td>
</tr>
<tr>
<td>Marianne Isaacs</td>
<td>Assistant Director of Annual Giving</td>
</tr>
<tr>
<td>Rhonda L. Maynor</td>
<td>Gift Processing Coordinator</td>
</tr>
<tr>
<td>Aaron Selby</td>
<td>Major Gifts Officer</td>
</tr>
<tr>
<td>Marilyn R. Smith</td>
<td>Coordinator of Stewardship</td>
</tr>
<tr>
<td>David C. Troutman</td>
<td>Director of Gift Planning</td>
</tr>
<tr>
<td>Adam Van Zee</td>
<td>Major Gifts Officer</td>
</tr>
<tr>
<td>Deborah Woods</td>
<td>Corporate and Foundation Relations Officer</td>
</tr>
</tbody>
</table>

### Business Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry B. Griffith</td>
<td>Chief Financial Officer and Treasurer of the College</td>
</tr>
<tr>
<td>Misty D. Cassida</td>
<td>Administrative Assistant to the Business Office</td>
</tr>
<tr>
<td>Dawn Hoffman</td>
<td>Business Office Assistant</td>
</tr>
<tr>
<td>Catherine A. Metz</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Nicole Mitchell</td>
<td>Business Office Assistant</td>
</tr>
<tr>
<td>Cindy Snellenbarger</td>
<td>Director of Accounting Services</td>
</tr>
<tr>
<td>Teresa Teague</td>
<td>Travel Coordinator</td>
</tr>
<tr>
<td>Cathy VanArsdall</td>
<td>Controller</td>
</tr>
</tbody>
</table>

### Bookstore and Purchasing

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas E. Keedy</td>
<td>Director of Business Auxiliaries</td>
</tr>
<tr>
<td>Heather Bazzani</td>
<td>Business Auxiliaries Support</td>
</tr>
<tr>
<td>Kelsie Merriett</td>
<td>Business Auxiliaries Support</td>
</tr>
<tr>
<td>Suzanne Zadai</td>
<td>Business Auxiliaries Assistant</td>
</tr>
</tbody>
</table>

### Campus Services

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Morgan</td>
<td>Director</td>
</tr>
<tr>
<td>Brian Kelly</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Eva Legg</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Joy McCammack</td>
<td>Office Manager</td>
</tr>
</tbody>
</table>

### Trippet Hall

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lissa Mason</td>
<td>Coordinator of Trippet Hall</td>
</tr>
</tbody>
</table>

### Communications and Marketing

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>James L. Amidon</td>
<td>Chief of Staff and Director of Strategic Communications</td>
</tr>
<tr>
<td>Kim Johnson</td>
<td>Director of Communications and Marketing</td>
</tr>
<tr>
<td>Stephen D. Charles</td>
<td>Director of Publications</td>
</tr>
<tr>
<td>Karen Handley</td>
<td>Senior Administrative Assistant for Communications &amp; Marketing</td>
</tr>
<tr>
<td>R. Brent Harris</td>
<td>Director of Sports Information and Marketing</td>
</tr>
<tr>
<td>Richard Paige</td>
<td>Associate Director of Communications and Marketing</td>
</tr>
<tr>
<td>Becky Wendt</td>
<td>Graphic Designer</td>
</tr>
</tbody>
</table>

### Dean of the College

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott E. Feller</td>
<td>Dean of the College</td>
</tr>
<tr>
<td>Preston R. Bost</td>
<td>Director of Institutional Research</td>
</tr>
<tr>
<td>Christina M. Duff</td>
<td>Senior Administrative Assistant to the Dean of the College</td>
</tr>
<tr>
<td>Jonathan D. Jump</td>
<td>Associate Dean of the College</td>
</tr>
<tr>
<td>Todd F. McDorman</td>
<td>Senior Associate Dean of the College</td>
</tr>
</tbody>
</table>
**Departmental Administrative Assistants**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Barclay</td>
<td>Classics, Modern Languages and Literature</td>
</tr>
<tr>
<td>Rochella L. Endicott</td>
<td>Biology, Chemistry</td>
</tr>
<tr>
<td>Violet Mayberry</td>
<td>English, Philosophy, Religion</td>
</tr>
<tr>
<td>Minde Mills</td>
<td>Art, Music, Rhetoric, Theater</td>
</tr>
<tr>
<td>Pamela Sacco</td>
<td>Economics, History, Political Science, Psychology</td>
</tr>
<tr>
<td>Linda Weaver</td>
<td>Mathematics, Computer Science, Physics, Education Studies</td>
</tr>
</tbody>
</table>

**Division/Departmental Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Burke</td>
<td>Chemistry Stockroom Manager</td>
</tr>
<tr>
<td>Mark Elrod</td>
<td>Biology Lab Manager/Preparator</td>
</tr>
<tr>
<td>Matthew Roark</td>
<td>Systems Administrator and Biophysics Researcher</td>
</tr>
<tr>
<td>Jill C. Rogers</td>
<td>Pre-Health Professions Advisor &amp; Quantitative Skills Center Coordinator</td>
</tr>
</tbody>
</table>

**Center of Inquiry in the Liberal Arts**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles F. Blaich</td>
<td>Director</td>
</tr>
<tr>
<td>Phil Garrett</td>
<td>Assistant Research and Data Analyst</td>
</tr>
<tr>
<td>Adrea Hernandez</td>
<td>Research Analyst and Data Manager</td>
</tr>
<tr>
<td>Barbara Lawhorn</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Kelly McDorman</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Kristen Skillrud</td>
<td>Director of Survey and Institutional Research</td>
</tr>
<tr>
<td>Michelle Spencer</td>
<td>Research Analyst and Data Manager</td>
</tr>
<tr>
<td>Kathleen Spencer</td>
<td></td>
</tr>
<tr>
<td>Information Wise</td>
<td>Associate Director</td>
</tr>
</tbody>
</table>

**Lilly Library**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>John E. Lamborn</td>
<td>College Librarian and Director of Lilly Library</td>
</tr>
<tr>
<td>Susan E. Albrecht</td>
<td>Acquisitions Manager and Graduate Fellowship Advisor</td>
</tr>
<tr>
<td>Jeffery A. Beck</td>
<td>Reference Librarian</td>
</tr>
<tr>
<td>Brian C. McCafferty</td>
<td>Catalog Librarian</td>
</tr>
<tr>
<td>Diane M. Norton</td>
<td>Circulation and Music Collection Coordinator</td>
</tr>
<tr>
<td>Linda A. Petrie</td>
<td>Assistant Archivist</td>
</tr>
<tr>
<td>Elizabeth F. Swift</td>
<td>College Archivist</td>
</tr>
<tr>
<td>Laura L. Vogler</td>
<td>Electronic Resources Management Coordinator</td>
</tr>
</tbody>
</table>

**Office of Student Enrichment**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zachary W. Koppelmann</td>
<td>Director of the Writing Center</td>
</tr>
</tbody>
</table>

**Registrar’s Office**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan D. Jump</td>
<td>Registrar</td>
</tr>
<tr>
<td>Miriam C. Foster</td>
<td>Associate Registrar</td>
</tr>
</tbody>
</table>

**Research Associates**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patience Plummer Barnes</td>
<td>Research Associate</td>
</tr>
<tr>
<td>Julie A. Olsen</td>
<td>Research Associate</td>
</tr>
</tbody>
</table>

**Wabash Center for Teaching and Learning in Theology and Religion**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadine S. Pence</td>
<td>Director</td>
</tr>
<tr>
<td>Gina Haile</td>
<td>Coordinator of Grants</td>
</tr>
<tr>
<td>Paul O. Myhre</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Patricia Overpeck</td>
<td>Meeting Coordinator</td>
</tr>
<tr>
<td>Thomas Pearson</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Beth Reffett</td>
<td>Administrative Assistant to the Associate Directors</td>
</tr>
<tr>
<td>Mary Stimming</td>
<td>Associate Director for Special Programs</td>
</tr>
<tr>
<td>Sherry Wren</td>
<td>Communications Director</td>
</tr>
</tbody>
</table>

**Wabash Pastoral Leadership Program**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Nelson</td>
<td>Director</td>
</tr>
<tr>
<td>Rachel Hassler</td>
<td>Administrative Assistant to the Wabash Pastoral Leadership Program and Trippet Hall</td>
</tr>
<tr>
<td>Elizabeth Manning</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Raymond B. Williams</td>
<td>Advisor</td>
</tr>
</tbody>
</table>

**Dean of Students**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael P. Raters</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Marcus R. Welch</td>
<td>Associate Dean of Students</td>
</tr>
<tr>
<td>Heather Thrush</td>
<td>Director of Student Engagement and Success</td>
</tr>
<tr>
<td>Sherry J. Ross</td>
<td>Senior Administrative Assistant to the Dean of Students</td>
</tr>
<tr>
<td>Athletics Department</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Joseph R. Haklin</td>
<td>Director of Athletics and Campus Wellness</td>
</tr>
<tr>
<td>Brian Anderson</td>
<td>Head Wrestling Coach</td>
</tr>
<tr>
<td>Kyle Brunett</td>
<td>Head Basketball Coach</td>
</tr>
<tr>
<td>Terrence Corcoran</td>
<td>Head Lacrosse Coach</td>
</tr>
<tr>
<td>Mark Elizondo</td>
<td>Head Athletic Trainer</td>
</tr>
<tr>
<td>Jason Hutchison</td>
<td>Facilities Manager, Head Tennis Coach</td>
</tr>
<tr>
<td>Christoph Keller</td>
<td>Head Soccer</td>
</tr>
<tr>
<td>Jake Martin</td>
<td>Head Baseball Coach</td>
</tr>
<tr>
<td>Donald Morel</td>
<td>Head Football Coach</td>
</tr>
<tr>
<td>Clyde Morgan</td>
<td>Head Track Coach</td>
</tr>
<tr>
<td>Brent Noble</td>
<td>Head Swimming and Diving Coach</td>
</tr>
<tr>
<td>Erin O’Connor</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Thomas Perkins</td>
<td>Equipment Manager</td>
</tr>
<tr>
<td>Malcolm Petty</td>
<td>Head Golf Coach</td>
</tr>
<tr>
<td>Sue Schneider</td>
<td>Athletics Administrator of Internal Operations</td>
</tr>
<tr>
<td>Lauren Vincent</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td>Colin Young</td>
<td>Head Cross Country Coach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling Service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie Douglas, M.A.</td>
<td>Counselor</td>
</tr>
<tr>
<td>Kevin Swain, M.A.</td>
<td>Counselor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and Security</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard G. Woods</td>
<td>Director of Safety and Security</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Health Service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott K. Douglas, M.D.</td>
<td>College Physician</td>
</tr>
<tr>
<td>John R. Roberts, M.D.</td>
<td>College Physician</td>
</tr>
<tr>
<td>Carol Lamb, R.N.</td>
<td>College Nurse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael F. Thorp</td>
<td>Dean for Enrollment Management</td>
</tr>
<tr>
<td>Matt Bowers</td>
<td>Assistant Director of Admissions</td>
</tr>
<tr>
<td>Leannah M. Brown</td>
<td>Data Coordinator for Admissions and Financial Aid</td>
</tr>
<tr>
<td>Michael Demeter</td>
<td>Admissions Counselor</td>
</tr>
<tr>
<td>Caitlin Ebbinghaus</td>
<td>Assistant Director of Admissions</td>
</tr>
<tr>
<td>Nikolas Jones</td>
<td>Admissions Counselor</td>
</tr>
<tr>
<td>Kim King II</td>
<td>Associate Director of Admissions</td>
</tr>
<tr>
<td>Patrick Kvachkoff</td>
<td>Admissions Counselor</td>
</tr>
<tr>
<td>Trisha Mishler</td>
<td>Admissions Secretary</td>
</tr>
<tr>
<td>James Quill</td>
<td>Assistant Director of International Admissions</td>
</tr>
<tr>
<td>Kristen Strandberg</td>
<td>Arts Recruitment Coordinator</td>
</tr>
<tr>
<td>Charles M. Timmons</td>
<td>Associate Dean for Enrollment and Director of Admissions</td>
</tr>
<tr>
<td>Mary L. Tollw</td>
<td>Campus Visit Coordinator</td>
</tr>
</tbody>
</table>

| Tyler Wade | Senior Assistant Director of Admissions |

<table>
<thead>
<tr>
<th>Financial Aid Office</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Heidi Carl</td>
<td>Associate Dean for Enrollment and Director of Financial Aid</td>
</tr>
<tr>
<td>Apryl Bradley</td>
<td>Assistant Director of Financial Aid</td>
</tr>
<tr>
<td>Laura A. Frey</td>
<td>Associate Director of Financial Aid</td>
</tr>
<tr>
<td>Sharon Hankins</td>
<td>Administrative Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development and Malcolm X Institute of Black Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven L. Jones</td>
<td>Dean for Professional Development and Director of the Malcolm X Institute of Black Studies</td>
</tr>
<tr>
<td>Clyde Morgan</td>
<td>Assistant Director of the Malcolm X Institute of Black Studies</td>
</tr>
<tr>
<td>Jennifer Morgan</td>
<td>Senior Administrative Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schroeder Center for Career Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Scott Crawford</td>
<td>Director of Schroeder Center for Career Development</td>
</tr>
<tr>
<td>Cassandra J. Hagan</td>
<td>Assistant Director for Experiential Programs and Alliances</td>
</tr>
<tr>
<td>Julia A. Hynes</td>
<td>Coordinator of Career Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entrepreneurial Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roland Morin</td>
<td>Director of Center for Innovation, Business, and Entrepreneurship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board of Trustees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay R. Allen ’79</td>
<td>Managing Director</td>
</tr>
<tr>
<td>Banc of America Securities</td>
<td></td>
</tr>
<tr>
<td>Jeremiah C. Bird ’00</td>
<td>Co-Founder</td>
</tr>
<tr>
<td>270 Strategies</td>
<td></td>
</tr>
<tr>
<td>Stephen S. Bowen ’68, Chairman of the Board</td>
<td>Retired Senior Partner</td>
</tr>
<tr>
<td>Latham and Watkins</td>
<td></td>
</tr>
<tr>
<td>William P. Brady ’85</td>
<td>Senior Vice President of Distribution</td>
</tr>
<tr>
<td>Capital Group</td>
<td></td>
</tr>
<tr>
<td>David A. Broecker ’83</td>
<td>President and CEO</td>
</tr>
<tr>
<td>Indiana Biosciences Research Institute</td>
<td></td>
</tr>
<tr>
<td>David L. Callecod ’89</td>
<td>President and CEO</td>
</tr>
<tr>
<td>Lafayette General Health</td>
<td></td>
</tr>
<tr>
<td>James A. Davlin V ’85</td>
<td>Retired Vice President, Finance, and Treasurer</td>
</tr>
</tbody>
</table>
General Motors
Jennifer Evans
Former Vice President
Continental Bank in Chicago, Citibank in New York
John N. Fox, Jr. ’64
Retired Vice Chairman
Deloitte Consulting Services LLP
Robert T. Grand ’78
Managing Partner
Barnes & Thornburg LLP
Gregory D. Hess
President
Wabash College
Theodore F. Holland III ’71
Physician
Urology of Indiana
Daryl E. Johnson ’82
Transportation Supervisor/Fleet Manager
Fresenius Health Care North America
Ray W. Jovanovich ’84
Retired Director & Chief Investment Officer
Amundi Asia
Peter M. Kennedy III ’68
Chairman and CEO
Eighteen Seventy Corporation
James J. Kilbane ’84
Managing Director
Mesirow Financial Investment Management
Rade R. “Ray” Klijajic ’78
Principal
American Public Infrastructure
Frank R. Kolisek ’82, M.D.
Orthopedic Surgeon
Past-President of OrtholIndy
Raymond E. LaDriere ’78
Senior Partner and Deputy General Counsel
Locke Lord LLP
David P. Lewis ’81
Vice President-Global Taxes, Chief Tax Executive, and Assistant Treasurer
Eli Lilly & Co.
Harry F. “Mac” McNaught, Jr. ’76
President
Denison Properties, Inc.
Alex A. Miller ’71
Retired Senior Vice President and General Manager
L-3 Communications
Cory M. Olson ’85
Retired President
LNR Property, LLC
Jeffrey M. Perkins ’89
Founder
Huntbridge
Kelly D. Pfledderer ’96
Retired Founder and CEO
Apparatus
Gary D. Reamey ’77
Retired Principal, Edward Jones
Chairman & CEO, Reamey Partners Ltd.
Fred W. Ruebeck ’61
Retired Director, Investments
Eli Lilly & Co.
John C. Schroeder ’69
President
Wabash Plastics, Inc.
David N. Shane ’70
Chairman of the Executive Committee
Director
LDI, Ltd. LLC
K. Donald Shelbourne ’72, M.D.
Orthopedic Surgeon
Shelbourne Knee Center
Walter S. Snodell III ’68
Chairman and CEO
Peerless Industries, Inc.
Thomas M. Walsh ’73
Retired Partner
Dentons
William J. Wheeler ’83
President
Athene Holding Ltd.
James P. Williams ’66
President
Broadcasting Unlimited, Inc.
Peter C. Wilson ’84
President
Pyromation, Inc.
Paul Woolls ’75
Proprietor
Progeny Winery

Emeritus Trustees

Robert E. Allen ’57
Allan J. Anderson ’65
John W. Bachmann ’60
Joseph D. Barnette, Jr. ’61
Roger D. Billings, Jr. ’59
Dudley A. Burgess ’64
Richard A. Calacci '91
James R. Cumming '61
G. Michael Dill '71
Walter Y. Elisha '54
Thomas L. Emmick, Ph.D., '62
David W. Givens '56
Charles W. Goering '51
Mitsuya Goto '55
Thomas A. Hays '55
Larry K. Hutchison '63
Thomas J. Klingaman '52
David S. Orr '57
David W. Pancost '69, Ph.D.
Bruce A. Polizotto '63
Joseph E. Turk '00
Robert J. Wedgeworth, Jr., Ph.D. '59
Frederick W. Wilson, Jr. '69

The Faculty

A

Jennifer Young Abbott (2002)
Associate Professor of Rhetoric, department chair
BA (California Polytechnic State University - San Luis Obispo), MA (Pennsylvania State University), PHD (Pennsylvania State University)

Michael S Abbott (1994)
Professor of Theater
BA (Wabash College), MFA (Columbia University Columbia College)

Brian Anderson (2004)
Associated Faculty Rank of Assistant Professor, Head Wrestling Coach
BS (Manchester University), MA (Manchester University)

Associate Professor of Religion
BA (Duke University), MPHIL (Queens’ College University of Cambridge), MPHIL (Yale University), PHD (Yale University)

Andrea Bear (2012)
Associated Faculty Rank of Assistant Professor, Costume Designer
BS (Kansas State University), MFA (Kansas State University)

Jeffrey A. Beck (1995)
Associated Faculty Rank of Assistant Professor, User Services and Information Literacy Librarian
BA (University of Missouri), MA (University of Missouri)

Crystal Benedicks (2007)
Assistant Professor of English
BA (New College of Florida), MPHIL (City University of New York), PHD (City University of New York)

Charles F Blaich (1991)
Associate Professor of Psychology, Director of the Center of Inquiry and Higher Education Data Sharing Consortium
BA (University of Connecticut), MA (University of Connecticut), PHD (University of Connecticut)

David S Blix (1993)
Associate Professor of Religion
BA (Wabash College), MA (University of Chicago), PHD (University of Chicago)

Jessica Blum (2016)
Visiting Assistant Professor of Classical Languages and Literature
BA (Trinity College Dublin: the University of Dublin), MA (Yale University), PHD (Yale University)

Anne Bost (2002)
Visiting Assistant Professor of Biology
BS (Rhodes College), PHD (Vanderbilt University)

Preston R Bost (2000)
Professor of Psychology, Director of Institutional Research
BA (Yale University), MA (Vanderbilt University), PHD (Vanderbilt University)

Richard L Bowen (2001)
Assistant Professor of Music, Director of Glee Club
BA (Lebanon Valley College), BS (Lebanon Valley College), PHD (University of Cincinnati)

Stephen S Bowen (2016)
Instructor of Religion
BA (Wabash College), JD (University of Chicago)

Professor of Physics
BA (Kalamazoo College), MA (University of Michigan - Flint), PHD (University of Michigan - Flint)

Joyce Burnette (1996)
Professor of Economics, Lawrence E. DeVore Professor of Economics, division chair
BA (Valparaiso Universty), PHD (Northwestern University)

Patrick Burton (2007)
Associate Professor of Biology
BA (Williams College), PHD (Boston University)

Chonghyun Christie Byun (2007)
Associate Professor of Economics
BA (University of California - Berkeley), PHD (University of California - Riverside)

B

Bradley E Carlson (2014)
Assistant Professor of Biology
BS (Bethel University), PHD (Pennsylvania State University)

Matthew Carlson (2014)
Assistant Professor of Philosophy
Javier Fernando Castillo (2016)
Visiting Instructor of Education Studies
BS (IUPUI)

James M Cherry (2007)
Associate Professor of Theater, department chair
BA (Bates College), MA (Villanova University), PHD (CUNY Graduate Center)

Ivette M De Assis-Wilson (2009)
Assistant Professor of Spanish
BA (Universidade Federal do Para), MA (Purdue University), PHD (Purdue University)

Bridgette Dreher (2016)
Instructor of Theater
BA (University of South Florida), MFA (Indiana University)

Jeffrey Paul Drury (2012)
Assistant Professor of Rhetoric
BA (Northern Illinois University), MA (Northern Illinois University), PHD (University of Wisconsin)

Sara A M Drury (2011)
Assistant Professor of Rhetoric
BA (Boston College), MA (Pennsylvania State University), PHD (Pennsylvania State University)

Mark D Elizondo (2006)
Associated Faculty Rank of Instructor, Head Athletic Trainer
BS (Weber State University), MS (Indiana State University)

Scott E Feller (1998)
Professor of Chemistry, Lloyd B. Howell Professor of Chemistry, Dean of the College
BA (Willamette University), PHD (University of California - Davis)

Jack L Foos (2016)
Visiting Instructor of Accounting
BA (Wabash College)

Robert L Foote (1989)
Professor of Mathematics
BA (Kalamazoo College), MA (University of Michigan), PHD (University of Michigan)

Eric Freeze (2008)
Associate Professor of English, department chair
BA (Brigham Young University), MA (Brigham Young University), PHD (Ohio University)

Rixa Freeze (2015)
Visiting Assistant Professor of English
BA (Brigham Young University), MA (Ohio University), PHD (University of Iowa)

Shamira Gelbman (2012)
Associate Professor of Political Science
BA (Hunter College), MA (University of Virginia), PHD (University of Virginia)

Gilberto Gomez (1990)
Professor of Spanish
MA (Washington University), PHD (Washington University)

Jeffrey Dwight Gower (2014)
Visiting Assistant Professor of Philosophy
BA (Whitman College), MA (Villanova University), PHD (Villanova University)

Karen L Gunther (2007)
Associate Professor of Psychology, department chair
BA (Oberlin College), MA (University of California - San Diego), PHD (University of California - San Diego)

Joseph R Haklin (2011)
Associated Faculty Rank of Assistant Professor, Director of Athletics and Campus Wellness
BA (Wabash College), MA (Wayne State University)

Jane Hardy (2006)
Associate Professor of Spanish
BA (University of Virginia), MA (Indiana University), PHD (Indiana University)

Associate Professor of Classical Languages and Literature, Andrew T. and Anne Ford Chair in the Liberal Arts, department chair
BA (Wabash College), MA (University of Michigan), PHD (University of Michigan)

Perry Edward Hensley (2013)
Visiting Instructor of Accounting
BA (Franklin College)

Gregory D Hess (2014)
Professor of Economics
BA (University of California - Davis), MA (Johns Hopkins University), PHD (Johns Hopkins University)

Scott David Himsel (2003)
Assistant Professor of Political Science
BA (Wabash College), JD (Northwestern University)

Ethan J Hollander (2008)
Associate Professor of Political Science, department chair
BA (Wesleyan University), MA (University of California - San Diego), PHD (University of California - San Diego)

Suting Hong (2014)
Assistant Professor of Economics
BA (Nanjing University), PHD (Drexel University)

Robert S Horton (2001)
Professor of Psychology
BA (University of Richmond), MA (University of North Carolina At Chapel Hill), PHD (University of North Carolina At Chapel Hill)
Frank M Howland (1988)
Professor of Economics, John W. Bachmann-Edward Jones Chair in Economics and Leadership
BA (Harvard University), PHD (Stanford University)

Helen Mundy Hudson (2016)
Visiting Assistant Professor of English
BA (University Of Denver), MA (Western State Colorado University), PHD (University of Washington)

Kevin Roy Hudson (2016)
Visiting Assistant Professor of French

Cheryl L Hughes (1992)
Professor of Philosophy, department chair
BS (Portland State University), PHD (University of Massachusetts Amherst)

Peter Lucas Hulen (2004)
Associate Professor of Music, department chair
BA (University of Tulsa), MA (Southwestern Baptist Theological Seminary), PHD (Michigan State University)

Jason M Hutchison (2004)
Associated Faculty Rank of Assistant Professor, Head Tennis Coach, Allen Center Facilities Manager
BA (Western Illinois University)

Amanda Ingram (2004)
Associate Professor of Biology, department chair
BA (College of William and Mary), PHD (Cornell University)

Andrew W Klein (2016)
Visiting Assistant Professor of English
BA (University of Saskatchewan), MA (University of Saskatchewan), PHD (University of Notre Dame)

Dennis Krause (1998)
Professor of Physics, department chair
BA (St Olaf College), MS (University of Wisconsin - Milwaukee), PHD (Purdue University)

David P Kubiak (1979)
Professor of Classical Languages and Literature
BA (Loyola University - Chicago), PHD (Harvard University)

Timothy Lake (2004)
Associate Professor of English
BA (Ball State University), MA (Howard University), MA (University of Notre Dame), PHD (Bowling Green State University)

L. Jill Lamberton (2009)
Assistant Professor of English
BA (Walla Walla College), MA (Western Washington University), PHD (University of Michigan)

Associate Faculty Rank of Associate Professor, Director of Lilly Library, Head Librarian

Dennis Krause (1998)
Professor of Physics, department chair
BA (St Olaf College), MS (University of Wisconsin - Milwaukee), PHD (Purdue University)

David P Kubiak (1979)
Professor of Classical Languages and Literature
BA (Loyola University - Chicago), PHD (Harvard University)

Timothy Lake (2004)
Associate Professor of English
BA (Ball State University), MA (Howard University), MA (University of Notre Dame), PHD (Bowling Green State University)

L. Jill Lamberton (2009)
Assistant Professor of English
BA (Walla Walla College), MA (Western Washington University), PHD (University of Michigan)

Associate Faculty Rank of Associate Professor, Director of Lilly Library, Head Librarian

Frank M Howland (1988)
Professor of Economics, John W. Bachmann-Edward Jones Chair in Economics and Leadership
BA (Harvard University), PHD (Stanford University)

Helen Mundy Hudson (2016)
Visiting Assistant Professor of English
BA (University Of Denver), MA (Western State Colorado University), PHD (University of Washington)

Kevin Roy Hudson (2016)
Visiting Assistant Professor of French

Cheryl L Hughes (1992)
Professor of Philosophy, department chair
BS (Portland State University), PHD (University of Massachusetts Amherst)

Peter Lucas Hulen (2004)
Associate Professor of Music, department chair
BA (University of Tulsa), MA (Southwestern Baptist Theological Seminary), PHD (Michigan State University)

Jason M Hutchison (2004)
Associated Faculty Rank of Assistant Professor, Head Tennis Coach, Allen Center Facilities Manager
BA (Western Illinois University)

Amanda Ingram (2004)
Associate Professor of Biology, department chair
BA (College of William and Mary), PHD (Cornell University)

Andrew W Klein (2016)
Visiting Assistant Professor of English
BA (University of Saskatchewan), MA (University of Saskatchewan), PHD (University of Notre Dame)

Dennis Krause (1998)
Professor of Physics, department chair
BA (St Olaf College), MS (University of Wisconsin - Milwaukee), PHD (Purdue University)

David P Kubiak (1979)
Professor of Classical Languages and Literature
BA (Loyola University - Chicago), PHD (Harvard University)

Timothy Lake (2004)
Associate Professor of English
BA (Ball State University), MA (Howard University), MA (University of Notre Dame), PHD (Bowling Green State University)

L. Jill Lamberton (2009)
Assistant Professor of English
BA (Walla Walla College), MA (Western Washington University), PHD (University of Michigan)

Associate Faculty Rank of Associate Professor, Director of Lilly Library, Head Librarian

Yao Li (2015)
Visiting Instructor of Chinese
BA (Beijing Language and Culture University), MA (Beijing Language and Culture University)

Martin Madsen (2006)
Associate Professor of Physics
BS (Purdue University), MS (University of Michigan), PHD (University of Michigan)

James K Makubuya (2000)
Associate Professor of Music
BA (Makerere University), MA (Catholic University of America), PHD (University of Southern California)

Visiting Assistant Professor of English
BA (Vanderbilt University), MFA (University of Michigan)

Joanna Matuszak (2016)
Visiting Instructor of Art
MA (University of Lodz), ABD (Indiana University)

Lorraine Krall McCravy (2016)
Visiting Assistant Professor of Political Science
BA (Grove City College), MA (Georgetown University), PHD (Georgetown University)

Danielle McDermott (2014)
Visiting Assistant Professor of Physics
BA (Western Washington University), MS (University of Notre Dame), PHD (University of Notre Dame)

Todd F McDonnell (1998)
Professor of Rhetoric, Senior Associate Dean of the College
BA (Butler University), MA (Miami University), PHD (Indiana University)

Colin B.P McKinney (2011)
Assistant Professor of Mathematics and Computer Science
BS (University of Texas - Dallas), MS (The University of Iowa), PHD (The University of Iowa)

Peter Mikek (2004)
Associate Professor of Economics, department chair
BA (University of Maribor), MA (Indiana University), PHD (Indiana University)

Jessica Mills (2013)
Assistant Professor of Theater
BA (New York University), MA (Northwestern University), MFA (Carnegie Mellon University)

Damon M Mohl (2014)
Assistant Professor of Art
BFA (University of the Arts), MFA (University of Colorado Boulder)

Derek C Mong (2016)
Assistant Professor of English
BA (Denison University), MA (Stanford University), MFA (University of Michigan), PHD (Stanford University)
Stephen R Morillo (1989)
Professor of History, department chair
BA (Harvard University), DPHIL (University of Oxford)

Elizabeth Gron Morton (2007)
Associate Professor of Art
BA (Indiana University), MA (Emory University), MA (University of Botswana), PHD (Emory University)

Derek Rory Nelson (2012)
Associate Professor of Religion, Director of Wabash Pastoral Leadership Program, department chair
BA (Wabash College), MDIV (Yale University), PHD (Graduate Theological Union)

Walter Ray Pendola Novak (2009)
Associate Professor of Chemistry, department chair
BA (Southern Illinois University), PHD (University of California-San Francisco)

Eric Olofson (2008)
Associate Professor of Psychology
BA (Concordia College), MS (University Of Oregon), PHD (University Of Oregon)

Professor of Religion, Edgar H. Evans Professor of Bible and Christian Religion
BA (Lynchburg College), MDIV (Vanderbilt Divinity School), PHD (Vanderbilt University)

Michele Pittard (2002)
Associate Professor of Education, Director of the Secondary Licensure Program
BA (Butler University), MA (Purdue University), PHD (Purdue University)

Esteban I. Poffald (1985)
Associate Professor of Mathematics and Computer Science
BS (Pontificia Universidad Catolica de Chile), MS (Universidad Tecnica Del Estado), PHD (Southern California College)

Lon A Porter (2003)
Associate Professor of Chemistry
BA (University of Houston), PHD (Purdue University)

Adrien M Pouille (2012)
Visiting Assistant Professor of French
BA (Universite Cheikh Anta Diop), MA (Universite Cheikh Anta Diop), PHD (Indiana University)

J. Gregory Redding (2002)
Associate Professor of German
BA (Wabash College), MA (University of Cincinnati), PHD (University of Cincinnati)

Associate Professor of History
BA (University of Arizona), MA (The University of Iowa), PHD (The University of Iowa)

V. Daniel Rogers (1998)
Professor of Spanish, division chair
BA (University of Colorado Boulder), MA (University Of Kansas), PHD (University Of Kansas)

Robert Royalty (1999)
Professor of Religion
BA (University of North Carolina At Chapel Hill), MDIV (Yale Divinity School), PHD (Yale University)

Paul David Schmitt (2016)
Assistant Professor of Chemistry
BS (Hillsdale College), PHD (Purdue University)

Associate Professor of Psychology, Daniel F. Evans Associate Professor in the Social Sciences
BA (Knox College), PHD (University of Minnesota)

Deborah Seltzer-Kelly (2012)
Associate Professor of Education, department chair
BA (University of Nevada - Reno), MA (University of Nevada - Reno), PHD (University of Nevada - Reno)

Nicholas Arthur Snow (2016)
Visiting Assistant Professor of Economics
BA (Loyola University), MA (San Jose State University), PHD (George Mason Univ.)

Erika Sorensen-Kamakian (2016)
Assistant Professor of Biology
BS (University of Wisconsin - Whitewater), PHD (University of Minnesota)

Reed Michael Spencer (2016)
Instructor of Music
BM (Taylor University), MM (Indiana University)

Susannah Ruth Strader (2015)
Assistant Professor of Art
BFA (Ohio University), MFA (University of Colorado Boulder)

Kristen Strandberg (2012)
Visiting Assistant Professor of Music
BM (University of Minnesota), PHD (Indiana University)

Agata Szczeszak-Brewer (2006)
Associate Professor of English, department chair
BA (University of Warmia and Mazury in Olsztyn), MA (University of Wroclaw), PHD (University of South Carolina)

Biyan Tang (2016)
Visiting Assistant Professor of Economics
BA (Minzu University of China), MA (Minzu University of China), PHD (University Of Kansas)

Ann Taylor (1998)
Associate Professor of Chemistry, William J. and Wilma M. Haines Professorship and Chair in Biochemistry, division chair
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sabrina Thomas</td>
<td>(2015) BA (Concordia College), PHD (Purdue University) Assistant Professor of History</td>
</tr>
<tr>
<td>Peter Thompson</td>
<td>(1997) BA (University of Minnesota), PHD (University of Illinois) Associate Professor of Mathematics</td>
</tr>
<tr>
<td>Adriel Trott</td>
<td>(2013) BA (College of William &amp; Mary), MA (Villanova University), PHD (Villanova University) Associate Professor of Philosophy</td>
</tr>
<tr>
<td>Brian M. Tucker</td>
<td>(2004) BA (Wabash College), MA (Indiana University), PHD (Princeton University) Associate Professor of German, department chair</td>
</tr>
<tr>
<td>William J Turner</td>
<td>(2002) BA (Wabash College), MA (Indiana University), PHD (Princeton University) Associate Professor of Mathematics and Computer Science, department chair</td>
</tr>
<tr>
<td>Sundara Vadlamudi</td>
<td>(2016) Post Doctoral Teaching Fellow BS (Iowa State University), MS (Iowa State University), PHD (North Carolina State University) Visiting Assistant Professor of Mathematics</td>
</tr>
<tr>
<td>Deborah Anne Vicinsky</td>
<td>(2015) Visiting Assistant Professor of Mathematics BS (Bucknell University), MS (University Of Oregon), PHD (University Of Oregon)</td>
</tr>
<tr>
<td>Heidi Walsh</td>
<td>(2014) Assistant Professor of Biology BS (Allegheny College), PHD (University of Virginia)</td>
</tr>
<tr>
<td>Richard Warner</td>
<td>(1999) Associate Professor of History, Jane and Frederic M. Hadley Chair in History BA (University of California - Santa Cruz), BA (University of Vermont), MA (University of California - Santa Cruz), PHD (University of California - Santa Cruz)</td>
</tr>
<tr>
<td>Dwight E Watson</td>
<td>(1981) Professor of Theater, Charles D. and Elizabeth S. LaFollette Distinguished Professor in the Humanities BA (University of North Carolina - Pembroke), MFA (University of North Carolina)</td>
</tr>
<tr>
<td>Matthew Weedman</td>
<td>(2015) Assistant Professor of Art BA (University of Colorado Boulder), BFA (University of Colorado Boulder), MFA (University of Colorado Boulder)</td>
</tr>
<tr>
<td>Charles Weiss</td>
<td>(2015) Visiting Assistant Professor of Chemistry BS (Carleton College), PHD (Northwestern University)</td>
</tr>
<tr>
<td>Marcus Richard Welch</td>
<td>(2012) Associated Faculty Rank of Assistant Professor, Associate Dean of Students BA (Wabash College), MAT (Indiana University)</td>
</tr>
<tr>
<td>Matthew Sherman Wells</td>
<td>(2015) Visiting Assistant Professor of Political Science BA (Boston College), MA (University of Michigan), PHD (University of Michigan)</td>
</tr>
<tr>
<td>Chad Westphal</td>
<td>(2004) Associate Professor of Mathematics and Computer Science BA (Oral Roberts University), MA (University of Tulsa), PHD (University of Colorado Boulder)</td>
</tr>
<tr>
<td>Eric J Wetzel</td>
<td>(1996) Professor of Biology, Norman Treves Professor in Biology AA (Harrisburg Area Community College), BS (Millersville University), MS (Wake Forest University), PHD (Wake Forest University)</td>
</tr>
<tr>
<td>Bronwen Wickkiser</td>
<td>(2013) Associate Professor of Classical Languages and Literature, Theodore Bedrick Associate Professor of Classics BA (Oberlin College), MA (University of Texas Austin), PHD (University of Texas Austin)</td>
</tr>
<tr>
<td>Kealoha L. Widdows</td>
<td>(1987) Professor of Economics, John H. Schroeder Interdisciplinary Chair in Economics BA (Reed College), MA (University of Chicago), PHD (Purdue University)</td>
</tr>
<tr>
<td>Laura Wysocki</td>
<td>(2011) Assistant Professor of Chemistry BA (Northwestern University), PHD (University of Wisconsin)</td>
</tr>
</tbody>
</table>

**Emeritus Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas E. Bambrey</td>
<td>(1997-2013) Associated Faculty Rank of Associate Professor of English</td>
</tr>
<tr>
<td>Brenda M. Bankart</td>
<td>(1975-2008) Professor of Psychology</td>
</tr>
<tr>
<td>C. P. Bankart</td>
<td>(1971-2008) Professor of Psychology</td>
</tr>
<tr>
<td>James J. Barnes</td>
<td>(1962-2006) Professor of History</td>
</tr>
<tr>
<td>Lawrence E. Bennett</td>
<td>(1995-2012) Professor of Music</td>
</tr>
<tr>
<td>Austin E. Brooks</td>
<td>(1966-2004) Professor of Biology, Norman Treves Professor in Biology</td>
</tr>
<tr>
<td>Deborah A. Butler</td>
<td>(1985-2012) Professor of Education</td>
</tr>
<tr>
<td>Melissa A. Butler</td>
<td>(1976-2013) Professor of Political Science, Eugene N. and Marian C. Beesley Chair</td>
</tr>
<tr>
<td>John F. Byrnes</td>
<td>(1987-2009)</td>
</tr>
</tbody>
</table>
Professor of German

C
Douglas P. Calisch (1980-2016)
Professor of Art

D
Professor of Chemistry
George H. Davis (1966-2003)
Professor of History
Joseph W. Day (1985-2014)
Professor of Classical Languages and Literature
Leslie P. Day (1985-2014)
Professor of Classical Languages and Literature, Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities
Professor of Biology

E
Vernon J. Easterling (1962-2005)
Professor of Physics

F
Peter J. Frederick (1969-2004)
Professor of History

H
David J. Hadley (1969-2012)
Professor of Political Science
Lester L. Hearson (1967-1998)
Professor of Biology
Glen H. Helman (1986-2016)
Associate Professor of Philosophy
Tobey C. Herzog (1976-2014)
Professor of English, Andrew T. and Anne Ford Chair in the Liberal Arts
Professor of English
Gregory J. Huebner (1974-2011)
Professor of Art

J
Robert H. Johnson (1971-2011)
Associated Faculty Rank of Professor of Physical Education

K
David T. Krohne (1979-2012)
Professor of Biology

M
David E. Maharry (1979-2012)

Professor of Mathematics and Computer Science
Bernard E. Manker (1963-1998)
Professor of Spanish
Phillip D. Mikesell (1966-2009)
Professor of Political Science
Professor of Chemistry
John W. Munford (1980-2011)
Associate Professor of Biology

O
Robert J. Olsen (1979-2011)
Professor of Chemistry
Joseph O'Rourke (1960-2001)
Professor of Speech

P
Gail M. Pebworth (1984-2002)
Associated Faculty Rank of Professor of Physical Education
Malcolm L. Petty (1976-2016)
Associated Faculty Rank of Professor of Physical Education
David A. Phillips (1968-2005)
Professor of Chemistry
Professor of Biology

R
Warren Rosenberg (1980-2016)
Professor of English, John P. Collett Chair in Rhetoric

S
Max E. Servies (1960-2000)
Associated Faculty Rank of Professor of Physical Education
Herbert J. Stern (1958-1997)
Professor of English, Milligan Professor of English

T
Carl I. Thompson (1982-2006)
Professor of Psychology

W
Raymond B. Williams (1965-2016)
Professor of Religion, Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities
Professor of Mathematics

Z
Professor of Chemistry
Endowed Chairs and Professorships

John W. Bachmann-Edward Jones Chair in Economics and Leadership
This chair supports a full-time faculty position in the Wabash College Department of Economics. In addition to teaching and research, the Chair provides academic leadership for the College’s business leadership development programs, including summer experiences such as the Business Immersion Program. The Chair was established by the Edward Jones brokerage firm in honor of John W. Bachmann, Wabash College Class of 1960, and his career with the company, which began as a summer internship in 1959. Edward Jones benefited from Mr. Bachmann’s strengths in strategic planning, corporate finance, technology, and management until his retirement in 2003 after 24 years as a Managing Partner. He remains active as a part-time Senior Partner.

Eugene N. and Marian C. Beesley Chair
This chair is held by a distinguished member of the faculty whose teaching and counsel contribute to the preparation of young men for positions of leadership in the world of business. The Beesley Professor is to be a member of the faculty whose commitment to teaching, interest in students, and enthusiasm for learning may be expected to contribute significantly to the character and quality of the Wabash College community. Mr. Beesley was a member of the Wabash Class of 1929, retired president of Eli Lilly and Company, and served as a trustee of Wabash College from 1959-1976.

John P. Collett Chair in Rhetoric
This appointment may be made in the departments of Rhetoric, English, or Philosophy to any professor whose special interest and competence are directed to the concern for effective expression and for standards of ethical persuasion. The appointment is for a five-year term and may be renewed at the discretion of the Dean of the College.

Lawrence E. DeVore Professor of Economics
The DeVore Chair was established in 1972 through a bequest from Mabel K. DeVore, widow of Lawrence (Class of 1911), which she and her husband hoped would serve to “build up and maintain a strong department which they had always considered an important part of the college curriculum.” The appointment is concurrent with the department chair’s appointment.

Owen Duston Visiting Assistant Professor
This fund supports a visiting professor in various disciplines. It was established in memory of Dr. C. Owen Duston, professor of English 1954-70.

Daniel F. Evans Associate Professor in the Social Sciences
This professorship was established by the Board of Trustees to honor Mr. Evans, Class of 1943, for his distinguished service to the College and his commitment to excellence in teaching and learning. Mr. Evans was treasurer from 1975 to 1988, vice president and investment officer from 1988 to 1992, and executive vice (acting) president in the 1992-1993 academic year. It recognizes individuals “whose teaching and scholarship are admirable and effective, and whose intellectual leadership promises to affect the quality of instruction in his or her disciplines and across the College.” The appointment is for three years.

Edgar H. Evans Professor of Bible and Christian Religion
Established in 1946, this professorship supports instruction in Bible and in Christian religion. Mr. Evans was a member of the Wabash Class of 1892.

Andrew T. and Anne Ford Chair in the Liberal Arts
The Ford Chair was established to honor Andrew T. and Anne Ford, President and First Lady of Wabash College from 1993-2006. The chair is awarded for a five-year term to a faculty member who demonstrates work in his or her field in the larger context of the liberal arts and who demonstrates extraordinary dedication to students in and out of the classroom.

Jane and Frederic M. Hadley Chair in History
This chair is part of the endowed Hadley Fund, and is occupied by the history department chair; income from its endowment supports the chair’s salary and other departmental expenses. Mr. Hadley was Honorary Alumnus 1928, retired from Eli Lilly, and served Wabash as vice president for development and director of the Wabash Institute for Personal Development.

William J. and Wilma M. Haines Professorship and Chair in Biochemistry
This chair was established in 2009 William J. Haines ’40, who was the first Wabash graduate to earn a Ph.D. in biochemistry. The William J. and Wilma M. Haines Fund for the Study of Biochemistry has two broad mandates and purposes: the establishment of the endowed professorship, and extending the work of the Haines Professor in Biochemistry through support for student research, public lectures and symposia, and other related activities.

Lloyd B. Howell Professor of Chemistry
This chair was established and funded through the generosity of former students and friends of “Doc” Howell, particularly Thomas W. Mastin (Class of 1938). Howell was a long-time professor of chemistry and chair of the department at Wabash from 1912-13 and 1924-59. The appointment, which is for five years and may be renewed, helps defray salary, teaching, and research activities.

Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities Chair
This chair was established by Mr. LaFollette (Class of 1920). It was his desire “to perpetuate a lifelong interest in excellence of teaching and to affirm the importance of the disciplines traditionally known as the humanities.” The Distinguished Professor of Humanities Chair shall be held by individuals who over a period of years have exemplified distinguished teaching of undergraduates in the fields of philosophy, literature, religion, or history.
Milligan Professor of English
This professorship is awarded to a professor of English.

John H. Schroeder Interdisciplinary Chair in Economics
This chair was established in 2008 and honors John H. Schroeder '42, a beloved Evansville civic leader, successful businessman, and longtime trustee and benefactor of Wabash College. The faculty chair honors Mr. Schroeder’s lifetime commitment to his community and to Wabash College, and is endowed by a gift from his son, John C. Schroeder '69, and his wife, Diane.

Norman E. Treves Professor of Biology
The Treves Chair was established in 1964 from a bequest from the estate of Norman E. Treves, a native of Crawfordsville, Wabash Class of 1915, and who received his medical degree from Johns Hopkins University. From 1941 until his death in 1964, he taught future physicians at the Cornell University Medical School and the Sloan-Kettering Institute for Cancer Research. The appointment is for an initial term of five years and is renewable. It recognizes commitment to undergraduate science education and biology broadly construed, continuing research with Wabash students, and the belief in the importance of science in a liberal arts education.

Byron K. Trippet Assistant Professorships
These professorships are awarded to beginning faculty for a two-year period, offering them competitive salary and stipend to begin a research program on campus for their first two summers. The professorships allow them to develop a research program to compete effectively for research awards. They are awarded on a two-year basis, which allows the College to rotate the awards to continually attract outstanding faculty at the beginning level. Byron K. Trippet, Wabash Class of 1930, President of Wabash College from 1956-1965, is remembered by most alumni as the “ideal Wabash man.”

National Association of Wabash Men Board of Directors
Rick Cavanaugh ’76
President
Rob Shook ’83
Vice President
Ross Dillard ’07
Recorder
Greg Estell ’85
Past President
Peter Wright ’81
Jacob Pactor ’04
Class Agent Representatives
Adan Garcia ’04
Eriks Janelins ’02
Regional Association Representatives
Dan Rogers

Faculty Representative
Jack Kellerman ’18
Student Representative

Terms Expire May 2017
Emmanual Aouad ’10
Art Howe ’82
Ben Robinson ’01
Mark Sutton ’92
David Woessner ’01

Terms Expire May 2018
Gary Campbell ’99
Jim Dyer ’83
Steve Mackin ’98
Marc Nichols ’92
Joe Trebley ’01

Terms Expire May 2019
Scott Benedict ’98
Kip Chase ’03
Jim Engledow ’78
Herm Haffner ’77
Eric Schoettle ’93

Class Agents
Class of 1949
Dale Milligan
Class of 1950
George Haerle
Class of 1951
Walter "Nick" Longsworth
Class of 1952
William J. Reinke
Class of 1953
Jack Engledow
Bob Miller
Fred Warbington
Class of 1954
Robert E. Johnson
Class of 1955
Dick Barger
Class of 1956
Paul D. Hawksworth
Class of 1957
John B. Yanko
Class of 1958
Gordon C. Colson
Class of 1959
Roger D. Billings, Jr.
Craig Green
Robert Wedgeworth, Jr.
Class of 1960
Charles R. Quillin  
**Class of 1961**  
John B. Bachman

John B. Bachman  
**Class of 1962**  
Thomas V. Feit

Thomas V. Feit  
**Class of 1963**  
Thomas R. Billings  
Bruce A. Polizotto  
Alan C. Stanford

Bruce A. Polizotto  
**Class of 1964**  
Ronald R. Nichols

Ronald R. Nichols  
**Class of 1965**  
Peter A. Pactor

Peter A. Pactor  
**Class of 1966**  
Carroll R. Black  
William "Jay" Fisher

William "Jay" Fisher  
**Class of 1967**  
Duane L. Hile  
Earl R. Houck

Duane L. Hile  
**Class of 1968**  
Jim Roper

Jim Roper  
**Class of 1969**  
Ken Crawford

Ken Crawford  
**Class of 1970**  
David A. Ault

David A. Ault  
**Class of 1971**  
Jon R. Pactor

Jon R. Pactor  
**Class of 1972**  
Richard W. Fobes

Richard W. Fobes  
**Class of 1973**  
Peter J. Allen

Peter J. Allen  
**Class of 1974**  
Mark A. Dewart  
Paul D. Tipps

Mark A. Dewart  
**Class of 1975**  
Joe Hockberger

Joe Hockberger  
**Class of 1976**  
Charles F. Miller, Jr.  
Richard M. Sword

Charles F. Miller, Jr.  
**Class of 1977**  
Gregory E. Birk  
Herman G. Haffner  
John D. Kerezy

Gregory E. Birk  
**Class of 1978**  
Mark D. Stuaan

Mark D. Stuaan  
**Class of 1979**  
Jim Miner

Jim Miner  
**Class of 1980**  
James E. Miller

James E. Miller  
**Class of 1981**  
Stephen H. Pavy  
Peter C. Wright

Stephen H. Pavy  
**Class of 1982**  
Ned L. Broadwater

Ned L. Broadwater  
**Class of 1983**  
James Dimos  
Gregory H. Miller  
Daniel L. Taylor

James Dimos  
**Class of 1984**  
Todd I. Glass  
William T. Havlin  
James J. Kilbane

Todd I. Glass  
**Class of 1985**  
Kyle A. Carr, M.D.  
Michael Gilvary

Kyle A. Carr, M.D.  
**Class of 1986**  
Timothy W. Oakes  
Eric J. Rowland

Timothy W. Oakes  
**Class of 1987**  
Currently no class agents

Currently no class agents  
**Class of 1988**  
Scott Quick  
Scott Smalstig  
Greg Teague

Scott Quick  
**Class of 1989**  
Joseph F. Pieters  
Anthony P. Lentych

Joseph F. Pieters  
**Class of 1990**  
Michael J. Fulton  
Keith A. Bickley  
David A. Horvath

Michael J. Fulton  
**Class of 1991**  
Kip A. Aitken  
Hugh E. Vandivier

Kip A. Aitken  
**Class of 1992**  
Peter F. Horvath

Peter F. Horvath  
**Class of 1993**  
Currently no class agents

Currently no class agents  
**Class of 1994**  
Tom Welch

Tom Welch  
**Class of 1995**  
Kyle O. Rapp  
Joseph A. Samreta

Kyle O. Rapp  
**Class of 1996**  
Christopher D. Carpenter  
D. Andrew Reynolds

Christopher D. Carpenter
Class of 1997
Justin S. Castle
Craig A. Miller

Class of 1998
Beau Barrett
Jon Walsh

Class of 1999
Aman D. Brar
Craig L. Higgs

Class of 2000
Trevor J. Fanning
Jeffrey J. Rice
Patrick M. East
Timothy R. Craft

Class of 2001
N. Davey S. Neal
Joseph P. Trebley

Class of 2002
Ryan M. Daming
Eric W. Shreve
Rick Strasser

Class of 2003
Matthew K. Chase
Karl M. Grimmer
R. Scott Medsker

Class of 2004
Jacob S. Pactor
Mark E. Shreve

Class of 2005
Michael Ruffing
Jason Cantu

Class of 2006
Taylor A. Backs
Joseph W. Martin

Class of 2007
Ross B. Dillard
Joshua D. Owens

Class of 2008
Jesse J. James
Andrew S. Deig
Kyle McClammer

Class of 2009
Sean Clerget
Stephen Egan
Mike Wartman

Class of 2010
Will Hoffman
Kevin Long

Class of 2011
Jacob German
Cody Stipes

Class of 2012
Kyle Bender
Tyler Wade

Class of 2013
Rudy Altergott
Trevor Poe

Class of 2014
Ian MacDougall
Scott Morrison

Class of 2015
Andrew Dettmer
Patrick Rezek

Class of 2016
Patrick Bryant
Jake Norley

Honorary Class Agent
Michele Ward
THE CHRONICLE

The Chronicle provides an historical record of the faculty committee service, bachelor’s degrees awarded and final honors, awards and prizes, and a list of students from the prior academic year (2015-16).

Faculty Committees 2015-16
(Term of appointment in parentheses)

Elected Representatives

Academic Honesty Appeals
S. Drury, chair (2013-16)
L. Wysocki (2014-17)
M. Pittard (2014-18)

Academic Policy
S. Feller, chair, e.o.
Div. I: E. Wetzel (2014-16); E. Poffald (2015-17)
Div. II: B. Tucker (2015-16); C. Benedicks (2014-17)
Div. III: S. Hong (2015-16); E. Olofson (2015-17)
At. Large: J. Burnette (2014-16)
M. Raters, e.o.
J. Jump, e.o.
A. Taylor, e.o.
D. Rogers, e.o.
S. Morillo, e.o.

Curriculum Appeals
J. Jump, chair, e.o.
M. Raters, e.o.
Div. I
Div. II
Div. III

Agenda
Div. I
Div. II
Div. III

Budget
L. Griffith, chair, e.o.
G. Hess, e.o.
S. Feller, e.o.
J. Hartnett (2014-17)
F. Howland (2013-16)

Committee on Committees (3 yrs.)
S. Feller, chair, e.o.
W. Turner (2013-16)
G. Redding (2014-17)
R. Warner (2015-18)

Faculty Development
J. Lamberton, chair (2015-16)
C. McKinney (2015-18)
F. Howland (2015-16)
S. Feller, e.o.
A. Taylor, e.o.
D. Rogers, e.o.
S. Morillo, e.o.

Faculty Secretary (5 yrs.)
R. Warner (2014-19)

Financial Aid & Admissions (3 yrs.)
M. Thorp, chair, e.o.
C. Westphal (2014-17)
S. Gelbman (2013-16)
B. Wickkiser (2015-18)
H. Carl, e.o.

GLCA Academic Council
S. Gelbman (2013-16)
J. Hardy, spring (2014-17)
M. Carlson, fall (2015-16)

Visitor to Board of Trustees
A. Ingram (2015-17)

Appointments by Committee on Committees

Athletics
J. Baer, chair (2014-16); FAR, spring
E. Freeze (2015-17)
K. Brummett (2015-17)
G. Redding, FAR e.o., fall
J. Haklin, e.o.
M. Elizondo, e.o.

College Lecture and Film Committee
J. Beck, chair (2015-17)
J. Cherry (2014-16)
S. Albrecht
A. Hill, e.o.
T. McDorman, e.o.
V. Mayberry, e.o.

Environmental Concerns
B. Wickkiser, chair (2014-16)
D. Mohl (2015-17)
D. Calisch, fall (2014-16)
E. Wetzel (2015-17)
Faculty Committees 2015-16

Gender Issues
A. Trott, chair (2014-16)
C. Benedicks (2014-16)
E. Olofson (2015-17)

Graduate Fellowships
C. Westphal (2015-17)
A. Hoerl (2014-16)
G. Gomez (2014-16)
S. Albrecht, e.o.
Z. Koppelmann, e.o.

Multicultural Concerns
T. Lake, chair (2014-16)
D. Seltzer-Kelly (2015-17)
J. Makubuya (2014-16)
E. Poffald (2015-17)
B. McCafferty (2015-17)
W. Blake, e.o.
A. Hill, e.o.
M. Welch, e.o.
A. Weir, e.o.

Off-Campus Study/International Studies
J. Hartnett (2013-15)
P. Hulen (2015-17)
R. Royalty (2015-16)
P. Thompson (2015-17)
I. Wilson (2015-17)
P. Mikek (2014-16)
A. Weir, e.o.
G. Redding, e.o.

Pre-Engineering
D. Krause (2014-16)
C. Westphal (2014-16)

Pre-Health Sciences
L. Wysocki, chair (2014-16)
H. Walsh (2015-17)
P. Burton (2014-16)
K. Gunther (2014-16)
G. Helman (2015-16)
J. Rogers, e.o.
M. Raters, e.o.

Pre-Law
J. Drury (2015-17)
B. Tucker (2014-16)
S. Himsel (2015-17)

Secondary Licensure Program
M. Pittard, co-chair
J. Lamberton, co-chair
D. Seltzer-Kelly
C. Stevens
R. Warner
J. Hardy
D. Krause
C. Westphal
M. Welch, e.o.

Teaching & Learning
M. Abbott, chair (2015-17)
N. Schmitzer-Torbert (2015-17)
S. Drury (2014-16)
T. Pearson, e.o.
W. Rosenberg, e.o.

Committees with Membership by Administrative Appointment
Asian Studies
R. Warner, chair (2014-16)
D. Blix (2014-16)
K. Widdows, spring (2015-17)
B. Tucker (2014-16)

Business Minor
P. Thompson (2015-17)
F. Howland (2014-16)
K. Widdows, spring (2015-17)
A. Trott (2014-16)

Colloquium
A. Hoerl

Committee for Institutional Improvement
P. Bost, co-chair
J. Jump, co-chair
J. Lamborn
H. Thrush
E. Olofson
M. Welch
W. Rosenberg
C. Timmons
D. Krause
T. McDorman
C. Snellenbarger
J. Klen

Community Service
J. Burnette, chair (2015-17)
A. Bost (2015-17)
J. Rogers (2015-17)
M. Janssen, e.o.
W. Oprisko, e.o.

Enduring Questions Co-Chairs
R. Royalty (2015-16)
M. Pittard (2013-17)

Faculty Athletic Rep (FAR)
G. Redding, fall (2012-17)
J. Baer, spring (2015-16)

Fine Arts Scholarship
J. Mills
J. Cherry
E. Freeze
Freshman Tutorials
M. Madsen (2014-16)
G. Phillips (2015-16)

Fringe Benefits (3 yrs.)
C. Metz, chair
M. Rhoades, fall (2015-16)
K. Handley (2013-16)
F. Howland (2014-17)
P. Sacco (2014-17)
D. Maharry (2014-17)
L. Griffith, e.o.

GLCA International/Off-Campus Education
A. Weir, e.o.

Honorary Degrees
J. Hartnett (2015-17)
D. Kubiak (2014-16)
S. Feller, e.o.
G. Hess, e.o.
A. Taylor, e.o.
D. Rogers, e.o.
S. Morillo, e.o.

Institutional Animal Care & Use Committee
M. Elrod (2013-15)
N. Schmitzer-Torbert (2015-17)
S. O’Dell-Keedy, DVM
R. Mason

Institutional Review Board
J. Lamborn, chair (2014-16)
K. Gunther (2014-16)
G. Helman (2015-16)
B. Carlson (2015-17)
W. Turner, fall (2014-16)
T. Tanselle, MD

Lilly Scholarship Selection
A. Ingram (2014-17)
S. Gelbman (2013-16)
G. Gomez (2015-18)
G. Phillips (2015-18)
E. Poffald (2014-17)
P. Mikek (2013-16)

McLain-McTurnan-Arnold Research Scholar (3 yrs.)
D. Kubiak, chair (2014-17)
K. Gunther (2014-17)
P. Burton (2015-18)

Off-Campus Programs Liaisons
Africa J. Makubuya
Harlaxton College R. Royalty
Japan K. Widdows
Latin America D. Rogers
Newberry Library G. Gomez
New York Arts D. Watson
Oak Ridge D. Krause
Philadelphia F. Howland
Washington D.C. S. Gelbman
Semester (American University)

Oversight Committee for Hispanic Studies Major
B. Tucker
R. Warner
D. Rogers

Radiation Safety Officer
J. Brown

Safety
M. Madsen, chair
C. Lamb
J. Gross
A. Bear
M. Elrod
M. Elizondo
D. Morgan
C. Cooper
D. Calisch, fall
M. Weedman, spring
C. Metz
B. Weaver
J. Amidon
J. Jump, e.o.
M. Welch, e.o.
R. Woods, e.o.
T. Keedy, e.o.
J. Brown, e.o.

Scientific Integrity
S. Feller, e.o., chair
M. Carlson (2015-17)
R. Rush (2014-16)
W. Turner, fall (2015-17)

Technology Advisory
M. Abbott (2015-18)
M. Rhoades, fall (2014-17)
R. Royalty (2013-16)
J. Beck, e.o.
B. Weaver, e.o..

Undergraduate Research Celebration/Ides of August (3 yrs.)
L. Porter, chair (2015-18)
M. Carlson (2015-18)
C. Benedicks (2014-17)
S. Hong (2015-18)  
C. McKinney (2015-18)  
J. Beck, e.o.

**Visiting Artists Series—Planning**

J. Mills, chair  
P. Hulen  
D. Mohl  
D. Woods  
P. Merriett, e.o.  
D. Rogers, e.o.

**Visiting Artists—Implementation**

M. Abbott, chair  
D. Blix  
J. Makubuya  
P. Merriett, e.o.  
D. Rogers, e.o.

**Wellness Committee**

J. Haklin, e.o, chair  
B. Anderson  
L. Vincent  
R. Kiley  
D. Calisch, fall (2014-16)  
A. Bost, spring (2015-16)  
C. Metz  
K. Swaim  
C. Lamb

**Degrees in Course**

Adam Christopher Antalis  
Kendall Grant Baker  
Hugh Jacob Barclay  
Christopher Joseph Barrer  
Sean-Paige Samuel Best  
Chase Alexander Bramlet  
Ty Timothy Campbell  
Saul Cardiel-Lopez  
Robert Michael Carter  
Sean Maurice Cavanaugh  
Jacob Dylan Cooper  
Jordan Hunter Culp  
Daniel Delgado  
Kenniss DeShon Dillon  
Bryan Michael Elliott  
Benjamin Charles Farmer  
Nicholas Graham Frye  
Thomas Wayne Garrity  
Methuselah K. Gee  
Matthew Carl Gibson  
Arturo Enrique Granados Estrada  
Sean Patrick Grannan  
Zachary Nathaniel Greene  
Shariff Anthony Harrison  
Samuel Raymond Heidorn  
Alexander Hernandez  
Addison James Hummel  
Robert Edward Sekani Johnson  
Truman Jacob Jones  
Marcus J. Kammrath  
James Leo Kennedy  
Erik Nicholas Kile  
Terry Davon Majors  
Tucker D. Mark  
Samuel Sebastian Mattingly  
Tyler Alan McCullen  
Sean Patrick McGrath  
Raymond Wayne Oakley Monroe  
Jack Brooks Montgomery  
Jacob Davenport Mull  
Mark Joseph Myers  
Truong Xuan Nguyen  
David Alan Nolan  
Nelson Isaac Novack  
Michael Bohdan Putko  
Mitchel Allen Reeves  
Charles Aaron Ridgway  
Evan Robert Rutter  
Jared Robert Santana  
James Richard Schafer  
Anthony David Scheetz  
Bauer Weston Schmeltz  
Sean Walter Scully
Mitchell Nash Singleton
Andrew Cormac Sunde
Ian Spencer Sunde
Joshua Aaron Tapper
Jake Adam Thompson
Michael Brian Thompson
Tyler Todd Trepton
Michael Anthony Venezuela
Christian Alexander Vukas
Donovan Cameron Whitney
Christopher Brian Wittman
Justin G Woods
Jason Craig Wright
Jonathon Lee Young
Ryan Thomas Anzalone
Elias Eder Arellano Villanueva
Ian D'Andre Artis
Zechariah Lee Banks
Christian Dakota Beardsley
John Arthur Belford
Grant William Benefiel
Jonathan Eric Bojrab
Daniel Alexander Bowes
Craig Patrick Brainard
Andrew Reed Breuckman
Christopher Thomas Broecker
Wesley Joseph Brown
Alan J. Camacho Gonzalez
Christopher Rome Dabbs
Ethan Martin Davies
James Gabriel Di Fecchio
Matthew John Dickerson
Kyle Edward Ennis
Tyrone Ivan Evans
James Raymond Fritz
Justin Michael Green
Weston Van Gregg
Jordan Kelly Grooms
Seth Thomas Guderman
Timothy C. Hanson
Spencer Dayton Harrison
Brian Zachary Hayhurst
Clayton Michael Highum
William Connor Karns
Bryce Michael Kilian
Tuan Anh Le
Conner Eugene Lefever
Reece Matthew Lefever
Kurt Harrison Miller
Taylor Anthony Miller
Jeremy Robert Minor
Joseph Dillon Murphy
Austin Trey Myers
D'Aireon Rovaughn Nunn
David Michael Olinger
Aren Wilhelm Peterson
Brent Michael Poling
Clayton Cole Randolph
Graham Antony Joseph Redweik
Clayton James Foster Servies
Joshua James Smith
Michael Lee Smith
Ross Wilson Sponsler
Willie Dee Strong
Brent William Tomb
Adam Wesley Wadlington
Quentin James Watson
Brandon Lee Wongngamnit
Chase Aaron Young
Keith John Zelenika
Yiyuan Zuo
**Cum Laude**
Christopher Ray Biehl
Joshua Thomas Bleisch
Nathaniel Brighton Bode
Edward David Cmehil
Daniel Reinhold Craig
Noah Matthew Eppler
Travis Michael Flock
Timothy Michael Haffner
Samuel Dean Hanes
Fabian Michael House
Nash Michael Jones
Brenden Todd King
Levi Matthew Kinney
Ivan Sergeyevich Koutsopatriy
Timothy Locksmith
Christian Mark Lopac
Christopher Robert McGue
Michael Thomas Miller
Anthony Julian Milto
Eric Michael Need
Han Nie
Jacob Richard Norley
Steven Anthony Peters
Joshua Lee Piercey
Richard Tyler Regnier
Cameron Michael Stepler
Jerel Franklin Taylor
Adam Ken Togami
Tung Anh Tran
Thanh Nam Vo
Xiangya Yan

**Summa Cum Laude**
Adam M. Alexander
Derek Miller Andre
Matthew Daniel Binder
Robert Cameron Dennis
Lester Maxwell Adams Gallivan
Abraham Crawford Hall
Kevin Andrew Kennedy
Inbum Lee
Albert Yue-Hin Li
Jiaxi Lu
Kaleb Alexander Morris
Benjamin Jacob Shank

**Magna Cum Laude**
Thomas Charles Blaich
Patrick Frankoviak Bryant

Austin Scott Burton
Cole Alexander Chapman
Alfred J. Clark
Jonathan Edward Daron
Ethan Paul Farmer
Brock Alexander Arnett Hammond
YueSe He
Elliot Matthew Johns
Charles George Mavros
Dylan Martin Miller
Nicholas James Minaudo
Tyler James Munjas
Scott Michael Purucker
Daniel Raymond Purvlicis
Weijie Shi
Christopher Cailean Shrack
Paul Justice Snyder
Brett Michael Thumm
Bryan E. Tippmann
Xinyang Xuan
Haopeng Yan
Mason Nicholas Zurek
Christopher John Stazinski
Samuel Thomas Vaught
Alexander Michael Waters
Korbin Hong James West

Awards and Prizes
George Lewes Mackintosh Fellows
Matthew Daniel Binder
Robert Cameron Dennis
Lester Maxwell Adams Gallivan
Paul Justice Snyder
Alexander Michael Waters
Korbin Hong James West

Distinction in Comprehensive Examinations
Adam M. Alexander
Derek Miller Andre
Matthew Daniel Binder
Austin Scott Burton
Robert Cameron Dennis
Kyle Edward Ennis
Noah Matthew Eppler
Lester Matthew Adams Gallivan
Abraham Crawford Hall
Brock Alexander Arnett Hammond
Timothy C. Hanson
Elliot Matthew Johns
Kevin Andrew Kennedy, Jr.
Inbum Lee
Albert Yue-Hin Li
Sean Patrick McGrath
Kaleb Alexander Morris
Tu Anh Nguyen
Scott Michael Purucker
Benjamin Jacob Shank
Michael Lee Smith
Christopher John Stazinski
Samuel Thomas Vaught
Korbin Hong James West
Alexander Michael Waters

Membership in Phi Beta Kappa From the Senior Class
Adam M. Alexander
Derek Miller Andre
Matthew Daniel Binder
Patrick Frankoviak Bryant
Robert Cameron Dennis
Ethan Paul Farmer
Lester Maxwell Adams Gallivan
Abraham Crawford Hall
Kevin Andrew Kennedy, Jr.
Inbum Lee
Albert Yue-Hin Li
Jiaxi Lu
Charles George Mavros
Dylan Martin Miller
Nicholas James Minaudo
Kaleb Alexander Morris
Scott Michael Purucker
Benjamin Jacob Shank
Weijie Shi
Christopher Cailean Shrack
Paul Justice Snyder
Christopher John Stazinski
Samuel Thomas Vaught
Alexander Michael Waters
Korbin Hong James West

D. J. Angus-Scientech Educational Foundation Award
Justin Charles Miller

Baldwin Prize in Oratory
Brandon Clay Arbuckle
Graham Antony Joseph Redweik
Paul Justice Snyder

James E. Bingham Award
Adam M. Alexander
Derek Miller Andre

Edgar C. Britton Memorial Award in Chemistry
Cole Alexander Chapman
Korbin Hong James West

John Maurice Butler Prize for Scholarship and Character
Samuel Thomas Vaught

Ernest G. Carscallen Prize in Biology
Alexander Michael Waters

George E. Carscallen Prize in Mathematics
Albert Yue-Hin Li

F. Michael Cassel Political Science Award
Xinyang Xuan

Louis Catuogno, Jr. Piano Prize
Zhipu Ye

Ryan Champion Theater Performance Award
Donovan Cameron Whitney

John F. Charles World History Prize
Kyle Edward Ennis
Thomas A. Cole Alumni Prize in Biology
Jay Daniel Huenemann ’11

Community Service Award for Outstanding Work
Samuel Thomas Vaught

J. Harry Cotton Philosophy Prize
Kaleb Alexander Morris

Joseph Johnston Daniels Prize in Constitutional Law
Derek Miller Andre
Braden Thomas Quackenbush

Fred N. Daugherty Award
Edward Andrew Free Kashon

Randolph H. Deer Prize for Outstanding and Continued Work in Art
Kolby Westin Lopp

Distinguished Senior in Psychology Award
Lester Maxwell Adams Gallivan

Robert S. Edwards Creative Writing Award
Noah Matthew Eppler

Ruth Margaret Farber Award in English
Benjamin Michael Cramer

Walter L. Fertig Prize in English
Kevin Andrew Kennedy, Jr.
Paul Justice Snyder

Harold Q Fuller Prize in Physics
Aaron James Wirthwein
Yang Yang

Glee Club Senior Award
Christopher Rome Dabbs II
Samuel Thomas Vaught

David B. Greene Award for Distinguished Work in Art History
Cole Alexander Chapman

American Legion Byron Cox Post 72 Theodore G. Gronert Scholarship Award
Brock Alexander Arnett Hammond

Lilly Scholars
Patrick Frankoviak Bryant
Methuselah K. Gee
Alexander Hernandez

Nicholas McCarty Harrison Essay Award
Kevin Andrew Kennedy, Jr.
Paul Justice Snyder
Mason Nicholas Zurek

Robert S. Harvey Outstanding Editor Award
Ty Timothy Campbell
Howell Chemistry Award
Jacob Alex Alaniz
Cameron Michael Brown
Mazin Hassen Hakim
Kenton Eric Hicks

Dr. Paul T. Hurt Award for AllAround Freshman Achievement
Luke Joseph Borinstein
William Gregory Yank

Paul J. Husting Award for Outstanding Work in Art
Aren Wilhelm Peterson

Indianapolis Alumni Student-Athlete Award
Daniel Raymond Purvlicis

Irwin-Garrard Pre-Law Prize
Joshua Thomas Bleisch

Robert Augustus King Prize in German
Christian Mark Lopac

Kloth Design and Technical Theater Award
Tucker D. Mark

Kudlaty Senior Spanish Award
Dylan Martin Miller

Jim Leas Outstanding Student-in-Journalism Award
Patrick Frankoviak Bryant

Annie Crim Leavenworth French Prize
Kaleb Alexander Morris
Erminie C. Leonardis Theater History Award
Noah Matthew Eppler

George A. Lipsky Memorial Award in Political Science
Dylan Martin Miller

George D. Lovell Award
Jalen Jaquan Alston

Malcolm X Institute Merit Award
Tyrone Ivan Evans, Jr.

McLain Prize in Classics
Matthew Daniel Binder

McLain-McTurnan-Arnold Excellence in Teaching Award
Lon A. Porter, Jr.

McLain-McTurnan-Arnold Research Scholar
Bronwen L. Wickkiser

John N. Mills Fellowship in Religion
Abraham Crawford Hall
Samuel Thomas Vaught

John N. Mills Prize in Religion
Austin John Brown
McHale Allen Gardiner

R. Robert Mitchum Glee Club Leadership Award
Inbum Lee
Richard Tyler Regnier

Joseph O'Rourke, Jr. Prize in Speech
Daniel Raymond Purvicis

Patterson-Goldberger Freshman Journalism Award
Ian Joseph Ward

David W. Peck Medal
Matthew Daniel Binder

Robert O. Petty Prize in Nature Writing
Brandon Clay Arbuckle
Joshua Thomas Bleisch

Phi Beta Kappa Prize
Benjamin Michael Cramer
Minh Quan Le Thien
Immanuel Elijah Mitchell-Sodipe

Physics Department Writing Prize
Minh Quan Le Thien

Benjamin A. Rogge Memorial Award
Benjamin Jacob Shank

Lewis Salter Memorial Award
Bilal Muhammad Syed Jawed

Stephen Schmutte Outstanding Paper in Economics Prize
Xinyu Ma

Senior Award of Merit
Patrick Frankoviak Bryant

N. Ryan Shaw II Political Science Award
Derek Miller Andre

Warren Wright Shearer Prize in Economics
Scott Michael Purucker
Christopher John Stazinski

Dr. Frank H. Sparks Award for All-Around Student Achievement
Alfred J. Clark

Dean Stephens Award
Anthony Dwayne Douglas II

Stephens-Hall Senior Scholarship
Alfred J. Clark

Waldo Stephens Scholarship
Benjamin Charles Wade

Norman E. Treves Science Award
Graham Antony Joseph Redweik

Underwood Award in Chemistry
Justin Charles Miller

Pete Vaughan Outstanding Athlete Award
Zechariah Lee Banks
Devin Ray Broukal
Riley Kent Lefever
Mason Nicholas Zurek
Wedgeworth Lilly Library Research, Scholarship, and Creativity Awards
Ian D’Andre Artis, Jr.
William Francis Kelly
Christian Mark Lopac

William Nelson White Scholarship Award
Dylan Martin Miller

Eliot Churchill Williams Undergraduate Prize in Biology
Bilal Muhammad Syed Jawed
Noah Joseph Levi

Membership in Chi Omega Lambda
Korbin Hong James West

Membership in Eta Sigma Phi
Matthew Daniel Binder
Evan Davis Bowe
Cameron Michael Brown
Nicholas James Brown
Simon Luke Doughty
Darren Michael De Rome
James Gabriel Di Fecchio
Abraham Crawford Hall
Samuel Raymond Heidorn
Samuel Mackenzie Hurt
Brandon James Johnson
Edward Andrew Free Kashon
William Patrick Maloney
D’Aireon Rovaughn Nunn
Steven Anthony Peters
Logan Andrew Taylor
Samuel Thomas Vaught

Membership in Hovey Honorary Chemical Society
Cole Alexander Chapman
Ethan Paul Farmer
Christopher Cailean Shrack
Brett Michael Thumm
Korbin Hong James West

Membership in Lambda Pi Eta
Derek Miller Andre
Craig Patrick Brainard
Adam Michael Burtner
Cole Andrew Crouch
Daniel Raymond Purvlicis
Gregory James Sklar
Kyle Matthew Stucker
Alexander Tucker Wimber
Wesley Rader Virt
Mason Nicholas Zurek

Membership in Psi Chi
Daniel Alexander Bowes
Anthony Dwayne Douglas II
Travis Michael Flock
Lester Maxwell Adams Gallivan
Samuel Dean Hanes
Niki Luke Kazaehaya
Zackary Tyler King
Noah Joseph Levi
Nhien Chinh Dao Nguyen
Joshua Lee Piercey
Carson James Powell
Christopher John Stazinski
Jacob Alexander Stone
Andrew J. Tutsie
Rory Christopher Willats

Students

Seniors—Class of 2016
Adam M. Alexander Yorktown, IN
Derek Miller Andre Sullivan, IN
Adam Christopher Antalis Fort Wayne, IN
Ryan Thomas Anzalone San Francisco, CA
Elias Eder Arellano Villanueva Edinburg, TX
Ian D’Andre Artis Birmingham, AL
Daniel Eric Bajo Delphi, IN
Kendall Grant Baker Carmel, IN
Zechariah Lee Banks Richland, IN
Hugh Jacob Barclay Indianapolis, IN
Christopher Joseph Barrer Lake Station, IN
Christian Dakota Beardsley Carmel, IN
John Arthur Belford Martinsville, IN
Grant William Benefiel Brookston, IN
Sean-Paige Samuel Best Marion, IN
Christopher Ray Biehl Hobart, IN
Matthew Daniel Binder Crawfordsville, IN
Thomas Charles Blaich Noblesville, IN
Joshua Thomas Bleisch Greenfield, IN
Nathaniel Brighton Bode McCordsville, IN
Jonathan Eric Bojrab Indianapolis, IN
Daniel Alexander Bowes Crawfordsville, IN
Craig Patrick Brainard Mount Carmel, IL
Chase Alexander Bramlet Crown Point, IN
Andrew Reed Breuckman Zionsville, IN
Christopher Thomas Broecker Lawrenceburg, IN
Wesley Joseph Brown Carmel, IN
Patrick Frankoviak Bryant Crawfordsville, IN
Austin Scott Burton Chicago, IL
Alan J. Camacho Gonzalez Clifton, VA
Jonathan Eric Bojrab Wyoming, MI
Ty Timothy Campbell Dayton, OH
Saul Cardiel-Lopez Indianapolis, IN
Robert Michael Carter
Charles Aaron Ridgway
Evan Robert Rutter
Jared Robert Santana
James Richard Schafer
Anthony David Scheetz
Bauer Weston Schmeltz
Sean Walter Scully
Clayton James Foster Serves
Benjamin Jacob Shank
Christopher Cailean Shrack
Mitchell Nash Singleton
Joshua James Smith
Michael Lee Smith
Paul Justice Snyder
Ross Wilson Sponsors
Christopher John Stazinski
Cameron Michael Stepler
Willie Dee Strong
Andrew Cormac Sunde
Ian Spencer Sunde
Joshua Aaron Tapper
Jerel Franklin Taylor
Jake Adam Thompson
Brett Michael Thumm
Bryan E. Tippmann
Adam Ken Togami
Brent William Tomb
Tung Anh Tran
Tyler Todd Trepton
Samuel Thomas Vaught
Michael Anthony Venezia
Thanh Nam Vo
Christian Alexander Vukas
Adam Wesley Wadlington
Alexander Michael Waters
Quentin James Watson
Korbin Hong James West
Donovan Cameron Whitney
Christopher Brian Wittman
Brandon Lee Wongnagamnit
Justin G Woods
Jason Craig Wright
Xinyang Xuan
Haopeng Yan
Chase Aaron Young
Jonathon Lee Young
Keith John Zelenika
Mason Nicholas Zurek

Indianapolis, IN  
Gary, IN  
Litchfield Park, AZ  
Chicago, IL  
North Webster, IN  
Springville, IN  
Richmond, IN  
Culver, IN  
Plainfield, IN  
Orange, CT  
Tualatin, OR  
Bloomington, IN  
Indianapolis, IN  
Alton, IL  
Indianapolis, IN  
Floyds Knobs, IN  
Indianapolis, IN  
Bringhamurst, IN  
Griffith, IN  
Chandler, IN  
Brookville, IN  
Evansville, IN  
Waterloo, IN  
Burbank, IL  
Holland, MI  
Porter, IN  
Brownsburg, IN  
Chicago, IL  
Highland, IN  
CHINA  
Indianapolis, IN  
Chalmers, IN  
Indianapolis, IN  
Birmingham, AL  
Munster, IN  
Crawfordsville, IN  
Shipshewana, IN  
Bloomington, IN  
Indianapolis, IN  
Plainfield, IN  
Valparaiso, IN  
Michigan City, IN  
Terre Haute, IN  
Mishawaka, IN  
Granger, IN  
North Vernon, IN  
Kokomo, IN  
Hamilton, MI  
Crawfordsville, IN  
Eugene, OR  
Martinsville, IN  

Junior—Class of 2017

Rashedul Abedin
Samuel Clay Adams
Isaac Riley Empson Peoria, IL Isaac Riley Empson Peoria, IL
Ashton Michael Faramelli Rock Island, IL Ashton Michael Faramelli Rock Island, IL
Nolan Harding Fenwick Indianapolis, IN Nolan Harding Fenwick Indianapolis, IN
Trevor John Fitzpatrick Weyauwega, WI Trevor John Fitzpatrick Weyauwega, WI
Chase Albert Francoeur Seymour, IN Chase Albert Francoeur Seymour, IN
Li Gao CHINA Li Gao CHINA
Adan A. Garcia Escondido, CA Adan A. Garcia Escondido, CA
McHale Allen Gardiner Monticello, IN McHale Allen Gardiner Monticello, IN
Dustin William Gardner Ladoga, IN Dustin William Gardner Ladoga, IN
Brett Matthew Gierke Fillmore, IN Brett Matthew Gierke Fillmore, IN
Cameron Lee Glaze Kokomo, IN Cameron Lee Glaze Kokomo, IN
Jesse Treat Goodnight Granger, IN Jesse Treat Goodnight Granger, IN
Michael Damon Green Attica, IN Michael Damon Green Attica, IN
Ryan Neil Gross Fort Wayne, IN Ryan Neil Gross Fort Wayne, IN
Nicholas Ryan Gwinn Greenfield, IN Nicholas Ryan Gwinn Greenfield, IN
Mazin Hassen Hakim Kokomo, IN Mazin Hassen Hakim Kokomo, IN
Boyd J. Haley Bloomington, IN Boyd J. Haley Bloomington, IN
James Joseph Halpin Chesterton, IN James Joseph Halpin Chesterton, IN
Mohammed Motahar Hasnat BANG Mohammed Motahar Hasnat BANG
Austin Lee Heise Knox, IN Austin Lee Heise Knox, IN
Luis Felipe Hernandez Blanco Crawfordsville, IN Luis Felipe Hernandez Blanco Crawfordsville, IN
Michael Alan Herrmann Coatesville, IN Michael Alan Herrmann Coatesville, IN
Kenton Eric Hicks Chicago, IL Kenton Eric Hicks Chicago, IL
Son Nhat Hoang VIETNAM Son Nhat Hoang VIETNAM
Corey Lee Hoffman Noblesville, IN Corey Lee Hoffman Noblesville, IN
Samuel MacKenzie Hurt Jamestown, IN Samuel MacKenzie Hurt Jamestown, IN
David Leo Hurwich Munster, IN David Leo Hurwich Munster, IN
Thomas Edward Isola Maitland, FL Thomas Edward Isola Maitland, FL
Gene Lee James Brownsburg, IN Gene Lee James Brownsburg, IN
Austin Robert Jamison New Albany, IN Austin Robert Jamison New Albany, IN
Reno Morgan Jamison Paxon, IL Reno Morgan Jamison Paxon, IL
Bilal Muhammad Syed Jawed Indianapolis, IN Bilal Muhammad Syed Jawed Indianapolis, IN
Dayton Cole Jennings Noblesville, IN Dayton Cole Jennings Noblesville, IN
Shamir J. Johnson Merrillville, IN Shamir J. Johnson Merrillville, IN
Trevor Alan Johnson LaGrange, IN Trevor Alan Johnson LaGrange, IN
Stephan Frederick Jones Indianapolis, IN Stephan Frederick Jones Indianapolis, IN
Edward Andrew Free Kashon Apollo Beach, FL Edward Andrew Free Kashon Apollo Beach, FL
Audie Thomas Kaufman Carmel, IN Audie Thomas Kaufman Carmel, IN
Mason Gunner Keller Greenfield, IN Mason Gunner Keller Greenfield, IN
James Dowling Kennedy Greenwich, CT James Dowling Kennedy Greenwich, CT
Da Woon Kim KOREA Da Woon Kim KOREA
Zachary Tyler King New Lenox, IL Zachary Tyler King New Lenox, IL
Taner Mason Kiral Bellevue, WA Taner Mason Kiral Bellevue, WA
Jensen Allen Kirch Indianapolis, IN Jensen Allen Kirch Indianapolis, IN
Lucas Theodore Knutson Logansport, IN Lucas Theodore Knutson Logansport, IN
Patrick McCutchan Kroll Spring Grove, IL Patrick McCutchan Kroll Spring Grove, IL
Lincoln Gregory Kyle Alexandria, IN Lincoln Gregory Kyle Alexandria, IN
Riley Kent Lefever Fort Wayne, IN Riley Kent Lefever Fort Wayne, IN
Conner William Lenahan Indianapolis, IN Conner William Lenahan Indianapolis, IN
Noah Joseph Levi Charlotte, NC Noah Joseph Levi Charlotte, NC
Griffin Harris Levy Cincinnati, OH Griffin Harris Levy Cincinnati, OH
Erin Jacob Lewellen Crawfordsville, IN Erin Jacob Lewellen Crawfordsville, IN
Cordell Tyler Lewis Huntington, IN Cordell Tyler Lewis Huntington, IN
Blair Stafford Littrell Kokomo, IN Blair Stafford Littrell Kokomo, IN
Bernard John Lobermann Porter Ranch, CA Bernard John Lobermann Porter Ranch, CA
Kolby Westin Lopp Brookston, IN Kolby Westin Lopp Brookston, IN
Connor Matthew Ludwig Indianapolis, IN Connor Matthew Ludwig Indianapolis, IN
Xinyu Ma CHINA CHINA
Zachary Gerald Maciejewski Saint John, IN Zachary Gerald Maciejewski Saint John, IN
Michael Y Makio Carmel, IN Michael Y Makio Carmel, IN
Mark Anthony Maldonado Highland, IN Mark Anthony Maldonado Highland, IN
Stephen Brian Markus Crawfordville, IN Stephen Brian Markus Crawfordville, IN
Dylan Carl Mayer Evansville, IN Dylan Carl Mayer Evansville, IN
Daniel Powell McCarthy Twin Falls, ID Daniel Powell McCarthy Twin Falls, ID
Trevor Alan Johnson LaGrange, IN Trevor Alan Johnson LaGrange, IN
Carlos Mejia Lafayette, IN Carlos Mejia Lafayette, IN
Mason R. McKinney Philadelphia, PA Mason R. McKinney Philadelphia, PA
Larry Richard McMann Lebanon, IN Larry Richard McMann Lebanon, IN
Anton Charles Miller Indiana, IN Anton Charles Miller Indiana, IN
Kyle Austin Morgan Philo, IL Kyle Austin Morgan Philo, IL
Levi J. Moss Zionsville, IN Levi J. Moss Zionsville, IN
Michael M. Mucha Buchanan, MI Michael M. Mucha Buchanan, MI
Patrick Ryan Myers Crawfordsville, IN Patrick Ryan Myers Crawfordsville, IN
Kyle Alexander Nardi Crawfordsville, IN Kyle Alexander Nardi Crawfordsville, IN
Nathan Wayne Neal Lafayette, IN Nathan Wayne Neal Lafayette, IN
Samuel Ross Nelson Lafayette, IN Samuel Ross Nelson Lafayette, IN
Mahlon McKee Nevitt Crawfordville, IN Mahlon McKee Nevitt Crawfordville, IN
Hai Tam Nguyen VIETNAM VIETNAM
Jalen Glenn Obertate Ghana, GHANA
Alec Albert Odame Ghana, GHANA
Marco Fabio Ortega Santa Ana, CA Marco Fabio Ortega Santa Ana, CA
Alan Geovanni Ortiz Brownsburg, IN Alan Geovanni Ortiz Brownsburg, IN
Joel Ryan Paquin Fort Mitchell, KY Joel Ryan Paquin Fort Mitchell, KY
Douglas Caleb Parrish Shelbyville, IN Douglas Caleb Parrish Shelbyville, IN
Thacarion Payton Chicago, IL Thacarion Payton Chicago, IL
Riley J. Pelton Carmel, IN Riley J. Pelton Carmel, IN
Delon Eugene Pettiford Indianapolis, IN Delon Eugene Pettiford Indianapolis, IN
Pete A. Piazza Indianapolis, IN Pete A. Piazza Indianapolis, IN
Dugan Scott Polizotto Valparaiso, IN Dugan Scott Polizotto Valparaiso, IN
Rodrigo Alberto Porras El Paso, TX Rodrigo Alberto Porras El Paso, TX
Andrew Noland Powell Zionsville, IN Andrew Noland Powell Zionsville, IN
Carson James Powell Fort Wayne, IN Carson James Powell Fort Wayne, IN
Karl Edward Prasher Huntsville, AL Karl Edward Prasher Huntsville, AL
Adam David Rains Fortville, IN Adam David Rains Fortville, IN
Chanc Edward-Jay Ravish Niles, MI Chanc Edward-Jay Ravish Niles, MI
Anthony Joseph Repay Hammond, IN Anthony Joseph Repay Hammond, IN
Alejandro Reyna Houston, TX Alejandro Reyna Houston, TX
Christian Joseph Rhodes Indianapolis, IN Christian Joseph Rhodes Indianapolis, IN
Connor William Rice Indianapolis, IN Connor William Rice Indianapolis, IN
Sophomores—Class of 2018

Christian Lucas Rodriguez
Reedley, CA
Lafayette, IN
NEPAL
Fort Wayne, IN
Mooresville, IN
Huntingburg, IN
Indianapolis, IN
Palos Heights, IL
Greencastle, IN
Terre Haute, IN
Jeffersonville, IN
Carmel, IN
Omak, WA
Merrillville, IN
West Lafayette, IN
Plainfield, IN
Atlanta, GA
Clarksville, TN
Indianapolis, IN
Peru, IN
Vine Grove, KY
Franklin, IN
Sheridan, IN
Westfield, IN
Indianapolis, IN
Noblesville, IN
Lake Station, IN
Indianapolis, IN
Indianapolis, IN
Indianapolis, IN
Jeffersonville, IN
VIETNAM
VIETNAM
Beech Grove, IN
Chicago, IL
Indianapolis, IN
Greenfield, IN
Bartlett, IL
Clayton, IN
Carmel, IN
Crawfordsville, IN
Columbus, IN
Indianapolis, IN
Henderson, KY
Louisville, TN
CHINA
CHINA
CHINA
CHINA
CHINA
CHINA
CHINA
INDIA

Jacob Alec Alaniz
Brownsville, TX
Jonathan Alcala Torres
Edinburg, TX
Luke Gabriel Anderson
Carmel, IN
Zachary Michael Anderson
Florence, AZ
Alexiz Victor Arellano
El Paso, TX
Mason Henry Asher
Russellville, IN
Devin Tyler Atkins
Indianapolis, IN
Daniel George Azar
Valparaiso, IN
Hayden Richard Baehl
Hobart, IN
Steven Matthew Bazin
Crown Point, IN
Shane Robert Beaman
Bainbridge, IN
Austyn James Belden
Westfield, IN
Deryk Austin Benge
Crawfordsville, IN
Alec Duane Bertsch
Franklin, IN
Zachary David Biddle
New Palestine, IN
Jared Werner Boudreau
Noblesville, IN
Robert Raymond Blum
Wolcottville, IN
Thomas Edwards Boudreau
Jensen Beach, FL
Andrew Lawrence Brake
Zionsville, IN
Dylan C. Brock
Hobart, IN
Devin Ray Broukal
Spencer, IN
Dylan Neil Buresh
Holland, MI
Satchel Young Burton
Tucson, AZ
Chase Long Burt
Indianapolis, IN
Thomas Edwards Boudreau
Fishers, IN
Zackery David Carl
Poseyville, IN
Robert Raymond Blum
Carmel, IN
Omar B. Chavez
Anchorage, CA
Oscar Eduardo Chavez
Anchorage, CA
Ephrem Thomas Chedid
Anchorage, CA
Jeremy B. Chen
Lebanon, PA
Cody Douglas Cochran
San Francisco, CA
Patrick Michael Connors
Pendleton, IN
Tyler Dalton Cooper
South Bend, IN
Jacob Glen Cottey
Indianapolis, IN
Jared Timothy Cottingham
Lowell, IN
Jacob Daniel Covert
Sheridan, IN
Joshua Douglas Covert
Sheridan, IN
Conor Patrick Cox
Valparaiso, IN
Kirby Thomas Allen Cox
Indianapolis, IN
Austin Thomas Crosley
Indianapolis, IN
Chase Anthony Crowe
Parker City, IN
German Cruz
Chicago, IL
Nhiem Nguyen Chinh Dao
VIETNAM
Darrien Alexander Dartis
Indianapolis, IN
Austin Graham Davis
South Bend, IN
Daniel James DeGryse
Chicago, IL
Darren Michael DeRome
Portland, IN
Joshua Ryan Derse
South Bend, IN
Alexander Nicholas Dickey
Cincinnati, OH
Joseph Mark Dierdorf
Brazil, IN
<table>
<thead>
<tr>
<th>Name</th>
<th>Town</th>
<th>State</th>
<th>City</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spase Dorsuleski</td>
<td>Crown Point, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Herron Dotlich</td>
<td>Brownsburg, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jade Spencer Doty</td>
<td>West Lafayette, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon Luke Doughty</td>
<td>Huntington, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyler C. Downing</td>
<td>Crown Point, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin Scott Ellingwood</td>
<td>Pendleton, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin Sidney Michel Elliott</td>
<td>Fishers, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jose Guadalupe Estrada</td>
<td>Pharr, TX</td>
<td>TX</td>
<td></td>
<td>Russia</td>
</tr>
<tr>
<td>Matthew Jamison Fahey</td>
<td>Noblesville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meng Fan</td>
<td>Martinsville, IN</td>
<td>IN</td>
<td></td>
<td>CHINA</td>
</tr>
<tr>
<td>Jacob Michael Ferguson</td>
<td>Decatur, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kalvin Lane Fiechter</td>
<td>Valparaiso, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew James Ford</td>
<td>Yorktown, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeremie Elliot Frazier</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Edward Fry</td>
<td>Carmel, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Klay Edward Fullenkamp</td>
<td>Leesburg, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yuanxiao Gao</td>
<td>CHINA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levi Brett Garrison</td>
<td>Frankton, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin Hewitt Geier</td>
<td>Carmel, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samuel Jacob Gellen</td>
<td>Davis, CA</td>
<td>CA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taylor John George</td>
<td>Fishers, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Nathan Go</td>
<td>Crawfordsville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ezequiel John Godinez</td>
<td>Merrillville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jayvis Vineet Gonsalves</td>
<td>Portage, IN</td>
<td>IN</td>
<td></td>
<td>INDIA</td>
</tr>
<tr>
<td>Michael Paul Gore</td>
<td>Ridgeway, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Logan Gough</td>
<td>Portage, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collin Reed Graber</td>
<td>Bloomington, IL</td>
<td>IL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Devante Marquis Gray</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Dane Gray</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beau Tyler Green</td>
<td>Bainbridge, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian Franklin Gregory</td>
<td>Salt Lake City, UT</td>
<td>UT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kevin Lamar Griffen</td>
<td>Brownsburg, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cody William Grzybowski</td>
<td>Munster, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke Daniel Gunderman</td>
<td>Carmel, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preston Joseph Hadley</td>
<td>Peoria, AZ</td>
<td>AZ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew J.F. Hamilton</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan Eric Hansen</td>
<td>Lowell, IN</td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph Haydon Hapak</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cole Mikel Harlacher</td>
<td>Granger, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justin Lee Harmeson</td>
<td>Attica, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenneth Rich Harnden</td>
<td>Plainwell, MI</td>
<td>MO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austin T. Harrison</td>
<td>South Bend, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnathan Alexander Hartley</td>
<td>Logansport, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ross Elliott Harvey</td>
<td>Lincoln, NE</td>
<td>NE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corey Dell Hawk</td>
<td>New Lebanon, OH</td>
<td>OH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chase Nicholas Herron</td>
<td>Borden, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cole Daniel Hickman</td>
<td>Rensselaer, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hunter Paign Hickman</td>
<td>Rensselaer, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brient G. Hicks</td>
<td>Butler, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marcus Charles P. Hoekstra</td>
<td>Holland, MI</td>
<td>MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucas Dale Holstine</td>
<td>Plainview, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Town</th>
<th>State</th>
<th>City</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitchell Paul Homan</td>
<td>Portage, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mason Ivan Hooper</td>
<td>Crawfordsville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hank Montford Horner</td>
<td>Saranac, MI</td>
<td>MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeffrey Keith Houston</td>
<td>Riverdale, IL</td>
<td>IL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lavelle Lee Hughes</td>
<td>Plainfield, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anton Cyril Hummel</td>
<td>Russia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kirill Ivashchenko</td>
<td>Logansport, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew Darus Jackson</td>
<td>Crawfordsville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patrick Ryan Jahnke</td>
<td>Beech Grove, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin Daniel Johnson</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adam Joel Kashin</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Michael Jennings</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Daniel Johnson</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jack William Kellerman</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Francis Kelly</td>
<td>LaGrange, IN</td>
<td>IL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patrick David Kenney</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aidan Patrick Kenny</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaun Teng-Shen Khoi</td>
<td>MAlaysia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniel Calvin Kimball</td>
<td>Brazil, IN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jaylen L. Kimble</td>
<td>Mc Cordsville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taylor Christian King</td>
<td>Cedar Falls, IA</td>
<td>IA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logan James Kleiman</td>
<td>Evansville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eunkyu Ko</td>
<td>KOREA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kasimir Joshua Koehring</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew Thomas Kroll</td>
<td>Mishawaka, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stojan Krteski</td>
<td>Crown Point, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mitchell Edmund Krum</td>
<td>Brighton, MI</td>
<td>MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Thomas Krutz</td>
<td>Valparaiso, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucas Samuel Kseniak</td>
<td>Noblesville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Vincent Joseph Lang</td>
<td>Floyds Knobs, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoang Le Cong</td>
<td>VIETNAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minh Quan Le Thien</td>
<td>VIETNAM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zachary Bennett Leander</td>
<td>Wheaton, IL</td>
<td>IL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timothy Everett Leath</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nathan Michael Lewis-Cole</td>
<td>Terre Haute, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weidi Lin</td>
<td>CHINA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minh Quan Le Thien</td>
<td>Terre Haute, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephen Eugene Lucey</td>
<td>El Paso, TX</td>
<td>TX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Edwin King Lumpkin</td>
<td>Muncie, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Benjamin Mason</td>
<td>Franklin, TN</td>
<td>TN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan Alexander McDaniel</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles Andrew Mettler</td>
<td>Huntington, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacob Michael Miller</td>
<td>Hobart, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immanuel Elijah Mitchell-Sodipe</td>
<td>Alsip, IL</td>
<td>IL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyler John Mix</td>
<td>West Terre Haute, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniel Augustine Molloy</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonathan Favian Montoya</td>
<td>Indianapolis, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chandler Clayton Moore</td>
<td>Crawfordsville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicholas Bannon Morin</td>
<td>Point, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nolan Robert Morse</td>
<td>Crawfordsville, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony Warren Morse</td>
<td>Bloomington, IN</td>
<td>IN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nathan Allan Muha
Azlan Munir
Kevin Thomas Murphy
Kolby Steven Myer
Noah John Newcomb
John Robert Newton
Gabriel N Njimu Murei
Edgar Ocampo
Jordan Lee Ogle
Scott William Ogle
Benjamin Christopher Page
Luke Christopher Page
Brian Michael Parks
Anthony Michael Pascual
Zachary Richard Patton
Anh The Pham
Joseph Michael Pich
Nicholas David Pollock
Ty K. Preston
Braden Thomas Quackenbush
Parker Scott Redelman
Samuel Eugene Reel
William Everett Reifeis
Joseph Stephen Reilly
Dakota Kyler Rhodes
Brian Jonathon Rice
Timothy Joseph Riley
Colin William Rinne
Carlos Alejandro Rios
Dominick Michael Rivers
Bryan Alan Roberts
Johnathan Jose Rodriguez
Jacob Ray Roehm
Christopher Roman
Douglas Andrew Rourke
Max John William Rowley
Jiachen Ruan
Terrell Wellington Russell
Irfanullah Darwish Saleh
Zachary Michael Scarano
Paul James Schafer
Aaron Bruce Scott
Dylan Thomas Seikel
William Nicholas Shaw
Deonte Kamar Simpson
Cory Jackson Sims
Sheldon Lee Slusser
Connor Mason Smith
Connor Ray Smith
Rodolfo Solis
Runtao Song
Samuel Joseph Surgalski

Lowell, IN
Elmwood Park, IL
Delphi, IN
Lowell, IN
Crawfordsville, IN
South Bend, IN
Elkhart, IN
Dana, IN
Noblesville, IN
West Lafayette, IN
Beverly Shores, IN
Indianapolis, IN
Cedar Lake, IN
Remington, IN
VIETNAM
Beech Grove, IN
Goshen, IN
Lafayette, IN
Indianapolis, IN
Noblesville, IN
Plainfield, IN
Crown Point, IN
Indianapolis, IN
Westfield, IN
Phoenix, AZ
Crawfordsville, IN
Madisonville, LA
Philadelphia, PA
Farmersburg, IN
Philadelphia, PA
Terre Haute, IN
Fort Wayne, IN
CHINA
Fort Lauderdale, FL
Chevy Chase, MD
Olney, MD
Crawfordsville, IN
Roanoke, IN
Akron, OH
Cincinnati, OH
Phoenix, AZ
Camby, IN
Logansport, IN
Crawfordsville, IN
Valparaiso, IN
Pharr, TX
CHINA
 Traverse City, MI

Henry Joseph Swift
Logan Andrew Taylor
Marquise James Teague
Adrian Enrique Tejeda
Dajon Jeree Thomas
Aaron Dallas Tincher
Nicholas Alexander Torres
Anh Viet Tran
Francisco Javier Trejo
Gage Andrew Ulery
Miguel Angel Valdivia
Jason Dru VanMeter
Joseph Gene Walters
Ryan Scott Walters
Samuel Thomas Andrew Watts
Henry Bernard Webberhunt
Austin Robert Weirich
Christopher Thomas White
Grant Michael Wolf
Jonah Christopher Woods
Jacob Riley Woodward
Robert Allen Wunderlich
Brett Ronald Wyatt
Wei Zhong

Freshmen—Class of 2019

Adam John Abbatacola
Miguel Angel Aguirre-Morales
Keanan Aries Alstatt
William Ignatius Amberger
Brandon Clay Arbcuke
Connor Mathew Armuth
Patrick Michael Azar
Matthew Joseph Bailey
Earnest Davonjay Banks
Alexander James Beckham
SaVonne Xavier Bennett
William Patrick Bernhardt
Russell Joseph Berning
Joseph Tyler Bertaux
Cameron John Bland
Luke Joseph Borinstein
Jacques Robert Boulais
Ethan Hudson Boyd
Terrence John Bradley
Brent Anthony Breese
Collin Andrew Brennan
Bryce Lawrence Bridgewater
Gage Orion Joshua Brock
Connor James Brooks
Lucas Gregory Bucina
Nicholas David Budler

Crawfordsville, IN
New Albany, IN
South Bend, IN
Seattle, WA
Indianapolis, IN
Martinsville, IN
Lafayette, IN
VIETNAM
Houston, TX
Lafayette, IN
Salinas, CA
West Lafayette, IN
Green Bay, WI
Belding, MI
Brownsburg, IN
Indianapolis, IN
Goshen, IN
Crawfordsville, IN
Borden, IN
North Vernon, IN
Valparaiso, IN
St. Louis, MO
La Fontaine, IN

Gold Canyon, AZ
Donna, TX
Owensville, IN
Batesville, IN
Bloomington, IN
West Lafayette, IN
Valparaiso, IN
Westfield, IN
Chicago, IL
Crown Point, IN
Carmel, IN
Crown Point, IN
Lafayette, IN
Noblesville, IN
Bloomington, IN
Shelbyville, IN
Indianapolis, IN
Cloverdale, IN
Chicago Heights, IL
Hobart, IN
Carmel, IN
Indianapolis, IN
Cincinnati, OH
West Lafayette, IN
Indianapolis, IN
Sugar Grove, IL
Nicholas Joseph Buening | Lewis Center, OH | Jaleel Lucas Grandberry | Chicago, IL
Tung Thanh Bui | VIETNAM | Jordan Louis Greenwell | Evansville, IN
Trace Daniel Bulger | Noblesville, IN | Bradley Wayne Guilinger | Indianapolis, IN
Scott Andrew Burton | West Lafayette, IN | Blake Hunter Guinn | New Richmond, IN
Jeffery Lynn Byrne | Indianapolis, IN | Wyatt Edmund Gutierrez | Greenfield, IN
Scott Andrew Bye | New Albany, IN | Connor O’Neal Guzior | Sherrerville, IN
Kody Bryan Caudle | Pass Christian, MS | Griffin Dantzler Hall | Rockford, MI
Quinn Alan Cavin | Mooresville, IN | Evan Robert Hansen | Carmel, IN
Nicholas Merrick V. Chao | Angola, IN | William Michael Hargis | Plainfield, IN
Eric Matthew Chavez | Albuquerque, NM | William Andrew Harmon | Crawfordsville, IN
Chase Swenson Clarkmon | Michigan City, IN | Juan Manuel Haro | Indianapolis, IN
Sergio-Steven Matthew Cobos | Fort Wayne, IN | Zachary Thomas Havlin | Zionsville, IN
Samuel Alejandro Colaiacova | Boca Raton, FL | Samuel Patrick Hayes | Bayou Vista, TX
Clayton Daniel Corey | Kingman, IN | Walker Lee Hedgepath | Munster, IN
Kenneth Wallace Cox | Indianapolis, IN | Brock Edward Heffron | Chandler, AZ
Christopher Lee Crayton | Dayton, OH | Jacob Richard Helmer | Munster, IN
James Bradley Cullison | Indianapolis, IN | Rithy Sakk Heng | CAMBODIA
Jared Eugene Cummings | Ladoga, IN | Trevor Christian Hix | Marion, IN
Christopher E. Dabrowski | Highland, IN | Kaleb Isaiah Hobgood | Elberfeld, IN
Alexander Edward Dague | Ingleside, IL | Cal Stuart Hockemeyer | Fort Wayne, IN
Ngoc Minh Dang | VIETNAM | Matthew James Hodges | Carmel, IN
Luke R. Dant | Indianapolis, IN | Zachary Joseph Hoereth | Brownsburg, IN
Gatlin Duran Darling | Lafayette, IN | Nicholas Bryan Holland | Indianapolis, IN
David Alexander Daugherty | Indianapolis, IN | Austin C. Hoover | Thorntown, IN
Brennan Claus Davenport | Zionsville, IN | Matthew Warren Hopkins | Brownsburg, IN
Damion Ryan Davies | Martinsville, IN | Joseph Robert House | Lafayette, IN
Christopher Ronald Diaz | Whiting, IN | Dillian Lee Howard | Shelby, IN
Neil Kometani Dittmann | Snohomish, WA | Myron Leonardo Howard | Muncie, IN
William Tucker Dixon | Whitestown, IN | Kevin Edward Huffman | Peru, IN
Quan Minh Do | VIETNAM | Isaak John Hunter | Williamsport, IN
Sawyer Michael Donovan | Coatesville, IN | Hasan Irtija | BANG
Deacon McKena Doub | North Salem, IN | Matthew Wylie Jackson | Indianapolis, IN
Colby K. Dunigan | Middletown, IN | John Ryan Jager | Bloomington, IN
James David Eaton | Munster, IN | Joel Michael Janak | Zionsville, IN
Anthony Steven Eley | Terre Haute, IN | John Riley Janak | Zionsville, IN
Aaron Chase Elsing | Lake Villa, IL | Alexander Cain Johnson | Evansville, IN
Aaron James Embree | Springville, IN | Brandon James Johnson | Gulfport, MS
Lucas Cruz Esparza | Peoria, AZ | Myles MacKenzie Johnson | Maylene, AL
Jesus Jair Esquivel | Alamo, TX | Nikola Kajmakoski | Munster, IN
Nicholas Phillip Etter | Zionsville, IN | Ahad Ahmad Khan | PAKISTAN
Luke Henry Fankhauser | West Lafayette, IN | Sovann Kho | CAMBODIA
Daniel James Feltis | Lafayette, IN | Mathew Curtis Kirk | Evansville, IN
Jacob Ellis Fernung | Lafayette, IN | Erich Henry Lange | Hamilton, OH
Timothy LeVaughn Fields | Indianapolis, IN | Ja’von DeShay Langley | Evansville, IN
Ian Michael Finley | Carmel, IN | Caleb Tate Larson | Kendallville, IN
Nicolas Andre Hamilton Fishe | Wilmette, IL | Zachary David TreLaRue | Dublin, OH
Evan Maxwell Frank | Indianapolis, IN | Maxwell Gabriel Lawson | Munster, IN
Charles Robert Frey | Frankfort, IN | Nicholas Andrew Lawson | Crawfordsville, IN
Eric Robert Fritchley | Pittsboro, IN | Christian Levi Lebron | Chicago, IL
Cheng Ge | CHINA | Seongheum Lee | KOREA
Brady M. Gossett | Indianapolis, IN | Joseph Andrew Lenkey | Greenwood, IN
<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher William Wilson</td>
<td>Indianapolis, IN</td>
</tr>
<tr>
<td>Christian James Wirtz</td>
<td>South Bend, IN</td>
</tr>
<tr>
<td>Jared Jay Wolfe</td>
<td>Terre Haute, IN</td>
</tr>
<tr>
<td>Justin Lee Woodard</td>
<td>Lebanon, IN</td>
</tr>
<tr>
<td>Jared William Woodward</td>
<td>Zionsville, IN</td>
</tr>
<tr>
<td>Isaac Anthony Wynne</td>
<td>Brownsburg, IN</td>
</tr>
<tr>
<td>William Gregory Yank</td>
<td>Marion, IN</td>
</tr>
<tr>
<td>Zachery Mark Zeurcher</td>
<td>Fishers, IN</td>
</tr>
<tr>
<td>Xinyu Zhang</td>
<td>CHINA</td>
</tr>
<tr>
<td>Adam Joseph Zink</td>
<td>Delphi, IN</td>
</tr>
</tbody>
</table>
## INDEX

<table>
<thead>
<tr>
<th>A</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Divisions</td>
<td>Faculty Committees</td>
</tr>
<tr>
<td>Academic Honors and Awards</td>
<td>Faculty</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>Statements on Diversity</td>
</tr>
<tr>
<td>Academic Programs A-Z</td>
<td>and Research, Scholarship,</td>
</tr>
<tr>
<td>Accounting (ACC)</td>
<td>and Creative Work</td>
</tr>
<tr>
<td>Accounting Pipeline</td>
<td>FERPA</td>
</tr>
<tr>
<td>Administration</td>
<td>Film and Digital Media</td>
</tr>
<tr>
<td>Admissions</td>
<td>Financial Assistance</td>
</tr>
<tr>
<td>Application Procedures</td>
<td>Financial Economics</td>
</tr>
<tr>
<td>Art</td>
<td>French</td>
</tr>
<tr>
<td>Art (ART)</td>
<td>French (FRE)</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>Freshman Tutorial (FRT)</td>
</tr>
<tr>
<td>Asian Studies (ASI)</td>
<td>G</td>
</tr>
<tr>
<td>Awards</td>
<td>Gender Studies (GEN)</td>
</tr>
<tr>
<td>Awards and Prizes</td>
<td>Gender Studies</td>
</tr>
<tr>
<td>B</td>
<td>German</td>
</tr>
<tr>
<td>Billing</td>
<td>German (GER)</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Global Health (GHL)</td>
</tr>
<tr>
<td>Biology</td>
<td>Global Health (GHL)</td>
</tr>
<tr>
<td>Biology (BIO)</td>
<td></td>
</tr>
<tr>
<td>Black Studies</td>
<td></td>
</tr>
<tr>
<td>Black Studies (BLS)</td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Business (BUS)</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Center for Innovation, Business</td>
<td></td>
</tr>
<tr>
<td>&amp; Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>Changes in Schedule</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Chemistry (CHE)</td>
<td></td>
</tr>
<tr>
<td>Class Agents</td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td></td>
</tr>
<tr>
<td>Classics (CLA)</td>
<td></td>
</tr>
<tr>
<td>College Loan Funds</td>
<td></td>
</tr>
<tr>
<td>Colloquium (COL)</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
</tr>
<tr>
<td>Computer Science (CSC)</td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
</tr>
<tr>
<td>Course Information</td>
<td></td>
</tr>
<tr>
<td>Courses A-Z</td>
<td></td>
</tr>
<tr>
<td>Curriculum Outline</td>
<td></td>
</tr>
<tr>
<td>Curriculum Rationales</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Degrees in Course</td>
<td></td>
</tr>
<tr>
<td>Disability Services</td>
<td></td>
</tr>
<tr>
<td>Division I (DV1)</td>
<td></td>
</tr>
<tr>
<td>Division II (DV2)</td>
<td></td>
</tr>
<tr>
<td>Division III (DV3)</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>Economics (ECO)</td>
<td></td>
</tr>
<tr>
<td>Education (EDU)</td>
<td></td>
</tr>
<tr>
<td>Education Studies</td>
<td></td>
</tr>
<tr>
<td>Electronic Music</td>
<td></td>
</tr>
<tr>
<td>Emeritus Faculty</td>
<td></td>
</tr>
<tr>
<td>Emeritus Trustees</td>
<td></td>
</tr>
<tr>
<td>Endowed Chairs and Professorships</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>English (ENG)</td>
<td></td>
</tr>
<tr>
<td>Enrollment Deposit and Housing</td>
<td></td>
</tr>
<tr>
<td>Enrollment Requirements</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Gender Studies</td>
<td></td>
</tr>
<tr>
<td>Gender Studies (GEN)</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>German (GER)</td>
<td></td>
</tr>
<tr>
<td>Global Health</td>
<td></td>
</tr>
<tr>
<td>Global Health (GHL)</td>
<td></td>
</tr>
<tr>
<td>Grading System</td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>Greek (GRK)</td>
<td></td>
</tr>
</tbody>
</table>

---

Courses A-Z: 160
Curriculum Outline: 26
Curriculum Rationales: 24
Degrees in Course: 298
Disability Services: 6
Division I (DV1): 175
Division II (DV2): 175
Division III (DV3): 175
Economics: 55
Economics (ECO): 175
Education (EDU): 180
Education Studies: 61
Electronic Music: 65
Emeritus Faculty: 289
Emeritus Trustees: 284
Endowed Chairs and Professorships: 291
English: 65
English (ENG): 183
Enrollment Deposit and Housing: 11
Enrollment Requirements: 18
Faculty: 285
Faculty Committees: 295
Faculty Statements on Diversity and Research, Scholarship, and Creative Work: 8
FERPA: 18
Film and Digital Media: 74
Financial Assistance: 12
Financial Economics: 75
French: 76
French (FRE): 190
Freshman Tutorial (FRT): 192
Gender Studies: 79
Gender Studies (GEN): 192
German: 86
German (GER): 198
Global Health: 89
Global Health (GHL): 200
Grading System: 19
Greek: 90
Greek (GRK): 200
<table>
<thead>
<tr>
<th>Page Number</th>
<th>Section Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mission and Core Values</td>
</tr>
<tr>
<td>2</td>
<td>History (HIS)</td>
</tr>
<tr>
<td>3</td>
<td>Hispanic Studies (HSP)</td>
</tr>
<tr>
<td>9</td>
<td>Honorary Societies</td>
</tr>
<tr>
<td>93</td>
<td>History</td>
</tr>
<tr>
<td>98</td>
<td>Humanities</td>
</tr>
<tr>
<td>10</td>
<td>International Students</td>
</tr>
<tr>
<td>101</td>
<td>Mathematics</td>
</tr>
<tr>
<td>108</td>
<td>Multicultural American Studies</td>
</tr>
<tr>
<td>115</td>
<td>Music</td>
</tr>
<tr>
<td>120</td>
<td>Philosophy</td>
</tr>
<tr>
<td>123</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>126</td>
<td>Physics</td>
</tr>
<tr>
<td>129</td>
<td>Physical Education (PE)</td>
</tr>
<tr>
<td>130</td>
<td>Political Science</td>
</tr>
<tr>
<td>137</td>
<td>Psychology</td>
</tr>
<tr>
<td>142</td>
<td>Religion</td>
</tr>
<tr>
<td>147</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>150</td>
<td>Spanish</td>
</tr>
<tr>
<td>154</td>
<td>Theater</td>
</tr>
<tr>
<td>157</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>162</td>
<td>Pre-Professional Advising and Programs</td>
</tr>
<tr>
<td>163</td>
<td>Pre-Health and Allied Science</td>
</tr>
<tr>
<td>164</td>
<td>Pre-Law Preparation</td>
</tr>
<tr>
<td>164</td>
<td>Pre-Engineering Preparation</td>
</tr>
<tr>
<td>137</td>
<td>Psychology (PSY)</td>
</tr>
<tr>
<td>142</td>
<td>Religion (REL)</td>
</tr>
<tr>
<td>147</td>
<td>Rhetoric (RHE)</td>
</tr>
<tr>
<td>150</td>
<td>Spanish (SPA)</td>
</tr>
<tr>
<td>154</td>
<td>Theater (THE)</td>
</tr>
<tr>
<td>154</td>
<td>The Chronicle</td>
</tr>
<tr>
<td>162</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>21</td>
<td>Pre-Health and Allied Science</td>
</tr>
<tr>
<td>21</td>
<td>Pre-Law Preparation</td>
</tr>
<tr>
<td>21</td>
<td>Pre-Professional Advising and Programs</td>
</tr>
<tr>
<td>21</td>
<td>Preparation for Secondary Teaching License</td>
</tr>
<tr>
<td>93</td>
<td>History</td>
</tr>
<tr>
<td>98</td>
<td>Humanities</td>
</tr>
<tr>
<td>108</td>
<td>Multicultural American Studies</td>
</tr>
<tr>
<td>115</td>
<td>Music</td>
</tr>
<tr>
<td>120</td>
<td>Philosophy</td>
</tr>
<tr>
<td>126</td>
<td>Physics</td>
</tr>
<tr>
<td>129</td>
<td>Physical Education (PE)</td>
</tr>
<tr>
<td>130</td>
<td>Political Science</td>
</tr>
<tr>
<td>137</td>
<td>Psychology</td>
</tr>
<tr>
<td>142</td>
<td>Religion</td>
</tr>
<tr>
<td>147</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>150</td>
<td>Spanish</td>
</tr>
<tr>
<td>154</td>
<td>Theater</td>
</tr>
<tr>
<td>154</td>
<td>The Chronicle</td>
</tr>
<tr>
<td>21</td>
<td>Pre-Health and Allied Science</td>
</tr>
<tr>
<td>21</td>
<td>Pre-Law Preparation</td>
</tr>
<tr>
<td>21</td>
<td>Pre-Professional Advising and Programs</td>
</tr>
<tr>
<td>21</td>
<td>Preparation for Secondary Teaching License</td>
</tr>
<tr>
<td>266</td>
<td>Scholarships/Awards/Prizes/Honorary Societies</td>
</tr>
<tr>
<td>267</td>
<td>The Chronicle</td>
</tr>
<tr>
<td>272</td>
<td>Scholarship and Tuition Awards from Endowment</td>
</tr>
<tr>
<td>275</td>
<td>Prizes and Awards</td>
</tr>
<tr>
<td>281</td>
<td>Transfer Credit</td>
</tr>
<tr>
<td>315</td>
<td>Rule of Conduct</td>
</tr>
<tr>
<td>315</td>
<td>Wabash College at a Glance</td>
</tr>
<tr>
<td>315</td>
<td>Wabash Writing Statement</td>
</tr>
<tr>
<td>315</td>
<td>Yearly Calendars</td>
</tr>
</tbody>
</table>