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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 and 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.

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.

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.

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.

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

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; 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.

As an intellectual community, Wabash requires the highest standards of academic honesty. Cases of academic dishonesty are managed by the Dean of the College's Office. The Associate Dean of the College receives faculty reports of cases of academic dishonesty, and meets with all students accused. The Dean of the College adjudicates cases of academic dishonesty requiring an administrative response, and makes decisions about continuation at the College.

The grade penalty for any academic dishonesty offense is decided by the professor. The infraction is 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 Academic Honesty Appeals Panel, comprised of elected faculty members and advised by the Dean of the College. First offenses for which the student accepts responsibility without appeal, or for which the Appeals Panel affirms the professor's finding, result in mandatory supplemental instruction for the student under the direction of the Office of Student Enrichment. This instruction is not a punishment, but is meant to ensure that the student understands why the professor's accusation constitutes academic dishonesty and equips him with the tools to prevent future charges. If the Panel grants a student's appeal, there is no finding of academic dishonesty, but the Panel's decision remains independent from the professor's assignment of grades.

After the first offense, the default penalty for any additional offense of academic dishonesty is expulsion from the College, pending an automatic review by the Academic Honesty Appeals Panel. A student facing a repeat accusation of academic dishonesty is highly encouraged to submit a written appeal to the Panel. The Panel will review all available information retained by the Dean of the College's Office pertaining to both the current accusation and any prior admitted or upheld academic dishonesty offense. Following this review, if the Panel affirms the accusations against the student, they may recommend a response from the College other than expulsion if they determine it warranted by circumstances. In such cases, the Dean of the College will consider these recommendations in determining the student's penalty. The student may appeal in writing the finding of academic dishonesty and/or the assessed penalty directly to the President of the College, who will consider the appeal at his or her discretion.

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 assuring that prompt and effective corrective action is taken when appropriate. Wabash College's Title IX Coordinator, who is responsible for coordinating the College's compliance with Title IX, is Heather Thrush, Associate Dean for Student Engagement and Success, Center Hall.
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 each allegation was 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 report 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.

Investigating the Complaint

• The Title IX Coordinator will appoint two investigators who will conduct a prompt investigation of every complaint and complete the investigation in a timely manner. The time to complete the investigation will vary depending on the nature and complexity of the issue but will be concluded within 60 days.

• The investigation may include interviews of the Complainant, the individual accused of engaging in discriminatory or harassing behavior, and any other witness who may reasonably be expected to have relevant information. All interviewed parties and witnesses will be provided an opportunity to present any information they reasonably believe could be relevant to the situation.

• Wabash College will respect the privacy of the Complainant, the individual(s) against whom the complaint is made, and the witnesses to the extent possible consistent with Wabash College’s legal obligations to investigate and take appropriate action and to comply with discovery and disclosure obligations. All records generated in connection with the investigation will be maintained as confidential to the extent permitted by law.

• If a complaint is made about any of the persons having responsibility for the implementation and enforcement of the policy forbidding sex discrimination and harassment, the President of Wabash College will appoint an independent person to assume those responsibilities.

• At the conclusion of the investigation, the investigators will prepare to deliver to the Title IX Coordinator a written report summarizing the evidence gathered during the investigation, providing a determination whether or to what extent the complaint has been substantiated. The corrective action should be designed to stop the harassment or discrimination, prevent it from recurring, and remedy its effects, including services to the target(s) of the misconduct, if appropriate. The written report must be based on the totality of the circumstances, including the nature of the alleged conduct, the context in which the alleged conduct occurred, and the positions of the individuals involved. The Title IX Coordinator will then give the report to the senior supervising official.

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
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.

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 16,100, is the county seat of Montgomery County, population 38,300. Crawfordsville is located 45 miles northwest of Indianapolis and 150 miles southeast of Chicago.

Endowment
As of June 30, 2018, the value of Wabash’s endowment was approximately $331 million, with a per-student endowment of about $381,000. Wabash ranks near the top of all private colleges in the country.

Financial Aid
Nearly all students at Wabash receive some form of student aid.

Tuition and Fees
For the 2019-20 academic year, tuition is $43,870. Room fees in College-owned housing are $5,700 per year. Board plans vary by the number of meals per week. For students living in residence halls, the 19-meal plan is $4,800 per year and the 15-meal plan is $4,600 per year. Mandatory fees for student activities and the Health Center are $450 and $400, respectively.

The College’s Campus

The 94-acre wooded campus contains over 60 buildings predominantly of Georgian architecture. Caleb Mills taugh 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.

Twenty-five campus buildings have either been renovated or are new in the last 20 years, including a $23 million investment in the construction of the Residential Life District and renovation of Martindale Hall; the Shelbourne Wrestling Center; 170,000-square-foot Allen Athletics and Recreation Center; 81,000-square-foot, state-of-the-art Hays Hall (biology and chemistry); Trippet Hall, home of the Center of Inquiry in the Liberal Arts at Wabash College; and the Wabash Center for Teaching and Learning in Theology and Religion.

Most of the College’s structures circle the Wabash Mall with Trippet Hall on the north end and the Pioneer Chapel on the south end. The Fine Arts...
Center, which houses the Art, Music, Rhetoric, and Theater departments, is adjacent to the Fuller Arboretum, an open expanse of trees and brick paths.

Students
Wabash’s 882 male students come from 27 states and 17 foreign countries. Seventy-four percent are from Indiana. Test scores from the middle 50 percent of entering freshmen range as follows: SAT critical reading 550-650 and SAT math 550-680. Each year, approximately 250 freshmen and a few transfer students enroll.

Faculty
In 2018-19, all of the 83 full-time faculty members at Wabash held a Ph.D. or equivalent terminal degree. Wabash’s special strength lies with a faculty dedicated to teaching undergraduate students.

Student/Faculty Ratio
In 2018-19, Wabash had a student/faculty ratio of 10/1.

Majors
Wabash offers 27 majors in the following areas: Art, Biochemistry, Biology, Chemistry, Classics, Computer Science, Economics, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Rhetoric, Spanish, and Theater, along with multidisciplinary majors in Financial Economics, Hispanic Studies, and Philosophy, Politics, and Economics, 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.

Library Collections and Services
Lilly Library serves as the primary hub of campus life. Built in 1959, the Library was renovated and expanded in 1992. In 2014, the Library welcomed the 1832 Brew coffee shop followed by the Writing Center in 2016. Wabash students rely on Lilly Library to conduct research, ask for help with assignments, write papers, check out books and media, work on group projects, program robots, and meet with friends.

Our collections include 290,000 print books, 350,000 electronic books, and 400,000 electronic journals. The Ramsay Archives and Special Collections documents the life of the College, including old editions of the student newspaper (The Bachelor) and yearbook. The Educational Technology Center provides the equipment and training for a range of media projects, including video production, poster design, image scanning & editing, slide scanning, photo quality color printing, podcasting, interactive multimedia development and desktop publishing.

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
All students are required to live in college housing. Students may live in one of six residence halls: College Hall, Martindale Hall, Rogge Hall, Wolcott Hall, Morris Hall and Williams Hall; in one of ten national fraternities: Beta Theta Pi, Delta Tau Delta, 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 & diving, lacrosse, and baseball—as a member of the North Coast Athletic Conference. In addition, students may participate in a variety of intramural sports, including soccer, flag football, basketball and bowling, as well as intramural sports. More than three-quarters of Wabash students participate in at least one intramural sport.

Extracurricular Activities
Wabash students take part in 64 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 85 percent of Wabash graduates complete an internship during their college careers, and more than 68 percent complete 2 or more internships. In Summer 2018, students interned with a wide variety of organizations, including Google, Amazon, Microsoft, JP Morgan Chase, Eli Lilly & Co., Cummins, Trek10, Wells-Fargo, Stanton Chase, Williamstown Theater Festival, Local Motors, University of Oslo, Smithsonian Environmental Research Center, Indianapolis Museum of Art, IDEA Public Schools, and Handshake.

Graduates
In 2018, at Commencement, 86 percent of graduates had secured employment, fellowship, or postgraduate education. Wabash graduates accepted positions with Eli Lilly & Co., Goldman Sachs, JP Morgan Chase, IU Health, Spot, Liberty Mutual, Morgan Stanley, Teach for America, Charles Schwab, BD Corporate Finance, Chicago Cubs, Elanco, United Health, and Pacific Life among many others. This year, 22 percent of the graduating class went directly into graduate, medical, or law school.
Wabash Writing Statement

Wabash Writing Statement

Wabash Writing Statement

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.
ACADEMIC DIVISIONS

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

The Faculty of Division I
Kathleen Patricia Ansaldi
Anne Bost
James A Brown
Patrick Burton
Bradley E Carlson
Timothy Daniel Cook
Scott E Feller
Zachary Gates
Timothy D Hodges
Amanda Ingram, Leave
Dennis Krause
Mark McCartin-Lim
Colin B.P McKinney
Walter Ray Pendola Novak (chair)
Esteban I. Poffald
Lon A Porter
James Gaylon Ross
Paul David Schmitt
Erika Sorensen-Kamakian
Ann Taylor, Sabbatical
Peter Thompson
Nathan Tompkins
William J Turner
Heidi Walsh
Chad Westphal
Eric J Wetzel
Laura Wysocki

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

The Faculty of Division II
Jennifer Young Abbott
Michael S Abbott
Mollie Ables
Natalie Aikens
Jonathan Baer
Andrea Bear
Crystal Benedicks
David S Blix
Stephen S. Bowen
Matthew Carlson
James M Cherry
Jeffrey Paul Drury
Sara A M Drury
Anne O Fisher
Eric Freeze
Rixa Freeze
Cory Paul Geraths
Gilberto Gomez
Matthew M Gorey
Jeffrey Dwight Gower
Jane Hardy
Jeremy Scott Hartnett, Sabbatical
Cara Michelle Healey
Cheryl L Hughes
Zachery W Koppelmann
David P Kubiak
Timothy Lake
Matthew Michial Lambert
L. Jill Lamberton
Yao Li
James K Makubuya
Todd F McDorman
Karisa L Millington
Damon M Mohl
Derek C Mong
Maria Cristina Monsalve  
Elizabeth Gron Morton  
Derek Rory Nelson  
Nadine Pence  
Gary A Phillips  
Adrien M Pouille  
Karen Quandt  
John Gregory Redding  
Christopher Matthew Renk  
V. Daniel Rogers  
Susannah Ruth Strader  
Agata Szczeszak-Brewer, Sabbatical  
Adriel Trott  
Brian M. Tucker (chair)  
Jacob Allan VanderKolk  
Heidi Winters Vogel  
Matthew Weedman  
Marcus Richard Welch  
Bronwen Wickkiser  
Ethan Leong Yee  

Robert S Horton  
Frank M Howland  
Savitri Maya Kunze  
Lorraine Krall McCrary  
Peter Mikek  
Stephen R Morillo, Leave  
Nicole M Muszynski  
Eric Olofson  
Michele Pittard  
Ann-Michelle K Rhoades  
Robert Royalty, Sabbatical  
Sujata Saha  
Neil Schmitzer-Torbert, Sabbatical  
Deborah Seltzer-Kelly  
Nicholas Arthur Snow  
Sabrina Thomas  
Richard Warner  
Matthew Sherman Wells

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  
Joyce Burnette (chair)  
Chonghyun Christie Byun  
Eric Paul Dunaway  
Jack L Foos  
Shamira Gelbman  
Karen L Gunther  
Perry Edward Hensley  
Gregory D. Hess  
Scott David Himsel  
Ethan J Hollander
ACADEMIC POLICIES

Changes in Major or Minor

All changes to a major or minor must be requested no later than mid-semester of the fall semester of the senior year. This deadline is necessary to ensure proper faculty assignments for comprehensive examinations in January. Changes to a major or minor require the academic advisor’s approval and must be provided to the Registrar’s Office in writing. The request document is available in their office.

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 when properly requested by the student. In discussion with students, faculty members determine appropriate ways to make up the work missed.

Petitions

A student may request special permission for an exception from prescribed academic policies (e.g. to enroll in six or more course credits per semester, for dropping and adding courses after deadlines 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 (more than 5.5 credits in a semester) must be presented at the time of registration. The petition will be acted upon by the Curriculum Appeals Committee and the decision relayed to the student, advisor, and when appropriate, course instructors.

Availability of Student Records

The policy of the Registrar’s Office is to not release personally identifiable academic information (transcripts, grade averages, class rank, etc.) via telephone, fax, email or other means to any individual or requesting entity, except when granted specific permission to do so by the student, in such cases as required by law, or to persons working on behalf of Wabash College who can establish a legitimate educational interest as defined in the College’s FERPA policy (p. 15).

Release of such information must be granted by the student, with a handwritten signature; except in the case of transcripts, see below for more information regarding transcripts. The Registrar's Office will accept the release via email, provided it comes from the student's College email account (ending in wabash.edu). The release should specify what information is to be released and to whom. Please allow a minimum of two working days for processing of informational requests.

Transcript ordering is processed through the National Student Clearinghouse. Current students will link to the Clearinghouse’s Self Services site at www.wabash.edu/registrar and log in 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 a co-curricular transcript or documents 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 link to the Clearinghouse’s Self Services site at www.wabash.edu/registrar where the Enrollment Verification can be printed or emailed by the student. Employer or background screening firms requesting information regarding Degree Verification should visit the National Student Clearinghouse at http://www.studentclearinghouse.org/.

Replacement 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

<table>
<thead>
<tr>
<th>Comp Grade (or Rating)</th>
<th>GPA</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>3.600</td>
<td>A.B. Summa Cum Laude</td>
</tr>
<tr>
<td>Pass</td>
<td>3.800</td>
<td>A.B. Magna Cum Laude</td>
</tr>
<tr>
<td>High Pass</td>
<td>3.600</td>
<td>A.B. Magna Cum Laude</td>
</tr>
<tr>
<td>Distinction</td>
<td>3.330 - 3.599</td>
<td>A.B. Magna Cum Laude</td>
</tr>
<tr>
<td>Pass</td>
<td>3.600 - 3.799</td>
<td>A.B. Cum Laude</td>
</tr>
<tr>
<td>High Pass</td>
<td>3.400 - 3.599</td>
<td>A.B. Cum Laude</td>
</tr>
<tr>
<td>Distinction</td>
<td>3.170 - 3.329</td>
<td>A.B. Cum Laude</td>
</tr>
</tbody>
</table>

Determination of comps 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 1,400 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 grades of INC (incomplete) removed from their records by midsemester 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
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.

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. [Earning a passing grade in Chinese 202, French 202, German 202, Greek 201, Latin 201 or Spanish 202 at Wabash (including passing the course via the Credit/No Credit (http://bulletin.wabash.edu/academic-policies/grading-system/#text) or Conversion to Credit/No Credit (https://www.wabash.edu/registrar/docs/Conversion%20to%20Credit.docx) options) 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) satisfies the stipulation.]

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 using the online advising and registration system, Student Planning. 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, in the Yearly Calendars (p. 18) section of this Bulletin.

Adding Courses
The first week of classes is designated as the “add period.” The Registrar’s Office may also provide access to Student Planning for students and advisors to make schedule changes for a limited time prior to the start of the semester. 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 for a particular course.

A course must be approved by the student’s academic advisor in Student Planning before the student will be able to register for the course.

Course Waitlists
As many as 10 students may place themselves on the waitlist for a class once it has closed, using Student Planning. 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. Enrollment from the waitlist into an open seat in a class is not automatic; the student, working with his advisor, is responsible for executing all schedule changes in Student Planning related to enrollment from the waitlist, including registration for the waitlisted course and dropping other courses from his schedule as needed. After the pre-registration period has ended, courses can only be added during the add
period and with approval from 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 should 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 12th week of the semester with a grade of “W” recorded for the course on the permanent academic record. Withdrawals from a full semester course 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. The student must obtain the endorsement of his academic advisor and the instructor of the course. The Curriculum Appeals Committee will not review petitions to withdraw from a course, or to remove a transcript record of withdrawal from a course, once the course has ended.

Withdrawal from the College
A student who seeks 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 use the date related to that event 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.

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>Course Number</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 (including internship courses), 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.

<table>
<thead>
<tr>
<th>Freshman to Sophomore</th>
<th>6 course credits and a 1.50 average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore to Junior</td>
<td>14 course credits and a 1.70 average</td>
</tr>
<tr>
<td>Junior to Senior</td>
<td>24 course credits and a 1.85 average</td>
</tr>
<tr>
<td>Senior to Graduate</td>
<td>34 course credits and a 2.00 average</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.

Satisfactory academic progress toward a degree for the purpose of maintaining financial aid eligibility is determined separately and in accordance with standards prescribed by the U.S. Department of Education or other aid-granting entities as appropriate. Please consult with Wabash's Financial Aid Office (https://www.wabash.edu/admissions/financialaid) for more information.

Academic Improvement Plan (AIP)

At the conclusion of each semester (January 1st for the fall semester; August 1st for the spring semester), the Retention Programming Committee (RPC) at Wabash will identify students who fail to meet minimum academic requirements as defined by the following criteria:

1. Each semester, students must earn a minimum of 3 credits (full-time status) and a GPA no lower than 1.8.
2. At the end of each academic year (by August 1st), students must meet credit and GPA benchmarks as outlined in the table in the Continuance in College section above.

The RPC will recommend to the Dean of the College that any student failing to meet one of these requirements be considered for assignment to an Academic Improvement Plan (AIP) for the following semester. Taking into consideration each student's circumstances, the Dean will make a final determination on each student's inclusion in an AIP. The Dean will also have the discretion to assign additional students to the program. The Dean will notify the RPC of those students to be included, and will send each student a letter notifying him that he has been assigned to the program.

The AIP process

The RPC will assign a case manager from its membership to each of the students in the program. The case manager will coordinate the design of an individualized plan for the student by no later than the end of the third week of the semester, but ideally within the first two weeks of the semester. The design process will take place by the following sequence of steps:

1. Prior to the beginning of the semester, the RPC case manager will send the student and his advisor a proposed “first draft” AIP, one that recommends a series of steps that the RPC believes will increase the student’s probability of success (e.g., recommendation to restrict extra- and/or co-curricular activities, biweekly meetings with their instructors and/or the Director of Academic Centers of Excellence, attending fraternity study tables, etc.). Beginning from a template that identifies typical steps for students in similar circumstances, the RPC will tailor the plan to the particulars of the student’s case.
2. By no later than the end of the second week of the semester – but ideally within the first week – the student and the academic advisor will meet to review the AIP and adjust it to incorporate the student’s input about his circumstances and needs. The academic advisor will send the revised AIP to the RPC case manager.
3. The RPC case manager will identify a secondary scholastic advisor (SSA), a member of the Wabash community who can encourage and support the student in following his AIP. The SSA's primary role will not be to advise the student on his academic program; this role will continue to reside with the academic advisor. Rather, the SSA will be responsible for retaining a copy of the AIP, maintaining regular contact with the student to encourage him to meet the expectations of the AIP, and following up with the student and relevant support services* to determine how well the student has followed the AIP. The SSA may be any Wabash employee both willing and suited to the task (faculty, staff, coaches, administration), and the RPC will endeavor to assign an SSA with whom the student is comfortable.

In some cases, the student and his academic advisor may agree that the academic advisor is the best choice to serve as the SSA. Should a separate SSA be assigned, the SSA and academic advisor will agree on a plan for information sharing, and the SSA will respond in a timely fashion to any requests from the academic advisor about the student’s follow through with the AIP.

4. Within a week of receiving the revised AIP from the academic advisor, the RPC case manager will convene a meeting with the student and a “team” that includes the academic advisor, SSA, and – where appropriate – other faculty and staff who work closely with the student (e.g., coach, choral director). The purpose of this meeting will be to further refine and finalize the student’s AIP, arriving at a plan to which the student agrees. Following this meeting, the RPC case manager will provide a copy of the student’s final AIP to all those who were present at the meeting.

Note: In the event that the student does not participate in crafting the AIP, the RPC’s draft recommendations will become the AIP of record for that student. The RPC will also assign an SSA to that student.

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;
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 a written request for access 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 that 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 to the Registrar to 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 also discloses 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>Points</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. The determination of eligibility for this option on the basis of fewer than 15 earned credits will include all awarded transfer credits, AP, IB or other credit by exam, etc.

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.

Only one course with a grade of CC can be applied to a single distribution area in a student’s degree program. The following courses are not eligible for the CC/NC grading option: Freshman Tutorial (FRT-xxx); Freshman Colloquium/Enduring Questions (FRC-xxx); and ENG-101 Composition.

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

To earn a Wabash College degree, a minimum of eighteen (18) course credits must be completed at Wabash College. No more than sixteen (16) course credits may be applied to a Wabash degree program from outside sources, including transfer credit or any credit by exam other than Wabash-administered exams.

Once a student has enrolled at Wabash College, he is subject to a maximum of ten (10) credits from outside sources that may apply toward his 34 credits for graduation, including transfer credit or any credit by exam other than Wabash-administered exams. That is, a first-time freshman or a transfer student who has taken 10-16 credits into his program at the time of his initial enrollment at Wabash will not be permitted to apply any additional transfer credits to his program. A first-time freshman or a transfer student who brings less than 10 credits into his program at the time of his initial enrollment at Wabash will be permitted to apply additional transfer credits until he reaches the limit of 10 credits. A first-time freshman who brings no transfer or exam credits will be permitted to apply a maximum of 10 transfer credits to his program. A first-time freshman or a transfer student who brings less than 10 credits into his program at the time of his initial enrollment at Wabash will be permitted to apply additional transfer credits until he reaches the limit of 10 credits. A first-time freshman who brings no transfer or exam credits will be permitted to apply a maximum of 10 transfer credits to his program while he is a Wabash student. Courses completed through a Wabash-approved off-campus study program are recorded on student transcripts as transfer credit but are considered Wabash College courses for the purpose of determining these limits.

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

- The institution must be regionally accredited.
- Coursework must be liberal arts in nature and acceptable to Wabash College.
- The final grade in the course must be at least C-. An official academic transcript (not a grade report or unofficial transcript) is required to establish an official academic record of transfer credit.
- No more than one transfer credit may be applied toward any Wabash distribution requirements specifying completion of multiple course credits.
- No more than five course credits per semester may be transferred to Wabash.

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 and credit by examination (other than Wabash departmental exam) appears in the student’s academic record as credit without letter grade and is not used in the determination of the 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 transfer credits must be approved by the Registrar.

Transfer credit requests from current students 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.

Dual Enrollment Programs

The acceptance of a transfer course for which the student also received high school credit (a dual credit course) will be contingent upon completion of an additional course in the appropriate Wabash College department or program, and approval of the chair of that department or program. If there is no corresponding department, program, or course at Wabash in which to enroll, no credit will be granted for the transfer course. To earn transfer credit for such courses, students will typically be permitted to enroll in a higher level course in the same department or program and will receive credit for the transfer course after earning a grade of B- or higher in the Wabash course.

Students who earn college credits as high school students by completing courses on a college campus alongside students from the general college population may have those credits evaluated as transfer credit rather than dual enrollment credit, subject to the conditions for acceptance of transfer credit at Wabash.

Credit by Examination

A new student at Wabash may receive credit upon enrollment based on examination scores indicating a high level of achievement in the subject matter. Exams recognized by Wabash, and requirements for receiving credit, are listed below.

Credit by exam will not be granted, or will be removed from a student’s credits toward graduation, when the student takes a comparable course that covers the same material. College placement examination results will take precedence over credit by exam. 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.

Advanced Placement (AP)

The College grants credit for College Board Advanced Placement (AP) results with an Advanced Placement exam score of 4 or 5 in courses relevant to a Wabash academic program. The credit is recorded as elective credit and designated as XXXX-98 or XXXX-99 (where XXXX represents the Wabash department or program, e.g. ENGL = English). Additionally, Department or Program Chairs may designate credit equivalencies for specific Wabash courses at their discretion, e.g. to meet prerequisite or distribution requirements, and with the Chair's permission, students may request the Registrar's Office to update to their program on that basis. The Mathematics and Modern and Ancient
Languages programs may grant or deny AP credit based on proficiency exam performance.

**AP Exam Equivalencies**

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Score</th>
<th>Equivalency</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>ART-101</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>BIOI-98 (without lab)</td>
<td>1</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>MAT-111</td>
<td>1</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>MAT-111 and MAT-112</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>CHEM-98</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>CSC-111</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>4, 5</td>
<td>CSC-101</td>
<td>1</td>
</tr>
<tr>
<td>Economics - Micro &amp; Macro (must</td>
<td>4, 5</td>
<td>ECO-101</td>
<td>1</td>
</tr>
<tr>
<td>take both)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language/Composition</td>
<td>4, 5</td>
<td>ENGL-98</td>
<td>1</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>ENGL-99</td>
<td>1</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>FRE-101</td>
<td>1</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>GER-101</td>
<td>1</td>
</tr>
<tr>
<td>Government/Political Science -</td>
<td>4, 5</td>
<td>PSCI-AP92</td>
<td>1</td>
</tr>
<tr>
<td>Comparative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government/Political Science -</td>
<td>4, 5</td>
<td>PSCI-AP91</td>
<td>1</td>
</tr>
<tr>
<td>U.S.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History - European</td>
<td>4, 5</td>
<td>HIST-AP93</td>
<td>1</td>
</tr>
<tr>
<td>History - U.S.</td>
<td>4, 5</td>
<td>HIST-AP94</td>
<td>1</td>
</tr>
<tr>
<td>History - World</td>
<td>4, 5</td>
<td>HIST-AP92</td>
<td>1</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4, 5</td>
<td>MUS-201</td>
<td>1</td>
</tr>
<tr>
<td>Physics C (Electricity &amp;</td>
<td>4, 5</td>
<td>PHY-178 (non-lab)</td>
<td>1</td>
</tr>
<tr>
<td>Magnetism)</td>
<td></td>
<td>or PHY-110 if the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>student completes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the labs for PHY-110</td>
<td></td>
</tr>
<tr>
<td>Physics C (Mechanics)</td>
<td>4, 5</td>
<td>PHY-178 (non-lab)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or PHY-109 if the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>student completes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the labs for PHY-109</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>PSYC-99 or PSY-101</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>if the student takes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>a 200 level course</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>and earns a B- or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>higher</td>
<td></td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>SPA-101</td>
<td>1</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>MAT-103, MAT-104</td>
<td>1/2, 1/2</td>
</tr>
</tbody>
</table>

Please contact the Registrar’s Office at 765-367-6245 for questions about exams not listed. AP credits earned in Biology or Chemistry will not fulfill the college laboratory science distribution requirement.

**International Baccalaureate (IB)**

Courses completed for the International Baccalaureate Degree with a higher-level (HL) examination grade of 5, 6, or 7 may receive credit at Wabash, provided the course is liberal arts in nature and applicable to a Wabash academic program. International Baccalaureate credits may not be used for fulfilling science laboratory requirements. Academic departments or programs may place additional limits on the applicability of International Baccalaureate credits within their departments or programs.

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Score</th>
<th>Equivalency</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>5, 6, 7</td>
<td>CHE-111 once</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHE-111 labs are</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>complete</td>
<td></td>
</tr>
<tr>
<td>Economics Macro &amp; Micro (Both</td>
<td>5, 6, 7</td>
<td>ECO-101</td>
<td>1</td>
</tr>
<tr>
<td>Required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>5, 6, 7</td>
<td>ENGL-98</td>
<td>1</td>
</tr>
<tr>
<td>English Language &amp; Literature</td>
<td>5, 6, 7</td>
<td>ENGL-99</td>
<td>1</td>
</tr>
<tr>
<td>History - Americas</td>
<td>5, 6, 7</td>
<td>HIS-200</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>5, 6, 7</td>
<td>SPA-101</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>5, 6, 7</td>
<td>PHY-111 once</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHY-111 labs are</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>complete</td>
<td></td>
</tr>
</tbody>
</table>

**College Level Examination Program (CLEP)**

College Level Examination Program credits may receive credit subject to review by the appropriate department or program chair.

**Cambridge International Exams**

Cambridge International Exams, A-Level, may receive credit subject to review by the appropriate department or program chair.

**Wabash Departmental Exams**

Credit may 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. Not all departments or programs at Wabash offer credit by exam. Students seeking this option should consult with the appropriate chair of the department or program.

**Yearly Calendars**

**2019-20 Academic Calendar**

**Fall Semester 2019**

- **August 17**: Ringing In Saturday
- **August 22**: Classes Begin; First Day to Add Courses
- **August 30**: Final Date to Add Full Semester and First Half-Semester Courses
- **September 3-4**: Student Census
- **September 6**: Final Date to Drop a First Half-Semester Course (without record on transcript)
- **September 16**: First Date to Request Conversion to Credit Grading Option (CC/NC) in a First-Half Semester Course
- **September 20**: Final Date to Drop a First Half-Semester Course (without record on transcript)
- **September 27**: Final Date to Withdraw (with “W” on transcript) from a First-Half Semester Course
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 27</td>
<td>Final Date to Request Conversion to Credit (CC/NC) Grading Option in a First Half-Semester Course</td>
</tr>
<tr>
<td>October 7</td>
<td>First Date to Request Conversion to Credit (CC/NC) Grading Option in a Full Semester Course</td>
</tr>
<tr>
<td>October 9</td>
<td>Midsemester</td>
</tr>
<tr>
<td>October 10-13</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 14</td>
<td>Classes Resume; Second Half-Semester Courses Begin</td>
</tr>
<tr>
<td>October 18</td>
<td>Final Date to Add a Second Half-Semester Course</td>
</tr>
<tr>
<td>October 25</td>
<td>Final Date to Drop (without record on transcript) a Second Half-Semester Course</td>
</tr>
<tr>
<td>October 25</td>
<td>Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Second Half-Semester Course</td>
</tr>
<tr>
<td>November 4</td>
<td>First Date to Request Conversion to Credit (CC/NC) Grading Option in a Second Half-Semester Course</td>
</tr>
<tr>
<td>November 4-8</td>
<td>Pre-Registration for Spring 2020 Semester</td>
</tr>
<tr>
<td>November 15</td>
<td>Final Date to Withdraw (with &quot;W&quot; on transcript) in a Full Semester Course OR a Second Half-Semester Course</td>
</tr>
<tr>
<td>November 15</td>
<td>Final Date to Request Conversion to Credit (CC/NC) Grading Option in a Full Semester Course OR a Second Half-Semester Course</td>
</tr>
<tr>
<td>November 23-December 1</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>December 2</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 6</td>
<td>Last Day of Fall 2019 Classes</td>
</tr>
<tr>
<td>December 9-14</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 16</td>
<td>All Semester Grades Due</td>
</tr>
<tr>
<td>December 15-January 12</td>
<td>Christmas Recess - SENIORS</td>
</tr>
<tr>
<td>December 15-January 19</td>
<td>Christmas Recess - JUNIORS, SOPHOMORES, FRESHMEN</td>
</tr>
</tbody>
</table>

**Spring Semester 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9-10</td>
<td>Written Comprehensives for Seniors - Double Majors Only</td>
</tr>
<tr>
<td>January 13-14</td>
<td>Written Comprehensives for Seniors</td>
</tr>
<tr>
<td>January 15-17</td>
<td>Oral Comprehensive Exams for Seniors</td>
</tr>
<tr>
<td>January 20</td>
<td>Classes Begin; First Day to Add Classes</td>
</tr>
<tr>
<td>January 24</td>
<td>Final Date to Add Full Semester and First Half-Semester Courses</td>
</tr>
<tr>
<td>January 28-29</td>
<td>Student Census</td>
</tr>
<tr>
<td>January 31</td>
<td>Final Date to Drop a First Half-Semester Course (without record on transcript)</td>
</tr>
<tr>
<td>January 31</td>
<td>Final Date to Request Credit/No Credit (CR/NC) Grading in a First Half-Semester Course</td>
</tr>
<tr>
<td>February 10</td>
<td>First Date to Request Conversion to Credit (CC/NC) Grading Option in a First Half-Semester Course</td>
</tr>
<tr>
<td>February 14</td>
<td>Final Date to Drop a Full Semester Course (without record on transcript)</td>
</tr>
<tr>
<td>February 14</td>
<td>Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Full Semester Course</td>
</tr>
<tr>
<td>February 21</td>
<td>Final Date to Withdraw (with &quot;W&quot; on transcript) from a First Half-Semester Course</td>
</tr>
<tr>
<td>February 21</td>
<td>Final Date to Request Conversion to Credit (CC/NC) Grading Option in a First Half-Semester Course</td>
</tr>
<tr>
<td>March 2</td>
<td>First Date to Request Conversion to Credit (CC/NC) Grading Option in a Full Semester Course</td>
</tr>
<tr>
<td>March 6</td>
<td>Midsemester</td>
</tr>
<tr>
<td>March 7-15</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>March 16</td>
<td>Classes Resume; Second Half-Semester Courses begin</td>
</tr>
<tr>
<td>March 20</td>
<td>Final Date to Add Second-Half-Semester Course</td>
</tr>
<tr>
<td>March 27</td>
<td>Final Date to Drop (without record on transcript) a Second Half-Semester Course</td>
</tr>
<tr>
<td>March 27</td>
<td>Final Date to Request Credit/No Credit (CR/NC) Grading Option in a Second Half-Semester Course</td>
</tr>
<tr>
<td>April 6</td>
<td>First Day to Request Conversion to Credit (CC/NC) Grading Option in a Second Half-Semester Course</td>
</tr>
<tr>
<td>April 6-10</td>
<td>Pre-Registration for Fall 2020 Semester</td>
</tr>
<tr>
<td>April 17</td>
<td>Final Date to Withdraw (with &quot;W&quot; on transcript) from a Full Semester OR a Second Half-Semester Course</td>
</tr>
<tr>
<td>April 17</td>
<td>Final Date to Request Conversion to Credit (CC/NC) Grading Option in a Full Semester OR a Second Half-Semester Course</td>
</tr>
<tr>
<td>May 1</td>
<td>Last Day of Spring 2020 Classes</td>
</tr>
<tr>
<td>May 4-9</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 11</td>
<td>Senior Final Grades Due</td>
</tr>
<tr>
<td>May 17</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 18</td>
<td>Junior, Sophomore and Freshman Semester Grades Due</td>
</tr>
</tbody>
</table>

**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 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, December 9</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 8:00 MWF</td>
</tr>
<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 1:10 TuTh</td>
</tr>
<tr>
<td>Tuesday, December 10</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 TuTh &amp; 2:40 TuTh</td>
</tr>
<tr>
<td>Wednesday, December 11</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 2:10 MWF</td>
</tr>
<tr>
<td>Thursday, December 12</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 11:00 MWF</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Class Schedule</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Friday, December 13</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 9:45 TuTh</td>
</tr>
<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 3:10 MWF</td>
</tr>
<tr>
<td>Saturday, December 14</td>
<td></td>
<td>Multi-Section and other courses as assigned by the Registrar</td>
</tr>
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</table>

**Spring Semester 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>Monday, May 4</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 9:00 MWF</td>
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<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 1:10 MWF</td>
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<tr>
<td>Tuesday, May 5</td>
<td>9:00 A.M.</td>
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<td>Classes meeting at 3:10 MWF</td>
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<tr>
<td>Wednesday, May 6</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 8:00 MWF</td>
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<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 1:10 TuTh</td>
</tr>
<tr>
<td>Thursday, May 7</td>
<td>9:00 A.M.</td>
<td>Classes meeting at 11:00 MWF</td>
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<tr>
<td></td>
<td>1:30 P.M.</td>
<td>Classes meeting at 8:00 TuTh &amp; 2:40 TuTh</td>
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<tr>
<td>Friday, May 8</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 2:10 MWF</td>
</tr>
<tr>
<td>Saturday, May 9</td>
<td></td>
<td>Multi-Section and other courses as assigned by the Registrar</td>
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## ACADEMIC PROGRAMS A-Z

<table>
<thead>
<tr>
<th>Subject</th>
<th>Major</th>
<th>Minor</th>
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<tbody>
<tr>
<td>Art (p. 21)</td>
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</tr>
<tr>
<td>Asian Studies (p. 26)</td>
<td></td>
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<tr>
<td>Biochemistry (p. 29)</td>
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<tr>
<td>Biology (p. 31)</td>
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<tr>
<td>Black Studies (p. 36)</td>
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<td>Business (p. 37)</td>
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<td>Chemistry (p. 38)</td>
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<td>Classics (p. 42)</td>
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<tr>
<td>Computer Science (p. 45)</td>
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<td>Economics (p. 48)</td>
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<td>Electronic Music (p. 58)</td>
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<tr>
<td>English (p. 58)</td>
<td>√</td>
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<tr>
<td>Film and Digital Media (p. 67)</td>
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<td>Financial Economics (p. 68)</td>
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<tr>
<td>French (p. 69)</td>
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<td>Gender Studies (p. 72)</td>
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<tr>
<td>German (p. 75)</td>
<td>√</td>
<td>√</td>
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<td>Global Health (p. 78)</td>
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<td>√</td>
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<tr>
<td>Greek (p. 79)</td>
<td>√</td>
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<tr>
<td>Hispanic Studies (p. 80)</td>
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<tr>
<td>History (p. 83)</td>
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<td>Humanities (p. 87)</td>
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<td>Latin (p. 88)</td>
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<tr>
<td>Mathematics (p. 90)</td>
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<td>Multicultural American Studies (p. 98)</td>
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<tr>
<td>Music (p. 105)</td>
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<td>Neuroscience (p. 114)</td>
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<tr>
<td>Philosophy (p. 115)</td>
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<td></td>
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<tr>
<td>Philosophy, Politics and Economics (p. 118)</td>
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<td>Physics (p. 122)</td>
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<td>Political Science (p. 126)</td>
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<td>Psychology (p. 132)</td>
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<td>Religion (p. 138)</td>
<td>√</td>
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<td>Rhetoric (p. 143)</td>
<td>√</td>
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<tr>
<td>Spanish (p. 146)</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Theater (p. 149)</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 articulate 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select five credits from the following:</td>
<td>5</td>
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</tr>
<tr>
<td>ART-125 Drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART-126 Studio Art Fundamentals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART-219 Special Topics in Documentary Filmmaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART-220 Digital Filmmaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART-222 Expanded Digital Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART-223 Ceramics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART-224 Photography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ART-225  Topics in Studio 2
ART-226  Cinematic Environments: Digital Space
ART-227  Sculpture
ART-228  Painting: Mixed Media

**Advanced Level Courses (one course credit minimum)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-330</td>
<td>Advanced Studio</td>
</tr>
<tr>
<td>ART-331</td>
<td>Advanced Studio and Advanced Studio 3</td>
</tr>
<tr>
<td>or ART-331</td>
<td>Advanced Studio</td>
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</tbody>
</table>

**Senior Studio (one course credit minimum)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART-432</td>
<td>Senior Studio</td>
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<tr>
<td>ART-433</td>
<td>Senior Studio and Senior Studio 4</td>
</tr>
<tr>
<td>or ART-433</td>
<td>Senior Studio</td>
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</table>

**Art History**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-209</td>
<td>Twentieth and Twenty-First Century Art 1</td>
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</table>

Select one credit from the following:

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

Total Credits 9

1  We strongly encourage students to complete these during the freshman and sophomore years.
2  This course can be taken more than once with a different topic.
3  Intended to continue research in a 200-level discipline
4  Intended to continue research in a 300-level discipline

**Recommended Courses**

Students considering graduate school in art should meet early and often with departmental faculty to discuss future goals and course selection. Students anticipating graduate school should plan to take an eleven-course major including ART-311 Art Theory and Criticism and ART-312 Postmodern Art & Culture.

**Requirements for an Art Minor**

There are two Art Minor Tracks—a Studio Art Track and an Art History Track.

**Studio Art Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-125</td>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>ART-126</td>
<td>Studio Art Fundamentals</td>
<td></td>
</tr>
<tr>
<td>ART-219</td>
<td>Special Topics in Documentary Filmmaking</td>
<td></td>
</tr>
<tr>
<td>ART-220</td>
<td>Digital Filmmaking</td>
<td></td>
</tr>
<tr>
<td>ART-222</td>
<td>Expanded Digital Production</td>
<td></td>
</tr>
<tr>
<td>ART-223</td>
<td>Ceramics</td>
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</table>

Select four credits from the following: 4

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ART-224</td>
<td>Photography</td>
</tr>
<tr>
<td>ART-225</td>
<td>Topics in Studio</td>
</tr>
<tr>
<td>ART-226</td>
<td>Cinematic Environments: Digital Space</td>
</tr>
<tr>
<td>ART-227</td>
<td>Sculpture</td>
</tr>
<tr>
<td>ART-228</td>
<td>Painting: Mixed Media</td>
</tr>
<tr>
<td>ART-330</td>
<td>Advanced Studio</td>
</tr>
<tr>
<td>ART-331</td>
<td>Advanced Studio</td>
</tr>
</tbody>
</table>

**Art History Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>Art in Film</td>
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<td>ART-204</td>
<td>Art &amp; Archaeology of Ancient Americas</td>
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<td>ART-205</td>
<td>Renaissance Art</td>
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<td>ART-206</td>
<td>Baroque Art</td>
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<td>ART-208</td>
<td>Nineteenth Century Art</td>
<td></td>
</tr>
<tr>
<td>ART-209</td>
<td>Twentieth and Twenty-First Century Art</td>
<td></td>
</tr>
<tr>
<td>ART-210</td>
<td>Topics in Art History</td>
<td></td>
</tr>
<tr>
<td>ART-311</td>
<td>Art Theory and Criticism</td>
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</tr>
<tr>
<td>ART-312</td>
<td>Postmodern Art &amp; Culture</td>
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Total Credits 5

Select four credits from the following: 4

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ART-125</td>
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</tr>
<tr>
<td>ART-126</td>
<td>Studio Art Fundamentals</td>
</tr>
<tr>
<td>ART-181</td>
<td>Historic Techniques &amp; Ideas</td>
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<tr>
<td>ART-219</td>
<td>Special Topics in Documentary Filmmaking</td>
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<td>ART-220</td>
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<td>ART-226</td>
<td>Cinematic Environments: Digital Space</td>
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<td>ART-227</td>
<td>Sculpture</td>
</tr>
<tr>
<td>ART-228</td>
<td>Painting: Mixed Media</td>
</tr>
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</table>

Total Credits 5
ART-101 History 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: CLA-104

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 & Architecture
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.
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.
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 & Archaeology 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 and Twenty-First 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

ART-210 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. 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.
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.
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
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.
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: Mixed Media
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 typically offered in 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 typically offered in the second half of the fall semester in odd-numbered years.
Prerequisites: ART-209
Credits: 0.5-1
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 typically offered in the fall semester.
Prerequisites: Two credits from ART-125, 126, 223, 224, 225, 227, 228, and 229. At least one 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.
Prerequisites: Two credits from ART-125, 126, 223, 224, 225, 227, 228, and 229. At least one credit must be from the 200 level.
Credits: 0.5-1
Distribution: Literature/Fine Arts
Asian Studies

Asia is home to some of the world’s oldest and most influential traditions and institutions. The Silk Route over land and the bustling ports of the Indian Ocean created the first world trading system. Scientific knowledge and military technologies developed in Asia were adopted in several parts of the world. The peoples of Asia portrayed their lives in the arts, and in works of philosophy, religion, and literature, which dealt with issues of profound and enduring interest. At the same time, throughout history, the people of Asia were greatly influenced by their interactions with the rest of the world. At present, Asian nations are undergoing massive transformations caused by economic growth, changing demographic profiles, political transformations, and migration. These developments within Asia are producing global repercussions. Containing more than half of the world’s population, Asia is critical in finding solutions to the common problems of climate change, global pandemics, human trafficking, and terrorism. In the areas of philosophy, religion, literature, and the arts, Asian voices continue to play a vital role in the global conversation.

The Asian Studies Minor is an interdisciplinary program that prepares Wabash students for roles of leadership and service in a global society that is increasingly influenced by Asia. Students pursuing any major are invited to join this program.

The goal of the Asian Studies minor is to provide students with a solid understanding that developments within Asia and the historical and cultural exchanges between Asia and the World have played an important role in shaping World History and the creation of the modern world. The courses in this program are designed to help students achieve competency in at least one Asian language, to enable them to gain a knowledge of critical issues in contemporary Asia vis-à-vis the rest of the world, and an appreciation of the diversity of Asian cultures.

The program is currently administered by the Asian Studies Committee, chaired by Professor Dan Rogers.

Program Highlights

- Interdisciplinary courses offered by faculty members in History, Religion, Political Science, and Modern Languages & Literatures
- Opportunities to learn Asian languages
- A course plan that offers Study Abroad opportunities
- Close mentorship provided by experienced faculty
- Funding opportunities for qualified students

Requirements for the Minor

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>CHI-101</td>
<td>Elementary Chinese I</td>
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<tr>
<td>&amp; CHI-102</td>
<td>and Elementary Chinese II</td>
<td>1</td>
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<td>CHI-201</td>
<td>Intermediate Chinese I</td>
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<tr>
<td>&amp; CHI-202</td>
<td>and Intermediate Chinese II</td>
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<td></td>
<td>Part II. Electives 1</td>
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<tr>
<td>ASI-112</td>
<td>Studies in Asian Culture</td>
<td>1</td>
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<tr>
<td>ASI-177</td>
<td>Modern Asian Cult &amp; Hist Through Film</td>
<td>1</td>
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<td>ASI-196</td>
<td>Religion &amp; Literature</td>
<td>1</td>
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<tr>
<td>ASI-204</td>
<td>Music in East Asian Cultures</td>
<td>1</td>
</tr>
<tr>
<td>ASI-230</td>
<td>Topics in East Asian Religions</td>
<td>1</td>
</tr>
<tr>
<td>ASI-260</td>
<td>Topics in Asian History</td>
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<tr>
<td>ASI-277</td>
<td>Special Topics</td>
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<td>ASI-300</td>
<td>Special Topics in Asian History</td>
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<td>ASI-301</td>
<td>Conversation &amp; Composition</td>
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<td>ASI-311</td>
<td>Studies in Asian Language</td>
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<td>Studies in Asian Culture</td>
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<tr>
<td>ASI-372</td>
<td>Asian Security Politics</td>
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<td>ASI-376</td>
<td>Special Topics in Asian Language</td>
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</tr>
<tr>
<td>ASI-377</td>
<td>Independent Study</td>
<td>1</td>
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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 the minor. The student’s submission will constitute the basis of the Asian Studies portion of the senior examination.

#### ASI-101 Elementary Asian Studies I
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course is suitable for fulfilling the College’s foreign language requirement.

**Prerequisites:** none  
**Corequisites:** ASI-101L  
**Credit:** 1

#### ASI-102 Elementary Asian Studies II
Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. With chair approval, this course is suitable for fulfilling the College’s foreign language requirement.

**Prerequisites:** ASI-101 of the Same Language  
**Corequisites:** ASI-102L  
**Credit:** 1

#### ASI-112 Studies in Asian 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:** none  
**Credit:** 1  
**Distribution:** Literature/Fine Arts

#### 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:** Literature/Fine Arts

#### 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 I
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:** none  
**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.

Prerequisites: REL-104
Credit: 1
Distribution: History/Philosophy/Religion

ASI-260 Topics in Asian History
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: none
Credits: 0.5-1

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

Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

ASI-300 Special Topics in Asian History
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
Credits: 0.5-1
Distribution: History/Philosophy/Religion

ASI-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 ASI-202 of same language.
Credit: 1
Distribution: Foreign Language

ASI-301. 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: ASI-301.
Credit: 1
Distribution: Language Studies

ASI-311. 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: none
Credit: 1
Distribution: Literature/Fine Arts

ASI-312 Special Topics in Asian Language
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
Credits: 0.5-1

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: none
Credit: 1
Distribution: Literature/Fine Arts

ASI-312 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 Special 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
Chinese (CHI)

CHI-101 Elementary Chinese I
The student with little or no previous training in Chinese will become grounded in the language and gain some understanding of the culture of the Chinese-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 Chinese. This course is typically offered in the fall semester.
Prerequisites: none
Corequisites: CHI-101L
Credit: 1

CHI-102 Elementary Chinese II
The student with little or no previous training in Chinese will continue building in the language and gain more understanding of the culture of the Chinese-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 Chinese. This course is typically offered in the spring semester.
Prerequisites: CHI-101 or CHI-102 placement.
Corequisites: CHI-102L
Credit: 1
Distribution: Foreign Language

CHI-201 Intermediate Chinese I
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 Chinese 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 Chinese beyond the rudimentary level. This course is typically offered in the fall semester.
Prerequisites: CHI-102 or CHI-201 placement.
Corequisites: CHI-201L
Credit: 1
Distribution: Foreign Language

CHI-202 Intermediate Chinese II
A continued 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 Chinese 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 Chinese beyond the rudimentary level. This course is typically offered in the spring semester.
Prerequisites: CHI-201 or CHI-202 placement.
Corequisites: CHI-202L
Credit: 1
Distribution: Foreign Language

CHI-301 Conversation & Composition
This course focuses on the continued development of the student’s command of the Chinese language and his understanding of the culture of the Chinese-speaking world, with an emphasis on speaking and writing. This course is typically offered in the fall semester.
Prerequisites: CHI-202 or CHI-301 placement.
Corequisites: CHI-301L
Credit: 1
Distribution: Foreign Language

CHI-301L
Advanced study in Chinese language. Students will develop more advanced speaking, listening, reading, and writing skills and demonstrate those skills in essays and class discussion. May be retaken for credit if topic is different from previously taken course. Please refer to the Registrar’s page for course description.
Prerequisites: CHI-301 or CHI-311 placement.
Corequisites: CHI-311L
Credit: 1
Distribution: Foreign Language

CHI-311 Studies in Chinese Language
Advanced study in Chinese language. Students will develop more advanced speaking, listening, reading, and writing skills and demonstrate those skills in essays and class discussion. May be retaken for credit if topic is different from previously taken course. Please refer to the Registrar’s page for course description.
Prerequisites: CHI-301 or CHI-311 placement.
Corequisites: CHI-311L
Credit: 1
Distribution: Foreign Language

CHI-376 Special Topics in Chinese Language
These courses treat topics in Chinese Language. Conducted in Chinese. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1

Asian Studies (ASI) Minor Steering Committee
David Blix, Religion (2018-20)
Sujata Saha, Economics (2018-20)
Dan Rogers, Modern Languages, chair (2018-20)
James Makubuya, Music (2019-21)
Cara Healey, Asian Studies (2018-20)

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 prepares 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-106 Survey of Biochemistry. We attempt to teach all chemistry students about the relationship between chemistry and the world around them.

Goals
The core goals of the Biochemistry Major are:

- Students will acquire a broad-based knowledge of chemistry, biology, and biochemistry, and understand how these areas are interconnected.
- Students will be able to connect theory with experimental work, including being able to design, execute, and analyze experiments, and to present their results effectively. Students will develop confidence and precision in their laboratory technique.
- Students will have the ability to identify, comprehend, evaluate, and discuss primary chemical literature.
- Students will be able to effectively communicate chemical concepts to chemists, scientists, and the general public.
- Students will develop as scientists through research experiences.
Students will engage the chemical and biochemical communities at Wabash and beyond.

**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 begin coursework beyond CHE-111 General Chemistry.

**Requirements for the Biochemistry Major**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
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<td>CHE-241</td>
<td>Inorganic Chemistry</td>
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<td>CHE-221</td>
<td>Organic Chemistry I</td>
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<td>CHE-321</td>
<td>Organic Chemistry II</td>
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<td>CHE-331</td>
<td>Analytical Chemistry</td>
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<td></td>
<td>or CHE-351 Physical Chem I</td>
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<td>CHE-361</td>
<td>Biochemistry</td>
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<td>CHE-461</td>
<td>Advanced Topics in Biochemistry</td>
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<tr>
<td>CHE-462</td>
<td>Advanced Biochemistry</td>
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**Electives**

Select one credit at the 300-400 level from the Chemistry Department. ¹

Select one credit from the following courses from the Biology Department. ²

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<th>Course</th>
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<tr>
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<tr>
<td>BIO-311</td>
<td>Molecular Genetics</td>
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<tr>
<td>BIO-314</td>
<td>Developmental Biology</td>
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Approved 37X courses

**Total Credits**: 9

**Collateral Requirements**

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<td>or MAT-111 Calculus I</td>
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<td>BIO-212</td>
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For the CHE-351 option also take:

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<tbody>
<tr>
<td>BIO-211</td>
<td>Genetics</td>
<td>1</td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>CHE-331 or Analytical Chemistry</td>
<td></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>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>PHY-111</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 5

¹ No more than one-half course credit of independent study may be used to construct the minimum nine-course major.

² This course may not be counted towards a Biology minor.

The mathematics courses are best taken in the freshman year (e.g. MAT-010 Pre-Calc With Intro to Calc and MAT-110 Calc I With Pre-Calc Review or MAT-111 Calculus I and MAT-112 Calculus II), and the physics sequence is best in the sophomore year if the physical chemistry option is selected. Biochemistry majors who intend to pursue a graduate degree are strongly encouraged to take the CHE-351 option and the collateral requirements: MAT-112, PHY-111, and PHY-112.

**Suggested order of courses for the biochemistry major**

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>
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<tbody>
<tr>
<td>MAT-110</td>
<td>Calc I With Pre-Calc Review</td>
<td></td>
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<tr>
<td>or</td>
<td>MAT-111 Calculus I</td>
<td></td>
</tr>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td></td>
</tr>
<tr>
<td>BIO-112</td>
<td>General Biology II</td>
<td></td>
</tr>
<tr>
<td>BIO-211</td>
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<tr>
<td>BIO-212</td>
<td>Cell Biology</td>
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</table>

For the CHE-351 option also take:

<table>
<thead>
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<tbody>
<tr>
<td>BIO-211</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
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</tr>
<tr>
<td>or</td>
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<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
<td></td>
</tr>
<tr>
<td>BIO-212</td>
<td>Cell Biology</td>
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</tbody>
</table>

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

**Total Credits**: 4

**Junior**

**Senior**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO Elective</td>
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</table>

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHE Elective</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO Elective</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td></td>
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</table>
CHE-461 Advanced Topics in Biochemistry and Advanced Biochemistry 1
& CHE-462  

Credits 3

Total Credits 14

Or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
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<tr>
<td>MAT-111</td>
<td>Calculus I</td>
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Credits 2

Spring Semester

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

Students selecting the CHE-351 option should take MAT-112 this semester.

Credits 1

Sophomore

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BIO-211</td>
<td>Genetics</td>
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</tr>
<tr>
<td>CHE-111</td>
<td>General Chemistry</td>
<td>1</td>
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</tbody>
</table>

Students selecting the CHE-351 option should take PHY-111 this semester.

Credits 2

Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>BIO-212</td>
<td>Cell Biology</td>
<td>1</td>
</tr>
<tr>
<td>CHE-241</td>
<td>Inorganic Chemistry</td>
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</table>

Students selecting the CHE-351 option should take PHY-112 this semester.

Credits 2

Junior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
<tr>
<td>CHE-351</td>
<td>Physical Chem I</td>
<td>1</td>
</tr>
<tr>
<td>or CHE-331</td>
<td>or Analytical Chemistry</td>
<td></td>
</tr>
<tr>
<td>CHE-321</td>
<td>Organic Chemistry II</td>
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</tr>
<tr>
<td>CHE-361</td>
<td>Biochemistry</td>
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</table>

Credits 4

Senior

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE-461</td>
<td>Advanced Topics in Biochemistry &amp; CHE-462 and Advanced Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>BIO Elective</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Credits 3

Total Credits 14

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.

**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 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.

**Biochemistry (BCH) Faculty**

Walter R.P. Novak, Chemistry Ann Taylor, Chemistry, *sabbatical*

**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. The core goals of the Biology Department are to help our majors develop:

- **Content knowledge and conceptual understanding:** Provide all biology majors with a broad body of knowledge in the general field of biology, with some experience in cell and molecular biology, genetics, ecology, and an area of organismal biology, as well as foundational coursework in chemistry and physics. A student may choose to further specialize in a biological subdiscipline of his choice.

- **Critical Thinking & Analytical skills:** Help students learn how to think and investigate like a biologist.

- **Science Communication Skills:** Teach students to know how to best communicate their ‘content and process’ knowledge.

- **Professional Training:** Prepare majors for careers in science, particularly those demanding advanced training.

- **Attitudes and Habits of Mind:** Model and cultivate in students an intellectual curiosity about biology and its role in our larger society. Develop a sense of community among biology majors.

For the non-major, we offer a number of opportunities to study biology and to gain experience with the process of scientific inquiry. 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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Introductory Courses: 1</td>
<td></td>
<td></td>
</tr>
<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>
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 General Physics I and CHE-111 General Chemistry I are required for Biology majors. **Biology majors may not use the CC/NC option for these co-requisites.** Usually CHE-111 General Chemistry I 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 a graduate school should plan to include MAT-110 Calculus 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 Analytical Chemistry or CHE-361 Biochemistry (depending on interests) in their curriculum. MAT-112 Calculus II, CSC-111 Introduction 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 primary literature, drawing upon the breadth and depth of their knowledge

**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.

AP Credit
Students who scored a 5 on the Biology AP exam may be eligible to receive credit for an introductory biology course. Interested students should meet with the Department Chair to complete the necessary steps. In general, students planning to major in Biology or Biochemistry will be asked to take a comprehensive final exam for BIO 111 and submit a lab report from an experiment conducted in high school. A student earning 85% or better on each of these may initiate the Biology major (or the Biology requirements for the Biochemistry major) by taking BIO 211 as his first Biology course. A student earning a grade of B- or better in BIO 211 will then earn back credit for BIO 111. (He will need to enroll in BIO 112 the following semester to continue in the Biology or Biochemistry major.)

Requirements for the Minor

<table>
<thead>
<tr>
<th>Code</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>3</td>
<td></td>
</tr>
<tr>
<td>BIO-221</td>
<td>Compar Anatomy &amp; Embryology</td>
<td></td>
</tr>
<tr>
<td>BIO-222</td>
<td>Biology of Invertebrates</td>
<td></td>
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<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>
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<tr>
<td>Total Credits</td>
<td></td>
<td>5</td>
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</table>

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 or 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.

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: Co-Req: BIO-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics, Quantitative Literacy
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 typically 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. Refer to the Course Descriptions document on the Registrar's webpage for topics and descriptions of current offerings.

Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics
BIO-178 Special Topics (with Lab.)
A special topics course with laboratory for non-majors. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings.
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, Quantitative Literacy

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, Quantitative Literacy

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, Quantitative Literacy

BIO-213L

BIO-214 Comparative Anatomy
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-214L
Credit: 1
Distribution: Natural Science/Mathematics

BIO-214L

BIO-221 Comparative Anatomy & Embryology
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 Biology 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-222L

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-224L

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, Science Lab

BIO-225L

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

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, Quantitative Literacy

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.
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 Developmental 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.
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, Quantitative Literacy

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

**Biology (BIO) Faculty**

Anne Bost
Patrick Burton (chair)
Bradley E Carlson
Timothy D Hodges
Amanda Ingram, Leave
Erika Sorensen-Kamakian
Heidi Walsh
Eric J Wetzel

**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>Code</th>
<th>Title</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>
</tbody>
</table>

Black Studies Electives 3
Total Credits 5

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. 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: 1
Distribution: Literature/Fine Arts

**BLS-280 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. 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: History/Philosophy/Religion
BLS-300 Special Topics in Black Studies
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

BLS-370 Independent Study in Black Studies
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 Studies
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 and the Chair of the Department 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 and the Chair of the Department before registering for the course.
Prerequisites: none
Credits: 0.5-1

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.

Timothy Lake, English
Richard Warner, History
Adrien Pouillé, Modern Languages

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 Principles 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 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>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-101</td>
<td>Principles 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>or</td>
<td>ENG-302 Writing in the Community:Grants/NonProf</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>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>or</td>
<td>ACC-301 Intermediate Accounting I</td>
<td></td>
</tr>
<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
<td>0.5</td>
</tr>
<tr>
<td>ECO-262</td>
<td>Financial Markets and Institutions</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>ECO-361 Corporate Finance</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>ECO-362 Money and Banking</td>
<td></td>
</tr>
<tr>
<td>PHI-218</td>
<td>Philosophy of Commerce</td>
<td>1</td>
</tr>
<tr>
<td>BUS-400</td>
<td>Senior Capstone</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits 7.5

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: 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 Schroeder Center for Career Development's Professional Immersion Experience (PIE) Trips centered around Marketing or Finance, attend alumni presentations, networking events, and join one of the business-focused clubs, such as Wabash Entrepreneurship Club, Investment Club, and Case Study Club.

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

Business (BUS) Minor Steering Committee
Jeffrey Gower, Philosophy (2019-21)
Frank Howland, Economics, chair (2019-21)
Peter Mikek, Economics (2019-21)
Jeffrey Drury, Rhetoric (2018-20)
Zachary Koppelmann, English (2018-20)

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 prepares 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 such as CHE-101 Survey of Chemistry and CHE-106 Survey of Biochemistry. We attempt to teach all chemistry students about the relationship between chemistry and the world around them.

Goals
The core goals of the Chemistry Major are:

- Students will acquire a broad-based knowledge of general, organic, physical, analytical, inorganic, and biochemistry, and understand how these areas are interconnected.
- Students will be able to connect theory with experimental work, including being able to design, execute, and analyze experiments, and to present their results effectively. Students will develop confidence and precision in their laboratory technique.
- Students will have the ability to identify, comprehend, evaluate, and discuss primary chemical literature.
- Students will be able to effectively communicate chemical concepts to chemists, scientists, and the general public.
- Students will develop as scientists through research experiences.
- Students will engage the chemical and biochemical communities at Wabash and beyond.

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 be doing coursework beyond CHE-111 General Chemistry.

Requirements for the Chemistry Major

<table>
<thead>
<tr>
<th>Code</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-241</td>
<td>Inorganic Chemistry</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>Analytical Chemistry</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>Electives</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Select two credits from the following:

- CHE-341 Advanced Inorganic Chemistry
- CHE-421 Advanced Topics in Organic Chemistry
- CHE-431 Adv Laboratory
- CHE-451 Physical Chemistry II
- CHE-452 Adv Physical Chem
- CHE-461 Advanced Topics in Biochemistry
- CHE-462 Advanced Biochemistry
- CHE-471 Special Topics in Chem
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CHE-487 Undergrad Research Experience
CHE-488 Undergrad Research Experience
Total Credits 9

<table>
<thead>
<tr>
<th>Code</th>
<th>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 Calculus I</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<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>
</tbody>
</table>
Total Credits 4

1 May be repeated when the topics change
2 No more than one-half course credit of independent study may be used to construct the minimum nine-course major.

CHE-101 Survey of Chemistry, CHE-102 Topics in Chemistry, and CHE-106 Survey of Biochemistry do not count toward the major or minor.

The mathematics courses are best taken in the freshman year (e.g. MAT-010 Pre-Calc With Intro to Calc and MAT-110 Calc I With Pre-Calc Review or MAT-111 Calculus I and MAT-112 Calculus II), 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.

**Suggested order of courses for the chemistry major**

**Course** | **Title** | **Credits**
---|---|---
**Freshman** | | |
**Fall Semester** | | |
CHE-111 | General Chemistry | 1 |
MAT-111 | Calculus I | 1 |
Credits | | 2 |
**Spring Semester** | | |
CHE-241 | Inorganic Chemistry | 1 |
MAT-112 | Calculus II | 1 |
Credits | | 2 |
**Sophomore** | | |
**Fall Semester** | | |
CHE-221 | Organic Chemistry I | 1 |
PHY-111 | General Physics I | 1 |
Credits | | 2 |
**Spring Semester** | | |
CHE-321 | Organic Chemistry II | 1 |
PHY-112 | General Physics II - Science Majors | 1 |
Credits | | 2 |
**Junior** | | |
**Fall Semester** | | |
CHE-351 | Physical Chem I | 1 |
Credits | | 1 |
**Spring Semester** | | |
CHE-331 | Analytical Chemistry | 1 |
CHE-361 | Biochemistry | 1 |
Credits | | 2 |

**Senior**

Plus two additional elective credits taken in the junior or senior year 2

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>2</td>
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</tbody>
</table>

**Strongly Recommended Supporting Coursework**

<table>
<thead>
<tr>
<th>Code</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>
<tr>
<td>More Physics, particularly:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY-210</td>
<td>Intro Quantum Theory &amp; Apps</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>
</tbody>
</table>
Total Credits 8

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>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHE-111</td>
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<tr>
<td>CHE-241</td>
<td>Inorganic Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-221</td>
<td>Organic Chemistry I</td>
<td>1</td>
</tr>
</tbody>
</table>
Select two other course credits from the departmental offerings above CHE-221 | 2 |
Total Credits 5

The student may select any other two course credits from the departmental offerings above CHE-221 Organic Chemistry I 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.
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. 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, Quantitative Literacy

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.
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, Quantitative Literacy

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: none
Corequisites: CHE-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics, Quantitative Literacy

CHE-171 Special Topics
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

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
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.
Prerequisites: CHE-111
Corequisites: CHE-211L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics, Quantitative Literacy

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-241 Inorganic Chemistry
A study of the bonding and reaction chemistry of transition metal species, main group compounds, and solid state materials. Topics include coordination compounds, organometallic complexes, reaction kinetics and thermodynamics, molecular orbital theory, and a discussion of modern characterization techniques. Investigative work in the laboratory will feature a multi-week project involving the synthesis and characterization of a coordination compound, as well as experiments in descriptive inorganic chemistry, catalysis, and nanoscale structures. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: Take CHE-111.
Corequisites: Take CHE-241L.
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab
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 Analytical Chemistry
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 or 241.
Corequisites: CHE-331L
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

CHE-341 Advanced Inorganic Chemistry
An advanced study of inorganic chemistry topics beyond those explored in CHE-241, including group theory, molecular spectroscopy, and advanced concepts in organometallics, catalysis, and nanomaterials. This course is important for students interested in attending graduate school in chemistry or materials engineering.
Prerequisites: Take CHE-241.
Credits: 0.5
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 Schrödinger 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 or 241 and MAT-112 and PHY-112
Corequisites: CHE-351L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab, Quantitative Literacy

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, 241, or 321 or Permission of Instructor.
Corequisites: CHE-361L
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings. This course is offered either in the fall or spring semester.
Prerequisites: CHE-321
Credits: 0.5
Distribution: Natural Science/Mathematics, Science Lab

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, Quantitative Literacy

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, Quantitative Literacy

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

Chemistry (CHE) Faculty
Timothy Daniel Cook
Scott E Feller
Walter Ray Pendola Novak
Lon A Porter
Paul David Schmitt
Ann Taylor, Sabbatical
Laura Wysocki (chair)
James Gaylon Ross

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>One course in Greek or Latin at or above the 200 level</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>One course in Classics at or above the 200 level</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Four additional courses (Latin or Greek courses beyond 102 may count)</td>
<td>4</td>
</tr>
<tr>
<td>CLA-400</td>
<td>Senior Reading</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Four credits from Classics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>One credit from Classics at the 200 level or above</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

1 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.

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 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: REL-162
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-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: Literature/Fine Arts, History/Philosophy/Religion
Equated Courses: PHI-240
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

Classics (CLA) Faculty
Matthew M Gorey
Jeremy Scott Hartnett, Sabbatical
David P Kubiak
Bronwen Wickkiser (chair)

Computer Science
Computer science is a branch of science that deals with the theory of computation or the design of computers. It is the study of automating algorithmic processes that scale. It studies the theory, experimentation, and engineering that form the basis for the design and use of computers. The study of computer science involves programming, but it delves beyond just writing more complex or eye-catching programs. A good comprehension of computer science helps the student design better programs and understand how to use a computer to solve new problems.

Goals
The computer science program has the following goals:

• To give all students who take computer science courses a sense of the nature of computer science and its place in society;
• To give our computer science minors an understanding of computer science, its nature and uses; to prepare students to become effective users of computer science in their careers;
• To give our students interested in continuing to graduate study in computer science or other disciplines that use computational skills an adequate preparation to succeed in that study;
• To prepare students to excel in their majors. This includes students in distribution courses, and mathematics majors and minors.

Advanced Placement
• A student who gets a 4 or 5 on the computer science principles AP exam receives immediate credit for CSC-101 Intro to Computer Science.

Requirements for the Computer Science Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-111</td>
<td>Intro to Programming</td>
<td>1</td>
</tr>
<tr>
<td>CSC-211</td>
<td>Intro Data Structures</td>
<td>1</td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-241</td>
<td>Introduction to Machine Organization</td>
<td>1</td>
</tr>
<tr>
<td>CSC-242</td>
<td>Theory of Programming Languages</td>
<td>1</td>
</tr>
<tr>
<td>CSC-243</td>
<td>Algorithm Analysis</td>
<td>1</td>
</tr>
<tr>
<td>CSC-244</td>
<td>Theory of Computing</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

Two credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC-235</td>
<td>Stochastic Simulation</td>
<td></td>
</tr>
<tr>
<td>CSC-271</td>
<td>Special Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CSC-337</td>
<td>Introduction to Numerical Analysis</td>
<td></td>
</tr>
<tr>
<td>CSC-338</td>
<td>Topics in Computational Math</td>
<td></td>
</tr>
<tr>
<td>CSC-361</td>
<td>Database System Design</td>
<td></td>
</tr>
<tr>
<td>CSC-362</td>
<td>Operating Systems</td>
<td></td>
</tr>
<tr>
<td>CSC-363</td>
<td>Compiler Design</td>
<td></td>
</tr>
<tr>
<td>CSC-364</td>
<td>Parallel Programming</td>
<td></td>
</tr>
</tbody>
</table>

Senior Capstone

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-400</td>
<td>Senior Capstone</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits

9

Collateral Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-108</td>
<td>Intro to Discrete Structures</td>
<td>1</td>
</tr>
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or MAT-219 Combinatorics

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

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC-111</td>
<td>Intro to Programming</td>
<td>1</td>
</tr>
<tr>
<td>CSC-121</td>
<td>Intro to Additional Program Language</td>
<td>0.5</td>
</tr>
<tr>
<td>CSC-211</td>
<td>Intro Data Structures</td>
<td>1</td>
</tr>
<tr>
<td>CSC greater than CSC-211</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CSC Electives; except 101</td>
<td>1.5</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits

5

Collateral Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-108</td>
<td>Intro to Discrete Structures</td>
<td>1</td>
</tr>
</tbody>
</table>

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.

**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. Distribution in Natural Science and Mathematics or Quantitative Skills.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy, 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 or MAT 112; or permission of the instructor

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy, 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.

**Prerequisites:** CSC-111

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy

**CSC-121 Intro to Additional 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, Quantitative Literacy

**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. Refer to the Course Descriptions document on the Registrar's webpage for topics and descriptions of current offerings. This course is offered irregularly.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy

**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, Quantitative Literacy

**CSC-235 Stochastic Simulation**

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

**Prerequisites:** Prereq of MAT-112 and CSC-111

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy

**CSC-241 Introduction to Machine Organization**

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, Quantitative Literacy, Quantitative Skills

**Equated Courses:** CSC-311
CSC-242 Theory of Programming Languages
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, Quantitative Literacy, Quantitative Skills
Equated Courses: CSC-321

CSC-243 Algorithm Analysis
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, Quantitative Literacy, Quantitative Skills
Equated Courses: CSC-331

CSC-244 Theory of Computing
An introduction to theoretical computer science. Finite state machines and regular expressions. Context-free and push-down automata. Turning machines, effective computability, and the Halting Problem.
Prerequisites: Take CSC-111 and MAT-108 or MAT-219 with a grade of C- or Better.
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills
Equated Courses: CSC-341

CSC-271 Special Topics in Computer Science
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, Quantitative Literacy

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, Quantitative Literacy
Equated Courses: CSC-241

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, Quantitative Literacy
Equated Courses: CSC-242

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, Quantitative Literacy
Equated Courses: CSC-243

CSC-337 Introduction to 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, Quantitative Literacy

CSC-338 Topics in Computational Math
An advanced 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 typically offered in the fall semesters of odd-numbered years.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy
CSC-341 Automata, Computability, Formal Language
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, Quantitative Literacy
Equated Courses: CSC-244
CSC-361 Database System Design
CSC 361 - Database System Design. Database management is a central component of a modern computing environment. This course introduces the fundamental concepts of database design and database languages. Topics include relational databases, SQL, formal relational query languages, the E-R model, relational database design, storage and file structures, indexing and hashing, query processing, transactions, and data warehousing and mining.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills
CSC-362 Operating Systems
This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, OS/architecture interaction, and distributed operating systems.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills
CSC-363 Compiler Design
This course explores the principles and practices for the design and implementation of compilers and interpreters with the goal of implementing a compiler for a simple object-oriented language. Topics include all stages of the compilation and execution process: lexical analysis, parsing, symbol tables, type systems, scope, semantic analysis, intermediate representations, run-time environments and interpreters, code generation, program analysis and optimization, and garbage collection.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills
CSC-364 Parallel Programming
This course explores various aspects of parallel computing including parallel architectures, algorithms, systems, programming languages and implementation issues. The focus is on solving real problems on existing parallel machines. Students will participate in significant parallel implementation projects.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

CSC-378 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-400 Senior Capstone
This course is a senior capstone course, which all computer science majors should take in their senior year. This is a project-based course that develops skills in individual and team software development, including reading, documenting, presenting, and critiquing software systems.
Prerequisites: Take CSC-211 with a grade of C- or better.
Credit: 1
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

Computer Science (CSC) Faculty
Mark McCartin-Lim Colin B.P. McKinney William J. Turner Chad Westphal (chair)

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>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-101</td>
<td>Principles 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>Introduction to Econometrics</td>
<td>1</td>
</tr>
<tr>
<td>ECO-401</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Select at least two courses with a prerequisite of ECO 291 or ECO 292.
**Economics Elective**

<table>
<thead>
<tr>
<th>Code</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>
</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 core concepts and the wide variety of applications of economic theory. 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>Credits : 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO-101</td>
<td>Principles of Economics</td>
<td>1</td>
</tr>
<tr>
<td>Credits : 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Sophomore |                                             |         |

| Fall Semester |                                             |         |
| DV3-252 | Stats Soc Sciences                          | 0.5     |
| ECO-251 | Economic Approach With Excel               | 0.5     |
| ECO-291 | Intermediate Micro                         | 1       |
| Credits : 2 |                                        |         |
| Spring Semester |                                             |         |
| ECO-253 | Introduction to Econometrics               | 1       |
| ECO-292 | Intermediate Macro                         | 1       |
| Credits : 2 |                                        |         |

| Junior |                                             |         |

| Electives |                                             |         |
| Credits : 0 |                                        |         |

| Senior |                                             |         |

| ECO-401 | Senior Seminar                              | 1       |
| Electives |                                             |         |
| Credits : 1 |                                        |         |

| Total Credits |                                             | 7       |

**Requirements for the Minor**

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

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 year) may choose a more tightly packed junior/senior year combination of economics courses. Students with weak performance in MAT110 are less likely to succeed majoring in Economics. 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 Introduction to 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 Introduction to Econometrics as a sophomore. We advise students to take ECO-292 Intermediate Macro before the spring of junior year.

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.

**ECO-101 Principles 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. 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
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-205 History of Economic Thought
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.
**Prerequisites:** none
**Credit:** 1
**Equated Courses:** HIS-236

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-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. ECO-221 requires concurrent enrollment in PSC-322 (Politics of the European Union) and includes an immersion trip over spring break. Registration through instructor only.
**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.
**Prerequisites:** ECO-101
**Credit:** 1
**Distribution:** Behavioral Science

ECO-224 Economic and Political 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
**Equated Courses:** PPE-264

ECO-231 Law & Economics
An examination of the proposition that economic reasoning can explain the evolution of the law. By focusing on property, tort, and contract law, each student can decide for himself the power of economics as a driving force in the law. By its very nature interdisciplinary, this course is designed for non-majors as well as majors.
**Prerequisites:** ECO 101
**Credit:** 1
**Equated Courses:** PPE-251
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
Equated Courses: PPE-252

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
Equated Courses: PPE-254

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
Equated Courses: PPE-255

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, Quantitative Literacy

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.
Prerequisites: ECO-101
Credits: 0.5
Distribution: Quantitative Literacy, Behavioral Science, Quantitative Skills

ECO-253 Introduction to 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 PSC-297, or MAT-253 and 353, or PSY-201 and 202.
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy

ECO-262 Financial Markets and Institutions
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. 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. Please refer to the Registrar's page for course description.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Prerequisites</th>
<th>Credit</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO-287</td>
<td>Independent Study</td>
<td>Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise and approval of the Chair of the Department.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> none</td>
<td><strong>0.5-1</strong></td>
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<td><strong>Distribution:</strong> Behavioral Science</td>
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<tr>
<td>ECO-288</td>
<td>Independent Study</td>
<td>Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise with approval of the Chair of the Department.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> none</td>
<td><strong>0.5-1</strong></td>
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<td></td>
<td></td>
<td><strong>Distribution:</strong> Behavioral Science</td>
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<tr>
<td>ECO-291</td>
<td>Intermediate Micro</td>
<td>This 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.</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> ECO-101 with a C- or better and MAT-110 or 111 with a C- or better.</td>
<td></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-292</td>
<td>Intermediate Macro</td>
<td>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.</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> ECO-101 with a C- or better and MAT-110 or 111 with a C- or better.</td>
<td></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-321</td>
<td>International Trade</td>
<td>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.</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> ECO-251, 253, and ECO-291</td>
<td></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-322</td>
<td>International Finance</td>
<td>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.</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> ECO-253 and 292</td>
<td></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-331</td>
<td>Econ of Public Sector</td>
<td>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?</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> ECO 253 and 291</td>
<td></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-332</td>
<td>Labor Economics</td>
<td>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.</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> ECO-253 and 291</td>
<td></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-333</td>
<td>Industrial Organization</td>
<td>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.</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-353</td>
<td>Econometrics</td>
<td>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.</td>
<td><strong>1</strong></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>ECO-352</td>
<td>Independent Study</td>
<td>Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise and approval of the Chair of the Department.</td>
<td></td>
<td>Behavioral Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prerequisites:</strong> ECO-253 and ECO-291 or 292. Recommended:MAT-223</td>
<td></td>
<td>Behavioral Science</td>
</tr>
</tbody>
</table>
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
This 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. This 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 with the approval of the Chair of the Department.
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 with the approval of the Department Chair. 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
This 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. This 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. This 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

Economics (ECO) Faculty
Joyce Burnette
Chonghyun Christie Byun
Eric Paul Dunaway
Jack L Foos
Perry Edward Hensley
Students in the class of 2021, College should consult with Education Studies faculty as early as possible, and refer to the licensure requirements in the section for the Secondary Licensure Program (SLP) at Wabash College. Students in the class of 2020, Program in the archived Academic Bulletin from their year of entry to Wabash College should consult with Education Studies faculty as early as possible, and refer to the licensure requirements in the section for the Secondary Licensure Program in the archived Academic Bulletin.

Note: Education Studies minors through the Class of 2021 who wish to seek admission to the Secondary Licensure Program (SLP) at Wabash College should consult with Education Studies faculty as early as possible, and refer to the licensure requirements in the section for the Secondary Licensure Program in the archived Academic Bulletin from their year of entry to Wabash College. Students in the class of 2020, go to Academic Bulletin 2016-17 (http://bulletin.wabash.edu/archive/2016-17-bulletin.pdf) (p. 253). Students in the class of 2021, go to Academic Bulletin 2017-18 (http://bulletin.wabash.edu/archive/2017-18_Academic_Bulletin.pdf) (p. 262).

### Requirements for the Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU-101</td>
<td>Intro to Child &amp; Adolescent Development</td>
<td>2</td>
</tr>
<tr>
<td>EDU-201</td>
<td>Philosophy of Education</td>
<td>1</td>
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</table>

Select one credit from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDU-202</td>
<td>Middle School Methods &amp; Literacy in Midd. Schl Curr.</td>
</tr>
<tr>
<td>EDU-203</td>
<td>Young Adolescent Development (.5 credit)</td>
</tr>
<tr>
<td>EDU-302</td>
<td>High School Methods &amp; Diversity Educ</td>
</tr>
<tr>
<td>EDU-303</td>
<td>Diversity and Multicultural Education (.5 credit)</td>
</tr>
<tr>
<td>EDU-314</td>
<td>Theory and Practice of Peer Tutoring</td>
</tr>
</tbody>
</table>

| Electives | 2 |

Total Credits: 5

Education Studies minors through the Class of 2021 who wish to seek admission to the Secondary Licensure Program (SLP) at Wabash College should consult with Education Studies Faculty as early as possible, and refer to the licensure requirements in the section for the Secondary Licensure Program in the archived Academic Bulletin from their year of entry to Wabash College. Students in the class of 2020, go to Academic Bulletin 2016-17 (http://bulletin.wabash.edu/archive/2016-17-bulletin.pdf) (p. 253). Students in the class of 2021, go to Academic Bulletin 2017-18 (http://bulletin.wabash.edu/archive/2017-18_Academic_Bulletin.pdf) (p. 262).

**EDU-101 Intro to Child & Adolescent Development**

From a pedagogical perspective and using a variety of course texts, students examine theories of development, the myriad of factors that influence development, and the concept of diversity as it relates to K-12 student development. A requirement of the course is completion of field work in K-12 settings, through which students are introduced to qualitative data collection/analysis techniques. Field component: Students in EDU 101 complete a maximum 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. Level: Open to any student; required of all Education Studies minors. 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. Level: Open to any student; required of all Education Studies minors. Offered fall and spring semesters.
Prerequisites: Take Freshmen Tutorial.
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 theories, models, and debates around the contemporary middle school in the United States with some 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 and the ways in which schools seek to address the unique needs of students. 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, including literacy learning and instruction in the content areas. Students will be introduced to the process of analyzing student learning to inform instruction. As well, field work and course content will include attention to the instructional needs of Special Needs learners and English Language Learners at the middle level. Required field experience consists of 25 hours; see details below. Field Component: Students fulfill their field requirement with a placement in a content-specific middle level class where they work collaboratively with a host teacher over the course of the semester. EDU 202 students are expected to participate in regular field visits (1-2 times per week) 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 culminates in a two-week daily immersion experience in the middle school classroom wherein students collaborate with host teachers to co-plan and co-teach lessons designed to meet the developmental needs of young adolescents, with consideration for the role literacy plays 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 theories, models, and debates around the contemporary middle school in the United States. Building on concepts introduced in EDU 101, students delve more deeply into a study of young adolescent development. A field component (10 hours) enables students to see how community youth programs and/or middle school settings seek to meet the needs of this unique developmental period. EDU 203 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. 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.
Credit: 0.5

EDU-230 Special Topics in Education
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. The Course Descriptions document on the Registrar’s webpage provides topics and descriptions of current offerings.
Prerequisites: none
Credit: 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, usingExcel’s graphing and charting functions.
Prerequisites: Take FRT-101.
Credit: 1
Distribution: Quantitative Literacy, 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. 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:** Prereg: EDU-101., Recommended EDU-202.
**Credits:** 0.5-1

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., Take FRT-101.
**Credits:** 0.5

EDU-304 Theory and Practice of Peer Tutoring
This course introduces students to composition and rhetoric theories, to theories behind peer tutoring, to the confluences and conflicts between the different theories, and to the, at times, obscured foundations of the different theories. After critically reviewing multiple theoretic approaches, the course shifts to the practice of peer tutoring and reconciling reality with theory when they start observing or conducting sessions in the Writing Center. As the course progresses, the focus shifts to mentoring writing, describing and teaching composition methods, and using grammar options as rhetorical tools. The course is required for all Writing Center Consultants, but it is open to English Majors and Minors and students in Education Studies. Students taking the course to work in the Writing Center will start conducting sessions towards the middle of the semester.
**Prerequisites:** Take FRT-101 and FRC-101.
**Credit:** 1

EDU-330 Studies in Urban Education
In this course students study issues related to urban education; in some years it may culminate with an immersion trip in May during the week between finals and graduation. In addition to considering the needs and challenges of urban communities and their schools, we will examine the growing use of alternative licensure programs such as Teach For America (TFA) to provide teachers for high-needs urban school districts across the country.
**Prerequisites:** Take FRT-101. Take 1 Credit from EDU-201 or EDU-303.
**Credits:** 0.5

EDU-370 Special Topics
This course is a seminar focused upon historical and/or philosophical topics in education and of considers global and comparative issues. The emphasis is upon shared exploration of the general background to the issue, typically 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: Counts toward the elective requirement for the Education Studies minor. Refer to the Course Descriptions document on the Registrar's webpage for Topics and Descriptions of current offerings.
**Prerequisites:** Take 1 credit from department EDU or HIS at the 200 level or above., Take FRT-101.
**Credits:** 0.5-1

EDU-372 Colonial & Postcolonial Ed
This seminar in the history of education examines the ways in which colonial systems of education have been envisioned and implemented for the inoculation of colonizing values and perspectives among indigenous peoples. Readings and theoretical approaches include primary colonial accounts, and postcolonial, anti- colonial and decolonial analyses, memoirs, oral histories, and other primary and secondary sources. Regions and groups considered may include any of the following: European colonial activities in the Caribbean, Africa, and/or Asia, as well as internal colonization of indigenous peoples in the U.S., Canada, Australia, and New Zealand. After shared exploration of readings and other materials, students conduct independent research into the educational experiences of a country or region of their choice. This course counts as an elective for the Education Studies minor. Prior course in Education Studies or History above the 100 level required.
**Prerequisites:** Take 1 course in EDU or HIS above 100 level.
**Credit:** 1
EDU-387 Independent Study
Requires permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1

EDU-388 Independent Study
Requires permission of the instructor and the Chair/Director of Education Studies.
Prerequisites: none
Credits: 0.5-1

EDU-401 Content 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. Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-402 Content 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. Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-403 Content 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. Usually offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-404 Content Methods: Social Studies
Teaching of Social Studies (History, Economics, Political Science, Psychology): 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. Offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-405 Content Methods: World Languages
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. Usually offered fall semesters.
Prerequisites: EDU-101,201, and 202
Credits: 0.5
EDU-423 Student Teaching Practicum
The purpose of this practicum experience is to bridge the gap in teacher preparation between theory and practice and to provide teacher candidates with practical teaching experience in a secondary school setting. 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 collaboratively with a mentor teacher. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to complete 12-13 weeks of student teaching and spend the remaining weeks of the semester completing assignments, including the Analysis of Student Learning project and the Program Portfolio. The co-teaching model serves as the framework for the 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. Teacher candidates are further supported during the bi-monthly seminar meetings on campus. Topics covered in the seminar meetings include: lesson planning, differentiated instruction, student 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
Requires permission of the instructor and the Chair/Director of Education Studies. Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5-1

EDU-488 Independent Study
Requires permission of the instructor and the Chair/Director of Education Studies. Credits: 1 or 1/2
Prerequisites: none
Credits: 0.5

Michele Pittard
Deborah Seltzer-Kelly (chair)

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

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>MUS-201</td>
<td>Music Theory I</td>
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<tr>
<td>MUS-221</td>
<td>Intro to Electronic Music</td>
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<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>
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Electronic Music Project 0.5
Half a credit from:
- MUS-297 Electronic Music Projects
- MUS-298 Electronic Music Projects

Ensemble or Lessons 0.5
Half a credit from:
- MUS-151 Brass Ensemble
- MUS-152 Chamber Orchestra
- MUS-153 Glee Club
- MUS-155 Jazz Ensemble
- MUS-156 Wamidan World Music Ensemble
- MUS-157 Woodwind Ensemble
- MUS-261 Intermediate Applied Music I (credit)

Total Credits 5

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<tr>
<td>CSC-111</td>
<td>Intro to Programming or PHI-220 Aesthetics</td>
<td>1</td>
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</tbody>
</table>

Total Credits 1

See James Makubuya (Music Department)

English
The English Department offers a wide range of courses in literature, creative and expository writing, and media/digital 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.

Our students learn
- to become careful readers who can comprehend, analyze, interpret, and evaluate literature, film, and non-traditional texts;
- to practice reading and interpretive skills individually and as a community;
- to deploy cultural theories when crafting and interpreting written text, music, and visual arts;
- to approach writing as a recursive and collaborative process that includes drafting, revision, and feedback from peers and professor;
- to articulate and support a central idea using appropriate evidence and clear structure;
- to be responsive to the context and purpose of their writing;
- to integrate sources;
- to demonstrate facility with syntax, punctuation, and grammar;
- to develop critical awareness of the necessity for careful, considered language across media in communicating with global and local communities and to develop the confidence and competence to contribute meaningfully to such dialogue;
- to gain facility and familiarity with new technologies and tools for disseminating and analyzing multimodal discourse, to understand how emerging technologies are shaping the world and our interpretation of it, and to explore how these technologies can contribute to civic discourse by making the work of the humanist publicly visible;
- to produce original literature that is of interest to readers beyond the classroom and to translate lived experience into written artifacts, including (but not limited to) poems, stories, and essays;
- to reflect on identity and to know oneself better;
- to identify and appreciate the varieties and differences in human experience;
- to travel, whether physically and geographically, or via literary texts.

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, while ENG-180 Special Topics explores science and speculative 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 Literature 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 is required of all literature majors, and it 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

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<th>Credits</th>
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<tbody>
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<td>Introduction to British Lit. After 1900</td>
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<tr>
<td>ENG-215</td>
<td>Medieval &amp; Ren Lit</td>
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<tr>
<td>ENG-216</td>
<td>Intro to Shakespeare</td>
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<td>ENG-217</td>
<td>Engl Lit 1660-1800</td>
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<tr>
<td>ENG-218</td>
<td>Engl Lit 1800-1900</td>
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<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</td>
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**Studies in...**

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG-300</td>
<td>Studies in Historical Contexts</td>
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</tr>
<tr>
<td>ENG-310</td>
<td>Studies in Literary Genres</td>
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</tr>
<tr>
<td>ENG-320</td>
<td>Studies in Literary Modes</td>
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<tr>
<td>ENG-330</td>
<td>Studies in Special Topics</td>
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<tr>
<td>ENG-340</td>
<td>Studies in Individual Authors</td>
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<tr>
<td>ENG-350</td>
<td>Studies in Media: Literature &amp; Film</td>
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<tr>
<td>ENG-360</td>
<td>Studies in Multicult/Natl Lit</td>
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### English Electives

2

**Senior Seminar**

ENG-497 Seminar in English Lit

<table>
<thead>
<tr>
<th>Code</th>
<th>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.
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, including 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.

### Creative Writing Track

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

Select three courses in literature

Total Credits 6

1. Three of the creative writing courses must be at the 200 level or above and at least one must be at the 300 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 300 level.

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

### Literature Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Two core survey courses</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Three additional courses in literature, one of which should be 300 level or above</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 5

### Creative Writing Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Three courses in creative writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two courses in writing or literature</td>
<td>2</td>
</tr>
</tbody>
</table>

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

**Credit:** 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

**Credit:** 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.
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.
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.
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.
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 Literature 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-180 Special Topics
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor’s approval. Please refer to the Registrar’s page for course description.
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: 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. Please refer to the Registrar's page for course description.
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: 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-212 Creative Writing: Poetry
The intermediate course in poetry writing will build upon the principles in ENG 110. 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 creative nonfiction will comprise the required texts. Besides generating assignments, producing original 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 Writing: 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 poetry will comprise the required texts. Besides generating assignments, producing original workshopped 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.
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).
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?"
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.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies

ENG-226 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.
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 refer to the Registrar's page for course description.
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
**Credits:** 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. 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, 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:** Language/Fine Arts, Literature

ENG-311 Advanced Workshop in Creative Nonfiction
This course will build on the principles of ENG 211. It is primarily a workshopping 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 workshopping 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-314 Theory and Practice of Peer Tutoring
This course introduces students to composition and rhetoric theories, to theories behind peer tutoring, to the confluences and conflicts between the different theories, and to the, at times, obscure foundations of the different theories. After critically reviewing multiple theoretic approaches, the course shifts to the practice of peer tutoring and reconciling reality with theory when they start observing or conducting sessions in the Writing Center. As the course progresses, the focus shifts to mentoring writing, describing and teaching composition methods, and using grammar options as rhetorical tools. The course is required for all Writing Center Consultants, but it is open to English Majors and Minors and students in Education Studies. Students taking the course to work in the Writing Center will start conducting sessions towards the middle of the semester.
Prerequisites: Take FRT-101 and FRC-101.
Credit: 1
Distribution: Language Studies
Equated Courses: ENG314EDU314

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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: 1 credit from ENG at Wabash.
Credits: 1 credit from ENG at Wabash.

ENG-366 Studies in Multicult/Nat'l Lit
Topics vary from semester to semester. Please refer to the Registrar's page for course description.
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 Danticatt, Shy 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? Please refer to the Registrar’s page for course description.
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 Special Topics: Lang Studies
Please refer to the Registrar’s page for course description.
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: Take FRC. Must be a junior or a senior.
Credit: 1
Distribution: Language Studies, Language

ENG-414 Theories of Reading
This course is divided into three major sections: an introduction to major theories of reading and writing, including methodology on the developmental, critical, and remedial levels; a study of methods and research in teaching-content area reading and writing in secondary schools; laboratory experiences in diagnosing and correcting reading difficulties and organizing reading and writing programs within the content areas.
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

Natalie Aikens
Crystal Benedicks (chair)
Eric Freeze
Rixa Freeze
Zachery W Koppelmann
Timothy Lake
Matthew Michial Lambert
L. Jill Lamberton
Derek C Mong
Agata Szczeszak-Brewer, Sabbatical

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.

Requirements for The Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<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>
<tr>
<td></td>
<td>Production Course</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>One credit from:</td>
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<tr>
<td></td>
<td>ART-219 Special Topics in Documentary Filmmaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ART-220 Digital Filmmaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ART-222 Expanded Digital Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ART-226 Cinematic Environments: Digital Space</td>
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<td></td>
<td>Elective Courses</td>
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<tr>
<td></td>
<td>Two credits from:</td>
<td></td>
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<tr>
<td></td>
<td>ART-202 Art in Film</td>
<td></td>
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<tr>
<td></td>
<td>ART-219 Special Topics in Documentary Filmmaking</td>
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<tr>
<td></td>
<td>ART-220 Digital Filmmaking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ART-222 Expanded Digital Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ART-226 Cinematic Environments: Digital Space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FRE-312 Studies in French Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GER-312 Studies in German Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUS-287 Independent Study</td>
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</tr>
<tr>
<td></td>
<td>MUS-298 Electronic Music Projects</td>
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</tr>
<tr>
<td></td>
<td>PHI-124 Philosophy and Film</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REL-194 Religion and Film</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPA-312 Studies in Hispanic Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THE-103 Seminars in Theater</td>
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</tr>
<tr>
<td></td>
<td>THE-205 Acting for the Camera</td>
<td></td>
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<td></td>
<td>THE-208 Games and Interactive Media</td>
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</tr>
<tr>
<td></td>
<td>THE-210 Playwriting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THE-303 Seminar in Theater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>5</td>
</tr>
</tbody>
</table>
Film and Digital Media (FDM)

FDM-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

Film and Digital Media (FDM) Minor

Steering Committee
James Cherry, Theater Michael Abbott, Theater Damon Mohl, Art Elizabeth Morton, Art Annie Strader, Art Matthew Weedman, Art

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECO-101</td>
<td>Principles of Economics</td>
<td>1</td>
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<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
<td>0.5</td>
</tr>
<tr>
<td>ECO-253</td>
<td>Introduction to 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>
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<tr>
<td>ECO-361</td>
<td>Corporate Finance</td>
<td>1</td>
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<tr>
<td>ECO-362</td>
<td>Money and Banking</td>
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<tr>
<td>MAT-251</td>
<td>Mathematical Finance</td>
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<tr>
<td>MAT-252</td>
<td>Math Interest Theory</td>
<td>0.5</td>
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<tr>
<td>MAT-253</td>
<td>Probability Models</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-254</td>
<td>Statistical Models</td>
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<tr>
<td>MAT-353</td>
<td>Probability Models II</td>
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Total Credits 9

Collateral Requirements

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<tr>
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<tr>
<td>MAT-111</td>
<td>Calculus I</td>
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<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
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</table>

Total Credits 2

We recommend that Financial Economics students take ECO377 Investment (if available). 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>
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<tbody>
<tr>
<td>Freshman</td>
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<tr>
<td>Fall Semester</td>
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<tr>
<td>MAT-111</td>
<td>Calculus I (^1)</td>
<td>1</td>
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</table>

                    | Credits | 1 |
|-------------------|---------|---|
| Spring Semester   |         |   |
| MAT-112           | Calculus II \(^1\) | 1 |
| ECO-101           | Principles of Economics \(^2\) | 1 |

<table>
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<th>Credits</th>
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<tr>
<td>Sophomore</td>
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<td>Fall Semester</td>
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<tr>
<td>ECO-291</td>
<td>Intermediate Micro</td>
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<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
</tr>
<tr>
<td>MAT-253</td>
<td>Probability Models</td>
</tr>
<tr>
<td>MAT-353</td>
<td>Probability Models II</td>
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<table>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>Spring Semester</td>
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<tr>
<td>MAT-254</td>
<td>Statistical Models</td>
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<tr>
<td>ECO-253</td>
<td>Introduction to Econometrics</td>
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</table>

<table>
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<th>Credits</th>
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<tbody>
<tr>
<td>Junior</td>
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<tr>
<td>Fall Semester</td>
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</tr>
<tr>
<td>MAT-251</td>
<td>Mathematical Finance</td>
</tr>
<tr>
<td>MAT-252</td>
<td>Math Interest Theory</td>
</tr>
<tr>
<td>ECO-361</td>
<td>Corporate Finance (^3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>ECO-292</td>
<td>Intermediate Macro</td>
</tr>
</tbody>
</table>

| Credits | 1     |

1. Calculus I
2. Principles of Economics
3. Corporate Finance
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. For further questions contact the chair of Economics department.

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, multilingual 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 work 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 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>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRE-302</td>
<td>Intro to Literature</td>
<td>1</td>
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<tr>
<td>FRE-401</td>
<td>Senior Seminar in French</td>
<td>1</td>
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<tr>
<td></td>
<td>French Electives</td>
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Requirements for a Minor

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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td></td>
<td>Select five course credits in French ¹</td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>5</td>
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</tbody>
</table>

¹ 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.

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 or FRE-102 placement.
Corequisites: FRE-102L
Credit: 1

FRE-177 Special Topics
These courses treat topics in French literature and culture. Conducted in French. Please refer to the Registrar’s page for course description.

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, PreReq FRE-102 or FRE-201 placement
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. This course is offered in the spring semester.

Prerequisites: FRE-201 or FRE-202 placement.
Corequisites: FRE-202L
Credit: 1
Distribution: Foreign Language
FRE-277 Special Topics
These courses treat topics in French literature and culture. Conducted in French. Please refer to the Registrar’s page for course description.
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
Corequisites: PreReq 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. Please refer to the Registrar’s page for course description.
Prerequisites: Take FRE-302.
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. Please refer to the Registrar’s page for course description.
Prerequisites: FRE-301 and FRE-302
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. Please refer to the Registrar’s page for course description.
Prerequisites: Complete FRE-301 and FRE-302 Minimum grade C-
Credit: 1
Distribution: Literature/Fine Arts

FRE-314 Special Topics in French
Special topics in French. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.

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

Adrien M Pouille
Karen Quandt

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 Studies Minor Steering 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>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN-101</td>
<td>Introduction to Gender Studies</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GEN-102</td>
<td>Human Sexual Behavior</td>
<td></td>
</tr>
<tr>
<td>GEN-105</td>
<td>Fatherhood</td>
<td></td>
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<tr>
<td>GEN-200</td>
<td>Topics in Ethics &amp; Social Philosophy</td>
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<tr>
<td>GEN-209</td>
<td>Special Topics: Behavioral Sciences</td>
<td></td>
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<tr>
<td>GEN-230</td>
<td>Topics in Modern Europe</td>
<td></td>
</tr>
<tr>
<td>GEN-277</td>
<td>Special Topics</td>
<td></td>
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<tr>
<td>GEN-300</td>
<td>Studies in Multicult/Nat'l Lit</td>
<td></td>
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<tr>
<td>GEN-302</td>
<td>Adv Topics:World&amp;Comp History</td>
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<tr>
<td>GEN-303</td>
<td>Gender and Communication</td>
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<tr>
<td>GEN-304</td>
<td>Studies in Special Topics</td>
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<tr>
<td>GEN-324</td>
<td>Advanced Topics: American History</td>
<td></td>
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<tr>
<td>GEN-400</td>
<td>Seminar in English Lit</td>
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<td>GEN-487</td>
<td>Independent Study</td>
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<td>GEN-488</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>GEN-490</td>
<td>Gender Studies Capstone</td>
<td>1</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 Studies Minor Steering Committee chair.

2 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. Students should expect to complete the capstone by the fall semester of their senior year.

Each student’s program will be approved and supervised by the Gender Studies Minor Steering Committee, and a member of this committee 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 Studies Minor Steering Committee. Interested students should consult with a member of the Gender Studies Minor Steering 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.
GEN-101 Introduction 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.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

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-200 Topics in Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-209 Special Topics: Behavioral Sciences
Various topics at the intermediate level may be offered from time to time. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-231 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. Please check the Registrar’s page for course descriptions.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

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 refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GEN-277 Special Topics
This is an intermediate-level course that focuses on a specific topic in literature/fine arts. Topics vary from semester to semester. Please check the Registrar’s page for course descriptions.
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.
Prerequisites:
Credits: 0.5-1
Distribution: Literature/Fine Arts
**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. Please refer to the Registrar’s page for course description.

**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**
Please refer to the Registrar’s page for course description.

**Prerequisites:**
**Credit:** 1
**Distribution:** Literature/Fine Arts

**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. Please refer to the Registrar’s page for course description.

**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 Gueassa, 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, 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-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:** Take GEN-101., Take 2 credits from GEN.
**Credit:** 1
Gender Studies (GEN) Minor Steering Committee

Adriel M. Trott, Philosophy, chair Agata Szczeszak-Brewer, English, Fall Jennifer Abbott, Rhetoric Natalie Aikens, English Crystal Benedicks, English Cory Geraths, Rhetoric Cara Healey, Asian Studies Cheryl Hughes, Philosophy Lorraine Krall McCrary, Political Science Eric Olofson, Psychology Michelle Rhoades, History Sabrina Thomas, History

The Gender Studies Minor Steering Committee is typically composed of faculty who teach regularly for the minor. In order to develop a stable sense of identity for this interdisciplinary program, the general expectation is that to teach for the minor, faculty will serve on the committee. We recognize that this creates an additional obligation for those faculty, but the expectations for steering committee members are light. Faculty serving on the committee, and thus teaching for the minor, are expected to

- teach a course once every three years
- attend a meeting once a semester to meet with students and to discuss any administrative concerns regarding the minor
- publicize the minor with students

In the event that a faculty member who is unable to meet these obligations wishes to offer or cross-list a gender studies course, they are welcome to submit their courses to the steering committee for consideration. While we make exceptions for extenuating circumstances, we encourage faculty who plan to teach courses that they want cross-listed on a regular basis to join the committee. The minor values regularity and predictability of courses and commitment of faculty above a wide range of offerings.

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 work 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

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>GER-302</td>
<td>Intro to Literature</td>
<td>1</td>
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<tr>
<td>GER-401</td>
<td>Senior Seminar in German</td>
<td>1</td>
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<tr>
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<td>German Electives</td>
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Requirements for a Minor

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>Five course credits in German</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
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</table>

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.

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: GER-102L
Credit: 1

GER-177 Special Topics
These courses treat topics in German literature and culture. Conducted in German. Please refer to the Registrar’s page for course description.
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, PreReq GER-102 or GER-201 placement
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 or GER-202 placement.
Corequisites: GER-202L
Credit: 1
Distribution: Foreign Language

GER-277 Special Topics
These courses treat topics in German literature and culture. Conducted in German. Please refer to the Registrar’s page for course description.
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: Foreign Language

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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Conducted in German. Please refer to the Registrar's page for course description.
Prerequisites: GER-202 or 301 placement
Credit: 1
Distribution: Literature/Fine Arts

GER-377 Special Topics: German Lit & Culture
These courses treat topics in German literature and culture. Conducted in German. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 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
Credit: 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 spring semester.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GER-477 Special Topics: German Lit & Culture
These courses treat topics in German literature and culture. Conducted in German. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GER-478 Special Topics
Special Topics in German. Please refer to the Registrar's page for course description.
Prerequisites: GER-302
Credit: 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
Credit: 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

John Gregory Redding
Brian M. Tucker
Jacob Allan VanderKolk

Anne Fisher

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. Engage students in interdisciplinary, multi-Divisional thinking through a focus on local and global public health issues. Students will gain knowledge of complex global health problems and health care issues.
2. Emphasize the connections among socioeconomic, historical, political, and biological determinants of health, and their importance to global public health.
3. Improve problem-solving and analytical skills, and appreciate the complexity of global health research through service-based projects.
4. Develop a consciousness regarding global issues and the populations, communities, and governments in low-resource settings by thinking critically about ethical and moral questions in global health, and an awareness of power and privilege in inter-cultural contexts.
5. Understand the broad range of ways global health affects our lives and the lives of people in communities, and to develop skills for active participation through vocation and leadership.

Requirements for the Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO-177</td>
<td>Special Topics (without Lab)</td>
<td>1</td>
</tr>
<tr>
<td>PSC-201</td>
<td>Sociology &amp; Politics of Health</td>
<td>1</td>
</tr>
<tr>
<td>or SOC-201</td>
<td>Sociology &amp; Politics of Health</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHL-400</td>
<td>Capstone in Global Health</td>
<td>0</td>
</tr>
</tbody>
</table>

Electives
Three credits from:
- BIO-225 Microbiology
- BIO-226 Parasitology
- ECO-235 Health Economics
- PHI-219 Topics Ethics & Social Philosophy
- PSY-107 Health Psychology

Total Credits 6

1 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.

2 Students may substitute the following courses as electives if they are approved by the Global Health Minor Committee; new courses not listed below can be considered upon request. 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 Economic and Political 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 associated with the Wabash Global Health Initiative. 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, healthcare-related information technology, 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 Minor**

Requirements for the Greek Major will consist of at least seven course credits.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Four Greek course credits beyond the elementary level (GRK-101 and GRK-102)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Two course credits in Latin beyond the elementary level (LAT-101 and LAT-102)</td>
<td>2</td>
</tr>
<tr>
<td>GRK-400</td>
<td>Senior Reading</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>7</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS-211</td>
<td>Ancient History: Greece</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-101</td>
<td>Classical Mythology</td>
<td>1</td>
</tr>
<tr>
<td>CLA-103</td>
<td>Greek Art &amp; Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>CLA-105</td>
<td>Ancient Greece</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>PHI-240</td>
<td>Ancient Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHI-249</td>
<td>Topics in the History of Philosophy</td>
<td>0.5-1</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.

**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.

**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
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
- a Multicultural American Studies minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</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>
<tr>
<td></td>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td>HSP-210</td>
<td>Topics Art History</td>
<td></td>
</tr>
<tr>
<td>HSP-228</td>
<td>Spec Topic: European Econ</td>
<td></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-330</td>
<td>Adv Topics: Modern Europe</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 Politics</td>
<td></td>
</tr>
<tr>
<td>HSP-374</td>
<td>Adv Topics in International Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td></td>
</tr>
<tr>
<td>HSP-400</td>
<td>Senior Capstone</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

1  offered every semester
2  offered every year

Comprehensive Exams

Written comps 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.

HSP-107 Special Topics
Enrollment through Instructor and Program Chair.
Prerequisites: none
Credit: 1

HSP-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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

HSP-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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

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. Please refer to the Registrar’s page for course description.
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-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. Please refer to the Registrar's page for course description.
**Prerequisites:** none
**Credit:** 0.5-1
**Distribution:** History/Philosophy/Religion

### 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.
**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts

### HSP-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 refer to the Registrar's page for course description.
**Prerequisites:** none
**Credit:** 1
**Distribution:** Literature/Fine Arts

### 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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
**Prerequisites:** SPA-301 and 302
**Credit:** 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. Please refer to the Registrar's page for course description.
**Prerequisites:** .5 credit from HIS HIST
**Credit:** 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. Please refer to the Registrar's page for course description.
**Prerequisites:** HIS-230, 231, or 232
**Credit:** 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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1

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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1

HSP-400 Senior Capstone
Hispanic Studies Senior Capstone.
Prerequisites: none
Credit: 1

Hispanic Studies (HSP) Oversight Committee
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.

Richard Warner, History
Dan Rogers, Modern Languages

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

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS-101</td>
<td>World History to 1500</td>
<td>1</td>
</tr>
<tr>
<td>or HIS-102</td>
<td>World Hist Since 1500</td>
<td></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>Two credits from the 300 level</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>History Electives</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
<td></td>
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</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>
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<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>HIS-101</td>
<td>World History to 1500</td>
<td>1</td>
</tr>
<tr>
<td>or HIS-102</td>
<td>World Hist Since 1500</td>
<td></td>
</tr>
<tr>
<td>One course credit at the 300 level</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Three course credits at the 200 or 300 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

Prerequisites: none
Credit: 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. Please refer to the Registrar's page for course description.

Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-201 Big History
The Big History movement within World History started a couple decades ago, and was more fully brought to light by the publication of David Christian's Maps of Time in 2004. Big Historians believe that the proper temporal unit to study human history should include the full thirteen billion years since the Big Bang. Therefore, this course provides an interdisciplinary look at the history of our planet from the perspectives of physics, geology, biology, chemistry, and environmental studies in addition to more familiar disciplines such as anthropology, economics, political science and history. In essence students will be studying human history from the widest possible frameworks, as well as from the more detailed attention that is more typical of historians.

Prerequisites: none
Credit: 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. Please refer to the Registrar's page for course description.

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 origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis or city-state.

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.

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. Please refer to the Registrar's page for course description.

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. Please refer to the Registrar's page for course description.

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.

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

HIS-232 20th Century Europe
This survey will cover 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.

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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-241 United States to 1865
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, and the Civil War. The course focuses on significant everyday experiences and social history of women, minorities, and other underrepresented groups.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-242 US 1865-1945
The emphasis is upon some of the major issues in American politics and society between 1865 and 1945: Reconstruction, the growth of big business; populism, farmers, workers, and immigrants; urbanization and reform movements among rural and urban labor and minority groups; and the Second World War. In addition to studying national history and the emergence of the United States as a world power, students will have an opportunity to investigate their own family histories.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-243 US Since 1945
This course surveys the transformation of politics, culture, and society in the United States since the end of the Second World War. It provides an introduction to some of the critical events and issues confronting the post-1945 world. Key themes will include the reconfiguration of work, consumption, and the structure of the U.S. economy; the changing role of the U.S. in the world in the context of the Cold War; changing patterns and meanings of immigration; suburbanization, urban poverty, and the relationship between space, race, and class; social movements on behalf of black civil rights and the liberation of women, gay men, and lesbians; the expansion of state power in wartime and peacetime; and the rise of a new conservative movement.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-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.
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? Please refer to the Registrar’s page for course description.
Prerequisites: ECO-101
Credit: 1
Distribution: History/Philosophy/Religion, Behavioral Science

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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
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.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-288 Independent Study
Enrollment through Instructor and Department Chair approval.
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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: 0.5 credits from HIS.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: .5 credit from HIS
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: 0.5 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 Phi & 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.
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.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

Ann-Michelle K Rhoades
Robert Royalty, Sabbatical
Sabrina Thomas
Richard Warner (chair)

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 theses 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.

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-122

HUM-176 Spec Topics: Foreign Lang
Topics vary from year to year. Please refer to the Registrar’s page for course description.
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
Topics vary from year to year. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

HUM-278 Special Topics: Language Studi
Topics vary from year to year. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

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Latin

HUM-400 Senior Project
The project might be any one of a wide range of possibilities. For many students, the most obvious project would be a theses 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. Completion of the project by the end of the first semester of the senior year.
Prerequisites: none
Credits: 2

HUM-477 Special Topics: Literature
Topics vary from year to year. Please refer to the Registrar’s page for course description.
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 by appointment, with leadership from the Division II Chair.

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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT-101</td>
<td>Beginning Latin I</td>
<td>1</td>
</tr>
<tr>
<td>LAT-102</td>
<td>Beginning Latin II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Latin Major Course Requirements**

- 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>Code</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</td>
<td>1</td>
</tr>
<tr>
<td>CLA-106</td>
<td>Ancient Rome</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/Archaeology</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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT-101</td>
<td>Beginning Latin I</td>
<td>1</td>
</tr>
<tr>
<td>LAT-102</td>
<td>Beginning Latin II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Latin Minor Course Requirements**

- 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.

**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 rotation with LAT 303. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: LAT-201 or LAT-302 placement
Credit: 1
Distribution: Literature/Fine Arts

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 rotation with LAT 301. Please refer to the Registrar’s page for course description.
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.
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

Mathematics

Mathematics is the study of patterns and the logical connections between them. The patterns can be numerical, algebraic, or geometric. The logical connections are typically computations and proofs. When the patterns come from the real world, we get applied mathematics. The logical connections might then take the form of a differential equation that predicts how a disease outbreak will unfold, a statistical model that allows an actuary to assess risks, or a geometric algorithm that displays a three-dimensional object on a flat computer screen. When the patterns come from our collective imaginations, we get the myriad sub-disciplines of pure mathematics: real analysis, abstract algebra, topology, non-Euclidean geometry, probability, and many others.

Goals

The mathematics program has the following goals:

• To give all students who take mathematics courses a sense of the nature of mathematics and its place in society;
• To give our mathematics majors and minors an understanding of mathematics, its nature and uses; to prepare students to become effective users of mathematics 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;
• To prepare students to excel in their majors. This includes students in distribution courses, mathematics and computer science minors, and students with double majors, who will gain deeper insights into their other majors.

The mathematics major can tailor upper-level courses to his interests (including pure mathematics, applied mathematics and statistics)
and career goals (including actuarial science, computer science and secondary education).

**Advanced Placement**

- A student who gets a 4 or 5 on the AB calculus exam receives immediate credit for MAT-111 Calculus I and is placed into MAT-112 Calculus II.
- 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 A AP exam receives immediate credit for CSC-111 Intro to Programming.
- A student who gets a 4 or 5 on the computer science principles AP exam receives immediate credit for CSC-101 Intro to Computer Science.

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**

<table>
<thead>
<tr>
<th>Code</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>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

<table>
<thead>
<tr>
<th>Track</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits</td>
<td>9</td>
</tr>
</tbody>
</table>

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.

Incoming freshmen interested in pursuing mathematics at Wabash College will typically take MAT-111 Calculus I or MAT-112 Calculus II in the fall (depending on placement) and MAT-112 Calculus II or MAT-223 Elementary Linear Algebra in the spring. Course choices in the fall of the sophomore year will usually depend on the direction the student sees himself headed. Students should plan to take MAT-331 Abstract Algebra I in the spring of their sophomore year. Potential mathematics majors should discuss their plans with a member of the department and should read the brochure "How to Major in Mathematics at Wabash College" and the flow chart describing prerequisites among the courses for the major (https://www.wabash.edu/academics/uploads/math/How_to_Be_a_Math_Major.pdf) and the flow chart describing prerequisites among the courses for the major (https://www.wabash.edu/academics/uploads/math/math_flow_chart_(2010).pdf). Several courses are offered in alternate years; majors must plan accordingly.

**Pure Mathematics Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-333</td>
<td>Funct Real Variable I</td>
<td>1</td>
</tr>
<tr>
<td>or MAT-341</td>
<td>Topology</td>
<td></td>
</tr>
<tr>
<td>Mathematics Electives</td>
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<td></td>
</tr>
<tr>
<td>Total Credits</td>
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<td></td>
</tr>
</tbody>
</table>

**Computational Mathematics Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC-111</td>
<td>Intro to Programming</td>
<td>1</td>
</tr>
<tr>
<td>MAT-337</td>
<td>Numerical Analysis</td>
<td>1</td>
</tr>
<tr>
<td>or MAT-338</td>
<td>Topics Computational Math</td>
<td></td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

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>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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-353</td>
<td>Probability Models II</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-254</td>
<td>Statistical Models</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-354</td>
<td>Mathematical Statistics</td>
<td>0.5</td>
</tr>
<tr>
<td>or MAT-355</td>
<td>Regression Models</td>
<td></td>
</tr>
<tr>
<td>Mathematics Electives</td>
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<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>5</td>
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</tbody>
</table>

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>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT-219</td>
<td>Combinatorics</td>
<td>1</td>
</tr>
<tr>
<td>MAT-221</td>
<td>Found of Geometry</td>
<td>1</td>
</tr>
<tr>
<td>MAT-222</td>
<td>Theory of Numbers</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>MAT-323</td>
<td>Topics in Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>MAT-324</td>
<td>Topics in Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-332</td>
<td>Abstract Algebra II</td>
<td>1</td>
</tr>
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</table>
### Computational Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT-219</td>
<td>Combinatorics</td>
<td>1</td>
</tr>
<tr>
<td>MAT-222</td>
<td>Theory of Numbers</td>
<td>1</td>
</tr>
<tr>
<td>MAT-224</td>
<td>Elem Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-226</td>
<td>Operations Research</td>
<td>1</td>
</tr>
<tr>
<td>MAT-314</td>
<td>Modeling With Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-321</td>
<td>Topics in Linear Algebra</td>
<td>1</td>
</tr>
</tbody>
</table>

### Financial Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT-224</td>
<td>Elem Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-324</td>
<td>Topics in Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>MAT-332</td>
<td>Abstract Algebra II</td>
<td>1</td>
</tr>
</tbody>
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### Mathematics Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>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></td>
<td>or MAT-111 Calculus I</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></td>
<td>Mathematics Electives ¹</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 5

¹ Excluding MAT-010 Pre-Calc With Intro to Calc, MAT-103 Probability, MAT-104 Statistics, MAT-106 Topics in Contemporary Math and MAT-108 Intro to Discrete Structures.

Potential mathematics minors should read the brochure "How to Minor in Mathematics or Computer Science at Wabash College (https://www.wabash.edu/academics/uploads/math/How_to_Minor_in_Mathematics_or_Computer_Science_at_Wabash_College.pdf)."

### MAT-003 Pre-Calculus

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) 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

Credit: 0.5

### 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.

Prerequisites: none

Credit: 1

Distribution: Natural Science/Mathematics, Quantitative Literacy, 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 Literacy
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 Literacy
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 Literacy
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Students may not present both MAT 108 and 219 for credit towards graduation. This course is offered in the spring semester.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

MAT-221 Found of Geometry
A development of Euclidean and non-Euclidean geometries from a modern viewpoint.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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, Quantitative Literacy
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, Quantitative Literacy
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, Quantitative Literacy

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.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy
MAT-235 Stochastic Simulation
Interesting real world phenomena often involve randomness at some level, and this course develops mathematical and computational tools for studying these systems. In particular, students will study and implement computer simulation models of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks, sports, elections, and industrial engineering. Specific topics for study include: basic probability models, pseudo-random number generation, queueing models, discrete event simulations, Poisson processes, random walks, Markov chains, Monte Carlo methods, and statistical analysis of simulated data.
Prerequisites: Prereq of MAT 112 and CSC 111
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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, Quantitative Literacy

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, Quantitative Literacy

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.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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 Literacy, 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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Quantitative Literacy

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 Differential Equations
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-numbred years.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar’s page for course description.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar’s page for course description.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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.
Prerequisites: MAT-331
Credit: 1
Distribution: Natural Science/Mathematics
MAT-223 Multivariate Calculus
A continuation of MAT 222. Topics include infinite series, the calculus of functions of several variables, vector calculus, and applications of multiple integrals. This course is offered in the fall semester.
Prerequisites: MAT-222
Credit: 1
Distribution: Natural Science/Mathematics

MAT-253 Probability Models
A wide variety of probability problems associated with insurance. This course is offered in the fall semester.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics

MAT-254 Elem Probability
This course takes a more theoretical look at estimation and hypothesis testing than MAT 253 (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.
Prerequisites: MAT-253 and 254
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy

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.
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. Please refer to the Registrar's page for course description.
Prerequisites: CSC-111 and MAT-223
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar's page for course description.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

MAT-341 Topology
A study of elementary topology. Topics discussed will include topologies, separation axioms, connectedness, compactness, continuity, and metric spaces.
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, Quantitative Literacy

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.
Prerequisites: MAT-253
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy

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.
Prerequisites: MAT-253 and 254
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics, Quantitative Literacy

MAT-387 Independent Study
Directed reading and research on special topics for qualified students. May be repeated for credit. Levels vary (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. Levels vary (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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy
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. Distribution in Natural Science and Mathematics or Quantitative Skills.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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 or MAT 112; or permission of the instructor
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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.
Prerequisites: CSC-111
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

CSC-121 Intro to Additional 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, Quantitative Literacy

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. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings. This course is offered irregularly.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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, Quantitative Literacy

CSC-235 Stochastic Simulation
Interesting real world phenomena often involve randomness at some level, and this course develops mathematical and computational tools for studying these systems. In particular, students will study and implement computer simulation models of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks, sports, elections, and industrial engineering. Specific topics for study include: basic probability models, pseudo-random number generation, queueing models, discrete event simulations, Poison processes, random walks, Markov chains, Monte Carlo methods, and statistical analysis of simulated data.
Prerequisites: Prereq of MAT-112 and CSC-111
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

CSC-241 Introduction to Machine Organization
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, Quantitative Literacy, Quantitative Skills
Equated Courses: CSC-311
CSC-242 Theory of Programming Languages
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, Quantitative Literacy, Quantitative Skills
Equated Courses: CSC-321

CSC-243 Algorithm Analysis
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, Quantitative Literacy, Quantitative Skills
Equated Courses: CSC-331

CSC-244 Theory of Computing
An introduction to theoretical computer science. Finite state machines and regular expressions. Context-free and push-down automata. Turning machines, effective computability, and the Halting Problem.
Prerequisites: Take CSC-111 and MAT-108 or MAT-219 with a grade of C- or Better.
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills
Equated Courses: CSC-341

CSC-271 Special Topics in Computer Science
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, Quantitative Literacy

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, Quantitative Literacy
Equated Courses: CSC-241

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, Quantitative Literacy
Equated Courses: CSC-242

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, Quantitative Literacy
Equated Courses: CSC-243

CSC-337 Introduction to 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, Quantitative Literacy

CSC-338 Topics in Computational Math
An advanced 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 typically offered in the fall semesters of odd-numbered years.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy
CSC-341 Automata, Computability, Formal Language
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, Quantitative Literacy
Equeted Courses: CSC-244

CSC-361 Database System Design
CSC 361 - Database System Design. Database management is a central component of a modern computing environment. This course introduces the fundamental concepts of database design and database languages. Topics include relational databases, SQL, formal relational query languages, the E-R model, relational database design, storage and file structures, indexing and hashing, query processing, transactions, and data warehousing and mining.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

CSC-362 Operating Systems
This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, OS/architecture interaction, and distributed operating systems.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

CSC-363 Compiler Design
This course explores the principles and practices for the design and implementation of compilers and interpreters with the goal of implementing a compiler for a simple object-oriented language. Topics include all stages of the compilation and execution process: lexical analysis, parsing, symbol tables, type systems, scope, semantic analysis, intermediate representations, run-time environments and interpreters, code generation, program analysis and optimization, and garbage collection.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

CSC-364 Parallel Programming
This course explores various aspects of parallel computing including parallel architectures, algorithms, systems, programming languages and implementation issues. The focus is on solving real problems on existing parallel machines. Students will participate in significant parallel implementation projects.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

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-400 Senior Capstone
This course is a senior capstone course, which all computer science majors should take in their senior year. This is a project-based course that develops skills in individual and team software development, including reading, documenting, presenting, and critiquing software systems.
Prerequisites: Take CSC-211 with a grade of C- or better.
Credit: 1

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

Kathleen Patricia Ansaldi
Zachary Gates
Mark McCartin-Lim
Colin B.P McKinney
Esteban I. Poffald
Peter Thompson
William J Turner
Chad Westphal (chair)

Multicultural American Studies

The minor in Multicultural American Studies allows students to explore the diverse and pluralistic origins and characters of the peoples who contribute to the unique character of the United States of America. Increasingly, we recognize that communities across the globe—from localities to entire nation-states—are not culturally and socially homogeneous and uniform, but are composed of a variety of groups with unique cultures and traditions. The broadly multicultural perspective embodied by the minor in Multicultural American Studies contributes to students' understanding of how the United States, like other nations, is shaped by the interaction of groups with each other, and with the ways in which they contribute to the nation's character and culture.

Knowledge and skills acquired through multicultural perspectives and the development of intercultural competency are valuable for future careers across many fields, including for students moving directly into
professional careers, or for those who plan to continue their studies at the graduate level in areas in the humanities, social sciences, or business management and marketing. Intercultural competency is particularly valued in careers in business, governmental, and educational settings that involve work in diverse urban areas and/or global contexts.

Courses offered in the minor explore, across a range of disciplines, the ways in which various groups represent themselves and are represented by others, through themes including identity (how a group represents itself and is seen by others), family and community, cultural encounters and interactions, and cultural expression through the arts, rituals, and other manifestations of cultural and community life.

**Requirements for the Minor**

The minor in Multicultural American Studies allows students to explore the diverse and pluralistic origins and characters of the peoples who contribute to the unique character of the United States of America. Increasingly, we recognize that communities across the globe—from localities to entire nation-states—are not culturally and socially homogeneous and uniform, but are composed of a variety of groups with unique cultures and traditions. The broadly multicultural perspective embodied by the minor in Multicultural American Studies contributes to students’ understanding of how the United States, like other nations, is shaped by the interaction of groups with each other, and with the ways in which they contribute to the nation’s character and culture.

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**Code**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Core</th>
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<tbody>
<tr>
<td>MAS-101</td>
<td>Multicultural Lit in America</td>
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<tr>
<td>MAS-102</td>
<td>World Music</td>
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<tr>
<td>MAS-104</td>
<td>Topics in Music</td>
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<td>MAS-105</td>
<td>Ritual Objects &amp; American Culture</td>
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<td>MAS-110</td>
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<td>MAS-111</td>
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<td>MAS-112</td>
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<td>MAS-210</td>
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<td>MAS-212</td>
<td>Instruments and Culture</td>
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<td>MAS-213</td>
<td>Culture and Psychology</td>
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**Capstone**

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<tr>
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<td>Global Pers. on Music Cultures &amp; identity</td>
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<td>MAS-217</td>
<td>Philosophy of Race</td>
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<td>MAS-221</td>
<td>American Dialects</td>
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<td>MAS-223</td>
<td>Topics in Ethics &amp; Social Philosophy</td>
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<td>MAS-230</td>
<td>The Multicultural Stage</td>
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<td>MAS-241</td>
<td>America to 1877</td>
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<td>MAS-243</td>
<td>Topics in American History</td>
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<td>MAS-244</td>
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<td>MAS-250</td>
<td>Topics in Latin Amer. History</td>
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<td>MAS-260</td>
<td>Topics in Asian History</td>
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<td>MAS-270</td>
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<td>MAS-274</td>
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<td>MAS-280</td>
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<td>MAS-297</td>
<td>Anthropology of Religion</td>
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<td>MAS-300</td>
<td>Studies in Multicultural/National Lit</td>
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<td>MAS-301</td>
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<td>MAS-302</td>
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<td>MAS-303</td>
<td>Studies in Historical Contexts</td>
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<td>MAS-304</td>
<td>Diversity/Multicultural Educat</td>
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<td>MAS-311</td>
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<td>MAS-312</td>
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<td>MAS-313</td>
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<td>MAS-322</td>
<td>Research in Social Psychology</td>
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<td>Advanced Topics Latin America</td>
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<td>MAS-371</td>
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<tr>
<td>MAS-399</td>
<td>Proseminar: African Am Intl Thought</td>
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**Total Credits**: 1

1 Depending on the needs of the students in the minor, the capstone course may be offered as a cross-listed option with a regularly offered class that is related to the relevant area(s) of interest, may be taken in the form of an independent study class with a member of the MAS steering committee, or may be a regularly-scheduled class in which students will explore their minor topics comparatively and in greater depth. Students should see the Chair of the Multicultural Studies Steering Committee for planning.

**Off Campus Study**

Students who choose to complete the minor in Multicultural American Studies may wish to consider off-campus study programs that offer courses appropriate for cross-listing in MAS. Any students wishing to apply off-campus study courses to the minor in Multicultural American Studies should seek advisement from the Chair of the Multicultural American Studies Steering Committee as early as possible.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

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.
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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
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. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/Religion distribution credit.
Prerequisites: Take FRT-101; Minimum Grade D;
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.
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. Please refer to the Registrar's page for course description.
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.
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.
Prerequisites: MUS-102
Credit: 1
Distribution: Literature/Fine Arts

MAS-215 Multicultural Topics in Theater
Topics vary. See course listings and Registrar's web page for information.
Prerequisites: none
Credit: 1

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.
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. Please refer to the Registrar’s page for course description.
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.
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.
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.
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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-261 African History 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.
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.
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. Please refer to the Registrar's page for course description.
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 refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-278 Spc Topics: Political in Science
Special Topics in Political Science. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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.
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 reviewing 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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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.
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-330 Urban Education
In this course students study issues related to urban education; in some years it may culminate with an immersion trip in May during the week between finals and graduation. In addition to considering the needs and challenges of urban communities and their schools, we will examine the growing use of alternative licensure programs such as Teach For America (TFA) to provide teachers for high-needs urban school districts across the country.
Prerequisites: none
Credits: 0.5-1

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. Please refer to the Registrar's page for course description.
Prerequisites: Take 0.5 credits From History Dept
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-360 Global Rhetoric
This is a special topics offering in Rhetoric. See the course listings for offering info and the Registrar's web page for a description when it is offered.
Prerequisites: none
Credit: 1

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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1

MAS-399 Proseminar: African Am Intel Thought
An advanced course in some selected philosophical topic. Please refer to the Registrar's page for course description.
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

Deborah Seltzer-Kelly, Education Studies (chair) Cara Healey, Asian Studies James Makubuya, Music Elizabeth Morton, Art Adrien Pouille, French

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
MUS-102 World Music
MUS-104 Topics in Music
MUS-107 Basic Theory and Notation
MUS-161 Beginning Applied Music

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. Students are expected to be able to read music. This ability can be provided by MUS-107 Basic Theory and Notation, or other prior experience as assessed by a notation quiz administered by the Music Department. 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:

Code Title Credits
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 (credit) 0.5

MUS-201 Music Theory I (Theory I) assumes and requires 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 (credit) 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:

Code Title Credits
MUS-287 Independent Study 0.5-1
MUS-288 Independent Study 0.5-1
MUS-297 Electronic Music Projects 0.5
MUS-298 Electronic Music Projects 0.5
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 (credit) 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 (credit) 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 (credit) and MUS-461 Advanced Applied Music (credit) provide private instruction on an instrument or voice for students who have studied at the college level in MUS-261 Intermediate Applied Music I (credit). 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 (credit)), or have taken lessons for credit before (for MUS-361 Intermediate Applied Music II (credit) or MUS-461 Advanced Applied Music (credit)); students who enroll in lessons for credit must pay a $300 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 (credit),
MUS-361 Intermediate Applied Music II (credit), and MUS-461 Advanced Applied Music (credit).

**Performance Ensembles**

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 (credit) and MUS-361 Intermediate Applied Music II (credit) 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 (credit) 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 (p. 58) 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**

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS-201</td>
<td>Music Theory I</td>
<td>1</td>
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<tr>
<td>MUS-301</td>
<td>Music Theory II</td>
<td>1</td>
</tr>
<tr>
<td>MUS-302</td>
<td>Music Theory III</td>
<td>1</td>
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<tr>
<td>MUS-205</td>
<td>European Music Before 1750</td>
<td>1</td>
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<td>MUS-206</td>
<td>European Music Since 1750</td>
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<tr>
<td>MUS-224</td>
<td>Global Pers. on Music Cultures&amp;identity</td>
<td>1</td>
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<tr>
<td>MUS-261</td>
<td>Intermediate Applied Music I (credit)</td>
<td>0.5</td>
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<tr>
<td>MUS-361</td>
<td>Intermediate Applied Music II (credit)</td>
<td>0.5</td>
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<tr>
<td>MUS-401</td>
<td>Senior Seminar</td>
<td>1</td>
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<tr>
<td>MUS-304</td>
<td>Special Topics in Music</td>
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</tbody>
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**Total Credits**

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, or MUS-156 Wamidan World Music 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>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-151</td>
<td>Brass Ensemble</td>
<td>0.5</td>
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<tr>
<td>or MUS-152</td>
<td>Chamber Orchestra</td>
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<tr>
<td>or MUS-153</td>
<td>Glee Club</td>
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<td>or MUS-155</td>
<td>Jazz Ensemble</td>
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<tr>
<td>or MUS-156</td>
<td>Wamidan World Music Ensemble</td>
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<tr>
<td>MUS-201</td>
<td>Music Theory I</td>
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<tr>
<td>MUS-261</td>
<td>Intermediate Applied Music I (credit)</td>
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<td>Select one from the following:</td>
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<tr>
<td>MUS-205</td>
<td>European Music Before 1750</td>
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<td>MUS-206</td>
<td>European Music Since 1750</td>
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<tr>
<td>MUS-224</td>
<td>Global Pers. on Music Cultures&amp;Identity</td>
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<tr>
<td>Music Electives, except MUS-107</td>
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<td>2</td>
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<tr>
<td>Total Credits</td>
<td></td>
<td>5</td>
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</tbody>
</table>

1 The requirement to participate in ensembles must be met by enrolling for the full year in a for-credit ensemble (MUS-151 Brass Ensemble, MUS-152 Chamber Orchestra, MUS-153 Glee Club, MUS-155 Jazz Ensemble, or MUS-156 Wamidan World Music Ensemble). Students receive ½ credit for each full year of for-credit ensemble study.

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.
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 typically 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. Please refer to the Registrar's page for course description.
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.
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-160 Beginning Applied Music (No Credit)
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. MUS-160 is a no credit course. $300 Course Fee in addition to normal tuition charges.
Prerequisites: Take MUS-107 or Departmental Exam
Corequisites: Take MUS-107 or Departmental Exam
Credits: 0

MUS-161 Beginning Applied Music
This course is for beginning music students seeking credit for their second semester of lessons in voice or a particular instrument. 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. This does not count toward the major or minor. Beginning students seeking credit for their second semester of music lessons must complete a full year of instruction to receive ½ credit. Requires course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: Take MUS-160 and Complete Department Placement Exam or MUS-107.
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, CoReq MUS-201L
Corequisites: MUS-201L
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.
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.
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.
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. 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-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. Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

MUS-260 Intermediate Applied Music I (no Credit)
This course is for intermediate students with two semesters of experience in music lessons at Wabash in voice or a particular instrument. 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. MUS-260 is a no credit course. $300 Course Fee in addition to normal tuition charges. Prerequisites: Prerequisite: Take MUS-161, or two semesters of MUS-160.
Credits: 0

MUS-261 Intermediate Applied Music I (credit)
This course is for intermediate students seeking credit for their fourth semester of music lessons at Wabash in voice or a particular instrument. 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. Students seeking credit for their fourth semester of music lessons must complete a full year of instruction (MUS-260 and MUS-261) to receive ½ credit. $150 Course Fee in addition to normal tuition charges. Prerequisites: Prerequisite: take MUS-260.
Credits: 0.5
Distribution: Literature/Fine Arts

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

MUS-288 Independent Study
Enrollment through Instructor and Department Chair approval. 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: Prreq: 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.
Prerequisites: MUS-201, Take MUS-301L
Corequisites: Take MUS-301L
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.
Prerequisites: MUS-301, Take MUS-302L
Corequisites: Take MUS-302L
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. Please refer to the Registrar's page for course description.
Prerequisites: MUS-201
Credits: 0.5-1
Distribution: Literature/Fine Arts

MUS-360 Intermediate Applied Music II
This course is a continuation of Intermediate Applied Music I. MUS-360 is a no credit course. $300 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: take MUS-261 or two semesters of MUS-260.
Credits: 0

MUS-361 Intermediate Applied Music II (credit)
This course is a continuation of Intermediate Applied Music I, and is for intermediate students seeking credit for their sixth semester of music lessons at Wabash in voice or a particular instrument. Students are required to perform in at least one student recital during the academic year. This course is suitable for fulfilling distribution requirements unless a student has already completed MUS-261. This course is required for the major. Students seeking credit for their sixth semester of music lessons must complete a full year of instruction (MUS-360 and MUS-361) to receive ½ credit. $150 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: take MUS-360.
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-460 Advanced Applied Music (No Credit)
This course is for students who have completed MUS-361 or two semesters of MUS-360 and are continuing out of personal interest. MUS-460 is a no credit course.
Prerequisites: Prerequisite: take MUS-361, or two semesters of MUS-360.
Credits: 0
MUS-461 Advanced Applied Music (credit)
This course is for advanced students seeking credit for their eighth semester of music lessons at Wabash in voice or a particular instrument, who have completed MUS-460 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, final grades are 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. Students seeking credit for their eighth semester of music lessons must complete a full year of instruction (MUS-460 and MUS-461) to receive ½ credit. $150 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: Take MUS-460.
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

Mollie Ables
James K Makubuya (chair)
Karisa L Millington
Christopher Matthew Renk

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

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introductory</td>
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<tr>
<td>NSC-204</td>
<td>Principles of Neuroscience</td>
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<tr>
<td>Biology</td>
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BIO-212   Cell Biology
300 level Elective
NSC-332 Research in Sensation and Perception 0.5
or NSC-333 Research in Behavioral Neuroscience

Capstone
NSC-400 Senior Capstone 0

Electives 2.5

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<tr>
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<tbody>
<tr>
<td>BIO-315</td>
<td>Organismal Physiology</td>
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<tr>
<td>NSC-310</td>
<td>Special Topics</td>
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<tr>
<td>BIO-371</td>
<td>Special Topics (when in Neuroscience)</td>
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<tr>
<td>PHI-269</td>
<td>Topics in Metaphysics and Epistemology (Philosophy of Mind)</td>
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<tr>
<td>PSY-232</td>
<td>Sensation and Perception</td>
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<td>PSY-233</td>
<td>Behavioral Neuroscience</td>
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<tr>
<td>PSY-235</td>
<td>Cognitive Neuropsychology</td>
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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.

NSC-204 Principles of 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
Equated Courses: NSC-104

NSC-269 Topics in Metaphys and Epistemology
Seminar discussion of a topic or area in metaphysics or the theory of knowledge. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

NSC-287 Special Problems
Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1

NSC-310 Special Topics
Various topics at the advanced level may be offered from time to time. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
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.

The student of philosophy:

• is able to recognize the names of and discuss the views of and relations among at least some significant figures in the history of philosophy
• can understand and is able to talk about the views of a philosopher in some depth outside the context of the history of philosophy
• is acquainted with some contemporary figures or styles of philosophical work
• has a basic ability to give an account of what is said and of the author’s reasons for saying it as well as to pose and suggest answers to questions of interpretation
• is ready to discuss ideas without recourse to examples; is able to formulate and develop new concepts
• is disposed to offer and ask for reasons for assertions; can assess the overall strengths of a statement of reasons as well as identify and describe gaps and weak points in argument
• is able to articulate objections to his own positions
• is disposed to be dissatisfied with first interpretations, is willing to end discussion without conclusions, is able and ready to suggest new questions
• engages in philosophical conversation with non-philosophers and, in such conversation outside the classroom, can’t stop being a philosopher; recognizes and explores conceptual difficulties in ordinary life and also in contexts where there are existing disciplined patterns of thinking.

Requirements for the Major

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<tr>
<td>PHI-240</td>
<td>Ancient Philosophy</td>
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<tr>
<td>PHI-242</td>
<td>Foundations of Modern Philosophy</td>
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<tr>
<td>PHI-270</td>
<td>Elementary Symbolic Logic</td>
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<tr>
<td>PHI-210</td>
<td>Philosophy of Race</td>
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<td>PHI-213</td>
<td>Philosophy of Law</td>
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<td>PHI-219</td>
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<td>PHI-319</td>
<td>Seminar in Ethics &amp; Social Phil</td>
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<td>PSC-330</td>
<td>Adv Topics in Political Theory</td>
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<tr>
<td>PSC-331</td>
<td>History of Pol Thought: Ancient &amp; Mediev</td>
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<td>PSC-335</td>
<td>History Pol Thought</td>
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<td>PSC-338</td>
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<tr>
<td>PHI-345</td>
<td>Continental Philosophy</td>
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<tr>
<td>PHI-272</td>
<td>Philosophy of Science</td>
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Select at least one credit from the following work in ethics, social, or political philosophy:

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<tr>
<td>PHI-110</td>
<td>Philosophical Ethics</td>
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<td>PHI-213</td>
<td>Philosophy of Law</td>
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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

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<td>Ancient Philosophy</td>
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<td>PHI-242</td>
<td>Foundations of Modern Philosophy</td>
<td>1</td>
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<tr>
<td>PHI-210</td>
<td>Philosophy of Law</td>
<td>1</td>
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<tr>
<td>PHI-110</td>
<td>Philosophical Ethics</td>
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<tr>
<td>PHI-211</td>
<td>Philosophy of Race</td>
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<td>PHI-215</td>
<td>Philosophy of Commerce</td>
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<td>Topics Ethics &amp; Social Philosophy</td>
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<td>PHI-260</td>
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<td>Seminar in Metaphysics &amp; Epistemology</td>
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<td>PHI-370</td>
<td>Seminar in Logic &amp; Philosophy of Science</td>
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<td>Senior Seminar</td>
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<td>PHI-144</td>
<td>Intro to Existentialism</td>
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<td>PHI-187</td>
<td>Independent Study</td>
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<td>PHI-200</td>
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Total Credits: 9

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

Equated Courses:
PHI-217 Philosophy of Race
This course covers the history of the development of the concept of race, the metaphorical 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
Equated Courses: PPE-217

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
Equated Courses: PPE-218

PHI-219 Topics Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy. Please refer to the Registrar’s page for course description.
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
A survey of 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. Students will be asked to consider the questions and problems raised by ancient thinkers on the basis of close textual analysis and to see how these questions and problems remain relevant through lectures and discussion. Topics include nature, human knowledge, the good, 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-269 Topics in Metaphysics and Epistemology
Seminar discussion of a topic or area in metaphysics or the theory of knowledge. Please refer to the Registrar’s page for course description.
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 Literacy, 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 Logic & Philosophy of Science
Additional topics in formal or informal logic or the philosophical study of science and its historical development. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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: Prereq: PHI-240 (or taken concurrently), PHI-242
Corequisites: Prereq: PHI-240 (or taken concurrently).
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-389 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

Matthew Carlson
Jeffrey Dwight Gower
Cheryl L Hughes
Adriel Trott (chair)

Philosophy, Politics, and Economics
Philosophy, Politics and Economics (PPE) is a multidisciplinary course of study that educates students in the distinctive methods and modes of inquiry of its contributing disciplines while focusing
Requirements for the Major

PPE-200 Introduction to PPE
This is a gateway course for PPE major. It will provide students with initial overview of the field, help them integrate the basic knowledge of Philosophy, Political Science, and Economics already acquired, develop intellectual habits of treating social phenomena from tightly interrelated viewpoints grounded in Philosophy, Political Science, and Economics, and set up the basic framework for further development of student's knowledge in the field. For example, along with some reading of basic texts, for example A. Smith or T. Hobbes, the course may focus on a multidisciplinary treatment of important social issue (some examples may include poverty, (un)ethical practices in economic and political life, environmental degradation, etc.). 
Prerequisites: Completion or concurrent enrollment in ECO 101, PHI 110, and one of the PSC intro courses, or consent of the instructor.
Corequisites: Completion or concurrent enrollment in ECO 101, PHI 110, and one of the PSC intro courses, or consent of the instructor.
Credit: 1
PPE-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
Credit: 1
Distribution: History/Philosophy/Religion
Equated Courses: PHI-213
PPE-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: Behavioral Science
Equated Courses: PHI-217

The diversity requirement can be satisfied by a course that also fulfills a major requirement. Each year the PPE Steering Committee will supplement the list below with special topics courses that may satisfy the diversity requirement, depending on their specific focus.

Any of the following:
- BLS-201 Introduction to Black Studies
- ECO-224 Economic and Political Development
- EDU-240 Educational Policy & Evaluation

EDU-303 Diversity and Multicultural Education
ENG-160 Multicultural Literature in America
ENG-260 Multicultural Literatures
GEN-101 Introduction to Gender Studies
HIS-244 African American History
HIS-252 Peoples & Nations of Latin America
MAS-274 African American Political Theories
PHI-217 Philosophy of Race
RHE-360 Gender & Communication
THE-218 The Multicultural Stage
PPE-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: Behavioral Science
Equated Courses: PHI-218

PPE-228 Topics in Philosophy
A course in some selected philosophical topic. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PPE-238 Topics in Political Science
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 refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PPE-251 Law & Economics
An examination of the proposition that economic reasoning can explain the evolution of the law. By focusing on property, tort, and contract law, each student can decide for himself the power of economics as a driving force in the law. By its very nature interdisciplinary, this course is designed for non-majors as well as majors.
Prerequisites: Take ECO-101
Credit: 1
Equated Courses: ECO-231

PPE-252 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: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-232

PPE-254 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: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-234

PPE-255 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: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-235

PPE-258 Topics in Economics
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. Please refer to the Registrar’s page for course description.
Prerequisites: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
PPE-264 Economic and Political 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: Take ECO-101
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-224

PPE-265 History of Economic Thought
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.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: HIS-236/ECO-205

PPE-329 Seminar in Philosophy
Seminar discussion at a more advanced level of a selected philosophical topic or area.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PPE-330 International Political Economy
This is an advanced course that focuses on a specific topic in international relations. Topics vary from semester to semester. 
Prerequisites: Take PSC-141
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-340

PPE-332 Political Development
This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in global politics, as well as the myriad institutional forms it has taken over time and around the world. Special attention will be given to the role of warfare in the consolidation of modern states, the rise of nationalism, and to factors that promoted democratization in some parts of the world, but not others. The course will also consider several enduring questions of political development, such as whether democratization, globalization, and technological progress are inevitable or even desirable features of modern society.
Prerequisites: Prerequisite: PSC-121, PSC-131, HIS-101 or HIS-102.
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-323

PPE-333 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
Equated Courses: PCS-313

PPE-334 Political Economy of Development
Why have some countries been able to prosper and remain at peace while others have suffered massive levels of poverty, inequality, and instability? Why haven’t foreign assistance, democracy promotion, and peacekeeping efforts produced sustained growth and stability in many of these long-suffering countries, but they have done so in others? This class will examine these questions through the lens of politics. Students will learn what political scientists have discovered about the logic of how countries develop politically and economically, and how different outcomes (i.e, peace and prosperity vs. dysfunction and poverty) can result. Students will also come to understand how political leaders and the institutional environments in which they operate combine to produce these outcomes. We will also study the strengths and weaknesses of the various strategies policymakers employ, from poverty relief programs to international trade, to promote growth and stability.
Prerequisites: Take PSC-121.
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-324

PPE-335 Political Development
This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in global politics, as well as the myriad institutional forms it has taken over time and around the world. Special attention will be given to the role of warfare in the consolidation of modern states, the rise of nationalism, and to factors that promoted democratization in some parts of the world, but not others. The course will also consider several enduring questions of political development: such as whether democratization, globalization, and technological progress are inevitable or even desirable features of modern society.
Prerequisites: Prerequisite: PSC-121, PSC-131, HIS-101 or HIS-102.
Credit: 1
Distribution: Behavioral Science
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 Intro Thermal Phy & Relativity, PHY-210 Intro Quantum Theory & Apps, 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>Code</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>Intro Thermal Phy &amp; Relativity</td>
<td>1</td>
</tr>
<tr>
<td>PHY-210</td>
<td>Intro Quantum Theory &amp; Apps</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>Select two from the following:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PHY-310</td>
<td>Classical Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHY-314</td>
<td>Electromagnetic Theory</td>
<td></td>
</tr>
<tr>
<td>PHY-315</td>
<td>Quantum Mechanics</td>
<td></td>
</tr>
<tr>
<td>Physics Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>9</td>
<td></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:

<table>
<thead>
<tr>
<th>Code</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>Total Credits</td>
<td>5</td>
<td></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>Code</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>Total Credits</td>
<td></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></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>Spring Semester</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>PHY-112</td>
<td>General Physics II - Science Majors</td>
<td>1</td>
</tr>
<tr>
<td>MAT-112</td>
<td>Calculus II</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY-209</td>
<td>Intro Thermal Phy &amp; Relativity</td>
<td>1</td>
</tr>
<tr>
<td>MAT-223</td>
<td>Elementary Linear Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>PHY-210</td>
<td>Intro Quantum Theory &amp; Apps</td>
<td>1</td>
</tr>
<tr>
<td>MAT-224</td>
<td>Elem Differential Equations</td>
<td>1</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PHY-381</td>
<td>Advanced Laboratory I</td>
<td>0.5</td>
</tr>
<tr>
<td>MAT-225</td>
<td>Multivariable Calculus</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>PHY elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY elective</td>
<td></td>
<td>1</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>Code</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>Intro Thermal Phy &amp; Relativity</td>
<td>1</td>
</tr>
<tr>
<td>PHY-210</td>
<td>Intro Quantum Theory &amp; Apps</td>
<td>1</td>
</tr>
<tr>
<td>Physics Elective</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total Credits</td>
<td></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.

**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, Quantitative Literacy

**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.) Please refer to the Registrar's page for course description.

**Prerequisites:** none  
**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, Quantitative Literacy

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 typically offered in the fall semester.
**Prerequisites:** none
**Corequisites:** PHY-109L
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Science Lab, Quantitative Literacy

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, Quantitative Literacy

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.
**Prerequisites:** MAT-110 or 111 or placement into MAT-111 with concurrent registration, or placement into 112, or 223
**Corequisites:** PHY-111L, PreReq MAT-110 or 111 or placement into MAT-111 with concurrent registration, or placement into 112, or 223
**Credit:** 1
**Distribution:** Science Lab, Natural Science/Mathematics, Quantitative Literacy
**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, Quantitative Literacy
**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. Please refer to the Registrar's page for course description.
**Prerequisites:** none
**Credits:** 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. Please refer to the Registrar's page for course description.
**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 Intro Thermal Phy & Relativity
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-209L
**Corequisites:** PHY-209 with grade of C- or better and MAT-112
**Credit:** 1
**Distribution:** Natural Science/Mathematics, Quantitative Literacy, Science Lab

PHY-210 Intro Quantum Theory & Apps
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, Quantitative Literacy, Science Lab
**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.
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.
Prerequisites: PHY-210 with grade of C- or better
Credit: 1
Distribution: Natural Science/Mathematics

PHY-235 Stochastic Simulation
Interesting real world phenomena often involve randomness at some level, and this course develops mathematical and computational tools for studying these systems. In particular, students will study and implement computer simulation models of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks, sports, elections, and industrial engineering. Specific topics for study include: basic probability models, pseudo-random number generation, queuing models, discrete event simulations, Poisson processes, random walks, Markov chains, Monte Carlo methods, and statistical analysis of simulated data.
Prerequisites: Prereq of MAT 112 and CSC 111
Credit: 1
Distribution: Natural Science/Mathematics

PHY-277 Special Topics
A special interest course covering at an intermediate-level a physics topic not covered in regular physics courses. Student input as to the course topic will be sought prior to registration. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-278 Special Topics
A special interest course covering at an intermediate-level a 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-288 Independent Study
Enrollment through Instructor and Department Chair approval.
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.
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. Student input as to the course topic will be sought prior to registration. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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, Quantitative Literacy

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, Quantitative Literacy

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

James A Brown (chair)

Dennis Krause

James Gaylon Ross

Nathan Tompkins

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Core (these courses should be completed by the end of the student's sophomore year)</td>
<td></td>
</tr>
<tr>
<td>PSC-131</td>
<td>Intro to Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSC-200</td>
<td>Political Inquiry &amp; Analysis</td>
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One of the following:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PSC-111</td>
<td>Intro to Amer Govt &amp; Politics</td>
<td></td>
</tr>
<tr>
<td>PSC-121</td>
<td>Intro to Comparative Politics</td>
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</tr>
<tr>
<td>PSC-141</td>
<td>Intro to Int'l Relations</td>
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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSC-497</td>
<td>Senior Seminar</td>
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</tbody>
</table>

Electives

Five additional PSC credits. A maximum of one credit may be taken at the 100-level, and a minimum of one credit must be at the 300-level. To ensure that students take courses in all four subfields, at least two credits should be from courses in subfields other than Political Theory and the empirical subfield course taken to satisfy the Core requirements.

Total Credits

9

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Select two from the following introductory courses:</td>
<td>2</td>
</tr>
<tr>
<td>PSC-111</td>
<td>Intro to Amer Govt &amp; Politics</td>
<td></td>
</tr>
<tr>
<td>PSC-121</td>
<td>Intro to Comparative Politics</td>
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<tr>
<td>PSC-131</td>
<td>Intro to Political Theory</td>
<td></td>
</tr>
<tr>
<td>PSC-141</td>
<td>Intro to Int'l Relations</td>
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</tbody>
</table>

Three 2/300 level PSC courses

3

Total Credits

5
Political Science Course Numbering

In most cases, the middle digit of a PSC course number indicates the course's subfield, where 1 = American Politics, 2 = Comparative Politics, 3 = Political Theory, and 4 = International Relations. For example, Introduction to International Relations is PSC-141; intermediate and advanced courses in International Relations have course numbers such as 240, 340, 348, etc. 300-level courses often have the corresponding introductory course as a prerequisite. (For example, PSC-327 has PSC-121 as a prerequisite.) 200-level courses usually have no prerequisite. Course numbers ending in "0" are reserved for Special Topics.

American Politics Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSC-210</td>
<td>Intro Topics in American Politics</td>
<td></td>
</tr>
<tr>
<td>PSC-310</td>
<td>Adv Topics in American Politics</td>
<td></td>
</tr>
<tr>
<td>PSC-311</td>
<td>Congress &amp; Executive</td>
<td></td>
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<tr>
<td>PSC-312</td>
<td>Parties, Elect, Pressure</td>
<td></td>
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<tr>
<td>PSC-313</td>
<td>Constitutional Law</td>
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<tr>
<td>PSC-314</td>
<td>Topics in Constitutional Law</td>
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<tr>
<td>PSC-315</td>
<td>Religious Freedom</td>
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<tr>
<td>PSC-316</td>
<td>Public Policy</td>
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<tr>
<td>PSC-317</td>
<td>State &amp; Local Pol</td>
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</table>

Comparative Politics Courses

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSC-220</td>
<td>Intro Topics in Comparative Politics</td>
<td></td>
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<tr>
<td>PSC-320</td>
<td>Adv Topics Comparative Politics/Adv Topics in Comparative Politics</td>
<td></td>
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<tr>
<td>PSC-322</td>
<td>Politics of the European Union</td>
<td></td>
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<tr>
<td>PSC-323</td>
<td>Political Development</td>
<td></td>
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<tr>
<td>PSC-324</td>
<td>Political Economy of Development</td>
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<tr>
<td>PSC-325</td>
<td>Cuban Politics, Latin American Pol</td>
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<tr>
<td>PSC-326</td>
<td>Politics of the Middle East</td>
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<tr>
<td>PSC-327</td>
<td>Nationalism and Ethnic Conflic</td>
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<tr>
<td>PSC-328</td>
<td>Holocaust: Hist/Politics/Representation</td>
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Political Theory Courses

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSC-230</td>
<td>Intermediate Topics in Political Theory</td>
<td></td>
</tr>
<tr>
<td>PSC-330</td>
<td>Adv Topics in Political Theory</td>
<td></td>
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<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>
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<tr>
<td>PSC-336</td>
<td>American Political Thought</td>
<td></td>
</tr>
<tr>
<td>PSC-338</td>
<td>Contemporary Political Theory</td>
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International Relations Courses

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSC-240</td>
<td>Int Topics in International Relations</td>
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<tr>
<td>PSC-340</td>
<td>Adv Topics in International Relations</td>
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<tr>
<td>PSC-343</td>
<td>Intro to Civil-Military Relations</td>
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<tr>
<td>PSC-344</td>
<td>Insurgency, Revolution &amp; Terrorism</td>
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<tr>
<td>PSC-346</td>
<td>Amer Foreign Policy</td>
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</tr>
</tbody>
</table>

PSC-347 Conflict, War, and Peace

PSC-348 International Organizations

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 policy-making in domestic, foreign, and budgetary areas.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy
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.

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.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-141 Intro to Int’l Relations

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.

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 refer to the Registrar's page for course description.

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
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-200 Political Inquiry & Analysis
This course introduces students to the craft of asking and answering questions about politics. It considers the variety of normative, descriptive, and causal concerns that motivate contemporary political science and surveys an array of approaches political scientists use to gather and analyze information in their quest to understand political phenomena. In addition to examining the use of fundamental research process elements in published political science studies, students will produce their own research project proposal.
Prerequisites: TAKE PSC-111, 121, 131, OR 141. OR INSTRUCTOR PERMISSION.
Credit: 1

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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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 refer to the Registrar’s page for course description.
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 refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-278 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 refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

PSC-287 Independent Study
Enrollment through Instructor and Department Chair.
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: none
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy, 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. Please refer to the Registrar's page for course description.

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 course counts as an advanced course in American Politics. This course is offered in the fall semester.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: PPE-333

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. Please refer to the Registrar's page for course description.

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.

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 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/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. Please refer to the Registrar's page for course description.
**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 odd-years, this course counts as an advanced course in Comparative Politics or International Relations. Registration through instructor only.
**Prerequisites:** PSC-121
**Credit:** 1
**Distribution:** Behavioral Science

**PSC-323 Political Development**
This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in global politics, as well as the myriad institutional forms it has taken over time and around the world. Special attention will be given to the role of warfare in the consolidation of modern states, the rise of nationalism, and to factors that promoted democratization in some parts of the world, but not others. The course will also consider several enduring questions of political development, such as whether democratization, globalization, and technological progress are inevitable or even desirable features of modern society.
**Prerequisites:** Prerequisite: PSC-121, PSC-131, HIS-101 or HIS-102.
**Credit:** 1
**Distribution:** Behavioral Science
**Equated Courses:** PPE-332

**PSC-324 Political Economy of Development**
Why have some countries been able to prosper and remain at peace while others have suffered massive levels of poverty, inequality, and instability? Why haven't foreign assistance, democracy promotion, and peacekeeping efforts produced sustained growth and stability in many of these long-suffering countries, but they have done so in others? This class will examine these questions through the lens of politics. Students will learn what political scientists have discovered about the logic of how countries develop politically and economically, and how different outcomes (i.e., peace and prosperity vs. dysfunction and poverty) can result. Students will also come to understand how political leaders and the institutional environments in which they operate combine to produce these outcomes. We will also study the strengths and weaknesses of the various strategies policymakers employ, from poverty relief programs to international trade, to promote growth and stability.
**Prerequisites:** PSC-121
**Credit:** 1
**Distribution:** Behavioral Science
**Equated Courses:** PPE-334

**PSC-325 Cuban Politics**
Before being sentenced to prison for revolutionary activity in 1953, Fidel Castro ominously declared that history would absolve him of his crimes. While Castro’s ultimate legacy is still a work in progress, observers of Cuban and Cuban-American politics notice that the island has given rise to at least two distinct histories: one, where US attempts to liberate the island have been foiled by Castro’s communism, and one where Castro’s attempts to liberate the island have been hindered by Yankee imperialism. This class examines the rich narratives of Cuban history, politics, and culture. Special attention will be given to the crucial impact that developments on the island nation have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. No previous coursework in political science is required; however, it is recommended that students take PSC-121 (Introduction to Comparative Politics) or its equivalent before taking this course. Moreover, a background in 20th century history and an understanding of current events will be assumed.
**Prerequisites:** none
**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-328 Holocaust: Hist/Politics/Representation
This course examines the Holocaust from historical, political, and cultural perspectives. While we will focus on the history of the event itself, from the rise of Nazism in the 1930s to the end of World War II, we will also devote significant attention to representations, reflections, and portrayals of the Holocaust in the world since. While the Holocaust ended in 1945, Holocaust history continues to the present day. World leaders are routinely called ‘Nazis’ by those who disagree with them, and episodes of human suffering - from warfare, oppression, or even natural disasters - are often compared with the Nazi genocide and (rightly or wrongly) seen through its lens. The Holocaust, usually defined as the systematic attempt by Nazi Germany and its allies to eliminate the Jews of Europe, has clearly expanded beyond its strict historical setting to become a defining event in the global human experience. Students will explore how the Holocaust is portrayed from various perspectives and how responses and attitudes about the Holocaust have changed over time. This interdisciplinary course has no prerequisites and is open to students of any major. Students may apply the course toward distribution requirements in behavioral science; literature and fine arts; or history, philosophy, a and religion. It also counts towards the PPE major’s diversity requirement.
**Prerequisites:** none
**Credit:** 1
**Distribution:** Behavioral Science, Literature/Fine Arts, History/Philosophy/Religion

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. Please refer to the Registrar’s page for course description.
**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
**Credits:** 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 an advanced course in Political Theory.
**Prerequisites:** PSC-131 or HIS-241 or 242
**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.
**Prerequisites:** PSC-141
**Credit:** 1
**Distribution:** Behavioral Science, Quantitative Literacy

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, Quantitative Literacy

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
Credit: 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 refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 0.5-1
Distribution: Behavioral Science

PSC-487 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credit: 0.5-1
Distribution: Behavioral Science

PSC-488 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credit: 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

Shamira Gelbman (chair)
Scott David Himself
Ethan J Holland
Lorraine Krall McCrary
Matthew Sherman Wells

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 as a first 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>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Introductory</strong></td>
<td></td>
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<tr>
<td>PSY-101</td>
<td>Introduction to Psychology</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>PSY-201</td>
<td>Research Methods &amp; Stats I</td>
<td>1</td>
</tr>
<tr>
<td>&amp; PSY-202</td>
<td>and Research Methods &amp; Stats II</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>PSY-301</td>
<td>Literature Review</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Intermediate-Advanced Course Sequences</strong></td>
<td></td>
</tr>
<tr>
<td>PSY-220</td>
<td>Child Development</td>
<td>1</td>
</tr>
<tr>
<td>&amp; PSY-320</td>
<td>and Research in Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY-222</td>
<td>Social Psychology</td>
<td>1</td>
</tr>
<tr>
<td>&amp; PSY-322</td>
<td>and Research in Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY-231</td>
<td>Cognition</td>
<td>1</td>
</tr>
<tr>
<td>&amp; PSY-331</td>
<td>and Research in Cognitive Psych</td>
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### Collateral Requirement

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY-204</td>
<td>Principles of Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>NSC-204</td>
<td>Principles of Neuroscience</td>
<td>1</td>
</tr>
<tr>
<td>BIO-101</td>
<td>Human Biology</td>
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</tr>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
<td>1</td>
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</tbody>
</table>

Total Credits: 8

1. A minimum of 9 courses with the PSY prefix (maximum of 11) constitute the psychology major. NSC and BIO prefixes do not count towards these 9.

Students planning to apply to graduate school are strongly urged to take the maximum of 11 course credits.

If considering a semester abroad, keep in mind that most of these courses cannot be transferred in from another school.

### Written Senior Comprehensive Examinations

**Psychology** require majors to:

1. organize and synthesize information to support their thoughts on questions of broad interest to psychologists
2. to demonstrate knowledge across major content areas of Psychology
3. to demonstrate competence with the scientific method and statistics

### Faculty Advisors

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

### Recommended Sequence of Courses

If not starting the psychology major until sophomore year or later, please consult with a member of the psychology faculty to determine an appropriate path.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY-201</td>
<td>Research Methods &amp; Stats I</td>
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</tr>
<tr>
<td>&amp; PSY-202</td>
<td>Research Methods &amp; Stats II</td>
<td>1</td>
</tr>
<tr>
<td>PSY-204</td>
<td>Principles of Neuroscience</td>
<td>1</td>
</tr>
<tr>
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### Faculty Advisors

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

### Recommended Sequence of Courses

If not starting the psychology major until sophomore year or later, please consult with a member of the psychology faculty to determine an appropriate path.
PSY-220 Child Development
PSY-222 Social Psychology
PSY-231 Cognition
PSY-232 Sensation and Perception
PSY-233 Behavioral Neuroscience
PSY220/320, 231/331, 232/332 sequences can be completed within one school year
PSY222/322 and 233/333 start in spring, end in fall

Complete Neuro/Bio Co-Requisite Credits: 3

Junior
Complete first sequence (if not completed sophomore year) Credit: 0.5
PSY-320 Research in Developmental Psychology
PSY-322 Research in Social Psychology
PSY-331 Research in Cognitive Psych
PSY-332 Research in Sensation and Perception
PSY-333 Research in Behavioral Neuroscience

Start/finish second sequence Credit: 1.5
PSY-301 Literature Review Credit: 1

Senior
PSY-495 Senior Project Credit: 0.5
PSY-496 Senior Project Credit: 0.5

Finish second sequence
Elective Credit: 1

Total Credits Credit: 9

Requirements for the Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<tr>
<td>PSY-101</td>
<td>Introduction to Psychology</td>
<td>1</td>
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<tr>
<td>Research &amp; Methods</td>
<td></td>
<td></td>
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<tr>
<td>PSY-201</td>
<td>Research Methods &amp; Stats I</td>
<td>1</td>
</tr>
<tr>
<td>Select one from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY-220</td>
<td>Child Development</td>
<td>1</td>
</tr>
<tr>
<td>PSY-222</td>
<td>Social Psychology</td>
<td></td>
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<tr>
<td>PSY-231</td>
<td>Cognition</td>
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<tr>
<td>PSY-232</td>
<td>Sensation and Perception</td>
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<td>PSY-233</td>
<td>Behavioral Neuroscience</td>
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<tr>
<td>Total Credits</td>
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</table>

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.

Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

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-107 Health Psychology
In this course we will discuss the ways in which our thought processes and behaviors affect our health. Some behaviors promote or impair health. Other behaviors influence our willingness to seek medical help. We will discuss topics such as stress, sleep, exercise, diet, smoking, and drinking. We will also discuss health psychology from diverse perspectives, such as culture, race, and gender. The course will consist of lectures, discussion, and reading of primary literature. Health Psychology will be beneficial to pre-health students, and others who want to know more about how to improve and maintain their own health. This course counts for the Psychology major and minor, and for the Global Health minor.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-110 Special Topics
Various topics at the introductory level may be offered from time to time. Please refer to the Registrar's page for course description.

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. Not recommended for first-semester freshmen.

Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy

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. 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 Literacy, Quantitative Skills

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.

Prerequisites: none
Credit: 1
Distribution: Behavioral Science
PSY-204 Principles of 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
Equated Courses: PSY-104NSC-104

PSY-210 Intermediate Special Topics
Various topics at the intermediate level may be offered from time to time. Please refer to the Registrar's page for course description.
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)
Corequisites: PSY-201 (may be taken concurrently)
Credit: 1
Distribution: Behavioral Science

PSY-214 Psychology and Law
An overview of the sometimes-cooperative, sometimes-adversarial relationship between psychological science and the justice system. Major topics include eyewitness memory, interviewing suspects, forensic analysis, jury composition and decision making, punishment severity and fairness, the use of psychological experts, and popular depictions of forensic psychology. Readings will include not only scientific findings in social, cognitive, and clinical psychology, but also U.S. Supreme Court opinions relevant to course concepts.
Prerequisites: none
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)
Corequisites: 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
Corequisites: PreReq 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: Prereq: NSC-204, PSY-204, BIO-101 or BIO-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-204, NSC-204, 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.
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. Please refer to the Registrar’s page for course description.
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 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.
Prerequisites: PSY-202, PSY-301 (may be taken concurrently)
Corequisites: PSY-301 (may be taken concurrently)
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.
Prerequisites: PSY-495
Credits: 0.5
Distribution: Behavioral Science

Charles F Blaich, Leave
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 usually 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>Code</th>
<th>Title</th>
<th>Credits</th>
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<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>
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<tr>
<td>Select two course credits from the following:</td>
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<tr>
<td>REL-141</td>
<td>Hebrew Bible/Old Testament</td>
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<tr>
<td>REL-240</td>
<td>Topics in Hebrew Bible</td>
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<tr>
<td>REL-340</td>
<td>Seminar in Hebrew Bible</td>
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<tr>
<td>REL-162</td>
<td>His &amp; Lit of the New Testament</td>
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<td>REL-260</td>
<td>Topics in New Test. &amp; Early Christianity</td>
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<td>REL-360</td>
<td>Seminar in New Test. &amp; Early Christ.</td>
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<tr>
<td>REL-272</td>
<td>Topics in History of Christianity</td>
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<tr>
<td>REL-372</td>
<td>Seminars in the History of Christianity</td>
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<tr>
<td>REL-173</td>
<td>Introduction to Theology</td>
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<td>REL-273</td>
<td>Topics in Theology</td>
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<td>REL-370</td>
<td>Contemporary Theology</td>
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<td>REL-373</td>
<td>Seminar in Theology</td>
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<td>REL-270</td>
<td>Theological Ethics</td>
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<td>REL-274</td>
<td>Topics in Ethics</td>
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<td>REL-374</td>
<td>Seminar in Ethics</td>
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<td>REL-181</td>
<td>Religion in America</td>
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<td>REL-280</td>
<td>Topics in American Religion</td>
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<td>REL-380</td>
<td>Seminar in American Religion</td>
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<td>REL-275</td>
<td>Topics in Religion &amp; Philosophy</td>
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<td>REL-194</td>
<td>Religion and Film</td>
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<td>Religion &amp; the Arts</td>
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<td>REL-196</td>
<td>Religion &amp; Literature</td>
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<td>Topics in Religion &amp; Film</td>
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<td>Religion and the Arts</td>
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<td>REL-296</td>
<td>Religion and Literature</td>
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<td>REL-150</td>
<td>History of Judaism</td>
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<td>REL-250</td>
<td>Topics in History of Judaism</td>
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<td>REL-350</td>
<td>Seminar in History of Judaism</td>
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<tr>
<td>REL-387</td>
<td>Independent Study</td>
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<td>REL-103</td>
<td>Islam and the Religions of India</td>
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<tr>
<td>REL-210</td>
<td>Topics in Islam</td>
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<tr>
<td>REL-220</td>
<td>Topics in South Asian Religions</td>
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<td>REL-310</td>
<td>Seminar in Islam</td>
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<td>REL-320</td>
<td>Seminar in South Asian Religions</td>
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<tr>
<td>REL-104</td>
<td>Religions of China and Japan</td>
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<tr>
<td>REL-230</td>
<td>Topics in East Asian Religions</td>
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<td>REL-330</td>
<td>Seminar in East Asian Religions</td>
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<tr>
<td>REL-151</td>
<td>Studies in Judaism</td>
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<td>REL-251</td>
<td>Topics in the Study of Judaism</td>
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<td>REL-351</td>
<td>Seminar in Jewish Thought</td>
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<td>REL-290</td>
<td>Topics in Comparative Religion</td>
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<tr>
<td>REL-388</td>
<td>Independent Study</td>
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<td>Select one from the following:</td>
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<tr>
<td>REL-297</td>
<td>Anthropology of Religion</td>
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Hi, I'm just a text model, I can't read images. Please upload the text you want me to transform.
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 half (0.5) 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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar's page for course description.
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.). (In some years REL-360 may be offered instead). Please refer to the Registrar's page for course description.
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 Christianities. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5
Distribution: History/Philosophy/Religion

REL-295 Religion and the Arts
This is a discussion course on some topic in the area of religion and film, with a view to its religious implications. A recent topic was visual, literary and memorial representations of the Holocaust. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5
Distribution: History/Philosophy/Religion

REL-296 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5
Distribution: History/Philosophy/Religion

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-299 Topics in Religion & 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5
Distribution: History/Philosophy/Religion

REL-360 Topics in Ethics
This is a discussion course on one or more figures, themes, or movements in contemporary ethics. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HUM-296 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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). Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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
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 (100)

Introductory courses focus on effective, valid, and ethical message creation and presentation in public contexts. Students become competent in a variety of effective communication techniques, learn to cope with communication apprehension, engage difference humanely, and develop and exercise skills in critical thinking, argument formation, and argument analysis. Students also understand the role of rhetoric in the productive functioning of democracy and the practices of citizenship and civic engagement.

Intermediate Level Courses (200)

Intermediate level courses focus on concepts and theories of rhetoric. This study includes the history, theoretical development, and pragmatic uses of the concepts and theories in a variety of settings. Students develop the ability to evaluate, compare, and critique these concepts and theories. Students also apply these concepts and theories through the analysis and production of rhetoric.

Advanced Level Courses (300)

Advanced level courses focus on academic research and public scholarship. Students learn to engage primary source material in theory and criticism and to produce new insights. Papers and projects will be of high quality, explore rhetorical studies literature, utilize theoretical approaches and rhetorical methods, and illustrate an awareness of the historical and social roles of rhetoric.

Capstone Course (497)

The capstone course for rhetoric majors focuses on an original and extended research project. Students will produce a high-quality work that applies theoretical approaches to provide novel insights into texts, possesses a substantial literature review, and involves significant revision. In the process, students read and discuss relevant texts and journal articles as a class. This course also provides senior majors a forum for the investigation and discussion of the responsibilities they have as social actors.

Requirements for a Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE-101</td>
<td>Public Speaking or RHE-140 Argumentation &amp; Debate</td>
<td>1</td>
</tr>
<tr>
<td>RHE-201</td>
<td>Reasoning &amp; Advocacy (Fall Only)</td>
<td>1</td>
</tr>
<tr>
<td>RHE-320</td>
<td>Classical Rhetoric (Spring only)</td>
<td>1</td>
</tr>
<tr>
<td>RHE-350</td>
<td>Contemp Rhetorical Theory &amp; Criticism (Fall only)</td>
<td>1</td>
</tr>
<tr>
<td>RHE-497</td>
<td>Senior Seminar (Fall only)</td>
<td>1</td>
</tr>
<tr>
<td>One 300-level Rhetoric Elective course</td>
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<td></td>
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<tr>
<td>Three additional Rhetoric Elective courses (any level)</td>
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<td>Total Credits</td>
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</table>
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 Contemp Rhetorical Theory & 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. 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.

Although we recommend the above sequence, students considering a
Rhetoric Major can take courses in a different (i.e., non-numerical) order.
For example, a student can take RHE-201 Reasoning & Advocacy even
if he has not yet enrolled in RHE-101 Public Speaking. Similarly,
a student can take RHE-320 Classical Rhetoric and/or RHE-350
Contemp Rhetorical Theory & Criticism even if he has not yet taken
RHE-201 Reasoning & Advocacy. Students may also take core courses
simultaneously, although we do not recommend taking more than two
core courses in the same semester.

Senior Comprehensive

Majors must pass two departmental examinations:
1. a three-hour written exam; and
2. a senior oral presentation.

Requirements for a Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE-101</td>
<td>Public Speaking</td>
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</tr>
<tr>
<td>or RHE-140 Argumentation &amp; Debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RHE-201</td>
<td>Reasoning &amp; Advocacy (Fall only)</td>
<td>1</td>
</tr>
<tr>
<td>RHE-320</td>
<td>Classical Rhetoric (Spring only)</td>
<td>1</td>
</tr>
<tr>
<td>or RHE-350 Contemp Rhetorical Theory &amp; Criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Rhetoric Elective Courses (any level)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
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</tbody>
</table>

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.
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 typically offered in the 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: Language Studies

RHE-190 Spec. Topics: Language Studies

A variety of courses dealing with specific issues or sub-areas in the
discipline. Please refer to the Registrar’s page for course description.
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 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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: CLA-220

RHE-350 Contemp Rhetorical Theory & 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 typically offered in the fall semester.
Prerequisites: Take FRT-101.
Credit: 1
Distribution: Language/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. Please refer to the Registrar's page for course description.
Prerequisites: Take FRT-101.
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: Language/Fine Arts

RHE-387 Independent Study/Lang Studies
Enrollment through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies
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 work 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 Accelerated 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 Spanish can choose to enroll in SPA-101 Elementary Spanish 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>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA-302</td>
<td>Intro to Literature</td>
<td>1</td>
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<tr>
<td>SPA-401</td>
<td>Spanish Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Spanish Electives</td>
<td>7</td>
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Requirements for a Minor

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

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.

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 or SPA-102 placement.
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.

Prerequisites: none
Corequisites: SPA-103L
Credit: 1

SPA-176 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar’s page for course description.

Prerequisites: none
Corequisites: SPA-176L
Credit: 1

SPA-177 Special Topics
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar’s page for course description.

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.

Prerequisites: SPA-102, 103 or 201 placement
Corequisites: SPA-201L, PreReq SPA-102, 103 or 201 placement
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.
**Prerequisites:** SPA-201 or 202 placement
**Corequisites:** SPA-202L, PreReq SPA-201 or 202 placement
**Credit:** 1
**Distribution:** Foreign Language

SPA-276 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar's page for course description.
**Prerequisites:** none
**Credit:** 1

SPA-277 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar's page for course description.
**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.
**Prerequisites:** SPA-202 or SPA-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.
**Prerequisites:** SPA-301 or 321 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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
**Prerequisites:** SPA-301 and 302
**Credits:** 0.5-1
**Distribution:** Literature/Fine Arts

SPA-314 Special Topics in Spanish
Special Topics in Spanish. Please refer to the Registrar's page for course description.
**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.
**Prerequisites:** SPA-202 or Placement
**Corequisites:** SPA-202 or Placement
**Credit:** 1
SPA-376 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1

SPA-377 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 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
Credits: 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.
Prerequisites: SPA-302
Credit: 1
Distribution: Literature/Fine Arts, Foreign Language

SPA-476 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1

SPA-477 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 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
Credits: 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
Credits: 0.5-1
Distribution: Literature/Fine Arts

Gilberto Gomez
Jane Hardy (chair)
Maria Cristina Monsalve
V. Daniel Rogers
Marcus Richard Welch

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>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>
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</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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<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</td>
<td>1</td>
</tr>
<tr>
<td>THE-215</td>
<td>The Classic Stage</td>
<td>1</td>
</tr>
</tbody>
</table>
The 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**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THE-105</td>
<td>Introduction to Acting</td>
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<tr>
<td>Select one from the following:</td>
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<tr>
<td>THE-106</td>
<td>Stagecraft</td>
<td></td>
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<tr>
<td>THE-201</td>
<td>Magic and Manipulation: Prop and Costume</td>
<td></td>
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<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>Select three from the following History, Theory &amp; Criticism sequence:</td>
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</tr>
<tr>
<td>THE-215</td>
<td>The Classic Stage</td>
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<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>
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<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>
<tr>
<td>Select two from the following Creative Inquiry and Performance sequence:</td>
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</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>
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<tr>
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<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
<td></td>
</tr>
<tr>
<td>THE-206</td>
<td>Studies in Acting</td>
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<tr>
<td>THE-207</td>
<td>Directing</td>
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<tr>
<td>THE-208</td>
<td>Games and Interactive Media</td>
<td></td>
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<tr>
<td>THE-209</td>
<td>Dramaturgy</td>
<td></td>
</tr>
<tr>
<td>THE-210</td>
<td>Playwriting</td>
<td></td>
</tr>
<tr>
<td>THE-498</td>
<td>Special Topics</td>
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<td>Theater Elective</td>
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</tr>
<tr>
<td>Total Credits</td>
<td>9</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**

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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</thead>
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<tr>
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<tr>
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<tr>
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<tr>
<td>THE-203</td>
<td>Costume Design</td>
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<tr>
<td>Select one from the following:</td>
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<tr>
<td>THE-215</td>
<td>The Classic Stage</td>
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<td>THE-216</td>
<td>The Modern Stage</td>
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<td>The American Stage</td>
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<td>THE-218</td>
<td>The Multicultural Stage</td>
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<tr>
<td>Select one from the following:</td>
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<tr>
<td>THE-105</td>
<td>Introduction to Acting</td>
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<tr>
<td>THE-205</td>
<td>Acting for the Camera</td>
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<td>Studies in Acting</td>
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<tr>
<td>Theater Elective</td>
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<td>Total Credits</td>
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**Theater Design Track**

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</tr>
<tr>
<td>THE-201</td>
<td>Magic and Manipulation: Prop and Costume</td>
<td>1</td>
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</tbody>
</table>
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. Please refer to the Registrar’s page for course description.
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).
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.
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.
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.
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.
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 typically 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-210 Playwriting
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.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Literature/Fine Arts
THE-212 The Revolutionary Stage
The class will study the history of theater and the diverse forms of drama written between 1660 and 1900. Representative plays from the era, as well as theoretical and critical response to the works, will be the major focus of the course. 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 The Misanthrope, Phedre, The Rover, The Way of the World, The London Merchant, The Love Suicides at Sonezaki, She Stoops to Conquer, The Dog of Montargis, Woyzeck, A Doll House, The Master Builder, Miss Julie, The Ghost Sonata, A Flea in Her Ear, and Ubu Roi. 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. 
Prerequisites: none
Credit: 1
Distribution: Literature

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 typically 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 typically 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 Park’s 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 Gambaro’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 typically 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

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 typically 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 typically 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 typically 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
Credit: 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

Michael S Abbott
Andrea Bear
James M Cherry (chair)
Heidi Winters Vogel
## Administration
### President’s Office
- **Gregory D. Hess**
  - President
- **James L. Amidon**
  - Chief of Staff and Director of Strategic Communications
- **Beverly Cunningham**
  - Executive Administrative Assistant to the President
- **Kendra Cooks**
  - Chief Financial Officer and Treasurer of the College
- **Scott E. Feller**
  - Dean of the College
- **Michelle Janssen**
  - Dean for College Advancement
- **Steven L. Jones**
  - Dean for Professional Development and Director of the Malcolm X Institute of Black Studies
- **Todd McDorman**
  - Acting Dean of the College - Fall
- **J. Gregory Redding**
  - Acting Dean of Students
- **Matthew Tanney**
  - Director of Athletics and Campus Wellness
- **Charles M. Timmons**
  - Dean for Enrollment Management and Director of Admissions

### Advancement
#### College Advancement Office
- **Michelle Janssen**
  - Dean for College Advancement
- **Linda Weaver**
  - Senior Administrative Assistant for Advancement

#### Alumni and Parent Relations
- **Deanna Duncan**
  - Assistant Director of Engagement
- **Steve Hoffman**
  - Director of Alumni and Parent Relations
- **Pam Rager**
  - Administrative Assistant for Alumni and Parent Relations
- **Mike Warren**
  - Senior Associate Director of Alumni and Parent Relations

#### Development
- **Joseph R. Klen**
  - Associate Dean for College Advancement and Campaign Director
- **Aaron Selby**
  - Director of Annual Giving and Advancement Services
- **Heather Bazzani**
  - Gift Processing and Advancement Assistant
- **Jordan Brewer**
  - Major Gifts Officer
- **Emma Campbell**
  - Campaign Operations Coordinator
- **Susan Dyer**
  - Major Gifts Officer
- **Phil Garrett**
  - Coordinator of Prospect Management and Research
- **Jason Hand**
  - Major Gifts Officer
- **Lora Hess**
  - Coordinator of Advancement Communications
- **Natalie Hurt**
  - Special Events Coordinator
- **Marianne Isaacs**
  - Assistant Director of Annual Giving
- **Jolene Pickett**
  - Gift Processing and Advancement Assistant
- **Joe Pieters**
  - Major Gifts Officer
- **Eric Statler**
  - Major Gifts Officer
- **Jenny Terry**
  - Assistant Director of Gift Planning
- **David C. Troutman**
  - Director of Gift Planning
- **Hugh Vandivier**
  - Assistant Director of Engagement
- **Michele Ward**
  - Coordinator of Stewardship
- **Deborah Woods**
  - Corporate and Foundation Relations Officer

### Business Office
- **Kendra Cooks**
  - Chief Financial Officer and Treasurer of the College
- **Misty Cassida**
  - Administrative Assistant to the Business Office
- **Dawn Hoffman**
  - Business Office Assistant
- **Carrie Metz**
  - Director of Human Resources
- **Nicole Mitchell**
  - Business Office Assistant
- **Douglas Smith**
  - Controller
- **Cindy Snellenbarger**
  - Director of Accounting Services
- **Teresa Teague**
  - Travel Coordinator
- **Cathy VanArsdall**
  - Director of Student Accounts

### Bookstore, Purchasing, and Business Auxiliaries
- **Thomas E. Keedy**
  - Director of Business Auxiliaries
- **Lissa Mason**
  - Coordinator of Trippet Hall
- **Kelsie Merriett**
  - Business Auxiliaries Support
- **Nicholas Reese**
  - Business Auxiliaries Support
- **Suzanne Zadai**
  - Business Auxiliaries Assistant

### Campus Services
- **David Morgan**
  - Director
- **Karissa Heckman**
  - Assistant Director
- **Jamie Geiger**
  - Administrative Assistant
- **Caitlin Paddack**
  - Administrative Assistant
- **Joy Rayfield**
  - Office Manager

### Communications and Marketing
- **James L. Amidon**
  - Chief of Staff and Director of Strategic Communications
- **Kim Johnson**
  - Director of Communications and Marketing
- **Stephen D. Charles**
  - Director of Publications
- **Christina Egbert**
  - Multimedia Writer
- **Karen Handley**
  - Senior Administrative Assistant for Communications & Marketing
- **R. Brent Harris**
  - Director of Sports Information and Marketing
- **Ryan Horner**
  - Communications Strategist and Content Creator
- **Richard Paige**
  - Associate Director of Communications and Marketing
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Phipps</td>
<td>Videographer and Digital Content Editor</td>
</tr>
<tr>
<td>Becky Wendt</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td><strong>Dean of the College</strong></td>
<td></td>
</tr>
<tr>
<td>Scott E. Feller</td>
<td>Dean of the College</td>
</tr>
<tr>
<td>Todd F. McDorman</td>
<td>Acting Dean of the College - Fall</td>
</tr>
<tr>
<td>Amber King</td>
<td>Senior Administrative Assistant to the</td>
</tr>
<tr>
<td></td>
<td>Dean of the College</td>
</tr>
<tr>
<td>David Dalenberg</td>
<td>Institutional Research Analyst</td>
</tr>
<tr>
<td>Jonathan D. Jump</td>
<td>Associate Dean of the College</td>
</tr>
<tr>
<td>Jill Lamberton</td>
<td>Senior Associate Dean of the College</td>
</tr>
<tr>
<td><strong>Academic Administrative Coordinators</strong></td>
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<tr>
<td>Rachel Barclay</td>
<td>Classics, Modern Languages and Literature</td>
</tr>
<tr>
<td>Violet Benge</td>
<td>English, Philosophy, Religion</td>
</tr>
<tr>
<td>Rochella Endicott</td>
<td>Biology, Chemistry</td>
</tr>
<tr>
<td>Jill Keller</td>
<td>Computer Science, Education Studies,</td>
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<tr>
<td></td>
<td>Mathematics, Physics</td>
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<tr>
<td>Julia Phipps</td>
<td>Art, Music, Rhetoric, Theater</td>
</tr>
<tr>
<td>Pamela Sacco</td>
<td>Economics, History, Political Science,</td>
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<tr>
<td></td>
<td>Psychology</td>
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<tr>
<td><strong>Division/Departmental Staff</strong></td>
<td></td>
</tr>
<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</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
</tr>
<tr>
<td>Jill C. Rogers</td>
<td>Pre-Health Professions Advisor</td>
</tr>
<tr>
<td><strong>Center of Inquiry in the Liberal Arts</strong></td>
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<tr>
<td>Charles F. Blaich</td>
<td>Director</td>
</tr>
<tr>
<td>Camella Ashment</td>
<td>Marketing and Outreach Specialist</td>
</tr>
<tr>
<td>Adrea Hernandez</td>
<td>Research Analyst and Data Manager</td>
</tr>
<tr>
<td>Lisa Kidd</td>
<td>Research Analyst and Data Manager</td>
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<tr>
<td>Barbara Lawhorn</td>
<td>Administrative Assistant</td>
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<tr>
<td>Ivaylo Mantchev</td>
<td>Research Analyst and Data Manager</td>
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<tr>
<td>Kelly McDorman</td>
<td>Assistant Director</td>
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<tr>
<td>Macanda Myers</td>
<td>Research Analyst and Data Manager</td>
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<tr>
<td>Kathleen Wise</td>
<td>Associate Director</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
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</tr>
<tr>
<td>Bradley K. Weaver</td>
<td>Director of Information Technology Services</td>
</tr>
<tr>
<td>J. Douglas Brinkerhoff</td>
<td>Advancement Services and Administrative Systems Specialist</td>
</tr>
<tr>
<td>Cassie Busch</td>
<td>Enrollment Services and Administrative Systems Specialist</td>
</tr>
<tr>
<td>Quentin Dodd</td>
<td>Network Services Manager</td>
</tr>
<tr>
<td><strong>International Students &amp; Off-Campus Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Amy R. Weir</td>
<td>Director of International Programs</td>
</tr>
<tr>
<td><strong>Lilly Library</strong></td>
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</tr>
<tr>
<td>Jeffery A. Beck</td>
<td>Director of the Lilly Library</td>
</tr>
<tr>
<td>Laura L. Vogler</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Susan E. Albrecht</td>
<td>Graduate Fellowship Advisor and Library</td>
</tr>
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<td></td>
<td>Visual Media Liaison</td>
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<tr>
<td>Diane M. Norton</td>
<td>Humanities and Collection Development</td>
</tr>
<tr>
<td></td>
<td>Coordinator</td>
</tr>
<tr>
<td>Jessica Short</td>
<td>Fulfillment and Front Desk Coordinator</td>
</tr>
<tr>
<td>Elizabeth F. Swift</td>
<td>College Archivist</td>
</tr>
<tr>
<td><strong>Office of Student Enrichment</strong></td>
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<tr>
<td>Zachery W. Koppelmann</td>
<td>Director of the Writing Center &amp;</td>
</tr>
<tr>
<td></td>
<td>Quantitative Skills Center Coordinator</td>
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<tr>
<td><strong>Registrar’s Office</strong></td>
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<tr>
<td>Jonathan D. Jump</td>
<td>Registrar</td>
</tr>
<tr>
<td>Julia Perry</td>
<td>Associate Registrar</td>
</tr>
<tr>
<td>Tami Utterback</td>
<td>Administrative Assistant to the</td>
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<tr>
<td></td>
<td>Registrar’s Office</td>
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<tr>
<td><strong>Research Associates</strong></td>
<td></td>
</tr>
<tr>
<td>Patience Plummer Barnes</td>
<td>Research Associate</td>
</tr>
<tr>
<td>Julie A. Olsen</td>
<td>Research Associate</td>
</tr>
<tr>
<td><strong>Wabash Center for Teaching and Learning in Theology and Religion</strong></td>
<td></td>
</tr>
<tr>
<td>Nadine Pence</td>
<td>Director - Fall</td>
</tr>
<tr>
<td>N. Lynne Westfield</td>
<td>Director - Spring</td>
</tr>
<tr>
<td>Carly Dannenmueller</td>
<td>Digital Communications Coordinator</td>
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<tr>
<td>Gina Haile</td>
<td>Coordinator of Grants</td>
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<tr>
<td>Joy Harlos</td>
<td>Administrative Publications Assistant</td>
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<tr>
<td>Timothy Lake</td>
<td>American Studies Program Chair</td>
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<tr>
<td>Paul O. Myhre</td>
<td>Associate Director</td>
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<tr>
<td>Thomas Pearson</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Beth Reffett</td>
<td>Meeting Coordinator</td>
</tr>
<tr>
<td>Mary Stimming</td>
<td>Associate Director for Special Programs</td>
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</table>
## Wabash Pastoral Leadership Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Derek Nelson</td>
<td>Director</td>
</tr>
<tr>
<td>Rachel Hassler</td>
<td>Communications and Events Coordinator</td>
</tr>
<tr>
<td>Elizabeth Manning</td>
<td>Associate Director</td>
</tr>
<tr>
<td>Raymond B. Williams</td>
<td>Program Advisor</td>
</tr>
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## Dean of Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>J. Gregory Redding</td>
<td>Acting Dean of Students</td>
</tr>
<tr>
<td>Sherry Ross</td>
<td>Senior Administrative Assistant to the Dean of Students</td>
</tr>
<tr>
<td>Heather Thrush</td>
<td>Associate Dean for Student Engagement and Success</td>
</tr>
<tr>
<td>Beth Warner</td>
<td>Student Life Specialist</td>
</tr>
<tr>
<td>Marcus R. Welch</td>
<td>Associate Dean of Students</td>
</tr>
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## Athletics Department

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Matthew Tanney</td>
<td>Director of Athletics</td>
</tr>
<tr>
<td>Kate Burke</td>
<td>Associate Director of Athletics and Campus Wellness</td>
</tr>
<tr>
<td>Ryan Clark</td>
<td>Coordinator of Logistics and Operations</td>
</tr>
<tr>
<td>Brian Anderson</td>
<td>Head Wrestling Coach and Director of Wellness</td>
</tr>
<tr>
<td>William Bernhardt</td>
<td>Head Swimming and Diving Coach</td>
</tr>
<tr>
<td>Daniel Bickett</td>
<td>Head Tennis Coach</td>
</tr>
<tr>
<td>Kyle Brumett</td>
<td>Head Basketball Coach</td>
</tr>
<tr>
<td>Mark Elizondo</td>
<td>Head Athletic Trainer</td>
</tr>
<tr>
<td>Chris Keller</td>
<td>Head Soccer</td>
</tr>
<tr>
<td>Jake Martin</td>
<td>Head Baseball Coach</td>
</tr>
<tr>
<td>Tyler McCreary</td>
<td>Head Cross Country Coach</td>
</tr>
<tr>
<td>Donald Morel</td>
<td>Head Football Coach</td>
</tr>
<tr>
<td>Clyde Morgan</td>
<td>Head Track and Field Coach</td>
</tr>
<tr>
<td>Erin O’Connor</td>
<td>Assistant Athletic Trainer</td>
</tr>
<tr>
<td>Tim O’Shea</td>
<td>Head Lacrosse Coach</td>
</tr>
<tr>
<td>Kevin Russell</td>
<td>Head Volleyball Coach</td>
</tr>
<tr>
<td>Tyler Schmutz</td>
<td>Head Golf Coach</td>
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<tr>
<td>Lauren Vincent</td>
<td>Assistant Athletic Trainer</td>
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## Counseling Service

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Jamie Douglas</td>
<td>Counselor</td>
</tr>
<tr>
<td>Kevin Swain</td>
<td>Counselor</td>
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## Safety and Security

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Tom Kearns</td>
<td>Director of Safety and Security</td>
</tr>
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## Student Health Service

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Scott K. Douglas</td>
<td>College Physician</td>
</tr>
<tr>
<td>John R. Roberts</td>
<td>College Physician</td>
</tr>
<tr>
<td>Chris Amidon</td>
<td>College Nurse</td>
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## Enrollment Management

### Admissions Office

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Charles M. Timmons</td>
<td>Dean for Enrollment Management and Director of Admissions</td>
</tr>
<tr>
<td>Matt Bowers</td>
<td>Associate Director of Admissions</td>
</tr>
<tr>
<td>Nikki Bowers</td>
<td>Coordinator of Enrollment Office Operations</td>
</tr>
<tr>
<td>Joseph Conti</td>
<td>Assistant Director of Admissions</td>
</tr>
<tr>
<td>Caitlin Ebbinghaus</td>
<td>Senior Assistant Director of Admissions</td>
</tr>
<tr>
<td>Tammy Graves</td>
<td>Coordinator for Enrollment and Application Processing</td>
</tr>
<tr>
<td>Sharon Hanks</td>
<td>Senior Administrative Assistant for Enrollment &amp; Operations</td>
</tr>
<tr>
<td>Makenzie Livingston</td>
<td>Assistant Director of Admissions</td>
</tr>
<tr>
<td>James Quill</td>
<td>Senior Assistant Director of International Admissions</td>
</tr>
<tr>
<td>Mary L. Towell</td>
<td>Coordinator of Campus Visits</td>
</tr>
<tr>
<td>Kyle Vowell</td>
<td>Associate Director of Regional Admissions</td>
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<td>Tyler Wade</td>
<td>Associate Director of Enrollment Systems</td>
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<tr>
<td>Julia Wells</td>
<td>Senior Assistant Director of Admissions</td>
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<tr>
<td>Stacy White</td>
<td>Assistant Director of Enrollment Systems</td>
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### Financial Aid Office

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Alex DeLonis</td>
<td>Director of Financial Aid</td>
</tr>
<tr>
<td>Apryl Bradley</td>
<td>Assistant Director of Financial Aid</td>
</tr>
<tr>
<td>Austin Earl</td>
<td>Financial Aid Counselor</td>
</tr>
<tr>
<td>Laura A. Frye</td>
<td>Senior Associate Director of Financial Aid</td>
</tr>
<tr>
<td>Trisha Mishler</td>
<td>Administrative Assistant</td>
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## Professional Development and Malcolm X Institute of Black Studies

### Malcolm X Institute of Black Studies

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Steven L. Jones</td>
<td>Director of the MXI Institute</td>
</tr>
<tr>
<td>Clyde Morgan</td>
<td>Assistant Director of the MXI Institute</td>
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### Schroeder Center for Career Development

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Steven L. Jones</td>
<td>Dean for Professional Development</td>
</tr>
<tr>
<td>Cassandra J. Hagan</td>
<td>Assistant Director of Career Services</td>
</tr>
<tr>
<td>Emily Hall</td>
<td>Associate Director of Professional Development</td>
</tr>
<tr>
<td>Jessica Kallner</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Roland Morin</td>
<td>Director of Professional Development</td>
</tr>
<tr>
<td>Alejandro Reyna</td>
<td>CIBE Fellow</td>
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</tbody>
</table>
Entrepreneurial Programs
Roland Morin
Director of Center for Innovation, Business, and Entrepreneurship

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Retired Managing Director
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F.A. Wilhelm Construction Co., Inc

James J. Kilbane ’84
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Mesirow Financial Investment Management

Frank R. Kolisek M.D. ’82
Orthopedic Surgeon
OrthoIndy

Raymond E. LaDriere ’78
General Counsel/Partner
Locke Lord LLP

David P. Lewis ’81
Managing Director-Tax Policy Services
Washington National Tax Services
PricewaterhouseCoopers
Retired VP, Global Taxes, and Assistant Treasurer
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Retired President
LNR Property, LLC

Jeffrey M. Perkins ’89
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Stanton Chase International

Kelly D. Pfledderer ’96
Retired Founder and Former CEO
Apparatus

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Managing Partner
SNG Music, LLP

John C. Schroeder ’69
President
Wabash Plastics, Inc.

K. Donald Shelbourne, M.D. ’72
Orthopedic Surgeon
Shelbourne Knee Center
Robert A. Sherwin '75
Retired Managing Principal
Analysis Group, Inc

Walter S. Snodell III '68
Chairman and CEO
Peerless Industries, Inc.

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President
NxStage Medical, Inc

Thomas M. Walsh '73
Retired Partner
Dentons

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President
Athena Holding Ltd.

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Broadcasting Unlimited, Inc.

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Pyromation, Inc.

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Proprietor
Progeny Winery

Kathy Wunderlich
Program Associate
The Hawthorn Foundation

Rana E. Yared
Partner and Managing Director
Securities Division Goldman Sachs

Larry K. Hutchison '53
Daryl E. Johnson '82
Rade R. Klijacic '78
Alex A. Miller '71
David S. Orr '57
Bruce A. Polizotto '63
David N. Shane '70
Joseph E. Turk H'00
Robert J. Wedgeworth, Jr., Ph.D. '59
Frederick W. Wilson, Jr. '69

The Faculty

A

Jennifer Young Abbott (2002)
Associate Professor of Rhetoric
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)

Mollie Ables (2017)
Visiting Assistant Professor of Music
BM (Baylor University), MM (University of Texas Austin), PHD (Indiana University)

Natalie Aikens (2017)
Visiting Assistant Professor of English
BA (Whitman College), MA (San Diego State University)

B

Associate Professor of Religion
BA (Duke University), MPHIL (Queens' College University of Cambridge), MPHIL (Yale University), PHD (Yale University)

Andrea Bear (2012)
Associate Faculty with the Rank of Associate Professor; Costume Designer
BS (Kansas State University), MFA (Wayne State University)

Jeffrey A. Beck (1995)
Associate Faculty with the Rank of Associate Professor, Director of the Lilly Library

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David W. Givens '56
Mitsuya Goto '55
Thomas A. Hays '55
Theodore "Trey" Holland, M.D. '71
BA (University of Missouri), MA (University of Missouri)

Crystal Benedicks (2007)
Associate Professor of English, department chair
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)

Anne Bost (2002)
Visiting Assistant Professor of Biology
BS (Rhodes College), PHD (Vanderbilt University)

Preston R Bost (2000)
Professor of Psychology
BA (Yale University), MA (Vanderbilt University), PHD (Vanderbilt University)

Stephen S. Bowen (2016)
Instructor of Religion
BA (Wabash College), JD (University of Chicago), HD (Wabash College)

Professor of Physics, department chair
BA (Kalamazoo College), MA (University of Michigan - Flint), PHD (University of Michigan - Flint)

Joyce Burnette (1996)
Professor of Economics, John H. Schroeder Interdisciplinary Chair in Economics, division chair
BA (Valparaiso University), PHD (Northwestern University)

Patrick Burton (2007)
Associate Professor of Biology, department chair
BA (Williams College), PHD (Boston University)

Chonghyun Christie Byun (2007)
Associate Professor of Economics
BA (University of California - Berkeley), PHD (University of California - Riverside)

C

Bradley E Carlson (2014)
Assistant Professor of Biology, Byron K. Trippet Scholar
BS (Bethel University), PHD (Pennsylvania State University)

Matthew Carlson (2014)
Assistant Professor of Philosophy, Byron K. Trippet Scholar
BA (Oberlin College), BMUS (Oberlin College), PHD (Indiana University)

James M Cherry (2007)
Associate Professor of Theater, department chair
BA (Bates College), MA (Villanova University), PHD (CUNY Graduate Center)

Timothy Daniel Cook (2019)
Visiting Assistant Professor of Chemistry
BS (University of Louisville), PHD (Purdue University - West Lafayette)

D

Jeffrey Paul Drury (2012)
Associate Professor of Rhetoric
BA (Northern Illinois University), MA (Northern Illinois University), PHD (University of Wisconsin)

Sara A M Drury (2011)
Associate Professor of Rhetoric, department chair
BA (Boston College), MA (Pennsylvania State University), PHD (Pennsylvania State University)

Eric Paul Dunaway (2018)
Assistant Professor of Economics, Byron K. Trippet Scholar
BS (Eastern Washington University), PHD (Washington State University)

E

Mark D Elizondo (2006)
Associated Faculty with the Rank of Instructor, Head Athletic Trainer
BS (Willamette University), PHD (University of California - Davis)

Anne O Fisher (2018)
Visiting Assistant Professor of German

Jack L Foos (2016)
Visiting Instructor of Accounting
BA (Wabash College)

Eric Freeze (2008)
Associate Professor of English
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)

G

Zachary Gates (2018)
Visiting Assistant Professor of Mathematics
BS (College of William and Mary), PHD (University of Virginia)

Shamira Gelbman (2012)
Associate Professor of Political Science, department chair
BA (Hunter College), MA (University of Virginia), PHD (University of Virginia)

Cory Paul Geraths (2017)
Visiting Assistant Professor of Rhetoric
BA (Pepperdine University), MA (Pennsylvania State University), PHD (Pennsylvania State University)

Gilberto Gomez (1990)
Professor of Spanish
MA (Washington University), PHD (Washington University)
Matthew M Gorey (2019)
Visiting Assistant Professor of Classics
BA (Georgetown University), MA (University of Washington), PHD (University of Washington)
Jeffrey Dwight Gower (2014)
Assistant Professor of Philosophy, Byron K. Trippet Scholar
BA (Whitman College), MA (Villanova University), PHD (Villanova University)
Karen L Gunther (2007)
Associate Professor of Psychology, Daniel F. Evans Associate Professor in the Social Sciences, department chair
BA (Oberlin College), MA (University of California - San Diego), PHD (University of California - San Diego)

H
Jane Hardy (2006)
Associate Professor of Spanish, department chair
BA (University of Virginia), MA (Indiana University), PHD (Indiana University)
Professor of Classics, Andrew T. and Anne Ford Chair in the Liberal Arts
BA (Wabash College), MA (University of Michigan), PHD (University of Michigan)
Cara Michelle Healey (2017)
Assistant Professor of Chinese, Byron K. Trippet Scholar
BA (Princeton University), MA (University of California - Santa Barbra), PHD (University of California - Santa Barbra)
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 Himself (2003)
Associate Professor of Political Science
BA (Wabash College), JD (Northwestern University)
Timothy D Hodges (2019)
Visiting Assistant Professor of Biology
BA (Wabash College), MD (IUPUI), PHD (IUPUI)
Ethan J Hollander (2008)
Associate Professor of Political Science
BA (Wesleyan University), MA (University of California - San Diego), PHD (University of California - San Diego)
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)
Cheryl L Hughes (1992)
Professor of Philosophy, Charles D. and Elizabeth S. LaFollette Distinguished Professor in the Humanities
BS (Portland State University), PHD (University of Massachusetts Amherst)

I
Amanda Ingram (2004)
Professor of Biology
BA (College of William and Mary), PHD (Cornell University)
Jonathan D Jump (2013)
Associate Faculty with the Rank of Associate Professor, Associate Dean of the College and Registrar
BA (Denison University), MA (Ohio University), PHD (Ohio University)

K
Zachery W Koppelman (2014)
Associated Faculty with the Rank of Assistant Professor
BA (Boise State University), MA (Boise State University), PHD (Purdue University)
Dennis Krause (1998)
Professor of Physics
BA (St Olaf College), MS (University of Wisconsin - Milwaukee), PHD (Purdue University)
David P Kubiak (1979)
Professor of Classics
BA (Loyola University - Chicago), PHD (Harvard University)
Savitri Maya Kunze (2019)
Instructor of History
BA (Oberlin College), MA (University of Chicago)

L
Timothy Lake (2004)
Associate Professor of English
BA (Ball State University), MA (Howard University), MA (University of Notre Dame), PHD (Bowling Green State University)
Matthew Michial Lambert (2017)
Visiting Assistant Professor of English
BA (University of North Carolinat At Asheville), MA (University of South Alabama), PHD (Carnegie Mellon University)
L. Jill Lamberton (2009)
Associate Professor of English, Senior Associate Dean of the College
BA (Walla Walla College), MA (Western Washington University), PHD (University of Michigan)
Yao Li (2015)
Visiting Instructor of Chinese
BA (Beijing Language and Culture University), MA (Beijing Language and Culture University)
M

James K Makubuya (2000)
Associate Professor of Music, department chair
BA (Makerere University), MA (Catholic University of America), PHD (University of Southern California)

Mark McCartin-Lim (2019)
Assistant Professor of Computer Science, Byron K. Trippet Scholar
BS (University of California - Santa Barbra), MS (University of Massachusetts Amherst)

Lorraine Krall McCrary (2016)
Assistant Professor of Political Science, Byron K. Trippet Scholar
BA (Grove City College), MA (Georgetown University), PHD (Georgetown University)

Todd F McDorman (1998)
Professor of Rhetoric, Acting Dean of the College (fall)
BA (Butler University), MA (Miami University), PHD (Indiana University)

Colin B.P McKinney (2011)
Associate 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, Lawrence E. DeVore Professor of Economics, department chair
BS (University of Maribor), MA (Indiana University), PHD (Indiana University)

Karisa L Millington (2019)
Visiting Assistant Professor of Music
BM (Cedarville University), MM (Rider University), DM (Indiana University)

Damon M Mohl (2014)
Assistant Professor of Art, Byron K. Trippet Scholar
BFA (University of the Arts), MFA (University of Colorado Boulder)

Derek C Mong (2016)
Assistant Professor of English, Byron K. Trippet Scholar
BA (Denison University), MA (Stanford University), MFA (University of Michigan), PHD (Stanford University)

Maria Cristina Monsalve (2017)
Assistant Professor of Spanish, Byron K. Trippet Scholar
BA (Pontificia Universidad Catolica de Chile), MS (Universidad Tecnica Del Estado), PHD (Southern California College)

Lon A Porter (2003)
Professor of Chemistry
BA (University of Houston), MA (Purdue University), 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)

N

Derek Rory Nelson (2012)
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, division 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)

P

Nadine Pence (2007)
Associate Faculty with the Rank of Associate Professor

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)

Q

Karen Quandt (2017)
Assistant Professor of French, Byron K. Trippet Scholar
BA (University of Notre Dame), MA (Princeton University), MA (University of Notre Dame), PHD (Princeton University)

R

John Gregory Redding (2002)
Associate Professor of German, Acting Dean of Students
BA (Wabash College), MA (University of Cincinnati), PHD (University of Cincinnati)

Christopher Matthew Renk (2018)
Visiting Assistant Professor of Music
BM (St Olaf College), MM (Indiana University), DM (Indiana University)

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
BA (University of Colorado Boulder), MA (University Of Kansas), PHD (University Of Kansas)

James Gaylon Ross (2018)
Visiting Associate Professor of Physics and Chemistry
BS (Univ Cntral Arkansas), MS (University of Notre Dame), PHD (University of Notre Dame)

Robert Royalty (1999)
Professor of History and Religion
BA (University of North Carolina At Chapel Hill), MDIV (Yale Divinity School), PHD (Yale University)

S

Sujata Saha (2017)
Assistant Professor of Economics, Byron K. Trippet Scholar
BS (University of Calcutta), MS (University of Calcutta), PHD (University of Wisconsin - Milwaukee)

Paul David Schmitt (2016)
Assistant Professor of Chemistry, Byron K. Trippet Scholar
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)
Assistant Professor of Economics, Walsh Professor of Philosophy, Politics and Economics, Byron K. Trippet Scholar
BA (Loyola University), MA (San Jose State University), PHD (George Mason Univ.)

Erika Sorensen-Kamakian (2016)
Assistant Professor of Biology, Byron K. Trippet Scholar
BS (University of Wisconsin - Whitewater), PHD (University of Minnesota)

Susannah Ruth Strader (2015)
Assistant Professor of Art
BFA (Ohio University), MFA (University of Colorado Boulder)

Agata Szczeszek-Brewer (2006)
Professor of English, John P. Collett Chair in Rhetoric
BA (University of Warmia and Mazury in Olsztyn), MA (University of Wroclaw), PHD (University of South Carolina)

T

Donald Matthew Tanney (2018)
Associate Faculty with the Rank of Associate Professor
BA (Wabash College), JD (IU Law School)

Ann Taylor (1998)
Professor of Chemistry, William J. and Wilma M. Haines Professorship and Chair in Biochemistry
BA (Concordia College), PHD (Purdue University)

Sabrina Thomas (2015)
Assistant Professor of History, Byron K. Trippet Scholar
BA (Colorado State University), MS (Butler University), PHD (Arizona State University)

Peter Thompson (1997)
Associate Professor of Mathematics
BA (University of Minnesota), PHD (University of Illinois)

Nathan Tompkins (2017)
Assistant Professor of Physics, Byron K. Trippet Scholar
BA (Reed College), MS (BrandeisUniversivity), PHD (Brandeis Univerisity)

Adriel Trott (2013)
Associate Professor of Philosophy, department chair
BA (College of William & Mary), MA (Villanova University), PHD (Villanova University)

Associate Professor of German, division chair
BA (Wabash College), MA (Indiana University), PHD (Princeton University)

Associate Professor of Mathematics and Computer Science
BS (Iowa State University), MS (Iowa State University), PHD (North Carolina State University)

V

Jacob Allan VanderKolk (2019)
Visiting Assistant Professor of German
BA (Michigan State University), PHD (Pennsylvania State University)

Heidi Winters Vogel (2018)
Associate Professor of Theater, Byron K. Trippet Scholar
BA (University of Minnesota), MFA (Pennsylvania State University)

W

Heidi Walsh (2014)
Assistant Professor of Biology, Byron K. Trippet Scholar
BS (Allegheny College), PHD (University of Virginia)

Richard Warner (1999)
Associate Professor of History, Jane and Frederic M. Hadley Chair in History, department chair
BA (University of California - Santa Cruz), BA (University of Vermont), MA (University of California - Santa Cruz), PHD (University of California - Santa Cruz)

Matthew Weedman (2015)
Assistant Professor of Art, Byron K. Trippet Scholar
BA (University of Colorado Boulder), BFA (University of Colorado Boulder), MFA (University of Colorado Boulder)

Marcus Richard Welch (2012)
Associate Faculty with the Rank of Associate Professor, Associate Dean of Students
Emeritus Faculty

B
Thomas E. Bambrey (1997-2013)
Associated Faculty with the Rank of Associate Professor of English

Brenda M. Bankart (1975-2008)
Professor of Psychology

C. P. Bankart (1971-2008)
Professor of Psychology

James J. Barnes (1962-2006)
Professor of History

Lawrence E. Bennett (1995-2012)
Professor of Music

Assistant Professor of Music, Director of Glee Club

Austin E. Brooks (1966-2004)
Professor of Biology, Norman Treves Professor in Biology

Deborah A. Butler (1985-2012)
Professor of Education

Melissa A. Butler (1976-2013)
Professor of Political Science, Eugene N. and Marian C. Beesley Chair

John F. Byrnes (1987-2009)
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 Classics

Leslie P. Day (1985-2014)
Professor of Classics, Charles D. and Elizabeth S. LaFollette
Distinguished Professor of Humanities

Professor of Biology

E
Vernon J. Easterling (1962-2005)
Professor of Physics

F
Professor of Mathematics

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

Peter L. Hulen (2004-2018)
Associate Professor of Music

J
Robert H. Johnson (1971-2011)
Associated Faculty with the Rank of Professor of Physical Education
David T. Krohne (1979-2012)
Professor of Biology

David E. Maharry (1979-2012)
Professor of Mathematics and Computer Science

Phillip D. Mikesell (1966-2009)
Professor of Political Science

Professor of Chemistry

John W. Munford (1980-2011)
Associate Professor of Biology

Robert J. Olsen (1979-2011)
Professor of Chemistry

Joseph O'Rourke (1960-2001)
Professor of Speech

Gail M. Pebworth (1984-2002)
Associated Faculty with the Rank of Professor of Physical Education

Associated Faculty with the Rank of Professor of Physical Education

David A. Phillips (1968-2005)
Professor of Chemistry

L. David Polley (1978-2016)
Professor of Biology

Warren Rosenberg (1980-2016)
Professor of English

Max E. Servies (1960-2000)
Associated Faculty with the Rank of Professor of Physical Education

Herbert J. Stern (1958-1997)
Professor of English, Milligan Professor of English

Carl I. Thompson (1982-2006)
Professor of Psychology

Dwight E. Watson (1981-2017)
Professor of Theater

Kealoha L. Widdows (1987-2018)
Professor of Economics, John H. Schroeder Interdisciplinary Chair in Economics

Raymond B. Williams (1965-2016)
Professor of Religion, Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities

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.

The Stephen S. Bowen Professorship in the Liberal Arts
Established in 2017, this professorship supports a full-time professor in the Liberal Arts Program. It will be awarded to a tenured faculty member who demonstrates leadership and excellence in his or her academic discipline, an understanding of his or her discipline's roles in the broader context in the Liberal Arts, and a profound commitment to teaching and mentoring students. A gift from the Pritzker Foundation, the Bowen Professorship honors the achievements and dedication of Stephen S. Bowen, Class of 1968, who served as Chairman of the Board of Trustees from 2007-2017. Mr. Bowen is a dedicated attorney and tireless steward of Wabash College. He embodies the tenets that are at the heart of Wabash's enduring mission – thinking critically, acting responsibly, leading effectively, and living humanely – and that are reflected in his love of Wabash, his love of the classroom, and his respect for the life of the mind. The appointment is for five years and may be renewed at the discretion of the President.

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
ethicale 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
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.

Anne Korb Shane and David N. Shane Professorship in the Liberal Arts
Established in 2018 by Anne Korb Shane and David N. Shane ’70, this
professorship supports a full-time professor in the Liberal Arts Program.
It will be awarded to a tenured faculty member who demonstrates
leadership and excellence in his or her academic discipline, an
understanding of his or her discipline’s roles in the broader context in
the Liberal Arts, and a profound commitment to teaching and mentoring
students.

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 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 during the period until tenure application, offering them competitive salary and support for their professional development, allowing them to compete effectively for research awards. Byron K. Trippet, Wabash Class of 1930, President of Wabash College from 1956-1965, is remembered by most alumni as the "ideal Wabash man."

**Tom and Anne Walsh Professor of Philosophy, Politics and Economics**

This professorship was established in 2019 by Thomas M. Walsh ’73 and Anne B. Walsh, who believe that the unified study of science, theory, and practice of philosophy, politics, and economics is vital to obtaining the knowledge necessary to bring about global economic and societal harmony. The integrated study of these disciplines provides a much richer understanding of the interconnectedness of today’s world, and the institutions, systems of government, and theories and policies that shape it.

**National Association of Wabash Men Board of Directors**

- **Marc Nichols ’92**
  President
- **Kip Chase ’03**
  Vice President
- **Jeremy Wentzel ’14**
  Recorder
- **Rob Shook ’83**
  Past President
- **Jesse James ’08**
  Chris Carpenter ’96
  *Class Agent Representatives*
- **Ken Farris ’12**
  Wayne Hentrup ’84
  *Regional Association Representatives*
- **Jennifer Abbott**
  Faculty Representative
- **Corbin Landrum ’21**
  Student Representative

**Terms Expire May 2020**

Emmanuel Aouad ’10
John Kerezy ’77
Ryan Mills ’00
Ben Robinson ’01

Tony Unfried ’03

**Terms Expire May 2021**

Jim Hawksworth ’95
Garrard McClendon ’88
Neil Patel ’94
Joe Trebley ’01
Cleo Washington ’85

**Terms Expire May 2022**

Syud Ahmed ’07
Mike Berry ’92
Brandon Clifton ’06
Jim Engledow ’78
Herm Haffner ’77

*Michelle Janssen*
Dean for College Advancement

*Steve Hoffman ’85*
Director of Alumni and Parent Relations

**Class Agents**

*Class of 1949*
Dale Milligan

*Class of 1950*
George Haerle

*Class of 1951*
Currently no class agent

*Class of 1952*
Bill Reinke

*Class of 1953*
Jack Engledow
Bob Miller
Fred Warbinton

*Class of 1954*
Bob Johnson

*Class of 1955*
Dick Barger

*Class of 1956*
Currently no class agent

*Class of 1957*
John Yanko

*Class of 1958*
Gordon Colson

*Class of 1959*
Roger Billings
Craig Green
Bob Wedgeworth

*Class of 1960*
Charlie Quillin

*Class of 1961*
J. B. Bachman

Class of 1962
Thom Feit

Class of 1963
Tom Billings
Bruce Polizotto
Alan Stanford

Class of 1964
Ron Nichols

Class of 1965
Peter Pactor

Class of 1966
Cal Black
Jay Fisher

Class of 1967
Duane Hile
Earl Houck

Class of 1968
Jim Roper

Class of 1969
Ken Crawford

Class of 1970
Ron Shelby

Class of 1971
Jon Pactor

Class of 1972
Rick Fobes

Class of 1973
Pete Allen

Class of 1974
Mark Dewart
Paul Tipps

Class of 1975
Joe Hockberger

Class of 1976
Fred Miller
Dick Sword

Class of 1977
Greg Birk
Herm Haffner
John Kerezy

Class of 1978
Alex Antalis
Mark Stuaan

Class of 1979
Jim Miner

Class of 1980
Jim Miller

Class of 1981
Pete Wright

Class of 1982
Ned Broadwater

Class of 1983
Jim Dimos
Greg Miller
Dan Taylor

Class of 1984
Todd Glass
Bill Havlin
Jim Kilbane

Class of 1985
Kyle Carr
Mike Gilvary

Class of 1986
Scott Eggers
Eric Rowland

Class of 1987
Currently no class agent

Class of 1988
Scott Quick
Scott Smalstig
Greg Teague
Jim Williams

Class of 1989
Tony Lentych
Joe Pieters

Class of 1990
Keith Bickley
David Horvath

Class of 1991
Kip Aitken
Erik Dafforn
Mike Langford

Class of 1992
Peter Horvath

Class of 1993
Currently no class agent

Class of 1994
Currently no class agent

Class of 1995
Kyle Rapp
Joe Samreta

Class of 1996
Chris Carpenter
Andrew Reynolds

Class of 1997
Craig Miller
Justin Rojas-Castle

Class of 1998
Beau Barrett
Jonathan Walsh

Class of 1999
Aman Brar
Craig Higgs

Class of 2000
Timothy Craft
Trevor Fanning
Jeff Rice

Class of 2001
Davey Neal
Joe Trebley

Class of 2002
Ryan Daming
Eric Shreve
Rick Strasser

Class of 2003
Kip Chase
Karl Grimmer

Class of 2004
Mark Shreve

Class of 2005
Jason Cantu
Michael Ruffing

Class of 2006
Taylor Backs
Joe Martin
Andrew Wells

Class of 2007
Ross Dillard
John Meara

Class of 2008
Andy Deig
Jesse James
Kyle McClammer

Class of 2009
Sean Clerget
Steve Egan
Mike Wartman

Class of 2010
Will Hoffman
Kevin Long

Class of 2011
Jake German
Cody Stipes

Class of 2012
Kyle Bender

Tyler Wade

Class of 2013
Rudy Altersott
Trevor Poe

Class of 2014
Ian MacDougall
Scott Morrison

Class of 2015
Andrew Dettmer
Patrick Rezek

Class of 2016
Patrick Bryant
Jake Norley

Class of 2017
Drew Biddle
Drew Powell

Class of 2018
Jordan Hansen
Jacob Woodward

Class of 2019
Joey Lenkey
Spencer Newmister

Honorary Class Agent
Michele Ward
ADMISSIONS

Admissions Information
Wabash College, The Liberal Arts 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 planning to major 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 an applicant may be required to provide an additional written statement or interview with members of the Admissions Committee. 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. The Common Application is acceptable in place of Wabash’s application form, and it will be given equal consideration.
2. Deliver 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 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. 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. A campus visit 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, 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

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<thead>
<tr>
<th>Option</th>
<th>Deadline</th>
<th>Decision Mailed</th>
<th>Deposit Due</th>
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<tbody>
<tr>
<td>Early Decision</td>
<td>November 1</td>
<td>November 22</td>
<td>January 15</td>
</tr>
<tr>
<td>Early Action</td>
<td>December 1</td>
<td>December 15</td>
<td>May 1</td>
</tr>
<tr>
<td>Regular Application</td>
<td>January 15</td>
<td>Rolling starting</td>
<td>May 1</td>
</tr>
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<td></td>
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<td>January 24</td>
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Applicants 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. Wabash requires SAT or ACT scores for transfer admission. In general, applicants should follow the same procedures for admission already listed with these additions specifically for transfer students:

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. Complete the top part of the Verification of Good Standing 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.
4. Include in your application for admission a written statement explaining why you wish to transfer to Wabash.
5. 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 Cambridge International Exams taken prior to enrollment at Wabash, and Wabash College placement exams given on campus during Orientation.

The acceptance of a transfer course for which the student also received high school credit (a dual credit course) will be contingent upon completion of an additional course in the appropriate Wabash College department or program, and approval of the chair of that department or program. If there is no corresponding department, program, or course at Wabash in which to enroll, no credit will be granted for the transfer course. To earn transfer credit for such courses, students will typically be permitted to enroll in a higher level course in the same department or program and will receive credit for the transfer course after earning a grade of B- or higher in the Wabash course.

Students who earn college credits as high school students by completing courses on a college campus alongside students from the general college population may have those credits evaluated as transfer credit rather than dual enrollment credit, subject to the conditions for acceptance of transfer credit at Wabash.

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 transfer credit and credit by examination 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 either an F-1 or a J-1 student visa to remain in the United States is considered an international student. The International Center also supports students who are studying while in J-2, H-4, TD, or similar statuses.

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 secondary school transcripts along with the International Secondary School Report completed by your counselor. Students have the option of submitting recommendations from up to two teachers.

3. Submit most recent standardized test scores:
• TOEFL or IELTS (not required if English is first language or current language of instruction)
• ACT or SAT. Students who do not wish to submit ACT/SAT scores may request that this requirement be waived based on Wabash College’s test optional policy for international students. This policy allows applicants participating in a standardized international curriculum such as Cambridge IGCSE or International Baccalaureate to decide whether their test results should be considered when determining their admissibility and eligibility for merit-based scholarships.

4. Applicants that wish to be considered for need-based financial aid must complete the International Student Financial Aid Application (https://www.wabash.edu/admissions/docs/2019-20_International_Student_Financial_Aid_Application.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. All students with a complete record on file by February 1 will be considered for scholarships and need-based awards.

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 competitive 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 and a 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. While Wabash College supplies generous funding in the form of merit scholarships, need-based grants, and on-campus employment, the amount of aid is limited. The more aid an applicant needs, the more competitive the admissions process becomes. 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 to the first semester bill for tuition and fees.

Housing

The College housing choices for freshmen are eight residence halls and ten national fraternities. Students are required to live in on-campus college housing for four years.

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

Accounting (ACC) Courses

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.
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) Courses

ART-101 History 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.
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.
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.
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 & Archaeology 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 and Twenty-First 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."
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
ART-210 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. 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.
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.
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 & the Miniature
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 composed 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.
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: Mixed Media
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 typically offered
in 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 typically offered in the second half of the fall
semester in odd-numbered years.
Prerequisites: ART-209
Credits: 0.5-1
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 typically offered in the fall semester.
Prerequisites: Two credits from ART-125, 126, 223, 224, 225, 227, 228, and
229. At least one 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.
Prerequisites: Two credits from ART-125, 126, 223, 224, 225, 227, 228, and
229. At least one 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-398 Experimental Photography
Prerequisites: none
Credit: 1

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 ART-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.
Prerequisites: ART-330 or 331.
Credits: 0.5-1
Distribution: Literature/Fine Arts

Asian Studies (ASI) Courses

ASI-101 Elementary Asian Studies 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
foreign language requirement.
Prerequisites: none
Corequisites: ASI-101L
Credit: 1

ASI-102 Elementary Asian Studies 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-112 Studies in Asian 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: none
Credit: 1
Distribution: Literature/Fine Arts

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: Literature/Fine Arts

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 I
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: none
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.
Prerequisites: REL-104
Credit: 1
Distribution: History/Philosophy/Religion

ASI-260 Topics in Asian History
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: none
Credits: 0.5-1

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

ASI-300 Special Topics in Asian History
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
Credits: 0.5-1
Distribution: History/Philosophy/Religion

ASI-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 ASI-202 of same language.
Credit: 1
Distribution: Foreign Language
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 repeated for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.
Prerequisites: ASI-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 repeated for credit if topic is different from previously taken course.
Prerequisites: none
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 Special Topics in Asian Language
Taught by members of the Department of Modern Languages & Literature and participating members of other department(s). 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

Biology (BIO) Courses

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 or 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.
Prerequisites: none
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: Co-Req: BIO-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics, Quantitative Literacy
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 typically 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. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings.

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

BIO-178 Special Topics (with Lab.)
A special topics course with laboratory for non-majors. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings.

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 investigiative 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, Quantitative Literacy

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, Quantitative Literacy

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, Quantitative Literacy

BIO-221 Compar Anatomy & Embryology
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 Biology 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-222 Biology 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, Science Lab

**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.

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

**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, Quantitative Literacy

**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.

**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 Developmental 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.

**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, Quantitative Literacy

**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

Black Studies (BLS) Courses

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. 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

BLS-280 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. 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

BLS-300 Special Topics in Black Studies
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

BLS-370 Independent Study in Black Studies
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 Studies
This course will allow students to engage in independent 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 Studies
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 and the Chair of the Department before registering for the course.
Prerequisites: Take BLS-201;
Credit: 1
Distribution: Literature/Fine Arts
BLS-400 Independent Study
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 and the Chair of the Department before registering for the course.
Prerequisites: none
Credits: 0.5-1

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) Courses

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) Courses

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, Quantitative Literacy

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.
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, Quantitative Literacy

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: none
Corequisites: CHE-111L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics, Quantitative Literacy

CHE-171 Special Topics
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics

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
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.
Prerequisites: CHE-111
Corequisites: CHE-211L
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics, Quantitative Literacy
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-241 Inorganic Chemistry
A study of the bonding and reaction chemistry of transition metal species, main group compounds, and solid state materials. Topics include coordination compounds, organometallic complexes, reaction kinetics and thermodynamics, molecular orbital theory, and a discussion of modern characterization techniques. Investigative work in the laboratory will feature a multi-week project involving the synthesis and characterization of a coordination compound, as well as experiments in descriptive inorganic chemistry, catalysis, and nanoscale structures. Three lectures and one laboratory each week. This course is offered in the spring semester.
Prerequisites: Take CHE-111.
Corequisites: Take CHE-241L.
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab

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 Analytical Chemistry
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 or 241.
Corequisites: CHE-331L
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

CHE-341 Advanced Inorganic Chemistry
An advanced study of inorganic chemistry topics beyond those explored in CHE-241, including group theory, molecular spectroscopy, and advanced concepts in organometallics, catalysis, and nanomaterials. This course is important for students interested in attending graduate school in chemistry or materials engineering.
Prerequisites: Take CHE-241.
Credits: 0.5
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 or 241 and MAT-112 and PHY-112
Corequisites: CHE-351L
Credit: 1
Distribution: Natural Science/Mathematics, Science Lab, Quantitative Literacy

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, 241, or 321 or Permission of Instructor.
Corequisites: CHE-361L
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings. 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, Science Lab

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

CHI (Chinese) Courses

CHI-101 Elementary Chinese I
The student with little or no previous training in Chinese will become grounded in the language and gain some understanding of the culture of the Chinese-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 Chinese. This course is typically offered in the fall semester.
Prerequisites: none
Corequisites: CHI-101L;
Credit: 1

CHI-102 Elementary Chinese II
The student with little or no previous training in Chinese will continue building in the language and gain more understanding of the culture of the Chinese-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 Chinese. This course is typically offered in the spring semester.
Prerequisites: CHI-101 or CHI-102 placement.
Corequisites: CHI-102L.
Credit: 1
Distribution: Foreign Language
CHI-201 Intermediate Chinese I
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 Chinese 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 Chinese beyond the rudimentary level. This course is typically offered in the fall semester.
Prerequisites: CHI-102 or CHI-201 placement.
Corequisites: CHI-201L.
Credit: 1
Distribution: Foreign Language

CHI-202 Intermediate Chinese II
A continued 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 Chinese 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 Chinese beyond the rudimentary level. This course is typically offered in the spring semester.
Prerequisites: CHI-201 or CHI-202 placement.
Corequisites: CHI-202L.
Credit: 1
Distribution: Foreign Language

CHI-301 Conversation & Composition
This course focuses on the continued development of the student’s command of the Chinese language and his understanding of the culture of the Chinese-speaking world, with an emphasis on speaking and writing. This course is typically offered in the fall semester.
Prerequisites: CHI-202 or CHI-301 placement.
Corequisites: CHI-301L.
Credit: 1
Distribution: Foreign Language

CHI-311 Studies in Chinese Language
Advanced study in Chinese language. Students will develop more advanced speaking, listening, reading, and writing skills and demonstrate those skills in essays and class discussion. May be retaken for credit if topic is different from previously taken course. Please refer to the Registrar’s page for course description.
Prerequisites: CHI-301 or CHI-311 placement.
Corequisites: CHI-311L.
Credit: 1
Distribution: Foreign Language

CHI-376 Special Topics in Chinese Language
These courses treat topics in Chinese Language. Conducted in Chinese. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1

Classics (CLA) Courses

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
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: REL-162

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
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
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-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: Literature/Fine Arts
Equated Courses: PHI-240

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

Colloquium (COL) Courses

COL-401 Important Books
Students read and discuss a dozen or more intellectually significant or historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week. The grade is based solely on participation in class discussion, and enrollment is limited to 15. COL-401 (fall semester) discusses classical, medieval, and Renaissance texts; COL-402 (spring semester) discusses texts from the modern period. All seniors may apply for COL-402, including those who have taken and those who have not taken COL-401. Prerequisites: A brief paragraph of application, and the coordinators’ permission to register.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion

COL-402 Important Books
Students read and discuss a dozen or more intellectually significant or historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week. The grade is based solely on participation in class discussion, and enrollment is limited to 15. COL-401 (fall semester) discusses classical, medieval, and Renaissance texts; COL-402 (spring semester) discusses texts from the modern period. All seniors may apply for COL-402, including those who have taken and those who have not taken COL-401. Prerequisites: A brief paragraph of application, and the coordinators’ permission to register.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, History/Philosophy/Religion

Computer Science (CSC) Courses

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. Distribution in Natural Science and Mathematics or Quantitative Skills.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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 or MAT 112; or permission of the instructor
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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.
Prerequisites: CSC-111
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

CSC-121 Intro to Additional 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, Quantitative Literacy
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. Refer to the Course Descriptions document on the Registrar's webpage for topics and descriptions of current offerings. This course is offered irregularly.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy

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, Quantitative Literacy

CSC-213 Stochastic Simulation
Interesting real world phenomena often involve randomness at some level, and this course develops mathematical and computational tools for studying these systems. In particular, students will study and implement computer simulation models of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks, sports, elections, and industrial engineering. Specific topics for study include: basic probability models, pseudo-random number generation, queueing models, discrete event simulations, Poisson processes, random walks, Markov chains, Monte Carlo methods, and statistical analysis of simulated data.

**Prerequisites:** Prereq of MAT-112 and CSC-111

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy

CSC-217 Special Topics in Computer Science
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, Quantitative Literacy

CSC-228 Independent Study
Enrollment through Instructor and Department Chair approval.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Natural Science/Mathematics

CSC-235 Stochastic Simulation
An introduction to 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, Quantitative Literacy

CSC-241 Introduction to Machine Organization
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, Quantitative Literacy, Quantitative Skills

**Equated Courses:** CSC-311

CSC-242 Theory of Programming Languages
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, Quantitative Literacy, Quantitative Skills

**Equated Courses:** CSC-321

CSC-243 Algorithm Analysis
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, Quantitative Literacy, Quantitative Skills

**Equated Courses:** CSC-331

CSC-244 Theory of Computing
An introduction to theoretical computer science. Finite state machines and regular expressions. Context-free and push-down automata. Turning machines, effective computability, and the Halting Problem.

**Prerequisites:** Take CSC-111 and MAT-108 or MAT-219 with a grade of C- or Better.

**Credit:** 1

**Distribution:** Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

**Equated Courses:** CSC-341

CSC-271 Special Topics in Computer Science
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, Quantitative Literacy
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, Quantitative Literacy
Equated Courses: CSC-242

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-211 and MAT-108 or 219
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy
Equated Courses: CSC-243

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, Quantitative Literacy
Equated Courses: CSC-243

CSC-337 Introduction to 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, Quantitative Literacy

CSC-338 Topics in Computational Math
An advanced 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 typically offered in the fall semesters of odd-numbered years.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

CSC-341 Automata, Computability, Formal Language
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-211 and MAT 108 or 219
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy
Equated Courses: CSC-244

CSC-361 Database System Design
CSC 361 - Database System Design. Database management is a central component of a modern computing environment. This course introduces the fundamental concepts of database design and database languages. Topics include relational databases, SQL, formal relational query languages, the E-R model, relational database design, storage and file structures, indexing and hashing, query processing, transactions, and data warehousing and mining.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

CSC-362 Operating Systems
This course explores the design and implementation of computer operating systems. Topics include historical aspects of operating systems development, systems programming, process scheduling, synchronization of concurrent processes, virtual machines, memory management and virtual memory, I/O and file systems, system security, OS/architecture interaction, and distributed operating systems.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

CSC-363 Compiler Design
This course explores the principles and practices for the design and implementation of compilers and interpreters with the goal of implementing a compiler for a simple object-oriented language. Topics include all stages of the compilation and execution process: lexical analysis, parsing, symbol tables, type systems, scope, semantic analysis, intermediate representations, run-time environments and interpreters, code generation, program analysis and optimization, and garbage collection.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

CSC-364 Parallel Programming
This course explores various aspects of parallel computing including parallel architectures, algorithms, systems, programming languages and implementation issues. The focus is on solving real problems on existing parallel machines. Students will participate in significant parallel implementation projects.
Prerequisites: Take CSC-211 with a minimum grade of C-
Corequisites: Take CSC-211 with a minimum grade of C-
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills
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-400 Senior Capstone
This course is a senior capstone course, which all computer science majors should take in their senior year. This is a project-based course that develops skills in individual and team software development, including reading, documenting, presenting, and critiquing software systems.
Prerequisites: Take CSC-211 with a grade of C- or better.
Credit: 1

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

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. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings. No lab.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

DV1-278 Special Topics (lab)
Focused study of a topic in science intended for an introductory audience that includes a lab. Refer to the Course Descriptions document on the Registrar’s webpage for topics and descriptions of current offerings.
Prerequisites: none
Credit: 1
Distribution: Science Lab, Natural Science/Mathematics

DV1-301 Earth Space Science
A survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary school of teaching license in a scientific field. The work will be largely on an independent study basis. Both DV1 301 and 302 must be taken in order to receive credit. Arranged course.
Prerequisites: EDU-201 or 302
Credits: 0.5

DV1-302 Earth Space Science
A survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary school of teaching license in a scientific filed. The work will be largely on an independent study basis. Both DV1 301 and 302 must be taken in order to receive credit. Arranged course.
Prerequisites: EDU-201 OR 302
Credits: 0.5

Division III (DV3) Courses

DV3-252 Stats Soc Sci 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 sums, 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 Literacy, 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

DV3-287 Independent Study
Enrollment through instructor, with Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

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) Courses

ECO-101 Principles 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. 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

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-205 History of Economic Thought
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.
Prerequisites: none
Credit: 1
EQUATED COURSES: HIS-236

ECO-213 Topics in Econ 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?
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. ECO-221 requires concurrent enrollment in PSC-322 (Politics of the European Union) and includes an immersion trip over spring break. Registration through instructor only.
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 various 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.
Prerequisites: ECO-101
Credit: 1
Distribution: Behavioral Science
ECO-224 Economic and Political 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
Equate Courses: PPE-254

ECO-231 Law & Economics
An examination of the proposition that economic reasoning can explain the evolution of the law. By focusing on property, tort, and contract law, each student can decide for himself the power of economics as a driving force in the law. By its very nature interdisciplinary, this course is designed for non-majors as well as majors.
Prerequisites: ECO 101
Credit: 1
Equate Courses: PPE-251

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
Equate Courses: PPE-252

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
Equate Courses: PPE-254

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
Equate Courses: PPE-255

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, Quantitative Literacy

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.
Prerequisites: ECO-101
Credits: 0.5
Distribution: Quantitative Literacy, Behavioral Science, Quantitative Skills

ECO-253 Introduction to 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 PSC-297, or MAT-253 and 353, or PSY-201 and 202.
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy
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. Please refer to the Registrar’s page for course description.
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 and approval of the Chair of the Department.
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 and approval of the Chair of the Department.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

ECO-291 Intermediate Micro
This 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, multinations, 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
This 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. This 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 with the approval of the Chair of the Department.
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 with the approval of the Department Chair. 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
This 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. This 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. This 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

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**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 theories, models, and debates around the contemporary middle school in the United States with some 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 and the ways in which schools seek to address the unique needs of students. 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, including literacy learning and instruction in the content areas. Students will be introduced to the process of analyzing student learning to inform instruction. As well, field work and course content will include attention to the instructional needs of Special Needs learners and English Language Learners at the middle level. Required field experience consists of 25 hours; see details below. Field Component: Students fulfill their field requirement with a placement in a content-specific middle level class where they work collaboratively with a host teacher over the course of the semester. EDU 202 students are expected to participate in regular field visits (1-2 times per week) 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 culminates in a two-week daily immersion experience in the middle school classroom wherein students collaborate with host teachers to co-plan and co-teach lessons designed to meet the developmental needs of young adolescents, with consideration for the role literacy plays in the teaching of a specific content area at the middle level.

**Prerequisites:** EDU-101.

**Credit:** 1

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**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 theories, models, and debates around the contemporary middle school in the United States. Building on concepts introduced in EDU 101, students delve more deeply into a study of young adolescent development. A field component (10 hours) enables students to see how community youth programs and/or middle school settings seek to meet the needs of this unique developmental period. EDU 203 counts as .5 pedagogy credits for the minor in Education Studies, and is open to all students as an elective. 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

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**EDU-230 Special Topics in Education**
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. The Course Descriptions document on the Registrar’s webpage provides topics and descriptions of current offerings.

**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-method 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: Take FRT-101.
Credit: 1
Distribution: Quantitative Literacy, 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. 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., Take FRT-101.
Credits: 0.5

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., Take FRT-101.
Credits: 0.5

EDU-314 Theory and Practice of Peer Tutoring
This course introduces students to composition and rhetoric theories, to theories behind peer tutoring, to the confluences and conflicts between the different theories, and to the, at times, obscured foundations of the different theories. After critically reviewing multiple theoretic approaches, the course shifts to the practice of peer tutoring and reconciling reality with theory when they start observing or conducting sessions in the Writing Center. As the course progresses, the focus shifts to mentoring writing, describing and teaching composition methods, and using grammar options as rhetorical tools. The course is required for all Writing Center Consultants, but it is open to English Majors and Minors and students in Education Studies. Students taking the course to work in the Writing Center will start conducting sessions towards the middle of the semester.
Prerequisites: Take FRT-101 and FRC-101.
Credit: 1
Distribution: Language Studies
Equated Courses: ENG314EDU314

EDU-330 Studies in Urban Education
In this course students study issues related to urban education; in some years it may culminate with an immersion trip in May during the week between finals and graduation. In addition to considering the needs and challenges of urban communities and their schools, we will examine the growing use of alternative licensure programs such as Teach For America (TFA) to provide teachers for high-needs urban school districts across the country.
Prerequisites: Take FRT-101. Take 1 Credit from EDU-201 or EDU-303.
Credits: 0.5

EDU-370 Special Topics
This course is a seminar focused upon historical and/or philosophical topics in education and of considers global and comparative issues. The emphasis is upon shared exploration of the general background to the issue, typically 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: Counts toward the elective requirement for the Education Studies minor. Refer to the Course Descriptions document on the Registrar’s webpage for Topics and Descriptions of current offerings.
Prerequisites: Take 1 credit from department EDU or HIS at the 200 level or above., Take FRT-101.
Credits: 0.5-1
**EDU-372 Colonial & Postcolonial Ed**
This seminar in the history of education examines the ways in which colonial systems of education have been envisioned and implemented for the inculcation of colonizing values and perspectives among indigenous peoples. Readings and theoretical approaches include primary colonial accounts, and postcolonial, anti-colonial and decolonial analyses, memoirs, oral histories, and other primary and secondary sources. Regions and groups considered may include any of the following: European colonial activities in the Caribbean, Africa, and/or Asia, as well as internal colonization of indigenous peoples in the U.S., Canada, Australia, and New Zealand. After shared exploration of readings and other materials, students conduct independent research into the educational experiences of a country or region of their choice. This course counts as an elective for the Education Studies minor. Prior course in Education Studies or History above the 100 level required.
**Prerequisites:** Take 1 course in EDU or HIS above 100 level.
**Credits:** 0.5

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

**EDU-388 Independent Study**
Requires permission of the instructor and the Chair/Director of Education Studies.
**Prerequisites:** none
**Credits:** 0.5-1

**EDU-401 Content 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. Offered fall semesters.
**Prerequisites:** EDU-101,201, and 202
**Credits:** 0.5

**EDU-402 Content 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. Offered fall semesters.
**Prerequisites:** EDU-101,201, and 202
**Credits:** 0.5

**EDU-403 Content 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. Usually offered fall semesters.
**Prerequisites:** EDU-101,201, and 202.
**Credits:** 0.5

**EDU-404 Content Methods: Social Studies**
Teaching of Social Studies (History, Economics, Political Science, Psychology): 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. Offered fall semesters.
**Prerequisites:** EDU-101,201, and 202.
**Credits:** 0.5
EDU-405 Content Methods: World Languages
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 specific 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. Usually offered fall semesters.

Prerequisites: EDU-101,201, and 202
Credits: 0.5

EDU-423 Student Teaching Practicum
The purpose of this practicum experience is to bridge the gap in teacher preparation between theory and practice and to provide teacher candidates with practical teaching experience in a secondary school setting. 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 collaboratively with a mentor teacher. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to complete 12-13 weeks of student teaching and spend the remaining weeks of the semester completing assignments, including the Analysis of Student Learning project and the Program Portfolio. The co-teaching model serves as the framework for the 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. Teacher candidates are further supported during the bi-monthly seminar meetings on campus. Topics covered in the seminar meetings include: lesson planning, differentiated instruction, student 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
Requires permission of the instructor and the Chair/Director of Education Studies. Credits: 1 or 1/2

Prerequisites: none
Credits: 0.5

EDU-488 Independent Study
Requires permission of the instructor and the Chair/Director of Education Studies. Credits: 1 or 1/2

Prerequisites: none
Credits: 0.5

English (ENG) Courses

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.

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.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

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.
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.
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 Literature 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-180 Special Topics
Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. Please refer to the Registrar’s page for course description.
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: 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. Please refer to the Registrar’s page for course description.
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: 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 Writing With Power and Poetry
This intermediate course in poetry writing will build upon the principles in ENGL 110. The course will be based 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 works, and reading a variety of genres-specific 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-210 Spec. Topics: Creative Writing
This course will build upon the creative principles in ENGL 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 in 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. Please refer to the Registrar’s page for course description.
Prerequisites: ENG-110
Credit: 1
Distribution: Language Studies, Language

ENG-211 Creative Non-Fiction
This course in creative nonfiction will build upon the principles in ENGL 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 or permission of the instructor
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 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 workshopped 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 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 workshopped 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.
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).
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?”
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.
Prerequisites: none
Credits: 0.5
Distribution: Language Studies

ENG-2270 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

ENG-2270 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 refer to the Registrar’s page for course description.
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  
**Credits:** 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 may be bound by these emphases, but they will be free to follow their own creative impulses as they write new poems and revise old ones.  
**Prerequisites:** ENG 212  
**Credits:** 0.5-1  
**Distribution:** Literature/Fine Arts, Literature

ENG-300 Studies in Historical Contexts
See Course Descriptions on Registrar’s webpage  
**Prerequisites:** 1 credit from ENG at 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 workshopping 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 workshopping 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 poetry, 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-314 Theory and Practice of Peer Tutoring
This course introduces students to composition and rhetoric theories, to theories behind peer tutoring, to the confluences and conflicts between the different theories, and to the, at times, obscured foundations of the different theories. After critically reviewing multiple theoretic approaches, the course shifts to the practice of peer tutoring and reconciling reality with theory when they start observing or conducting sessions in the Writing Center. As the course progresses, the focus shifts to mentoring writing, describing and teaching composition methods, and using grammar options as rhetorical tools. The course is required for all Writing Center Consultants, but it is open to English Majors and Minors and students in Education Studies. Students taking the course to work in the Writing Center will start conducting sessions towards the middle of the semester.
Prerequisites: Take FRT-101 and FRC-101.
Credit: 1
Distribution: Language Studies
Equated Courses: ENG314EDU314

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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: 1 credit from ENG at Wabash.
Credit: 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, Dionne Brand, Toni Morrison, Edwidge Danticatt, Shy 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? Please refer to the Registrar's page for course description.
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 Special Topics: Lang Studies
Please refer to the Registrar’s page for course description.
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: Take FRC. Must be a junior or a senior.
Credit: 1
Distribution: Language Studies, Language

ENG-414 Theories of Reading
This course is divided into three major sections: an introduction to major theories of reading and writing, including methodology on the developmental, critical, and remedial levels; a study of methods and research in teaching-content area reading and writing in secondary schools; laboratory experiences in diagnosing and correcting reading difficulties and organizing reading and writing programs within the content areas.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Language

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
French (FRE) Courses

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 or FRE-102 placement.
Corequisites: FRE-102L
Credit: 1

FRE-177 Special Topics
These courses treat topics in French literature and culture. Conducted in French. Please refer to the Registrar’s page for course description.
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, PreReq FRE-102 or FRE-201 placement
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. This course is offered in the spring semester.
Prerequisites: FRE-201 or FRE-202 placement.
Corequisites: FRE-202L
Credit: 1
Distribution: Foreign Language
FRE-277 Special Topics
These courses treat topics in French literature and culture. Conducted in French. Please refer to the Registrar's page for course description.
**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-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
**Corequisites:** PreReq 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. Please refer to the Registrar's page for course description.
**Prerequisites:** Take FRE-302.
**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. Please refer to the Registrar's page for course description.
**Prerequisites:** FRE-301 and FRE-302
**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. Please refer to the Registrar's page for course description.
**Prerequisites:** Complete FRE-301 and FRE-302 Minimum grade C-
**Credit:** 1
**Distribution:** Literature/Fine Arts

FRE-314 Special Topics in French
Special topics in French. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
**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. Please refer to the Registrar's page for course description.
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

Freshman Tutorial (FRT) Course

FRT-101 Freshman Tutorial
In the fall, every freshman enrolls in a Freshman Tutorial. This class, limited to about fifteen members, encourages participation in small-group discussions that will challenge students intellectually and suggest the kind and quality of educational experiences characteristic of the liberal arts at Wabash College. Instructors select topics of importance to them and ones they judge to be pertinent to student interests. Students need not have had previous experience with the topic in order to sign up for a particular tutorial. Although the topics, often interdisciplinary and non-traditional, vary among the Tutorials, all students engage in common intellectual experiences and practice both written and oral expression. Reading, speaking, research, and writing assignments, of course, will vary with individual 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 precision and persuasion - all in the context of each Tutorial's particular subject. Students may not use Tutorial as a Conversion to Credit (CC) or No Credit (NC) course.
Prerequisites: none
Credit: 1
Equated Courses: FRT-XX

Gender Studies (GEN) Courses

GEN-101 Introduction 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.
Prerequisites: none
Credit: 0.5-1
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 Social Policy and the Family
An introduction to the psychological research into issues surrounding family. Topics to be covered include the role of the family in children's development, the effect of being a family member on adult development, views on family, the effect of family on romantic relationships, and balancing work and home life.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

GEN-200 Topics in Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

GEN-209 Special Topics: Behavioral Sciences
Various topics at the intermediate level may be offered from time to time. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

GEN-231 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. Please check the Registrar's page for course descriptions.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

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 refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

GEN-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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

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 timber. 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:
Credits: 0.5-1
Distribution: Literature/Fine Arts

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. Please refer to the Registrar's page for course description.
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
Please refer to the Registrar's page for course description.
Prerequisites: ENG-105,106,107,109,160,214,215,216,217,218,219,220,260, or 297
Credit: 1
Distribution: Literature/Fine Arts

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. Please refer to the Registrar's page for course description.
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-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: Take GEN-101., Take 2 credits from GEN.
Credit: 1

German (GER) Courses

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

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: GER-102L

GER-177 Special Topics
These courses treat topics in German literature and culture. Conducted in German. Please refer to the Registrar's page for course description.
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, PreReq GER-102 or GER-201 placement
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 or GER-202 placement.
Corequisites: GER-202L
Credit: 1
Distribution: Foreign Language

GER-277 Special Topics
These courses treat topics in German literature and culture. Conducted in German. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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 spring 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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

GER-478 Special Topics
Special Topics in German. Please refer to the Registrar's page for course description.
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

Global Health (GHL) Courses

GHL-107 Health Psychology
In this course we will discuss the ways in which our thought processes and behaviors affect our health. Some behaviors promote or impair health. Other behaviors influence our willingness to seek medical help. We will discuss topics such as stress, sleep, exercise, diet, smoking, and drinking. We will also discuss health psychology from diverse perspectives, such as culture, race, and gender. The course will consist of lectures, discussion, and reading of primary literature. Health Psychology will be beneficial to pre-health students, and others who want to know more about how to improve and maintain their own health. This course counts for the Psychology major and minor, and for the Global Health minor.
Prerequisites: none
Credit: 1

GHL-219 Special Topics
Enrollment through Instructor and Program Chair approval.
Prerequisites: none
Credit: 1

GHL-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: none
Credit: 1

GHL-277 Epidemiology
This is a special topics offering in Division I (DV1-277). See the course listings for offering info and the Registrar's web page for a description when it is offered.
Prerequisites: none
Credits: 0.5-1
Distribution:
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) Courses

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-202 Intermediate Greek II
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: 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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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

Hispanic Studies (HSP) Courses

HSP-107 Special Topics
Enrollment through Instructor and Program Chair.
Prerequisites: none
Credit: 1

HSP-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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts, Literature

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

HSP-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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Behavioral Science

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. Please refer to the Registrar's page for course description.
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-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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

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

HSP-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 refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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 interpretive 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. Please refer to the Registrar's page for course description.
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 interpretive essays and class discussion. May be retaken for credit if topic is different from previously taken course. Please refer to the Registrar's page for course description.
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 interpretive essays and class discussion. May be retaken for credit if topic is different from previously taken course. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: .5 credit from HIS
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: none

HIS-230, 231, or 232
.5 credit from HIS HIST

HSP-372 Adv Topics Comparative Politics
These advanced level courses focus on specific topics in comparative politics. Advanced level. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

HSP-400 Senior Capstone
Hispanic Studies Senior Capstone.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

History (HIS) Courses

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.
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.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-201 Big History
The Big History movement within World History started a couple decades ago, and was more fully brought to light by the publication of David Christian’s Maps of Time in 2004. Big Historians believe that the proper temporal unit to study human history should include the full thirteen billion years since the Big Bang. Therefore, this course provides an interdisciplinary look at the history of our planet from the perspectives of physics, geology, biology, chemistry, and environmental studies in addition to more familiar disciplines such as anthropology, economics, political science and history. In essence students will be studying human history from the widest possible frameworks, as well as from the more detailed attention that is more typical of historians.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
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.
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.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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.
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.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-233 21st Century Europe
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 201, is especially recommended to those students taking their first college-level history course.
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. Please refer to the Registrar’s page for course description.
Prerequisites: ECO-101
Credits: 0.5-1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-106

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.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion, Literature/Fine Arts
Equated Courses: CLA-106
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-241 United States to 1865
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, and the Civil War. The course focuses on significant everyday experiences and social history of women, minorities, and other underrepresented groups.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-242 US 1865-1945
The emphasis is upon some of the major issues in American politics and society between 1865 and 1945: Reconstruction, the growth of big business; populism, farmers, workers, and immigrants; urbanization and reform movements among rural and urban labor and minority groups; and the Second World War. In addition to studying national history and the emergence of the United States as a world power, students will have an opportunity to investigate their own family histories.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-243 US Since 1945
This course surveys the transformation of politics, culture, and society in the United States since the end of the Second World War. It provides an introduction to some of the critical events and issues confronting the post-1945 world. Key themes will include the reconfiguration of work, consumption, and the structure of the U.S. economy; the changing role of the U.S. in the world in the context of the Cold War; changing patterns and meanings of immigration; suburbanization, urban poverty, and the relationship between space, race, and class; social movements on behalf of black civil rights and the liberation of women, gay men, and lesbians; the expansion of state power in wartime and peacetime; and the rise of a new conservative movement.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-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.
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? Please refer to the Registrar's page for course description.
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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
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.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

HIS-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

HIS-288 Independent Study
Enrollment through Instructor and Department Chair approval.
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. Please refer to the Registrar’s page for course description.
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.
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.
Prerequisites: .5 credits from 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.
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. Please refer to the Registrar’s page for course description.
Prerequisites: 0.5 credits from HIS
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: .5 credit from HIS
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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.
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.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

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. Please refer to the Registrar’s page for course description.
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'Conner, 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
Topics vary from year to year. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

HUM-278 Special Topics: Language Studi
Topics vary from year to year. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

HUM-400 Senior Project
The project might be any one of a wide range of possibilities. For many students, the most obvious project would be a theses 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. Completion of the project by the end of the first semester of the senior year.
Prerequisites: none
Credits: 2
Latin (LAT) Courses

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 rotation with LAT 302. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar’s page for course description.
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 rotation with LAT 301. Please refer to the Registrar’s page for course description.
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-400 Senior Reading
A seminar on a selected topic with a paper directed by a member of the department.
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

Mathematics (MAT) Courses

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 Literacy, 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
Credit: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills

MAT-106 Topics in Contemporary Math
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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 Literacy, 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 Literacy, 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 Literacy, 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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy, Quantitative Skills
Equated Courses: CR

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. Students may not present both MAT 108 and 219 for credit towards graduation. This course is offered in the spring semester.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

MAT-221 Found of Geometry
A development of Euclidean and non-Euclidean geometries from a modern viewpoint.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy
Equated Courses: CR

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.
Prerequisites: MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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, Quantitative Literacy
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, Quantitative Literacy
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, Quantitative Literacy

MAT-226 Operations Research
Linear and nonlinear optimization, linear programming, integer programming, duality, combinatorics, the simplex method and related algorithms, game theory, Markov chains, queueing theory.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy
MAT-235 Stochastic Simulation
Interesting real world phenomena often involve randomness at some level, and this course develops mathematical and computational tools for studying these systems. In particular, students will study and implement computer simulation models of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks, sports, elections, and industrial engineering. Specific topics for study include: basic probability models, pseudo-random number generation, queueing models, discrete event simulations, Poisson processes, random walks, Markov chains, Monte Carlo methods, and statistical analysis of simulated data. 
Prerequisites: Prereq of MAT 112 and CSC 111
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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, Quantitative Literacy

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, Quantitative Literacy

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.
Prerequisites: MAT-112
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy, 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 Literacy, 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: Quantitative Literacy

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 Differential Equations
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-numbred years.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar’s page for course description.
Prerequisites: MAT-223
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar’s page for course description.
Prerequisites: MAT-224
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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 mimimum 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.
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.
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, Quantitative Literacy

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. Please refer to the Registrar's page for course description.
Prerequisites: CSC-111 and MAT-112
Credit: 1
Distribution: Natural Science/Mathematics, Quantitative Literacy

MAT-341 Topology
A study of elementary topology. Topics discussed will include topologies, separation axioms, connectedness, compactness, continuity, and metric spaces.
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, Quantitative Literacy

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.
Prerequisites: MAT-253
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy

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.
Prerequisites: MAT-253 and 254
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy

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.
Prerequisites: MAT-223, 253, 254
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics, Quantitative Literacy

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy
Modern Languages and Literatures (MLL) Courses

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. Please refer to the Registrar’s page for course description.
Prerequisites: none
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. Please refer to the Registrar’s page for course description.
Prerequisites: MLL-101 of the same language, Take MLL-102L
Corequisites: Take MLL-102L
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1

MLL-112 Studies in 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

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-122HUM-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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1

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. Please refer to the Registrar’s page for course description.
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: 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. Please refer to the Registrar’s page for course description.
Prerequisites: MLL-102 of the same language, Take MLL-201L
Corequisites: Take MLL-201L
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. Please refer to the Registrar’s page for course description.
Prerequisites: MLL-201 of the Same Language, Take MLL-202L
Corequisites: Take MLL-202L
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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 Literature 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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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 and Literature and participating members of other departments. Topics vary from year to year. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 0.5-1

Taught by members of the Department of Modern Languages and Literature and participating members of other departments. Topics vary from year to year. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

Multicultural American Studies (MAS) Courses

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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 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.
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.
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.
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. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/Religion distribution credit.
Prerequisites: Take FRT-101; Minimum Grade D;
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.
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. Please refer to the Registrar's page for course description.
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.
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.
Prerequisites: MUS-102
Credit: 1
Distribution: Literature/Fine Arts

MAS-215 Multicultural Topics in Theater
Topics vary. See course listings and Registrar’s web page for information.
Prerequisites: none
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.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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 Gambaro’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.
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.
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.
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. Please refer to the Registrar’s page for course description.
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.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

MAS-271 African History 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.
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.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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 refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

MAS-278 Spc Topics: Political in Science
Special Topics in Political Science. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Japanese 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. Please refer to the Registrar’s page for course description.
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.
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 Education**

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. Please refer to the Registrar’s page for course description.

**Prerequisites:** none  
**Distribution:** Literature/Fine Arts

**Credit:** 1

**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. Please refer to the Registrar’s page for course description.

**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.

**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-330 Urban Education**

In this course students study issues related to urban education; in some years it may culminate with an immersion trip in May during the week between finals and graduation. In addition to considering the needs and challenges of urban communities and their schools, we will examine the growing use of alternative licensure programs such as Teach For America (TFA) to provide teachers for high-needs urban school districts across the country.

**Prerequisites:** none  
**Credits:** 0.5-1

**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. Please refer to the Registrar’s page for course description.

**Prerequisites:** Take 0.5 credits From History Dept  
**Credits:** 0.5-1  
**Distribution:** History/Philosophy/Religion
MAS-360 Global Rhetoric
This is a special topics offering in Rhetoric. See the course listings for offering info and the Registrar’s web page for a description when it is offered.
Prerequisites: none
Credit: 1

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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 1

MAS-399 Proseminar: African Am Intel Thought
An advanced course in some selected philosophical topic. Please refer to the Registrar’s page for course description.
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) Courses

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-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-056 Wamidan Wild 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-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.
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 typically 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. Please refer to the Registrar's page for course description.
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.
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
Music (MUS) Courses

MUS-155 Wamidan World Music Ensemble
Participation in a given performance ensemble may be either on a non-credit or 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 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-160 Beginning Applied Music (No Credit)
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. MUS-160 is a no credit course. $300 Course Fee in addition to normal tuition charges.
Prerequisites: Take MUS-107 or Departmental Exam
Corequisites: Take MUS-107 or Departmental Exam
Credits: 0

MUS-161 Beginning Applied Music
This course is for beginning music students seeking credit for their second semester of lessons in voice or a particular instrument. 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. This does not count toward the major or minor. Beginning students seeking credit for their second semester of music lessons must complete a full year of instruction to receive ½ credit. Requires course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: Take MUS-160 and Complete Department Placement Exam or MUS-107.
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, CoReq MUS-201L
Corequisites: MUS-201L
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.
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.
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.
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.
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, Natural Science/Mathematics

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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
MUS-260 Intermediate Applied Music I (no Credit)
This course is for intermediate students with two semesters of experience in music lessons at Wabash in voice or a particular instrument. 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. MUS-260 is a no credit course. $300 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: Take MUS-261, or two semesters of MUS-160.
Credits: 0

MUS-261 Intermediate Applied Music I (credit)
This course is for intermediate students seeking credit for their fourth semester of music lessons at Wabash in voice or a particular instrument. 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. Students seeking credit for their fourth semester of music lessons must complete a full year of instruction (MUS-260 and MUS-261) to receive ½ credit. $150 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: take MUS-260.
Credits: 0.5
Distribution: Literature/Fine Arts

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

MUS-288 Independent Study
Enrollment through Instructor and Department Chair approval.
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.
Prerequisites: MUS-201, Take MUS-301L
Corequisites: Take MUS-301L
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.
Prerequisites: MUS-301, Take MUS-302L
Corequisites: Take MUS-302L
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. Please refer to the Registrar’s page for course description.
Prerequisites: MUS-201
Credits: 0.5-1
Distribution: Literature/Fine Arts

MUS-360 Intermediate Applied Music II
This course is a continuation of Intermediate Applied Music I. MUS-360 is a no credit course. $300 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: take MUS-261 or two semesters of MUS-260.
Credits: 0

MUS-361 Intermediate Applied Music II (credit)
This course is a continuation of Intermediate Applied Music I, and is for intermediate students seeking credit for their sixth semester of music lessons at Wabash in voice or a particular instrument. Students are required to perform in at least one student recital during the academic year. This course is suitable for fulfilling distribution requirements unless a student has already completed MUS-261. This course is required for the major. Students seeking credit for their sixth semester of music lessons must complete a full year of instruction (MUS-360 and MUS-361) to receive ½ credit. $150 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: take MUS-360.
Credits: 0.5
Distribution: Literature/Fine Arts
MUS-387 Independent 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-460 Advanced Applied Music (No Credit)
This course is for students who have completed MUS-361 or two semesters of MUS-360 and are continuing out of personal interest. MUS-460 is a no credit course.
Prerequisites: Prerequisite: take MUS-361, or two semesters of MUS-360.
Credits: 0

MUS-461 Advanced Applied Music (Credit)
This course is for advanced students seeking credit for their eighth semester of music lessons at Wabash in voice or a particular instrument, who have completed MUS-460 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; final grades are 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. Students seeking credit for their eighth semester of music lessons must complete a full year of instruction (MUS-460 and MUS-461) to receive ½ credit. $150 Course Fee in addition to normal tuition charges.
Prerequisites: Prerequisite: Take MUS-460.
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

Philosophy (PHI) Courses

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
Equated Courses: 

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
Equated Courses: PPE-217

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
Equated Courses: PPE-218

PHI-219 Topics Ethics & Social Philosophy
Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy. Please refer to the Registrar’s page for course description.
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
A survey of 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. Students will be asked to consider the questions and problems raised by ancient thinkers on the basis of close textual analysis and to see how these questions and problems remain relevant through lectures and discussion. Topics include nature, human knowledge, the good, and ultimate being. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-269 Topics in Metaphysics and Epistemology
Seminar discussion of a topic or area in metaphysics or the theory of knowledge. Please refer to the Registrar’s page for course description.
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 Literacy, 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 Logic & Philosophy of Science
Additional topics in formal or informal logic or the philosophical study of science and its historical development. Please refer to the Registrar’s page for course description.
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 less advanced level will be numbered 287 or 288.
Prerequisites: none
Credits: 0.5-1
Distribution: History/Philosophy/Religion

PHI-299 Special Topics in Philosophy
A course in some selected philosophical topic. Please refer to the Registrar’s page for course description.
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: Prereq: PHI-240 (or taken concurrently), PHI-242
Corequisites: Prereq: PHI-240 (or taken concurrently).
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
Philosophy, Politics, and Economics (PPE) Courses

PPE-200 Introduction to PPE
This is a gateway course for PPE major. It will provide students with initial overview of the field, help them integrate the basic knowledge of Philosophy, Political Science, and Economics already acquired, develop intellectual habits of treating social phenomena from tightly interrelated viewpoints grounded in Philosophy, Political Science, and Economics, and set up the basic framework for further development of student's knowledge in the field. For example, along with some reading of basic texts, for example A. Smith or T. Hobbes, the course may focus on a multidisciplinary treatment of important social issue (some examples may include poverty, (un)ethical practices in economic and political life, environmental degradation, etc.).

Prerequisites: Completion or concurrent enrollment in ECO 101, PHI 110, and one of the PSC intro courses, or consent of the instructor.

Corequisites: Completion or concurrent enrollment in ECO 101, PHI 110, and one of the PSC intro courses, or consent of the instructor.

Credit: 1

PPE-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

Credit: 1

Distribution: History/Philosophy/Religion

Equated Courses: PHI-213

PPE-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: Behavioral Science

Equated Courses: PHI-217

PPE-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: Behavioral Science

Equated Courses: PHI-218

PPE-228 Topics in Philosophy
A course in some selected philosophical topic. Please refer to the Registrar's page for course description.

Prerequisites: none

Credit: 1

Distribution: History/Philosophy/Religion

PPE-238 Topics in Political Science
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 refer to the Registrar's page for course description.

Prerequisites: none

Credit: 1

Distribution: Behavioral Science

PPE-251 Law & Economics
An examination of the proposition that economic reasoning can explain the evolution of the law. By focusing on property, tort, and contract law, each student can decide for himself the power of economics as a driving force in the law. By its very nature interdisciplinary, this course is designed for non-majors as well as majors.

Prerequisites: Take ECO-101

Credit: 1

Equated Courses: ECO-231
PPE-252 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: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-232

PPE-254 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: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-234

PPE-255 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: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-235

PPE-258 Topics in Economics
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. Please refer to the Registrar's page for course description.
Prerequisites: Take ECO-101.
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-323

PPE-264 Economic and Political 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: Take ECO-101
Credit: 1
Distribution: Behavioral Science
Equated Courses: ECO-224

PPE-265 History of Economic Thought
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.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
Equated Courses: HIS-236 | ECO-205

PPE-329 Seminar in Philosophy
Seminar discussion at a more advanced level of a selected philosophical topic or area.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

PPE-330 International Political Economy
This is an advanced course that focuses on a specific topic in international relations. Topics vary from semester to semester.
Prerequisites: Take PSC-141
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-340

PPE-332 Political Development
This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in global politics, as well as the myriad institutional forms it has taken over time and around the world. Special attention will be given to the role of warfare in the consolidation of modern states, the rise of nationalism, and to factors that promoted democratization in some parts of the world, but not others. The course will also consider several enduring questions of political development, such as whether democratization, globalization, and technological progress are inevitable - or even desirable - features of modern society.
Prerequisites: Prerequisite: PSC-121, PSC-131, HIS-101 or HIS-102.
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-323
PPE-333 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
Equated Courses: PCS-313

PPE-334 Political Economy of Development
Why have some countries been able to prosper and remain at peace while others have suffered massive levels of poverty, inequality, and instability? Why haven't foreign assistance, democracy promotion, and peacekeeping efforts produced sustained growth and stability in many of these long-suffering countries, but they have done so in others? This class will examine these questions through the lens of politics. Students will learn what learn what political scientists have discovered about the logic of how countries develop political politically and economically, and how different outcomes (i.e., peace and prosperity vs. dysfunction and poverty) can result. Students will also come to understand how political leaders and the institutional environments in which they operate combine to produce these outcomes. We will also study the strengths and weaknesses of the various strategies policymakers employ, from poverty relief programs to international trade, to promote growth and stability.

Prerequisites: Take PSC-121.
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-324

PPE-335 Political Development
This deeply historical course examines the emergence of the sovereignty of the sovereign state as the predominant organizational institution in global politics, as well as the myriad institutional forms it has taken over time and around the world. Speci Special attention will be given to the role of warfare in the consolidation of modern states, the rise of nationalism, and to factors that promoted democratization in some parts of the world, but not others. The course will also consider several enduring qu questions of political development: such as whether democratization, globalization, and technological progress are inevitable - or even desirable - features of modern society.

Prerequisites: Prerequisite: PSC-121, PSC-131, HIS-101 or HIS-102.
Credit: 1
Distribution: Behavioral Science

PPE-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: Take PSC-131, HIS-241, or HIS-242.
Credit: 1
Distribution: Behavioral Science
Equated Courses: PSC-336

PPE-358 Topics in Political Economy
This course will focus on an important topic or few topics in political economy from a largely economic perspective. One example would be a study of the determinants of economic prosperity, focusing on the role of markets, political institutions, history, and culture. Another example would be the economics of inequality, which would develop careful empirical measures various dimensions of inequality, examine the causes and consequences (beneficial and harmful) of inequality, and consider the feasibility and desirability of measures to reduce inequality. A third potential topic would be the economics of climate change, which would describe current knowledge and uncertainty about climate change, and examine the debates over how to think about the uncertain future outcomes of current policy choices. The topics may be coordinated with 300 level PPE courses from other departments.

Prerequisites: Take ECO-101 and one 200 level ECO course, OR with the consent of the instructor.

Credit: 1

PPE-400 Senior Seminar for PPE
Open only to senior PPE majors. The course continues the project of integrating the three disciplines at a higher level and culminates in a capstone project. This is both a reading and a research seminar, organized around a chosen important social issue. To insure proper integration of the disciplines and promote synthetic thinking, the course is taught by professors from at least two different departments. Participants discuss variety of readings on the particular chosen topic. They also prepare research papers which treat an individually chosen topic, based on the multidisciplinary PPE approach. This course is offered in the fall semester.

Prerequisites: Take PPE-200 and at least one 300 level PPE course, or consent of the instructor.

Credit: 1

Physical Education (PE) Courses

PE-011 Advanced Fitness
This course is designed to promote individual participation in strength training and conditioning activities that will maintain or increase personal levels of muscular strength, power, agility and endurance. The instructor will work with the students to develop a sound strength-training regimen, while teach and monitoring the students lifting techniques to maximize the efficiency of the workouts and to help ensure the safety of the students. This course will be for those students who are looking to take their overall fitness to a higher level over the 6 week period. This is a voluntary course in which you will be given credit or no credit at the end of 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.

Prerequisites: none
Credit: 0
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

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
Credit: 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
Credit: 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
Credit: 0

PE-037 Coaching Tennis
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: 0

PE-387 Independent Study
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: 0

Physics (PHY) Courses

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, Quantitative
Literacy

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.) Please refer to the Registrar's page for course description.
Prerequisites: none
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, Quantitative
Literacy
**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 typically offered in the fall semester.
**Prerequisites:** none  
**Corequisites:** PHY-109L.  
**Credit:** 1  
**Distribution:** Natural Science/Mathematics, Science Lab, Quantitative Literacy

**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, Quantitative Literacy

**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.
**Prerequisites:** MAT-110 or 111 or placement into MAT-111 with concurrent registration, or placement into 112, or 223  
**Corequisites:** PHY-111L, PreReq MAT-110 or 111 or placement into MAT-111 with concurrent registration, or placement into 112, or 223  
**Credit:** 1  
**Distribution:** Science Lab, Natural Science/Mathematics, Quantitative Literacy  
**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, Quantitative Literacy  
**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. Please refer to the Registrar's page for course description.  
**Prerequisites:** none  
**Credits:** 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. Please refer to the Registrar's page for course description.  
**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 Intro Thermal Phy & Relativity**
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, Quantitative Literacy, Science Lab

**PHY-210 Intro Quantum Theory & Apps**
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, Quantitative Literacy, Science Lab

**PHY-270 Electronics**
Introduction to analog and digital electronics. Fundamentals of DC and AC circuits, transistors, and amplifiers will be covered. Includes one laboratory each week.
**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.
Prerequisites: PHY-210 with grade of C- or better
Credit: 1
Distribution: Natural Science/Mathematics

PHY-235 Stochastic Simulation
Interesting real world phenomena often involve randomness at some level, and this course develops mathematical and computational tools for studying these systems. In particular, students will study and implement computer simulation models of continuous and discrete stochastic processes with potential applications in physics, economics, epidemiology, networks, sports, elections, and industrial engineering. Specific topics for study include: basic probability models, pseudo-random number generation, queueing models, discrete event simulations, Poisson processes, random walks, Markov chains, Monte Carlo methods, and statistical analysis of simulated data.
Prerequisites: Prereq of MAT 112 and CSC 111
Credit: 1
Distribution: Natural Science/Mathematics

PHY-277 Special Topics
A special interest course covering at an intermediate-level a physics topic not covered in regular physics courses. Student input as to the course topic will be sought prior to registration. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-278 Special Topics
A special interest course covering at an intermediate-level a 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

PHY-287 Independent Study
Enrollment through Instructor and Department Chair approval.
Prerequisites: none
Credits: 0.5-1
Distribution: Natural Science/Mathematics

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

PHY-310 Classical Mechanics
Advanced topics in classical mechanics, including harmonic motion and Lagrangian mechanics.
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-317 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. Student input as to the course topic will be sought prior to registration. Please refer to the Registrar’s page for course description.
Prerequisites: PHY-210
Credit: 0.5-1
Distribution: Natural Science/Mathematics

PHY-318 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. Please refer to the Registrar’s page for course description.
Prerequisites: PHY-210
Credit: 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
Credits: 0.5
Distribution: Natural Science/Mathematics, Quantitative Literacy

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, Quantitative Literacy

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

Political Science (PSC) Courses

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.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy
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.
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.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSC-141 Intro to Int’l Relations
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.
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 refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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
Credit: 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

**Credits:** 0.5-1

**Distribution:** Behavioral Science

### PSC-200 Political Inquiry & Analysis
This course introduces students to the craft of asking and answering questions about politics. It considers the variety of normative, descriptive, and causal concerns that motivate contemporary political science and surveys an array of approaches political scientists use to gather and analyze information in their quest to understand political phenomena. In addition to examining the use of fundamental research process elements in published political science studies, students will produce their own research project proposal.

**Prerequisites:** none

**Credit:** 1

### PSC-210 Int Topics in American Politics
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

### 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. Please refer to the Registrar's page for course description.

**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. Please refer to the Registrar's page for course description.

**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. Please refer to the Registrar's page for course description.

**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 refer to the Registrar's page for course description.

**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 refer to the Registrar's page for course description.

**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 beyond introductory level 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 refer to the Registrar's page for course description.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Behavioral Science

### PSC-287 Independent Study
Enrollment through Instructor and Department Chair.

**Prerequisites:** none

**Credits:** 0.5-1

**Distribution:** Behavioral Science

### PSC-297 Research/Stats-Political Sci
This course introduces students to the craft of asking and answering questions about politics. It considers the variety of normative, descriptive, and causal concerns that motivate contemporary political science and surveys an array of approaches political scientists use to gather and analyze information in their quest to understand political phenomena. In addition to examining the use of fundamental research process elements in published political science studies, students will produce their own research project proposal.

**Prerequisites:** none

**Credit:** 1

**Distribution:** Behavioral Science

### PSC-299 Research/Stats-Political Sci
This course presents an overview of 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 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:** none

**Credit:** 1

**Distribution:** Behavioral Science, Quantitative Literacy, 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. Please refer to the Registrar's page for course description.
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
Equated Courses: PPE-333

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. Please refer to the Registrar's page for course description.
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.
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/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. Please refer to the Registrar’s page for course description.

Prerequisites: PSC-121
Credit: 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 odd-years, this course counts as an advanced course in Comparative Politics or International Relations. Registration through instructor only.

Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science

PSC-323 Political Development

This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in global politics, as well as the myriad institutional forms it has taken over time and around the world. Special attention will be given to the role of warfare in the consolidation of modern states, the rise of nationalism, and to factors that promoted democratization in some parts of the world, but not others. The course will also consider several enduring questions of political development, such as whether democratization, globalization, and technological progress are inevitable - or even desirable - features of modern society.

Prerequisites: Prerequisite: PSC-121, PSC-131, HIS-101 or HIS-102.
Credit: 1
Distribution: Behavioral Science
Equated Courses: PPE-332

PSC-324 Political Economy of Development

Why have some countries been able to prosper and remain at peace while others have suffered massive levels of poverty, inequality, and instability? Why haven’t foreign assistance, democracy promotion, and peacekeeping efforts produced sustained growth and stability in many of these long-suffering countries, but they have done so in others? This class will examine these questions through the lens of politics. Students will learn what political scientists have discovered about the logic of how countries develop politically and economically, and how different outcomes (i.e., peace and prosperity vs. dysfunction and poverty) can result. Students will also come to understand how political leaders and the institutional environments in which they operate combine to produce these outcomes. We will also study the strengths and weaknesses of the various strategies policymakers employ, from poverty relief programs to international trade, to promote growth and stability.

Prerequisites: PSC-121
Credit: 1
Distribution: Behavioral Science
Equated Courses: PPE-334

PSC-325 Cuban Politics

Before being sentenced to prison for revolutionary activity in 1953, Fidel Castro ominously declared that history would absolve him of his crimes. While Castro’s ultimate legacy is still a work in progress, observers of Cuban and Cuban-American politics notice that the island has given rise to at least two distinct histories: one, where US attempts to liberate the island have been foiled by Castro’s communism, and one where Castro’s attempts to liberate the island have been hindered by Yankee imperialism. This class examines the rich narratives of Cuban history, politics, and culture. Special attention will be given to the crucial impact that developments on the island nation have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. No previous coursework in political science is required; however, it is recommended that students take PSC-121 (Introduction to Comparative Politics) or its equivalent before taking this course. Moreover, a background in 20th century history and an understanding of current events will be assumed.

Prerequisites: none
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-328 Holocaust: Hist/Politics/Representation
This course examines the Holocaust from historical, political, and cultural perspectives. While we will focus on the history of the event itself, from the rise of Nazism in the 1930s to the end of World War II, we will also devote significant attention to representations, reflections, and portrayals of the Holocaust in the world since. While the Holocaust ended in 1945, Holocaust history continues to the present day. World leaders are routinely called 'Nazis' by those who disagree with them, and episodes of human suffering—from warfare, oppression, or even natural disasters—are often compared with the Nazi genocide and (rightly or wrongly) seen through its lens. The Holocaust, usually defined as the systematic attempt by Nazi Germany and its allies to eliminate the Jews of Europe, has clearly expanded beyond its strict historical setting to become a defining event in the global human experience. Students will explore how the Holocaust is portrayed from various perspectives and how responses and attitudes about the Holocaust have changed over time. This interdisciplinary course has prerequisites and is open to students of any major. Students may apply course credits toward distribution requirements in behavioral science, literature, and fine arts; or history, philosophy, and religion. It also counts towards the PPE major's diversity requirement.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science, Literature/Fine Arts, History/Philosophy/Religion

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. Please refer to the Registrar's page for course description.
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.
Prerequisites: PSC-131
Credits: 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
Equated Courses: PPE-336

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 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.
Prerequisites: PSC-141
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy
Equated Courses: PPE-330

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, Quantitative Literacy
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-487 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credit: 0.5-1
Distribution: Behavioral Science

PSC-488 Independent Study
Credits: 1 or 1/2
Prerequisites: none
Credit: 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

Psychology (PSY) Courses

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.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

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.
Prerequisites: none
Credit: 0.5-1
Distribution: Behavioral Science

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-107 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.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science
PSY-107 Health Psychology
In this course we will discuss the ways in which our thought processes and behaviors affect our health. Some behaviors promote or impair health. Other behaviors influence our willingness to seek medical help. We will discuss topics such as stress, sleep, exercise, diet, smoking, and drinking. We will also discuss health psychology from diverse perspectives, such as culture, race, and gender. The course will consist of lectures, discussion, and reading of primary literature. Health Psychology will be beneficial to pre-health students, and others who want to know more about how to improve and maintain their own health. This course counts for the Psychology major and minor, and for the Global Health minor.
Prerequisites: none
Credit: 1
Distribution: Behavioral Science

PSY-110 Special Topics
Various topics at the introductory level may be offered from time to time. Please refer to the Registrar’s page for course description.
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. Not recommended for first-semester freshmen.
Prerequisites: PSY-101
Credit: 1
Distribution: Behavioral Science, Quantitative Literacy

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. 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 Literacy, Quantitative Skills

PSY-204 Principles of 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
Equated Courses: PSY-104NSC-104

PSY-210 Intermediate Special Topics
Various topics at the intermediate level may be offered from time to time. Please refer to the Registrar’s page for course description.
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)
Corequisites: PSY-201 (may be taken concurrently)
Credit: 1
Distribution: Behavioral Science

PSY-214 Psychology and Law
An overview of the sometimes-cooperative, sometimes-adversarial relationship between psychological science and the justice system. Major topics include eyewitness memory, interviewing suspects, forensic analysis, jury composition and decision making, punishment severity and fairness, the use of psychological experts, and popular depictions of forensic psychology. Readings will include not only scientific findings in social, cognitive, and clinical psychology, but also U.S. Supreme Court opinions relevant to course concepts.
Prerequisites: none
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)
Corequisites: 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
Corequisites: PreReq 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: Prereq: NSC-204, PSY-204, BIO-101 or BIO-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-204, NSC-204, 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.
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. Please refer to the Registrar’s page for course description.
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 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.
Prerequisites: PSY-202, PSY-301 (may be taken concurrently)
Corequisites: PSY-301 (may be taken concurrently)
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.
Prerequisites: PSY-495
Credits: 0.5
Distribution: Behavioral Science

Religion (REL) Courses

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-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. Please refer to the Registrar's page for course description.
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 history, such as Second Temple Judaism, Rabbinics, or medieval Jewish thought. This course is offered in the fall semester.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

REL-152 History of the New Testament
This course 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

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
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 half (0.5) 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. Please refer to the Registrar's page for course description.

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. Please refer to the Registrar's page for course description.

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. Please refer to the Registrar's page for course description.

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. Please refer to the Registrar's page for course description.

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 in the history of 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. Please refer to the Registrar's page for course description.

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. Please refer to the Registrar's page for course description.

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.). (In some years REL-360 may be offered instead). Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 0.5-1
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 Christianities. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 0.5-1
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 0.5-1
Distribution: History/Philosophy/Religion

REL-291 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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. Please refer to the Registrar’s page for course description.
Prerequisites: none
Credit: 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
Equated Courses: SOC-298

REL-310 Seminar in Islam
This is an advanced seminar on some topic in Islamic thought or history. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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-359 Seminar in Jewish Studies
This is an advanced seminar on 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). Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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-398 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
Equated Courses: SOC-298
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 majors, normally in their senior year, and is open to other students with the consent of the instructor.
Prerequisites: none
Credit: 1
Distribution: History/Philosophy/Religion

Rhetoric (RHE) Courses

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.
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 typically offered in the 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. Please refer to the Registrar’s page for course description.
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 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
Credits: 0.5-1
Distribution: Literature/Fine Arts

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. Please refer to the Registrar’s page for course description.
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. Please refer to the Registrar’s page for course description.
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 effciency, through Plato's bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintilian.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts
Equated Courses: CLA-220

RHE-350 Contemp Rhetorical Theory & 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 typically offered in the fall semester.
Prerequisites: Take FRT-101.
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. Please refer to the Registrar's page for course description.
Prerequisites: Take FRT-101.
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
Enrollment through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

RHE-388 Independent Study/Lit Fine Art
Enrollment through Instructor and Department Chair.
Prerequisites: none
Credits: 0.5-1
Distribution: Language Studies

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. Please refer to the Registrar's page for course description.
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
**Spanish (SPA) Courses**

**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 or SPA-102 placement*

*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.

*Prerequisites: none*

*Corequisites: SPA-103L*

*Credit: 1*

**SPA-176 Special Topics: Lang. Studies**
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar’s page for course description.

*Prerequisites: none*

*Corequisites: SPA-176L*

*Credit: 1*

**SPA-177 Special Topics**
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar’s page for course description.

*Prerequisites: none*

*Credit: 0.5-1*

**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*

*Credit: 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.

Prerequisites: SPA-102, 103 or 201 placement
Corequisites: SPA-201L, PreReq SPA-102, 103 or 201 placement
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.

Prerequisites: SPA-201 or 202 placement
Corequisites: SPA-202L, PreReq SPA-201 or 202 placement
Credit: 1
Distribution: Foreign Language

SPA-276 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar’s page for course description.

Prerequisites: none
Credit: 1

SPA-277 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar’s page for course description.

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.

Prerequisites: SPA-202 or SPA-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.

Prerequisites: SPA-301 or 321 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. Please refer to the Registrar’s page for course description.

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. Please refer to the Registrar’s page for course description.

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. Please refer to the Registrar’s page for course description.

Prerequisites: SPA-301 and 302
Credits: 0.5-1
Distribution: Literature/Fine Arts
Theater (THE) Courses

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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

SPA-314 Special Topics in Spanish
Special Topics in Spanish. Please refer to the Registrar's page for course description.
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.
Prerequisites: SPA-202 or Placement
Corequisites: SPA-202 or Placement
Credit: 1

SPA-376 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credit: 0.5-1
Distribution: Literature/Fine Arts

SPA-377 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

SPA-386 Special Topics in Spanish
Special Topics in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: SPA-301 and 302
Credit: 1
Distribution: Literature/Fine Arts

SPA-476 Special Topics: Lang. Studies
These courses treat topics in Spanish language. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1

SPA-477 Special Topics: Literature & Culture
These courses treat topics in Spanish literature and culture. Conducted in Spanish. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 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 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-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
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).
Prerequisites: none
Distribution: Literature/Fine Arts
Credit: 1

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.
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.
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.
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 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.
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 typically 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.
Prerequisites: none
Credit: 1
Distribution: Literature/Fine Arts

THE-210 Playwriting
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.
Prerequisites: none
Credit: 1
Distribution: Language Studies, Literature/Fine Arts

THE-212 The Revolutionary Stage
The class will study the history of theater and the diverse forms of drama written between 1660 and 1900. Representative plays from the era, as well as theoretical and critical response to the works, will be the major focus of the course. 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 The Misanthrope, Phedre, The Rover, The Way of the World, The London Merchant, The Love Suicides at Sonezaki, She Stoops to Conquer, The Dog of Montargis, Woyzek, A Doll House, The Master Builder, Miss Julie, The Ghost Sonata, A Flea in Her Ear, and Ubu Roi. 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.
Prerequisites: none
Credit: 1
Distribution: Literature
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, Dulcitius, The Second Shepherds’ Pageant, Everyman, Doctor Faustus, A Midsummer Night’s Dream, Othello, Volpone, The Masque of Blackness, Fuente Ovejuna, Tartuffe, 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 typically 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 typically 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 typically 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. Please refer to the Registrar's page for course description.
Prerequisites: none
Credits: 0.5-1
Distribution: Literature/Fine Arts

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 typically 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 typically 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 typically offered in the first and/or second half of each semester.
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
Credit: 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
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 package or how to finance your portion of educational expenses. You may call, email, or write our office with any questions you may have.

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 Direct Student and/or federal Direct PLUS (parent) loans. The 2020-2021 FAFSA is available beginning October 1, 2019 at https://studentaid.ed.gov and should be completed by the student and his parents by January 15, 2021. 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 beginning in early December. Indiana residents must complete the FAFSA no later than April 15 annually in order to be considered for state grant assistance.

International students must submit the College Board’s International Student Financial Aid Application and possible other documents. Please refer to the Wabash College website for detailed instructions. International students are not eligible for federal grants, federal Direct 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 should file a new FAFSA by February 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 (https://www.wabash.edu/admissions/current). Financial aid awards for returning students are typically available via Wabash Self-Service by June 1st 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 2019 - 2020 school year are as follows:

<table>
<thead>
<tr>
<th>Costs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>43,870</td>
</tr>
<tr>
<td>Activities Fee</td>
<td>450</td>
</tr>
<tr>
<td>Health Center Fee</td>
<td>400</td>
</tr>
<tr>
<td>Freshman Room &amp; Board</td>
<td>10,300</td>
</tr>
<tr>
<td>Room &amp; Board (college housing)</td>
<td>10,300</td>
</tr>
<tr>
<td>Fraternity Room &amp; Board</td>
<td>9,800</td>
</tr>
<tr>
<td>(UPPERCLASSMEN)</td>
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</tbody>
</table>

Students are required to live on campus - either in a dormitory or fraternity.

Adjustments of room and board budgets and financial aid will be by year or semester only.

In addition to the charges listed above, it is recommended that each student budget $3,550 per year to cover the following expenses: books and supplies (about $1,200), travel (about $750) and other personal expenses (about $1,600).

The estimated “comprehensive” cost to attend Wabash during the 2019-2020 school year is, therefore, $58,570. You should plan on some increase in charges each year.

In 2019-2020, each semester’s bill will include:

<table>
<thead>
<tr>
<th>Costs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>21,935</td>
</tr>
<tr>
<td>Activities Fee</td>
<td>225</td>
</tr>
<tr>
<td>Health Center Fee</td>
<td>200</td>
</tr>
</tbody>
</table>

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."

The Health Center Fee covers expanded services provided by the Health Center, the Counseling Center, and the Wellness Center as well as the Health Center Reimbursement Program.
### 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 if they work the Wabash Internships and Student Employment (WISE) or Federal Work-Study (FWS) component of their financial aid award.

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 a trip deposit which is refundable immediately prior to departure.

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. Accommodation charges are payable by the student directly to the program.

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.

All students are required to live on campus, either in a fraternity or dormitory.

#### Payment of Fees

The Wabash College Business Office prepares invoices for the fall semester to be available online by June 1 with payment due on August 1, and on November 15 for the spring semester with payment due on December 31. Students may view their invoice online at webservice.wabash.edu/Student. Students may give access (we call this "person proxy") to their invoice to parents or other interested parties at webservice.wabash.edu/Student.

Students are required to confirm registration for the following semester by August 1 for the fall semester and December 31 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 has a satisfactory payment arrangement 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 de-registered 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 card, credit card or electronic check 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 4 and 5-month payment plans each semester. After June 1, students and families may enroll in a payment plan on the Student Finance tab on Wabash Self-Service. Students with current payment plans will not be charged late fees or interest.

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 is 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.

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 Student Loans, Federal Direct 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:

1. Direct Unsubsidized Student Loan
2. Direct Subsidized Student Loan
3. PLUS Loan
4. Pell Grant
5. TEACH Grant
6. SEOG
7. 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
The policies described herein apply to all students who withdraw during a semester for any reason.

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

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 Office each 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 re-registration 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.

1 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.
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 objectives stated above 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.
Students are encouraged to spend time in off-campus programs in the
United States or abroad in one of three ways: a full semester off campus;
summer study off campus; or a short-term, faculty-led Immersion Course
off campus.

Semester-Long Off-Campus Study

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) reviews and approves student proposals for off-
campus study as well as 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 (particularly their major/minor
requirements) with their academic advisor during the freshman year,
with any consideration of off-campus study. They should consult
their academic advisor, major/minor advisors, the Director of
International Programs, and program representatives. The off-campus
study application process is outlined on the International Center’s
website. (https://www.wabash.edu/international2/semester) This
website also provides information regarding off-campus study programs,
the most up-to-date information about requirements, and important
deadlines. Students will make their application 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 and program. To the greatest extent
possible, the amount and distribution of credit must be discussed and
determined in cooperation with the academic departments involved,
the Registrar’s Office, and the International Center. 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 OCSC approval.

Evaluation of Applications for a Semester Off Campus
The Off-Campus Study Committee (OCSC) evaluates applications
according to the following:

• Students must have junior status during their semester off campus.
The OCSC 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 After a Semester Off Campus
The International Center conducts pre-departure orientation programs
to aid students in preparing for off-campus study. It also conducts re-
departure 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 Off-Campus
Study Committee also seeks to evaluate off-campus programs by having
returning students fill out an evaluation questionnaire and discussing
their experiences with one of the International Center’s staff members.

Summer Off-Campus Study
Students who are unable to participate in a full semester off campus
may elect to study abroad or off campus during the summer. Most
students do this with the assistance of a third-party providing program.
Program timelines, course offerings, and costs vary widely. Interested
students can learn more from the International Center’s website (https://
www.wabash.edu/international2/summer) and staff.
Immersion Courses

Immersion Courses feature a faculty-led, short-term off campus study trip as part of a semester-long course which takes place on Wabash's campus. The College has a long history of offering Immersion Courses, and each academic year there are many courses available with either a domestic or international travel component. Wabash's Immersion Courses are unique in that they College covers nearly the full cost of the travel component, making this type of off-campus study financially accessible to every student. To review current Immersion Course offerings, see the Registrar's website (https://www.wabash.edu/registrar).

Some Other Guidelines

Wabash College expects a student to earn at least four (4) course credits during his semester away, 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 or business).

Students must obtain at least a C- grade to receive credit for any course 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 carry a credit value between three and five (3-5) 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 Off-Campus Study Committee.

Course Approval, Pre-Registration, and Off-Campus Study Transcripts

Students must have pre-approval for courses to be taught by non-Wabash faculty members 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's Office. Courses pertaining to Science, Mathematics, and Foreign Language must be approved by the chair of those departments.

Upon completion of semester-long or summer 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.
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 that their academic advising and preparation needs to be focused and specific. 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.

Internship

Internships allow Wabash students, to work and learn in a variety of off-campus organizations. Exploration of a possible career area, development of new skills (or recognition of established skills and abilities in a new setting), the challenge of confronting new ideas and problems, and the chance to make a contribution to our society are but a few of the uses Wabash students have found for the program.

The internship course is a non-divisional course worth the equivalent of one course credit that cannot be applied toward the 34 required for graduation. The course is recorded on the student’s transcript, and is graded according to Credit/No Credit option. Application for this course is made directly to the faculty member whom the student wishes to have supervise the internship. Internship applications are available from the Registrar’s Office. Registration in INT-298,398, and 498 is processed through the Registrar’s Office.

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: Professor Ed Hensley (hensleye@wabash.edu)

IU contact: Gretchen Handlos (ghandlos@indiana.edu)

How to get in the Pipeline

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ACC-201</td>
<td>Financial Accounting</td>
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<td>ACC-202</td>
<td>Management Accounting</td>
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<tr>
<td>ACC-301</td>
<td>Intermediate Accounting I</td>
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<tr>
<td>ECO-251</td>
<td>Economic Approach With Excel</td>
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<tr>
<td>ECO-361</td>
<td>Corporate Finance</td>
<td>1</td>
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Courses to take at Indiana University or Equivalent

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<td>Intermediate Accounting II</td>
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<td>Cost Accounting</td>
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<td>Tax Analysis</td>
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<tr>
<td>BUS-L201</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>BUS-A424</td>
<td>Auditing and Assurance Services</td>
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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 (https://is.byu.edu/description/ACC-241-M001). In 2017, the BYU course (ACC 241, Business Law in the Environment) cost $564.

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 Intermediate Micro 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.
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

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.
Prerequisites: ECO-101
Credits: 0.5
Distribution: Quantitative Literacy, Behavioral Science, Quantitative Skills

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

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, non-profits, 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.

Located at the Fusion54 building, on the third floor, the CIBE Programs include:

- Business Innovation Program (BIP)
- Project Management Intensive (PMI)
- LEAN Process Improvement Intensive
- Sandler Sales Method Intensive
- Unlocking Leadership with Emotional Intelligence Intensive (in partnership with the Wabash Democracy & Public Discourse Initiative)
- Entrepreneur in Residence Program
- Other shorter programs with partner organizations include: Coding Intensive, Excel Analysis Intensive, and AWS Intensive
- Summer Innovation Internships
- Dill Small Business Internships

In partnership with the Schroeder Center for Career Development, the CIBE programs continue support for the Financial and Marketing Immersion Programs, along with the respective Professional Immersion Experience (PIE) Trips. These are offered on a regular schedule. The Immersions provide for two days of pre-study and exploration with a three-day trip to New York, Chicago, Los Angeles, Denver, or Washington, D.C. These programs are highly competitive and students are only allowed to participate in one Immersion PIE Trip during their tenure at Wabash.

**CIBE Innovation Consultant Program**

The mission of the CIBE Innovation Consultant Program is to build a premier business and innovation co-curricular program that is recognized for academic excellence, professional effectiveness and personal accountability in a context that strives to be faithful to the ideals of the liberal arts education.

The CIBE Innovation Consultant Program is highly competitive and selective. It exists to ensure twenty graduating Consultants per year are well positioned to present to hiring firms, fellowships or graduate schools their strengths in critical thinking, problem-solving, leadership, communication, and analytical skills gained from their Wabash studies and additional training.

**CIBE Four I’s Strategy:**

CIBE Partners will be coached and supported through a Four I’s approach to training and real-world experiences. Consultants are guided through:

1. **Instruction:** Build on and supplement the Wabash academic education with BIP and other meaningful immersive opportunities to provide a solid foundation in business.
2. **Intensives:** Put student into sector-specific intensive that give them a deep-dive into industry-specific insights and exposure to the latest trends and best practices.
3. **Internships:** Provide student meaningful internship experience where they are able to combine Instruction & Intensives to put their knowledge to work.
4. **Involvement:** Engage students in real-world work on campus, and in the community to solve complex problems from business operations to marketing and data analytics.

**University of Notre Dame Pipeline & Other Programs:**

In 2015, Wabash signed a Memorandum of Understanding with the University of Notre Dame’s ESTEEM Masters program. ESTEEM is a one-year master of entrepreneurship (MS) that is awarded by the Mendoza School of Business and the College of Arts & Sciences. The MOU formalized a pipeline program that reserves two (2) seats in each ESTEEM cohort specifically for Wabash students. The prerequisites for admission to ESTEEM are a major in Biology, Chemistry, Physics, Computations Mathematics, or Financial Economics. ESTEEM is an intensive, one-year, full-time graduate degree program.

The CIBE has also assisted in negotiating other MOUs in business-related areas of post-graduate study with Indiana University Kelley School of Business, Indiana University O’Neil School of Public & Environmental Affairs (SPEA), Purdue University Krannert School of Business, and DePaul University Chicago.

For additional information, please contact Roland Morin, Director, CIBE or Alejandro Reyna, CIBE Senior Fellow.

**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 prehealth 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 (rogersji@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 Faculty Pre-Law Committee assists students who would like to consider pursuing a career in the law. Students with such an interest should meet as soon as possible with Professor Scott Himsel, the Pre-Law Advisor (himsels@wabash.edu). The Pre-Law Program includes the following components:

- information sessions at the beginning of each school year to introduce the Pre-Law Program;
- an annual Moot Court competition with alumni attorneys serving as tutors and judges;
- courses using legal cases or other law-related materials in Political Science, Rhetoric, Philosophy and other departments;
- Sophomore Prelaw Interviews;
- a bootcamp to help students prepare for the Law School Admission Test (the "LSAT");
- assistance with law school applications and selection;
- visits to campus by attorneys who speak about the practice of law;
- the annual Peck Lecture by an eminent lawyer and the Peck Dinner, where students network with alumni lawyers and the College confers student prelaw awards;
- on-campus presentations by law schools seeking to recruit Wabash students; and
- trips by Wabash students to visit law schools.

**Schroeder Center for Career Development**

Wabash prepares its students to meet their futures with confidence and clarity. The Schroeder Center for Career Development (SCCD) helps students to identify, develop, and experience civic and career leadership before they graduate. Through professional immersion trips and vibrant internships, students explore opportunities to reach individual career goals of employment, graduate school, or service opportunities. Whatever he can dream, we offer individualized programs and resources to help Wabash men get there.

**SCCD offers the following services to assist students:**

- Personal professional development counseling for all students
- Resume and cover letter guidance through 1-on-1 meetings with staff or trained Peer Career Advisors
- Personality type inventories and assessments, including StrengthsQuest
- Mock interviews, in person with alumni or online via a partner services
- Workshops, seminars, information sessions, panels and speakers on topics and industries
- Graduate school test and application assistance, including personal statement reviews
- Access to extensive online resources for career and internship listings

**Recruitment for 1st Destinations, Internships, Graduate School**

- On-campus recruiting and information sessions for full-time employment and summer internships
- Alumni networking advice, resources, and events on- and off-campus
- Off-campus career fairs in conjunction with our recruiting partners - two large events are held each year in Indianapolis
- Coordination of graduate school visits for Masters, Ph.D., JD and MD programs

**Career Exploration**

In partnership with the Center for Innovation, Business & Entrepreneurship, the SCCD provides support for the Financial Immersion Program and the Marketing Immersion Program, along with the respective Professional Immersion Experience (PIE) Trip. These are offered on a regular schedule. The Immersions provide for two days of pre-study and exploration with a three-day trip to New York, Chicago, Los Angles, Denver, or Washington, DC. These programs are highly competitive and students are only allowed to participate in one (1) PIE Trip during their tenure at Wabash.

**Professional Development Series**

The SCCD offers a Professional Development Series each year for students. The series is held during lunch-time sessions and some evening sessions with alumni speakers. Topics covered range from budget creation, and savings to your first apartment and how to tie the perfect double Windsor tie. The sessions are designed to help prepare students from across campus to gain a better understanding of life after Wabash and in some case, how to network while a student.
SCHOLARSHIPS

Every Wabash student and admitted applicant is automatically considered for all the scholarships for which he is eligible. Except for the Lilly Awards 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, and on-campus room and board.

Wabash College Honor Scholarships

Wabash annually offers Honor Scholarships without regard to financial need. The scholarships are based on 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-McTurnan-Arnold Honor Scholarship endowed by the generosity of Mr. and Mrs. Reid McLain, Mr. and Mrs. Clair McTurnan, and Mr. and Mrs. Kent Arnold; the Buren Fund Honor Scholarship endowed by the William Higgins - Buren Fund Administrative Committee, 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 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.

Scholarships

The following scholarships are awarded by the Financial Aid Office according to the criteria outlined by the benefactors at the time the scholarship was established. Students are not required to submit an application for these scholarships; however, students must submit a Free Application for Federal Student Aid (FAFSA) annually in order to receive any need-based scholarships. Awards may vary in number and value from year to year, and many may be renewable provided the recipient continues to meet the criteria established by the donor.

June D. Allman Scholarship: This scholarship was established by Wallace W. Allman ’51 in loving memory of his wife to provide support for Wabash scholarships.

Byron Randolph Russell and Edward Elbridge 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 Elbridge Ames, Class of 1903.

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.

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.

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.

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 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 residents of Indiana. Mr. Baur is Class of 1949.

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.

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.

Barry Bone Scholarship: Established by Phi Gamma Delta fraternity brothers and friends, the fund honors the memory of Barry P. Bone, Class of 1983.

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.

William P. ’85 and Jennifer J. Brady Scholarship: Established by Bill ’85 and Jennifer Brady, this scholarship provides support for students with demonstrated financial need, with preference given to students who would further the College’s interest in achieving the educational benefits of diversity. Bill and Jennifer credit Wabash College for changing their lives. They are ardent supporters of the liberal arts curriculum and Wabash’s mission to educate young men to think critically, act responsibly, lead effectively, and live humanely. Bill credits much of his success not only to the education he received in the classroom but also to the interactions and experiences with his fellow classmates outside the classroom. To effectively educate future Global leaders, Wabash needs to foster a diverse student body to better enrich the educational experiences for all students. Bill and Jennifer are honored to endow a scholarship for students to help Wabash fulfill this need.

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.

Ruth McB. Brown Scholarship

R. D. Brown Memorial Scholarships: These scholarships were established by Jean Brown Hendricks.

William Penn Bullock Scholarship: Established in honor of William Penn Bullock, Class of 1940, by his daughter Joanne B. O’Neal and friends, this scholarship is awarded to a junior or senior in the Economics Department with a high grade point average.

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.

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.

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.

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.

Martha A. Caperton Scholarship: This fund was established by a bequest from Mrs. Caperton, mother of Woods A. Caperton, Class of 1932.

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 grade point average 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.

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.

Class of 1936 Scholarship: Income from this fund is available to a junior or a senior who 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 or 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 1950, 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.

Dennis R. Cleaver Memorial Scholarship: Established by Chad ’00 and Maheen Cleaver, in memory of Chad’s father. Dennis Cleaver was an impassioned educator, who taught high school math and science for over 25 years. Mr. Cleaver was also a guest lecturer at Purdue University, where he taught math in the continuing education and Upward Bound programs. As a mentor and role model in the Lafayette community, Mr. Cleaver coached high school and youth baseball, while advising the Academic Decathlon teams at McCutcheon High School. Following a battle with kidney cancer, Mr. Cleaver passed away on September 18, 2004, though his legacy lives on through the many lives he touched through education, mentorship, and coaching. The scholarship will be awarded annually to students who have declared an academic major in the Natural Sciences Division I (biology, biochemistry, chemistry, mathematics, physics, or other majors that might be added to this Division) and who have demonstrated academic excellence by being named to the Dean’s list in at least one of the two semesters prior to the year of being awarded the scholarship.

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.

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.

Brett Coldiron and Lana Long Family Scholarship: This scholarship was established by Brett Coldiron ’78 and Lana Long to provide scholarships for qualifying students which first and foremost recognizes their merit achievements, but who are also selected for their well-rounded, exceptional leadership qualities as demonstrated by involvement in their communities, churches, civic organization, scouting programs, school extracurricular programs including to not limited to sports, theater, and clubs. First preference will be given to students from Kentucky. If no one is enrolled from Kentucky, then second preference is given to students from Oklahoma. Brett Coldiron, MD, attended Wabash as a scholar athlete from 1974 to 1978, followed by entrance into medical school at the University of Kentucky, subsequently completing his residencys in Internal Medicine, Dermatology, and Mohs Surgery. He married Lana Long, MD, in 1996. During his career, Dr. Coldiron has served as President of the American Academy of Dermatology and the American College of Mohs Surgery

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 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.

Wayne M. and Katherine G. Cory Scholarship: Income from this fund is used for scholarship purposes.
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.

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.

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 V ’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, enrolled in the Wabash-Kelley School Master of Science in Accounting Pipeline Program or the Dual-Degree Program in Engineering, fluent in foreign language, and who have demonstrated leadership in the Wabash community.

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.

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.

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.

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.

The Louis P. Fogarette ’48 Scholarship was established by Mr. Fogarette to provide scholarships to Chemistry or Biochemistry majors based on need and who maintain a minimum grade point average. The scholarship was created to enable students to complete their degree in Chemistry and apply their scientific knowledge to the many challenges ahead.

Joseph Foster Memorial Scholarship: This scholarship was established by Russell Foster Abdill in memory of his grandfather, Joseph Foster.

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.

**Theodore C. Frazer Scholarship:** This scholarship is supported by a fund bequeathed to Wabash by Ada W. Frazer, 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.

**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.

**Galen W. "Dutch" Freise Entrepreneurial Scholarship** supports scholarships for sophomores of good moral character who maintain a minimum grade point average; first preference to students who are residents of rural Illinois, and then other rural Midwest towns; and who plan to pursue a business or entrepreneurial career after graduation. Mr. Freise was born in rural Illinois and served in the U.S. Navy/V-12 program in World War II. He graduated from Wabash in 1948 with a degree in Economics and was a proud member of Sigma Chi fraternity. A successful businessman, Dutch was the foundation for the Dallas-Fort Worth Wabash College Alumni Association.

**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.

**David & Nancy Galliher Family Scholarship:** Established by David ’58 and Nancy Galliher, whose desire to give back to Wabash is inspired by the College’s mission to educate men to think critically, act responsibly, lead effectively, and live humanely. This scholarship will provide support for students with preference given in the following order: a) students from the city of Muncie or Delaware County, Indiana; if no eligible students then b) students from contiguous counties to Delaware County; if no eligible students then c) any student from Indiana.

**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 minimum grade point average 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.

**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.

**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 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 is to enroll in a program, approved by the Off-campus Study Committee, at a European Institution. Courses taken by the Scholar must include one or more in the history of Western Art. The Scholarship 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.

**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.

**Lucy Moore Grave Bequest:** Wabash College, Earlham College and DePauw University shared 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.

**Theodore G. Gronert/Harvey Price Class of 1935 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.

**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.

**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.
William H. (W1938) and Margaret R. Hamlin Scholarship: This fund was endowed by a bequest from Mrs. Hamlin.

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.

Robert J. Healey M.D. Scholarship Fund: Established by Patrick J. Healey ’76 and Diane W. Healey in honor of Patrick’s father, Robert J. Healey M.D., as a small token of appreciation for the privilege of completing his Wabash College degree during his fifth year at Wabash. This scholarship provides support for Wabash students who need to take classes beyond eight semesters in order to complete requirements for graduation at Wabash. Recipients will be determined by the Dean of Students in consultation with the Dean of the College and the Director of Financial Aid.

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.

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.

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.

Budimir and Angie Jovanovich Wabash Scholarship: Established by Ray Jovanovich ’84 in honor of his parents. Budimir Jovanovich stressed that “the greatest measure of a man is his legacy - improving the life of others and doing for those other than yourself.” The scholarship will be awarded annually to students in their sophomore, junior, or senior years. Junior and senior recipients must have declared a minor in Asian Studies; sophomore students will be selected based on their interest in declaring a minor in Asian Studies, and must declare an Asian Studies minor in order to continue to receive the scholarship. Students must be U.S. citizens and residents of the State of Indiana, with first preference given to students from Northwest Indiana. Recipients must maintain a cumulative 3.25/4.00 GPA, and must participate in one extra-curricular activity either on- or off-campus. As recipients of this Scholarship, students should demonstrate and further develop intellectual agility, confidence, and courage during their time at Wabash.

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.

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).

Kenney Family Endowed Scholarship: Established by Philip and Colleen Kenney, parents of Wabash graduates Vincent (Class of 2013) and Patrick (Class of 2018), to provide support for unrestricted scholarships.

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 who 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 incoming freshmen students who have a cumulative grade point average (GPA) of 3.5 or higher, have made a demonstrable impact on their local community, and are ranked in the top 10% of their high school graduating class, will be eligible for this scholarship. If class rank is not available, then the sole academic requirement will be a cumulative GPA of 3.5 or higher. The scholarship may be renewed for each of four years provided the student maintains a cumulative GPA of 3.5 or higher, and has made a demonstrable impact on the local community, ideally on campus or in Crawfordsville. If a student becomes ineligible to retain his scholarship, or if not enough incoming freshmen students meet eligibility requirements, then the scholarship may be offered to currently enrolled Wabash students who meet eligibility requirements, and these awards will be renewable for their remaining years at Wabash so long as they continue to meet the eligibility requirements.

Cyrus W. Knouff Loan Fund: Endowed by Cyrus W. and June D. Knouff, Class of 1898, to assist worthy students in acquiring an education.

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.

George M. Lee Scholarship: Established by his widow, Elizabeth C. Lee, this fund provides scholarship assistance to worthy students from Madison County, Indiana.

Class of 1968 George A. Lipsky Scholarship: This scholarship was established upon the 50th reunion of the Class of 1968 to honor Professor Lipsky, a distinguished member of the Political Science faculty from 1963 until his death in 1971. He served as Chair of the department, and received the Clair McTurnan Faculty Award for excellence and achievement as a teacher. Professor Lipsky was a man of enormous energies who taught in a variety of fields and who year after year was cited by seniors in their Dean’s interviews as one of the teachers who had the most effect on them. Dr. Lipsky’s extensive knowledge and firsthand experience with a wide array of cultures, religions, civilizations and natural resources provided students with a framework to analyze the strengths and weaknesses of nations and geographic regions. His enthusiasm for the subject matter at hand was infectious. George delighted in teaching Wabash students, and is fondly remembered by the many students who profited so much from his kind advice, counsel and concern. The scholarship provides support for juniors and seniors majoring in Political Science. To broaden their knowledge and interest in the study of geopolitics with a particular interest in Asia, each year the Department Chair will select a text representing the themes of world politics, geopolitical studies and/or international relations for presentation to each Lipsky Scholarship recipient.

Robert H. Long Family Endowed Scholarship: This scholarship honors the memory and extraordinary Wabash career and life of two beloved men, Robert Hargrave Long Sr. ‘39 (Bob) and Robert Hargrave Long Jr. ‘71 (Skip). In recognition of the thoughtful and giving spirits of the Long men, Skip’s family established this scholarship to enrich the lives of future Wabash men by providing support to students who excel in academics, and demonstrate leadership and integrity. To be awarded to an incoming freshman, the recipient must have demonstrated financial need, with preference given to a student who would further the College’s interest in achieving the educational benefits of diversity. Preference should be given to a student who received the scholarship the prior year provided he continues to meet the selection criterion and is a full-time student in good standing.

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.

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.

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.

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 who consistently maintains a minimum grade point average. 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 ‘52 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 was 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. 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.
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 aid 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.

R. Robert Mitchum Memorial: The fund provides a scholarship on the basis of financial need and maintaining a minimum grade point average, 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 of study, 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 has demonstrated financial need and maintain a minimum grade point average.

LaVerne Noyes Scholarship Foundation: This foundation provides scholarships for direct descendants of American veterans of World War I.

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.

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.

Christopher Passodelis, Sr. Scholarship: was established by Chris '84 and Bill '80 Passodelis and other Loyal Sons of Wabash. It will provide scholarships to be awarded annually on an equal basis and is renewable to eligible students in good standing.

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.

The Todd M. Peters '87 Fund for Athletic Team Managers/Trainers: This scholarship is awarded to a student athletic 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 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 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. Hutcheson '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 overcame tremendous odds and tragic circumstances, and deeply impressed the Powells 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.

Byron and Pauline Prunk Scholarship: This scholarship was established by Mr. Helen L. Prunk in honor of her parents, Dr. Byron F. Prunk, Class of 1892, and Pauline D. Prunk.

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.

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.

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.

Reader's Digest Foundation Scholarship: This scholarship was established in 1965.

Erna F. 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.

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.

Rudicel Family Scholarship: Established by Dr. Robert Rudicel '92 and Leigh Rudicel, this scholarship provides support for Wabash students from Indiana with demonstrated financial need. The Rudicel family strongly believes in Wabash's tradition of developing young men to think critically, act responsibly, lead effectively, and live humanely. They believe that Wabash College will inspire students, and give them the same opportunity for an unmatched education experience it has given to three generations of Rudicel men: Dr. Max H. Rudicel '66, Dr. Robert Rudicel '92, Alex Rudicel '19, and Austin Rudicel '20.

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.

Fred and Beverly Ruebeck Family Scholarship: Established to honor Fred Ruebeck '61 by his wife Beverly Ruebeck and sons Chris and David. The purpose of this fund shall be to support the mission and activities of Wabash College by creating a scholarship to be awarded to a first generation college student who maintains academic performance in accordance with the requirements found in the Wabash College Academic Bulletin and has demonstrated financial need according to Wabash's standards for need-based scholarship support. It is intended that this scholarship will follow the student through his time at Wabash College.

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.

Schultz Family Scholarship Endowment: This fund was established by Florence Schultz, whose family was in business in Crawfordsville over 50 years.

Dr. Martin R. See '74 Scholarship: Established by Patricia Brennan See to honor her husband, Dr. Martin R. See, this scholarship provides support to one or more Wabash students. The scholarship will be awarded annually with first preference to students in their junior and senior years who have declared a distinct interest in attending medical school after graduation and who have the academic preparation necessary to be accepted to medical school as identified by the Wabash Pre-Health Professions Advisor or their equivalent. If there are no eligible students who meet this criteria, then second preference will be to juniors or seniors who have declared a major in Biology. Third preference will be to award the scholarship to juniors or seniors who have declared a major in Biochemistry. The scholarship will be renewable to the same student during their junior and senior years, as long as the student meets the minimum requirements for continuation at the College each year as outlined in the Wabash College Academic Bulletin.

Roger '68 and Carol Senkbeil Glee Club Scholarship: Established by Carol Senkbeil in honor of her husband, Roger Senkbeil, Wabash Class of 1968, to provide scholarship support to active members of the Wabash College Glee Club. Roger Senkbeil loved music, tennis, golf, and was very active in the life of South Bend Civic Theater. Roger was President of the Civic Theater Board and a member of their board for a number of years as well. He was also an active member of this church choir at Clay United Methodist in South Bend, IN, for over 25 years. His love of music stems from his time at Wabash College when he sang in the Glee Club and tried to attend all of their reunions. The vision of this scholarship is for future generations of Wabash men to have their lives changed by attending Wabash college and experiencing the same Glee Club affiliation that roger enjoyed during his undergraduate years and throughout his adult life.

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.

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.

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. Jim Smith was a local businessman who grew up and resided in Crawfordsville, and maintained close ties to Wabash. Four of their sons are Wabash alumni.

Snodell Scholars: This limited-term program was established by Walt '68 and Kathy Snodell to make a Wabash College education available
to a greater number of students from outside the state of Indiana, with a primary focus aimed at the greater Chicagoland region. The Snodell Scholars program provides support in the form of both need-based and merit-based scholarships for students from the Chicagoland region.

**Lester Sommer Scholarship:** This scholarship was established by friends of Lester Sommer H’41 on the occasion of his 90th birthday.

**Frank H. and Abbie M. Sparks Memorial Scholarship:** Established by President and Mrs. Sparks and their friends, the fund helps meet the scholarship needs of young men attending Wabash College. The scholarship awards are made on the basis of academic achievement and financial need. Consideration is given first to applicants from Marshall County, Indiana, Dr. Sparks’ boyhood area, and then to residents of Indiana. Preference is given to students with high personal character and community service.

**Nancy A. and Wayne E. Stanberry Scholarship:** This scholarship supports students at Wabash College, and was established in their memory by their son, Thomas E. Stanberry ’76, former Trustee of the College.

**Waldo E. Stephens Scholarship:** Established in memory of Dr. Waldo E. Stephens H’72, by his wife Doris, the scholarship is awarded annually to a junior who plans a career of government service. When possible, preference will be given to students whose special interest is in international relations or international law.

**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.

**Harriet Benefiel Stokes Memorial:** Established by Merle B. Stokes, Class of 1905, this fund honors the memory of his mother.

**David Russell Stone Scholarship:** The fund was established by Mr. and Mrs. Charles T. Stone in honor of their son, David, Class of 1991.

**Lloyd Stull and James Lee Scholarship:** Established in 2016 by Dr. James Lee in memory of his husband, Lloyd Stull ‘83. This scholarship will be awarded with first preference to a student(s) from Montgomery County, Indiana, and with second preference to a student(s) from the State of Indiana, the State of Hawaii, or the State of Washington. Preference will be given to those students with an academic interest in Spanish or Pre-Health Professions. The recipients should also have an interest in public and community service. It is suggested that recipients read Mr. Stull’s book “The Souls of Quaking Pond.”

**Michael Swank Scholarship:** This fund was established by a bequest from Mr. Swank, Class of 1961.

**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.

**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 minimum grade point 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. If no Evansville students qualify or choose to attend Wabash, the College may award the scholarship to qualified students from Southwest Indiana, Southeast 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.

**Robert Alden Trimmer Memorial Scholarship:** Established by his family in memory of Robert Alden Trimmer ’66, to be awarded in part to a student “interested in building a better world.” Bob graduated from Wabash and died before he could begin graduate school. His mother wrote a book about his life, *So Small A Thing.* “In the beginning, Bob Trimmer cared about getting the most out of life; toward the end, he cared about what he would give it.”

**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 as long as the student maintains a minimum grade point average. The Turk Family Scholarship at Wabash was established by 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. The student must be outstanding in character, scholarship, personality, and leadership. The financial need of the student is taken into consideration.

**Harry L. “Red” Varner ’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.
Terrance P. Walsh Endowed Scholarship: Established with a gift from the estate of Terrance P. Walsh ’68, this scholarship is to be awarded annually to a student with demonstrated financial need who is at least a sophomore and majoring in English; the scholarship may be renewed as long as the student meets the criteria.

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 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 LL.D from Wabash.

David E. Wilson H’70 Scholarship in Mathematics: David E. Wilson H’70 was a professor of mathematics at Wabash College from 1966 until his retirement in 2000. Over his 34 years at Wabash, David taught and mentored several hundred mathematics majors and minors as well as a significant number of students completing their general mathematics requirement. David was the quintessential math professor: brilliant, soft-spoken, and kind. David’s wife, Aleeta Wilson, has established this scholarship in David’s name to support future Wabash men who share David's love of mathematics and of Wabash College. The scholarship will be awarded annually to students in their junior and senior years who have declared their interest in completing their Wabash degree as a mathematics major. If there are no junior or senior mathematics majors eligible to receive the scholarship, then the scholarship may be awarded to students in their freshman or sophomore years who have demonstrated an interest in declaring mathematics as a major as reported to their academic advisors and the Chair of the Mathematics Department, and as confirmed by demonstrated proficiency in lower-level mathematics courses.

Mary E. Wilson Memorial Scholarship: This fund was established by Frederick W. Wilson, Jr., Class of 1969, in memory of his mother.

Peter C. Wilson Scholarship: Peter C. Wilson ’84 values his education and is grateful that it extended beyond the classroom. As a member of the football team and an active member of his fraternity he felt it taught lessons and formed relationships he has drawn on throughout his life. Pete was a recipient of a merit scholarship while at Wabash, as were a number of his friends. One of his life goals is to provide that opportunity to others. This scholarship will be awarded to a student with need equal to or above the cost of full-tuition, and shall be renewable to the same student each year, for four years, as long as the student meets the minimum requirements for continuation at the College each year as outlined in the Wabash College Academic Bulletin. A new recipient will be chosen every four years.

Robert H. Winter, MD ’60 and Nancy R. Winter Endowed Scholarship: This scholarship is awarded annually to a student in good academic standing.

College Loan Funds

The College has funds from which students in need of assistance may borrow money to meet emergency situations. Eligibility and application for this support is administered through the Dean of Students Office. The principal funds which support loans to students are:

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.

**Rohman International Student Loan Fund:** Established in 1994 by Mr. and Mrs. Robert Rohman, 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-captain. 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 Welch & 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.

**Borinestein Memorial Outstanding Freshman in Chemistry Award** was established by the Chemistry Department in 2017 in memory of Luke Borinestein. Luke was known for his enthusiasm, generosity, talent, and drive in the pursuit of knowledge that he might use to better his community. This award is given annually to a freshman selected for both his aptitude for chemistry and commitment to the community.

**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 prize 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. Husting 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 Husting, Class of 1937, by his daughters Betsy Husting and Suzanne Husting Hutto and friends of Paul Husting.

Indianapolis Association of Wabash Men Scholar-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 and/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 Service Award is presented to the outstanding senior who has demonstrated commitment and support of MXIBS programs. In
summary, he has been engaged since day one of his membership and has gone above and beyond to ensure the success of the MXIBS.

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 Zwinglei McLain, a professor of Greek and Secretary of the Faculty, 1874-1907.

Caleb Mills Award in Education Studies: 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.

Lewis S. Salter Pep Band Award: Established by Jim Davlin V'85 and Jane Davlin, this award is given to the recipient of the Lewis S. Salter Scholarship. The scholarship and award are given to an active member of the Pep Band in honor of the donor's common experience with President Salter as a member of the Pep Band.
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.
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 (2018-2019).

Faculty Committees 2018-19

Term of appointment in parentheses

Elected Representatives

ACADEMIC HONESTY APPEALS

E. Wetzel (2017-20)
M. Carlson (2016-19)
B. Horton (2018-21)

ACADEMIC POLICY

S. Feller, e.o.

Div. I:   P. Schmitt (2017-19)
         A. Ingram (2018-19)

Div. II:  G. Redding (2018-20)
         D. Mohl (2018-19)

Div. III: M. Wells (2017-19)
         E. Olofson (2017-19)

At. Large: S. Drury (2018-20)

M. Raters, e.o.
J. Jump, e.o.
A. Taylor, e.o.
J. Abbott, e.o.
M. Abbott, e.o.
J. Burnette, e.o.

CURRICULUM APPEALS

J. Jump, Registrar, e.o.
M. Raters, e.o.
Div. I:   A. Ingram
Div. II:  G. Redding
Div. III: M. Wells

CO-CURRICULAR TRANSCRIPT

Div. I: P. Schmitt
Div. II: D. Mohl
Div. III: E. Olofson

BUDGET

K. Cooks, chair, e.o
G. Hess, e.o.
S. Feller, e.o.
J. Cherry (2017-19)
F. Howland (2017-20)

COMMITTEE ON COMMITTEES

S. Feller, e.o.
P. Burton (2016-19)
A. Trott (2017-20)
P. Bost (2018-21)

FACULTY DEVELOPMENT

H. Walsh (2018-21)
J. Lamberton (2018-19)
C. Byun (2017-20)
S. Feller, e.o.
A. Taylor, e.o.
J. Abbott, e.o.
J. Burnette, e.o.

FACULTY SECRETARY

R. Warner (2014-19)

FINANCIAL AID/ADMISSIONS

L. Porter, chair (2017-19)
M. Pittard (2016-19)
J. Drury (2018-21)
C. Timmons, e.o.

GLCA ACADEMIC COUNCIL

B. Wickkiser (2018-19)
D. Mong (2017-20)

GRIEVANCE COMMITTEE

C. Hughes (2017-20)
J. Hardy (2017-20)
D. Nelson (2017-19)
L. Porter (2017-19)
A. Ingram (2018-21)

VISITOR TO BOARD OF TRUSTEES

J. Hardy (2017-19)

APPOINTMENTS BY COMMITTEE ON COMMITTEES

ATHLETICS

S. Thomas (2016-18)
G. Redding (2017-19)
K. Brumett (2018-20)
J. Baer, F.A.R., e.o. (2017-22)
M. Tanney, e.o.
M. Elizondo, e.o.
COLLEGE LECTURE AND FILM
J. Beck
J. Cherry (2017-19)
G. Gomez (2018-20)
S. Albrecht
S. Jones, e.o.
G. Hess, e.o.
V. Benge, e.o.

ENVIRONMENTAL CONCERNS
C. Hughes (2018-20)
E. Morton (2017-19)
B. Carlson (2018-20)
D. Morgan, e.o.

GENDER ISSUES
C. Healey (2018-20)
E. Freeze (2017-19)
A. Strader (2018-20)
C. Benedicks (2018-20)
D. Rogers (2018-20)

GRADUATE FELLOWSHIPS
E. Freeze (2017-19)
S. Morillo (2018-20)
E. Sorensen-Kamakian (2017-19)
S. Albrecht, e.o.
Z. Koppelmann, e.o.

MULTICULTURAL CONCERNS
S. Thomas (2017-19)
E. Wetzel (2018-20)
E. Poffald (2017-19)
M. Welch, e.o.
N. Jones, e.o.
A. Weir, e.o.
S. Jones, e.o.

OFF-CAMPUS STUDY & INInternational STUDIES
J. Hartnett, chair (2018-20)
B. Royalty (2017-19)
K. Quandt (2018-20)
M. Wells (2017-19)
R. Spencer (2018-20)
E. Hollander (2018-20)
R. Barclay
A. Weir, e.o.

PRE-ENGINEERING
J. Brown (2018-19)
C. McKinney (2018-20)

PRE-HEALTH SCIENCES
H. Walsh (2017-19)
P. Burton (2018-20)
L. Wysocki (2018-20)
C. Hughes (2018-20)
P. Schmitt (2017-19)
J. Rogers, e.o.
M. Raters, e.o.

PRE-LAW
M. Carlson (2017-19)
W. Turner (2018-20)
S. Himsel (2017-19)

SECONDARY LICENSURE PROGRAM
M. Pittard
R. Warner
J. Hardy
K. Ansaldi
H. Walsh
J. Martin
D. Seltzer-Kelly, e.o.
M. Welch, e.o.
A. Phillips, e.o.

TEACHING & LEARNING
K. Quandt (2018-20)
S. Saha (2018-20)
A. Trott (2017-19)
T. Pearson, e.o.
A. Elam, e.o.
C. Benedicks, e.o.
N. Schmitzer-Torbert, e.o.

COMMITTEES WITH MEMBERSHIP BY ADMINISTRATIVE APPOINTMENT
ASIAN STUDIES MINOR STEERING COMMITTEE
D. Blix (2018-20)
S. Saha (2018-20)
D. Rogers (2018-20)
S. Morillo (2017-19)
C. Healey (2018-20)

BLACK STUDIES MINOR STEERING COMMITTEE
T. Lake
R. Warner
A. Pouille

BUSINESS MINOR STEERING COMMITTEE
P. Thompson (2017-19)
F. Howland (2017-19)
A. Trott (2017-19)
J. Drury (2018-20)
Z. Koppelmann (2018-20)

COLLOQUIUM
D. Blix
C. McKinney

COMMITTEE FOR INSTITUTIONAL IMPROVEMENT
T. McDorman, co-chair
J. Jump, co-chair
P. Bost
H. Thrush
J. Brown
M. Welch
N. Schmitzer-Torbert
G. Phillips
C. Timmons
J. Klen
C. Snellenbarger
D. Dalenberg, e.o.

COMMUNITY ENGAGED LEARNING
T. Lake (2018-20)
R. Spencer (2017-19)
E. Wetzel (2017-19)

FACULTY ATHLETIC REP (FAR)
J. Baer (2017-22)

FACULTY PARLIAMENTARIAN
W. Turner (2018-19)

FILM AND DIGITAL MEDIA MINOR STEERING COMMITTEE
J. Cherry
M. Abbott
D. Mohl
E. Morton
M. Weedman

FINE ARTS RECRUITING
J. Makubuya
D. Mong
M. Weedman
C. Timmons, e.o.
M. Abbott, e.o.

FRESHMAN SEMINAR DIRECTORS
E. Olofson (2018-20)
B. Royalty (2016-19)

FRINGE BENEFITS
E. Hollander (2016-19)
P. Rager (2016-19)
W. Novak (2017-20)
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Matthew Joseph Bailey
William Patrick Bernhardt
Jacques Robert Boulai
Brent Anthony Breese
Connor James Brooks
Nicholas David Budler
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Caleb Tate Larson
Joseph Andrew Lenkey
Jacob Matthew Miller
Dustin Ryan Miller
Thang Xuan Nguyen
Oliver Francis Page
Cole Allan Payne
Anish Rauniyar

Cum Laude
Ngoc Minh Dang
David Alexander Daugherty
Quan Minh Do
Evan Maxwell Frank
Charles Robert Frey
Cheng Ge
Summa Cum Laude

William Ignatius Amberger
Joseph Tyler Bertaux
Quinn Alan Cavin
Kenneth Wallace Cox
Ian Michael Finley
Zachary Thomas Havlin
Cal Stuart Hockemeyer
Matthew James Hodges
Matthew Warren Hopkins
Isaac John Hunter
Erich Henry Lange
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Joseph Dominic Patacsil
Andrew Ricardo Puente
Max Elliot Von Deylen

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Joseph Tyler Bertaux
Brent Anthony Breese
Nicholas David Budler
Sergio-Steven Matthew Cobos
Zachary Thomas Havlin
Cal Stuart Hockemeyer
Matthew James Hodges
Matthew Warren Hopkins
Ahad Ahmad Khan
Erich Henry Lange
Joseph Andrew Lenkey
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Yongjin Yi

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Joseph Harrison Ballard
Nathan William Gray
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Benjamin James Kiesel
Alexander Michael Pittsford
Samuel D. Stephenson

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Baldwin Prize in Oratory
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Ian W. Gale, 2nd
Benjamin Garald Manahan, 3rd

James E. Bingham Award
William Ingnatius Amberger
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Borinstein Memorial Outstanding Freshman in Chemistry Award
Andrew William Jamison

John Maurice Butler Prize for Scholarship and Character
Ian Michael Finley

Ernest G. Carscallen Prize in Biology
Joseph Andrew Lenkey

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Kenneth Wallace Cox
Thang Xuan Nguyen

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Vincent Paul D'Angelo

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Graham Antony Joseph Redweik '16

J. Harry Cotton Philosophy Prize
Nicholas David Budler

Joseph Johnston Daniels Prize in Constitutional Law
William Spencer Osborn

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Justin Michael Raters
Heath Michael Whalen

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Marlon Jermaine Lewis, Jr.

Cesar Julian Martinez

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Zachary Thomas Havlin

Robert S. Edwards Creative Writing Award
Joseph Dominic Patacsil

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Samuel D. Stephenson

Walter L. Fertig Prize in English
Yongjin Yi
Jordan Lee Ogle

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Theodore Michael Lupinski

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Jonathan Darius Murdock
William Patrick Maloney

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Zachary Matthew McKinney

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Sheldon Lee Slusser

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Matthew James Hodges
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Austin Douglas Chivington
P. Chukwunualu Chukwuma
Titus Daniel Edwards
Benjamin Alan Grubbs
Wesley Everett Slaughter

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Nieshaal Thambipillay
Paul J. Husting Award for Outstanding Work in Art
David Edward Thomas

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Erich Henry Lange

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Cal Stuart Hockemeyer
Erich Henry Lange

Kloth Design and Technical Theater Award
Ian Michael Little

Kudlaty Senior Spanish Award
Ian Michael Finley
Joseph Dominic Patacsil

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Bryce Lawrence Bridgewater

Annie Crim Leavenworth French Prize
Jacques Robert Bouilais
Brent Anthony Breese

Erminie C. Leonardis Theater History Award
William Patrick Maloney

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Erich Henry Lange

George D. Lovell Award
Elijah Steven Shadwick

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Jaleel Lucas Grandberry

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Eric J. Wetzel

McLain-McTurnan-Arnold Research Scholar
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Anthony Steven Eley
Mitchell Paul Homan
Byshup Kourtland Rhodes

John N. Mills Prize in Religion
Jacob Lee Chrisman, 1st
Benjamin Allen Cox, 2nd
John Carlos Kirts, 2nd

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Jacob Matthew Miller

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Matthew Warren Hopkins

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Benjamin Del Crum
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Joseph Andrew Lenkey

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William Ignatius Amberger

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Ian Michael Finley
James Gabriel Chedid

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Oliver Francis Page

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Joseph Harrison Ballard

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Matthew James Hodges

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Robert James Reed
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Alexander Michael Pittsford

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Austin Douglas Chivington
Samuel Locke Henthorn
Andrew Steven Merced
Kevin Lee Ballard-Munn
Mason Roarke Tollar

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Christian James Wirtz

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Rensselaer, IN
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Crown Point, IN
SaVonne Xavier Bennette
Lawrenceville, GA
<table>
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<th>City/State</th>
<th>Address</th>
<th>City/State</th>
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<td>Crown Point, IN</td>
<td>Brady M. Gossett</td>
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<td>Russell Joseph Bernard</td>
<td>Indianapolis, IN</td>
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<td>Chicago, IL</td>
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<td>Joseph Tyler Bertaux</td>
<td>Noblesville, IN</td>
<td>Jordan Louis Greenwell</td>
<td>Newburgh, IN</td>
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<td>Jacques Robert Boulais</td>
<td>Indianapolis, IN</td>
<td>Blake Hunter Guinn</td>
<td>New Richmond, IN</td>
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<td>Ethan Hudson Boyd</td>
<td>Cloverdale, IN</td>
<td>Wyatt Edmund Gutierrez</td>
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<td>Brent Anthony Breece</td>
<td>Hobart, IN</td>
<td>Connor O'Neal Guzior</td>
<td>Schererville, IN</td>
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<td>Bryce Lawrence Bridgewater</td>
<td>Indianapolis, IN</td>
<td>Griffin Dantzler Hall</td>
<td>Rockford, MI</td>
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<td>Connor James Brooks</td>
<td>West Lafayette, IN</td>
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<td>Fishers, IN</td>
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<td>Lucas Gregory Bucina</td>
<td>Indianapolis, IN</td>
<td>William Andrew Harmon</td>
<td>Crawfordsville, IN</td>
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<td>Sugar Grove, IL</td>
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<td>Rithy Sakk Heng</td>
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<td>Cheng Ge</td>
<td>CHINA</td>
<td>Braxton Alexander Moore</td>
<td>Peru, IN</td>
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<td>City, State</td>
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**Juniors—Class of 2020**

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David Ortega  
Zachary George Ostrowski  
Keith Anthony Owen  
Colton Blake Page  
Connor Allen Phelps  
Darian Tait Phillips  
Alexander Michael Pittsford  
Luke Paul Podgorny  
William Michael Polen  
Kordell Austin Prescott  
Elliot Reuben Qualkinbush  
Calvin Jeffrey Ramsey  
Christian E. Redmond  
Steven Todd Reidell  
Michael Joseph Reising  
James Austin Ridley  
David W. Riggs  
Jacob Andrew Riley  
Jesus Alejandro Rodriguez  
Austin Michael Rudicel  
Wasifur Rahman Ruhan  
Franklin Graves Russel  
Simran Singh Sandhu  
Bennett Alexander Sayre  
Robert Edward Scheele  
Darden H. Schurg  
Elijah Steven Shadwick  
Abdurahim Camron Shahrani  
Spencer Thomas Shank  
Kevin Patrick Sheridan  
Aaron Robert Sikorski  
Jacob D Slager  
Anthony Joseph Solano  
Timothy Steven Stark  
Jonathon Tyler Stephens  
Samuel D. Stephenson  
Jared Michael Strehl  
Kyle Reiss Stroh  
Drew Alan Stults  
Ballard Trent Suiter  
Arlen Rozell Taliaferro  
Michael Alexander Tanchevski  
Brayton Dallas Taylor  
Jacob W. Taylor  
William Clark Tindel  
Mason Roarke Tollar  
Marcus Alec Torres  
Pierce Davis Van Houten  
Abdoulie Waggeh  
John Robert Wagner  

Fort Wayne, IN  
Knightsstown, IN  
Hammond, IN  
Geneva, IL  
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Covington, IN  
Mishawaka, IN  
Ellettsville, IN  
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North Vernon, IN  
Centerville, OH  
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Kansas City, MO  
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Indianapolis, IN  

John Henry Wallace  
Henry Joseph Wannemuehler  
Kyle D. Warbinton  
Nicholas James Weaver  
Aaron Jameson Webb  
James Anthony Williams  
Hunter Durbin Wilson  
Austin Bradley Yeomans  
Nathan Raphael Young  
Ifrat Zaman  
Harold L. Zucca  

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Casey L Akers  
Jackson Alexander Albrecht  
Erik David Anderson  
Jacob Cameron Anderson  
Samuel Rock Anderson  
Matthew John Ann  
Joshua Andrew Arambula  
Javier R Araujo  
Joel Timothy Bailey  
Miguel Andre Ballestas  
Austin John Bethel  
Maxwell Edward Bishop  
Thomas Juan Bolen  
Brandon Q Bowell  
Riley Robert Brennan  
Conner J Brens  
Daniel B Brewer  
Blair B Broady  
Simon Callahan Brumfield  
Seth Stanley Buresh  
Logan Austin Butrum  
Drew C Buttram  
Isaiah James Campbell  
Caleb L Carpenter  
Patrick James Carper  
Kory William Cavanaugh  
Matthew Bradley Chinn  
Austin Douglas Chivington  
Praise Chukwunalu Chukwuma  
Anthony M Cicciarelli  
Trashan William Clemens  
Brice Evan Clesi  
Maximilian Eric Cobos  
Nicholas Wade Costin  
Jared Joseph Cowan  
Jax Ambrose Crawford  
Daniel Ignacio Cuevas  
Jack Richard Davidson  
Joseph D Deiser  

Tucson, AZ  
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South Bend, IN  
Beech Grove, IN  
Thomasville, GA  
Galveston, IN  
BANGLADESH  
Clinton, IN  
Crown Point, IN  
Crawfordsville, IN  
Carmel, IN  
Decatur, IL  
Indianapolis, IN  
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El Paso, TX  
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Mount Vernon, FL  
Belding, MI  
Indianapolis, IN  
Long Beach, MS  
Warsaw, IN  
Plainfield, IN  
Covington, IN  
Goodyear, AZ  
Dunkirk, IN  
Holland, MI  
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Evansville, IN  
Indianapolis, IN  
Owensville, IN  
Indianapolis, IN  
Granger, IN  
Pittsboro, IN  
Marion, OH  
NIGERIA  
Brownsburg, IN  
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Fort Wayne, IN  
Greencastle, IN  
Westfield, IN  
Indianapolis, IN  
Hammond, IN  
Fishers, IN  
Fort Wayne, IN
Benjamin Thomas Dermody
Laporte, IN
Evan Michael Jones
Lebanon, IN

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Montezuma, IN
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Indianapolis, IN

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Merrillville, IN
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Munster, IN

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Jasper, IN

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Mount Vernon, IN

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Maxwell, IN
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Valparaiso, IN

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POLAND
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Lake Villa, IL
Keegan Jones Kirkwood
Westfield, IN

Charles Donald Esterline
Brownsburg, IN
Keith Allen Klein
Wheaton, IL

Jalen T Fielder
Merrillville, IN
Benjamin Patrick Klimczak
Mill Creek, IN

Benjamin C Filippi
Mason, OH
Nicholas Ian Kobs
Decatur, IN

John J Filippi
Terrace Park, OH
Justin Carlton Kopp
Avon, IN

Walker Shane Fisher
Martinsville, IN
Maxwell Joseph Kurkowski
Plainfield, IN

Max Andrew Flinchum
Noblesville, IN
Eric Anthony Lakomek
Saint John, IN

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Summerville, GA
Corbin James Landrum
Huntington, IN

Andrew James Freck
Marion, IN
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Hammond, IN

Joe Daniel Garcia
San Juan, TX
Joseph Charles LaRue
Dublin, OH

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Indianapolis, IN
Kase Bradley Lawson
Clinton, IN

Avery Stormm Garnett
Pittsboro, IN
Benjamin Ragnar Leander
Wheaton, IL

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Charles Andrew Leblanc
Carmel, IN

Mason Noah Gaskin
Linden, IN
Seongheum Lee
KOREA

Brayden Lee Gilliland
Crawfordsville, IN
Tony Lee
China

Patrick Michael Gilvary
Milwaukee, WI
Michael Joseph Lesch
Indianapolis, IN

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Lowell, IN
Riley Joseph Lomenick
Winfield, IL

Devin D Guard
Crawfordsville, IN
Bryce Ryan Loose
Bloomington, IN

Peyton Q Guidry
Camby, IN
Hansel Uriel Lopez Garcia
Waukegan, IL

Joel M. Gunderman
Carmel, IN
Benjamin Garald Manahan
Monticello, IN

Kaleb Patrick Guzior
Schererville, IN
Parker Thomas Manges
Fort Wayne, IN

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Samuel C Marksberry
Seymour, IN

Paul W Haesemeyer
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Hunter Logan Marsh
Monrovia, IN

Ryan Scott Hahn
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Pittsboro, IN

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Cesar Julian Martinez
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Kyle L Hatch
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Newburgh, IN
Payton Allen Mead
Plainfield, IN

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Collin J Meggison
Liberty Mills, IN

Peyton E Hicks
Butler, IN
Blake Thomas Miller
Rossville, IN

Tomas F Hidalgo
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Christian Devuaghn Miller
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Nikko Kiyoshi Morris
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Marion, IN

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VIETNAM

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Borden, IN
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VIETNAM

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Tung Duy Nguyen
VIETNAM

Mathew B Ireland
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Cung C Nier
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Jambalorj Ochirpurev
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Derek John O'Connor
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**Freshmen - Class of 2022**

- Keith Edward Abramson  
- Elijah Dennis Akers  
- Cristian Antonio Aleman-Gonzalez  
- Luis Antonio Amaro  
- Devon Michael Anderson  
- Joseph S Annee  
- Vasilios Diamantis Antonopoulos  
- Benjamin Lucas Arruza  
- George Anthony Azar  
- Calum O'Neill Bailey  
- Dakota Jackson Baker  
- Jackson Merit Baldwin  
- Kevin Lee Ballard-Munn  
- Alexander Jay Barr  
- Daniel Robert Bass  
- Wesley William Bedwell  
- Lucas Anthony Bender  
- Adam Philip Berg  
- Jason Michael Berry  
- Maxwell Alexander Bigler  
- Joshua D Blackburn  
- Samuel P Bleisch  
- Drew Michael Bluethmann  
- Robert Scott Borland  
- William James Borland  
- Nathaniel Denham Bowman  
- Andrew Robert Boyer  
- Garrison J. Brinkerhoff  
- Joshua Paul Brogi  
- Tony P Brunenkant  
- Avon, IN  
- Westfield, IN  
- El Paso, TX  
- Alamo, TX  
- Kokomo, IN  
- Indianapolis, IN  
- Tinley Park, IL  
- Fort Wayne, IN  
- Valparaiso, IN  
- Noblesville, IN  
- Crawfordsville, IN  
- Mount Vernon, IN  
- Creve Coeur, IL  
- Muncie, IN  
- Hoopeston, IL  
- Sullivan, IN  
- Zionsville, IN  
- Tacoma, WA  
- Coral Springs, FL  
- Colleyville, TX  
- Indianapolis, IN  
- Noblesville, IN  
- Greenfield, IN  
- Huntington, IN  
- Huntington, IN  
- Ladera Ranch, CA  
- Granger, IN  
- Brownsburg, IN  
- College Park, MD  
- Tucson, AZ
Austin Michael Bryant  
Indianapolis, IN  
Jose Malik Franco  
Bronx, NY

Liam K Buckley  
New York, NY  
John Reed Frey  
Carmel, IN

Daniel Joseph Burkert  
Avon, IN  
Zavier Makenzie Fullingim  
Bloomingdale, IN

Marcos Guillermo Cadenas  
Mission, TX  
Jarett D Gaff  
Elkhart, IN

Nicholas Joseph Caputo  
Valparaiso, IN  
Ian W Gale  
Avondale, AZ

Nicholas Price Carson  
Carmel, IN  
Seth Daniel Gallman  
Greenwood, IN

John T Castanias  
Indianapolis, IN  
Davionne Marquese Garrett  
Michigan City, IN

Andrew Robert Castellano  
Indianapolis, IN  
Matthew Thomas Gibbs  
Jackson, MO

Isaac Joseph Cloran  
Zionsville, IN  
Cade Anthony Girgenti  
Chesterton, IN

James Patrick Cloud  
Indianapolis, IN  
Daren August Gore  
Indianapolis, IN

John Miles Clutter  
Whitestown, IN  
Graham Walker Davis Gnagy  
Fort Wayne, IN

Johnathan Kennyth Coleman  
Muncie, IN  
Andrew L Gonczarow  
Crawfordsville, IN

Jonathan Andrew Collier  
Martinsville, IN  
Nicholas Keith Goode  
Roachdale, IN

Zachary Christopher Colpaert  
Berne, IN  
Alexander Cole Goodnight  
Brownsburg, IN

Noah Thomas Compton  
Greenwood, IN  
Shea Charles Goss  
Lancaster, OH

Jorge Oscar Correa  
San Juan, TX  
Robert Michael Gossett  
Indianapolis, IN

Emerson Alan Courter  
Evansville, IN  
Cameron Austin Graham  
Lafayette, IN

Clarke Criddell  
Calumet City, IL  
Wade Gerald Haesemeyer  
Billings, MT

Jalyn Terrell Crittenden  
Indianapolis, IN  
Ali Ibrahim Hakim  
Trail Creek, IN

Casey Jonathon Crozier  
Galveston, IN  
William Patrick Hamilton  
Indianapolis, IN

Benjamin Del Crum  
Plainfield, IN  
Benjamin Robert Handley  
Gaylord, MI

Latham Lauren Davies  
Dallas, TX  
Jake Matthews Handley  
Dana, IN

Solomon Augustus Davis  
Washington, IN  
Drayden Daryl Hansen  
Brownsburg, IN

Timothy A Davis  
Valparaiso, IN  
Samuel Joseph Hansen  
Indianapolis, IN

Tyler Andrew Dearing  
W Lafayette, IN  
Gordon Donald Harman-Sayre  
Greenwood, IN

Emanuel Jose DeLeon-Lara  
Lafayette, IN  
Brailen Jabrill Harrington  
Indianapolis, IN

Emiliiano Delgado  
El Paso, TX  
Richard Alan Harris  
Crawfordsville, IN

Ethan Samuel Demaree  
Shelbyville, IN  
Trystin James Harrison  
Michigan City, IN

James R Despain  
Indianapolis, IN  
William King Harvey  
Waveland, IN

Nicholas Edward Devaney  
Crown Point, IN  
John William Hegwood  
Greenwood, IN

Hunter Thomas Diagostino  
Pittsboro, IN  
Rodney Lee Hendricks  
Terre Haute, IN

Ian Bradley Dickey  
Batesville, IN  
Timothy Christian Herring  
Jacksonville, FL

Aaron Michael Dowdle  
Argos, IN  
Benjamin C High  
Fort Wayne, IN

Conner Daniel Dunegan  
Clinton, IN  
Porter Andrew High  
Greencastle, IN

Mason Francis Durrett  
Fairland, IN  
John Charles Holle  
Chagrin Falls, OH

Justin Michael Dusza  
La Porte, IN  
Malik Joseph Hoover  
Crown Point, IN

Evan Paul Dutrow  
Brazil, IN  
Garrett Thomas Horn  
Columbia City, IN

Mitchell Ryan Dzurovcik  
Crown Point, IN  
Peyton Jaymes Howe  
Fort Wayne, IN

Jeremiah Price Eaton  
Munster, IN  
Jestin James Hunter  
Batesville, IN

Samuel Steven Ecenbarger  
Mulberry, IN  
Andrew William Jamison  
Pendleton, IN

Jayden J Edwards  
Indianapolis, IN  
Yuhao Jiang  
CHINA

Henry O’Neal Egan  
Indianapolis, IN  
Matthew Joseph Johnston  
Indianapolis, IN

Matthias Benjamin Einterz  
Zionsville, IN  
Levi Hunter Jones  
Lebanon, IN

Robert Allen Israeil  
Carmel, IN  
Spandan Joshi  
NEPAL

Cooper McGee Fark  
Boonville, IN  
Joseph Walter Julian  
Mount Vernon, IN

William Jacob Fecht  
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William Dennis Kadel  
Whitestown, IN

Kamron Foster Ferguson  
Indianapolis, IN  
Joseph Hermann Kafer  
Indianapolis, IN

Trey Atlee Filbrun  
Flora, IN  
Joshua Martin Kaminski  
Lafayette, IN

Samuel Alan Fisher  
Indianapolis, IN  
Anar Khashbat  
MONGOLIA

Andrew Scott Fleming  
Indianapolis, IN  
Sam T Kinnett  
Indianapolis, IN

Reese Michael Fokine  
Rockford, OH  
Philip Alan Kirkland  
Fort Worth, TX

Joseph John Forchetti  
Granger, IN  
Cameron Andrew Klabunde  
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<td>Alan Javier Palacios</td>
<td>Las Vegas, NV</td>
<td>Trevor Ray Snipes</td>
<td>Lawrenceburg, IN</td>
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<tr>
<td>Bryce Wilson Panozzo</td>
<td>Columbus, IN</td>
<td>Cody G Snook</td>
<td>Crown Point, IN</td>
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<tr>
<td>Reagan J Perkins</td>
<td>Clarks Hill, IN</td>
<td>Mike Anthony Sorcia</td>
<td>Alamo, TX</td>
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<td>Colby Allen Phebus</td>
<td>VIETNAM</td>
<td>Dylan Michael Sprong</td>
<td>Morgantown, IN</td>
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<tr>
<td>Thai Q Phung</td>
<td>South Bend, IN</td>
<td>Seth Cooper Staples</td>
<td>Simpsonville, KY</td>
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<tr>
<td>Patrick Krzysztof Piesyk</td>
<td>Indianapolis, IN</td>
<td>Joshua Thomas Myers</td>
<td>Indianapolis, IN</td>
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</tbody>
</table>
Nicholas Wade Strader
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Fort Worth, TX

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Kenaniah Alan Williamson
New Castle, IN

Dusten William Wilson
Logansport, IN

Elisha Omar Wilson
Fort Wayne, IN

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Centerville, IN

Riley James Woodward
Valparaiso, IN

Andrew James Wright
Monticello, IN

Jonathan William Young
Michigan City, IN

Mason W Young
Galveston, IN

James Seth Younker
Lafayette, IN

Christian Isaiah Zeffel
Fillmore, IN

Ryan Joseph Zientara
Tinley Park, IL
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 ensures 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. **Two course credits in Laboratory Science**
As an essential component of liberal arts education, coursework in the natural sciences engages the student in the theoretical and quantitative understanding of scientific 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. **Two course credits in Quantitative Literacy**
The Quantitative Literacy requirement complements other distribution area requirements by ensuring participation in courses that provide a broad exposure to problem-solving 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, and the ability to understand, construct and critique arguments founded on quantitative information. Courses used to meet the Quantitative Literacy requirement will not count toward other distribution course requirements.

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 nine (9) course credits and may additionally require co-requisite 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 no less than five (5) and up to eight (8) course credits and may additionally require co-requisite 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 midsemester 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 I, FRE-201 Intermediate French, CHI-201 Intermediate Chinese I, 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:

      | Code   | Title                      | Credits |
      |--------|----------------------------|---------|
      | 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   | 0.5-1   |
      | 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 Writing: 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 | 0.5-1 |
      | RHE-201| Reasoning & Advocacy      | 1       |
      | RHE-220| Persuasion                | 1       |
      | RHE-290| Spec. Topics: Language Studies | 0.5-1 |
      | RHE-387| Independent Study/Lang Studies | 0.5-1 |
      | THE-210| Playwriting               | 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 from at least two departments: This group includes courses in Economics, Political Science, and Psychology and EDU-101 Intro to Child & Adolescent Development. DV3-252 Stats Soc Sciences and PSY-204 Principles of Neuroscience do not satisfy this requirement.

d. Two course credits in Laboratory Science: This group includes courses in Biology, Chemistry, and Physics. The two lab credits may be from different departments.

e. Two course credits in Quantitative Literacy from the following list:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO-111</td>
<td>General Biology I</td>
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<tr>
<td>BIO-211</td>
<td>Genetics</td>
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<td>BIO-212</td>
<td>Cell Biology</td>
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<td>BIO-311</td>
<td>Molecular Genetics</td>
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<td>BIO-313</td>
<td>Advanced Ecology</td>
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<tr>
<td>BIO-351</td>
<td>Evolution of Populations</td>
<td>1</td>
</tr>
<tr>
<td>CHE-101</td>
<td>Survey of Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHE-106</td>
<td>Survey of Biochemistry</td>
<td>1</td>
</tr>
<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>
</tbody>
</table>
CHE-331 Analytical Chemistry 1
CHE-351 Physical Chem I 1
CHE-361 Biochemistry 1
CHE-451 Physical Chemistry II 0.5
CHE-452 Adv Physical Chem 0.5
CSC-101 Intro to Computer Science 1
CSC-111 Intro to Programming 1
CSC-112 Advanced Programming 1
CSC-121 Intro to Additional Program Language 0.5
CSC-171 Special Topics in Comp. Sci. 1
CSC-211 Intro Data Structures 1
CSC-235 Stochastic Simulation 1
CSC-271 Special Topics in Computer Science 0.5-1
CSC-311 Intro Machine Organ 1
CSC-321 Programming Lang 1
CSC-331 Analysis Algorithms 1
CSC-337 Introduction to Numerical Analysis 1
CSC-338 Topics in Computational Math 1
CSC-341 Automata, Computability, Formal Language 1
DV1-277 Special Topics (non-Lab) 1
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
MAT-111 Calculus I 1
MAT-112 Calculus II 1
MAT-178 Special Topics 1
MAT-219 Combinatorics 1
MAT-221 Found of Geometry 1
MAT-222 Theory of Numbers 1
MAT-223 Elementary Linear Algebra 1
MAT-224 Elem Differential Equations 1
MAT-225 Multivariable Calculus 1
MAT-226 Operations Research 1
MAT-235 Stochastic Simulation 1
MAT-251 Mathematical Finance 0.5
MAT-252 Math Interest Theory 0.5
MAT-253 Probability Models 0.5
MAT-254 Statistical Models 0.5
MAT-277 Special Topics 1
MAT-314 Modeling With Differential Equations 1
MAT-323 Topics in Linear Algebra 1
MAT-324 Topics in Differential Equations 1
MAT-337 Numerical Analysis 1
MAT-338 Topics Computational Math 1
MAT-344 Complex Analysis 1
MAT-353 Probability Models II 0.5
MAT-354 Mathematical Statistics 0.5
MAT-355 Regression Models 0.5
MAT-377 Special Topics 0.5-1
MAT-378 Special Topics 0.5-1
MAT-400 Seminar 0.5
PHY-101 Astronomy 1
PHY-105 Adventures in Physics 1
PHY-109 Motion and Waves 1
PHY-110 Fluids and Fields 1
PHY-111 General Physics I 1
PHY-112 General Physics II - Science Majors 1
PHY-209 Intro Thermal Phy & Relativity 1
PHY-210 Intro Quantum Theory & Apps 1
PHY-381 Advanced Phy & Relativity 0.5
PHY-382 Advanced Laboratory II 0.5

Division II

PHI-270 Elementary Symbolic Logic 1

Division III

EDU-240 Educational Policy & Evaluation 1
ECO-241 Game Theory 1
ECO-251 Economic Approach With Excel 0.5
ECO-253 Introduction to Econometrics 1
DV3-252 Stats Soc Sciences 0.5
PSC-111 Intro to Amer Govt & Politics 1
PSC-297 Research/Stats-Political Sci 1
PSC-340 Adv Topics in International Relations 1
PSC-344 Insurgency, Revolution & Terrorism 1
PSY-201 Research Methods & Stats I 1
PSY-202 Research Methods & Stats II 1

Be aware that some of the courses listed are half-credit courses and the requirement is one full credit.

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 11 course credits are allowed towards the 34 course credits required for graduation. For every credit a student goes beyond 11 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 11 course limit on the major.

5. Minor: The minor consists of no less than five and up 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 or by Wabash Examination will be counted as Wabash course credits. Once a student has matriculated at Wabash College, no more than a total of 10 course credits will be accepted in transfer.

7. Comprehensive Examination
   a. Senior Written Examination
   b. Senior Oral Examination
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