

ART

ART-126 -01 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.

ART-202-01 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.

ART-219-01 Blood, Screams, and Struggles

How have cannibals, aliens, and monsters helped create a more civil world? This class explores how filmmakers use "fringe" genres like horror and sci-fi to tackle political, social, and cultural issues that mainstream cinema must avoid or sanitize. From the chilling examination of race and class in 1970s exploitation films to the way dystopian sci-fi challenges social norms, government control and surveillance. Learn how "lowbrow" entertainment serves as a tool for discussing taboo topics: sexuality, poverty, racism, mental health, environmental destruction, disabilities, and government surveillance. We'll watch films that made audiences squirm, question, and even revolt, and then we learn to analyze the political subtext hidden within their wild plots and characters. Grab your popcorn, and let's uncover how genre cinema gets the job done.

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 the general history of photography and its technical illusions and cultural impacts.

ART-225-01 Drawing Animation

In this drawing animation course, students will not only develop their drawing skills but learn how to bring their drawings to life with simple, 2D collage animation techniques. Using Adobe After Effects and Photoshop software, the class will create a series of short, visually experimental animations using various traditional physical drawing media and flatbed scanners. Although it is certainly possible to try, this class does not focus on traditional hand-drawn animation methods of creating multiple drawn frames to create the illusion of movement, (it's much easier and less time-consuming than that to animate a drawing in After Effects.) No previous drawing or software editing experience is required for this course.

ART-228-01 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.

ASIAN STUDIES

ASI-112-01 Manga and Anime

From Akira Toriyama's Dragon Ball to Sui Ishida's Tokyo Ghoul, manga and anime have earned a reputation for being globally influential mediums of literature and entertainment. Manga storytellers often use their works to interrogate complex themes, issues, and queries of humanity, technology, gender, race, existential beliefs, and culture. Likewise, anime adaptations make use of cinematic visual storytelling to expand on the source material of manga stories with voice acting and music to increase the thematic depth and audience immersion. This course will feature a wide selection of manga and anime and consider what can be learned from understanding their narrative dimensions. Texts will range from Dragon Ball and Sailor Moon to Haikyuu, Fullmetal Alchemist, and Tokyo Ghoul. The material for the course will be read/viewed in translation, so it is not necessary to know Japanese to take this course.

BIOLOGY

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.

Corequisites: BIO-111L

BLACK STUDIES

BLS-270-01 African American Stories

Zora Neale Hurston's novel *Their Eyes Were Watching God*, Amiri Baraka's play *Dutchman*, Toni Morrison's classic novel *Beloved*, and Colson Whitehead's award-winning book *The Underground Railroad*, are all African American authors whose work have been made into movies. In this course students will read and analyze African American literature in tandem with film adaptations. Students will be introduced to Literary Studies and Film Studies, through a Black Studies perspective.

BLS-279-01 Social Studies Ed & Democracy

This course examines the role of P-12 social studies education in preparing students for participation in democracy in an increasingly diverse and global country and world. We consider what kinds of social studies content would be required to meet the needs of responsible democratic citizenship and governance today, with inquiry into selected current controversies over the teaching of social studies fields including history, geography, psychology, sociology, economics, and government. We explore the underlying social and historic forces that have led to the present moment, and consider the ways in which broader social beliefs and values may interact and conflict with approved and proposed social studies standards and content. Specific topics taught in a given year may vary, but will be drawn from current and recent events. Recent topics have included #BlackLivesMatter; Indigenous treaty rights; the role of Confederacy remembrances in the modern era; immigrant rights and exclusion policies and practices; and the content and focus of U.S. government courses in relation to ongoing questions about individual rights and freedoms that derive from the 1st and 2nd Amendments.

CHEMISTRY

CHE-111-02 General Chemistry I

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.

CHINESE

CHI-101-01 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. Successful completion of both CHI-101 and CHI-102 satisfies the World Languages distribution requirement.

Corequisites: CHI-101L

CLASSICS

CLA-113-02 Rome in America 2nd half semester

During the debates over the ratification of America's Constitution, some of the most influential Founding Fathers wrote under classical pseudonyms like Publius, Brutus, and Cato. In fact, when Europeans first arrived in the Americas, they often looked to historical models from the ancient past to make sense of the "New World." Chief among these was the example of Ancient Rome, which profoundly influenced the colonial societies that took shape in the wake of English, Spanish, and Portuguese conquests. This course will examine the history of Ancient Rome and its reception in the Americas. We will focus on historical episodes in which debates about Rome and its legacy played a key role, ranging from the founding of the American Republic to the Spanish conquest of Mexico. This is a second-half semester course. If students register in this section, they cannot take the first-half semester course that is the same. (i.e., students cannot take both CLA-113-01 and CLA-113-02)

CLA-240-01 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.

COMPUTER SCIENCE

CSC-101-01 Introduction to Computer Science

An introduction to the field of computer science: the study of algorithmic processes and the machines that implement them. Students will study the history of computing as well as ethical issues raised by computing and automation. Students will study fundamental areas of the discipline, including basic digital circuits, computer hardware and architecture, data representation, issues

of computability, and algorithm design and analysis. Students will also engage in hands-on activities involving basic digital circuits, hardware, and programming.

CSC-111-01 Introduction to Programming

** Instructor or department chair permission required in CSC-111.*

This course provides an introduction to programming and problem solving in a higher-level, general-purpose language. Programming topics include primitive data types, simple data types such as arrays, program constructs such as conditionals, loops, and functions, and the fundamentals of object-oriented programming.

ECONOMICS

ECO-101-02, 03, 04 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.

EDUCATION

EDU-101-01 Intro to Child & Adolescent Development

The course examines child and adolescent development through the lens of education. Using a variety of course texts, students are introduced to theories of development and to the concept of diversity as it relates to child and adolescent development. Focusing on elements of development, including biological/physical, cognitive, social, identity, and language with some attention to moral - students engage in school and community-based field placements as they are introduced to qualitative data collection/analysis techniques. EDU 101 students compose a variety of reflective essays and analytical reports based on field work and course texts. Field Component: EDU 101 students are required to complete a total of 15 hours of field work spread across the semester in three school settings (elementary, middle, and high school) and/or community-based organizations (e.g., Boys & Girls Club). 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 or community organization, and to interact with hosts in ways that are helpful and foster understanding of child and adolescent development. Background checks are required by local school and community-based settings.

EDU-203-01 Adolescent Literacy Development

This course examines adolescent literacy development, defined as an ongoing process distinct from early literacy development and characterized by intellectual and social practices both in and out of school. Students will explore the various dimensions of adolescent literacy, including digital and interdisciplinary literacies as well as the social, cultural, and political domains that inform adolescents' identity development. Students will learn about how the literacy experiences for adolescents have dramatically expanded in recent years. To reflect this expansion, course texts will include classic and contemporary young adult literature, digital texts including blogs and gaming, as well as popular music and social media. Part of the course will be devoted to investigating the ways in which middle and high school pedagogical practices have kept pace with the changing landscape of adolescent literacy. Other topics guiding our discussions will include: the impact multiple literacies have on adolescent development and how those literacies are valued and devalued in schools. EDU-203 counts as curriculum and pedagogy credit for the minor in Education Studies and is open to all students as an elective.

EDU-245-01 Arts Integration

This course examines selected educational interventions that have been implemented and evaluated at local and/or state levels, with a focus upon the ways in which educational research into these strategies is used to guide and modify school and classroom practices. Selected practices for each course offering may include approaches to curricula and pedagogy, and/or classroom management. Each topical course offering will examine a specific approach to classroom learning and/or educational engagement and development. Students will examine and analyze study findings to interpret and explain the ways in which the selected practice shows the ability to affect K12 students' learning, engagement, and overall behaviors in schools and classrooms.

EDU-250-01 Social Studies Ed & Democracy

This course examines the role of P-12 social studies education in preparing students for participation in democracy in an increasingly diverse and global country and world. We consider what kinds of social studies content would be required to meet the needs of responsible democratic citizenship and governance today, with inquiry into selected current controversies over the teaching of social studies fields including history, geography, psychology, sociology, economics, and government. We explore the underlying social and historic forces that have led to the present moment, and consider the ways in which broader social beliefs and values may interact and conflict with approved and proposed social studies standards and content. Specific topics taught in a given year may vary, but will be drawn from current and recent events. Recent topics have included #BlackLivesMatter; Indigenous treaty rights; the role of Confederacy remembrances in the modern era; immigrant rights and exclusion policies and practices; and the content and focus of U.S. government courses in relation to ongoing questions about individual rights and freedoms that derive from the 1st and 2nd Amendments.

ENGLISH

ENG-110-01 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.

ENG-171-01 Manga and Anime

From Akira Toriyama's *Dragon Ball* to Sui Ishida's *Tokyo Ghoul*, manga and anime have earned a reputation for being globally influential mediums of literature and entertainment. Manga storytellers often use their works to interrogate complex themes, issues, and queries of humanity, technology, gender, race, existential beliefs, and culture. Likewise, anime adaptations make use of cinematic visual storytelling to expand on the source material of manga stories with voice acting and music to increase the thematic depth and audience immersion. This course will feature a wide selection of manga and anime and consider what can be learned from understanding their narrative dimensions. Texts will range from *Dragon Ball* and *Sailor Moon* to *Haikyuu*, *Fullmetal Alchemist*, and *Tokyo Ghoul*. The material for the course will be read/viewed in translation, so it is not necessary to know Japanese to take this course.

ENG-213-01 Fiction Workshop

This 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 workshoped stories or chapters, and reading a variety of texts, students will also be responsible for peer evaluation and critique.

ENG-310-01 African American Stories

Zora Neale Hurston's novel *Their Eyes Were Watching God*, Amiri Baraka's play *Dutchman*, Toni Morrison's classic novel *Beloved*, and Colson Whitehead's award-winning book *The Underground Railroad*, are all African American authors whose work have been made into movies. In this course students will read and analyze African American literature in tandem with film adaptations. Students will be introduced to Literary Studies and Film Studies, through a Black Studies perspective.

ENG-310-02 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.

FRENCH

FRE-101-01 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. Successful completion of both FRE-101 and FRE-102 satisfies the World Languages distribution requirement.

Corequisites: FRE-101L

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.

Prerequisites: FRE-201 placement. **Corequisites:** FRE-201L

GENDER STUDIES

GEN-104 Intro to Philosophy: Nature

This course will serve as an introduction to philosophy by examining the ways philosophers have used nature historically to justify the social order: by identifying essences that prescribe roles, legitimating social hierarchy by dividing the world between what is closer to nature and what overcomes or surpasses nature, distinguishing between good and natural actions and bad and unnatural ones, and distinguishing between culture and the material of culture. This course will examine the philosophical positions behind these claims and critiques of these positions. The course will take up the example of gender at various places across the semester to think about the implications of various conceptions of nature in the history of philosophy. Students are discouraged from taking more than one course numbered 109 or below.

GERMAN

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. Successful completion of both GER-101 and GER-102 satisfies the World Languages distribution requirement.

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.

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.

GLOBAL HEALTH

GHL-219 Drugs & Society in Modern History

What is a drug? This course examines the history of drugs in society by first asking what a drug or intoxicant might be. The class will then consider how different cultures have accepted or rejected drugs based on their usefulness or danger to the social order. We will examine changing cultural attitudes toward drugs, the rise of modern drug regulation, and the development of pharmaceutical drugs. For example, why did drinking coffee and tea become an accepted activity, but smoking opium was increasingly frowned upon during the nineteenth century? Why did Viagra become medically acceptable, but mercury fell out of favor to treat disease in the 20th century? Key topics will include: The growth and regulation of the opium trade in the 19th century; Drugs and Sports; The cultural, economic, and social factors shaping alcohol policies in the late 19th and early 20th centuries; The medicalization of drug use; The impact of drug regulation and the emergence of the global war on drugs in the 20th century; The historical interpretations of Cannabis, Alcohol (Tequila, Absinthe), Meth, Viagra, Chocolate, etc. This course suits all students interested in history, sociology, and public health. By the end of the course, students will have developed critical thinking and analytical skills better to understand the historical relationships between drugs and various communities. There is no immersion trip associated with this course, but to be blunt, in addition to short assignments and two exams, students will have a daily dose of reading and discussion.

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.

HISTORY

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.

HIS-200-01 Drugs & Society in Modern History

What is a drug? This course examines the history of drugs in society by first asking what a drug or intoxicant might be. The class will then consider how different cultures have accepted or rejected drugs based on their usefulness or danger to the social order. We will examine changing cultural attitudes toward drugs, the rise of modern drug regulation, and the development of pharmaceutical drugs. For example, why did drinking coffee and tea become an accepted activity, but smoking opium was increasingly frowned upon during the nineteenth century? Why did Viagra become medically acceptable, but mercury fell out of favor to treat disease in the 20th century? Key topics will include: The growth and regulation of the opium trade in the 19th century; Drugs and Sports; The cultural, economic, and social factors shaping alcohol policies in the late 19th and early 20th centuries; The medicalization of drug use; The impact of drug regulation and the emergence of the global war on drugs in the 20th century; The historical interpretations of Cannabis, Alcohol (Tequila, Absinthe), Meth, Viagra, Chocolate, etc.

This course suits all students interested in history, sociology, and public health. By the end of the course, students will have developed critical thinking and analytical skills better to understand the historical relationships between drugs and various communities. There is no immersion trip associated with this course, but to be blunt, in addition to short assignments and two exams, students will have a daily dose of reading and discussion.

HIS-200-02 Apocalypse from Rome to Waco

How will the world end? When will the world end? Will the world end at all? On Saturday March 25, 2023, Donald Trump held a rally in Waco, Texas. Why there? Last January, the Doomsday Clock moved closer to midnight for the first time in two years. Wars in Israel and Palestine have renewed fundamentalists' focus on the return of Jesus. What does this all mean?

This course will study the history of how these questions have been posed and answered from Jewish and Christian communities in the ancient Mediterranean world to Christians in medieval Europe to contemporary America. Using the lenses of social and cultural history, we will examine how these apocalyptic ideologies have been shaped by historical events and how subgroups have interacted with, and often changed, society.

HIS-201 Big History

The Big History movement within World History started a couple of 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. This course can fulfill a requirement for the Environmental Studies minor.

HIS-210-02 Rome in America 2nd half semester

During the debates over the ratification of America's Constitution, some of the most influential Founding Fathers wrote under classical pseudonyms like Publius, Brutus, and Cato. In fact, when Europeans first arrived in the Americas, they often looked to historical models from the ancient past to make sense of the "New World." Chief among these was the example of Ancient Rome, which profoundly influenced the colonial societies that took shape in the wake of English, Spanish, and Portuguese conquests. This course will examine the history of Ancient Rome and its reception in the Americas. We will focus on historical episodes in which debates about Rome and its legacy played a key role, ranging from the founding of the American Republic to the Spanish conquest of Mexico. This is a second-half semester course. If students register in this section, they cannot take the first-half semester course that is the same. (i.e., students cannot take both HIS-210-01 and HIS-210-02)

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.

LATIN

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. Successful completion of both LAT-101 and LAT-102 satisfies the World Languages distribution requirement.

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.

MATHEMATICS

MAT-100 Math Modeling and Precalculus

This course develops problem solving skills fundamental to further study in higher mathematics through mathematical modeling and applications. Students will study algebraic and graphical properties of polynomial, rational, exponential, logarithmic, and trigonometric functions, with a focus on using these to build and understand mathematical models. With a dual emphasis on sharpening core skills and understanding applications, this course provides a review of material relevant for continuing to a full course in calculus. This course is limited to students who intend to continue to MAT-111 as a requirement for his major, but whose placement indicates that a precalculus course is advisable. While it satisfies the Quantitative Literacy (QL) distribution requirement, enrollment in MAT 100 is only available through instructor's permission. For students who need distribution credit in QL but do not require a subsequent course in calculus, MAT-103, MAT-104, MAT-106, and MAT-108 are recommended. MAT-100 does not count toward a major or minor in mathematics.

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.

MAT-111 Calculus I

This course studies the fundamentals of single-variable calculus, developing analytical and computational skills appropriate for students in quantitatively rigorous disciplines. Topics include limits, continuity, techniques of differentiation, applications of derivatives, the Mean Value Theorem, the Intermediate Value Theorem, the Fundamental Theorem of Calculus, and the method of substitution for integration.

MAT-112 Calculus II

This course continues the study of calculus from [MAT-111](#), developing analytical and computational skills appropriate for students in quantitatively rigorous disciplines. Topics include techniques and applications of integration, numerical integration, improper integrals, infinite sequences and series, Taylor series, and an introduction to multivariable calculus including partial derivatives and multiple integrals.

MAT-223 Linear Algebra

An introduction to linear equations and vector spaces. Topics include solving linear equations, matrix algebra, row operations, determinants, vector spaces, bases and dimension, linear transformations, eigenvalues and eigenvectors, and orthogonality. Optional topics include least squares problems, matrix factorization, and other applications. An important aspect of the course is to introduce the student to abstract thinking and proofs.

MILITARY SCIENCE AND LEADERSHIP

MSL-001 Leadership Lab

MSL-101 Introduction to the Army

These are ROTC courses held on the campus of Purdue University. They are only available to students who have joined Wabash's cooperative ROTC program with Purdue University. The courses meet on Purdue's academic calendar. Fall Semester 2025 at Purdue is from August 25 - December 13, 2025.

MUSIC

MUS-130 Musicianship

This course introduces students to systems of reading, writing, and playing Western musical notation. Topics include rhythm, pitch, meter, intervals, scales, key signatures, triads, cadences, chord progressions, composing, and harmonizing simple melodies. The lab component of this course teaches students elementary ear-training and basic piano skills using College keyboards. 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. This course counts toward the music major and minor but is also suitable for students fulfilling distribution requirements.

MUS-142 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. 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 Academic Coordinator at the beginning of the academic year.

MUS-143 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 Academic Coordinator at the beginning of the academic year.

MUS-144 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. 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 Academic Coordinator at the beginning of the academic year.

MUS-145 Mariachi Ensemble

The Mariachi ensemble offers students the opportunity to engage in the vibrant musical tradition of mariachi through vocal and instrumental performance. Open to students of all skill levels, this course provides an immersive experience in the characteristic styles, techniques, and cultural significance of mariachi music. Students will develop musicianship skills through ensemble rehearsals, ear training, stylistic interpretation, and historical context exploration. Students will have the opportunity to showcase their progress through performances on and off-campus, contributing to the promotion of Latin American musical heritage within the Wabash College community.

NEUROSCIENCE

NSC-210 The Mindful Brain

1st half semester

In recent decades, our understanding of the benefits of mindfulness for our health and flourishing has greatly improved. And today, we find ourselves at a point where the neural basis of mindfulness, and the impact of mindfulness interventions on the brain, are becoming more clear. In this course, we will consider the relationship between mindfulness and stress, attention, emotion regulation, and body awareness through the lens of the available neuroscience literature. We'll also consider the potential for mindfulness to be cultivated (through formal mindfulness-interventions, such as mindfulness-based stress reduction of mindfulness-based cognitive therapy), and the strength of the evidence that mindfulness interventions can produce positive changes in nervous system function, as well as the potential for people to experience adverse outcomes in mindfulness training.

PHILOSOPHY

PHI-104 Introduction to Philosophy: Nature

This course will serve as an introduction to philosophy by examining the ways philosophers have used nature historically to justify the social order: by identifying essences that prescribe roles, legitimating social hierarchy by dividing the world between what is closer to nature and what overcomes or surpasses nature, distinguishing between good and natural actions and bad and unnatural ones, and distinguishing between culture and the material of culture. This course will examine the philosophical positions behind these claims and critiques of these positions. The course will take up the example of gender at various places across the semester to think about the implications of various conceptions of nature in the history of philosophy. Students are discouraged from taking more than one course numbered 109 or below.

PHI-109 Introduction to 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.

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.

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.

PHI-269 Knowledge & Skepticism

Here are some things that I take myself to know. The world around me is real, and not merely a simulation. The universe is billions of years old, and did not come into existence five minutes ago. Antarctica is a continent, but the Arctic is not. There are 211 Republicans in the U.S. House of Representatives. The sun will rise tomorrow. But how do I know those things? What reliable information can I really have about the world around me? These questions are made particularly pressing by the existence of philosophical skepticism, according to which it is impossible for us to know what the world around us is actually like. Despite skepticism's absurd appearance, it is of enduring interest because of the power of the arguments in favor of it. Thus, to study skepticism, we will direct most of our attention to the careful study of arguments. The arguments we study will come from classic and contemporary philosophical works, and we will study them by using software called MindMap to map their structure. This will put us in a position to understand and evaluate these skeptical arguments, with an eye toward determining how we can have knowledge of the world around us.

PHYSICS

PHY-111 Physics I - Calculus

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.

POLITICAL SCIENCE

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.

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.

PSC-141 Intro to International 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.

RELIGION

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 during the fall semester.

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.

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.

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.

REL-195-01 Music of Christianity

This course considers examines the relationship between different kinds of music and Christianity. We'll discuss examples from chant in Medieval monasteries to Contemporary Christian pop music, using the music to examine the societal, political, and aesthetic priorities of specific times and places in history. We will also consider the concept of "sacred music" in a broad sense, examining how its definitions have changed over time.

REL-260-01 Economy in Early Christianity

"All they asked was that we should continue to remember the poor" (Gal 2:10). In this course, we will work to remember the poor in the ancient world, working mostly with Jewish and Christian texts from antiquity, before thinking about contemporary initiatives to address poverty. We will consider the legal traditions regarding poverty in the Hebrew Bible, the economic context of the early Jesus movement, the Roman economy, the Pauline "collection", the institutionalization of alms giving, the moral and theological significance given to wealth and poverty, and the economic language used to structure theological concepts like salvation.

REL-274-01 Changing the World and Self

"All they asked was that we should continue to remember the poor" (Gal 2:10). In this course, we will work to remember the poor in the ancient world, working mostly with Jewish and Christian texts from antiquity, before thinking about contemporary initiatives to address poverty. We will consider the legal traditions regarding poverty in the Hebrew Bible, the economic context of the early Jesus movement, the Roman economy, the Pauline "collection", the institutionalization of alms giving, the moral and theological significance given to wealth and poverty, and the economic language used to structure theological concepts like salvation.

REL-280-01 Sects and Cults in America

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

REL-290-01 Apocalypse from Rome to Waco

How will the world end? When will the world end? Will the world end at all? On Saturday March 25, 2023, Donald Trump held a rally in Waco, Texas. Why there? Last January, the Doomsday Clock moved closer to midnight for the first time in two years. Wars in Israel and Palestine have renewed fundamentalists' focus on the return of Jesus. What does this all mean? This course will study the history of how these questions have been posed and answered from Jewish and Christian communities in the ancient Mediterranean world to Christians in medieval Europe to contemporary America. Using the lenses of social and cultural history, we will examine how these apocalyptic ideologies have been shaped by historical events and how subgroups have interacted with, and often changed, society.

RHETORIC

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.

SPANISH

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. Successful completion of both SPA-101 and SPA-102 satisfies the World Languages distribution requirement.

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 SPA-102. Successful completion of the course satisfies the Wabash language requirement and prepares students to move on to SPA-201.

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.

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.

THEATER

THE-101 Introduction to Theater

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. The plays we will encounter will range from the Greek tragedies of 2,500 years ago to new works by contemporary playwrights: from Sophocles' *Antigone* to Lin-Manuel Miranda's *Hamilton*. Students will see and write reviews of theater productions, both on- and off-campus. This course is appropriate for all students, at all levels.

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).

THE-105 Introduction to Acting



RECOMMENDED FALL 2025 COURSES FOR BEGINNING STUDENTS - DESCRIPTIONS

This course introduces students to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes for classroom and public presentations. Students will also collaborate with the directing class in producing an evening of original one-act plays for the community. This course is appropriate for all students, regardless of artistic background.

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.

THE-207 Directing

The art and practice of stage directing is best learned by hands-on experience. This course enables students who have completed the introductory acting course (THE-105) to work on the other side of the stage with student actors. Scene analysis and the development of a fully formed production concept are also core experiences in the course. The semester culminates in the Studio One-Acts, which the directors will conceive and stage with students enrolled in THE 105, offered concurrently.

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.