THE CURRICULUM

Graduation Requirements

1. Freshman Requirements:

a. Freshman Tutorial: Tutorials are designed to insure the first-year student's participation in small group discussions that will challenge him intellectually and suggest the kind and quality of 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—and his participation is important. Tutorial activities develop college-level critical thinking, reading, writing, and oral expression skills. Assignments will, of course, 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—all in terms of each tutorial's particular focus.

Student must complete a tutorial in the fall semester of their freshman year. Freshman Tutorials cannot be taken after the freshman year. Freshman Tutorials do not count for distribution credit. The tutorials are listed under NON-DIVISIONAL COURSES.

Credits: 1

b. Enduring Questions: Freshman Colloquium was designed to engage students with important questions and to build community. More specifically, the course is designed to cultivate habits of mind and intellectual skills as students build relationships with the small group of students and faculty with whom they share a section and with other students and faculty who read the “common” texts and with whom they can trade notes about the ‘faculty choices.’ The course privileges questions as the “catalyst for and the evidence of the liberal arts mind” (taken from the common course syllabus) and regards the intellectual curiosity that breeds such questions as quality that is worth nurturing early in our students’ careers. The course is also designed to continue our students’ development of close reading, careful thinking, and written and oral expression, development that began in freshman tutorial. As such, the course is foundational, preparing students to generate and engage effectively with discipline-specific questions later in their careers and to consider carefully who they are and how they relate to others, both during their Wabash careers and after.

The intentions of this course are stated explicitly in the course goals that are expressed on all section syllabi:
1. Over the course of the semester, you will refine your ability to **consider carefully and critically** the assigned texts and the questions that they raise. You will also practice **listening to others** as a central part of your learning.

2. You will **think seriously** about the questions posed during this course, and should have demonstrated such thinking through effective class discussion and completion of assigned papers and assignments.

3. You will therefore also become **better discussants**, having practiced various styles of oral presentation, including not just oppositional argument, but also how to build upon, extend, and refine your own and others’ arguments and to be self-reflective about the foundations on which your and others’ positions and questions are built.

4. You will also therefore continue to **develop your skills as a writer** (from the foundations laid in your Freshman Tutorial) as you explore the central questions of the class.

5. You will **foster intellectual and social relationships** with your fellow students, your instructor, and the broader Wabash community as we consider collectively these questions that matter.

6. As a result of the serious thought you give to the course readings, you will be inspired to **further thinking** and discussion with others about the same questions, and **new questions**, and to exploration of the specific instantiations of those questions, more or less general, that interest you most, both in your remaining college career and throughout the rest of your life. In other words, you should continue to **wrestle with enduring questions**.

7. Finally, we hope you will **HAVE FUN** this semester.

Students are assigned randomly to a section of the course in the second semester of their freshman year. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

Credits: 1

2. Language Studies:

   **a. Proficiency in English:** All students are required to demonstrate proficiency in writing. On the basis of the SAT Writing Test, SAT composite score, and other data, the English Department requires that some students take a course in Composition (ENG 101). This course is designed to improve a student’s writing, particularly his organizational skills, but does not necessarily insure continued proficiency throughout a student’s career at the college, nor does it count towards the Language Studies distribution requirement.
As a faculty, we have agreed that “every discipline has writing at its core” (All-College Writing Statement). This requirement is intended to insure that students have access to that core. Either through ENG 101 or through demonstrated ability (i.e., on the SAT Writing Exam or an in-house diagnostic), the requirement mandates that students have or develop the ability to communicate effectively in writing. Furthermore, 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. We are aware that writing proficiency develops over time and in different ways in every major, so although students are required to prove proficiency on entry or to take ENG 101 in their first semester, students are expected to hone their writing skills in all-college courses, classes in their major, and in sessions at the Writing Center.

**English Department Composition Course Goals**

- To help you develop an effective process for writing successful papers
- To develop your skills as a writer and enable you to write strong essays—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 you to write papers in a variety of rhetorical modes
- To develop your skills as a critical reader

**b. Proficiency in a Foreign Language:** The Wabash curriculum requires that all students demonstrate proficiency in a foreign language. Students may fulfill this requirement in the following ways:

- Earn a passing grade for the elementary sequence (101 and 102, or Spanish 103) of any language that we offer (French, German, Greek, Latin, or Spanish).
- Earn a passing grade for any single course beyond 102 (e.g. German 201 or French 301)

Students may also fulfill this requirement by passing a proficiency exam with written and oral components. Other language sequences may also be used to meet the requirement. Students interested in pursuing these options should contact the appropriate department chair prior to mid-semester break in the fall of their freshman year.

**Placement:** Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by departmental placement policies. Students who have taken at least two years of French, German, or Spanish in high school will begin at the 201 level or higher. Placement beyond the 201 level in these languages is determined by the Computerized Adaptive Placement Exam with reference to high school transcripts. Student placement in Greek
and Latin will generally be determined by departmental examinations.

3. Distribution Courses:

No more than one transfer course credit may be used per distribution area to meet the requirement. With respect to this requirement, credit earned in approved off-campus study or by Wabash examination will be counted as Wabash course credit.

a. One course in Language Studies: The Wabash College Preamble and Mission Statement identify oral and written communication as learning goals. The language studies requirement insures that all students will gain experience in the explicit study of communication and language through direct and sustained instruction in the formal conventions of language use, writing, and speaking. This requirement will develop a student’s awareness of the power of language to shape our world. It will improve his understanding of the interrelation of thinking, speaking, and writing; aid his ability to formulate, organize, and express written and spoken ideas artfully and persuasively; and immerse him in language as a discipline and object of study.

To complete this requirement, each student must complete one course credit from the following list: Rhetoric 101, 143, 145, 201, 220, 387; English 150, 121, 122, 190, 201, 202, 212, 213, 221, 290, 410, 411, 412, 413; Spanish 311 and French 311 (if taught as a linguistics course).

b. Three courses in Literature and Fine Arts: Courses in the literature and fine arts area of distribution 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 in students the 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 students will be introduced to aesthetic and critical theory and to the specialized vocabularies in each field. They will learn 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 students to acquire skills fundamental to creative practice and to develop an understanding of what students wish to express, and what might be worth expressing, artistically. These courses study creativity and how meaning—sometimes provocative or contradictory—rises out of the interaction between artists, artworks, and audiences.

Courses in Literature and Fine Arts provide the opportunity to explore imagined worlds and thus enrich our own. This requirement also exposes students 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 an additional avenue into the minds of others 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.

This requirement is comprised of courses in Art, Music, and Theater, as well as courses in literature offered by the Classics, Modern Languages, English, and Rhetoric departments. The
work must be done in at least two departments (See the course descriptions of these departments for lists of courses that satisfy this requirement).

c. Three courses 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. Students in these courses will learn 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.

This requirement is comprised of courses in Economics, Political Science, and Psychology. The courses must be taken in at least two departments. Division III 252 does NOT count toward this requirement.

d. Three courses in Natural Science and Mathematics: As an essential component of their liberal arts education, students will explore the structure and behavior of the natural world using the investigative methods of the scientific disciplines. Coursework will engage students in the theoretical and quantitative understanding of scientific knowledge as well as a critical evaluation of the evidence upon which it stands. Students will participate regularly in significant learning experiences in the laboratory and field to develop skills in the areas of critical observation, sound experimentation, and data analysis. These endeavors will provide insight into the attainment of scientific conclusions, their limitations and impact on contemporary society.

Courses in mathematics and computer science give students an exposure to a variety of experiences, ranging from the examination of logical foundations to the study of meaningful applications. Students are encouraged to develop an appreciation of mathematics as an important endeavor in its own right, as a universal language, as an art, and as a unique contributor to the liberal arts. Studies in computer science provide both a broad introduction to the field as well as in-depth development of problem solving paradigms. Disciplines across the natural and social sciences are advanced through mathematical and computational techniques, and studies in computer science and mathematics refine skills in logical reasoning, problem solving, mathematical argumentation, and algorithm design.

This requirement is comprised of courses in Biology, Chemistry, Computer Science, Mathematics, and Physics. These courses must be taken in at least two departments. At least two of these course credits must be in a laboratory science, normally any two of the following: Biology 101, 111, 178 (neither 101 nor 178 can be taken as a second course if Biology 111 is taken as the first course), 112; Physics 101, 102, 105, 111, 112; Chemistry 101 or 111, 211, and 221. The two lab courses need not be taken in the same department. Mathematics 010 does not count toward distribution. Computer Science 111 does not count towards the laboratory science requirement.

e. One course in Quantitative Skills: The Quantitative Studies distribution requirement complements the curriculum by ensuring participation in courses that help establish 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 they share the common goal of further developing the basic quantitative reasoning ability.

To complete this requirement, each student must complete one course credit from the following list or another course of similar nature approved before enrollment by the Chair of Division I. From Division I: Computer Science 101, 111; Mathematics 106, 103, 104, 108, 110, 111, 112, 178, 253, 254 or a course in the Mathematics Department which has Mathematics 112 as a prerequisite. From Division II: Philosophy 270. From Division III: Division III 252 (1/2 course credit); Economics 251 (1/2 course credit); Political Science 261; Psychology 201. A course used to satisfy the Quantitative Skills Requirements will not count toward other distribution requirements.

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

Courses in History, Philosophy, and Religion engage narratives and fundamental questions about human experience and beliefs. Students learn to appreciate a diversity of perspectives and points of view in cultural context, across cultures, through time, or even within a particular position. They seek meaningful truths, learn to identify universal patterns and connections, and grapple with the complexities of human ideas and experiences as well as change over time. Each of these disciplines introduces students to various methods of inquiry along with intentional critical reflection on the scope and limits of these methods. Students also develop their skills in written and oral expression relating to the materials they have critically examined.