



WABASH

COLLEGE

Academic Bulletin
2014-2015

2014-2015 Academic Bulletin

**Wabash College
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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.

The Origins of Wabash College

“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.

Wabash at a Glance

Founded

1832

Type

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

Location

Crawfordsville, Indiana, a community of 16,000, is the county seat of Montgomery County, population 38,000. Crawfordsville is located 45 miles northwest of Indianapolis and 150 miles southeast of Chicago.

Endowment

As of June 30, 2013, the value of Wabash's endowment was approximately \$348 million, with a per-student endowment of about \$384,000. Wabash ranks near the top of all private colleges in the country.

Financial Aid

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

Tuition and Fees

For the 2014-15 academic year, tuition is \$37,100. Room fees in College-owned housing are \$4,530 per year. Board plans vary by the number of meals per week. The 19-meal plan is \$4,600 per year and the 15-meal plan is \$4,200 per year. Mandatory fees for student activities fee and the Health Center are \$450 and \$200, respectively.

Campus

The 86-acre wooded campus contains 39 buildings predominantly of Georgian architecture. Caleb Mills taught the first class of Wabash students on December 3, 1833 in Forest Hall, located since 1965 at the north end of campus and now home to the Department of Education Studies. Built in 1836, Caleb Mills' House hosts various college functions. Center Hall, home to the departments of English, Philosophy, and Religion, as well as administrative offices was built over 150 years ago and is the oldest continuously used classroom building on campus. Fifteen campus buildings have either been renovated or are new in the last 15 years, including the 170,000-square-foot Allen Athletics and Recreation Center, 81,000-square-foot Hays Hall (biology and chemistry), Trippet Hall, home of the Center of Inquiry in the Liberal Arts at Wabash College, and Wabash Center for Teaching and Learning and Theology and Religion.

Students

Wabash's 902 male students come from 24 states and about 10 foreign countries. Seventy percent are from Indiana. Test scores from the middle 50 percent of entering freshmen range as follows: SAT critical reading 498-610, SAT writing 480-590, and SAT math 530-640. Each year, approximately 250 freshmen and a few transfer students enroll.

Faculty

In 2013, 99 percent of the 81 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 2013, Wabash had a student/faculty ratio of 11/1.

Majors

Wabash offers 24 majors in the following areas: Art, Biochemistry, Biology, Chemistry, Classics, Economics, English, Financial Economics, French, German, Greek, Hispanic Studies, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Rhetoric, Spanish, and Theater. 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 (St. Louis). Students interested in secondary education may minor in Education Studies and participate in the Secondary Licensure's Ninth Semester Program. 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, built in 1959, was renovated and expanded in 1992. The holdings include more than 400,000 books, serial backfiles, and micro texts and a media collection of over 15,000 recordings, CDs, videos and other media.

Both in the library and on the campus network, students, faculty and staff have access to a combined online catalog of the 2.8 million volumes in the libraries of Wabash and the 22 other private colleges, universities, and seminaries of the Private Academic Library Network of Indiana (PALNI). Additional off-campus resources available electronically from the Library homepage (www.library.wabash.edu) encompass a wide range of specialized subject indexes and abstracts, full-text journal databases, and the OCLC international database of 2 billion records in over 72,000 libraries, archives and museums in 170 countries around the world.

The Media Center staff is dedicated to supporting teaching and learning at Wabash College by assisting with the instructional design and educational technology needs of the faculty, staff, and students. The Media Center provides the Wabash community with a variety of multimedia equipment for preparing projects and presentations for the web and other digital formats. The Media Center provides production assistance, training classes, short-term equipment checkout and technical support for multimedia projects. We have industry-standard equipment, software and the technical knowledge required to assist you with current delivery methods such as digital video production, paper-based materials, web pages, DVD and CD technologies.

The Robert T. Ramsay, Jr. Archival Center, located on the library's lower level, contains the records of the College, including catalogs and yearbooks, student publications, fraternity files, and other related materials that document Wabash's history, along with several special collections. Archivist Beth Swift has migrated some of the oldest, most significant photographs to the web as part of a PALNI online database.

Computers

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

Automobiles

There are no restrictions regarding student automobiles.

Housing

Freshmen and sophomores are required to live in college housing. Students may live in one of five residence halls, College Hall, Martindale Hall, Cole Hall, Wolcott Hall, and Morris Hall; in one of nine national fraternities, Beta Theta Pi, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Sigma Chi, Tau Kappa Epsilon, and Theta Delta Chi; or in College-owned houses around the perimeter of campus. Every College-owned study room has a phone and a video connection. The entire campus is served with a wireless Internet network.

Sports

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

Extracurricular Activities

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

Internships

Approximately 70 percent of Wabash graduates complete at least one internship during their college career. Many students complete three or more internships. In Summer 2014, students are interning with a wide variety of organizations, including SpaceX, Nantucket Bike Tours, Eli Lilly, Liberty Mutual, PricewaterhouseCoopers, Stanford University, Indiana State Police, Archon Apps. Mei Wu Acoustics, U.S. Department of Homeland Security, Triton Brewery, Indy Film Fest, and CineMagic Sportsline.

Graduates

In 2014, Wabash graduates accepted positions with Teach for America, Angie's List, Prudential Financial, Eli Lilly, Procter & Gamble, Thirst Project, Berkeley Repertory Theater, and Orr Entrepreneurial Fellowship, among many others. This year, 20% percent of the graduating class went directly into graduate, medical, or law school. Graduates accepted offers at Southern Methodist University, Purdue University, London School of Economics, and Indiana University to name only a few.

Address

For additional information, write to:

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

Accreditation

Wabash College is accredited by:

North Central Association of College and Schools
Commission on Institutions of Higher Education
30 North La Salle Street Suite 2400
Chicago, Illinois 60602
Phone: 800-621-7470
website: <http://www.ncahlc.org>

Admissions Information

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

Wabash's small student body encourages extensive class participation; close student/faculty relationships; and spirited competition. All new students are encouraged to enroll in Wabash for the fall semester in order to integrate fully into the academic atmosphere.

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

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 or to have successfully completed the GED (General Educational Development) exam before enrolling at the College. Listed below are the minimum recommended high school courses which should be completed:

4 years of English

3-4 years of mathematics (including advanced algebra). Those majoring in mathematics, science, or economics in college should complete four years of high school mathematics (not including calculus).

2 years of laboratory science (biology, chemistry, or physics)

2 years of one foreign language

2 years of social studies

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

Application Procedures

Requirements:

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

Recommended:

Schedule an official campus visit. You and your parents are encouraged to see what Wabash is really like. Your campus visit may be during a scheduled group visitation program, or it can be an individually scheduled visit which allows you to attend classes, speak with a professor or coach of your choice, take a student-guided campus tour, complete an admissions interview, and stay overnight with Wabash students—all at no cost to you. This is the best way to get a “feel” for 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

| Option | Deadline | Decision Mailed | Deposit Due |
|---------------------|-------------|-----------------|-------------|
| Early Decision | November 15 | November 29 | January 15 |
| Early Action | December 1 | December 19-26 | May 1 |
| Regular Application | January 15 | January 30 | May 1 |
| Final Application | March 15 | Two weeks after | May 1 |

Early Decision candidates may be offered admission, denied admission, or deferred to the Regular Application process. Final Application candidates will be considered on a space available basis.

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, 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. For further information, call (765) 361-6245.

Transfer Students

Students in good standing at another college are welcome to apply for transfer to Wabash and, in general, should follow the same procedures for admission already listed with these additions:

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

Advanced Placement/Transfer Credits

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

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

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

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

International Students

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

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

It is critical that 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.com. Questions about the application process should be directed to:

Coordinator of International Student Admissions
Wabash College
P.O. Box 352 Crawfordsville, IN 47933-0352, USA
Phone: (800) 345-5385 (if in the USA) or (765) 361-6225
E-Mail: admissions@wabash.edu
Fax: (765) 361-6437
Web: www.wabash.edu/admissions/apply

International Application Requirements

Deadlines for receipt of documents are outlined on the Future Students – International Admissions web page at www.wabash.edu/admissions/international. **ALL OFFICIAL DOCUMENTATION MUST BE IN ORIGINAL FORM OR ATTESTED COPIES OF THE ORIGINAL.** It is not necessary to include copies of academic awards or extracurricular accomplishments. Please do not send anything that needs to be returned. The following must be received in order to consider the application complete.

1. A completed application with signature.
2. An official copy of academic transcripts from the last four years of education and the Secondary School Report.
3. An essay showcasing your ability to write well.
4. Standardized test scores (TOEFL/IELTS or SAT/ACT)
5. Two letters of recommendation
6. All students applying for need-based financial aid must complete the College Board's CSS/Financial Aid PROFILE and the College Board's International Student Financial Aid Application. If you do not wish to apply for financial aid, you must complete the College Board's International Student Certification of Finances.

International Admission

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

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

Need-based awards are also available; however, **NO AWARD PACKAGE WILL COVER ALL EXPENSES.** Typically, the College expects that an international student can document the ability to contribute a minimum of \$15,000 annually. Students must provide complete financial information, so Wabash can best assess their financial needs. A typical need-based financial aid package may consist of a combination of campus employment, loans, and a very limited number of grants in addition to any merit-based scholarships that may be awarded. Travel expenses, summer expenses, and personal expenses will not be covered by an aid award. In order to be considered for admission and financial assistance,

all applicants must be able to document the ability to provide for expenses not covered by even our best awards. Once a student has been offered admission, he must submit the required deposit by the stated deadline or his offer of admission will be rescinded.

Enrollment Deposit

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

Housing

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

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

Financial Assistance

Need-Based Awards (First-time students)

All first-time students who wish to apply for financial assistance based on family need must submit 1) the Free Application for Federal Student Aid (FAFSA) to the Department of Education and 2) the CSS/PROFILE Application to the College Scholarship Service. The FAFSA is required to apply for federal grants, Federal Stafford Loans, PLUS loans, and state grants for Indiana residents. The CSS/PROFILE is required to apply for Wabash need-based assistance. The FAFSA is available beginning January 1 on the web at www.fafsa.gov and should be completed by the student and his parents by February 15. The CSS/PROFILE registration and application are available at <http://student.collegeboard.org>. **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, and the CSS/PROFILE results by filling in our code number, 1895.** Upon receipt of these results, the Wabash Financial Aid Office will take all factors into consideration and will inform the admitted student of the amount of financial aid and scholarships in his financial aid award in early April.

International students must submit the CSS/Financial Aid PROFILE for International Students and supporting documentation by February 1. International students are not eligible for federal grants, Federal Stafford Loans or state awards mentioned above.

Renewal of Need-Based Awards (Returning students)

All need-based financial assistance is awarded on an annual basis. **Students must file a new FAFSA and CSS/PROFILE by March 1 each year they are in attendance at Wabash.** In addition to these forms, students and parents must submit any other forms required by the Wabash Financial Aid Office. Need-based financial aid awards will be recalculated each year based upon updated information on the family's financial situation. Students who do not meet the guidelines for satisfactory academic progress will not be eligible for federal, state, or institutional need-based assistance. Detailed information is available on the Financial Aid web site. Financial aid awards for returning students are available via Ask Wally in May.

Merit-Based Awards

Wabash offers numerous merit-based awards. These awards include Top Ten/Twenty Scholarships, Fine Arts Scholarships, Honor Scholarships, Lilly Awards, Boys State, OLAB, President's Scholarships, Lilly Finalist Scholarships, and Hovey Grants. These scholarships vary from \$1,000 to full tuition plus 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.

Expenses

The costs of attending Wabash during the 2014-2015 school year are as follows:

| | |
|-------------------|-------------------------------------|
| Tuition | \$37,100 |
| Activities Fee | \$450 |
| Health Center Fee | \$200 |
| Room & Board | \$8,730 (based on the 15-meal plan) |

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

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

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

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

The estimated “comprehensive” cost to attend Wabash during the 2014-2015 school year is, therefore, \$48,980. You should plan on some increase in charges each year.

In 2014-2015, each semester’s bill will include:

Tuition \$18,550

Activities Fee \$225

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.”

Dormitory Room & Board \$4,365

Board charges cover 15 meals per week. All entering students will be billed this amount. If a student wishes to increase his meal plan to 19/week, an additional \$200 per semester will be billed to his account. Returning students living in fraternities will be billed by the College an amount which is set by their fraternity—not by the College.

Health Center Fee \$100

The Health Center Fee covers expanded services provided by the Health Center, the Counseling Center and the Wellness Center.

Billing Information

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

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

Students who do not return library materials by the due date are charged fees to their tuition accounts.

In addition, students in certain laboratory courses are charged at the end of the semester or year for losses and breakage of laboratory apparatus.

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

Students enrolling in any of the off-campus study programs will be charged the current Wabash College tuition for the semester as well as a \$1000 off-campus fee for each semester they are off campus.

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

Late Registration

For late registration without excuse, a fee of \$25 is charged.

Payment of Fees

The Wabash College Business Office mails a statement for the fall semester to each student on June 1 with payment due on July 15 and on November 15 for the spring semester with payment due on December 15. A late fee of \$250 and 1% interest per month may be charged on accounts unpaid after the due date. Each semester's bill must be paid in full before the student will be allowed to register for classes or move into campus housing.

Wabash accepts payments online via debit or credit card at www.wabash.edu/businessoffice. Transcripts will not be released until all financial obligations to the College are satisfied.

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

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

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

Determining Official Date of Withdrawal

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

If a student cannot complete the official withdrawal process for reasons outside of his control (accident, hospitalization, etc.), the Dean of Students may use the date related to that 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 Stafford Loans, Federal PLUS Loans, Federal Pell Grants, and Federal SEOG and TEACH grants. Federal Work Study earnings are excluded from the return of funds calculation.

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

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

Return of Indiana State Grants

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

Return of Funds for Non-Title IV Recipients

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

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

Refund of Tuition & Fees

Non-Title IV Aid Recipients:

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

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

Refund of Room & Board Charges

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

Nonrefundable Charges

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

Notes

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

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

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

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

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

Calendar 2014-2015

FALL SEMESTER

| | |
|---|-----------------|
| Freshman Saturday..... | AUG 23 |
| Classes Begin & First Day to Add Courses | AUG 28 |
| Final Date to Add Full Semester and First Half Courses..... | SEP 5 |
| Student Census..... | SEP 9-10 |
| Final Date To Drop First Half Semester Course with “W”..... | OCT 3 |
| Midsemester..... | OCT 15 |
| Midsemester Break | OCT 16-19 |
| Classes Resume; Second Half Semester Courses Begin..... | OCT 20 |
| Final Date to Add Second Half Sem Course..... | OCT 24 |
| Final Date to Drop Full Semester Course with “W”..... | OCT 31 |
| Pre-Registration for Spring Semester | NOV 17-21 |
| Final Date to Drop Second Half Semester Course with “W” | NOV 21 |
| Thanksgiving Recess | NOV 22-30 |
| Classes Resume..... | DEC 1 |
| Classes End..... | DEC 12 |
| Final Exams | DEC 15-20 |
| Christmas Recess - SENIORS | DEC 21-JAN 11 7 |
| Christmas Recess - UNDERCLASSMEN..... | DEC 21 - JAN 18 |

SPRING SEMESTER

| | |
|---|--------------|
| Written Comprehensives for Seniors - Double Majors Only..... | JAN 8-9 |
| Written Comprehensives for Seniors | JAN 12-13 |
| Oral Comprehensive Exams for Seniors..... | JAN 14-16 |
| Classes Begin; First Day to Add Courses | JAN 19 |
| Final Date to Add Full Semester and First Half Courses..... | JAN 23 |
| Student Census..... | JAN 27-28 |
| Final Date to Drop First Half Semester Course with “W”..... | FEB 20 |
| Midsemester..... | MAR 6 |
| Spring Recess..... | MAR 7-15 |
| Classes Resume; Second Half Semester Courses Begin..... | MAR 16 |
| Final Date to Add Second Half Sem Course..... | MAR 20 |
| Final Date to Drop Full Semester Course with “W”..... | MAR 20 |
| Pre-Registration for Fall Semester..... | MAR 30-APR 3 |
| Final Date to Drop Second Half Semester Course with “W” | APR 17 |
| Classes End..... | MAY 1 |
| Final Exams | MAY 4-9 |
| Commencement | MAY 17 |

Final Examination Schedule 2014-2015 Academic Year

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

| | |
|---|---|
| Mon., December 15 9:00 A.M. 1:30 P.M. | Classes meeting at 8:00 MWF & 2:10 MWF Classes meeting at 1:10 TTH |
| Tues., December 16 9:00 A.M. 1:30 P.M. | Classes meeting at 9:00 MWF Classes meeting at 8:00 TTH |
| Wed., December 17 9:00 A.M. 1:30 P.M. | Classes meeting at 10:00 MWF Classes meeting at 2:40 TTH |
| Thurs., December 18 9:00 A.M. 1:30 P.M. | Classes meeting at 11:00 MWF Classes meeting at 1:10 MWF |
| Fri., December 19 9:00 A.M. 1:30 P.M. | Classes meeting at 9:45 TTH Classes meeting at 3:10 MWF |
| Sat., December 20 | Multi-Section and other courses as assigned by the Registrar |

SPRING SEMESTER

| | |
|---|---|
| Mon., May 4 9:00 A.M. 1:30 P.M. | Classes meeting at 11:00 MWF Classes meeting at 1:10 MWF |
| Tues., May 5 9:00 A.M. 1:30 P.M. | Classes meeting at 9:45 TTH Classes meeting at 3:10 MWF |
| Wed., May 6 9:00 A.M. 1:30 P.M. | Classes meeting at 8:00 MWF & 2:10 MWF Classes meeting at 1:10 TTH |
| Thurs., May 7 9:00 A.M. 1:30 P.M. | Classes meeting at 10:00 MWF Classes meeting at 2:40 TTH |
| Fri., May 8 9:00 A.M. 1:30 P.M. | Classes meeting at 9:00 MWF Classes meeting at 8:00 TTH |
| Sat., May 9 the Registrar | Multi-Section and other courses as assigned by |

Preamble to 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.

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.

The Rule of Conduct and Academic Honesty

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

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

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

Wabash Writing Statement

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

As writers and writing teachers, we:

Believe that an important part of becoming educated in any academic discipline is learning how to be a writer in that field. This means that the writing practices of those of us in various disciplines will vary, but it also means that every discipline has writing at its core.

Define writing as a way of thinking. Rather than a container for ideas, writing is a way to imagine and to develop ideas. We see writing as a way of deepening our students' engagement with texts, with our fellow human beings, and with the world. Writing therefore helps fulfill the college's mission of educating Wabash men to "think critically, act responsibly, lead effectively, and live humanely."

Understand that becoming a stronger writer is a process that takes time and practice. Thus, the writing assignments we give increase in complexity across the semester and across all four years. Similarly, we understand that complex papers should be written in stages, with multiple drafts and revisions.

Recognize that strong writing is developed and fostered by other complementary activities, including critical reading, speaking, and thinking.

Value writing that is clear in purpose and structure so that intended readers can understand what an author is trying to say.

Engage with primary and secondary sources, and understand why and how to weave the ideas of others into our writing effectively and in accordance with standard disciplinary citation practices. We teach our students to do the same.

Know the importance of standard written English and have a firm grasp of proper grammar and punctuation in English and the other languages we teach at Wabash.

Recognize the variety of genres that constitute college writing across the disciplines. Different genres of writing have different goals, audiences, tones, and structures, and we ask our students to employ appropriate genres as the situation requires.

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.

The Curriculum

The following are rationales for graduation requirements:

I. 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.

II. 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 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.

III. Distribution Courses:

A. One course credit in Language Studies

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

B. Three course credits in Literature and Fine Arts

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

Courses in literature and fine arts provide opportunity to explore imagined worlds and thus enrich the student's own. This requirement also exposes the student to representations of the diverse lives of others, past and present, and to the ways humans interact practically and imaginatively with their environments. Literature courses in foreign languages offer another potent avenue into the minds of other people through direct engagement with languages other than English. In these ways literature and fine arts can be seen not just as pleasurable, which they are, but as essential components of human life.

C. Three course credits in Behavioral Science

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

D. Three course credits in Natural Science and Mathematics

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

E. One course credit in Quantitative Skills

The Quantitative Skills requirement complements other distribution area requirements by ensuring participation in courses that provide a broad exposure to problem-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.

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.

IV. Major:

A major consists of a program of study defined by one or more academic departments or a committee of the faculty. The major may require up to 9 course credits and may additionally require co-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.

V. Minor:

A minor consists of a program of study defined by one or more academic departments or a committee of the faculty. The minor may require 5 to 8 course credits and may additionally require co-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.

VI. 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 24 of these credits must have been successfully completed at Wabash College. Credit earned in approved off-campus study or by Wabash examination will be counted as Wabash course credits (see Senior Requirements section).

Academic Policies

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

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

- 000 – Courses not counting towards the major, minor, or distribution
- 100 – Introductory courses
- 200 – Introductory and intermediate courses
- 300 – Advanced courses
- 400 – Departmental capstone courses

Schedule of Classes 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 p.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 a semester. (Freshmen are advised to take no more than four and one-half course credits a 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 for credit/no credit and physical education courses do not count in determining full time status. Freshmen wishing to drop to three course credits need the approval of both their advisors and the Dean of Students.

Note: If a student's academic program drops below the minimum full-time load of three course credits, he is classified as a part-time student, is subject to loss of financial aid (e.g. Wabash, State and Federal assistance), and is no longer eligible to participate in the Student Health Center Reimbursement Plan.

Changes in Schedule

Each semester, during a scheduled pre-registration period, a student must prepare a complete schedule of his studies for the following semester and have it approved by his advisor. Approved course schedules must be submitted to the Registrar's Office during the pre-registration period; noncompliance will result in a \$25 late fee. The late fee will only be waived in case of extenuating circumstances. Official registration must be confirmed by class attendance during the designated census dates each semester or by reporting to the Registrar's Office on those days.

Full-credit courses may not be added after the seventh class day of the semester. The final date for dropping full courses or declaring the Credit/No Credit option is four weeks after the semester begins.

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. The final date for dropping first and second-half semester courses or declaring the Credit/No Credit option is two weeks after the beginning of the course.

Course Waitlists

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

Excused Absences

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

Dropping Courses

Dropping a course without record

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.

Dropping a full semester course with record

A student may drop a full semester course by the Friday of the second week after mid-semester with a grade of "W" recorded for the course on the permanent academic record. A full semester course may not be dropped after this date.

Dropping a first or second half-semester course with record

A student may drop 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 drop a first or second half-semester course after the last class day of the fifth week of the course.

Dropping a course either with or without record is processed online by the student's advisor. The transcript entry of "W" holds no value in computing the student's GPA.

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

Changes in Major or Minor

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

Petitions

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

Grading System

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

| | | | | | | | | | | |
|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|----------|------------|
| A | A- | B+ | B | B- | C+ | C | C- | D | F | CON |
| 4.00 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.00 | 0.00 | 0.00 |

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 issuance of the grade. 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." (See Dean's List).

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, except for internship courses taken for academic credit (see Off-Campus Study, Internships section). 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.

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 first or second half-semester course. Students may not petition for a grade for courses being taken on a Credit/No Credit basis after these deadlines.

Repeated Courses and Transcription of Grades

Any course at Wabash may be repeated at any time (with the exception of Freshman Tutorial) 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.

Withdrawal from the College

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

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 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.

Transfer Credit

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

- The institution must be accredited;
- Course work should be liberal arts in nature and acceptable to Wabash College;
- The term grade must be at least C-.

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

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

Individual two semester hour courses will count as one-half course credit. Individual 3, 4, or 5 semester hour courses will count as one course credit. Academic departments will have the final decision on transfer credit for courses in their fields and in determining if a transfer course can meet requirements for their major or minor.

Transfer credit appears in the student's academic record as credit without letter grade and is not used in the determination of academic grade point average. Transfer credits to be counted toward the fulfillment of a department major or minor, the foreign language requirement, or in mathematics and science must be approved by the appropriate department or committee. All other transfer credits must be approved by the Registrar.

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.

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

International Baccalaureate

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

Internet and Correspondence Courses

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

Credit by Examination and Advanced Placement Credit

The College grants credit for College Board Advanced Placement (AP) results.

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

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

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

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

AP Exam Equivalencies

| Exam Title | Score | Equivalency | Credit | Requirement |
|-------------------------|-------|----------------|--------|--|
| Calculus AB | 4 | MAT 111 | 1 | B- or better in MAT 112 |
| Calculus AB | 5 | MAT 111 | 1 | None |
| Calculus BC | 4, 5 | MAT 111, 112 | 2 | None |
| English Lang/Comp | 4, 5 | ENGL 98 | 1 | B- or better in 200 level ENG Language course |
| English Lit/Comp | 4, 5 | ENGL 99 | 1 | B- or better in 200 level ENG Literature course |
| French Language | 4, 5 | FRE 102 | 1 | B- or better in FRE 201 based on placement |
| French Language | 4, 5 | FRE 201 | 1 | B- or better in FRE 202/301 based on placement |
| German Language | 4, 5 | GER 102 | 1 | B- or better in GER 201 based on placement |
| German Language | 4, 5 | GER 201 | 1 | B- or better in GER 202/301 based on placement |
| Spanish Language | 4, 5 | SPA 102 | 1 | B- or better in SPA 201 based on placement |
| Spanish Language | 4, 5 | SPA 201 | 1 | B- or better in SPA 202/301 based on placement |
| Statistics | 4, 5 | MAT 103, 104 | ½, ½ | None |
| U. S. History | 4, 5 | HIS 241 or 242 | 1 | B- or better in 200 or 300 level U. S. History course |
| European History | 4, 5 | HIS 231 or 232 | 1 | B- or better in 200 or 300 level European History course |
| World History | 4, 5 | HIS 101 or 102 | 1 | B- or better in 200 or 300 level World History course |
| Gov/Pol Sci U. S. | 4, 5 | PSC 111 | 1 | B- or better in 300 level U. S. PSC course |
| Gov/Pol Sci Comparative | 4, 5 | PSC 122 | 1 | B- or better in 300 level Comparative PSC course |
| Psychology | 4, 5 | PSY 101 | 1 | B- or better in 200 level PSY course |

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

Notes:

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

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

Final Examinations

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.

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."

Continuance in College

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

| | |
|-----------------------|--------------------------------------|
| Freshman to Sophomore | 6 course credits and a 1.50 average |
| Sophomore to Junior | 14 course credits and a 1.70 average |
| Junior to Senior | 24 course credits and a 1.85 average |
| Senior to Graduate | 34 course credits and a 2.00 average |

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

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

Senior Requirements:

- a. 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;
- b. to successfully complete all academic work necessary for the degree and Senior Comprehensive Exams by Monday noon preceding Commencement, as verified by the Registrar;
- c. to clear all financial obligations to the College by Monday noon preceding Commencement or make satisfactory alternative arrangements with the Director of Student Accounts;
- d. to complete a check-out process by the Wednesday preceding Commencement; the process includes receiving clearance from various offices of the College, beginning with the Business Office and concluding with the Dean of the College's Office.

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

Honors

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

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

A.B. *Magna Cum Laude*: Awarded to students who have attained a cumulative average of at least 3.60 or a cumulative average of 3.33 to 3.59 and Distinction rating (for double majors two ratings of Distinction or one rating of Distinction and one of High Pass; for triple majors a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

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

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

Requirements for Phi Beta Kappa at Wabash College

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

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

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

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

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

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

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

Stipulation 1: Eligible students shall be candidates for a bachelor's degree in the liberal arts. 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.

Stipulation 3: Candidates shall have demonstrated, by successful work in high school or college, or in the two together, a knowledge of a second or non-native language at least minimally appropriate for a liberal education. In no case shall this mean less than the completion of the intermediate college level in a second, or non-native, language, or its equivalent. [Completion of Chinese 202, French 202, German 202, Greek 201, Latin 201 or Spanish 202 satisfies this 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.

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.

Availability of Student Records

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

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

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

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

Student Education Records

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

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

(2) The right to request the amendment of the student's education records 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 the College official responsible for the record, clearly identify the part of the record the requester wants changed, specify why it should be changed, and send a copy of the letter to the Registrar as well. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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.

Wabash College Athletics Philosophy

The mission of Wabash College is to achieve “excellence in teaching and learning within a community built on close and caring relationships among students, faculty, and staff.” A Wabash education “encourages young men to adopt a life of intellectual and creative growth, self-awareness, and physical activity.” We believe that physical activity and athletic competition provide balance in the lives of young men engaged in rigorous academic pursuits.

With academic excellence at the core of what we do, Wabash also strives for excellence and broad participation in its intercollegiate athletic programs, intramural competitions, and recreational activities. Our program is designed for the benefit of all our students and for the enjoyment of the entire College community. It is supported by our outstanding athletic facilities and a diversified program of intramural athletics which regularly involve as much as 80 percent of the student body.

While providing opportunities to pursue athletic excellence, our program is also intended to make participation in intercollegiate athletics possible for all who want to experience it. The athletic staff takes special pride in working with goal-oriented young men attracted to the College by the rigor and reputation of its academic program. They are committed to achieving outstanding results while maintaining the quality of the student’s academic experience.

Wabash College is a member of the NCAA’s Division III and of the North Coast Athletic Conference. We embrace the Division III philosophy of strict amateurism, fair play, and equal opportunity, and we adhere to the letter and spirit of NCAA rules and regulations, including the requirement that financial aid shall be based solely on family financial need and academic merit. The College makes no distinction between athletes and non-athletes in its financial aid programs, and it provides no special treatment, academic or otherwise, for its student athletes. A student’s achievement of his academic goals comes first. No classes are missed for athletic practices, and as few classes as possible are missed for scheduled contests. Our primary emphasis is on in-season competition, but exceptional teams and individuals may qualify for post-season play.

Wabash coaches are most interested in the individual student’s personal success, both on and off the field. They adhere to a strict code of ethics and emphasize sportsmanship, fairness, openness, and human dignity in their teaching and coaching, as well as in their relationships with the entire student body.

We take pride in Wabash athletic records: 59 undefeated teams since 1866, 50 teams with NCAA top-20 finishes, 116 state championships, 198 All Americans (235 awards in all), 133 scholar-athlete award recipients (111 citations in all), one Academic All-American Hall of Fame inductee, 24 Academic All-Americans (64 citations in all), 20 winners of NCAA Post Graduate Scholarships. But we value even more the accomplishments of our alumni. We feel most fortunate to have produced doctors, lawyers, and business, professional and community leaders who are strongly committed to the mix of academics and athletics Wabash has always offered.

Courses of Instruction

Division I

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

The Faculty of Division I

Taylor, Ann (chair)

Bost, Anne

Brown, James

Burton, Patrick*

Carlson, Bradley

Dallinger, Gregory

Dallinger, Richard

Feller, Scott^^

Foote, Robert

Ingram, Amanda

Krause, Dennis

Madsen, Martin

McDermott, Danielle

McKinney, Colin

Novak, Walter

Poffald, Esteban

Polley, L. David**

Porter, Lon

Thompson, Peter

Turner, William

Walsh, Heidi

Westphal, Chad

Wetzel, Eric

Wysocki, Laura

Yarnall, Carolyn

* On leave, Fall semester

** On leave, Spring semester

^^ Administrative appointment, full year

Department of Biology

Faculty in the Department of Biology: Amanda Ingram (chair), Anne Bost, Patrick Burton*, Bradley Carlson, L. David Polley**, Heidi Walsh, and Eric Wetzler.

** on leave, Fall semester; **on leave, Spring semester*

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, introduces the student to the primary literature in biology and the skills needed to analyze critically new information in biology.

For the non-major, we offer a number of opportunities to study biology. For the student looking for a laboratory course for distribution, BIO 101 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, 151, and irregularly offered special topics courses at the 100 level (BIO 177 or 178) are also designed for non-majors.

Requirements for the Major: Students majoring in biology must complete: (1) a core of 7 course credits; (2) 2 additional course credits in biology; (3) PHY 111; (4) CHE 111 and 221; and (5) comprehensive exam in biology.

The Biology Core Curriculum: BIO 111, 112, 211, 212, 213, 401, and one of the following: 221, 222, 224, 225, or 226.

Introductory Courses: (two course credits): Students will begin their major in biology by taking BIO 111 and 112. These courses should be completed during the freshman year.

Genetics and Cell Biology: (one course credit each): BIO 211 and 212 should be completed during the sophomore year.

Ecology: (one course credit): BIO 213 should be completed during the first semester of either the junior or senior year.

Organismal Biology: (one course credit) — one of the following courses:

BIO 221 (Comparative Anatomy and Embryology of the Vertebrates)

BIO 222 (Biology of the Invertebrates)

BIO 224 (Biology of the Vascular Plants)

BIO 225 (Microbiology)

BIO 226 (Parasitology)

This requirement must be completed after the Introductory Courses and before the beginning of the second semester of the senior year.

Senior Seminar: (one course credit): Usually, BIO 401 is taken during the first semester of the senior year. Students who will be off-campus during the first semester of their senior year should take BIO 401 during the first semester of their junior year.

Supporting the Biology Curriculum: Biology majors must complete 2 additional course credits for a total of nine course credits in biology. These credits may be compiled from the following: BIO 221, 222, 224, 225, 226, 311, 313, 314, 315, 316, 351, 387, and 388. Because most of these courses (BIO 221, 222, 224, 225, 226, 311, 313, 314, 315, 316, 351) are offered in alternate years, students must carefully plan their curriculum (in consultation with a Biology Department faculty member). In some years, one or more special topics courses (BIO 371) may be offered and may be used to complete the major. Descriptions of these courses will be provided to students and advisors before advance registration.

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

Beyond the nine course credits required for the biology major, students may include two additional biology course credits to satisfy graduation requirements. Students interested in graduate school in biology are encouraged to consider this option.

Supporting the Physics, Chemistry, and Mathematics/Computer Science Curricula: PHY 111 and CHE 111 and 221 are required. Students intending to proceed to a professional or a graduate school should plan to include MAT110 or 111, PHY 112, and CHE 211, 321, and 331 or 361 (depending on interests) in their curriculum. Such students are encouraged to consult with an academic advisor or the Chair to plan their course of study. Usually CHE 111 and 211 are taken during the sophomore year; PHY 111 and 112 and CHE 221 and 321 are taken during the junior year. MAT 112, CSC 111, and a statistics course (MAT 254 or DV3 252) may be important support courses for some biology majors.

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

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

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

Requirements for the Minor: BIO 111, 112, and three other course credits in the department. At least one of the courses beyond BIO 111, 112 must be a course in organismal biology (BIO 221, 222, 224, 225, or 226). Students who wish to initiate a biology minor via the BIO 101 course will complete four additional courses, including an organismal course.

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

Course Descriptions

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 or minor in biology should consult with the Chair to discuss options..

Prerequisites: None

Credits: 1

BIO 102 Plants and Human Affairs

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

Prerequisite: BIO 101.

Credits: 1

BIO 111 General Biology

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. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

BIO 112 General Biology

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.

Prerequisite: BIO 111.

Credits: 1

BIO 151 Evolution

This is a course designed to provide a basic introduction to the processes of evolutionary change and the pattern of biological diversity. Lecture/discussion will focus on the evidence for evolution, including case studies from a variety of organisms. This course is designed for students not planning to major in Biology and will not count toward the requirements for the Biology major, but it may count toward the Biology minor. This course is offered in the spring semester of even-numbered years.

Prerequisites: BIO 111 or 101.

Credits: 1

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.

Prerequisite: BIO 112.

Credits: 1

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.

Credits: 1

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 or permission of instructor.

Credits: 1

BIO 221 Comparative Anatomy and Embryology of the Vertebrates

This is a course presenting a broad evolutionary theme of the vertebrates using the facts of comparative anatomy, embryology, and paleobiology. This course is offered in the spring semester of odd-numbered years.

Prerequisites: BIO 112 or permission of instructor.

Credits: 1

BIO 222 Biology of the 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 recent years. This course is offered in the spring semester of odd-numbered years.

Prerequisites: BIO 112 or permission of instructor.

Credits: 1

BIO 224 Biology of the 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 or permission of instructor.

Credits: 1

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 or permission of instructor.

Credits: 1

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 or permission of instructor.

Credits: 1

BIO 311 Molecular Genetics

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

Prerequisite: BIO 211.

Credits: 1

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.

Prerequisite: BIO 213.

Credits: 1

BIO 314 Developmental Biology

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

Prerequisite: BIO 211.

Credits: 1

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 in the fall semester of even-numbered years.

Prerequisite: BIO 212.

Credits: 1

BIO 316 Evolution of Developmental Mechanisms

Research into embryogenesis has illuminated the molecular mechanisms 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. This course is offered in the spring semester of even-numbered years.

Prerequisite: BIO 211

Credits: 1

BIO 351 The 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. This course is offered in the spring semester of odd-numbered years.

Prerequisite: BIO 211

Credits: 1

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.

Prerequisite: Permission of instructor.

Credits: 1 or 1/2

BIO 387, 388 Introduction to Research

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.

Prerequisite: Permission of instructor.

Credits: 1/2

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.

Credits: 1

Department of Chemistry

Faculty in the Department of Chemistry: Lon Porter (chair), Gregory Dallinger, Richard Dallinger, Scott Feller^{^^}, Walter Novak, Ann Taylor, and Laura Wysocki.

^{^^}*administrative appointment, full year*

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

Requirements for the Chemistry Major: The chemistry major requires completion of the following core courses (eight credits): 111, 211, 221, 321, 331, 351, 361, and 441. Students may complete the nine-course requirement by selecting among the following electives: 421, 431, 451, 452, 461, 462, 471, 487, 488. CHE 421, 452, 461, and 471 may be repeated when the topics change. No more than one-half course credit of independent study (CHE 487 or 488) may be used to construct the minimum nine-course major. CHE 101 and 102 do not count toward the major.

The following courses are also required for chemistry majors: MAT 110 or 111 and 112, PHY 111 and 112. The mathematics courses are best taken in the freshman year, and the physics sequence should be taken in the sophomore year, because physical chemistry (taken by all junior chemistry majors) has a two-course physics prerequisite. A student who places into MAT 010 should complete the MAT 010/110 sequence in the freshman year, and then begin CHE 111 in the sophomore year. Alternatively, students who place in MAT 010 can take MAT 010 and CHE 101 concurrently, then proceed to MAT 110 and CHE 171 (a half semester course, which complements CHE 101 to allow students to proceed to CHE 221 the next fall).

Suggested order of courses for the chemistry major:

| Year | Fall Semester | Spring Semester |
|-------------|----------------------|------------------------|
| Freshman | CHE 111 MAT 111 | CHE 211 MAT 112 |
| Sophomore | CHE 221 PHY 111 | CHE 321 PHY 112 |
| Junior | CHE 351 | CHE 331 CHE 361 |
| Senior | CHE 441 | |

Plus one additional elective taken in the junior or senior year

Strongly Recommended Supporting Coursework:

BIO 111 and BIO 112

More Mathematics, particularly MAT 223, MAT 224, and MAT 225

More Physics, particularly PHY 210 and PHY 310

CSC 111

Biochemistry

Requirements for the Biochemistry Major: The biochemistry major requires completion of the following core courses (seven credits): 111, 211, 221, 321, 351, 361, 461, and 462. Students complete the nine-course requirement by choosing one from CHE 331 or CHE 441 and selecting one of the following courses from the Biology Department: BIO 225, 311, 314, and approved 37X courses (this course may not be counted towards a Biology minor).

The following courses are also required for biochemistry majors: MAT 110 or 111, and 112, PHY 111 and 112; BIO 111, 112, 211, and 212. The mathematics courses are best taken in the freshman year, and the physics sequence is best in the sophomore year, because physical chemistry has a two-course physics prerequisite. A student who places into MAT 010 should complete the MAT 010/110 and BIO 111/112 sequences in the freshman year, and then begin CHE 111 in the sophomore year.

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

| Year | Fall Semester | Spring Semester | | Fall Semester | Spring Semester |
|-----------|----------------------------------|-------------------------------|--|--|-------------------------------|
| Freshman | CHE 111 MAT 111 | CHE 211 MAT 112 | | BIO 111 MAT 111 | BIO 112 MAT 112 |
| Sophomore | CHE 221 PHY 111 BIO 111 | CHE 321 PHY 112 BIO 112 | | BIO 211 CHE 111 PHY 111 | BIO 212 CHE 211 PHY 112 |
| Junior | CHE 351 BIO 211 | CHE 331 CHE 361 BIO 212 | | CHE 221 CHE 351 or BIO Choice | CHE 321 CHE 361 |
| Senior | CHE 461/462 CHE or BIO Choice | CHE or BIO Choice | | CHE 461/462 CHE 351 or CHE or BIO Choice | CHE or BIO Choice |

OR

| Year | Fall Semester | Spring Semester | | Fall Semester | Spring Semester |
|-----------|----------------------------------|-------------------------------|--|--|------------------------------------|
| Freshman | CHE 111 BIO 111 MAT 111 | CHE 211 BIO 112 MAT 112 | | CHE 111 BIO 111 MAT 111 | CHE 211 BIO 112 MAT 112 |
| Sophomore | CHE 221 BIO 211 PHY 111 | CHE 321 BIO 212 PHY 112 | | CHE 221 BIO 211 | CHE 321 BIO 212 |
| Junior | CHE 351 BIO Choice | CHE 361 CHE or BIO Choice | | BIO Choice or CHE 351 PHY 111 | CHE 361 PHY 112 |
| Senior | CHE 461/462 CHE or BIO Choice | CHE or BIO Choice | | CHE 461/462 CHE 351 or CHE or BIO Choice | CHE Choice and/or BIO Choice |

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

The written comprehensive examination for senior majors emphasizes both knowledge of basic chemical concepts and the ability to apply these concepts to new problems. The exam includes written questions over material from courses, a laboratory practical, a literature component, and an experimental design essay

Requirements for the Chemistry Minor: The following courses are required for the chemistry minor: CHE 111, 211, and 221. The student may select any other two course credits from the departmental offerings (except CHE 101 and 102) to complete the minor, provided the prerequisites for the courses are met. No more than one-half course credit of independent study (CHE 487, 488) may be used to construct the minimum five-course minor. Chemistry minors who wish to transfer a chemistry course credit from another institution as part of their minor must have prior approval of the Department Chair to do so; no more than one course credit of transfer credit from another institution may count as part of their minor.

Requirements for Pre-Meds: Pre-medical students are required to take five courses in chemistry before the end of their junior year (when the MCAT examination is generally taken). Wabash pre-med students should take the following courses to meet the pre-med chemistry requirement, CHE 111, 211, 221, 321 and 361.

Advanced Placement: Please refer to the College Advanced Placement guidelines under Credit by Examination. Potential chemistry majors and minors who wish to claim advanced placement credit should discuss placement options with the Department Chair. If the Chair and the student decide that it is in the student's best interest to take CHE 111, the advanced placement chemistry credit must be forfeited.

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.

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

Course Descriptions

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.*

Credits: 1

CHE 102 Topics in Chemistry

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

Prerequisites: Vary with each individual topic; watch for course announcement prior to pre-registration.

Credits: 1 or 1/2

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.

Prerequisite: Freshmen must have a MAT 111 placement or higher to enroll in this course.

Credits: 1

CHE 211 Chemical Structure and Reactivity

This is the second course in chemistry for most science concentrators (chemistry majors and minors, and pre-health students). Topics include detailed considerations of chemical thermodynamics, equilibrium and electrochemistry; the molecular orbital theory of chemical bonding; and main group and transition metal chemistry. The laboratory will feature experiments in calorimetry, electrochemistry, quantitative analysis, descriptive inorganic chemistry, and a multi-week inorganic synthesis project. Three lectures and one laboratory each week. This course is offered in the spring semester.

Prerequisite: CHE 111.

Credits: 1

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.

Prerequisite: CHE 111.

Credits: 1

CHE 302 Electron Microscopy (PHY 302)

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.

Prerequisite: Junior or senior major in chemistry/physics.

Credits: 1/2

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.

Prerequisite: CHE 221.

Credits: 1

CHE 331 Advanced 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.

Prerequisite: CHE 211.

Credits: 1

CHE 351 Physical Chemistry 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, PHY 112, and MAT 112.

Credits: 1

CHE 361 Biochemistry

Basic chemical concepts such as intermolecular forces, equilibria, energetics, and reaction mechanisms will be used to study biological systems. The class will be divided into three major foci: biomolecular structures, metabolism, and information transfer. The laboratory will familiarize students with common biochemical techniques and will integrate current areas of biochemical research. Three lectures and one laboratory each week. This course is offered in the spring semester.

Prerequisites: CHE 211 or 321.

Credits: 1

CHE 421 Advanced Topics in Organic Chemistry

Topics covered vary from year to year. Examples of recent topics include advanced synthesis, medicinal chemistry, and physical organic chemistry. This course is offered either in the fall or spring semester.

Prerequisite: CHE 321.

Credits: 1/2

CHE 431 Advanced Laboratory

A laboratory-oriented presentation of various advanced concepts in chemical instrumentation. Experiments dealing with basic analog and digital electronics will stress measurement techniques and the construction and testing of simple, yet useful, circuits. The use of laboratory computers will be considered, with emphasis on data collection (interfacing) and manipulation. These topics will be integrated into discussion and experiments dealing with instrumental analysis (electrochemistry, spectroscopy). Individual projects will involve the construction/characterization of analytical instruments. One discussion and one laboratory each week. This course is offered on an occasional basis.

Prerequisite: CHE 331.

Credits: 1/2

CHE 441 Advanced Inorganic Chemistry

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.

Credits: 1

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.

Prerequisite: CHE 351.

Credits: 1/2

CHE 452 Advanced Physical Chemistry

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.

Prerequisite: CHE 451.

Credits: 1/2

CHE 461 Special 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.

Prerequisites: Vary with each individual topic; watch for course announcement prior to pre-registration.

Credits: 1/2

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.

Prerequisite: CHE 361.

Credits: 1/2

CHE 471 Special Topics in Chemistry

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.

Prerequisites: Vary with each individual topic; watch for course announcement prior to pre-registration.

Credits: 1 or 1/2

CHE 487 Special Problems

Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students.

Prerequisites: Permission of instructor and department chair.

Credits: 1 or 1/2

CHE 488 Special Problems

Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students.

Prerequisites: Permission of instructor and department chair.

Credits: 1 or 1/2

Department of Mathematics and Computer Science

Faculty in the Department of Mathematics and Computer Science: William Turner (chair), Robert Foote, Colin McKinney, Esteban Poffald, Peter Thompson, Chad Westphal, and Carolyn Yarnall.

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

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

Mathematics

Mathematics majors may opt for the Pure Mathematics Major, the Computational Mathematics Major, or the Financial Mathematics Major. There is a great deal of overlap among these choices, and all include the four core courses.

The Mathematics Core Courses: Calculus I (111) or Calculus I with Pre-Calculus Review (110), Calculus II (112), Linear Algebra (223), Abstract Algebra (331). 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.

Requirements for the Pure Mathematics Major:

- 1) Core courses
- 2) Real Analysis (333) or Topology (341)
- 3) Electives to reach the department's nine-credit minimum

Requirements for the Computational Mathematics Major:

- 1) Core courses
- 2) CSC 111. This does not count toward the major, but it is a prerequisite for 337 and 338, and should be taken by the sophomore year, if possible.
- 3) Numerical Methods (337) or Topics in Computational Mathematics (338)
- 4) Electives to reach the department's nine-credit minimum

Requirements for the Financial Mathematics Major:

- 1) Core courses
- 2) Mathematical Finance (251), Mathematical Interest Theory (252), Probability Models I (253), Probability Models II (353), Statistical Models (254)
- 3) Mathematical Statistics (354) or Regression Models (355)
- 4) Mathematics electives to reach the department's nine-credit minimum

The requirements for the financial mathematics major are good preparation for the initial actuarial exams.

Electives may not include 010, 103, 104, 106, or 108.

Additional courses to consider, especially for students who are considering graduate school:

- Pure mathematics: 219, 221, 222, 224, 225, 323, 324, 332, 334, 344
- Computational mathematics: 219, 222, 224, 226, 314, 323, 332
- Financial mathematics: 224, 324, 333

Incoming freshmen interested in pursuing mathematics at Wabash College will typically take MAT 111 or MAT 112 in the fall (depending on placement) and MAT 112 or MAT 223 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 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*. Several courses are offered in alternate years; majors must plan accordingly.

Requirements for the Mathematics Minor: Five or more course credits including MAT 110 or 111, 112, 223, but excluding MAT 010, 103, 104, 106 and 108. Potential mathematics minors should read the brochure “How to Minor in Mathematics or Computer Science at Wabash College.”

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

Computer Science: No major is offered.

Requirements for the Computer Science Minor: The requirements for a minor in computer science are five courses in computer science and a corequisite of one course in mathematics. The computer science courses must include CSC 111 and 211, at least a half-credit of CSC 121, and one course credit numbered greater than 211. The mathematics course must be MAT 108 or 219.

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 by the end of the sophomore year.

Advanced Placement

- A student who gets a 5 on the AB calculus exam receives immediate credit for MAT 111 and is placed into MAT 112.
- A student who gets a 4 on the AB calculus exam is placed into MAT 112 without immediate credit for MAT 111.
- Any student starting in MAT 112 (by the AP exam or our internal placement) who gets a B- or better will receive retroactive credit for MAT 111.
- A student who gets a 4 or 5 on the BC calculus exam receives immediate credit for MAT 111 and 112, and is placed into MAT 223.
- A student who gets a 4 or 5 on the statistics AP exam receives immediate credit for MAT 103 and 104.
- A student who gets a 4 or 5 on the computer science AP exam receives credit for CSC 111 after taking another course beyond 111 and getting a grade of B- or better.

Course Descriptions

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.) This course is offered in the fall semester.

Prerequisite: Permission of the instructor.

Credits: 0.5

MAT 010 Pre-calculus with an Introduction to Calculus I

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.

Prerequisite: Permission of the instructor.

Credits: 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: 1/2

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.

Prerequisites: None. (MAT 103 is not a prerequisite for MAT 104)

Credits: 1/2

MAT 106 Topics in Contemporary Mathematics

A reflective examination of basic mathematical ideas. Through participation and discovery, students will consider an articulation of mathematics that focuses on patterns, abstraction, and inquiry. Topics will vary, but could include logic, Euclidean geometry, algorithms, etc. This course does not count toward the major or minor in mathematics.

Prerequisites: None.

Credits: 1

MAT 108 Introduction to Discrete Structures

An introduction to discrete mathematics for students not planning to major in mathematics. Topics include sets and logic, proof methods, counting arguments, recurrence relations, graphs, and trees. This course may be used to meet the mathematics requirement for the computer science minor. However, it does not count toward the mathematics major or minor. Students may not present both MAT 108 and 219 for credit toward graduation. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

MAT 110 Calculus I with Pre-calculus 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.

Prerequisite: MAT 010.

Credits: 1

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.

Prerequisite: None.

Credits: 1

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 or 111, departmental placement examination, or AP examination.

Credits: 1

MAT 219 Combinatorics

This course is an introduction to combinatorial reasoning. Topics include graphs, circuits in graphs, graph coloring, trees, counting principles, generating functions, and recurrence relations. This course is offered alternate years. Next anticipated offerings will be spring semester 2014. Students may not present both MAT 108 and 219 for credit towards graduation.

Prerequisite: MAT 223.

Credits: 1

MAT 221 Foundations of Geometry

A development of Euclidean and non-Euclidean geometries from a modern viewpoint. This course is offered in the spring semester.

Prerequisite: MAT 112.

Credits: 1

MAT 222 Theory of Numbers

A study of elementary number theory. Topics include divisibility, congruences, properties of prime numbers, number theoretic functions, diophantine equations, and additional selected topics. This course is offered in the spring semester of odd-numbered years.

Prerequisite: MAT 112.

Credits: 1

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, departmental placement examination, or AP examination.

Credits: 1

MAT 224 Elementary 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: MAT 112 and 223.

Credits: 1

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 and 223.

Credits: 1

MAT 226 Operations Research

Linear and nonlinear optimization, linear programming, integer programming, duality, combinatorics, the simplex method and related algorithms, game theory, Markov chains, queuing theory. This course is offered irregularly.

Prerequisite: MAT 223.

Credits: 1

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.

Prerequisite: MAT 112.

Credits: 1/2

MAT 252 Mathematical 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.

Prerequisite: MAT 112.

Credits: 1/2

MAT 253 Probability Models

This course is an introduction to discrete and continuous random variables. Distributions considered include the hypergeometric, binomial, geometric, Poisson, uniform, normal, gamma, chi-square, t and F. We will cover the Central Limit Theorem, multivariate distributions, and transformations of random variables. This course is offered in the fall semester.

Prerequisite: MAT 112.

Credits: 1/2

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.

Prerequisite: MAT 112.

Credits: 1/2

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-numbered years.

Prerequisite: MAT 224.

Credits: 1

MAT 323 Topics in Linear Algebra

An in-depth study of some of the topics covered in MAT 223, including the theory of vector spaces, linear transformations, and Euclidean spaces, together with some additional topics, which may include isomorphisms, duality, canonical forms, and applications of linear algebra. This course is offered irregularly.

Prerequisite: MAT 223.

Credits: 1

MAT 324 Topics in Differential Equations

A second course in differential equations offering study of special topics in more depth or beyond those covered in MAT 224. Topics may include existence and uniqueness theory, stability theory, Green's functions, dynamical systems, partial differential equations, and applications of differential equations. This course is offered in the fall semester of odd-numbered years.

Prerequisite: MAT 224.

Credits: 1

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.

Prerequisite: MAT 223.

Credits: 1

MAT 332 Abstract Algebra II

A continuation of MAT 331. Topics will depend on the instructor but may include fields, modules, Galois theory, or advanced topics in groups and rings. This course is offered irregularly.

Prerequisite: MAT 331.

Credits: 1

MAT 333 Introduction to Functions of a 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.

Prerequisite: MAT 223. It is recommended that students take MAT 331 before MAT 333.

Credits: 1

MAT 334 Introduction to Functions of a Real Variable II

A continuation of MAT 333. Topics will depend on the instructor but may include sequences and series of functions, Fourier analysis, elementary functional analysis, advanced multivariable calculus or metric spaces. This course is offered irregularly.

Prerequisite: MAT 333.

Credits: 1

MAT 337 Introduction to Numerical Analysis (CSC 337)

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.

Credits: 1

MAT 338 Topics in Computational Mathematics (CSC 338)

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.

Prerequisite: CSC 111 and MAT 112. Some topics may have additional prerequisites.

Credits: 1

MAT 341 Topology

A study of elementary topology. Topics discussed will include topologies, separation axioms, connectedness, compactness, continuity, and metric spaces. This course is offered in the spring semester of even-numbered years.

Prerequisite: MAT 223.

Credits: 1

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.

Prerequisite: MAT 223.

Credits: 1

MAT 353 Probability Models II

This course is a continuation of MAT 253 (Probability Models). Topics include survival functions, hazard functions, order statistics, continuous and discrete distributions not considered in MAT 253, mixed random variables, Brownian motion and stochastic calculus. We will look at a wide variety of probability problems associated with insurance. This course is offered in the fall semester.

Prerequisite: MAT 253.

Credits: 1/2

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, irregularly.

Prerequisites: MAT 253 and 254.

Credits: 1/2

MAT 355 Regression Models

This course takes a matrix-based look at regression (introduced in MAT 254, Statistical Models). We focus on the probabilistic reasoning behind regression, in particular the inferences we can make using linear combinations of normal random variables. We also look briefly at some time series models. This course is offered in the spring semester.

Prerequisites: MAT 223, 253 and 254.

Credits: 1/2

MAT 377 Special Topics in Mathematics

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

Prerequisites: Specific to topic, if any.

Credits: 1 or 1/2

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.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

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.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

MAT 400 Seminar

Topics in the history and foundations of mathematics, the special emphasis varying from year to year. Every student will be expected to write a term paper. This course is offered irregularly.

Prerequisites: None.

Credits: 1/2

Computer Science Courses

CSC 101 Introduction to Computer Science

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

Prerequisites: None.

Credits: 1

CSC 111 Introduction 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.)

Prerequisite: CSC 101 (With appropriate background and instructor permission, a student may possibly take CSC 111 without having taken CSC 101 first).

Credits: 1

CSC 112 Advanced Programming

A variety of topics that are important in developing large-scale software. Object oriented programming in a language such as C++. Dynamic data structures such as lists, queues, and stacks. An introduction to a rigorous analysis of the efficiency of an algorithm. Advanced algorithms such as Quicksort, mergesort, and the use of hash tables. An introduction to using the Unix operating system and Unix tools for software development such as Make. This course is offered in the spring semester.

Prerequisites: CSC 111 or equivalent programming background.

Credits: 1

CSC 121 Introduction to Additional Programming Languages

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.

Prerequisite: CSC 111

Credits: 1/2

CSC 211 Introduction to Data Structure

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.

Prerequisite: CSC 111.

Credits: 1

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.

Prerequisites: Specific to topic, if any.

Credits: 1/2 or 1

CSC 311 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.

Prerequisite: CSC 211 or concurrent enrollment.

Credits: 1

CSC 321 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.

Prerequisite: CSC 121.

Credits: 1

CSC 331 Analysis of 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.

Credits: 1

CSC 337 Introduction to Numerical Analysis (MAT 337)

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.

Credits: 1

CSC 338 Topics in Computational Mathematics (MAT 338)

Advanced. A course to develop mathematical and computational techniques in areas of mathematics or interdisciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered in the fall semesters of odd-numbered years.

Prerequisites: CSC 111 and MAT 112. Some topics may have additional prerequisites.

Credits: 1

CSC 341 Introduction to Automata, Computability, and Formal Languages

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.

Credits: 1

CSC 387 Independent Study

Directed study on special topics for qualified students. May be repeated for credit.

Prerequisites: Permission of the instructor and department chair.

Credits: 1/2

CSC 388 Independent Study

Directed study on special topics for qualified students. May be repeated for credit.

Prerequisites: Permission of the instructor and department chair.

Credits: 1/2

Department of Physics

Faculty in the Department of Physics: James Brown (chair), Dennis Krause, Martin Madsen, and Danielle McDermott

Physics is the study of the fundamental laws that govern our universe. Our curriculum is designed to give our students a solid foundation for understanding these laws and how they were uncovered. The language that best expresses these laws is mathematical, so there are a significant number of mathematics courses which serve as prerequisites for our courses. However, since physics describes the real world, our curriculum also incorporates a significant laboratory component to ensure our students will learn how to interrogate Nature and understand the answers it gives. Only by balancing theoretical concepts with experimental reality can one reach a more complete understanding of the world.

Our physics majors and minors will master valuable analysis and problem-solving skills, which can be applied to a wide variety of situations beyond physics. By integrating these skills with their liberal arts experiences, our students are prepared for a vast spectrum of careers. Recent graduates have gone on to work in physics research, engineering, computer programming, teaching, environmental studies, law, business, and other fields.

For Senior Comprehensives: Majors must pass a multi-part exam which requires them to demonstrate a coherent understanding of all the major areas of physics covered in the required courses, including computational and laboratory methods, and the ability to apply this understanding to solve specific problems. Students must have completed PHY 111, 112, 209, 210, PHY 381, and two out of the three 300-level theory courses (PHY 310, 314, 315) prior to taking the exam.

Requirements for a Major: Nine course credits in physics. These must include PHY 111, 112, 209, 210, 381, and 382. Of the four remaining physics course credits, two must come from the following set of advanced courses: PHY 310, 314, and 315. PHY 101, 104, and 105 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 for the one elective physics course. Those planning to go on to graduate school in physics should plan to take PHY 230, 310, 314, and 315. In addition, mathematics courses that are prerequisites or co-requisites for physics courses are MAT 111 (or 110), 112, 223, 224, and 225. Although not required, CSC 111 is highly recommended, and MAT 324 and 344 are useful. Since physics is a hierarchical subject, it is important to take PHY 111 and 112 during the freshman year if one wishes to major in physics. A possible schedule to fulfill all of the necessary requirements:

| | <u>Fall Semester</u> | <u>Spring Semester</u> |
|-----------|------------------------------------|-------------------------|
| Freshman | PHY 111 MAT 111 | PHY 112 MAT 112 |
| Sophomore | PHY 209 MAT 223 | PHY 210 MAT 224 |
| Junior | PHY elective PHY 381 MAT 225 | PHY elective PHY 382 |
| Senior | PHY elective | PHY elective |

Elective courses regularly offered in the fall semester include PHY 220/230 (alternate years), PHY 310, and PHY 315, while regularly taught spring semester courses include PHY 314. In addition, Special Topics Courses 277 or 377 may be offered in the fall, and 278 or 378 in the spring, depending on student interest and instructor availability.

The Physics Department will not accept a transfer credit for PHY 111 as a prerequisite to the College's PHY 112.

Requirements for a Minor: Five courses in physics that must include PHY 111, 112, 209, and PHY 210 with appropriate prerequisites. Any exceptions must receive prior approval from the department chair. PHY 101, 104, and 105 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 (or 110) and 112.

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

Course Descriptions

PHY 101 Astronomy: Fundamentals and Frontiers

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.

Credits: 1

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.)

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

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.

Credits: 1

PHY 111 General Physics I

An introduction to classical mechanics for physics and other science majors. Topics include Newton's laws of motion, conservation laws, and rotational dynamics. The lab will introduce data acquisition and analysis techniques. Three class periods and one laboratory each week. This course is offered in the fall semester.

Prerequisites: MAT 111 or 110 (or concurrent registration).

Credits: 1

PHY 112 General Physics II

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.

Prerequisite: PHY 111.

Credits: 1

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.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

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.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

PHY 209 General Physics III

An introduction to thermal physics and special relativity. Topics include the laws of thermodynamics, statistical nature of entropy, Lorentz transformations, equivalence of mass and energy. The lab will introduce the methodology of experimental design, numerical techniques for solving differential equations, and the writing of scientific papers using LaTeX software. Three class periods and one laboratory each week. This course is offered in the fall semester.

Prerequisites: PHY 112 and MAT 112 (or concurrent registration).

Credits: 1

PHY 210 Modern Physics

An introduction to quantum theory with applications to atomic, solid state, nuclear, and particle physics. Three class periods and one laboratory each week. This course is offered in the spring semester.

Prerequisites: PHY 209 and MAT 223 (or concurrent registration).

Credits: 1

PHY 220 Electronics

Introduction to analog and digital electronics. Fundamentals of DC and AC circuits, transistors, and amplifiers will be covered. Includes one laboratory each week. This course is offered in the fall semester of even-numbered years.

Prerequisite: PHY 112.

Credits: 1

PHY 230 Thermal Physics

Introduction to thermal and statistical physics. The laws of thermodynamics are studied from microscopic and macroscopic perspectives. Quantum statistical mechanics will be developed and applied to blackbody radiation, fermionic and bosonic systems. This course is offered in the fall semester of odd-numbered years.

Prerequisites: PHY 209 and 210.

Credits: 1

PHY 277 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 fall semester. Student input as to the course topic will be sought prior to fall registration.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

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.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

PHY 287 Independent Study

This course is offered in the fall semester.

Prerequisite: Permission of instructor and department chair.

Credits: 1 or 1/2

PHY 288 Independent Study

This course is offered in the spring semester.

Prerequisite: Permission of instructor and department chair.

Credits: 1 or 1/2

PHY 302 Electron Microscopy (CHE 302)

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.

Prerequisite: Junior or senior major in physics/chemistry.

Credits: 1/2

PHY 310 Classical Mechanics

Advanced topics in classical mechanics, including harmonic motion and Lagrangian mechanics. This course is offered in the fall semester.

Prerequisites: PHY 111 and MAT 224.

Credits: 1

PHY 314 Electrodynamics

Advanced explorations in understanding and applying Maxwell's equations. This course is offered in the spring semester.

Prerequisites: PHY 112 and MAT 224 and 225.

Credits: 1

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 and MAT 223 and 224.

Credits: 1

PHY 377 Advanced Special Topics in Physics

Special interest course covering one of a selection of advanced physics topics including: atomic physics, nuclear physics, quantum field theory, advanced electrodynamics, advanced quantum mechanics, advanced classical mechanics, or other topics proposed by students. This course is offered in the fall semester. Student input as to the course topic will be sought prior to fall registration.

Prerequisite: PHY 210.

Credits: 1 or ½

PHY 378 Advanced 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.

Prerequisite: PHY 210.

Credits: 1 or 1/2

PHY 381 Advanced Laboratory

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. This course is offered in the fall semester.

Prerequisite: PHY 210.

Credits: 1/2

PHY 382 Advanced Laboratory

A continuation of PHY 381. This course is offered in the spring semester.

Prerequisite: PHY 381.

Credits: 1/2

PHY 387 Advanced Independent Study

This course is offered in the fall semester.

Prerequisite: Permission of instructor and the department chair.

Credits: 1 or 1/2

PHY 388 Advanced Independent Study

This course is offered in the spring semester.

Prerequisite: Permission of instructor and the department chair.

Credits: 1 or 1/2

Division II

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

The Faculty of Division II

Rogers, V. Daniel (chair)
Abbott, Jennifer
Abbott, Michael
Bear, Andrea
Baer, Jonathan
Benedicks, Crystal
Blix, David
Bowen, Richard
Calisch, Douglas
Carlson, Matthew
Cherry, James**
Chiu, I-Ting
Drury, Jeffrey
Drury, Sara
Fischer, Michael
Freeze, Eric***
Gómez, Gilberto
Gower, Jeffrey
Gross, James***
Hardy, Jane
Hartnett, Jeremy
Helman, Glen ***
Hudson, Marcus
Hughes, Cheryl
Hulen, Peter

Jay, Jeffrey
Kubiak, David
Lake, Timothy
Lamberton, Jill
Makubuya, James
McDorman, Todd
Mills, Jessica
Mohl, Damon
Morton, Elizabeth
Nelson, Derek*
Pence, Nadine^^
Phillips, Gary***
Pouille, Adrien
Pullen, Qian
Redding, Gregory
Rosenberg, Warren**
Royalty, Robert***
Stokes, Thomas
Strandberg, Kristen
Szczeszak-Brewer, Agata
Trott, Adriel
Tucker, Brian
Watson, Dwight
Wickkiser, Bronwen
Wilson, Ivette de Assis

*On leave, Fall semester

**On leave, Spring semester

***On leave, full year

^^Administrative appointment, full year

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 full statement of this program is available from the Division Chair.

HUM 122 Studies in Language: Modern Linguistics (ENG 122/MLL 122)

An introduction to the basic principles and methods of linguistic analysis, with emphasis on Modern English grammar. This course is offered in the second half of the fall semester.

Prerequisites: None.

Credits: 1/2

HUM 121 Studies in Language: Language Variation and Change (ENG 121/MLL 121)

This continuation of 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.

Credits: 1/2

HUM 196 Religion and Literature (REL 196)

An examination of literary works dealing with religious themes. Authors covered will vary from year to year.

Prerequisites: None.

Credits: 1 or 1/2

HUM 277 Special Topics in Humanities: Literature

Topics vary from year to year.

Prerequisites: None.

Credits: 1

HUM 278 Special Topics in Humanities: Language

Topics vary from year to year.

Prerequisites: None

Credits: 1

HUM 296 Religion and Literature (REL 296)

A study of religious themes and theological issues in literary works.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

Department of Art

Faculty in the Department of Art: Elizabeth Morton (chair), Douglas Calisch, and Damon Mohl

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

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

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

Requirements for a Major: Students intending to major in Art must complete a minimum of nine courses in the following categories:

Foundation Level Courses (two courses):

We strongly encourage students to complete these during the freshman and sophomore years

ART 125 (Drawing) and Art 126 (Studio Art Fundamentals)

Intermediate Level Courses (three courses):

ART 223 (Ceramics), ART 224 (Photography), ART 225 (Topics in Studio), ART 227 (Sculpture), ART 228 (Painting), or ART 229 (New and Expanded Media)

Advanced Level Courses (one course credit minimum):

ART 330 and/or 331 (Advanced Studio) *intended to continue research in a 200-level discipline*

Senior Studio (one course credit minimum):

ART 432 and/or 433 (Senior Studio) *intended to continue research in a 300-level discipline*

Art History (two course credits):

ART 209 (20th Century Art History—*required*)

And one course credit from the following options:

ART 103 (Greek Art and Archaeology), ART 104 (Roman Art and Archaeology), ART 202 (Film in Art), ART 204 (Art and Architecture of the Ancient Americas), ART 205 (Renaissance Art), ART 206 (Baroque Art), ART 208 (19th Century Art), ART 210 (Special Topics in Art History), ART 311 (Art Theory and Criticism), or ART 312 (Post Modern Art and Culture)

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 and 312.

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

A Studio Art Minor will consist of five course credits—four studio courses and one art history course:

Studio courses (four):

Either ART 125 or 126 and three courses from the following options:

ART 223, 224, 225, 227, 228, 229, 330, 331

Art History course (one credit) from the following options:

ART 103, 104, 202, 204, 205, 206, 208, 209, 210, 311, 312

An Art History Minor will consist of five course credits—four course credits in art history and one studio course:

Art History courses (four) from the following options:

ART 103, 104, 202, 204, 205, 206, 208, 209, 210, 311, 312

Studio courses (one) from the following options:

ART 125, 126, 181, 223, 224, 225, 227, 228, 229

Course Descriptions—Art History

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. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ART 103 Greek Art and Archaeology (CLA 103)

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. This course is offered in the fall semester of odd-numbered years.

Prerequisites: None.

Credits: 1

ART 104 Roman Art and Archaeology (CLA 104)

A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome. This course is offered in the spring semester of even-numbered years.

Prerequisites: None.

Credits: 1

ART 181 Historic Materials and 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

Credits: 1

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

Credits: 1

ART 204 Art and Architecture of the 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

Credits: 1

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.

Credits: 1

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.

Credits: 1

ART 208 19th 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.

Credits: 1

ART 209 20th Century Art

This course will survey the history of Modern art from the 1900s to the present, beginning in Paris, expanding to Europe, and eventually to New York and beyond. We will ask several questions about the works we look at: What is modern about modern art? Why does the way art looks change over time, and what directs that change? What is the relationship between art and the artists and societies that produce it? What is its relationship to our lives today? Is Modernism over? To answer these questions, we will look closely at the artworks themselves, as well as the writings of artists and critics, and the history of the society and culture that considered itself "modern." This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

ART 210 Special Topics in Art History

The objective of this class is to develop the student's understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art.

Prerequisites: None.

Credits: 1

Modern and Contemporary Native American Art

This course overviews art and visual culture by and about Native Americans, focusing especially on cultural production since 1900. Through careful consideration of visual art, film, and advertising, students will grapple with questions of representation, race, identity, and “post-coloniality.” Native Americans have long been stereotyped, from the earliest explorers’ “documents” to sports mascots and recent Disney animations. Central questions will be: how have these stereotypes been challenged, and how do myth and legend relate to historical fact? What is the relationship between past modes of artmaking/symbolism and more recent manifestations? How has contemporary art by Native Americans rejected or absorbed canonical modern/postmodern practices? Because this topic is marginalized and rarely available as an area of study, students will be immersed in subjective quandaries that drive cutting-edge research, thus actively engaging in the process of developing art history. Offered in the fall semester.

ART 311 Art Theory and Criticism

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

Prerequisites: Junior or senior standing, one previous Art History course, or consent of instructor.

Credits: 1/2

ART 312 Post Modern Art and Culture

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

Prerequisites: Junior or senior standing, one previous Art History course, or consent of instructor.

Credits: 1/2

ART 434 Senior Project in Art History

This course is offered in the fall semester.

Prerequisite: Senior standing.

Credits: 1

ART 435 Senior Project in Art History

This course is offered in the spring semester.

Prerequisite: Senior standing.

Credits: 1

Course Descriptions—Studio Art

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.

Credits: 1/2

ART 126 Studio Art Fundamentals

Making art in the 21st century draws upon a long tradition of methods, materials, and conceptual and philosophical perspectives, and combines those traditions with new and expanding approaches. This course is intended to be a hands-on introductory exploration of both traditional and contemporary materials and ideas that influence contemporary practices of design and fine art. Students will be introduced to methods of creative research, with projects and discussions designed to help illuminate the considerations one must take into account when designing Two-Dimensional imagery, Three-Dimensional objects and spaces, and Time-based or virtual projects. There will be a strong emphasis on understanding how these three categories relate to one another, and on the practice of “reading” visual information in a more sophisticated manner. Traditional and emerging media—including but not limited to drawing, painting, sculpture, and digital technologies—will be explored. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

ART 223 Ceramics

An introduction to the basic techniques of clay. This 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.

Credits: 1

ART 224 Photography

Students will first be introduced to analog photography through processing film, darkroom techniques, and approaching B/W photography as a means of visual expression. The principles of design as a means of visual communication will be an emphasis in the course. The projects deal with texture, light, and space, with emphasis on the development of personal ideas. Some photographic history will be discussed, as well as current issues in art and photography. The course will transition from wet darkroom techniques to computer-based image creation.

Prerequisites: None.

Credits: 1

ART 225 Special 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.

Prerequisites: None.

Credits: 1

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.

Credits: 1

ART 228 Painting

A thorough investigation of the historic and contemporary materials, techniques, and conceptual concerns related to painting. Participation in this course will allow students the opportunity to explore the process of composing images, begin practicing studio research, and experiment with both traditional and contemporary approaches to making art.

Prerequisites: None.

Credits: 1

ART 229 New and Expanded Media

This is a hands-on studio course designed to explore the question, “What does it mean to make *art* in the 21st century?” Combining different types of creative research, students will consider the way in which boundaries between traditional media—drawing, painting, sculpture, photography—are becoming blurred and also conflated with other forms of visual expression, such as installation, site specific work, public enactment/performance, outsider art, digital media, video production, and various types of commercial media. Through project-based research, students will examine the historical and contemporary relationships between mediums, and the disciplines involved with artistic practice. The class aims to expose students to varied methods and motivations for making art, and also invites them to actively consider the relevance of visual art in our contemporary moment.

Prerequisites: None.

Credits: 1

ART 330 Advanced Studio

For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to research of materials, techniques, and concepts. This course is offered in the fall semester.

Prerequisites: Minimum of two previous studio courses, with at least one at the 200 level.

Credits: 1 or 1/2

ART 331 Advanced Studio

For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to materials, techniques, and concepts. This course is offered in the spring semester.

Prerequisites: Minimum of two previous studio courses, with at least one at the 200 level.

Credits: 1 or 1/2

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: Two previous art courses and permission of the instructor and department chair.

Credits: 1 or 1/2

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: Two previous art courses and permission of the instructor and department chair.

Credits: 1 or 1/2

ART 432 Senior Studio

Art majors must examine a specific visual theme or concept, develop the idea through their selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or group exhibit, depending on the requirements of the project and the availability of exhibition space. This course is offered in the fall semester.

Prerequisites: Art 330 or 331 and senior standing.

Credits: 1 or 1/2

ART 433 Senior Studio

Art majors focusing in studio must examine a specific visual theme or concept, develop the idea through their selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or group exhibit, depending on the requirements of the project and the availability of exhibition space. This course is offered in the spring semester.

Prerequisites: Art 330 or 331 and senior standing.

Credits: 1 or 1/2

Department of Classical Languages and Literatures

Faculty in the Department of Classical Languages and Literatures: Jeremy Hartnett (chair), David Kubiak, and Bronwen Wickkiser.

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 are: A major in Classical Civilization emphasizes the study of Greek and Roman civilizations and requires appreciably less work in language than the Greek or Latin majors. Students choosing this major might focus on Art and Archaeology, Ancient History, Greek and Roman Literature, or Philosophy. The major will consist of at least seven courses: one course in Greek or Latin at or above the 200 level; one course in Classics at or above the 200 level; four additional courses (Latin and Greek courses beyond the 102 level may count as part of these four courses); CLA 400. 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 are: Five courses, at least one of which must be at or above the 200 level. Minors in Classical Civilization should consult with the department chair as soon as possible to discuss the coherence of their minor. Greek or Latin courses at the 102 level and above also count toward the minor.

Requirements for the Greek major will consist of at least seven courses: Four Greek courses beyond the elementary (GRK 101, 102) level, two courses in Latin beyond the elementary (LAT 101, 102) level, and GRK 400. Majors in Greek should also consider taking some related courses, which are not required but provide a broader context for students' studies of ancient language and literature: HIS 211, 310, CLA 101, 103, 105, 111, 112, 113, 211, 212, 213, PHI 140, 249, PSC 330, and RHE 320. CLA 103 and 105 are especially encouraged because of their emphasis on chronology.

Requirements for the Greek minor: Five courses in Greek.

Requirements for the Latin major will consist of at least seven courses: Four Latin courses beyond the elementary (LAT 101,102) level, two courses in Greek beyond the elementary (GRK 101, 102) level, and LAT 400. 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: HIS 212, 310, CLA 104, 106, 111, 112, 113, 211, 212, 213, PSC 330, RHE 320. CLA 104 and 106 are especially encouraged because of their emphasis on chronology.

Requirements for the Latin minor: Five courses in Latin.

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.

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

Course Descriptions—Classical Civilization

CLA 101 Classical Mythology

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

Prerequisites: None.

Credits: 1

CLA 103 Greek Art and Archaeology (ART 103)

This course is 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.

Credits: 1

CLA 104 Roman Art and Archaeology (ART 104)

This course considers of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome. *Prerequisites: None.*

Credits: 1

CLA 105 Greek Civilization (HIS 211)

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.

Credits: 1

CLA 106 Roman Civilization (HIS 212)

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.

Credits: 1

CLA 111 Special Topics in 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.

Prerequisites: None.

Credits: 1

CLA 112 Special Topics in Art and 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.

Prerequisites: None.

Credits: 1

CLA 113 Special Topics in Ancient History (HIS 210)

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.

Prerequisites: None.

Credits: 1

CLA 140 Philosophy of the Classical Period (PHI 140)

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.

Credits: 1

CLA 162 History and Literature of the New Testament (REL 162)

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 teaching 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.

Credits: 1

CLA 211 Special Topics in Literature and Culture

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.

Prerequisites: Vary with topic.

Credits: 1

CLA 212 Special Topics in Art and Archaeology

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.

Prerequisites: Vary with topic.

Credits: 1

CLA 213 Special Topics in Ancient History (HIS 310)

This is a more advanced course that focuses on a specific topic in ancient history and requires previous work. Course may be repeated as topic changes.

Prerequisites: Vary with topic.

Credits: 1

CLA 220 Classical Rhetoric (RHE 320)

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.

Credits: 1

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

CLA 400 Focused Discussion of a Topic and Senior Reading

This is a seminar on a selected topic with a paper supervised by a member of the department.

Prerequisites: None.

Credits: 1

Greek**Course Descriptions—Language Studies****GRK 101 Beginning Greek**

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.

Credits: 1

GRK 102 Beginning Greek

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.

Credits: 1

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, 102.

Credits: 1 or 1/2

Course Descriptions—Literature and Fine Arts**GRK 201 Intermediate Greek**

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, 102.

Credits: 1

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, 102.

Credits: 1 or 1/2

GRK 301 Advanced Greek: Poetry

Selections to suit the needs and interests of the class will be made from the Greek poets and dramatists. The material will be varied from year to year and the course may be elected more than once.

Prerequisites: GRK 201.

Credits: 1

GRK 302 Advanced Greek: Prose

Selections to suit the needs and interests of the class will be made from Greek history, oratory, and philosophy. The material will be varied from year to year and the course may be elected more than once.

Prerequisites: GRK 201.

Credits: 1 or 1/2

GRK 303 Advanced Greek: Homer

Selections to suit the needs and interests of the class will be made from Homer's *Iliad* or *Odyssey*. The material will be varied from year to year and the course may be elected more than once.

Prerequisites: GRK 201.

Credits: 1

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: *Permission of the instructor and department chair.*

Credits: 1 or 1/2

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: *Permission of the instructor and department chair.*

Credits: 1 or 1/2

GRK 400 Focused Discussion of a Topic and Senior Reading

This is a seminar on a selected topic with a long paper directed by a member of the department.

Prerequisites: *None.*

Credits: 1

Latin**Course Descriptions—Language Studies****LAT 101 Beginning Latin**

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.*

Credits: 1

LAT 102 Beginning Latin

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 placement by exam.*

Credits: 1

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 their equivalent.*

Credits: 1 or 1/2

Course Descriptions—Literature and Fine Arts

LAT 201 Intermediate Latin

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: None.

Credits: 1

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, or their equivalent.

Credits: 1 or 1/2

LAT 301 Advanced Latin: Poetry

Selections to suit the needs and interests of the class will be made from Latin poetry. The material will be varied from year to year and the course may be elected more than once. This course is offered in the spring semester, in rotation with LAT 303.

Prerequisites: LAT 201 or equivalent preparation.

Credits: 1

LAT 302 Advanced Latin: Prose

Selections to suit the needs and interests of the class will be made from Latin history, oratory, epistolography, and philosophy. The material will be varied from year to year and the course may be elected more than once. This course is offered in the fall semester.

Prerequisites: LAT 201 or equivalent preparation.

Credits: 1

LAT 303 Advanced Latin: Vergil

Readings in Latin will be selected from the corpus of Vergil, with special emphasis on the *Aeneid*. This course is offered in the spring semester, in rotation with LAT 301.

Prerequisites: LAT 201 or equivalent preparation.

Credits: 1

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

LAT 400 Focused Discussion of a Topic and Senior Reading

A seminar on a selected topic with a paper directed by a member of the department. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

Department of English

Faculty in the Department of English: Agata Szczeszak-Brewer (Chair), Crystal Benedicks, Michael Fischer, Eric Freeze*** Marc Hudson, Timothy Lake, Jill Lamberton, and Warren Rosenberg**

** *on leave, Spring semester* ****on leave, full year*

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

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

All students are invited to consider ENG 105–260 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 or consent of the instructor as prerequisites. Courses numbered above ENG 260 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.

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

Requirements for the Major in Literature: Majors are required to take the following English courses: (1) three of the six core survey courses (ENG 214–220) (These three courses should be completed by the end of the junior year); (2) ENG 297 (preferably in the freshman or sophomore year); (3) four additional full courses (or their equivalent), including at least two full course credits labeled “Studies in...,” and one “Seminar” course. ENG 101 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.

Requirements for the Major in Creative Writing: Majors will take four courses in creative writing (including one course in a second genre). Two of the creative writing courses must be at the advanced level (300 or 400 level). ENG 498/499 (two half-credit courses), ENG 497, and three courses in literature. 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 or ENG 397.

The typical sequence for a student in the creative writing track would start with ENG 110, 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 and ENG 498/499 (two half-credit courses, in which the student develops a portfolio of work in his chosen genre).

For Senior Comprehensives, literature majors must pass two department examinations: (1) an analysis of an unfamiliar text; and (2) a two-part essay on their development as a literary critic followed by an analysis of two formative texts. Creative Writing majors must pass two departmental examinations: (1) an analysis of an unfamiliar text; and (2) a two-part essay on their development as a literary artist followed by the exploration of a question of literary craft or technique.

Majors with specific graduate school plans should discuss these with department members. Those who wish to continue

work in English should be aware of foreign language requirements for graduate degrees, as well as the significant advantage of knowing the literature of another language. Courses in Classics, Religion, and the Arts would also be good preparation for advanced study in Literature, Language, or Creative Writing.

Requirements for the Minor: Five full-credit courses, not including ENG 101. 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.

The minor in literature consists of two core survey courses and three additional courses in literature, one of which should be 300 level or above.

The minor in creative writing will consist of three courses in creative writing and two courses in writing or literature. At least one of the creative writing courses should be at the advanced level.

Introductory Courses

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

ENG 214–220, 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: Introduction to the Study of Literature. Required of all literature majors, and must be taken during the freshman or sophomore years.

Intermediate Courses

COURSES NUMBERED 300–370 HAVE THE PREREQUISITE OF ANY ONE ENGLISH LITERATURE COURSE AT WABASH. They are designed to complement and develop historical and cultural awareness, and the knowledge of authors, themes, topics, genres, modes, and critical approaches encountered in Introductory and Core courses. Students in Intermediate courses take initiative in class discussion, write several analytical papers, and become familiar with the use of secondary critical sources. Topics for Intermediate courses are generally repeated every two or three years.

Advanced (Seminar) Courses

Two sections of ENG 497 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.

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

Course Descriptions

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.

Credits: 1

Course Descriptions—Language Studies

ENG 110 Introduction to Creative Writing

This is an introductory course in Creative Writing. ENG 110 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

ENG 122 Studies in Language: Modern Linguistics (HUM 122)

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: 1/2

ENG 121 Studies in Language: Language Variation and Change (HUM 121)

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.

Credits: 1/2

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.

Credits: 1

ENG 210 Special Topics in Creative Writing

This course will build upon the creative principles in ENG 110. Because the course may be different every time it is taught, students may re-take the course for credit. Special Topics may cover a variety of genres such as screenwriting, novel writing, travel writing, writing the memoir, audio rhetoric, the long poem, etc. The course will have a strong workshopping component. Course readings will help students gain an understanding of the contemporary aesthetic of the genre as well as provide direction about craft. Besides generating assignments, producing original work, and reading a variety of genre-specific texts, students will also be responsible for peer evaluation and critique.

Prerequisites: ENG 110.

Credits: 1

ENG 211 Creative Non-Fiction

This course in creative nonfiction will build upon the principles in ENG 110. The course will have a strong workshopping component and focus heavily on generating creative nonfiction and learning to read as writers. Usually a combination of an anthology and a book on the craft of creative nonfiction will comprise the required texts. Besides generating assignments, producing original essays, and reading a variety of texts, students will also be responsible for peer evaluation and critique.

Prerequisites: ENG 110.

Credits: 1

ENG 212 Creative Writing: Poetry

This course includes composition, presentation, and considered discussion of original poems in a workshop atmosphere. Experimentation with various poetic forms will be encouraged and craftsmanship emphasized. A strong commitment to poetry will be expected, not only in writing and rewriting throughout the semester, but also in careful criticism of fellow students' work. Supplementary readings in contemporary poetry will be used as models for writing and as impetus for discussion. This course is offered in the fall semester.

Prerequisites: ENG 110.

Credits: 1

ENG 213 Creative Writing: Short Fiction

Students will write about 12,000 words of short fiction, which will be read and discussed in workshop sessions. The course pre-supposes a serious interest in creative writing. It requires strict self-discipline, devotion to craftsmanship, and active critical analysis. Supplementary readings in short fiction, past and contemporary, are assigned. This course is offered in the fall semester.

Prerequisites: ENG 110.

Credits: 1

ENG 311 Advanced Workshop in Creative Nonfiction

This course will build on the principles of ENG 211. It is primarily a work-shopping 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.

Credits: 1

ENG 312 Advanced Workshop in Poetry

This course will build on the principles of ENG 212. It is primarily a work-shopping course, with a critical essay component—close study of the craft of a particular writer or some formal question. Students will continue to read and study published work, such as the annual *The Best American Poetry* anthologies. Each version of the course will vary some in focus. For instance, one course might focus on postmodern poetics, while another might focus on narrative poetry and prose poetry. But students will not be bound by these emphases: they will be free to follow their own creative impulses as they write new poems and revise old ones.

Prerequisites: ENG 212.

Credits: 1

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.

Credits: 1

ENG 387 Independent Study in Language

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

ENG 410 Advanced Composition: Academic and 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: Junior or senior standing.

Credits: 1

ENG 411 Advanced Composition: Business & Technical 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. This course is offered spring semesters. STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH.

Prerequisites: Junior or senior standing.

Credits: 1

ENG 498/499 Creative Writing Capstone Portfolio Course

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: 300-level workshop, majors only.

Credits: 1/2

Course Descriptions—Literature

Introductory Courses

These courses, numbered 105–160, introduce students to English, American, and World literature in translation. Two half-semester courses, ENG 105 and 106, introduce students to the ways of reading poetry and short stories. ENG 107 and 108 emphasize history as a subject matter in literature. ENG 109 and 160, as well as ENG 107 and 108, focus on world and multicultural literature.

ENG 214–220, 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 105 Introduction 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: 1/2

ENG 106 Introduction 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: 1/2

ENG 107 History and Drama: Science and Scientists

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

Prerequisites: None.

Credits: 1/2

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.

Credits: 1

ENG 109 World Literature in Translation

This course will focus on 20th-century literature in translation from South America, the Caribbean, Europe, Japan, China, Senegal, India, Egypt, and Israel. Thematically, the course will address nationalism, language, political violence, ethnic cleansing, colonialism, exile, gender inequality, and globalization. We will examine a variety of texts translated into English to determine how people in non-Anglophone nations have defined their national identities, often after decades or centuries of foreign oppression. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

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. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ENG 180 Science and Speculative Fiction (GEN 107)

The goals of this class include familiarization with the genres of Science and Speculative Fiction and their profound impact not only on the Anglophone literary tradition but also on the development of science and technology in general. The students will analyze the social and political contexts for such themes as time travel, artificial intelligence, genetic engineering, alien invasion, and biological interdependence. We will read fiction by H.G. Wells, Ray Bradbury, Arthur C. Clarke, William Gibson, Octavia Butler, Lauren Beukes, and others, as well as graphic novels (*V for Vendetta* and *Marvels*). The movies will include *Metropolis*, the *Matrix* trilogy, and *District 9*. This course will next be offered during the 2015-16 academic year.

Prerequisites: None

Credits: 1

ENG 214 Introduction to British Literature 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 experimentations 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.

Credits: 1

ENG 215 Introduction to Medieval and Renaissance Literature

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.

Credits: 1

ENG 216 Introduction 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.

Credits: 1

ENG 217 English Literature, 1660–1800

This course examines works by some of the best-known poets, essayists, and novelists from the Restoration and 18th Century in Great Britain, including Dryden, Swift, Pope, Fielding, and Johnson. The responses of different authors to ongoing cultural conflicts will help structure our survey. Rhetorical techniques and the development of genres will be ongoing concerns. There will be special emphasis on the comedies of the time by Wycherly, Etherege, Behn, Congreve, Gay, Steele, and Sheridan, not only as texts for performance and reading, but also as objects the authors' contemporaries reviewed with vigor and used to construct theories about comedy and satire. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ENG 218 Introduction to English Literature, 1800–1900

A study of the life and literature of the early and middle 19th century as reflected in the poetry, fiction, and essays of this period. Texts will vary from year to year but will be drawn from the works of major poets (Wordsworth, Keats, Tennyson, Browning, Arnold, and Hardy), novelists (Austen, Scott, Dickens, Thackeray, Eliot, and Hardy) and essayists (Wordsworth, Carlyle, Macaulay, Ruskin, Arnold, Huxley, and Pater). This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ENG 219 Introduction to American Literature before 1900

A survey of major writers and literary trends from the period of exploration to the Naturalists. We will study the forging of the American literary and social consciousness in the writings of the early explorers, through the Native American oral tradition, and in works by Bradstreet, Edwards, Franklin, Emerson, Thoreau, Hawthorne, Jacobs, Melville, Douglass, Whitman, Dickinson, Twain, James, Crane, and Chopin. Guiding our study will be questions like "What is 'American' about American literature?" and "In what ways do myths generated by our formative literature continue to shape our personal and national identities?" This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

ENG 220 Introduction to American Literature 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.

Credits: 1

ENG 260 Multicultural Literatures

Introduction to Black Studies

The course will introduce students to the history, methodology and major problems in black studies. This survey will explore the interdisciplinary nature of black studies scholarship and the challenges it presents to traditional academic models. The issue of the politicization of the academy and the relationship between black scholarship production and service to the black community will also be covered. The course will draw from a number of literary sources (Toni Morrison, Houston Barker, Henry Louis Gates), cultural theorist (bell hooks, Mark Anthony Neal, Cornel West) and historical works (Nell Painter, John H. Franklin, Alberto Raboteau.) This course will serve students interested in the study of the black experience. All majors are welcomed. Students interested in the black studies Area of Concentration are encouraged to enroll.

Prerequisites: None.

Credits: 1

ENG 297 Introduction to the Study of Literature

This course offers an introduction to English literature as a field of study, an overview of genres (poetry, fiction, drama), and literary terms, the practice of close reading, and the basic premises of literary criticism. The course also focuses on developing research skills within the field. It is designed to help majors or potential majors utilize vocabulary essential to a successful literary and/or cultural analysis, study examples of published essays in the discipline, and consider the aims of literary criticism. This is a writing-intensive class. We welcome all students who are thinking about majoring in English to take this course. All English majors taking the literature track are required to take this course, preferably during their freshman or sophomore years. Students taking the creative writing track are encouraged but not required to take this course. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

Intermediate Courses

PLEASE NOTE: 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. Typical courses include the following topics, which are generally repeated every two or three years (please note these are examples). Students should consult course listings for current offerings.

ENG 300 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).

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

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: One English Literature course taken at Wabash.

Credits: 1

ENG 310 Studies in Literary Genres

Studies in Literary Genres: The 19th Century American Short Story (2nd Half)

One could argue that the short story form as we know it today was born in the 19th century America. In this course we will read some of the great writers and stories that defined and shaped that form. Authors will include Poe, Hawthorne, Melville, James, Chessnutt, Crane, Wharton, and Chopin.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1/2

American Nature Writing

Even in the 21st century, Americans remain haunted by the power and beauty of their landscapes and by the idea of wilderness. Thoreau's gnomic statement, "In wilderness is the preservation of the world," still has some currency in our culture. While Americans are far from forging a common environmental ethic, the attempt continues, especially in the face of our growing awareness of the fragility of earth's ecosystems, and the power of our technologies to subdue and destroy them. In this course, we will read a few essential classic texts—Thoreau's *Walking* and Aldo

Leopold's *Sand County Almanac* to get our bearings, but the focus will be on texts of the late 20th century to the present. We will read such nonfiction works as Edward Abbey's *Desert Solitaire* and Terry Tempest Williams' *Refuge*; fictions such as Seth Kantner's 2004 novel, *Ordinary Wolves*, and various stories by Rick Bass; and Gary Snyder's poetry collection, *Turtle Island*. The course will also introduce students to the practice of ecocriticism. We will read the texts as literary works of art, but also as explorations of the connections between humans and the natural world, of nature and spirit, of environmental ethics and justice, and of arguments for the preservation of the natural world.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

Postmodern Fiction

This course will trace the development of postmodern fiction, from formally postmodern texts to later texts that define postmodernism more as an engagement with issues of gender, ethnicity, media, cultural hierarchy and politics. To understand these texts, we will read some theory and add heaps of astounding works of postmodern fiction by such writers as Don DeLillo, Paul Auster, Douglas Copeland, and Toni Morrison, as well as watch some movies by postmodern filmmakers such as Quentin Tarantino, David Lynch, and Charlie Kaufmann.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

American Theater and Drama (THE 217)

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: One English Literature course taken at Wabash.

Credits: 1

ENG 320 Study in Literary Modes

ENG 330 Studies in Special Topics

Postcolonial Literature and Theory (GEN 304) (MAS 300)

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.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

ENG 340 Studies in Individual Authors

George Bernard Shaw

In this half-course, we will study six plays or more by Shaw (1857–1950), each of which provides a different answer to his recurring question: what is wrong with civilization? Shaw's wit and satire make his frequently disagreeable answers both provocative and entertaining. Texts will include three major works, *Man and Superman* (1903), *Heartbreak House* (1917), and *St. Joan* (1923).

Prerequisites: One English Literature course taken at Wabash.

Credits: 1/2

Herman Melville

Although a major writer in the American literary canon, Melville seems almost non-canonical in his constant experimentation with literary form and questioning of societal conventions of race, gender, and class. In this course we will study a number of Melville's major works—*Typee*, *Redburn*, *Moby Dick*, *Billy Budd*—and several lesser known texts, particularly the poetry. In addition to enjoying the variety of stories Melville tells, meeting his distinctive characters, and exploring his unconventional ideas, we will consider Melville's life and times as well as the history of his literary reputation.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

(Post) Colonial Joyce

James Joyce was born and raised in colonized Ireland. In ENG 340, we will read *Dubliners*, *A Portrait of the Artist as a Young Man*, *Exiles*, *Ulysses*, and some of Joyce's political writing. Our discussion of these texts will focus mainly on the writer's commentary on imperialism, racial bias, anti-Semitism, and other forms of oppression present in late-colonial Ireland. We will try to determine why Joyce famously declared: "I will not serve that in which I no longer believe, whether it call itself my home, my fatherland, or my church." In some texts, Joyce anticipates the postcolonial challenges the Irish people may face after their liberation from the British Empire. All of the books included in this course are deeply embedded in and inspired by Dublin—a city with which Joyce had a love-hate relationship, and which provided him with a wealth of characters and stories for his fiction. *Ulysses* is a challenging book, but its plot and structure become much clearer when one immerses oneself in the life of the city and mimics the path of Leopold Bloom and Stephen Daedalus.

Prerequisites: Junior or Senior standing, and one English Literature course taken at Wabash.

Credits: 1

ENG 350 Studies in Media: Literature and 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. Most recently this course focused on representations of masculinity in literature and film.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

ENG 360 Studies in Multicultural/National Literatures

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.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

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.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

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.

Prerequisites: One English Literature course taken at Wabash.

Credits: 1

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: One English Literature course taken at Wabash.
Credits: 1

ENG 370 Studies in Special Topics

African American Immigration

This course will examine the themes of migration and immigration in African American literature from the captivity narrative of early America to the twenty-first century. We will examine the African American relationship with Africa from the early stages of separation to the movements of reclamation. We will also look at contemporary works that detail immigration from the continent of Africa, the Global South, and Canada. The writers we will read are preoccupied with defining their identities as people, and not as captive. We will move from slavery to freedom, through Reconstruction, post-WWII, through the Civil Rights era and into contemporary society by reading the works of authors like: Olaudah Equiano, Nella Larsen, Jean Toomer, Ralph Ellison, Chester Himes, Dorothy West, Maya Angelou, Audre Lorde, Dione Brand, Toni Morrison, Edwidge Danticatt, Shay Youngblood and 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”?

Prerequisites: One English Literature course taken at Wabash.
Credits: 1

ENG 388 Independent Study in Literature

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: Permission of the instructor and the department chair.
Credits: 1 or 1/2

ENG 397 Studies in Critical Reading

This course introduces English majors and minors to a number of literary genres, makes available to them systematic critical approaches, and gives them practice in scholarly and critical disciplines. Frequent written exercises. All members of the English Department will occasionally assist in classroom work. Offered spring semesters.

Prerequisites: None.
Credits: 1

Advanced (Seminar) Courses

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.

ENG 497 Seminar in English Literature

Gender Criticism

In what ways do conceptions of “masculinity” and “femininity” shape the way we create and respond to texts? In this seminar, we will consider this question, one that has been central to literary study for the past three decades. We will also look at gender criticism in relation to other critical currents like formalism, psychoanalysis, multiculturalism, new historicism, post-structuralism, gay studies, and cultural studies. During the first half of the semester we will read theoretical and critical essays, and study a range of works to create a common context for our discussions. Writers and filmmakers might be chosen from among Shakespeare, Melville, Dickinson, Chopin, Cather, Hemingway, E.M. Forster, John Ford, Richard Wright, Baldwin, Anne Sexton, Russell Banks, Michael Chabon, Jane Champion, Ang Lee, and Toni Morrison. We will also study other cultural representations of gender, including television, the web, political ads, and comics. If possible, we will interact with a gender studies course at DePauw. The second half of the semester will be devoted to individual research projects shared with the class. This course is offered in the fall semester.

Prerequisites: None.
Credit: 1

Ecocriticism and American Nature

In this senior seminar we will study several essential texts of American nature writing through the lens of ecocriticism, that branch of literary studies which examines the relations among writers, texts, and the biosphere. We will use Greg Garrard's excellent introduction, *Ecocriticism*, and begin our study with several chapters from Henry David Thoreau's *Walden*, that Ur-text of dwelling—living thoughtfully and with care on the land. With Aldo Leopold's *Sand County Almanac*, we'll examine the ethics of dwelling and then read several works that explore our vexed human relationship with nature, Snyder's 1969 book of poems, *Turtle Island*, Williams' memoir, *Refuge*, and Wendell Berry's novel, *Jayber Crow*. We will study some contemporary issues about agriculture and food by viewing the film, *Food, Inc.* and reading the recent novel by Ruth Ozeki, *All Over Creation*. The course will culminate in the writing and presentation of a critical essay on some literary question connected with the course's themes and texts.

Prerequisites: None.

Credit: 1

Department of Modern Languages and Literatures

Faculty in the Department of Modern Languages and Literatures: Gilberto Gómez (chair, Fall semester), I-Ting Chiu, Jane Hardy, Adrien Pouille, Qian Pullen, Gregory Redding, V. Daniel Rogers, Thomas Stokes, Brian Tucker (chair, Spring semester), and Ivette de Assis Wilson

Wabash College understands that language is the foremost avenue for understanding and interacting with the world, its peoples, and its histories. Consequently, the study of foreign languages is fundamental to a liberal arts education and a well-lived life beyond. Serious intellectual work in other languages broadens a Wabash man's communicative potential; deepens his understanding of his native tongue; refines his expressive abilities; inculcates in him analytical and creative habits of mind; helps him see beyond his own place, time, and circumstance; and is foundational for his further study and appreciation of the literatures, histories, and aesthetic sensibilities of global cultures throughout time.

The Department of Modern Languages and Literatures at Wabash College prepares students for citizenship in a multi-cultural, multi-lingual global community. The Department promotes proficiency in languages, expands knowledge of cultures and literatures, and enables students to actively engage in cultural and linguistic exchanges. Our faculty works with students to provide a greater understanding of world affairs in an historical context, an enhanced knowledge of the traditions, achievements, and lifestyles of the international community, and an appreciation of differences and similarities among peoples and nations.

The Wabash College foreign language requirement sets students on their path to these goals while recognizing that some students bring to campus proficiency in a second language.

Language Studies Requirements-Proficiency in a Foreign Language: The Wabash curriculum requires that all students demonstrate proficiency in a foreign language. Students who fulfill this requirement in Modern Languages usually do one of the following:

- Earn a passing grade for the elementary sequence (101 and 102, or SPA 103 [formerly 176]) of any language that we offer (Chinese, French, German, or Spanish).
- Earn a passing grade for any single course beyond 103 (e.g. SPA 201, GER 201, or FRE 301).
- 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 can choose to enroll in FRE 101 or GER 101 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.

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

ASIAN STUDIES

Requirements for a Minor: An interdisciplinary minor is offered that includes a Chinese language component. Please see the Interdisciplinary Programs section for more information. Two semesters of Chinese are required. Another Asian language (or proficiency) will also complete the language requirement for the minor. Please see the MLL department chair to pursue this option. BACKGROUND CREDIT DOES NOT COUNT TOWARD THIS MINOR.

FRENCH

Requirements for a Major: Nine courses in French. FRE 202, 302, and 401 are required. BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.

Requirements for a Minor: Five courses in French. Minor concentrators are encouraged to take courses beyond 302. BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.

GERMAN

Requirements for a Major: Nine courses in German. GER 302 and 401 are required. BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.

Requirements for a Minor: Five courses in German. Minor concentrators are encouraged to take courses beyond 302. BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.

RUSSIAN: Minor program not offered 2014-2015.

SPANISH

Requirements for a Major: Nine courses in Spanish. SPA 302 and 401 are required. BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.

Requirements for a Minor: Five courses in Spanish. Minor concentrators are encouraged to take courses beyond 302. BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.

HISPANIC STUDIES

Description of the Major

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. **Please see the Interdisciplinary Programs section for more information.**

Requirements for the Major:

The Major in Hispanic Studies consists of 9 courses. Spanish language courses as part of this major are listed below. Note, students may not double count courses toward a Hispanic Studies major and a Spanish major, a Spanish minor, or a Multi-cultural American Studies (MAS) minor.

From Spanish: at least 4 courses

- SPA 201, Intermediate Spanish 1 (offered every semester)
- SPA 202, Intermediate Spanish 2 (offered every semester)
- SPA 301, Advanced Composition (offered every semester)
- SPA 312, Seminar in Hispanic Culture (offered every year)

FRENCH

Course Descriptions—Language Studies

FRE 101 Elementary French

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.

Credits: 1

FRE 102 Elementary French

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.

Credits: 1

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 placement by examination.

Credits: 1

FRE 202 French Language and Culture

This course focuses on the active use of French. Its goals are to develop the student's command of French through guided practice in the use of the language and to increase his understanding of Francophone culture as reflected in the French language and life in the Francophone world. Required for majors. This course is offered in the spring semester.

Prerequisites: FRE 201 or permission of the instructor and the department chair.

Credits: 1

FRE 301 French Conversation and 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.

Credits: 1

FRE 311 Studies in French Language

Studies in French Language offers advanced study in the French language. Topics may vary and include, but not are limited to: linguistics, phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the French language and demonstrate those skills in interpretative essays and class discussion. This course may be retaken for credit if topic is different from previously taken course. This course counts toward Language Studies requirement.

Prerequisites: FRE 301.

Credits: 1

FRE 376 Special Topics in French Language

These courses treat topics in French language and are conducted in French.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

Course Descriptions—Literature and Culture**FRE 302 Introduction to French 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.

Credits: 1

FRE 312 Studies in French Culture

Studies in French Culture offers advanced study of francophone culture. Topics may vary and include, but are not limited to: film, popular culture and arts, regional and ethnic identities, gender studies, politics, and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: FRE 301.

Credits: 1

FRE 313 Studies in French Literature

Studies in French Literature offers advanced interdisciplinary study of francophone literary genres, periods, and authors.

Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between French and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: None.

Credits: 1

FRE 314 Special Topics in French

Prerequisites: FRE 301.

Credits: 1

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: Senior status.

Credits: 1

FRE 277 Special Topics in French Literature and Culture

These courses treat topics in French literature and culture. Conducted in French.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

FRE 287 Independent Study in French

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: Permission of instructor and department chair.

Credits: 1 or 1/2

FRE 377 Special Topics in French Literature and Culture

These courses treat topics in French literature and culture. Conducted in French.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

FRE 387 Independent Study in French

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: Permission of instructor and department chair.

Credits: 1 or 1/2

FRE 388 Independent Study in French

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: Permission of instructor and department chair.

Credits: 1 or 1/2

GERMAN

Course Descriptions—Language Studies

GER 101 Elementary German

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.

Credits: 1

GER 102 Elementary German

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.

Credits: 1

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 placement by examination.

Credits: 1

GER 202 German Language and 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.

Credits: 1

GER 301 German Conversation and 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.

Credits: 1

Course Descriptions—Literature and Culture

GER 302 Introduction 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.

Credits: 1

GER 312 Studies in German Culture

Studies in German Culture offers advanced study of a variety of elements of culture broadly conceived. Topics will vary and may include, but are not limited to, film, popular culture and arts. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: GER 301 and 302.

Credits: 1

GER 313 Studies in German Literature

Studies in German Literature offers advanced study of German literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between German and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: GER 301 and 302.

Credits: 1

GER 314 Topics in German: History of Literature and Culture

This course surveys the development of German literature and culture in its historical context and provides students with an overview of important trends in intellectual history. The span of time covered will vary by semester, but in each case, students will survey major periods and movements through the critical examination of representative literary works and cultural documents. May be retaken for credit if topic is different from previously taken course.

Prerequisites: GER 301 and 302.

Credits: 1

GER 401 Senior Seminar in German

Special written and oral work for seniors returning from study in a German-speaking country and for those seniors with a comparable level of preparation. Vocabulary-building and refinement of oral and written expression. This course assumes a background in literary analysis and interpretation, as well as a good command of spoken and written German. Required for majors. This course is offered in the fall semester.

Prerequisites: Senior status.

Credits: 1

Course Descriptions—Departmental

GER 176 Special Topics in German Language

These courses treat topics in German Language. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 177 Special Topics in German Literature and Culture

These courses treat topics in German literature and culture. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 187 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 188 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 276 Special Topics in German Language

These courses treat topics in German Language. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 277 Special Topics in German Literature and Culture

These courses treat topics in German literature and culture. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 287 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 288 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 376 Special Topics in German Language

These courses treat topics in German Language. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 377 Special Topics in German Literature and Culture

These courses treat topics in German literature and culture. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 387 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 388 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 476 Special Topics in German Language

These courses treat topics in German Language. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 477 Special Topics in German Literature and Culture

These courses treat topics in German literature and culture. Conducted in German.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 487 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 488 Independent Study in German

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: Permission of the instructor and department chair.

Credits: 1 or 1/2

RUSSIAN

Russian courses, while still part of the Wabash approved courses, are not currently being offered.

SPANISH

Course Descriptions—Language Studies

SPA 101 Elementary Spanish

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.

Credits: 1

SPA 102 Elementary Spanish

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.

Credits: 1

SPA 103 Accelerated Introduction to Spanish

This is an accelerated Introduction to Spanish course that reviews the basic grammar elements and vocabulary for students with a limited background in high school Spanish. The course covers in one semester the material presented in SPA 101 and 102. Successful completion of the course satisfies the Wabash language requirement and prepares students to move on to SPA 201. This course is offered every semester.

Prerequisites: Placement by exam.

Credits: 1

SPA 201 Intermediate Spanish

This course provides a thorough review of the fundamentals of the language. Students will continue their growth via active use of the language in order to develop communication skills: speaking, listening, writing, and cultural awareness. Students will also read Spanish texts that reinforce the study of the language and knowledge of Hispanic cultures. Particular attention will be given to improving self-expression in Spanish beyond the rudimentary level. This course is offered every semester.

Prerequisites: SPA 102 or placement by examination.

Credits: 1

SPA 202 Spanish Language and Hispanic Cultures

This course focuses on the active use of Spanish. Its goals are to develop the student's command of Spanish through guided practice in the use of the language and to increase his understanding of Hispanic cultures as reflected in the language and life in the Spanish-speaking world. This course is offered every semester.

Prerequisites: SPA 201.

Credits: 1

SPA 301 Spanish Conversation and Composition

This course focuses on the continued development of the student's command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. Students gain competence in writing and speaking and read selections of both Spanish and Spanish American fiction and nonfiction. This course is offered every semester.

Prerequisites: SPA 202.

Credits: 1

SPA 311 Studies in Spanish Language

Studies in Spanish Language offers advanced study in the Spanish language. Topics may vary and include, but are not limited to, linguistics: phonetics, grammar and syntax, and second language acquisition. Students will develop the analytical tools and language specific to the study of the Spanish language and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course. This course counts toward the Language Studies requirement.

Prerequisites: SPA 301.

Credits: 1

Course Descriptions—Literature and Culture

SPA 302 Introduction to Literature

This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. It also includes an introduction to the lexicon of literary criticism and the principles of literary theory. Required for majors. This course is offered every semester.

Prerequisites: SPA 301.

Credits: 1

SPA 312 Studies in Hispanic Culture

Studies in Hispanic Culture offers advanced study of Spanish and Latin American culture. Topics may vary and include, but are not limited to, film, popular culture and arts, theory of mind, regional and ethnic identities, gender studies, politics and religion. As they consider the connections among different disciplines and cultural contexts, students will develop the analytical tools and language specific to the interpretation of cultural moments and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: Spanish 301 and 302.

Credits: 1

SPA 313 Studies in Hispanic Literature

Studies in Hispanic Literature offers advanced interdisciplinary study of Spanish and Latin American literary genres, periods, and authors. Topics may vary. Students read and analyze texts to better understand the dialog between literature and historical, political, and social realities, as well as the connections between Hispanic and other literary traditions. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. May be retaken for credit if topic is different from previously taken course.

Prerequisites: SPA 301 and 302.

Credits: 1

SPA 314 Special Topics in Spanish

Prerequisites: SPA 301 and 302.

Credits: 1

SPA 401 Spanish Senior Seminar

A seminar on genres and writers from Spanish America and/or Spain. Students will engage in an in-depth literary analysis of texts central to Spanish letters, and will produce original interpretive work and/or an original research project. This course is offered in the fall semester.

Prerequisites: Senior standing.

Credits: 1

Course Description—Departmental

SPA 176 Special Topics in Spanish Language

These courses treat topics in Spanish language. Conducted in Spanish.

Prerequisites: Permission of the instructor.

Credits: 1 or 1/2

SPA 177 Special Topics in Spanish Literature and Culture

These courses treat topics in Spanish literature and culture. Conducted in Spanish.

Prerequisites: Permission of the instructor.

Credits: 1 or 1/2

SPA 187 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 188 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 276 Special Topics in Spanish Language

These courses treat topics in Spanish language. Conducted in Spanish.

Prerequisites: Permission of the instructor.

Credits: 1 or 1/2

SPA 277 Special Topics in Spanish Literature and Culture

These courses treat topics in Spanish literature and culture. Conducted in Spanish.

Prerequisites: Permission of the instructor.

Credits: 1 or 1/2

SPA 287 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 288 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 376 Special Topics in Spanish Language

These courses treat topics in Spanish language. Conducted in Spanish.

Prerequisites: Permission of the instructor.

Credits: 1 or 1/2

SPA 377 Special Topics in Spanish Literature and Culture

These courses treat topics in Spanish literature and culture. Conducted in Spanish.

Prerequisites: Permission of the instructor.

Credits: 1 or 1/2

SPA 387 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 388 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 476 Special Topics in Spanish Language

These courses treat topics in Spanish language. Conducted in Spanish.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 477 Special Topics in Spanish Literature and Culture

These courses treat topics in Spanish literature and culture. Conducted in Spanish.

Prerequisites: Permission of the instructor.

Credits: 1 or 1/2

SPA 487 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 488 Independent Study in Spanish

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

MODERN LANGUAGES

Course Descriptions

MLL 101 Elementary Modern Languages I

Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Specific Languages vary from year to year. With chair approval, this course in conjunction with MLL 102 fulfills the College's language requirement.

Prerequisites: None.

Credits: 1

MLL 102 Elementary Modern Languages II

Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Specific Languages vary from year to year. With chair approval, this course in conjunction with MLL 101 fulfills the College's language requirement.

Prerequisites: MLL 101 of the same language.

Credits: 1

MLL 201 Intermediate Modern Languages

Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Specific Languages vary from year to year. With chair approval, this course fulfills the College's language requirement.

Prerequisites: MLL 102 of the same language.

Credits: 1

MLL 176, 276, 376, 476 Special Topics in Modern Languages

Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.

Prerequisites: Vary with topic.

Credits: 1

MLL 177, 277, 377, 477 Special Topics in Modern Literature and Culture

Taught by members of the Department of Modern Languages & Literatures and participating members of other departments. Topics vary from year to year.

Prerequisites: Vary with topic.

Credits: 1

Department of Music

Faculty in the Department of Music: Peter Hulen (chair), Richard Bowen, James Makubuya, and Kristen Strandberg. Alfred Abel (Director, Chamber Orchestra); Scott Pazera (Director, Jazz Ensemble)

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, MUS 101, 102, 104, 107, and 161 are designed for the student with little or no musical background. MUS 101 introduces students to musical concepts, styles, and forms and enables listeners to become more sophisticated and articulate. MUS 102 is an introduction to world music apart from the European written classical traditions. MUS 107 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, 301, 302). MUS 161 provides beginning instruction in voice or a musical instrument. MUS 104 is a ½-credit special-topics course open to all students; previous topics have included Bach, Jazz, and African American Music.

Intermediate courses include MUS 201, 202, 204, 205, 206, 221, 224, and 261. MUS 201 (Theory I) assumes and requires that a student already has the minimum background provided by MUS 107; engaging the student with the simultaneous and sequential aspects of music, it begins to illuminate the subtle richness of functional tonality. MUS 205 and 206 focus on the historical periods of the European written classical music traditions. MUS 102 provides an introduction to a variety of world-music instrumental types as constructed and used in various cultures. MUS 204 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 fosters creativity through work in electronic media, and is restricted to sophomores and above because of the independent nature of its coursework. MUS 224 focuses on the ethnography of music in a variety of cultures. MUS 261 provides intermediate private instruction on an instrument (or voice), and presumes a background of study and performance on that instrument.

The advanced student is served by MUS 287, 288, 301, 302, 304, 361, 387, 388, 401, and 461. MUS 301 (Theory II) and 302 (Theory III) emphasize the linear and harmonic aspects of diatonic and chromatic harmony, advanced ear-training, rhythm, and keyboard exercises. MUS 304 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. MUS 361 and 461 provide private instruction on an instrument or voice for students who have studied at the college level in MUS 261. In MUS 287, 288 the individual student pursues a special topic in depth. Advanced music students who have completed the music theory sequence may take MUS 387 or 388 (Composition). MUS 401 is a capstone course for senior music majors, though MUS 304 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.

Requirements for the Major: Music majors must complete at least nine course credits in music, including the following eight: MUS 201, 301, and 302 (the music theory sequence); 205, 206, and 224 (the musicology sequence, taken in any order); 261 and 361 (Intermediate Applied Music I and II, each ½ credit for a full year of study); and either 401 (the senior seminar) or 304 in concurrent enrollment with students in 204. Students entering before Fall 2014 may substitute any combination of 211, 212, 213 or 224 for the 3 courses of the musicology sequence. Additional credit(s) may be taken in MUS courses other than MUS 101, 104, and 107, which do not count towards the major. Majors who entered before 2013 are required to participate in ensembles a minimum of two full years on either a non-credit or for-credit basis. Non-credit ensembles are taken in addition to the 34 course credits required for graduation and the nine courses required for the major. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is listed on transcripts. Beginning with students entering in 2013-2014, the requirement to participate in

ensembles must be met by enrolling for two full years in the same for-credit ensemble (MUS 151, 152, 153, 155, 156, or 157). 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: Five course credits, including MUS 201, 261, and one course credit in Musicology (MUS 205, 206, or 224). Students entering before Fall 2014 may meet the Musicology requirement with 211, 212, or 213. MUS 107 does not count toward the minor. Minors entering before 2013 are required to participate in an ensemble a minimum of one full year on either a non-credit or for-credit basis. Non-credit ensembles are taken in addition to the 34 course credits required for graduation and the five courses required for the minor. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is listed on transcripts. Beginning with students entering in 2013-2014, the requirement to participate in ensembles must be met by enrolling in a for-credit ensemble (MUS 151, 152, 153, 155 156, or 157). Students receive ½ credit for each full year of for-credit ensemble study.

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 or 261), or have taken lessons for credit before (for MUS 361 or 461); the cost of lessons for students who enroll for credit is covered by tuition. For further details, see the course descriptions for MUS 161, 261, 361, and 461.

Course Descriptions—Introductory Courses

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, and is offered every semester.

Prerequisites: None.

Credits: 1

MUS 102 World Music

An introduction to the various world musical cultures and practices found outside the Western Classical Art tradition. The course gives an overview of music genres, instrumental types and resources, forms, and styles that originate from selected world music traditions in sub-Saharan Africa, Arabic Africa, Middle East, Near East, North America, South/Latin America, and the Caribbean region. Musical practices are studied in terms of structure, performance, aesthetic values, cross-cultural contacts, contextual function, and significance. Coursework includes weekly reading and listening assignments, musical demonstrations, and hands-on experience, as well as the acquisition and development of listening skills. This course is open to all students, is suitable for fulfilling distribution requirements, and is offered in the fall semester.

Prerequisites: None.

Credits: 1

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.

Prerequisites: None.

Credits: 1/2

MUS 107 Basic Theory and Notation

This course introduces students to the basic components of heard and notated music, and how to read music. Topics include rhythm, pulse, pitch, meter, notation, the piano keyboard, intervals, scales, key signatures, triads, cadences, chord progressions, composing and harmonizing simple melodies, and elementary ear-training. The goals of this course are to provide the student with an understanding of written notation, along with basic skills that promote further music study, performance, and composition. It is open to all students and is suitable for fulfilling distribution requirements, but it does not count toward the major or minor. It is offered every semester.

Prerequisites: None.

Credits: 1

MUS 202 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.

Credits: 1

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, and music computer programming. This course is suitable for fulfilling distribution requirements.

Prerequisites: None.

Credits: 1

Technology and the Music Industry

From the wind-up music box to the MP3, this course will explore the many ways in which technological innovations affect music's production and marketing, along with how consumers perceive and listen to music. Starting with the rise of mass production in the early 19th century, and continuing with 20th- and 21st-century contributions including recording technologies, mass media, and electronically-produced music, we will discuss how technology has culturally, economically, and aesthetically impacted music and the way we listen. Prerequisite: any 1 credit music course. Suitable for Distribution. This course is offered in the fall semester of 2014.

MUS 221 Introduction 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: Open only to sophomores and above or by permission of the instructor.

Credits: 1

Course Descriptions—Ensembles and Music Lessons

Participation in a given performance ensemble may be either on a non-credit or a for-credit basis. Students are expected to participate in ensembles for a full year. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is noted on transcripts. For-credit participation is graded, and therefore does compute in the student's GPA. Students are allowed a maximum of four years (2 credits) of for-credit participation, total, regardless of which ensemble(s) are involved. A total of two years (1 credit) may be applied to the fulfillment of distribution requirements. Ensemble participation is required for majors and minors as detailed above. There is no maximum for non-credit participation; students may participate freely as their own schedules allow. Students do not register for participation in any ensemble at the time of course registration, but initiate participation with the ensemble director or the Fine Arts Center Administrative Assistant at the beginning of the academic year.

Non-Credit Participation

MUS 051 Brass Ensemble

Prerequisites: By audition.
Credits: None

MUS 052 Chamber Orchestra

Prerequisites: By audition.
Credits: None

MUS 053 Glee Club

Prerequisites: By audition.
Credits: None

MUS 055 Jazz Ensemble

Prerequisites: By audition.
Credits: None

MUS 056 Wamidan World Music Ensemble

Prerequisites: None.
Credits: None

MUS 057 Woodwind Ensemble

Prerequisites: By audition.
Credits: None

For-Credit Participation

MUS 151 Brass Ensemble

Prerequisites: By audition.
Credits: 1/2 for a full year

MUS 152 Chamber Orchestra

Prerequisites: By audition.
Credits: 1/2 for a full year

MUS 153 Glee Club

Prerequisites: By audition.
Credits: 1/2 for a full year

MUS 155 Jazz Ensemble

Prerequisites: By audition.
Credits: 1/2 for a full year

MUS 156 Wamidan World Music Ensemble

Prerequisites: None.
Credits: 1/2 for a full year

MUS 157 Woodwind Ensemble

Prerequisites: By audition.
Credits: 1/2 for a full 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 and 361 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 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.

MUS 161 Beginning Applied Music

This course is for beginning students who have never studied voice or the particular instrument before. Students focus on the basic technical aspects of singing or playing, and are expected to focus on a variety of repertoire. Students are required to perform in at least one student recital during the academic year. Suitable for fulfilling distribution requirements. This does not count toward the major or minor.

Prerequisites: MUS 107 previously or concurrently, or basic music reading exam.

Credits: 1/2 for a full year

MUS 261 Intermediate Applied Music I

Students are expected to have previous experience on the instrument or voice, and show basic proficiency in reading music. Students progress beyond purely technical aspects of singing or playing. They are expected to master a variety of repertoire and understand historical, cultural, analytic, and stylistic aspects of works studied in applied instruction. Students are required to perform in at least one student recital during the academic year. This course is suitable for fulfilling distribution requirements. It is required for the major and minor.

Prerequisites: MUS 107 previously or concurrently, or diagnostic exam; and previous experience.

Credits: 1/2 for a full year

MUS 361 Intermediate Applied Music II

This course is a continuation of MUS 261 Intermediate Applied Music I. Students are required to perform in at least one student recital during the academic year. Suitable for fulfilling distribution requirements unless a student has already completed both MUS 161 and 261. This course is required for the major.

Prerequisites: MUS 261.

Credits: 1/2 for a full year

MUS 461 Advanced Applied Music

This course is for students who have completed MUS 361 and are either preparing a solo recital in fulfillment of the requirement for Majors to complete a Senior project, or are continuing out of personal interest. For-credit students are tested and graded at the end of each semester; the final grade is assigned after the completion of the full year of study. Students are required to perform a solo recital during the spring semester. This course does not count toward the major.

Prerequisites: MUS 361.

Credits: 1/2 for a full year, or optional credit/non-credit (noted on transcript)

Course Descriptions—Musicology

MUS 205 Music Before 1750

The rise of European art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach. This course is offered in the fall semester of 2015-2016.

Prerequisites: None.

Credits: 1

MUS 206 Music After 1750

A study of the evolution of European classical musical styles and genres from the mid-18th century to the present. The course focuses on Classical composers (Haydn, Mozart, and Beethoven) who transformed musical style in sonata, symphony, concerto, chamber music, opera, and sacred music; major Romantic works and significant styles ranging from Schubert to Mahler; developments in European art music during the 20th century with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques, as well as experimental departures from European tradition after 1945. This course is offered in the spring semester of 2014-2015.

Prerequisite: None.

Credits: 1

MUS 224 Global Perspectives on Music Cultures and Identity

This course is designed to develop awareness and analytical appreciation of global musical diversity found within a variety world cultures. It covers the origin of Ethnomusicology as a sub-discipline, the classification of instruments, the musical and contextual roles instruments play in various cultures, tonal systems in use, and polyphonic and polyrhythmic textures as commonly applied. Course objectives are met through analysis and discussion of texts, audio recordings, and ethnographic fieldwork videos. This course is offered in the fall semester of 2014-2015.

Prerequisite: MUS 102 or instructor approval.

Credits: 1

Course Descriptions—Music Theory Sequence

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 (Fundamentals of Music) or pass an exam to place them out of MUS 107. 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) early in their academic careers in order to be prepared when Theory I comes around in the rotation.

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. This course is offered in the fall semester of 2015-2016.

Prerequisite: MUS 107 or exam.

Credits: 1

MUS 301 Music Theory II

This course is a continuation of elements of music theory acquired in MUS 201. Students will learn intermediate elements of harmony such as non-chord tones, diatonic and secondary chord functions, modulation, chromatic voice leading, and basic principles of musical form. This course is offered in the fall semester of 2014-2015.

Prerequisite: MUS 201.

Credits: 1

MUS 302 Music Theory III

This course is a continuation of elements of music theory acquired in MUS 301. Students will finish study of chromatic harmony; learn tonal harmony of the late nineteenth century; 20th century music theory; and classical sonata form. This is the third course of the three-course music theory sequence. This course is offered in the spring semester of 2014-2015.

Prerequisite: MUS 301.

Credits: 1

Course Descriptions—Advanced Courses

MUS 287 Independent Study

Permission for independent work must be granted before registering. Appropriate forms are available in the department chair's office. This course is offered in the fall semester.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

MUS 288 Independent Study

Permission for independent work must be granted before registering. Appropriate forms are available in the department chair's office. This course is offered in the spring semester.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

MUS 304 Advanced Topics in Music

This is an advanced topics course, which changes from year to year. It is offered in conjunction with MUS 204, and is on the same topic, but with additional reading and research. It may be taken as a Senior capstone in place of MUS 401 Senior Seminar. This course is offered in the fall semester.

Prerequisite: Music Majors.

Credits: 1

Technology and the Music Industry

From the wind-up music box to the MP3, this course will explore the many ways in which technological innovations affect music's production and marketing, along with how consumers perceive and listen to music. Starting with the rise of mass production in the early 19th century, and continuing with 20th- and 21st-century contributions including recording technologies, mass media, and electronically-produced music, we will discuss how technology has culturally, economically, and aesthetically impacted music and the way we listen. This course is offered in the fall semester of 2014.

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: MUS 302 and permission of both the instructor and department chair.

Credits: 1 or 1/2

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 and permission of the instructor and department chair.

Credits: 1 or 1/2

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. MUS 304 may be substituted for 401 in conjunction with a section of MUS 204.

Prerequisites: Music majors.

Credits: 1

Department of Philosophy

Faculty in the Department of Philosophy: Cheryl Hughes (chair), Matthew Carlson, Jeffrey Gower, Glen Helman***, and Adriel Trott.

****On leave, full year*

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.

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 Major: Nine course credits (of which up to one credit may be from PSC 330, 335, 336, or 338), including:

- The history of ancient and early modern philosophy (PHI 140 and 242)
- Logic (PHI 270)
- Work in ethics, social, or political philosophy (at least one credit from among PHI 110, 213, 219, 319, or PSC 330, 335, 336, or 338)
- Work in the Continental tradition after Kant (PHI 345 for at least one credit)
- Work in epistemology, metaphysics, and related areas (at least one credit from among PHI 272; 269 or 369; 279 or 379; or 346)
- Senior seminar (PHI 449)
- Senior reading (PHI 490, one-half credit.)

Requirements for the Minor: Five course credits (of which up to one credit may be from PSC 330, 335, 336, or 338), including:

- The history of ancient and early modern philosophy (PHI 140 and 242)
- Work in ethics, social, or political philosophy (at least one credit from among PHI 110, 213, 219, 319, or PSC 330, 335, 336, or 338)
- At least one credit from courses in philosophy with a number of 300 or above.

Course Descriptions

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.

Prerequisites: Not open to junior or senior majors without permission of the instructor.

Credits: 1 or 1/2

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.

Credits: 1

PHI 140 Ancient Philosophy (CLA 140)

A survey of 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.

Credits: 1

PHI 144 Introduction 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.

Credits: 1

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: 1 or 1/2

PHI 219 Topics in Ethics and Social Philosophy

Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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.

Credits: 1

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.

Credits: 1

PHI 249 Topics in the History of Philosophy

Seminar discussion of a historical period, figure or topic.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 269 Topics in Metaphysics and Epistemology

Seminar discussion of a topic or area in metaphysics or the theory of knowledge.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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.

Credits: 1

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.

Credits: 1

PHI 279 Topics in Logic and the Philosophy of Science

Additional topics in formal or informal logic or the philosophical study of science and its historical development.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 287 Independent Study

Independent Studies at a more advanced level will be numbered 387 or 388.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 288 Independent Study

Independent Studies at a more advanced level will be numbered 387 or 388.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 299 Special Topics in Philosophy

A course in some selected philosophical topic.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 319 Seminar in Ethics and Social Philosophy

Seminar discussion at a more advanced level of a topic or area in ethical theory, applied ethics, or social and political philosophy.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 345 Continental Philosophy

Seminar discussion of major themes or figures in the Continental tradition from the 19th century to the present, which may include work in phenomenology and existentialism, Marxism and critical theory, poststructuralism, and feminism. Readings may be drawn from Hegel, Marx, Nietzsche, Heidegger, Habermas, Sartre, Beauvoir, Foucault, Derrida, or others. This course is offered in the fall semester.

Prerequisites: PHI 140 and 242.

Credits: 1 or 1/2

PHI 346 Analytic Philosophy

Seminar discussion of major themes or figures in the Analytic tradition.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 349 Seminar in the History of Philosophy

Seminar discussion at a more advanced level of a historical period, figure, or topic.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 369 Seminar in Metaphysics and Epistemology

Seminar discussion at a more advanced level of a topic or area in metaphysics or the theory of knowledge.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 379 Seminar in Logic and 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: Vary with topic.

Credits: 1 or 1/2

PHI 387 Independent Study

Independent studies at a less advanced level will be numbered 287 or 288.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 388 Independent Study

Independent studies at a less advanced level will be numbered 287 or 288.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 399 Proseminar

An advanced course in some selected philosophical topic.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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: Vary with topic.

Credits: 1

PHI 490 Senior Reading

Seminar discussion of selected work in recent philosophy. Normally taken in the spring semester of the senior year.

Prerequisite: Senior majors.

Credits: 1/2

Department of Religion

Faculty in the Department of Religion: Jonathan Baer (chair), David Blix, Jeffrey Jay, Derek Nelson*, Gary Phillips*** and Robert Royalty***.

*On leave, fall semester; ***On leave, full year

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, 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. 194, 195, 196). 100-level courses do not have prerequisites.

200-level courses

Courses numbered in the 200s are smaller discussion courses. Some have prerequisites; some do not. 200-level courses without a prerequisite are also appropriate to take as a first course in religion.

300-level courses

Courses numbered in the 300s are more advanced seminars and have prerequisites as indicated.

REL 490 is usually taken by majors in their senior year.

Comprehensive Examinations: Students write for two days, three hours each day. The usual pattern has been to write on two questions the first day. There is a wide range of questions from which to choose, and questions characteristically draw on material from more than one course. On the second day, students typically write on one question, which focuses on an issue having to do with the nature and study of religion in general.

Requirements for the Major: A minimum of nine course credits including:

- A. The History of Christianity, REL 171 and 172
- B. A total of two course credits from the following:
 - Hebrew Bible—REL 141, 240, or 340
 - New Testament—REL 162, 260, or 360
 - History of Christianity—REL 272 or 372

- Theology—REL 173, 273, 370, or 373
 - Ethics—REL 270, 274, or 374
 - American Religion—REL 181, 280, or 380
 - Religion and Philosophy—REL 275
 - Religion and Culture—REL 194, 195, 196, 294, 295, or 296
 - Judaism—REL 150, 250, or 350
 - Independent Study—REL 387
- C. A total of two course credits from the following:
- Islam and South-Asian Religions—REL 103, 210, 220, 310, or 320
 - East-Asian Religions—REL 104, 230, or 330
 - Judaism—REL 151, 251, or 351
 - Comparative Religion—REL 290
 - Independent Study—REL 388
- D. REL 297 or 298 or 370, taken before the senior year
- E. Senior Seminar, REL 490
- F. At least one course at the 200-level or 300-level, apart from those courses listed under D and E. If, out of 297, 298, or 370, one of these courses has already been taken in order to satisfy requirement D, then either of the remaining two may count as a 200/300-level course to satisfy requirement F. But if not, then it may not.

Requirements for the Minor: A minimum of five course credits, including at least one of the following sequences:

REL 103 and 104
 REL 141 and 162
 REL 171 and 172
 REL 173 and 270
 REL 181 and 280

And at least one credit from Religion courses numbered 200 or above, other than 270 or 280 if they are taken as part of the two-course sequence.

Course Descriptions

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.

Credits: 1

REL 104 The 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.

Credits: 1

REL 141 Hebrew Bible

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.

Credits: 1

REL 150 History of Judaism

This course will address, at the introductory level, various topics in Jewish history, such as Second Temple Judaism, Rabbis, or medieval Jewish thought. Topics will vary from year to year. (REL 150 applies to requirement B for the major.)

Prerequisites: None.

Credits: 1 or 1/2

REL 151 Studies in Judaism

This course will address, at the introductory level, various aspects of Jewish thought and theology, such as contemporary Jewish thought, Jewish-Christian dialogue, and responses to the Holocaust. Topics will vary from year to year. (REL 151 applies to requirement C for the major.)

Prerequisites: None.

Credits: 1 or 1/2

REL 162 History and Literature of the New Testament (CLA 162)

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 and theology 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.

Credits: 1

REL 171 History of Christianity to the 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.

Credits: 1

REL 172 History of Christianity from the Reformation to the 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.

Credits: 1

REL 173 Introduction to Theology

This is a course which introduces students to the principal themes, issues, and genres of Christian theology. Special attention will be given to method in theological thought, as well as the themes of creation, redemption, and reconciliation. Readings will typically be drawn from the modern period, including Tillich, Caputo, Placher, Moltmann, and Keller. In some years the course may be offered for one-half credit.

Prerequisites: None.

Credits: 1 or 1/2

REL 181 Religion in America

This is an introduction to the religious history of America. It will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of

religious disestablishment, revivalism and reform, theological movements, and religious innovation. This course is offered in the fall semester. *Prerequisites: None.*

Credits: 1

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.

Credits: 1

REL 195 Religion and the Arts

This course is an examination of one or more 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: 1 or 1/2

REL 196 Religion and Literature (HUM 196)

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.

Credits: 1 or 1/2

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 Qu'ran, and issues in contemporary Islam.

Prerequisites: REL 103.

Credits: 1 or 1/2

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.

Prerequisites: REL 103.

Credits: 1 or 1/2

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.

Prerequisites: REL 104.

Credits: 1 or 1/2

REL 240 Topics in Hebrew Bible

This is a discussion course on some topic related to the history and literature of ancient Israel.

Prerequisites: REL 141.

Credits: 1 or 1/2

REL 250 Topics in the 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.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 260 Topics in New Testament and Early Christianity

This is a discussion course on some topic in the history and literature of the early Christian church. Recent topics have included apocalyptic, the letters of Paul, the Historical Jesus, and Jesus in cultural context (film, literature, the Greco-Roman world, etc.). This course is offered in the fall semester. (In some years REL 360 may be offered instead.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 270 Theological Ethics

This is a discussion course that examines the relationship between religion and ethics. Taking many different perspectives, it begins with theological models of talking about God, the self, and ethical goods, and ends with discussions of specific ethical problems. American realism, Latin American liberation theology, Roman Catholic natural law theory, and environmental theology will be covered. Issues discussed include medical ethics, theology and economics, the problem of war, the role of the church in social change, and the nature of sin.

Prerequisites: None.

Credits: 1

REL 272 Topics in the 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.

Prerequisites: REL 171 or 172, depending on the topic.

Credits: 1 or 1/2

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.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 274 Topics in Ethics

This is a discussion course on one or more figures, themes, or movements in contemporary ethics.

Prerequisites: None.

Credits: 1 or 1/2

REL 275 Topics in Religion and 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.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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 might include Sacred Scriptures; Bible and Qur'ān; Symbol and Myth; Ritual; and Pilgrimage and the Holy.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 294 Topics in Religion and Film

This is a discussion course on some topic in the area of religion and film, with a view to its religious implications.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 295 Topics in Religion and the Arts

This is a discussion course on some topic in one or more of the arts, with a view to its religious implications.

Prerequisites: None.

Credits: 1 or 1/2

REL 296 Topics in Religion and Literature (HUM 296)

This is a discussion course on religious themes and theological issues in literary works. Most recently the course focused on Dante's *Divine Comedy*.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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.

Credits: 1

REL 298 Sociology of Religion (SOC 298)

This is a discussion course examining 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.

Credits: 1

REL 310 Seminar in Islam

This is an advanced seminar on some topic in Islamic thought or history.

Prerequisites: REL 103.

Credits: 1 or 1/2

REL 320 Seminar in South Asian Religions

This is an advanced seminar on some topic in the religions of South Asia, such as Hinduism, Jainism, or Indian Buddhism.

Prerequisites: REL 103.

Credits: 1 or 1/2

REL 330 Seminar in East Asian Religions

This is an advanced seminar on some topic in the religions of China and Japan.

Prerequisites: REL 104.

Credits: 1 or 1/2

REL 340 Seminar in Hebrew Bible

This is an advanced seminar on some topic related to the history and literature of ancient Israel.

Prerequisites: REL 141.

Credits: 1 or 1/2

REL 350 Seminar in the History of Judaism

This is an advanced seminar on Jewish history, such as Second Temple Judaism, Rabbinitics, or medieval Jewish thought. (REL 350 applies to requirement B for the major.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 351 Seminar on 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: Vary with topic.

Credits: 1 or 1/2

REL 360 Seminar in New Testament and Early Christianity

This is an advanced seminar on the New Testament and early Christianity. Recent topics have included apocalyptic and the Apocalypse, gnostic writings, and the construction of orthodoxy and heresy. (In some years REL 260 may be offered instead.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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, Jürgen 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 or 172 or 173 or 270, or PHI 242.

Credits: 1

REL 372 Seminar in the History of Christianity

This is an advanced seminar on one or more figures, themes, or movements in the history of Christianity.

Prerequisites: REL 171 or 172, depending on the nature of the topic.

Credits: 1 or 1/2

REL 373 Seminar in Theology

This is an advanced seminar on one or more figures, themes, or movements in Christian theology.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 374 Seminar in Ethics

This is an advanced seminar on one or more figures, themes, or movements in contemporary ethics.

Prerequisites: REL 270.

Credits: 1 or 1/2

REL 380 Seminar in American Religion

This is an advanced seminar on one or more figures, themes, or movements in American religion.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 387 Independent Study

REL 387 applies to requirement B for the major. (REL 388 applies to requirement C for the major.)

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

REL 388 Independent Study

REL 388 applies to requirement C for the major. (REL 387 applies to requirement B for the major.)

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

REL 490 Senior Seminar: The Nature and Study of Religion

This course examines different theories of the phenomenon of religion, different methods of studying and understanding it, and the issues that arise from comparing these theories and methods. This course is required of all religion major, normally in their senior year, and is open to other students with the consent of the instructor. This course is offered in the fall semester.

Prerequisites: If non-major, permission of the instructor.

Credits: 1

Department of Rhetoric

Faculty in the Department of Rhetoric: Jennifer Abbott (chair), Jeffrey Drury, Sara Drury, and Todd McDorman.

The Rhetoric Department is dedicated to teaching the history, principles, and theories of rhetoric to students with intellectual curiosity and a desire to pry deeply into the workings of our symbolic universe. We define rhetoric as the ethical study and use of symbols (verbal and nonverbal) to publicly address controversial issues. We offer coursework devoted to the rhetoric utilized in legal, political, sports, religious, and media contexts as well as in classical and contemporary time periods. We also sponsor co-curricular opportunities where students put the theoretical principles behind argumentation and deliberation into practice on- and off-campus. Studying rhetoric helps students become effective speakers, listeners, and writers; understand their roles as ethical actors and citizens; and analyze how a variety of texts function persuasively. Such preparation leads students into productive careers in legal, political, professional, and academic contexts.

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

Requirements for a Major: RHE 101 (or 143/145), 201, 320, 350, 497, and four additional credits. Of these four additional credits, one must be a 300-level course. Students considering a Rhetoric Major should take RHE 201 even if they are unable to enroll in RHE 101. Students do not need to wait to take RHE 320 or RHE 350 until after taking RHE 201. RHE 370 (Special Topics) is recommended for all senior majors and minors.

Requirements for a Minor: Five courses, including RHE 101 (or 143/145), 201, 320 or 350, and two additional credits.

Introductory Level Courses

Introductory courses in Rhetoric focus on the principles and practice of effective and responsible message creation and presentation in public contexts (RHE 101) and valid and ethical argumentation (RHE 143, 145). Students become competent in a variety of effective communication techniques, learn to cope with communication apprehension, and develop and exercise skills in critical thinking, argument formation, and argument analysis.

Intermediate Level Courses

Intermediate level courses focus on mastery of the basic concepts and significant theories of persuasion, reasoning, and communication. This study will include the history, theoretical development, and pragmatic uses of the theories and concepts in a variety of settings. Students will develop the ability to evaluate, compare, and critique these theories from a variety of perspectives. Students will also utilize these theories and concepts for the purposes of analysis and application to rhetorical and communicative interactions.

Advanced Level Courses

Advanced level courses are characterized by original research and theorizing. Students will learn to engage primary source material in both theory and criticism, and to produce new insights into the texts that they select as artifacts for examination as well as contribute to the broader scholarship in rhetorical studies. Papers produced in these contexts will be of high quality, possess substantial literature reviews, utilize original theoretical approaches to texts, and illustrate an awareness of the role of rhetoric within the intellectual history. These classes will prepare students to excel in their comprehensive exams as well as possible graduate training by providing them with the knowledge to speak critically and to view themselves as part of a larger scholarly community with which they are in dialogue.

Course Descriptions

Language Studies 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. This course is offered each semester.

Prerequisites: None.

Credits: 1

RHE 143 Political Debate

This course applies the principles of debate theory and practice to argumentation in the political realm. 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 as a mechanism for learning foundational skills in oral argumentation. Students then engage in political argumentation and advocacy in both written and oral form. A specific international, national, or local political issue is discussed and students conduct research on the issue and its history. This course is offered in the first half of fall semester.

Prerequisites: None.

Credits: 1/2, First half of the semester

RHE 145 Legal Debate

This course applies the principles of debate theory and practice to argumentation in the legal realm. 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 as a mechanism for learning foundational skills in oral argumentation. Students then engage in legal argumentation and advocacy in both written and oral form. These debates follow the parameters and conventions of Moot Court style appellate oral argumentation. When possible, students will attend a live oral argument by the Indiana Court of Appeals or another appellate court. This course is offered in the first half of spring semesters.

Prerequisites: None.

Credits: 1/2, First half of the semester

RHE 190 Special Topics—Language Studies

A variety of courses dealing with specific issues or sub-areas in the discipline.

Prerequisites: Vary with topic.

Credits: 1

RHE 201 Reasoning and Advocacy

RHE 201 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. Judicial argument is examined in the form of Supreme Court decisions. Finally, social argument is examined through an investigation of selected examples from popular culture. The course serves the purpose of exposing non-majors to the fundamentals of rhetoric and communication. It also prepares Rhetoric majors and minors for more advanced courses such as Classical Rhetoric and Contemporary Rhetorical Theory and Criticism. This course is typically offered once a year.

Prerequisites: None.

Credits: 1

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: 1

RHE 290 Special Topics—Language Studies

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting.

Prerequisites: Vary with topic.

Credits: 1

RHE 387 Independent Study—Language Studies

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

RHE 390 Special Topics—Language Studies

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting.

Prerequisites: Sophomore standing.

Credits: 1

Literature/Fine Arts Courses

RHE 240 Communication Theory

This course pursues five related goals. First, it gives students the background necessary for further study of communication issues in a variety of contexts. The central communicative issues highlighted in RHE 240 include language, meaning, information, interaction, and influence. Second, this course gives students a grounding in the two dominant perspectives that inform communication research: the humanistic and social scientific research paradigms. Third, the course introduces students to the parameters and chief areas of concern in the field of communication and its relationship to other disciplines such as English, Psychology, and Political Science. Fourth, the course discusses the philosophical assumptions that serve as the foundations for theories and the ethical issues that arise in the process of such scholarly endeavor. Finally, this course focuses on application and develops student competencies in using theories to analyze communicative events.

Prerequisites: None.

Credits: 1

RHE 270 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.

Prerequisites: Vary with topic.

Credits: 1

RHE 320 Classical Rhetoric (CLA 220)

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 rhetoric in Greece, examining works by Homer, Gorgias, and Isocrates. The course then considers Plato's critique of rhetoric in *Gorgias* and *Phaedrus* and the disciplinizing efforts of Aristotle's *Rhetoric*. The course next moves to Rome, examining the efforts of Cicero (*On Invention*, *Orator*, and *On the Orator*) and Quintilian (*Institutes of Oratory*) to reunite philosophy and rhetoric and include ethics within the realm of rhetoric. Finally, the course examines the functions of speech and language in China, studying works by Confucius and Mencius. Throughout the course, students learn how rhetorical theories are generated out of the specific needs of particular political and social contexts. In addition, students examine the theory and practice of rhetoric in particular, the role of speech in the ancient world, the relationship between rhetoric and philosophy, and the relationships between rhetoric, citizenship, and politics. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

RHE 350 Contemporary Rhetorical Theory and Criticism

Contemporary studies in rhetoric have broadened the conception of rhetoric beyond a narrow focus on public address to include the study of all symbols—verbal, audio, and visual—in diverse media. No longer simply interested in questions of persuasive effectiveness, contemporary rhetorical studies examine the role symbols can play in constructing or reflecting such elements as ideology, motive, and gender. This writing-intensive course highlights the growing complexity of the field by helping students to understand, use, and evaluate several of the most well-known theories and methods of rhetoric. In the process, students will learn how to interpret artifacts in several different ways and even to generate and apply their own rhetorical method. Consequently, the class is a methodological precursor to the senior project and should, ideally, be taken during the junior year. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

RHE 360 Gender and Communication

As a culture, we often we 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.

Credits: 1

RHE 370 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.

Prerequisites: Sophomore standing.

Credits: 1

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.

Credits: 1

RHE 388 Independent Study—Literature/Fine Arts

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

Capstone Course**RHE 497 Senior Seminar**

The Senior Seminar is a capstone course for rhetoric majors. Rhetoric majors conduct an original and extended research project in a sub-area of the field. In the process, they read and discuss relevant texts and journal articles as a class. The course covers procedures for conducting each of the components of the project (i.e., discovery and refinement of a research question, selection of appropriate materials for study, selection of an appropriate method, literature review of appropriate scholarship, the analysis itself, and the preparation of the manuscript). This course also provides senior majors a forum for the investigation and discussion of the ethical issues and responsibilities they have as communicators. This course is offered in the fall semester.

Prerequisites: Students are encouraged to take RHE 320 and 350 prior to taking 497.

Credits: 1

Department of Theater

Faculty in the Department of Theater: Michael Abbott (chair), Andrea Bear, James Cherry**, James Gross***, Jessica Mills, and Dwight Watson.

On leave, Spring semester*; *On leave, full year*

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 (THE 101, 103, 104, 105, 106, 202, and 203). These are aimed at developing the student's understanding and appreciation of theater and film as art forms. Courses on the intermediate level (THE 204, 206, 207, 209, 210, 215, 216, 217, and 218) 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.

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.

Senior Comprehensives: Majors must pass three 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 three-hour examination on the performance aspects of theater (acting, directing, design, playwriting) or a project in those areas approved by the department chair; and, (3) when pursuing the project option, a one-hour oral examination with the faculty of the Theater Department.

Requirements for the Major: Nine courses including:

- 1) THE 105; 106, 202 **or** 203.
- 2) Four courses from 200 level:
Two courses from the History, Theory & Criticism sequence — THE 215, 216, 217, 218 **and**
Two courses from the Creative Inquiry and Performance sequence — THE 202 and 203 (if not used to satisfy requirement #1), 207, 209, 210.
- 3) THE 318 **or** THE 319.
- 4) THE 498.
- 5) One elective course from the remaining course offerings.

Requirements for the Minor: Students may choose a minor track in Theater, Theater Design, or Film Studies. 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.

The track in theater consists of five full-credit courses including: One course from THE 101, 103 (or two ½-credit 103—Topics in Theater), 106, 202 **or** 203 ; One course credit from among THE 215, 216, 217, 218; One course credit from among THE 105, 207, 209, 210, and two additional course credits from the remaining Theater Department offerings.

The track in theater design consists of five full-credit courses including: THE 101, 106, 202, 203, 318 and 319.

The track in film studies consists of five full-credit courses including: THE 104, 105, 204, one full course credit from THE 103 (Topics in Film), and one additional theater course or a course from another department approved by the department chair.

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.

Course Descriptions

THE 101 Introduction to the 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*, *Hamlet*, *A Doll House*, *The Cherry Orchard*, *Trifles*, *The Glass Menagerie*, *Death of a Salesman*, *Endgame*, *Top Girls*, "*Master Harold*"...and *the boys*, and *The Piano Lesson*. 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 most appropriately taken by freshmen and sophomores.

Prerequisites: None.

Credits: 1

THE 103 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.

Prerequisites: None.

Credits: 1/2

Down for the Count: Boxing and Theater and the Rise of Dramatic Action

Boxing is brutal business, and no one emerges without pain. At its core, this ancient and controversial sport is also a form of drama, a story of ultimate conflict with deadly serious action. Like drama, boxing has its protagonist and antagonist, *hubris* and *catharsis*, and that moment of *peripeteia* that leads to victory or defeat. Boxing's narrative of violence and dramatic action has been the focus of many stage plays and celebrated films. The sport even found its way into the dramaturgy of theater visionary, Bertolt Brecht (1898-1956), who wanted the theater to have the "same fascinating reality" as a boxing ring. In this course, we will study boxing plays including *The Great White Hope* (Sackler) and *Golden Boy* (Odets), feature films including *Raging Bull* (Scorsese), *Million Dollar Baby* (Eastwood), and *Cinderella Man* (Howard), documentaries such as *Unforgivable Blackness: The Rise and Fall of Jack Johnson* (Burns) and *When We Were Kings* (Gast), and the novella *On Boxing* by Joyce Carol Oates. This course is offered first half of the fall semester in 2014.

Flash Mobs and Guerrilla Theater

Performances outside of the walls of a theater can be thrilling – dangerous even. This course will explore how using performance to interrupt our everyday – our social script – enlivens and broadens the meaning and function of theater. From the Happenings to Site-Specific to Flash Mobs, we will examine and create work in the vein of guerrilla theater. This is mainly a performance-based course. This course is offered second half of the fall semester in 2014.

Topics in Film (TBA)

Offered first half of the spring semester in 2015.

Topics in Film (TBA)

Offered second half of the spring semester in 2015.

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 scène*, montage, and cinematography will also be considered. Genre study, auteurism, and ideology will be explored in relation to specific films and filmmakers, as well as the practice of adaptation (from theater to film, and most recently, film to theater). This course is offered in the fall semester.

Prerequisites: None.

Credits: 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, including original one-act plays written by Wabash College playwriting students. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

THE 106 Stagecraft

This course introduces students to the fundamental concepts and practices of play production. Students develop a deeper awareness of technical production and acquire the vocabulary and skills needed to implement scenic design. These skills involve the proper use of tools and equipment common to the stage, technical lighting, sound design, scene painting, and prop building. Students will demonstrate skills in written and visual communication required to produce theater in a collaborative environment. The course will prepare the student to become an active part of a collaborative team responsible for implementing the scenic design elements of theatrical productions. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

THE 202 Introduction to Scenography

This course traces the design and technical production of scenery as environments for theatrical performance from concept through opening night. Areas covered include set and lighting design, technical production, and costume design. This course will provide the liberal arts student with an exploration of the creative process. Lab arranged. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

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.

Credits: 1

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. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

THE 206 Studies in Acting

Legal arguments, business presentations, political speeches, storytelling, and even telling a good joke are all examples of public performance. Effectiveness in delivering these various forms of communication is directly related to the presentation of self and the art and craft of acting. In addition to learning basic stage techniques and establishing greater expression and creativity in using voice and movement, students will study methods and acting styles expressed in classical soliloquies, dramatic and “non-dramatic” monologues, and devised scenes. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

THE 207 Directing

The history and practice of stage directing is studied in this course. Students will examine the theories and productions of major modern directors and, through in-class scene work, advance their skills in directing. The course will also involve directorial research and preparation for projects involving classical and modern plays. This course is offered in the fall semester.

Prerequisites: THE 105.

Credits: 1

THE 209 Dramaturgy

This course is intended to bridge the gap between theater history/literature/theory and the performance areas of theater. Aimed primarily at the theater major and minor (though by no means excluding others), this course will focus on the process of textual and historical research/analysis and its collaborative impact on the creative process of the director (production concept), actor (characterization), playwright (play structure, narrative, and character development) and designers (scenic, lighting, and costume design). Dramaturgy includes a study of various historical approaches to classic texts, as well as the process or research and investigation of material for new plays. Ideally, students enrolled in the course could be given dramaturgical responsibilities on mainstage and student-directed projects. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

THE 210 Playwriting: Stage and Screen

An introduction to the basic techniques of writing for the stage and screen, this course begins with a discussion of Aristotle's elements of drama. Students will read short plays, analyze dramatic structure, study film adaptation, and explore the art of creating character and writing dialogue. Course responsibilities included writing short plays and/or film treatments, participating in classroom staged readings, and discussing scripts written by other students in the class. Selected plays from this course will be presented each fall semester as part of the Theater Department's Studio One-Acts production. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

THE 215 The Classic Stage (ENG 310)

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 Shepherd's Pageant*, *Everyman*, *Doctor Faustus*, *A Midsummer Night's Dream*, *Othello*, *Volpone*, *The Masque of Blackness*, *Fuente Ovejuna*, *Tartuffe*, *The Rover*, *She Stoops to Conquer*, *The Dog of Montargis*, and *Hernani*. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the fall semester of odd-numbered years.

Prerequisites: None.

Credits: 1

THE 216 The Modern Stage (ENG 310)

The class will study the history of theater and the diverse forms of European drama written between 1870 and the present. Emphasis will be placed on an examination of the major theatrical movements of realism, expressionism, symbolism, epic theater, absurdism, existentialism, feminism, and postmodernism, as well as on the work of major dramatists including Henrik Ibsen, Anton Chekhov, August Strindberg, Bertolt Brecht, and Samuel Beckett, and Caryl Churchill, among others. Attention will also be paid to theatrical conventions and practices, along with discussion of varying interpretations and production problems discovered in each play. The works to be studied include *Woyzeck*, *A Doll House*, *The Master Builder*, *Miss Julie*, *The Importance of Being Earnest*, *Ubu Roi*, *The Cherry Orchard*, *From Morn until Midnight*, *Galileo*, *Waiting for Godot*, *No Exit*, *Rosencrantz and Guildenstern are Dead*, *Top Girls*, *The Beauty Queen of Leenane*, and *Terrorism*. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the spring semester of odd-numbered years.

Prerequisites: None.

Credits: 1

THE 217 The American Stage (ENG 310)

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*, *A Streetcar Named Desire*, *Death of a Salesman*, *Dutchman*, *Who's Afraid of Virginia Woolf?*, *Glengarry Glen Ross*, *True West*, *The Colored Museum*, *Fences*, *Angels in America*, *How I Learned to Drive*, and *August: Osage County*. 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. This course is suitable for freshmen and is offered in the fall semester of even-numbered years.

Prerequisites: None.

Credits: 1

THE 218 The Multicultural Stage (ENG 310)

This course will center on multicultural and intercultural theater and performance in the United States and around the world. The course will be divided into two sections: the first part of the course will focus on how theater has served as a way for marginalized racial and ethnic groups to express identity in America. We will look at plays written by African-American (Amiri Baraka's *Dutchman*, Suzan-Lori Parks' *Venus*), Latino/a (Nilo Cruz's *Anna in the Tropics*, John Leguizamo's *Mambo Mouth*), and Asian-American (David Henry Hwang's *M. Butterfly*, Julia Cho's *BFE*) playwrights. The second part of the course will offer an overview of the state of contemporary global performance. Ranging from Africa (Wole Soyinka's *Death and the King's Horseman*, Athol Fugard's *Master Harold and the Boys*), to Latin America (Griselda Gumbaro's *Information for Foreigners*, Ariel Dorfman's *Death and the Maiden*), to the Caribbean (Derek Walcott's *Dream on Monkey Mountain*, Maria Irene Fornes's *The Conduct of Life*), we will discuss how different cultures have performed gender, race, class, postcolonial and historically-marginalized perspectives. Throughout we will explore how theater exists as a vital and powerful tool for expressing the values, cultures, and perspectives of the diverse racial and ethnic groups in America and throughout the world. This course is suitable for freshmen and is offered in the spring semester of even-numbered years.

Prerequisites: None.

Credits: 1

THE 303 Seminar in Theater--The London Stage

In this course we will examine the noteworthy theories, genres, authors, and critical approaches that have shaped theater, film, and performance for centuries. Though the topics will shift from year to year, this seminar will require students to write a number of substantive critical essays, participate in class discussion, and delve into secondary source material. Typical courses may include the following topic, which will be repeated regularly.

The London Stage This travel immersion seminar will involve a study of the culture and tradition of the London stage. From its foundation in 1575 in Elizabethan and Stuart Theaters to the West End Theater of today, from Richard Burbage to Ralph Fiennes we will explore principal dramatic events and theater artists that have shaped the English theater. Before we travel to London to visit major theater sites and attend performances, students will also be involved in the spring semester Wabash theater production of *The Pitmen Painters* by Lee Hall. This course is offered in the spring semester of 2015.

Prerequisites: Vary with topic. Enrollment through instructor only.

Credits: 1 or 1/2

THE 317 Dramatic Theory and Criticism

This course will survey the significant ideas that have shaped the way we create and think about theater. The objective of the course is to examine the evolution of dramatic theory and criticism, and trace the influence of this evolution on the development of the theater. Ultimately, the student will form his own critical and aesthetic awareness of theater as a unique and socially significant art form. Among the important works to be read are Aristotle's *Poetics*, Peter Brook's *The Open Door*, Eric Bentley's *Thinking About the Playwright*, Tony Kushner's *Thinking About the Longstanding Problems of Virtue and Happiness*, Robert Brustein's *Reimagining the American Theater*, and Dario Fo's *The Tricks of the Trade*, as well as selected essays from numerous writers including Horace, Ben Jonson, William Butler Yeats, Constantin Stanislavski, Vsevolod Meyerhold, George Bernard Shaw, Bertolt Brecht, Walter Benjamin, Gertrude Stein, Antonin Artaud, Eugene Ionesco, Peter Schumann, Robert Wilson, Athol Fugard, Ariane Mnouchkine, Edward Bond, Augusto Boal, Guillermo Gómez-Peña, and Eugenio Barba. This course is offered in the fall semester.

Prerequisites: One previous course in theater history or permission of the instructor.

Credits: 1

THE 318 Theater in Practice: Performance and Design

Individual students will work with a faculty member to advance and present a performance or design project (scene, lighting, costume, stage properties), and complete assignments related to a Wabash stage production. The course is designed for majors and minors active in performance areas of design, acting, directing, dramaturgy, and playwriting. This course is offered in the first and/or second half of each semester.

Prerequisites: Permission of instructor and the department chair.

Credits: 1 or 1/2

THE 319 Theater in Practice: Production and Stage Management

Individual students will work with a faculty member and the production staff in the development and stage management of a Wabash stage production. Students will study the entire production process, develop a prompt book and production documentation, and complete all assignments related to the management of rehearsal and performance. This course is offered in the first and/or second half of each semester.

Prerequisites: Permission of instructor and the department chair.

Credits: 1/2

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

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: Permission of the instructor and the department chair.

Credits: 1 or 1/2

THE 498 Senior Seminar

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: Senior theater major status.

Credits: 1

Division III

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

The Faculty of Division III

Morillo, Stephen (chair)
Blaich, Charles+++
Bost, Preston^^
Burch, Michael
Burnette, Joyce
Byun, Christie
Diaz Vidal, Daniel
Gelbman, Shamira
Gunther, Karen
Hensley, Edward
Himsel, Scott
Hoerl, Alexandra
Hollander, Ethan
Hong, Suting
Horton, Robert
Howland, Frank
Mikek, Peter
Lynne Miles
Olofson, Eric***
Pérez, Aminta
Pittard, Michele
Pullen, Qian
Rhoades, Michelle
Rush, Ryan
Salisbury, Tracey
Schmitzer-Torbert, Neil
Seltzer-Kelly, Deborah
Warner, Richard
Welch, Marc
Widdows, Kealoha***

*On Leave, Fall semester

***On Leave, full year

^^^Administrative Appointment, full year

+++Administrative Leave, full year

Division III Courses

DV3 252 Statistics for the Social 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: 1/2

DV3 402 Contemporary Issues in Social Science

A colloquium for seniors focusing on contemporary political, social, psychological and economic issues. This course is offered in the fall or spring semester.

Prerequisites: Senior Standing.

Credits: 1/2

Department of Economics

Faculty in the Department of Economics: Joyce Burnette (chair), Christie Byun, Edward Hensley, Suting Hong, Frank Howland, Peter Mikek, Daniel Diaz Vidal, and Kealoha Widdows***.

****On leave, full year*

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.

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

Requirements for the Major: Economics majors must complete at least nine course credits in Economics which must include ECO 291, 292, 251 (1/2 credit), DV3 252* (or its equivalent), ECO 253, and 401. **Please note that DV3 252 does not count toward the nine required economics credits. Also note that ECO 262 does not count toward the major in economics.* In addition, the major must include at least two courses with a prerequisite of ECO 291 or ECO 292 (not including ECO 401). A course in statistics, either DV3 252 or a full-credit Mathematics Department Statistics course above the 100-level must be taken before enrolling in ECO 253. In addition, MAT 110 or 111, or an equivalent, is required for the major in economics. MAT 111 is best taken in the freshman year; students placed into MAT 010 should enroll in ECO 101 their freshman year and take MAT 010 the fall semester of their sophomore year, and MAT 110 in the spring semester of their sophomore year.

Recommended Sequence of Courses: The "typical" economics major takes Principles of Economics (ECO 101) in the second semester of his freshman year, the theory/empirical sequence (ECO 251, DV3 252, ECO 253, 291, and 292) during the sophomore year, electives during the junior year, and, finally, Senior Seminar (ECO 401) and electives during the senior year. It is recommended, but not required, that students take ECO 291 before 292.

Although the above sequence is preferred, there can be flexibility in this basic pattern. The well-prepared first-year student might want to begin the study of economics in the first semester of the freshman year, while "late contractors" (students who decide to major in economics during their sophomore or even junior years) may choose a more tightly packed junior/senior year combination of economics courses. The prospective economics major should be careful in planning the theory/empirical sequence year. The sequence of DV3 252 in the FALL and ECO 253 in the SPRING is crucial. ECO 251 should be taken by the time the other courses in the theory/empirical sequence are completed. It is most convenient to take ECO 251 and 291 along with DV3 252 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 as a sophomore.

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

Requirements for the Minor: Five course credits in economics. ECO 262 counts toward the minor, but not toward the major (DV3 252 does not count toward the minor.).

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

Requirements for the Financial Economics Major: Majors in Financial Economics must complete the following nine course credits in the Economics and Math Departments: ECO 101, 251, 253, 291, 292, 361, 362, MAT 251, 252, 253, 254, 353 (ECO 251 and all of the math classes are half-credit courses). MAT 111 and 112 are pre-requisites for the math courses. Students taking a Financial Economics major may have a minor or second major in Mathematics, but may not count MAT 251, 252, 253, 254, or 353 toward that major or minor. Students taking a Financial Economics major may NOT have a major or minor in Economics.

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

Course Descriptions

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.

Credits: 1

ECO 213 Topics in Economic History: US (HIS 245)

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. Topics vary, but 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?

Prerequisite: ECO 101.

Credits: 1

ECO 214 Topics in Economic History: European (HIS 235)

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 economies? How and why has population changed over time?

Prerequisites: ECO 101.

Credits: 1

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.

Credits: 1

ECO 221 Economics of the European Union

The course includes a variety of topics related to current economic policy and institutional arrangements in the EU, ranging from labor markets and common monetary policy to international trade policy and challenges of growth. The goal of this class is to develop a deeper understanding of the economic structure and policies of the European Union (EU). Additionally, the class will help students to become familiar with some data sources for information about the EU. Finally, economic policy is done in the cultural, historical, and social context of individual countries; therefore, some of this context will be included in class. The regular in-class approach may be complemented with an immersion trip to visit EU institutions, such as the European Commission in Brussels, Belgium, and the European Central Bank in Frankfurt, Germany.

Prerequisites: ECO 101.

Credits: 1

ECO 222 Comparative Economic Systems

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

Prerequisites: ECO 101.

Credits: 1

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.

Credits: 1

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.

Credits: 1

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.

Credits: 1

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.

Credits: 1

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.

Credits: 1

ECO 251 The Economic Approach with Microsoft Excel®

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

Prerequisites: None.

Credits: 1/2

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: DV3 252.

Credits: 1

ECO 262 Financial Institutions and Markets

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.

Credits: 1

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.

Prerequisites: ECO 101.

Credits: 1

ECO 287 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

ECO 288 Independent Study

Students who wish to take an independent study in economics should plan their project with the instructor who is to supervise. This course is offered in the spring semester.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

ECO 291 Intermediate Microeconomic Theory

The course examines the development of the theories of the price mechanism under competitive and non-competitive market situations. The costs and revenue decisions of the firm are analyzed within the context of standard assumptions about economic behavior. The welfare implications of contemporary problems under partial and general equilibrium conditions are explored. This course is offered in the fall and spring semesters. It is recommended that students take ECO 291 before ECO 292.

Prerequisites: ECO 101 and MAT 110 or 111.

Credits: 1

ECO 292 Intermediate Macroeconomic Theory

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 semesters. It is recommended that students take ECO 292 after ECO 291.

Prerequisites: ECO 101 and MAT 110 or 111.

Credits: 1

ECO 321 International Trade

Examines the theory of international trade and its applications. Students will learn why nations exchange, what determines the patterns of production and trade across countries, and what the welfare implications of trade are for the world at large and for the domestic economy. Special topics include GATT, multinationals, protectionism, and Third-world debt.

Prerequisites: ECO 251, 253, and 291.

Credits: 1

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.

Credits: 1

ECO 331 Economics of the 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.

Credits: 1

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.

Credits: 1

ECO 333 Industrial Organization and Control

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.

Credits: 1

ECO 353 Topics in 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 291 or 292. MAT 223 (Linear Algebra) recommended.

Credits: 1

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.

Credits: 1

ECO 362 Money and Banking

The course provides an introduction to financial markets and the assets traded therein (such as bonds, stocks, and derivatives), with an emphasis on the role and function of commercial banks. This is complemented with analysis of the money market. Theories of money demand are combined with discussion of the role of the banking system in the money supply process. We examine the central role of the Federal Reserve in executing monetary and credit policies. The course incorporates econometric techniques and spreadsheets in analyzing financial data and makes use of some standard data sources. This course is offered in the fall semester.

Prerequisites: ECO 253 and 292.

Credits: 1

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: 1

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: ECO 251, 253, and 292.

Credits: 1

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.

Prerequisites: ECO 101, 253, and 291 or 292.

Credits: 1

ECO 387 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

ECO 388 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

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.

Credits: 1

ECO 491 Advanced Microeconomic Theory

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

Prerequisites: ECO 291 and MAT 111, 112.

Credits: 1

ECO 492 Advanced Macroeconomic Theory

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

Prerequisites: ECO 292 and MAT 110 or 111.

Credits: 1

Department of Education Studies

Faculty in the Department of Education Studies: Michele Pittard (director/chair), Deborah Seltzer-Kelly, and Marc Welch.

The minor in Education Studies offers students a coherent study of Education well-grounded in the liberal arts. Students may complete the minor without being admitted to the Secondary Licensure Program. The minor in Education Studies is required for and prepares students for professional secondary teaching licensure – a program to which students typically apply in the spring of the junior year.

The minor in Education Studies, in addition to the Secondary Licensure Program, is grounded on these guiding principles:

1. Students continually develop content knowledge in their major discipline fields and communicate their knowledge effectively.
2. Students understand the philosophical basis of education in the United States as well as the complex historic and contemporary theoretical foundations of middle and high school education in the United States.
3. Students understand developmental and learning theories, appreciate student diversity, and are able to work creatively and sensitively with diverse students within the complex social environment of the classroom to facilitate student learning.
4. Students conduct themselves as moral and ethical professionals.
5. Students engage in critical reflection and collaboration for individual improvement and systematic educational change, and are creative problem-solvers in their approaches to teaching and learning.

Requirements for the Minor (5 credits):

- **Development (1 credit):** EDU 101 Introduction to Student Development
- **Philosophy (1 credit):** EDU 201 Philosophy of Education
- **Pedagogy (1-2 credits):**
EDU 202 Literacy in Middle School Curriculum & Instruction
EDU 302 Diversity/Multicultural Education in High School Curriculum & Instruction
- **Special Topics (1-2 credits):** EDU 370 Special Topics

Psychology co-requisite (choose one):

- PSY 210 Special Topics (with approval)
- PSY 211 Cross-Cultural Psych
- PSY 220 Child Development
- PSY 222 Social Psychology
- PSY 231 Cognition

Requirements for the Secondary Licensure Program:

The Department of Education Studies offers secondary licensure preparation programs for the following majors: Biology, Chemistry, Physics, Mathematics, English, French, German, Spanish, Latin, Economics, Political Science, Psychology, and History. In addition to the Education Studies minor, the following courses are required:

Required Courses:

Must take both:

EDU 202 Literacy in Middle School Curriculum & Instruction

EDU 302 Diversity/Multicultural Education in High School Curriculum & Instruction

EDU 330 Studies in Urban Education (1/2 credit; with immersion trip)

EDU 370 Special Topics

Content Methods (take one in major area)

EDU 401 English (1/2 credit)

EDU 402 Mathematics (1/2 credit)

EDU 403 Lab Sciences (1/2 credit)

EDU 404 Social Sciences (1/2 credit)

EDU 405 World Languages (1/2 credit)

EDU 406 Latin (.5 credits)

EDU 423 Student Teaching Practicum (3.0 credits): 15-week full-time co-teaching student teaching experience during the spring semester of the senior year OR in the 9th semester (post-graduation) in accordance with the Ninth Semester Program or in the 10th semester in accordance with the Science Education 4+1 Program. Separate application requirements apply for the Ninth Semester Program and the Science 4+1 Program.

The Secondary Licensure Program (grades 5-12) requires that students officially apply in the spring of the junior year. In order to apply, students must have taken EDU 101 and at least course in pedagogy (EDU 202 or EDU 302). Students interested in the licensure program should be co-advised by Department of Education Studies faculty.

Admission to the Secondary (grades 5-12) Licensure Program requires the following by the end of the junior year (For questions and more details, please consult with Department of Education Studies faculty):

1. Student must submit and successfully pass the Admission Portfolio (and other program application materials, due April 1).
2. Student must have attained an overall 2.5 GPA.
3. Student must maintain a grade of C or better in each course in the major that is required by the licensure program and in all education courses.
4. Student must present acceptable SAT or ACT scores (cut scores set by the State of Indiana) OR pass the Indiana CASA (Core Academic Skills Assessment) by fall of senior year.
5. Student must pass Indiana's CORE Content Test by fall of senior year.
6. Student must submit a cover letter and resume for application to student teaching placement. These documents will be sent to a school(s) with request for student teaching placement.
7. Student must be in good standing with the College.

During the senior year, in order to be retained in the Secondary Licensure Program, the student must continue to meet the criteria described above. As well, the student must take the remaining courses in Education, in his major (content-based courses), and meet other certifications required for the Indiana grades 5-12 license.

To be recommended for the Indiana Secondary Teaching License, students will successfully complete the following:

1. Indiana's CORE Pedagogy Test
2. Program e-portfolio following student teaching
3. Classroom-Based Research project
4. CPR certification
5. Suicide prevention workshop

NOTE regarding advising: All students interested in the Education Studies minor or the Secondary Licensure Program should be co-advised by a Department of Education Studies faculty member.

Elementary Education Licensure: Wabash does NOT offer licensure in K-6 education; however, students interested in this level of licensure may pursue the minor in Education Studies and focus on elementary education as preparation for graduate study or licensure elsewhere. See Director/Chair for information.

Title II: Wabash College Secondary Licensure Program completers passed Title II required Indiana license tests with 100% passing rate on the Praxis I test in the most recent year. For more information, please contact the Director/Chair of Teacher Education.

Following is information regarding course requirements for students (by major) who are pursuing the Secondary (grades 5-12) Licensure Program:

NOTE: Students in any major who are pursuing the Secondary Licensure Program will meet the College distribution and graduation requirements. Within these distribution and graduation requirements, students should take a course in oral communication (RHE 101 or THE 105). Students may be asked to take an additional writing course if they received below a C in ENG 101, or if they did not pass the writing section of the CASA Basic Skills Test.

Division I (Science and Mathematics)

According to state standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for Science and Mathematics (effective with the entering class of 2014):

Biology (Life Science)

- Fulfill departmental requirements to complete the major in biology.
- Take the following additional course: DVI 301 and 302* (earth space science).
- Recommended to take an additional course in chemistry and physics (if not already taking as part of biology major).

Chemistry

- Fulfill departmental requirements to complete the major in chemistry.
- Take the following additional courses: BIO 111 and DVI 301 and 302* (earth space science).
- Recommended to take an additional course in physics (if not already taking as part of chemistry major).

Physics

- Fulfill departmental requirements to complete the major in physics.
- Take the following additional courses: DVI 301 and 302* (earth space science), and BIO 111, and CHE 111.

Physical Science

- Fulfill departmental requirements to complete the major in chemistry OR physics.
- Chemistry majors must take the following additional courses: PHY 113, 114, 210 and one more full credit course (to be determined in consultation with the Chair of Physics and the Chair of Education Studies.)
- Physics majors must take the following additional courses: CHE 211, 221 and 2 additional credits (preferably 222, 351, or 451, but can be determined in consultation with the Chair of Chemistry and the Chair of Education Studies).

NOTE: DVI 301 & 302 Earth Space Science is a survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary teaching license in a scientific field. The course is not offered regularly; therefore, course work is typically completed on an independent basis and both DVI 301 and 302 must be taken to receive the full credit.

Prerequisites: Must be a major in a lab science, must be admitted to the Education Licensure Program or have permission of the Chair/Director of Education Studies, should have junior or senior standing and should have completed EDU 101, 201, 202, and 302. This is an arranged course.

Mathematics

- Fulfill departmental requirements to complete the major in mathematics.
- To include the following courses*: MAT 111 (unless the candidate has tested out), MAT 112 (unless the candidate has tested out), MAT 219 (offered in alternating years), MAT 221, 222, 223, 254 (1/2 credit), 331 (recommended to take as a sophomore), and 333 (may be taken as a senior).

NOTE: Eight and one-half credits are prescribed for the secondary teaching license in mathematics. Several of the courses are offered in the spring semester only, so scheduling is a challenge. Students are advised to meet regularly with the Chair of the Math Department if his advisor is not a faculty member in the Department of Mathematics. Also, please note that math majors pursuing the Secondary Licensure Program will find that their required major courses fit under the pure math track.

DIVISION II (Humanities)

According to state standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for English Language Arts, French, German, Latin, and Spanish:

English Language Arts (English literature majors)

- Fulfill departmental requirements to complete the major in English.
- To include the following courses:
 - As part of the required three core survey courses (ENG 215-220), one should be in American literature, one should be a course in world literature (an intermediate course or colloquium), one should be a course in multicultural literature (introductory or intermediate course).
 - Additionally, students should take an additional course in composition beyond ENG 101 (expository or creative) and fulfill the linguistics requirement (ENG 121 and 122 or 123).
 - Rhetoric requirement: RHE 101 and an additional special topics course in Rhetoric related to media.

NOTE: Students majoring in English/Creative Writing must take enough literature courses to meet state standards, and should consult with the Chair of Education Studies and the Chair of the Department of English when selecting courses.

World Languages

Latin

- Fulfill departmental requirements to complete the major in Latin.
- To include the following courses: LAT 201, 202, 301, 302, 304, 330, and 400.
- One course from LAT 210, 387, or 388.
- CLA 104 or 106 (recommended to take both).

French

- Fulfill departmental requirements to complete the major in French.
- To include the following courses: FRE 201, 202, 301, 302, and 401, HUM 121 and HUM 122.
- Four additional culture and literature courses.

German

- Fulfill departmental requirements to complete the major in German.
- To include the following courses: GER 201, 202, 301, 302, and 401, HUM 121 and HUM 122.
- Four additional culture and literature courses.

Spanish

- Fulfill departmental requirements to complete the major in Spanish.
- To include the following courses: SPA 201, 202, 301, 302, and 401, HUM 121 and HUM 122.
- Four additional culture and literature courses.

NOTE: Students licensing in Spanish, French, or German may be required to take an oral proficiency exam at the expense of the student. Please consult with the Chair of Education Studies to make arrangements for this exam. It is suggested students take the exam during or just following the student teaching semester.

DIVISION III (Social Sciences)

According to state standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for social studies (majors in Economics, History, Political Science, and Psychology). State requirements ask that students major in an area for which they seek licensure. Effective with the entering class of 2011, students may license in one area of the social sciences; however, in order to better prepare for the job market, they are advised to take additional course work in other content areas to enable them to license via testing in more than one area.

Economics Major

- Fulfill departmental requirements to complete the major in Economics.
- Recommended to take at least ONE course in each of the other social science departments (History, Psychology, Political Science).
- If the student is interested in licensing in additional areas of the social sciences, the student should consider a minor in the department and he is advised to meet with the Chair/Director of Education Studies to discuss specific requirements for licensure.

History Major

- Fulfill departmental requirements to complete the major in History.
- To include the following: Three courses in U.S. history, one course in European history, and two additional (beyond 101 and 102) courses in world history.
- Recommended to take HIS 301 when it is offered as one of the world history courses.
- Recommended to take at least ONE course in each of the other social science departments (Economics, Psychology Political Science).
- If the student is interested in licensing in additional areas of the social sciences, the student should consider a minor in the department and he is advised to meet with the Chair/Director of Education Studies to discuss specific requirements for licensure.

Political Science Major (government and citizenship)

- Fulfill departmental requirements to complete the major in Political Science.
- To include the following: One advanced course in U.S. government and two courses from PSC 311, 312, 313, 314, or 317.
- Recommended to take at least ONE course in each of the other social science departments (History, Psychology, Economics). Students are recommended to take HIS 102 and ECO 101 as they will also fulfill collateral requirements for the PSC major. The psychology course selection should be discussed with the Chair/Director of Education Studies.
- If the student is interested in licensing in additional areas of the social sciences, the student should consider a

minor in the department and he is advised to meet with the Chair/Director of Education Studies to discuss specific requirements for licensure.

Psychology Major

- Fulfill departmental requirements to complete the major in Psychology.
- Recommended to take at least ONE course in each of the other social science departments (History, Economics, Political Science).
- If the student is interested in licensing in additional areas of the social sciences, the student should consider a minor in the department and he is advised to meet with the Chair/Director of Education Studies to discuss specific requirements for licensure.
- Because Psychology is not a required course in most high schools, students are advised to consider an additional license in historical perspectives (enabling him to teach U.S. and World History), which will require additional course work (possibly a minor) in history.

Post-Baccalaureate Programs for Licensure Completion

All students qualifying and approved for these programs must meet the same admission and retention standards as regular licensure program students. A separate application process is required and should be completed at the time of application to the Education Licensure Program.

• Ninth Semester Program

This program allows admitted licensure program students to return for an additional semester immediately after graduation to complete student teaching (EDU 423) on a tuition-free basis (students must pay administrative fees). The Ninth Semester Program student must have completed graduation requirements with an academic major and minor (in Education Studies). The program is available to students in majors for which we offer licensure programs, and is tuition-free (applies only to Education courses). College housing is NOT available to Ninth Semester Program students.

• Science Education 4 + 1 Program

This program allows admitted licensure program students to return for two additional semesters immediately after graduation to complete their education course work on a tuition-free basis (students must pay administrative fees). This tuition-free program is only available to Wabash students in laboratory science majors. Students wishing to apply for this program should begin education course work prior to or during their senior year at Wabash. To be eligible, students must be accepted and must be graduated with a major in a laboratory science. The tuition-free coursework applies only to education courses taken in the 9th and 10th semester during the post-baccalaureate licensure year. Please see the Chair of Education Studies for details. 4+1 Program students must have taken EDU 101 and either EDU 202 or EDU 302 to apply.

• Transition to Teach Program

Individuals interested in the Wabash Transition to Teach program should contact the Chair of Education Studies for information on this program. Wabash offers this program secondary licensure only.

Course Descriptions

EDU 101 Introduction to Student Development

The course examines child and adolescent development through a K-12 school perspective. Using a variety of course texts, students are introduced to theories of development and to the concept of diversity as it relates to student development. They will also be involved in K-12 field work through which they are introduced to qualitative data collection/analysis techniques. EDU 101 students will examine development through a variety of activities that include reflective and analytical reports based on their K-12 field work. The required technology thread for this course includes effective use of Word and presentation software (e.g., PowerPoint and Prezi), management of electronic files, and extensive use of course management systems for access to electronic files and submission of assignments (e.g., Canvas).

Field component: Students in EDU 101 complete a total of 24 hours of field work spread across the semester in three school settings: elementary, middle, and high school. While the nature of the field work is largely observational and students do not have explicit teaching responsibilities, they are expected to be engaged in the life of the host classes and to interact with host teachers and students in ways that are helpful and enable them to learn about K-12 student development. EDU 101 students are introduced to field-based inquiry and specifically the tools of qualitative research.

Level: Open to any student; required of all Education Studies minors. Students interested in the Secondary Licensure Program are encouraged to take EDU 101 in the freshman or sophomore year. This course is offered fall and spring semesters.

Prerequisites: None.

Credits: 1

EDU 201 Philosophy of Education

This class will examine foundational questions about education (e.g., What is the nature and purpose of education?) with a particular focus upon the role of public schools in a democratic society. We will read and watch texts drawn from philosophy, as well as from literature and history, as we consider the nature of teaching and learning at the classroom level and within the broader society. Issues addressed typically include: tensions between individual students' development and the needs of the broader society; the role of the educational system in a diverse and multicultural society; the nature and goals of classroom relationship (teacher/student and student/student); and approaches to educational reform. The required technology thread includes use of the computer software to create and edit documents, and use of course management software for access to electronic files and submission of assignments. There is no field component required for this course.

Level: Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 201 in the sophomore year. This course is offered fall and spring semesters. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/ Religion distribution credit.

Prerequisites: None.

Credits: 1

EDU 202 Literacy in Middle School Curriculum and Instruction

This course has two primary foci: a study of the philosophy of and key curricular models and debates around the contemporary middle school in the United States, and the role of literacy in the teaching and learning of the content areas at the middle level. Students will be introduced to the major philosophies and curricular theories behind middle level education along with theories of literacy learning and current research on adolescent literacy methods. In the context of teaching young adolescents and promoting their literacy levels at this important age, EDU 202 students are introduced to Classroom-Based Research (CBR) and will complete a pilot study examining their own questions on literacy learning at the middle level. Required field experience (25 hours) will culminate in a two-week co-teaching experience in a middle school setting. EDU 202 is required for the Secondary Licensure Program and counts as a pedagogy course for the minor in Education Studies.

Field Component: Students in EDU 202 are placed in a content-specific middle school (or junior high) class where they work collaboratively with a host teacher for the entire semester. EDU 202 students are expected to participate in regular (at least 1 per week) field visits at their host school and to increase the level of their involvement in co-taught instructional activities each week. In addition, EDU 202 students will work with teachers and students in Special Education and English Language Learning for approximately 5 hours. The semester will culminate with EDU 202 students collaborating with host teachers to co-plan and co-teach a two-week unit that emphasizes the role of literacy in the teaching of a specific content area.

Level: Open to all students interested in Education Studies (counts as pedagogy course for the minor); it is recommended that students interested in the Secondary Licensure Program take this course in the sophomore year. This course is offered in the spring semester.

Prerequisites: EDU 101

Credits: 1

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: Major in a laboratory science, junior or senior standing, current or past enrollment in EDU 201 or 302.

Credits: 1 or 1/2

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 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: Major in a laboratory science, junior or senior standing, current or past enrollment in EDU 201 or 302.

Credits: 1 or 1/2

EDU 302 Diversity and Multicultural Education in High School Curriculum and Instruction

A high school general methods course incorporating content and methods relevant to multicultural education and diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversity). The course introduces students to a variety of planning and instructional methods consistent with constructivism, including relevant learning theory and multicultural models. Required field experience (25 hours; see details below). EDU 302 is required for the Secondary Licensure Program and counts as a pedagogy course for the minor in Education Studies.

Field Component: Students in EDU 302 are placed in a content-specific high school class where they work collaboratively with a host teacher for an entire semester. EDU 302 students are expected to participate in regular (1-2 times per week) field visits to their host school and expected to increase the level of involvement in co-taught instructional activities each week. Five of the field experience hours should be spent with teaching specialists in Special Education and/or English Language Learning. During the culminating two-week daily teaching experience in the high school classroom, students are to co-plan and co-teach a unit or units incorporating multiculturalism, culturally appropriate pedagogy and diversity.

Level: Open to all students interested in Education Studies (counts as pedagogy course for the minor). Recommended that students interested in the Secondary Licensure Program take the course in the junior year. This course is offered in the fall semester.

Prerequisites: EDU 101

Credits: 1

EDU 330 Studies in Urban Education

In this course students study issues related to urban education and participate in a week-long immersion trip (currently to Chicago). The course is required for students who intend to complete the Secondary Licensure Program. The course culminates with an immersion trip to Chicago in May, wherein students are paired with a host teacher in a Chicago Public School and spend the week between finals and graduation immersed in the urban setting and teaching in Chicago Public Schools.

Level: Required for the Secondary Licensure Program. With instructor permission, may be taken by any student in the Education Studies minor. This course is offered in the spring semester.

Prerequisites: EDU 202 or EDU 302.

Credits: 1/2

EDU 370 Special Topics

This course is a seminar focused upon historical and/or philosophical topics, including policy implications for U.S. and global educational systems. 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. This course is offered in the spring semester.

EDU 387 Independent Study

Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.

Credits: 1 or 1/2

EDU 388 Independent Study

Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.

Credits: 1/2

EDU 401-406 Content Methods

In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods, pedagogy, and student content standards specific to their discipline for teaching grades 5-12. Referring to Indiana and national content standards and best practices 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 student assessment data, and technology 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 and identity. Students are also introduced to professional organizations and publications within their content area.

Field Component: Students in EDU 401-406 are placed in a content-specific high school or middle school class, preferably with the mentor teacher with whom they will be placed for student teaching. The nature of the fieldwork—a minimum of 10 hours—might include observing, co-teaching, and/or other school-related curricular activities such

as: attending faculty/department meetings. Drawing on classroom and field-based experiences, students will develop curriculum maps to understand the scope and sequence of various courses within a single discipline.

401. Teaching of Language Arts (English)

402. Teaching of Mathematics

403. Teaching of Science (Physics, Biology, Chemistry)

404. Teaching of Social Studies (Psychology, History, Economics, Political Science)

405. Teaching of Foreign Languages (Modern)

406. Teaching of Latin

Level: Required for the Education Studies minor. Offered fall semester.

Prerequisites: All previous education courses required for the minor and admission to the secondary licensing program.

Credits: 1/2 (Course meeting times are typically spread over the entire semester.)

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 real world teaching experiences in secondary school settings. The co-teaching model serves as the framework for this practicum, wherein the teacher candidates have collaborative mentoring relationships with their mentor teachers. College faculty serve as the third leg of this collaboration and serve as facilitators, resources, and supervisors of the practicum experience. The Student Teaching Practicum places teacher candidates, who have completed all other licensure program requirements for the secondary teaching license, in a content-appropriate middle and/or high school setting where they work with a mentor teacher for an entire semester. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to co-plan and co-teach for 15 weeks. Responsibilities for the teacher candidates gradually shift from the mentor teacher as the “lead teacher” to the teacher candidate as the “lead teacher” and back as the practicum experience comes to a close. As well, teacher candidates are expected to conduct a classroom-based research (CBR) project and complete the licensure program e-portfolio -- both are required culminating projects for the secondary licensure program. Teacher candidates are supported and mentored as they work on these projects during regular seminar meetings on campus. Other topics covered in the seminar meetings will include: lesson planning, differentiated instruction, authentic assessment, technology, classroom management, and education law. College faculty further support and mentor student teachers by making regular site-visits to their placement schools. This course is offered in fall and spring semesters.

Prerequisite: All previous education courses required for the minor and admission to the secondary licensing program.

Credits: 3

EDU 421 Student Teaching (used for Transition to Teach students only)

This practicum experience mirrors EDU 423 described above, but with adjustments in assignments to align with a 2.0 credit course. This course is offered in the spring semester.

Prerequisites: All previous education courses required for licensure and admission to the secondary licensing program.

Credits: 2

EDU 487 Independent Study

Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.

Credits: 1 or 1/2

EDU 488 Independent Study

Prerequisites: Permission of the instructor and the Chair/Director of Education Studies.

Credits: 1 or 1/2

Department of History

Faculty in the Department of History: Richard Warner (chair), Stephen Morillo, Aminta Pérez, Qian Pullen, Michelle Rhoades, and Tracey Salisbury.

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:

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

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 Major: Students majoring in history must complete either HIS 101 or HIS 102, both HIS 497 and 498, and six additional courses, at least two of which must be at the 300 level. Advanced (300 level) courses may include independent studies. Students are advised that their performance in 497, 498, 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 a 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.

Requirements for a Minor: A minimum of five credits including either HIS 101 or HIS 102, one course at the 300 level, and three other courses of the student's choice at the 200 or 300 level.

Secondary Licensure Program: *The Department of Education Studies offers a minor in Education Studies, and an additional licensure preparation program for students interested in becoming licensed to teach at the secondary level (middle and high school grades 5-12). With a major in this department and a minor in Education Studies, students*

may also choose to complete the licensure preparation program by applying in the spring of the junior year. For more information about the licensure program, students are advised to meet with faculty in the Department of Education Studies. Requirements for the minor and licensure preparation program are outlined in the Department of Education Studies section of the Academic Bulletin.

Course Descriptions

HIS 101 World History to 1500

Exploration of the origins of human societies and the development of their hierarchical structures and the network connections between them across the world. An effort will be made to develop a conceptual framework for analyzing different societies and network interactions comparatively so as to highlight meaningful similarities and differences among them. This course, along with HIS 102, is especially recommended to those students taking their first college-level history course. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

HIS 102 World History since 1500

This course traces the increasing interdependence of the world's different societies as improved communications tie more of the world closely together. This will involve explaining the transformations wrought upon different areas by industrialization and the reactions this process has created across the globe. This course, along with HIS 101, is especially recommended to those students taking their first college-level history course. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

HIS 187 Independent Study

Open to history majors.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

HIS 188 Independent Study

Open to history majors.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

HIS 200 Topics in World and Comparative History

Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: None.

Credits: 1 or 1/2

HIS 201 The World from 1914–Present

This course examines the development of “the modern world” from a variety of global perspectives, including demographics, the human impact on the environment, social transformations and the rise of gender, ethnic and class issues and identities, the impact of warfare and political and ideological conflict, and the implications for culture of global communications networks.

Prerequisites: None.

Credits: 1

HIS 210 Topics in Ancient History (CLA 113)

Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: None.

Credits: 1 or 1/2

HIS 211 Ancient History: Greece (CLA 105)

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.” This course is offered in the fall semester in even-numbered years.

Prerequisites: None.

Credits: 1

HIS 212 Ancient History: Rome (CLA 106)

A survey of Roman history from the Etruscan period (6th and 5th centuries B.C.) to the transformation of the Roman world to the medieval (4th and 5th centuries A.D.). Emphasis is on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered in the spring semester in odd-numbered years.

Prerequisites: None.

Credits: 1

HIS 220 Topics in Medieval and Early Modern Europe

Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: None.

Credits: 1 or 1/2

HIS 221 Medieval Europe, 400–1400

The history of Europe from ca. 400 to ca. 1400, focusing on Latin Christendom. The course traces the emergence of medieval society out of elements of the late Roman world and the transformation of that synthesis in the troubles of the 14th century. Emphasis is on examining economic, institutional, social, and gender structures, and the historical context of medieval cultural production through examination of primary sources. This course is offered in the fall semester (when offered).

Prerequisites: None.

Credits: 1

HIS 222 Early Modern Europe, 1400–1800

Europe from the crisis of the medieval world to the dawn of the modern age. The course traces the transformations of all aspects of European life—economic organization, state structures, religious institutions and sentiments, social structures and gender roles, and intellectual outlooks—with an emphasis on different historiographical approaches and analysis of secondary sources, especially monographs. This course is offered in the fall semester (when offered).

Prerequisites: None.

Credits: 1

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.

Prerequisites: None.

Credits: 1 or 1/2

HIS 231 19th-Century Europe

This survey will cover events in European history from the French Revolution to the end of the 19th century. It will explore nationalism, utopianism, Europe's quest for colonial expansion, and the rise of the Industrial Revolution. In addition to these vast issues, the course also examines developments in social history including family life, change in urban areas, health, medicine, and gender. This course is offered in the fall semester (when offered).

Prerequisites: None.

Credits: 1

HIS 232 20th-Century Europe

This survey will examine significant events in European history from 1900 to the end of the 20th century. The course will cover circumstances leading to World War I, the rise of fascism, and World War II. The survey ends with a discussion of the Cold War, its ultimate demise, and nuclear legacy. Since there was more to the 20th century than military history, the class will also consider how European societies reacted to war and will focus on life on the home front, gender relations, cultural change, and consumerism. This course is offered in the spring semester (when offered).

Prerequisites: None.

Credits: 1

HIS 235 Topics in Economics History: European (ECO 214)

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. This course is offered in the fall semester (when offered).

Prerequisites: ECO 101.

Credits: 1

HIS 236 History of Economic Thought (ECO 205)

Designed for non-majors as well as majors, this course examines the intellectual history of economics. The ideas of great economists (including Smith, Ricardo, Marx, Keynes, Schumpeter, and Knight) are analyzed and compared. Particular emphasis is placed on differing views toward capitalism—especially predictions about its eventual fate. This course is offered in the fall semester (when offered).

Prerequisites: None.

Credits: 1

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.

Prerequisites: None.

Credits: 1 or 1/2

HIS 241 America to 1877

An introduction to American history and to the departmental Core Goals in the process of historical investigation and understanding. Students will learn the basic facts and conceptual themes involved in Native Indian cultures, Puritanism, the American Revolution, the New Nation, expansionism, slavery, reform, Civil War, and Reconstruction. The course focuses on significant landmark political events, but also on the everyday experiences and social history of women, minorities, and other underrepresented groups. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

HIS 242 America since 1877

The emphasis is upon some of the major issues in American politics and society since 1877: the growth of big business; changes in the lives of farmers, workers, and immigrants; the rise of the city; and reform movements among rural and urban labor and among minority groups. In addition to studying national history and the emergence of America as a world power, students will have an opportunity to investigate their own family histories. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

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. This course is offered in spring semesters (when offered).

Prerequisites: None.

Credits: 1

HIS 245 Topics in Economic History: American (ECO 213)

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.

Credits: 1

HIS 250 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.

Prerequisites: None.

Credits: 1 or 1/2

HIS 252 Peoples and Nations of Latin America

A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).

Prerequisites: None.

Credits: 1

HIS 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.

Prerequisites: None.

Credits: 1 or 1/2

HIS 261 Classical and Imperial China to 1911

A survey of the early history of China from its first dynasties (Shang, Chou) to its last (Ch'ing). This course will examine the complex internal dynamics that came to shape its peoples and institutions. This course is offered in the fall semester (when offered).

Prerequisites: None.

Credits: 1

HIS 262 Modern China from 1911 to the Present

A survey of modern China. The class will examine the end of the Ch'ing Dynasty and the emergence of Nationalism through the end of the Second World War, the rise of Chinese Communism through the Great Leap Forward and the Cultural Revolution, and contemporary China to the present. This course is offered in the spring semester (when offered).

Prerequisites: None.

Credits: 1

HIS 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.

Prerequisites: None.

Credits: 1 or 1/2

HIS 272 African History

This course focuses on the sociocultural, economic, and political realities of sub-Saharan African peoples, in the precolonial (before 1885) era as well as colonial and postcolonial periods. A major focus will be historical analysis of scholarly monographs and primary source documents. The course serves both as a thematic survey of the region and preparation for further work in African Studies. This course is offered in the spring semester (when offered).

Prerequisites: None.

Credits: 1

HIS 287 Independent Study

Open to history majors.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

HIS 288 Independent Study

Open to history majors.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

HIS 300 Advanced Topics, World and Comparative History

This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: Previous course work in world history.

Credits: 1 or 1/2

HIS 301 Craft and Theory of World History

This is an upper level course in world history. Students will read secondary literature about world history and will read world history textbooks more for historiographical analysis than for content. Emphasis will therefore be on the theories and practices of world history; students will be expected to produce a significant term paper focusing either on a curricular proposal for a world history course or on an historiographical analysis of current trends and developments in the field. This course is offered in the spring semester (when offered).

Prerequisites: Previous course work in world history.

Credits: 1

HIS 310 Advanced Topics, Ancient History (CLA 213)

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: Previous course work in ancient history.

Credits: 1 or 1/2

HIS 320 Advanced Topics, Medieval and Early Modern Europe

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: Previous course work in medieval or early modern European history.

Credits: 1 or 1/2

HIS 330 Advanced Topics, Modern Europe

This course provides opportunities for small group and independent work in intensive study of selected topics in modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Prerequisites: Previous course work in modern European history.

Credits: 1 or 1/2

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.

Prerequisites: Previous course work in American history.

Credits: 1 or 1/2

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.

Prerequisites: Previous course work in history.

Credits: 1 or 1/2

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.

Prerequisites: Previous course work in history.

Credits: 1 or 1/2

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.

Prerequisites: Previous course work in African history.

Credits: 1 or 1/2

HIS 387 Independent Study

Open to history majors.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

HIS 388 Independent Study

Open to history majors.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

HIS 497 Philosophy and Craft of History

This course is required of all majors in history and should be taken in the junior year. Students have an opportunity to read different examples of historical writing and to examine the philosophical and methodological assumptions which underlie the historian's craft. This course is offered in the fall and spring semesters.

Credits: 1

HIS 498 Research Seminar

All history majors must take this course in the fall semester of their senior year, while other juniors or seniors are welcome to enroll with the consent of the instructor. Emphasis on research techniques, conferences with the instructor, and independent development of individual projects focused on a topic with a global or comparative component. This course is offered in the fall semester.

Credits: 1

Department of Political Science

Faculty in the Department of Political Science: Ethan Hollander (chair), Michael Burch, Shamira Gelbman, Scott Himsel, and Alexandra Hoerl

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.

Requirements for the Major: Majors in Political Science are required to take nine course credits (and may take as many as eleven) distributed as follows:

- Four introductory courses:

PSC 111—Introduction to American Politics

PSC 121—Introduction to Comparative Politics

PSC 231—Introduction to Political Theory (a fall semester course)

PSC 141—Introduction to International Politics (a spring semester course)

The Political Science Department encourages all prospective majors to complete these four introductory courses during their first two years.

- Four 200- or 300-level political science courses (Students may count PSC 297 as one of these four courses.)
- Political Science majors must complete one full credit (or two half credits) in a statistics course. These include PSC 297; or MAT 103 & 104; or DV3 252/ECO 253; or PSY 201. Students are strongly encouraged to complete this requirement before the start of their junior year.
- PSC 497—Senior Seminar in Political Science (a fall semester course).
- Collateral requirements: Political Science majors are also required to take ECO 101 and HIS 102.

Note: Students may count either PHI 213 (Philosophy of Law) or a departmentally-approved offering listed under PHI 219 (Topic in Ethics and Social Philosophy) toward the major or minor in Political Science. No more than one course credit in Philosophy may be counted toward the Political Science major or minor.

The following chart summarizes the requirements for a major in Political Science:

| American Politics | Comparative Politics | Political Theory | International Relations | |
|---|--|---|---|--|
| 111: Intro to American Gov't | 121: Intro to Comparative Politics | 231: Intro to Political Theory | 141: Intro to Int'l Relations | <i>These introductory courses are ideally completed in your first two years.</i> |
| ECO 101 and HIS 102 | | | | |
| PSC 297 or MAT 103 & 104 or DV3 252 & ECO 253 or PSY 201 | | | | <i>Political Science majors must complete one full credit (or two half-credits) in a statistics course. Note that these courses may also fulfill your quantitative studies distribution requirement.</i> |
| 210: Intermediate Topics in Am. Politics 310: Advanced Topics in Am. Politics 311: Congress and the Executive 312: Parties, Elections & Pressure Groups 313: Constitutional Law 314: Topics in Constitutional Law 315: Religious Freedom 316: Public Policy 317: State and Local Politics | 220: Intermediate Topics in Comp. Politics 320: Advanced Topics in Comp. Politics 322: Politics of the European Union 324: Economic and Political Development 325: Politics of Latin America and the Caribbean 326: Politics of the Middle East 327: Nationalism and Ethnic Conflict | 230: Intermediate Topics in Political Theory 330: Advanced Topics in Political Theory 331: History of Political Thought: Ancient and Medieval 335: History of Political Thought: Renaissance and Modern 336: American Political Thought 338: Contemporary Political Theory | 240: Intermediate Topics in Int'l Relations 340: Advanced Topics in Int'l Relations 343: Civil-Military Relations 344: Insurgency, Revolution & Terrorism 346: American Foreign Policy 347: Conflict, War, and Peace 348: International Organizations | |
| PSC 497: Senior Seminar | | | | |

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 classes, distributed as follows:

- Two of the four introductory courses, PSC 111, 121, 231, 141
- Three 200- or 300-level Political Science courses

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.

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

Course Descriptions

The four courses labeled “Introduction” assume no prior knowledge of the subject matter. Those marked “advanced” build on the specific introductory course cited as a prerequisite.

PSC 111 Introduction to American Government and 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. This course is offered in the fall and spring semester.

Prerequisites: None.

Credits: 1

PSC 121 Introduction to Comparative Politics (previously offered as PSC 122)

This class will provide a general introduction to the study of political systems worldwide. The approach and many of the readings will be theoretical, but we will draw from real-world examples as illustrations of these theoretical concepts. Thus, a basic understanding of world history, current events, and even the American political system will be assumed. (A reasonable familiarity with elementary algebra will also be quite helpful.) This course is a requirement for all students who intend to major in political science and is a prerequisite for a number of other courses in the subfield of comparative politics. It is also a good choice for students wishing to satisfy a behavioral science distribution requirement. This course is offered in the fall and spring semesters.

Prerequisites: None.

Credits: 1

PSC 141 Introduction to International Politics (previously offered as PSC 242)

A study of major contemporary approaches to understanding international politics, including political realism, liberalism, and constructivism. Through this framework, the course will take up concepts such as the evaluation of national power and the balance of power, the interplay of individuals and groups in international politics, the impact of capitalism on the development of the world-system, and the role of gender in world politics. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

PSC 201 Sociology and Politics of Health (SOC 201)

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.

Credits: 1

PSC 210 Intermediate 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.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PSC 220 Intermediate 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.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

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.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PSC 231 Introduction to Political Theory

The survey of political theory will use selected political theorists to examine a series of major issues, concepts, and questions which are central to political theory, e.g., power, authority, justice, and liberty. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

PSC 240 Intermediate 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.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PSC 287 Independent Study

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PSC 288 Independent Study

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PSC 297 Research Methods and Statistics for Political Science

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. This course is offered in the fall semester. Students taking the course should have a solid foundation in basic mathematics, including algebra.

Prerequisites: One course in political science.

Credits: 1

PSC 310 Advanced Topics in American Politics

This is an advanced course that focuses on a specific topic in American politics. Topics vary from semester to semester.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PSC 311 Congress and the 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.

Prerequisite: PSC 111.

Credits: 1

PSC 312 Parties, Elections and Pressure Groups

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.

Prerequisites: PSC 111.

Credits: 1

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 is offered in the fall semester.

Prerequisites: Open to Sophomores, Juniors and Seniors.

Credits: 1

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. When this course is taught, it is offered in the spring semester.

Prerequisites: open to Sophomores, Juniors and Seniors.

Credits: 1

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. This course is offered in the spring semester (when offered).

Prerequisites: Open to Sophomores, Juniors and Seniors.

Credits: 1

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. This course is offered in the in spring semester in odd-numbered years.

Prerequisite: PSC 111.

Credits: 1

PSC 317 State and Local Politics

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.

Prerequisite: PSC 111.

Credits: 1

PSC 320 Advanced Topics in Comparative Politics

This is an advanced course that focuses on a specific topic in comparative politics. Topics vary from semester to semester.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PSC 322 Politics of the European Union (previously offered as PSC 372, special topic)

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. PSC 322 requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break.

Prerequisite: PSC 121.

Credits: 1

PSC 324 Economic and Political Development (ECO 224)

This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in politics around the world. Special attention will be given to the consolidation of states in modern industrialized society, as well as to the legacy of imperialism in Eastern Europe and the developing world. Key issues to be considered will include Europe’s economic and military dominance in the modern era, the role of nationalism in the dissolution of early empires, and the legacy of colonialism for the economic and political development of Africa, Latin America and the Middle East. Special attention will also be given to an enduring question in comparative politics: Why are some countries rich and others poor?

Prerequisite: PSC 121.

Credits: 1

PSC 325 Politics of Latin America and the Caribbean Basin

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.

Prerequisite: PSC 121.

Credits: 1

PSC 326 Politics of the Middle East (previously offered as PSC 226)

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.

Prerequisite: PSC 121.

Credits: 1

PSC 327 Nationalism and Ethnic Conflict (previously offered as PSC 372, special topic)

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.

Prerequisite: PSC 121.

Credits: 1

PSC 330 Advanced Topics in Political Theory

This is an advanced course that focuses on a specific topic in political theory. Topics vary from semester to semester.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PSC 331 History of Political Thought: Ancient and Medieval (previously offered as PSC 330)

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.

Prerequisite: PSC 231.

Credits: 1

PSC 335 History of Political Thought: Renaissance and Modern

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.

Prerequisite: PSC 231.

Credits: 1

PSC 336 American Political Thought (previously offered as PSC 350) (HIS 340)

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.

Prerequisites: PSC 231 or HIS 241 or 242.

Credits: 1

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.

Prerequisite: PSC 231.

Credits: 1

PSC 340 Advanced 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: Vary with topic.

Credits: 1 or 1/2

PSC 343 Introduction to Civil-Military Relations (previously offered as PSC 374, special topic)

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.).

Prerequisite: PSC 141.

Credits: 1

PSC 344 Insurgency, Revolution and Terrorism (previously offered as PSC 374, special topic)

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.

Prerequisite: PSC 141.

Credits: 1

PSC 346 American 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.

Prerequisite: PSC 111 or 141.

Credits: 1

PSC 347 Conflict, War, and Peace (previously offered as PSC 374, special topic)

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.

Prerequisite: PSC 141.

Credits: 1

PSC 348 International Organizations (previously offered as PSC 374, special topic)

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.

Prerequisite: PSC 141.

Credits: 1

PSC 387 Independent Study

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PSC 388 Independent Study

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PSC 487 Independent Study

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PSC 488 Independent Study

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

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.

Prerequisite: Senior Political Science Majors.

Credits: 1

Department of Psychology

Faculty in the Department of Psychology: Neil Schmitzer-Torbert (chair), Preston Bost^{^^}, Charles Blauch⁺⁺⁺, Karen Gunther, Robert Horton, Eric Olofson^{***}, and Ryan Rush.

****Sabbatical leave, full year; ^^Administrative appointment, full year; +++Administrative leave, full year*

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:

- **CONTENT:** to acquire a degree of mastery of both factual and conceptual knowledge in several areas of psychology.
- **THINKING SKILLS:** to become habitually inquisitive, trustful of reason, and honest in facing personal biases; to actively evaluate knowledge and ideas.
- **SELF-EXPRESSION:** 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.
- **THE METHODOLOGY OF PSYCHOLOGY:** to acquire the ability to use the scientific method to generate and answer significant questions in an ethical manner; to demonstrate quantitative literacy, and to become increasingly independent in posing questions and pursuing answers through several research strategies.
- **PSYCHOLOGY AND SOCIETY:** to understand the nature of the complex relationship between psychological inquiry and social policy; to think critically about how the results of psychological research are used and how they might be used in the future.
- **HISTORICAL PERSPECTIVE:** to understand and be able to evaluate critically the diversity of viewpoints about human nature and behavior represented over the course of psychology’s history.

Requirements for the Major:

- **Introductory:** Introduction to Psychology (PSY 101)
- **Research:** Research Methods & Statistics I and II (PSY 201 and 202). Students are encouraged to begin this sequence in their sophomore year, especially if they are interested in graduate school or wish to study off-campus.
- **Writing:** Literature Review (PSY 301)
- **Intermediate-Advanced Course Sequences: Any two of the following five two-course sequences:**
 1. PSY 220: Child Development—PSY 320: Research in Development
 2. PSY 222: Social Psychology—PSY 322: Research in Social Psychology
 3. PSY 231: Cognition—PSY 331: Research in Cognitive Psychology
 4. PSY 232: Sensation & Perception—PSY 332: Research in Sensation & Perception
 5. PSY 233: Behavioral Neuroscience—PSY 333: Research in Behavioral Neuroscience
- **Experimental-Physiological: At least one of the following four intermediate courses:**
 1. PSY 231: Cognition
 2. PSY 232: Sensation and Perception
 3. PSY 233: Behavioral Neuroscience
 4. PSY 235: Cognitive Neuropsychology

Note: Completion of any of the following sequences also fulfills the Experimental-Physiological requirement: PSY 231/331, PSY 232/332, or PSY 233/333.

- **Senior Project:** PSY 495/496

- **Additional courses** to bring total Psychology course credits to a minimum of nine.

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

- **Biology Course:** Psychology majors are required to take one of the following courses: PSY 104, BIO 101, or BIO 111. This course should be taken by the end of the sophomore year.

- **Written Senior Comprehensive Examinations** in 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, and (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.

Requirements for the Minor:

- **Introductory:** Introduction to Psychology (PSY 101)

- **Research & Methods:** Research Methods and Statistics I: (PSY 201)

- **At least one of following five courses:**

1. PSY 220: Child Development
2. PSY 222: Social Psychology
3. PSY 231: Cognition
4. PSY 232: Sensation & Perception
5. PSY 233: Behavioral Neuroscience

- **Additional courses** to bring total Psychology course-credits to a minimum of five. Students are strongly encouraged to take one upper level course that follows one of the seven listed above.

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 and 202 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 and 202 at Wabash. Permission to spend the junior year abroad requires completion of PSY 201 and 202 prior to going off campus.

Advanced Placement Credit: Students who earned a score of 4 or above on the Psychology Advanced Placement exam may earn credit for PSY 101 by taking any 200-level Psychology course and completing it with a grade of B- or better. The department recommends against taking PSY 201 as a first course in Psychology; students wishing to earn this credit should consult the chair of the Psychology Department for assistance in selecting an appropriate course. **SUCH PSY 101 CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN PSYCHOLOGY.**

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

Course Descriptions

PSY 101 Introduction to Psychology

A survey of concepts, principles, and theories of an empirical science of behavior. Topics include behavioral biology, learning, memory, sensation, perception, cognition, motivation, emotion, social behavior, personality, and psychopathology. This course is offered in the fall and spring semester.

Prerequisites: None.

Credits: 1

PSY 104 Introduction to Neuroscience

An introduction to the study of the nervous system, with a focus on basic anatomy and physiology. Students will learn about the basic organization of the nervous system, neurophysiology, sensory processing, movement, development, and neuroplasticity through a systems approach to brain function. Several laboratory experiences will be built into the course to reinforce the principles discussed in class. This course counts toward distribution credit in Natural Science and Mathematics. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

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.

Credits: 1

PSY 110 Introductory Special Topics

Various topics at the introductory level may be offered from time to time.

Prerequisites: None.

Credits: 1

PSY 201 Research Methods and Statistics I

An introduction to the principles and techniques involved in the design and analysis of psychological research. Development of abilities in quantitative analysis and reasoning, decision-making, and hypothesis testing are aided by conducting behavioral research projects. This course is offered in the fall and spring semester.

Prerequisites: PSY 101 (may be taken concurrently).

Credits: 1

PSY 202 Research Methods and Statistics II

A continuation of Research Methods and Statistics I, with a focus on more advanced research designs and statistical procedures. Students will conduct behavioral research projects. This course is offered in the fall and spring semester.

Prerequisites: 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.

Credits: 1

PSY 210 Intermediate Special Topics

Various topics at the intermediate level may be offered from time to time.

Prerequisites: None.

Credits: 1

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.

Credits: 1

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.

Credits: 1

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.

Prerequisite: PSY 101 or 105.

Credits: 1

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.

Prerequisite: PSY 201 (may be taken concurrently).

Credits: 1

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.

Prerequisite: PSY 101.

Credits: 1

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.

Prerequisite: PSY 201 (may be taken concurrently).

Credits: 1

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: PSY 104, BIO 101, or BIO 111 (may be taken concurrently); PSY 101 recommended.

Credits: 1

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: PSY 104, BIO 101, or BIO 111 (may be taken concurrently).

Credits: 1

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.

Prerequisite: PSY 101.

Credits: 1

PSY 287/288 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.

Prerequisite: PSY 201 (may be taken concurrently).

Credits: 1/2

PSY 301 Literature Review in Psychology

An introduction to the principles of searching for and reporting on published literature in psychology. Students will learn strategies for searching databases, identifying credible sources, and developing a theoretical background on a topic. This course features extensive training and practice in writing APA-style manuscripts, and is intended to prepare students for PSY 495/496, Senior Project. This course is offered in the fall and spring semester.

Prerequisite: PSY 201.

Credits: 1/2

PSY 310 Special Topics

Various topics at the advanced level may be offered from time to time.

Prerequisites: None.

Credits: 1

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 (may be taken concurrently) and 220.

Credits: 1/2

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: 1/2

PSY 331 Research in Cognitive Psychology

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 (may be taken concurrently) and 231.

Credits: 1/2

PSY 332 Research in Sensation & 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 201 and 232.

Credits: 1/2

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 201 and 233.

Credits: 1/2

PSY 387/388 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, completion of at least one intermediate-advanced course sequence, and permission of instructor.

Credits: 1 or 1/2

PSY 495/496 Senior Project

Students in this two half-course sequence will complete a year-long capstone project intended to integrate the content and skills they have learned in the major and develop expertise in an area of interest. This project will consist of either an empirical study or a community-based practicum. The empirical study will be one that the student plans and carries out with general guidance from a faculty mentor. For the community-based practicum option, students will work with a professional involved in the delivery of psychological services. All projects will culminate in an APA-style manuscript, poster presentation, and a talk at a regional undergraduate research conference. Students intending to register for PSY 495 must first meet with a faculty member in the Psychology Department to choose which type of project they wish to pursue and to propose an area of specialty. PSY 495 is offered in the fall semester and PSY 496 is offered in the spring semester.

Prerequisites: PSY 202, 301 (may be taken concurrently), completion of at least one intermediate-advanced course sequence, and permission of instructor.

Credits: 1/2 credit for each course

Interdisciplinary Studies

Wabash offers a number of interdisciplinary majors and minors whose requirements come from multiple departments and divisions.

Major in Financial Economics

Description

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

Students are required to take the following 9 course credits:

ECO 101 Principles of Economics
ECO 251 (1/2 cr.) The Economic Approach with Excel
ECO 253 Econometrics
ECO 291 Intermediate Microeconomics
ECO 292 Intermediate Macroeconomics
ECO 361 Corporate Finance
ECO 362 Money and Banking
MAT 251 (1/2 cr.) Mathematical Finance
MAT 252 (1/2 cr.) Mathematical Interest Theory
MAT 253 (1/2 cr.) Probability Models
MAT 254 (1/2 cr.) Statistical Models
MAT 353 (1/2 cr.) Probability Models II

Co-requisites (2 course credits):

MAT 111 Calculus I
MAT 112 Calculus II

Students taking a Financial Economics major may have a minor or second major in Mathematics, but may not count MAT 251, 252, 253, 254, or 353 toward that major or minor. Students taking a Financial Economics major may NOT have a major or minor in Economics.

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

| Year | Fall Semester | Spring Semester |
|-----------|--|--------------------------|
| Freshman | MAT 111* | MAT 112* ECO 101** |
| Sophomore | ECO 291 ECO 251 (1/2) MAT 253 (1/2) MAT 353 (1/2) | MAT 254 (1/2) ECO 253 |
| Junior | MAT 251 (1/2), MAT 252 (1/2) ECO 361*** | ECO 292 |
| Senior | ECO 362 | |

*Co-curricular requirement for the major

**May be taken in the fall of the freshman year

***May be taken in the fall of the senior year

Several of the MAT courses can be delayed one year. Thus students beginning with MAT 10 could follow this path:

| Year | Fall Semester | Spring Semester |
|-----------|---|--------------------------|
| Freshman | MAT 010* | ECO 101** MAT 110* |
| Sophomore | MAT 112* ECO 251 (1/2) ECO 291 | MAT 254 (1/2) ECO 253 |
| Junior | ECO 361*** MAT 253 (1/2) MAT 353 (1/2) | ECO 292 |
| Senior | MAT 251 (1/2), MAT 252 (1/2) ECO 362 | |

Oversight

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.

Major in Hispanic Studies

Description of the Major

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 courses distributed as described below. Note: students may not double count courses toward a Hispanic Studies major and

- a Spanish major
- a Spanish minor
- an MAS minor

From Spanish: 4 course credits

- SPA 201, Intermediate Spanish 1 (offered every semester)
- SPA 202, Intermediate Spanish 2 (offered every semester)
- SPA 301, Advanced Composition (offered every semester)
- SPA 312, Seminar in Hispanic Culture (offered every year)

From Other Departments: 4 course credits with an HSP designation

Four courses with substantial focus on Hispanic societies or culture drawn from the course list below.

Capstone: 1 course

An Hispanic Studies major's senior seminar can be listed as either HIS 498 or SPA 401 or another course approved by the Oversight Committee, and will involve a substantial research project based in primary sources.

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, perhaps chosen to follow the student's choice of HIS 498, SPA 401 or another course as a capstone.

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.

Course Descriptions

HSP 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 that receive the HSP designation include: The Art of the Ancient Americas; and Latin American Art.

Credits: 1

HSP 240 Art of the Ancient Americas

Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

Credits: 1 or 1/2

HSP 277 Economics of Latin America

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.

Credits: 1

HSP 300 Advanced Topics, World and Comparative 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.

Credits: 1 or 1/2

HSP 320 Advanced Topics, Medieval and Early Modern Europe

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.

Credits: 1 or 1/2

HSP 330 Advanced 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.

Credits: 1 or 1/2

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.

Credits: 1 or 1/2

HSP 372 Topics in Comparative Politics

These courses focus at an advance level on a particular issue, concept, problem or question in comparative politics.

Advanced level.

Credits: 1 or 1/2

HSP 374 Topics in International Relations

These courses will focus on a particular issue, concept, problem, or question in international relations. Advanced level.

Credits: 1 or 1/2

Minor in Asian Studies

Description

The great civilizations of Asia have produced achievements in human thought and creativity that are the equal of any produced elsewhere. Further, contemporary Asian countries such as China, Japan, Taiwan, and Vietnam are among the most important dynamic forces in world politics, the arts, and the global economy. As part of its mission to graduate students prepared for leadership and service in a global society increasingly influenced by Asia, Wabash College offers an interdisciplinary minor in Asian Studies. This minor is available to students in any major. The goal of the Asian Studies minor is to provide students with a solid understanding of critical issues in Asia vis-à-vis the rest of the world and an appreciation of the diversity of Asian cultures and languages. The program is currently administered by the Asian Studies Committee, currently chaired by Professor Richard Warner.

Requirements for the Minor

The Minor in Asian Studies consists of at least five courses distributed across at least two departments. Two semesters of Chinese or other Asian language (or proficiency in an Asian language) are required. Regularly offered Wabash courses that are eligible include:

- ASI 101, 102 (Elementary Chinese sequence)
- ASI 201, 202 (Intermediate Chinese sequence)
- ASI 376, MLL 387 (Special Topics and Independent Study in Chinese)
- ASI 177/HIS 260 (Visual China: Modern Chinese Culture and History through Film)
- MUS/ASI 204 (Special Topics: Music in East Asian Cultures)
- HIS 260, 262, 360, 387 (Chinese history sequence)
- ASI 372: Asian Security Politics
- REL 104, 230, 330 (Asian Religions)
- ASI 400 (Senior Capstone Project, non-credit bearing)

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

Application and Capstone

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

Committee

Members of the Asian Studies Committee include: Dr. David Blix (Religion), Dr. Michael Burch (Political Science), Dr. Gilberto Gomez (Chair, Modern Languages and Literatures), Dr. Richard Warner (Chair, History), Dr. Qian Pullen (Modern Languages and Literatures and History), and Dr. Kealoha Widdows (Economics - on leave 2014-15).

Minor in Business

Description

The Business minor is founded on the premise that a liberal arts education is an effective foundation for a career in business. The courses in the minor are packaged, in most cases, with a co-curricular experience to help our students prepare for careers in all aspects of business, including non-profit management, arts administration, as well as more standard private sector careers in finance and management.

The minor 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 the practical experience to the academic work of the minor and forms the basis of the minor portion of oral comprehensive exams.

Requirements for the Minor

Students are required to take the following 7.5 courses:

- ECO 101
- RHE 101
- ENG 411 or ENG 410
- ACC 201
- ACC 202 or ACC 301
- ECO 251 (1/2)
- ECO 262 or ECO 361 or ECO 362
- An additional course, drawn from the following list: ACC 202, ACC 301, PHI 219 (when that course covers business ethics), and SPA 312.
- BUS 400 (Capstone Paper, uncredited course – see below)

Additional courses may be added to the list of available courses with the approval of the Business Minor Committee. It should be noted that ECO 262 does not count toward the Economics major.

Capstone Paper

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. 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. In the unlikely event that the Business minor has had no relevant co-curricular or vocational experiences, the Business Minor Committee will assign to the student an appropriate case study upon which to base his essay. This essay will be read by two members of the Business Minor Committee. The course plan and the reflective essay will form the basis for the oral comprehensive exam.

Suggested Co-curricular experience

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

Business Minor Committee

The committee will be a faculty committee, appointed by the Dean of the College. The committee will consist of two members of the Economics Department and one faculty member from outside the Economics Department. At the end of each year the committee will review all declared minors' progress.

Minor in Gender Studies

Description

Wabash College is committed to preparing its students for leadership and service in a diverse and changing society. As part of that commitment, the Minor in Gender Studies affords students the opportunity to gain a firm grounding in an interdisciplinary field that investigates the social, cultural, and biological factors that constitute femininity, masculinity, and sexual identity. Gender Studies explores the similarities and differences between the experiences, perspectives, and voices of women and men by analyzing variations in gender roles that occur across cultures and over time, examining relationships between biological differences and social power, and investigating the complex interaction of gender with race, class, and culture. Gender Studies also involves a critical investigation of strategies that aim to transform unjust or coercive social systems based on gender. Through coursework and an independent senior project, students undertake a systematic and critical analysis of gender issues across academic disciplines. The program is administered by the Gender Issues Committee.

Wabash College students who participate in the Minor in Gender Studies will enhance their preparation for careers in a wide variety of areas. These include, but are not limited to, human services, law, government, teaching, the arts, clinical work, social work, public relations, advertising, and journalism. Some graduates with expertise in Gender Studies may also pursue further study of gender as graduate students in a wide range of academic fields.

Requirements for the Minor

The requirements of the program include the following:

- Four courses designated as Gender Studies courses from at least two different departments. At least two of these courses must have Gender Studies as their major focus, while the other two courses must contain substantial relevant content. The Gender Issues Committee will approve this set of courses as part of the application process.
- A full-credit capstone course in fall or spring of the senior year. This may be either an independent study project that explores the student's chosen focus in greater depth or, if enough students are completing concentrations, a seminar class in which students will explore their topics comparatively. These will be assigned as GEN 487 Independent Study courses, and they have to be approved by the Committee Chair.
- Each student's program will be approved and supervised by the Gender Issues Committee, and a member of this committee, or other faculty with relevant expertise, may serve as secondary field examiner on the senior oral examination.

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). To declare, the student should submit a written proposal to the Gender Issues Committee, presenting a rationale for the courses selected for the Minor. The forms are available in the Registrar's Office.

Courses

The following regularly offered courses focus primarily on gender and may be included in the Minor in Gender Studies, so long as they do not conflict with the student's major:

The courses appropriate for satisfying this requirement are cross-listed with GEN in the current course catalogue. They may include such courses as the following:

- ENG 360 Studies in Multicultural/National Literature: Toni Morrison the African American Novel
- ENG 497 Seminar in English Literature: Sexualities, Textualities, and Queer Theory
- ENG 497: Gender Criticism
- HIS 300 Advanced Topics: World and Comparative History: Prostitution in Modern World History
- PHI 219 Ethics & Social Philosophy
- PSY 110 Fatherhood
- REL 273 Topics in Theology: Religion and Masculinity
- RHE 360 Gender and Communication
- THE 103 Seminars in Theater (Frequent Topics with Primary Focus on Gender)

Regularly offered courses with substantial relevant content include, but are not limited to the following:

- CLA 101 Classical Mythology
- ENG 214 British and Irish Lit. after 1900
- ENG 219 Introduction to American Literature before 1900
- ENG 220 Introduction to American Literature after 1900
- ENG 297 Introduction to the Study of Literature
- ENG 397 Critical Reading
- HIS 271 African History to 1885
- HIS 272 African History from 1885
- HIS 497 Philosophy and Craft of History
- PHI 109 Perspectives on Philosophy: Friendship
- REL 270 Theological Ethics
- REL 370 Contemporary Theology
- RHE 240 Communication Theory
- THE 213 The American Stage
- THE 214 The Modern Stage

Occasional courses (Special Topics or other courses of particular relevance to Gender Studies) may also count toward this requirement with the approval of the Gender Issues Committee. Interested students should consult with a member of the Gender Issues Committee for advice regarding relevant courses and the frequency of offerings. Students should also consult the Academic Bulletin and semester-by-semester information from the Registrar's office regarding when courses are offered.

Minor in Multicultural American Studies

Multicultural American Studies focuses on the plural, multi-group character of the composition of the United States, a nation formed by diverse ethnic, racial, and religious groups from all over the world. Increasingly we recognize that communities—from localities to entire nation-states—are not socially homogenous and uniform, but are composed of a variety of groups. In the United States, such groups as Hispanics, African Americans, Asian Americans, Native Americans, and White ethnics like the Irish, Italians, and Jews have made unique contributions to a country that has historically defined itself as White, Protestant, and English. The multicultural perspective analyzes how the United States, like other nations, is shaped by the interaction of groups with each other and with prevailing definitions of the nation's character and culture. It explores, across disciplines, the ways various groups represent themselves and are represented by others and themes such as cultural encounters and blending (syncretism), identity (how a group represents itself and is seen by others), family, the arts, rituals and other manifestations of cultural and community life. Through course work and possibly a related off-campus study experience, students who complete the Multicultural American Studies minor may gain an increased understanding of this perspective.

Requirements

The requirements of the minor include the following:

- Four courses, from at least two different departments with a MAS designation. (A list of suggested courses is given below and is updated yearly.) This plan of study is constructed under the direction of a faculty committee arranged by the student.
- 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. (These will be assigned as Divisional Independent Study courses under the direction of the Committee Chair.)
- Students who choose to complete the minor in Multicultural American Studies may wish to consider off-campus study programs such as the Philadelphia Urban Semester, the New York Arts Program, the Newberry Library Program in Chicago, and the Borders Program in El Paso. Students may wish to include relevant coursework during off campus study.
- A member of the minor committee arranged by the student may serve as secondary field examiner on the senior oral committee.
- Students will usually declare the minor by the end of their sophomore year. At that time the student will organize a faculty committee, work out a rationale and plan of study with that committee, and submit the proper form obtained from the Registrar's Office. Each minor will carry a descriptive title on the form, such as "Multicultural Studies," "Latino Studies," or "Africana Studies."
- Minors will be forwarded to the Registrar's Office by the faculty committee constructed by the student. They will be supervised by the Multicultural Concerns Committee and all applications for these minors will be forwarded by the Registrar's Office to that committee.

Courses

Courses appropriate for a minor in Multicultural American Studies include the following:

- ART 105 Ritual Objects and Native American Culture
- ART 210 Special Topics in Art History: African American Art
- ENG 160 Multicultural Literature
- ENG 221 Studies in Language: American Dialects
- MAS 260 Multicultural Literature: Intro. to Black Studies
- ENG 360 African American Literature
- HIS 244 African American History
- HIS 250 Topics in Latin American History
- HIS 252 Peoples and Nations of Latin America
- HIS 340 Advanced Topics, American History
- HIS 350 Advanced Topics Latin America

- MUS 102 World Music
- MUS 202 Instruments and Culture
- PSC 278 Special Topics
- PSC 325 Latin American Politics
- PSY 211 Culture and Psychology
- REL 181 Religion in America
- REL 280 Topics in American Religion: African American Religion
- REL 297 Anthropology of Religion
- SPA 303 Spanish American Literature
- RHE 370 Special Topics (e.g. African American Rhetoric)
- THE 103 Seminars in Theater: Multicultural Theater in America

The Department of Modern Languages and Literature offers a variety of courses that could be used for the Multicultural American Studies minor. Please contact the Department Chair for additional information.

Committee

The program is administered by the Multicultural Concerns Committee of the Wabash Faculty.

Non-Division Courses

Accounting

ACC 201 Financial Accounting

An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the fall semester.

Prerequisites: None.

Credits: 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: Accounting 201.

Credits: 1

ACC 301 Intermediate Accounting

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 201 and ACC 202.

Credits: 1

Colloquium on Important Books

COL 401/402 Colloquium Director: Lexie Hoerl

Students read and discuss a dozen or more historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week; grade is based solely on participation in class discussion, and enrollment is limited to 15. Counts toward distribution requirements in Literature/Fine Arts or History/Philosophy/Religion. COL 401 (Fall semesters) discusses classical and medieval texts; COL 402 (Spring semesters) texts are from the modern period. Each semester is taken independently of the other.

Prerequisites: junior or senior standing and coordinator's permission to register.

Credits: 1 each

Internship

INT 298, 398, 498 Internship

Internships allow Wabash students, usually upperclassmen, to work and learn in a variety of off-campus organizations. Students have participated with a wide range of organizations. The purposes of the program vary with interests of individual students. 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. At the heart of the program is the idea that there are valuable things to be learned in and outside the classroom.

The internship 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, however, and is graded according to the standard 4-point grading system used in computing grade averages. The Credit/No Credit option is not available for the internship course. Application for this course is made directly to the faculty member whom the student wishes to supervise the internship. Internship applications are available from the Registrar's Office. After approval by the student's sponsor and advisor, the form should be submitted to the Registrar's Office for approval. The student, faculty sponsor, and advisor will be notified of the approval or disapproval. Students will not be allowed to advance register or register in an internship course until approval is granted.

Freshman Tutorials – Fall 2014

In the fall, every freshman enrolls in a tutorial. This class, limited to about fifteen members, encourages your participation in small-group discussions that will challenge you 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. You 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 self-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 terms of each tutorial's particular subject.

FRT-14A-01: In The Future We Will Play: The Art and History of Video Games

Michael Abbott

In 1903, anthropologist W.H. Holmes reported: "The popular notion that games are trivial in nature has given way to an adequate appreciation of their importance as an integral part of human culture."

Playing is not reading. Yet, increasingly, video games and other forms of interactive media are challenging us to reassess the ways we think about storytelling, authorship, and representation. Aside from their obvious popular appeal, games such as Bioshock Infinite, Journey, The Walking Dead, and Papo & Yo test our current ways of understanding semiotics and engagement with the reader/player. Increasingly, gaming can be seen a convergence point where media as diverse as film, literature, art, music, and design meet and coalesce to form a new, unique art form ... one that fits squarely and comfortably within the Humanities.

We are developing a methodology for "reading" video games that affords this new medium the scrutiny it richly deserves. This tutorial will explore a variety of ways to accomplish this - borrowing, adapting, and revising familiar methodologies, and proposing new strategies for seeing and critically comprehending video games. To this end, we will play, analyze, discuss, research, and write about video games as a modern emerging art form.

FRT-14B-01: Piracy: Life at the Edge of the Map

Crystal Benedicks

For centuries, people have been fascinated by the idea of the pirate. In the popular imagination, the pirate is simultaneously a violent criminal and noble outsider, a derelict and a gentleman. In this class, we will ask why the idea of the pirate exerts such a pull on our society today. We will consider real historical and contemporary pirates in their cultural contexts, but also think more broadly about piracy as a metaphor and a contested contemporary activity, turning our attention to internet and corporate piracy. Our discussions will be grounded in scholarly articles and historical documents, novels and movies about piracy, and contemporary news reports. Class texts include selections from C.R. Pennell's *Bandits at Sea: A Pirates Reader*, David Cordingly's *Under the Black Flag: The Romance and the Reality of Life Among the Pirates*, and Robert Louis Stevenson's classic novel *Treasure Island*.

FRT-14C-01: Energy: From Atoms to Molecules to Society

James Brown & Scott Feller

The concept of energy is fundamental to any description of the natural world. For example, why do certain nuclei decay while others are considered stable and why do hydrogen and oxygen gases combine spontaneously to form water while the reverse process is never observed? Additionally, energy use is a critical element in society, one where our needs and wants as citizens are in conflict with the limitations of the physical world. In this tutorial we will work to understand the nature of energy in both the natural world and in human society as examples of how science can address society's grand challenges. Questions of energy use span size scales from nuclei to the earth, and time scales from billions of years to femtoseconds, and likewise our choices about how we use and live with energy can have effects on a local or global scale. This seminar will help students to become both effective communicators and growing practitioners of science.

FRT-14D-01: Paranoid Politics: Rumors and Conspiracies in Today's World

Michael Burch

“Dear God, I wonder can you save me, Secret society, tryna keep they eye on me”- Jay-Z

Are they coming to get you? Did Stanley Kubrick help the United States fake the moon landing to win the Cold War? Is the TV show *Boy Meets World* a front for the secret society known as the Illuminati? Does the NBA regularly rig the draft lottery for certain teams? While these questions may seem laughable, public opinion surveys show that many citizens across the world believe in all types of political and pop culture conspiracies. The purpose of this course is to understand why people believe conspiracy theories such as these and why these theories endure even after being disproved. Furthermore, we will explore what conspiracy theories tell us about the world by looking at specific theories throughout history including the JFK assassination, Area 51, Jack the Ripper and various representations of conspiracies in popular culture. Finally, we will consider how belief in conspiracy theories shape contemporary politics throughout the world and some conspiracy theories that turned out to be true, such as the Watergate scandal. The course will provide the opportunity to separate fact from fiction by introducing you to the critical analysis skills that are the foundations of a liberal arts education here at Wabash.

FRT-14E-01: Food

Joyce Burnette

While we eat every day, we do not often stop to consider the forces that determine what we eat. In this class we will interrogate this everyday activity. Food choices reflect our individual past experiences and our culture. The food we eat makes a statement about who we are. The food available to us is determined by world history, scientific discovery, and the market. Globalization has for centuries been expanding the types of food available. Science has increased agricultural productivity and brought us new ingredients unknown to our grandparents. The food on the store shelves today has been carefully engineered and marketed to maximize its appeal. All these influences come together when we sit down to eat what seems like a simple meal.

FRT-14F-01: 9/11 and American Culture

Jim Cherry

This year marks the thirteenth anniversary of the attacks on the World Trade Center and the Pentagon on September 11, 2001. The worst terrorist incident to occur on American soil, the 9/11 attacks were a transformational event. They took the country into “The Global War on Terror,” land wars in Afghanistan and Iraq, and the curtailment of civil rights and personal freedoms. The attacks brought new terminologies into our lexicon, like “Al-Qaeda,” “National Threat Level,” and “Homeland.” 9/11 is one of a select few moments in modern American history—the assassination of John F. Kennedy, Martin Luther King Jr., and the Challenger disaster are others—that is etched in our collective cultural memory, carved into our national soul. We still live today, as Art Spiegelman put it, “in the shadow of no towers,” even as the new One World Trade Center rises in Lower Manhattan. In the aftermath, people sought to express their grief, rage, bewilderment, and love as people always have: through art. As a result, 9/11 has also had a seismic effect on our culture. In novels (Jonathan Safran Foer’s *Extremely Loud and Incredibly Close*, Amy Waldman’s *The Submission*), films (World Trade Center, United 93, Man on Wire), plays (Anne Nelson’s *The Guys*, Neil LeBute’s *The Mercy Seat*), graphic novels and media (Art Spiegelman’s *In the Shadow of No Towers*, Sid Jacobson and Ernie Colón’s *The 9/11 Report: A Graphic Adaptation*), and poetry, (Seamus Heaney “Anything Can Happen”), artists and writers sought to make sense of an event that rendered even the idea of artistic representation problematic to some. Drawing on these texts, some of which were written while the towers still smoldered, we will also try to make sense of an event that transformed all of our lives, and confronts us with questions every day. How shall we commemorate the dead? How is the omnipresent, often-faceless threat of terrorism depicted in culture? How do art, literature, and performance represent trauma? In this course we will ask: thirteen years later, what does 9/11 mean?

FRT-14G-01: Who Is My Brother?: The Cost of Cultural Warfare

Marta D. Collier

“We are living in a culture of extreme advocacy, of confrontation, of judgment and of verdict. Discussion has given way to debate. Communication has become a contest of wills. Public talking has become obnoxious and insincere...John Patrick Shanley.

Abortion, Race, School Prayer, Gun Control, Unemployment, Immigration, Stand Your Ground... A discussion of these issues invites a heated and at times vindictive debate. The rift created by an increasingly polarized electorate has redefined our nation ideologically into blue and red states. Over the course of the semester we will explore the development of this polarization and its impacts. Are Americans sorting themselves into homogenous and intolerant enclaves? Is the notion of a “house divided” simply a media fabrication? Has our governmental structure reached the breaking point from too much noise and too little rational conversation? Is this divisive atmosphere a new phenomena or the sad repetition of past lessons we chose to forget? We’ll examine these questions in an effort to understand and assess the forces at work that pit one group against another in cultural battles where the casualties are often those ties that bind us into one brotherhood of mankind.

FRT-14H-01: A Gentleman and a Citizen: Engaging the Liberal Arts, Community, and Profession

Sara Drury

Do you want to use your college years as a foundation for making a difference in your studies, your profession, and the world? In this tutorial, we will explore the connections between civic engagement, pursuing a liberal arts degree at Wabash College, the communities you are a member of—locally, nationally, and globally—and your future profession (whatever that may be).

What’s civic engagement? A starting definition is that civic engagement represents the many ways that individuals become involved in their local, state, national, and global communities around issues of common concern, trying to create change for the better and solve public problems. As we go through the semester, you will re-define what civic engagement means for your time at Wabash and for your professional career after college. Notice that our first focus is the liberal arts—our goal will be to look at how each of us engages communities not as professional politicians or activists, but rather in our everyday lives as doctors, teachers, business owners, lawyers, students, young professionals, and so on. As we move through the semester, we’ll ask questions such as: What does it mean to be a good citizen or community member? What does it mean to be a Wabash Gentleman and Citizen, living the Gentleman’s Rule in college and after you graduate? How can we better discover and discuss the most pressing problems facing our communities? And what are viable ways of improving our communities, right now and for the future?

Our conversations will draw from influential writings on politics and community from the past and present, such as Alexis de Tocqueville’s *Democracy in America* and Harry Boyte’s *The Citizen Solution: How You Can Make a Difference*. Throughout the semester, we will reflect on how we might improve the communities and world around us, all while pursuing your present profession as a student and your future career aspirations. As part of exploring citizenship and the liberal arts, this tutorial will include a service learning project.

FRT-14I-01: What is Mathematics?

Robert Foote

Mathematics is more than memorized procedures for problem solving. It is a body of knowledge and a way of thinking that has developed in every civilization. It seems to arise from our innate ability to see patterns and desire to organize things. It is part of our combined cultural heritage, playing roles in science, technology, social science, even arts and entertainment. It has pushed the best minds to the limits of intellectual abstraction and it has inspired mystics and misguided cranks.

Some topics we will cover.

- Great theorems and those who proved them.
- Important applications.
- What makes humans mathematical?
- Mathematics in the arts and entertainment.
- Pseudo-mathematics: from strange to bizarre to wacko.
- What makes mathematics fun, hard, beautiful, daunting?

FRT-14J-01: Science and Pseudoscience

Karen Gunther

What is science? What is pseudoscience? How do we know? One of Wabash's core missions is to learn how to think critically. Is global warming real? Is AIDS real? Do vaccines cause autism? Can astrology determine our personalities and futures? How can we test these claims? What should we consider to be good evidence? We will examine these issues and more.

FRT-14K-01: Founding Brothers & Revolutionary Characters

Scott D. Himsel

Aaron Burr shot and killed his arch-rival Alexander Hamilton in a duel—Burr and Hamilton loved conflict. Thomas Jefferson hated conflict—indeed, he settled a dispute over the national debt during a dinner party rather than fight it out publicly. James Madison was so shy that he achieved amazing political feats without offending anyone (and without most people even noticing). John Adams was so talkative and blunt that he offended almost everyone and sometimes defeated his own purposes. We often worship our Founders, forgetting that they were real people with gifts and faults like our own. By treating the Founders as the real people they were and drawing on their dramatic experiences, we will seek help in answering questions that still challenge us today. How should we deal with people whose values or personalities differ from our own? Should we collaborate to get the benefit of differing views? Or should we fight because our principles demand no less? Can the wisdom of our 18th Century Founders help us resolve our 21st Century battles over our national debt, taxes, religion, conflicts with other nations and the nasty state of modern politics? We will search for wisdom in the Founders' own words, the words of their critics and their best biographers, and portrayals of them in film and television. Their answers may surprise you.

FRT-14L-01: The History, Politics, and Economics of Energy in the Modern World

Frank Howland

The discovery and exploitation of the major sources of energy—wind, coal, oil, natural gas, nuclear power, and solar—have profoundly altered the modern world. A picture of the earth at night from space shows the impact of electricity and the light bulb; automobiles have transformed work and play; competition over energy resources has caused coups and wars; and the specter of global warming apparently induced by man's use of fossil fuels casts great uncertainty over our future. In this tutorial we will approach the topic of energy from many angles, including: very simple physics (e.g., the most basic principles of steam, gasoline, and diesel engines); the history of major inventions (e.g. Thomas Edison, the light bulb, and electrical generating systems), multinational businesses (e.g., John D. Rockefeller and Standard Oil), and coups and wars (e.g., Japan and Germany's quest for oil in World War II and the 1953 U.S.—backed coup in Iran); the environmental consequences of energy (e.g., oil spills and nuclear power accidents); current events (e.g., the current U.S. shale oil and gas boom and the aftermath of the Fukushima accident in Japan); and short stories, novels, and movies related to energy (e.g., *The China Syndrome*). We will draw lessons from the past to better predict what the future may hold as we consider the potential of solar and wind power. In a final project, students will have a wide range of choice to study a particular aspect of energy in greater depth.

FRT-14M-01: We are the World: Multiethnic America

Tim Lake

This course will introduce students to the field of ethnic studies. We will survey American history with a focus on the many peoples and cultures that comprise the U.S. population. Attention will also be given to contemporary issues we face as a diverse society and how our diversity both strengthens and threatens our democratic ambitions. Students will chart their family histories as it unfolds into the larger story we tell about the U.S.

FRT-14N-01: Get Up, Stand Up!: American Civil Rights in Music, Text, and Film

Jill Lamberton

In their song "Get Up, Stand Up," Bob Marley and the Wailers sing, "You can fool some people sometimes, but you can't fool all the people all of the time. So now we see the light, we gonna stand up for our right." But are people so easily "fooled" about their rights? What exactly are our rights? What does it mean to stand up for them? In this class, we will look at popular music, film, and written texts to guide us through these questions.

While many believe that civil rights are guaranteed by governments, history repeatedly tells stories of citizens who needed to assert these rights in order to enjoy them. Our own country has frequently debated what types of freedoms civil rights encompass: the right to vote, the right to religious freedom, the right to speak freely, and what our Declaration of Independence calls the "unalienable" rights of "life, liberty, and the pursuit of happiness."

Over the course of the semester, we will examine different moments in history where citizens of several countries have engaged in a struggle for civil rights. For example, we will begin with political documents that discuss the British revolution of 1688, the American Revolution that began in 1776, and the French Revolution that began in 1789. We will then turn to films, speeches, music, and literature from the American Civil Rights movement of the 1950s and 60s—spending most of the semester with authors such as James Baldwin, W.E.B. DuBois, Fannie Lou Hamer, Zora Neale Hurston, Martin Luther King, Jr., Richard Wright, and Malcolm X. Films and music in which artists have encouraged fellow citizens to “Keep Your Eyes on the Prize” of freedom—such as *The Long Walk Home* and the ballads of Billie Holiday and Nina Simone—will also shape our discussions. At the end of the course we will consider how current struggles around the world for civil rights compare to these historical movements.

Assignments in the course will emphasize the reading and writing skills necessary for college success, and there will also be one oral presentation. The summer reading for this course is the play *Fences*, by African American playwright August Wilson.

FRT-14O-01: The Lord Of The Rings

Martin John Madsen

***Special Note:** Students that sign up for this tutorial must be able to participate in the immersion trip during Fall Break, October 16-17. We will be taking an overnight trip to Marengo Cave and the Hoosier National Forest. It is recommended that students who are participating in the following athletic teams should **not** sign up for this tutorial: soccer, football, cross country, swimming. This is due to potential conflicts with athletic team scheduling and this tutorial’s required overnight immersion trip during Fall Break. If you are unsure of your athletic team’s schedule, please contact your coach for more information.*

You are about to set foot on the road that will lead you through the most important quest of your life. J.R.R. Tolkien wrote, “It’s a dangerous business going out of your door. You step into the road, and if you don’t keep your feet, there is no knowing where you might be swept off to.” In this tutorial we will focus on what is arguably the best quest novel ever written: Tolkien’s *The Lord of the Rings*. We will explore major themes of brotherhood, courage, and loyalty that will be an important part of your quest at Wabash.

We will examine some of the many unanswered questions Tolkien left both in and about the book. What did Tolkien mean when he called his book a “fundamentally religious and Catholic work”? What is the role of fate in the book? What is the meaning of the One Ring? There have been many contributions to the lore of Middle Earth since Tolkien wrote the book, most notably Peter Jackson’s film adaptation. How do the films and other scholarly essays enhance our understanding of the book?

FRT-14P-01: Crime and Punishment

Ariel M. Trott

We tend to take for granted that we know what crime is and we know why people get punished. But what makes an action count as a crime? What makes someone a criminal? Why do we punish people by putting them in prison? What effects does this punishment have? Are prisons necessary? Why does punishment seem to get doled out unequally to different people on the basis of sex, race, class and religion? Does equality in crime and punishment matter?

The “Crime and Punishment” tutorial will examine these questions through insights from history, sociology, political science, literature and philosophy. Regular reference to pop culture images in television and film and other media presentations of crime and prison life will complement our readings. Authors like Angela Davis, Rene Girard, Friedrich Nietzsche, Michel Foucault and Franz Kafka will prompt us to ask how contemporary operations of crime, law, discipline and punishment work to make us act and live in the world and think about ourselves and others the way that we do. Students will come to have a sense of how ideas of the self and the state have been formed in conjunction to views and practices of crime and punishment and what all this means for the contemporary state of the American justice system.

FRT-14Q-01: Spain: A Country of Pain, Gain, and Disdain

Marc Welch

Spain’s unique position on the Iberian Peninsula has left it vulnerable to invasion, a destination of migration, and a pivotal connection to Latin America, the rest of Europe, and Africa. From the time of Al-Andalus, to the Reconquest, to pre and post Franco eras, and now—who are the people of Spain? What are the ways in which the country and individuals embrace or suppress its diverse and tumultuous past and present?

As one of the world’s most visited countries, what attracts so many tourists to Spain? Bullfighting and Pamplona’s running of the bulls? Flamenco from the heart of Andalucía? Valencian orange groves or Mediterranean rice and seafood?

The iconic windmills of La Mancha? The artistry of Picasso, Dalí, Goya, and Velázquez? Holy week processions and pilgrimages to Santiago de Compostela? Championed soccer success? Intricate Moorish architecture or the marveled creations of Antoni Gaudí? What do these images reveal about Spain and its people? What else should be considered to fully grasp all that embodies Spain and its diverse population?

Using a variety of sources: academic journals, novels, poems, plays, movies, travel writing, news articles, Skype sessions, virtual tours, and more, students will uncover Spain's multiple gains and pains as a country and within the heart of its citizenry.

FRT-14R-01: Homer's *Odyssey*: Hero and Homecoming

Bronwen Wickkiser

Homer's *Odyssey* is one of the earliest works of European literature that we possess. It is a poem about a hero returning from war and the toll that his extended absence takes on his family and community as well as on the man himself. Loyalty, leadership, love, masculinity, identity, heroism and piety are all topics that the epic investigates and invites its audience to explore. The poem also offers a window onto Greek culture and society. By the end of the course, we will consider the enduring relevance of the *Odyssey* on key authors in the Western tradition, and its impact today on Hollywood films like *O Brother, Where Art Thou*. On a personal level the poem will prompt students to consider the role of homecoming as they transition to college, experience Wabash's "Homecoming," and return home for break already as a changed person to a place they know well. Through discussing, debating, and writing about the *Odyssey*, students will hone their analytical skills and get to know well a centerpiece of the Western canon.

Enduring Questions

Enduring Questions is a required freshman colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and fostering a sense of community. Students are assigned randomly to a section of the course. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

FRC 015: Enduring Questions

Chairpersons: Bobby Horton & Bob Royalty

The course is devoted to engaging students with fundamental questions of humanity from multiple perspectives and to fostering a sense of community. As such, small groups of students consider together classic and contemporary works (or selections of works) from multiple disciplines that speak to basic questions such as, Who am I? and How do we live in the world? Assessment of student performance focuses on written and oral expression of ideas. In addition to regular class meetings, students attend a small number of affiliated speakers and programs on- and/or off-campus. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

Athletics and Physical Education

Staff: J. Haklin (Director of Athletics), B. Anderson, K. Brumett, M. Colston, T. Corcoran, M. Elizondo, W. Hammer, J. Hutchison, C. Keller, D. Morel, M. Petty, E. Raeburn, O. Olmstead, A. Selby, C. Stevens, and L. Vincent

Physical Education 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.

Course Descriptions

Theory of Coaching

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 030. Theory of Coaching Football
- PE 031. Theory of Coaching Soccer
- PE 032. Theory of Coaching Swimming
- PE 033. Theory of Coaching Basketball
- PE 034. Theory of Coaching Wrestling
- PE 035. Theory of Coaching Baseball
- PE 036. Theory of Coaching Track
- PE 037. Theory of Coaching Tennis

See Course Listings.

PE 020. Prevention and Care of Athletic 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.

General Elective Physical Education Activities

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 011. Advanced Fitness
- PE 012. Beginning Golf
- PE 013. Beginning Swimming
- PE 014. Beginning Tennis
- PE 015. Life Saving
- PE 016. Scuba Diving
- PE 017. Sports Officiating
- PE 018. Beginning Weight Training

See Course Listings.

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. If you have any questions please contact Mark Colston.

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.

Pre-Professional Advising and Programs

The Schroeder Center for Career Development (Career Services)

Career Services prepares students to make a successful transition to the world beyond Wabash. We create opportunities for students to explore and reach their individual career goals, regardless of what those goals may be. Whether you want to perform biotechnology research, teach English in Africa, conquer Wall Street, or work with a professional basketball team, we offer individualized programs and resources just for you. Stop by and see us – no appointment needed. We offer:

- Personal career counseling for all students
- Personality type inventories and assessment
- Search assistance and listings for professional development opportunities; externships, internships, jobs, graduate schools, fellowships, and special programs (e.g. Peace Corps)
- Resume and cover letter guidance and resources
- Mock interviews, workshops, seminars, information sessions, panels and speakers
- Alumni networking advice, resources, and events on-and off-campus
- Off-campus career and graduate school fair visits
- Organizational and graduate school site visits
- On-campus recruiting and information sessions
- Graduate school test and application assistance, including personal statement reviews
- Extensive online resources for information and listings
- Assistance from Peer Career Advisors---student-workers trained in basic career services
- Special programs- Small Business Internship Fund (SBIF), Supporting Entrepreneurial Enrichment and Development (SEED) Grants, Wabash Externships
- Evening and weekend service, beyond regular office hours

Pre-Professional Preparation in the Health and Allied Sciences

The Pre-Health Professions Committee assists students with their pre-health programs, including preparation for allopathic and osteopathic medical schools, dental, optometry, veterinary, podiatry schools and other health professions. The committee also provides assistance with application materials and makes recommendations for students as they apply to professional schools. Any student who is considering the health professions should meet with Jill Rogers (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 www.wabash.edu/academics/medicine/. Students should consider early on how prerequisite courses align with other coursework necessary for their major/minor, and Wabash graduation requirements.

***The MCAT exam has changed (MCAT2015) to reflect the evolving healthcare system. Prerequisite coursework is affected, and students should make sure they are aware of the increased social science and biochemistry coursework necessary for MCAT2015.*

Pre-Law Preparation

The Pre-Law Committee works in close conjunction with the Pre-Law Society in sponsoring programs which enable students to familiarize themselves with the diverse opportunities available in the practice of law. These programs include a Moot Court competition with alumni attorneys serving as tutors and judges, an LSAT practice test, and trips to visit Indiana Law Schools. Members of the Pre-Law Committee also meet with students, mainly during their senior year, to discuss their plans for attendance at law school. Any student who is considering the study of law might be well advised to discuss his plans with one of the members of the Pre-Law Committee.

Preparation for Secondary Teaching License

The Department of Education Studies offers a minor in Education Studies and a professional licensure preparation program for students interested in becoming middle/high school (grades 5-12) teachers. The licensure program requires that students complete the minor in Education Studies, successfully pass two state-mandated tests, and complete a semester of student teaching. (More details about requirements for the secondary licensure program can be found in Department of Education Studies section of the *Academic Bulletin*.)

Students may choose from 13 majors in which to complete the licensure preparation program: Biology, Chemistry,

Physics, Mathematics, English, French, German, Spanish, Latin, Economics, Political Science, Psychology, or History. Students must apply to the licensure program, and typically do so in the spring of the junior year after having taken at least two Education courses (EDU 101 and either EDU 202 or EDU 302). The secondary licensure program is state approved, and Indiana continues to have reciprocal licensing agreements with more than 40 other states. Please see the Chair/Director of Education Studies for more information.

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.

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.

Students not completing the requirements for the Wabash A.B. as outlined above may be accepted at the end of their junior year by Purdue, Columbia or Washington upon the recommendation of Wabash, even though no Wabash degree is granted.

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.

In addition, a student finishing Wabash with a strong background in science and mathematics can be admitted to a number of engineering programs, not necessarily at Purdue, Columbia, or Washington. Many Wabash graduates have pursued engineering degrees without participating in the dual degree program.

Off-Campus Study

Rationale

The preamble to the curriculum states that the Wabash graduate "...in the study of foreign civilizations and people, ...has found himself not only the creature of his time and place but a citizen of the world-wide human community" and that he will "...judge thoughtfully, act effectively, and live humanely in a difficult world."

It is the position of the faculty that the above objectives and others expressed in the preamble will be well served by enabling study off-campus, whether in a domestic program or in a program in another country, for as large a number of qualified students as possible. Off-campus experiences provide opportunities for learning and adapting to new environments.

In addition, off-campus study fosters critical thinking and offers students the opportunity to develop another perspective on learning and their lives. The benefits of off-campus study are not limited to those who actually study away from campus, but they accrue to the entire community. Students returning from off campus rejoin this community and contribute to it in the classroom and informally among their peers, who learn more about other cultures and their own culture in conversation. In addition to contributing to our students' education in the general ways suggested, appropriate programs of off-campus study enhance the education of certain students in their specific fields.

In short, off-campus study is an integral part of our educational offerings. Qualified and interested students are encouraged to spend a semester in off-campus programs in the United States or abroad.

Process & Procedures

The Off-Campus Study selection process and staff procedures are guided by the vote of the faculty in 1994. The Wabash College Off-Campus Study Committee approves student proposals for off-campus study, and approves the programs in which students may participate. Acceptable programs must be equivalent to the Wabash curriculum in their academic rigor.

Students interested in off-campus study should begin planning the completion of their college requirements with their academic advisor during the freshman year, prior to any consideration of off-campus study. They should consult with their advisors and professors, program representatives listed, and the Director of International Students and Off-Campus Studies, David Clapp. The application process to study off-campus is fully outlined at www.wabash.edu/international/ocs. This web site also provides extensive information regarding possible study abroad programs, the most up-to-date information about requirements, and deadlines. Students will make their application on line through this web site, during the fall semester of their sophomore year. Wabash students study off-campus in either the fall or spring semester of the junior year.

Only students approved by the Off-Campus Study Committee (OCSC) may apply Wabash financial aid towards the costs of their off-campus program and only for the committee-designated semester or semesters. To the greatest extent possible, the amount and distribution of credit must be discussed and determined in cooperation with the Off-Campus Study Office, Registrar, and the academic departments involved. There is a clearly outlined advising and application procedure for interested students to follow. With the exception of courses taken at American University (Washington, D.C.), grades from off-campus study programs do not transfer or affect the Wabash GPA.

Anyone who considers pursuing off-campus study without OCSC approval does so at his own risk, especially with regard to transfer credit and graduation requirements. In such a case, the student would be responsible for all of the costs of the program, and would not be eligible for any form of financial aid since there is no committee approval.

In selecting a program and planning a schedule, students may want to consider pursuing the interdisciplinary International Studies Area of Concentration. This area of concentration requires five courses drawn from a variety of disciplines. Over the years, many students have found that courses taken off campus can be particularly suitable for the concentration. Students are required to submit a proposal to the International Studies Committee in which they outline the focus of their concentration, as well as the courses in which they plan to enroll. For additional information see the description of the International Studies Area of Concentration in the Special Programs section of this Bulletin, or contact Professor Butler in the Political Science Department, Professor Warner in the History Department, or Mr. Clapp.

Evaluation of Applications

The Off-Campus Study Committee evaluates applications according to the following:

- Students must have junior status during their semester off campus. The committee will not approve a course of study that would delay graduation.
- Sufficient academic record: A cumulative GPA of 3.00 is preferred, but attainment of a 3.00 cumulative GPA does not guarantee committee approval given the limited number of semesters off-campus allowed by the College.
- Quality of off-campus study plan as expressed in the essay portion of the application. Demonstration that the proposed program enhances his 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 he 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 significant international educational experience or educational experience at other domestic institutions as compared to students who have had such an advantage.
- A student must be in good standing with the college, without any outstanding financial or behavioral issues.

Orientation and Reentry

The Committee conducts orientation programs to aid students in preparing for off-campus study. It also conducts "re-entry" programs to facilitate the readjustment/reintegration of students returning from off-campus study. Students who have been approved for off-campus study are required to attend these programs. The Committee also seeks to evaluate off-campus programs by having returning students fill out an evaluation questionnaire and discussing their experiences with a member of the Committee.

Some Other Guidelines

Wabash College expects the student to earn at least four (4) course credits and he may not transfer more than five (5) while on off-campus study. (Note: students on programs of less than a semester's duration will generally receive fewer credits than they would earn in a semester.) Credit will not be given for pre-professional courses (e.g., law, business).

Students must obtain at least a C- grade average to receive credit for courses taken while on off-campus study. Grades do not appear on the transcript and do not affect the students' GPA. Each course must be equal to or greater than three (3) semester hours in order to yield one full Wabash course credit.

Students are responsible for their personal conduct, and remain subject to the Gentlemen's Rule. Students are responsible for applying to the off-campus study program for which they seek approval, bearing in mind that in some cases program application deadlines may need to be met prior to a student's final approval of the OCSC.

Course Approval, Pre-registration, and Off-Campus Study Transcripts

Students must have preapproval for courses to be taken during off-campus study. Courses for the major or minor must be approved by the chair of those departments. Distribution courses will be approved by the Registrar. During the semester off campus, students must provide an accurate listing of their registered courses to the Registrar prior to pre-registration for their following Wabash semester.

Upon completion of off-campus study, the student should request that an official transcript from his program be sent to the Wabash Registrar. These official transcripts must be received prior to pre-registration for the second semester following the off-campus study experience.

Scholarships

Every Wabash student and admitted applicant is automatically considered for all the scholarships for which he is eligible. Except for the Lilly Awards, Fine Arts Scholarships, and the Honor Scholarships described below, no 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, room and board.

Wabash College Honor Scholarships: Wabash annually offers Honor Scholarships without regard to financial need. The scholarships are based on written examinations taken on the campus. 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 and Mr. Kent Arnold; the Buren Fund Honor Scholarship administered by the National City Bank of Lebanon, Indiana; the George S. Olive III and E.W. Olive Honor Scholarship endowed by Mr. and Mrs. Scott Olive; the A. Malcolm McVie Honor Scholarship endowed by Mr. and Mrs. A. Malcolm McVie; the Louis J. Nardine Award established by Mrs. Gretchen N. Doris in memory of her father; and the A. Malcolm '41 and Robert L. '37 McVie Honor Scholarship endowed by Mrs. Robert L. McVie.

Wabash College Fine Arts Scholarships: The Fine Arts Scholarship Program at Wabash was established in 1987 to encourage the development of the fine arts within a rigorous liberal arts context. Based upon competition during Fine Arts on campus program, the Scholarships are offered each year to students with demonstrated outstanding ability in one or more of the following: visual arts, creative writing, music, and theater.

Wabash College Top Ten/Top Twenty Scholarships: Admitted students who rank in the top twenty percent of their graduating class will automatically be awarded the highest level of scholarship for which they qualify based on their class rank and their fulfillment of the individual campus visit requirements of each level. Admitted students from high schools which do not normally provide a class rank can meet the class rank requirement by having their high school certify that they are in one of the class percentiles required for eligibility.

Wabash College President's Scholarships: The President's Scholarships are awarded for outstanding achievement in high school. While admitted students do not need to have demonstrated financial need to be eligible for a President's Scholarship, the value of the President's Scholarship is determined in part based on need. Consequently, every admitted applicant who files the Free Application for Federal Student Aid (FAFSA) and/or other required financial aid forms is automatically considered for a President's Scholarship. President's Scholarships are supported by gifts from the Arthur Vining Davis Foundation. Wabash is a college sponsor of National Merit Scholarships.

Wabash College Boys State Scholarship: Admitted students that are selected to attend participate in their state's Boys State Program and who meet the campus visit requirement will receive a Boys State scholarship to attend Wabash.

Wabash College merit-based scholarships are renewable annually provided the student attains the cumulative grade point average and number of course credits required at the end of each academic year in order to make normal progress toward graduating in four years.

Restricted Scholarships

These scholarships are awarded automatically by the College to students with demonstrated financial need. Applications are not required.

William D. Backman, Sr. Scholarship: This scholarship was established by William D. Backman, Jr., Class of 1953, in memory of his father, a former trustee of the College and a member of the Class of 1924. The income is designated for financial aid to a student residing in Indiana.

Bank One Scholarship: This scholarship was established by Bank One, Indianapolis, N.A., and is given to a deserving high school graduate from the State of Indiana who is also a resident of Indiana.

Merle L. Bartoo Scholarship: This scholarship was established to help a non-fraternity student with financial need who is a Rhetoric and/or English major.

Thomas R. Bauman Scholarship: Established in memory of Thomas R. Bauman, Class of 1985, by his family and friends, the income of this fund is used for a scholarship for an incoming freshman with preference first to a graduate of Zionsville Community High School, then any Boone County high school, then any student from Central Indiana, who best exemplifies Thomas R. Bauman's extra-curricular high school activities and rank.

J. Robert and Joanne N. Baur Family Scholarship: Awarded to a student with financial need who maintains academic performance as stated in the Academic Bulletin, with first preference to residents of Delaware County, IN, then adjacent counties, then Indiana.

Theodore Bedrick Scholarship Fund: 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. A candidate should be, or be capable of becoming, 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 Fund: 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 or health care, and demonstrate a well-rounded high school experience. First preference is given to students from Crown Point High School, then to Lake County, Indiana, northwest Indiana, or from the rest of Indiana in that order.

David E. Bishop Scholarship Trust: This fund was endowed by David E. Bishop, Class of 1952.

Black-Vrooman Scholarship: Established by Mrs. M. Lewis Marsh, Jr., in memory of her grandfather (John Charles Black, Class of 1862), her great uncle, (William Perkins Black, Class of 1864), and her cousin (John Black Vrooman, Class of 1921), the income from this fund is used for deserving students.

Brian Bosler Overseas Memorial Scholarship Fund: 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. First preference is given to residents of Montgomery County, Indiana.

Austin H. Brown Scholarship Fund: This scholarship is administered outside the traditional financial aid program. It is used to meet special needs and provide a special recognition for Wabash students.

William Penn Bullock Scholarship: Established in honor of William Penn Bullock, Class of 1940, by his daughter Joanne B. O'Neal and friend, this scholarship is awarded to a junior or senior in the Economics Department with a high grade point average.

Burgess Family Scholarship: This scholarship supports a student who is enrolled in the College's Education Studies Program. It is awarded for the student's junior and senior years as long as he remains enrolled in the Education Studies Program. The scholarship was created to support young men who plan to put their education to work in the critical field of educating others.

Albert M. and Virginia B. Campbell Memorial Scholarship Fund: This fund provides awards based on need to juniors and seniors majoring in Economics who want to increase their understanding of the market economy, or to such students majoring in political science who want to increase their understanding of a limited, decentralized federal form of government.

Alex S. Carroll and Robert J. Beck Honorary Scholarship: This scholarship is awarded to an incoming freshman who is ranked in the top ten per cent 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, provided the student maintains a minimum 3.0 GPA and continues 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.

Class of 1936 Scholarship Fund: Income from this fund is available to a junior or a senior who has financial need, is in the upper half of his class, and has demonstrated his capacity for leadership by effective participation in extracurricular activities.

Class of 1937 Scholarship: This scholarship was established by members of the Class of 1937 upon the occasion of the 50th anniversary of their graduation.

Class of 1938 Scholarship: This scholarship was established by members of the Class of 1938 upon the occasion of the 50th anniversary of their graduation.

Class of 1940 Merit Scholarship: This scholarship is awarded to a sophomore, junior, or senior of distinction who did not receive a merit scholarship as a freshman 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.

Clauser Family Scholarship: Established by Allan D. Clauser, Class of 1950, supported by his wife, son, Allan Jr. '81, and friends, this fund is used for the benefit of a student from Montgomery County, Indiana.

Albert M. Cole Scholarship: This scholarship was endowed by a bequest from Mr. Cole and is given to students desiring to enter the teaching profession.

Jeanne C. and W. Dale Compton Scholarship Fund: Endowed by gifts from Dr. and Mrs. Compton and the Ford Motor Company, this fund supports scholarships for students who plan majors in Division I (science/math).

Don and Marilyn Cory Scholarship: This award provides a support for a student who merits financial need, as best determined by the Wabash College Office of Financial Aid. As strong proponents of education, Cory Family members pursued careers as public educators in Indiana.

Crabbs-Shaw Family Fund: Established in honor and memory of four Wabash generations of the Crabbs-Shaw family, this fund is to be used for faculty salaries or student scholarships.

Arthur D. Cunningham and Ernest A. Cunningham Scholarships: This scholarship was bequeathed by Alida M. Cunningham to provide aid to worthy junior and senior science students.

Fred and Elizabeth Daugherty Scholarship Fund: This fund provides income for prospective students, based on need.

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 between 1957 and 1985, as principal flute in the concert band and chamber orchestra and as a member of a baroque quartet. This scholarship is established in recognition of her service to the College. It is awarded each year to a flutist who is active in Wabash musical organizations, with maintenance for four years depending upon continued music participation and progress toward a degree in course. If there is not an enrolled flutist, preference will be given in order to performers of oboe, bassoon, clarinet, or French horn. Selection of the Denney Scholar is vested in the Dean's Office, with consultation of the Music Department.

Victor A. DeRose "Legacy of Philanthropy" Scholarship: Established in 1990, this scholarship provides assistance to sophomore, junior, or senior students of good character. The goal of the fund is to assist as many qualified students as possible by selecting students who are of good character and stand in the top third of the class. Importance is placed on students who are interested in pursuing an M.B.A, majoring in economics or science, fluent in foreign language, and who have demonstrated leadership.

Lee Detchon-Beta Theta Pi Scholarship Fund: Established by the will 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 Fund for Chemistry: Established by Ruth Hendricks DeVerter in memory of her husband Paul, Class of 1915, the income from the fund is awarded to an outstanding native Indiana upperclassman who is likely to pursue a career in chemistry or chemical engineering upon graduation.

Lucinda Diddie Memorial Scholarship: This scholarship was established in 1987 by Dr. and Mrs. Kenneth Diddie to honor and memorialize Dr. Diddie's mother. Lucinda Diddie was a very enthusiastic supporter of Wabash, and the scholarship is awarded to a graduate from the Crown Point area high schools. The selection will be made on the basis of scholarship, character and participation in high school activities.

Donald M. DuShane Memorial Scholarship: This fund provides scholarship support with preference for a student in political science.

Mr. 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 Fund: 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.

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 10% of his class who has demonstrated leadership in his high school associated with Eagle Scouts, student government, and other organizations, and continues such leadership both on the Wabash campus and in the community.

Barbara and Galan W. "Dutch" Freise '48 Scholarship: This scholarship provides need-based financial assistance to Wabash students from the rural areas of Illinois. Need should take precedence over academic credentials when awarding this scholarship.

Garner-Gustafson Scholarship in Chemistry: This scholarship is awarded based on merit and financial need, supporting students majoring in chemistry or biochemistry. Students must maintain a 3.6 academic GPA in their major and be ranked in the top 10% of their class, and dedicate at least two years to a volunteer activity. Dr. James Bert Garner, Class of 1893, earned multiple advanced academic degrees in chemistry from various institutions, including Wabash, where he was the distinguished Peck Professor of Chemistry (1901-14). In addition to being an educator and director of research careers, he was a distinguished inventor who held 23 patents.

Albert M. Gavit Scholarship: Established by his widow, Mrs. Ann Gavit, the scholarship is awarded to a Wabash student entering the sophomore year whose freshman record shows the greatest potential for original and creative work in the humanities. Mr. Gavit was a member of the Class of 1947.

Joe and Mary Genung Scholarship: This scholarship supports all or part of the tuition for students who have financial need and are from the Roachdale, Indiana, area and/or are concentrators in Religion.

Gilbert Memorial Scholarship: This scholarship was established in 1943 in memory of Major George A. Gilbert, Class of 1939, who was killed in an accident May 23, 1943, while serving with the Army Air Force. Following the death in 1958 of Major Gilbert's brother, Oscar M. Gilbert, Jr., Class of 1938, the Gilbert family asked that the scholarship memorialize both men.

Givens Endowed Scholarship: Established by Mr. and Mrs. David W. Givens '56, this scholarship may be awarded annually. The Scholarship(s) is applicable to the cost of tuition, housing, transportation, and books for a semester of study in Europe. A student with a declared major, minor, or area of concentration under the Department of Art, Division II will not be eligible as a candidate for the Scholarship. The Scholar(s) are to enroll in a program, approved by the Off-campus Study Committee, at a European Institution. Courses taken by the Scholar(s) must include one or more in the history of Western Art. The Scholarship(s) will be awarded without regard to need.

P. G. Goodrich Memorial Fund: This fund was endowed by Mr. Goodrich's sister, Elizabeth G. Terry. Mr. Goodrich was a member of the Class of 1930.

John B. Goodrich Charitable Trust: The income from the Trust is used to maintain two separate financial aid and scholarship programs, which taken together provide support for the kinds of students Mr. John B. Goodrich (Class of 1919) wished to help.

John B. Goodrich Grants in Aid: These need-based grants provide financial aid to students who show promise of contributing, in one or several of a wide variety of ways, to the life of Wabash College.

John B. Goodrich Scholarships: These scholarships are awarded without regard to need and on the basis of capacity for both leadership and academic achievement.

Lucy Moore Grave Bequest: Wabash College, Earlham College and DePauw University share the income from a bequest made by Lucy Moore Grave, the wife of Dr. Benjamin Grave, who was a faculty member at Wabash College from 1920 to 1928. The funds are available as scholarships for study at a marine biological laboratory with priority being given to the Marine Biological Laboratory at Woods Hole, Massachusetts.

Haenisch-Howell-Hart Scholarship Fund: Established by Dr. Robert R. Hart '57 in memory of chemistry professors Dr. Edward L. Haenisch H1971 and Dr. Lloyd B. Howell, Class of 1909, the fund supports need-based scholarships and activities for students studying chemistry.

Hays Scholarship Fund: Established in 1946 by Will H. Hays, Wabash 1900, the income is used for students with disabilities. Should the income of the fund exceed the amount needed to support disabled students, the excess will be awarded to upperclassmen interested in a career in public service.

Thomas A. and Martha L. Hays Scholarship: This is a scholarship for students from Wabash County, Indiana and/or metropolitan St. Louis, Missouri. The scholarship may be awarded to any student if there are no eligible recipients from Wabash County, Indiana or metropolitan St. Louis, Missouri. Mr. Hays is a member of the Class of 1955.

Charles Maurice Hegarty Fund: Established by Dr. W. Harvey Hegarty, in memory of his father, Class of 1931, this fund is used for the financial needs of a worthy student, with preference given to men from Vermillion County, Indiana.

Thomas Corwin Hood Memorial Scholarship Fund: 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 Howard.

Lawrence F. and Ruth Hunter Memorial Scholarship Fund: 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.

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. The scholarship is intended to provide tuition support for deserving Wabash students who are of good character, are excellent students, and are active in the College and/or the Crawfordsville community. Prospective students must be of good character, be ranked in the top ten percent of their high school graduating class, and have made a demonstrable impact on their local community. Prospective and returning students must achieve a cumulative grade point average of 3.5 or higher.

George M. Lee Scholarship: Established by his widow, Elizabeth C. Lee, this fund provides scholarship assistance to worthy students from Madison County, Indiana.

Kenneth C. '36 and Grace P. MacKay Scholarship: This scholarship is based on need and will be awarded to benefit students of high scholastic standing who attend or aspire to attend Wabash College, as its Board of Trustees may determine.

Mastin Foundation Scholarship: Awarded to students majoring in one of the natural sciences, including Mathematics, and who were finalists or semi-finalists in the National Merit Scholarship Program or had an ACT score of 27 or above or the SAT score equivalent.

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 Fund: This scholarship honors a pioneer resident of Parke County, Indiana, Sarah F. McCanliss, mother of Lee McCanliss, Class of 1907. Preference is given to Parke County high school graduates.

Paul Caylor McKinney '52 Memorial Scholarship: This is a two-year scholarship awarded to a junior with demonstrated need, whose major and minor fields of study are in different academic divisions and whose GPA is consistently 3.0 or higher. Dr. McKinney taught chemistry at Wabash for 45 years until his retirement in 2001, and was Dean of the College from 1981-1993. His undergraduate years at Wabash broadened his intellectual horizon and led to friendships that accompanied him throughout his life.

Lee '62 and Rose McNeely Scholarship: This fund provides need-based financial assistance to Wabash students from the state of Indiana. Mr. McNeely was a Trustee of the College. The Lee and Rose McNeely Scholarship is but one sign of the McNeely's dedication to Wabash College and higher education in Indiana.

Mefford Scholarship for Political Science: This scholarship established by a bequest from Gordon Mefford, Class of 1938.

Jack Meng Endowed Scholarship: A gift of 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.

Paul Mielke Scholarship Fund: This scholarship is awarded to a student with financial need with an interest in mathematics, who has demonstrated progress in mathematics courses in high school. The scholarship honors Dr. Paul T. Mielke, Class of 1942, professor of mathematics (1946-1985), and founder of the computing laboratory, teaching the first courses in computer programming at Wabash.

R. Robert Mitchum Memorial Fund: The fund provides a scholarship on the basis of financial need for a "B" student who is active in the extracurricular life of the College. R. Robert Mitchum H'59 founded the music department, served as Director of the Glee Club and band 1949-69, head golf coach, and Director of Alumni Affairs 1974-1982.

R. Robert Mitchum-Thomas D. Marchando Scholarship: This scholarship is awarded to students with preference given to those from Western Pennsylvania who reflect the high ideals that were manifested in the lives of Bob Mitchum H'59 and Tom Marchando '57.

Montgomery County Scholarships: Initiated by gifts from the Board of Commissioners of Montgomery County, Indiana, the scholarship provides an amount equal to full tuition and continue throughout the student's course, provided that he maintains a satisfactory college record. Candidates are nominated by the Montgomery County Commissioners.

Stephanie Netherton Montgomery Scholarship: Established by Samuel L. Montgomery '64 in memory of his wife, Stephanie.

Frank A. Mullen '53 Scholarship: This fund provides scholarship assistance to one or more Wabash freshman, sophomore, junior, or senior student(s) of good character who have demonstrated financial need and have a "B" standing.

LaVerne Noyes Scholarship Foundation: This foundation provides scholarships for direct descendants of American veterans of World War I.

The Todd M. Peters '87 Fund for Athletic Team Managers/Trainers: This scholarship is awarded to a student athletic team manager or trainer who is a sophomore, junior, or senior with at least one season of experience as manager or trainer of a varsity sport, with first preference to the basketball program and then other sports. Consideration will be given to a student who served as athletic manager or trainer during the preceding academic year, and he is not required to be a manager/trainer during the year he receives the scholarship. Student-athletes are not eligible to receive this award. Students must be on track to meet all minimum requirements towards graduation as outlined in the Wabash College academic bulletin. This scholarship maybe awarded with or without regard to financial need to any student who fits the above criteria. It may be awarded for more than one year to the same student.

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 Professor Victor and Mrs. Marion Powell, this award honors Nate Quinn, an exceptional Wabash College art student. Nate overcome tremendous odds and tragic circumstances and deeply impressed them 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.

Byron and Priscilla Alden Price Scholarship Fund: This fund was established by Byron Price, Class of 1912, to endow scholarships.

John Charles Rafferty Scholarship Fund: Established by Joan Rafferty Harrington and Edwin Harrington, this fund is named in honor of John Rafferty, Class of 1954, and is given to an upperclassman with financial need and in the upper half of his class. Preference is given to students from Fountain and Montgomery counties in Indiana, and then to other students from elsewhere in Indiana.

Dr. James Harvey Ransom Scholarship Fund: Income from this fund is used for worthy and needy students majoring in chemistry. Dr. Ransom was a member of the Class of 1890.

Alice L. and Benjamin A. Rogge Scholarship Fund: 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 Fund 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. The scholarship will be a minimum of full tuition, and may not be used for off-campus study if awarded to an international student.

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.

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.

Lewis S. Salter Pep Band Scholarship: Established by Mr. and Mrs. James A. Davlin V, Class of 1985, 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 Pep Band.

George S. Sando Scholarship: Established by George S. Sando, Class of 1922, the scholarship is to be used by scholars who are inquiring into Causes of Freedom and Liberty, or maintaining high-minded theories of liberty.

John C. Schroeder Fund for Study Abroad: This fund provides support for students with financial need who participate in College-approved study abroad programs. First consideration is given to students who study in Harlaxton, England and to students who are modern language majors who need to study abroad to further their language studies. It may then be awarded to other eligible students who have been approved by the College for study abroad.

Atwood, Adeline, and Bonnie Smith Scholarship Fund: 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 Fund: 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.

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. The College, at its discretion, may award this scholarship to multiple students. Jim Smith was a local businessman who grew up and resided in Crawfordsville and maintained close ties to the College. Four out of his six sons are graduates of Wabash.

Frank H. and Abbie M. Sparks Memorial Scholarship Fund: 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.

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.

David Russell Stone Scholarship Fund: The fund was established by Mr. and Mrs. Charles T. Stone in honor of their son, David, Class of 1991.

Tannenbaum Scholarship: The Tannenbaum Scholarship covers an amount equal to full tuition cost for four years, provided that the student maintains a good college record. Selection is made on the basis of promise as a scholar and as a person, and on the basis of financial need. The scholarship was established by Mr. Ferdinand Tannenbaum, Class of 1912, of New York City, and is now supported by Mr. and Mrs. Eugene Ratliff of Indianapolis.

John Steele Thomson Scholarship: This fund was established by Richard H. Maxwell '50 and other descendants of Rev. Thomson, one of the founders and original trustees of Wabash College and professor of Mathematics and Natural Philosophy. The scholarship provides need-based support to recipients who must maintain a 3.0 or B-average and be of good character. The scholarship may be awarded initially to a freshman, sophomore, junior, or senior and may be awarded until graduation if he has met the criteria of the scholarship.

Dr. Thomas E. Topper '70 Scholarship Fund: 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. The Topper Scholarship will provide additional partial scholarships as the fund income allows.

Trippet Family Scholarship Fund: 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.

Peter Valentine Scholarship: Established by Merrilee D. Valentine in honor of her son, Peter, Class of 1982, the scholarship is given to an incoming first-year student or upperclassman from the state of Illinois and preferably to those from Peoria County, Illinois. The student must be outstanding in character, scholarship, personality, and leadership. The financial need of the student is taken into consideration.

Harry L. "Red" 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 Fund: Established by Dr. and Mrs. Stanley J. Vogel '66 and Dr. and Mrs. Gordon A. Vogel '72, the fund honors their parents. It is used to provide financial assistance to an entering freshman with high-quality academic achievement.

Wabash Club of Chicago Scholarship: The scholarship will provide assistance to students who have distinguished themselves in high school through a combination of academic work and extracurricular leadership and involvement. This scholarship is open to Illinois high school seniors living in Cook, Lake, DuPage, Kane, Will, McHenry, and Iroquois counties. Students who are home-schooled are also eligible for the scholarships as long as they reside in one of the previously identified counties.

Ivan Wiles Scholarship: This scholarship is awarded to an entering freshman and may be continued with the same student for four years. Ivan L. Wiles, Class of 1922, was a mathematics and psychology major whose automotive career led to him being named General Manager of the Buick Motor Division and then Executive Vice-President of General Motors. He was a member of the Wabash College Board of Trustees from 1952-1981 (and its President from 1958-1965). He received the Alumni Award of Merit and an Honorary LLD from Wabash.

Mary E. Wilson Memorial Scholarship Fund: This fund was established by Frederick W. Wilson, Jr., Class of 1969, in honor of his mother.

Robert H. Winter, MD '60 and Nancy R. Winter Endowed Scholarship: This scholarship is awarded annually to a student in Biology.

Scholarship and Tuition Awards from Endowment

Besides the scholarships previously described, which are assigned on the basis of terms set forth in the supporting funds, the College offers a number of scholarships financed from endowment. These are available to assist students of unusual promise who otherwise would be unable to attend Wabash. To establish eligibility students must file Financial Aid applications with the College Scholarship Service each year. Awards vary in number and value from year to year and are related always to the need of the individual. These awards may continue throughout the student's college course, provided that he maintains a satisfactory college record and that his need for assistance continues. In granting these scholarships and tuition awards, the Financial Aid Committee takes into consideration four principal criteria:

1. The extent of need.
2. Academic record.
3. Personality, character, and qualities of leadership.
4. Excellence in student activities.

The income from the following funds contributes to the support of the program described in the preceding paragraph:

Byron Randolph Russell and Edward Payson Ames Scholarship Fund: This fund was established by Elsie R. Ames in memory of her father, Byron Randolph Russell (Class of 1872), and her husband, Edward Payson Ames, Class of 1871.

Georgia F. Arnkens Memorial Fund: The fund was established in memory of Conrad Arnkens, Class of 1953, by his widow, to be used for poor, needy and deserving students.

Ruth M. Asbury Scholarship Fund: The fund was established by the wills of Max Asbury, Class of 1931, and his wife Ruth.

Athens City Scholarship Fund: The scholarship was established by members of the Crawfordsville Wabash Club.

George M. Baldwin Fund: Established by Colonel George M. Frazor, the fund is to be used to meet the financial needs of a worthy student.

Dr. Rudolph C. Bambas Scholarship Fund: This fund was established by his wife, Frieda Bambas, in honor of Dr. Bambas, Class of 1937. He had an outstanding academic life as a professor of English and was a loyal alumnus all his life. The Bambas Fund is a permanent part of the Endowment Fund.

Robert J. Beck-James D. Price Scholarship: This scholarship was established in memory of Robert J. Beck, Class of 1920, by his friends and by his associates in Thomson McKinnon Securities, Inc., and in honor of James D. Price, Class of 1960, by Alex S. Carroll.

Barry Bone Scholarship Fund: Established by Phi Gamma Delta fraternity brothers and friends, the fund honors the memory of Barry P. Bone, Class of 1983.

Ruth McB. Brown Scholarship Fund

R. D. Brown Memorial Scholarships: These scholarships were established by Jean Brown Hendricks.

Howard Buenzow Scholarship Fund: 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 Fund: Income from this fund is to be used for scholarships for worthy students who are residents of the state of Indiana.

Cynthia Campbell Byrne Memorial Scholarship Fund: This fund was established by Virginia B. Campbell.

Joseph E. Cain Memorial Scholarship Fund: This fund pays tribute to the memory of Joseph E. Cain, who served as President (1946-60) and Co-Chairman of the Board (1960-63) of P. R. Mallory and Company, Inc., and for many years served as a civic leader in Indianapolis and Indiana. The fund is made possible by an initial grant from the P. R. Mallory Company Foundation, Inc., supplemented by gifts from numerous friends and business associates of Mr. Cain. Both academic ability and financial need are taken into consideration in awarding this scholarship, but these considerations are less important than the character, personality, and leadership potential of the candidates.

Martha A. Caperton Scholarship Fund: This fund was established by a bequest from Mrs. Caperton, mother of Woods A. Caperton, Class of 1932.

Central Newspapers, Inc., Scholarship Fund: This fund provides scholarship support with preference for students interested in journalism.

Class of 1907 Memorial Fund: This fund was established by members of the class upon the 50th anniversary of their graduation.

McMannomy and Elizabeth Coffing Educational Foundation: Established in 1949 by the late McMannomy Coffing, Class of 1913, funds are used to help meet the financial needs of worthy and qualified students. Special consideration is given to residents of Fountain County, Indiana.

Wayne M. and Katherine G. Cory Scholarship Fund: Income from this fund is used for scholarship purposes.

Edward Daniels Scholarship Fund: This fund was established by Parke Daniels in memory of his brother Edward, Class of 1875 and a Trustee of the College from 1896-1918.

William H. Diddel and Helen C. Diddel Scholarship Fund

Lawrence and Velma Dill Scholarship: Created in 2002 by their sons, G. Michael Dill '71 and J. Mark Dill '75, the fund provides scholarship assistance to all Wabash students who are graduates of Jasper and Warren county high schools. This scholarship is to be awarded without regard to financial need. The Dill Scholarship is a financially variable scholarship and will be awarded to all eligible candidates on an equal basis.

Joseph Foster Memorial Scholarship: This scholarship was established by Russell Foster Abdill in memory of his grandfather, Joseph Foster.

Theodore C. Frazer Scholarship: This scholarship is supported by a fund bequeathed to Wabash by Ada W. Frazer of Warsaw, Indiana, in memory of her husband, Theodore C. Frazer, who graduated from Wabash in 1903. The income from the fund provides scholarships for students selected by the scholarship committee of the College on the basis of academic record, citizenship, and the need for financial assistance. Preference is given to applicants who are residents of Kosciusko County.

Donald C. Frist Scholarships: This scholarship was established by Enid F. Lemstra in memory of her brother, who was a member of the Class of 1920.

Lynn Garrard Scholarship Award: The award will be used to assist a student in purchase of textbooks or lab equipment, selection based on financial need, academic performance, and extracurricular involvement with first preference to a member of Phi Delta Theta fraternity.

Ira D. Goss Scholarship Fund: This fund provides scholarships to deserving students who need assistance to attend Wabash College, with favorable consideration being given to men from Fulton County, Indiana. Mr. Goss was a member of the Class of 1903.

Theodore G. Gronert Scholarship: established in memory of Professor Gronert by his former students, particularly those from the Class of 1935, the scholarship is granted at the start of each academic year to a freshman selected by the

Dean of the College and the Director of Financial Aid. Such factors as personal character, financial circumstances, interest in history, leadership in high school, and community service are considered.

William H. (W1938) and Margaret R. Hamlin Scholarship Fund: This fund was endowed by a bequest from Mrs. Hamlin.

Frederick Rich Henshaw, Jr. (W1920) Fund: This fund was given to Wabash by his father.

Hollett Family Scholarship Fund: This fund was established in memory of John E. Hollett, Jr., Class of 1928, by his sons, John E. Hollett III, Class of 1959, and Thomas S. Hollett, Class of 1956, and by his brother, Byron P. Hollett, Class of 1936. The income from the fund is granted to a needy student who combines above average academic achievement with high promise of achievement in extracurricular activities.

Inland Container Corporation Scholarship: Established by the Inland Container Corporation Foundation, Inc., income from the fund supports the College's general scholarship fund.

George and Yvonne Kendall Fund: This scholarship was established by a bequest from Mrs. Kendall. George Kendall was Dean of the College (1923-1940), Dean of the Faculty (1944-1957), and Milligan Professor of English (1920-1957).

William F. Kraas, Jr. and Julia Kraas Scholarship: This scholarship was established by Lisa Kraas in honor of her grandparents. Income from this fund is used for scholarship purposes.

Frederick W. (W1945) and Lois G. Lowey Scholarship Fund: This fund was established by Mr. and Mrs. Lowey.

Roy Massena Scholarship Fund: This fund was established through the will of Mrs. Mabel Massena to honor her husband, Roy, Class of 1902.

Anne Darby McCann Scholarship: This scholarship was established by the will of Mrs. McCann in 1964 in memory of her father, O.V. Darby, Wabash Class of 1878.

Thomas G. McCormick Scholarship Fund: Mr. McCormick was a member of the Class of 1929.

C. Raymond Miller Memorial Scholarship Fund: Established by the Board of Trustees, the fund honors C. Raymond Miller, a member of the Class of 1921 and former Eli Lilly and Company executive.

William S. (W1923) and Catherine G. Miller Scholarship: These scholarship grants are made and continued on the basis of both financial and academic achievement.

Caleb Mills Scholarships: These scholarships honor Caleb Mills, first professor of Wabash College and founder of the public school system in Indiana. They were made possible by the generous bequest of Helen Condit, granddaughter of Caleb Mills. These awards are made to Indiana students who show extensive financial need and who have outstanding personal characteristics and good academic potential. Preference is given to students from rural areas and small communities. Each scholarship is for four years.

Nicholas H. Noyes, Jr. Memorial Foundation Scholarship: Supports the financial aid program at Wabash College. In 1951, Nicholas H. Noyes and his wife Marguerite Lilly Noyes, established the family foundation in memory of their son, who died at the age of 28.

William Pearlman Scholarship: This fund was bequeathed to Wabash College by Charlotte S. Pearlman in memory of her husband who was a business leader in Crawfordsville for many years.

Byron and Pauline Prunk Scholarship: This scholarship was established by Ms. Helen L. Prunk in honor of her parents, Dr. Byron F. Prunk, Class of 1892, and Pauline D. Prunk.

Russell E. Ragan Scholarship Fund: This fund was established by his daughter, Peggy Ragan Hughes, and his son, Robert R. Ragan, Class of 1949. It is expended annually for a deserving student selected by the Dean of the College.

Reader's Digest Foundation Scholarship: This scholarship was established in 1965.

Erna F. Rhoads Scholarship Fund: This fund provides scholarship aid for deserving Wabash students.

Robbins Brothers Memorial Fund: Created by members of the Robbins family, the fund honors Virgil Robbins, Class of 1924, and his brother, Ananias Robbins, Class of 1928.

Schultz Family Scholarship Endowment: This fund was established by Florence Schultz, whose family was in business in Crawfordsville over 50 years.

Theodore T. Schweitzer Scholarship Fund: This fund was established by a bequest from Mr. Schweitzer, Class of 1925.

Melvin Simon and Associates, Inc. Scholarship Fund: Income from this fund is used for scholarship purposes.

Lester Sommer Scholarship: This scholarship was established by friends of Lester Sommer H'41 on the occasion of his 90th birthday.

Harriet Benefiel Stokes Memorial Fund: Established by Merle B. Stokes, Class of 1905, this fund honors the memory of his mother.

Michael Swank Scholarship Fund: This fund was established by a bequest from Mr. Swank, Class of 1961.

Robert Alden Trimmer Memorial Scholarship Fund: This scholarship was established by his parents in memory of Robert Alden Trimmer, Class of 1966. The scholarship is awarded to qualifying students who are interested in building a better world.

Wolcott Memorial Scholarship: This scholarship comes from funds made available by friends of the late Roger G. Wolcott, a member of the Class of 1915, who served as a member of the Board of Trustees of the College from 1953 until his death in 1958. In addition to the annual scholarships listed above, a varying number of special single gifts are available each year for awards.

College Loan Funds

The College has funds from which students in need of assistance may borrow money to apply to their educational costs or to meet emergency situations. Eligibility and application for this support is administered through the Financial Aid Office. The principal funds which support loans to students are:

Finch Fellowship: This fellowship was established in 1923 by the will of Alice Finch, in memory of her father, Fabius M. Finch, and her brother, John A. Finch.

James M. Hains Fund: This fund was established in 1867 by a gift from James M. Hains, a Trustee of the College from 1876 to 1893.

Cyrus W. Knouff Loan Fund: Endowed by Cyrus W. and June D. Knouff, Class of 1898, the fund provides loans to assist worthy students in acquiring an education.

Walter H. Acheson Revolving Loan Fund: This fund was established in memory of Walter H. Acheson of the Class of 1923 by his family and many personal friends and business associates.

Ray Barnes Family Loan Fund: This fund was established in 1955 by Mr. and Mrs. Ray Barnes and family, newspaper publishers of Elwood, Indiana.

Ray Bently Loan Fund: This fund, established in 1957 by Mr. E. Ray Bently of Boston, Massachusetts, is designated for needy students.

M. Rudolph Campbell Memorial Loan Fund: This loan fund was established by Mrs. M. Rudolph Campbell in memory of her husband, Class of 1906.

Ellis Carson Loan Fund: This fund was established in 1946 by a gift from William Carson, father of Ellis Carson, Class of 1931, of Evansville, Indiana.

Bing Crosby Youth Fund Student Loan: This fund is to be used for loans to students who have satisfactorily completed their freshman year and are in need of financial help.

Don Gordon Evans Loan Fund: This fund was established by Mr. and Mrs. Dale V. Evans in memory of Don Gordon Evans of the Class of 1968.

Albert M. Gavit Memorial Loan Fund: The Gavit Fund was established by friends of Mr. Gavit.

A. H. Gisler Loan Fund: Established in 1954 by Mr. A. H. Gisler, Class of 1913, this fund is for students in financial distress of any kind.

Leland S. Hanicker Memorial Loan Fund: The Hanicker Fund was established by Mrs. Hanicker and her daughter, Ruth Hanicker, in memory of Leland S. Hanicker, Class of 1918.

Ralph G. Hesler Memorial Loan Fund: This fund was established in 1975 by the family and friends of Mr. Hesler, Class of 1943.

Holt and Olive Loan Fund: This loan fund was established by Mr. Henry Holt and Mr. George S. Olive of Indianapolis.

C. Ted and Thelma L. Johnson Fund: Established in 1970 by Mr. and Mrs. C. Ted Johnson of Indianapolis, the principal and interest of the fund may be used for loans for deserving and needy students of average scholastic ability.

William B. Johnston Loan Fund: This fund honors Mr. Johnston, who was a member of the Class of 1950.

George Valentine and Yvonne Kendall Loan Fund: This fund was established by Dean Kendall's sister, Alice Rosamond Kendall. For many years Dean Kendall was an outstanding faculty member and the Dean of the College. For one year, in 1940-41, he served as Acting President of the College and then as Dean of the Faculty until his retirement in June 1957.

Edward H. (W1897) and Austin W. (W1885) Knight Student Aid Revolving Loan Fund: The principal and interest from this fund may be used in making loans and administered by the Board of Trustees of Wabash College or under its direction. The cash in this fund may be commingled with other Wabash loan funds. Preference shall be given to the initiated members, if any, of the Indiana Chapter of Phi Kappa Psi fraternity.

Mrs. Edward H. Knight Memorial Fund: This fund was established by gifts received by the College in Mrs. Knight's memory.

Herbert G. Larsh Student Loan Fund: Established by his wife and daughter, the fund honors Mr. Larsh, who was a member of the Class of 1896.

Richard H. Lovell Memorial Loan Fund: Established in memory of Richard H. Lovell by his family and friends, the purpose of the fund is to provide temporary financial assistance to students.

Dean Norman C. Moore Student Fund: Established in 1998 by the Moore children in honor of Dean Moore's 70th birthday and generously supported by many other Wabash alumni and their families, the Dean Norman C. Moore Student

Fund honors the long-time Wabash College Dean of Students (1959-1984). To be administered at the discretion of the Dean of Students, the income from this endowed fund is used to assist students with personal financial situations that might preclude them from continuing or finishing their Wabash education.

Marshall A. Pipin Loan Fund: The Pipin Loan Fund was established by contributions to the College by friends of Marshall A. Pipin, Class of 1924, and Trustee of the College from 1961 to 1966.

Donald Reddick Loan Fund: The fund honors the memory of Dr. Reddick, Class of 1905.

Rohrman International Student Loan Fund: Established in 1994 by Mr. and Mrs. Robert Rohrman, the fund provides seed money to needy international students.

Ronald Bruce Shearer Revolving Loan Fund: This fund honors the memory of Ronald Bruce Shearer, Class of 1968, outstanding athlete and football co-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-Sciencetech Educational Award: Made by the D. J. Angus-Sciencetech Educational Foundation in recognition of excellence in science, mathematics, or social sciences, this award is presented to a student who has shown exceptional improvement in academic performance over the last year.

Baldwin Prize in Oratory: The late D. P. Baldwin, L.L.D., gave the College a sum, the interest from which is awarded annually to the three students who "compose and pronounce the best orations."

James E. Bingham Award: Established by members of the law firm of Bingham Summers Welsh & Spilman, in memory of James E. Bingham, Class of 1911, this award is given each year to one or more distinguished seniors who will enroll in an A.B.A.-accredited law school for the next academic year. The cash award is presented at the Peck Award Banquet each spring with a member of Mr. Bingham's law firm participating in the selection process.

W. N. Brigance Speakers Bureau Award: Established by May and James Ching, Class of 1951, in honor of W. N. Brigance, long-time chairman of the Speech Department and founder of the Speakers Bureau, this prize provides a cash award for the student who has done the most for the Speakers Bureau during his college career.

Edgar C. Britton Award: 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 Fund: 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 Prize in Piano: 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 its 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.

The 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.

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: 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 Alumni Student-Athlete Award: This award is given annually to a Wabash senior who has made a significant contribution to athletics at Wabash and who has achieved a respectable grade point average.

Irwin-Garrard Prize: Established by the Honorable William I. Garrard, Class of 1954, to honor his grandparents, William A. and Grace S. Irwin, and his mother, Doris I. Garrard, the prize provides a cash award to a Wabash College student who has accepted admission to the Indiana University-Bloomington School of Law. The Dean of the College will select the prizewinner each year.

Robert Augustus King Prize in German: Consisting of the income from an endowment given by Mrs. R. A. King, this prize is awarded each year to a student of the graduating class who has an exceptionally fine record in German and who will continue his education after graduation from Wabash. This prize is established to honor the memory of Professor King, who as teacher and registrar served the College from 1881-1919.

Kenneth W. Kloth Design and Technical Theater Award: This award is presented annually to a Wabash student for outstanding achievement in the area of scenic, lighting, costume, prop, and sound design 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 Merit Awards: These prizes are given annually to those seniors who, in the judgment of the Director, have made significant contributions to the Malcolm X Institute during their tenure at Wabash College.

McLain Prize in Classics: Endowed in 1965 by a gift from an anonymous friend of the College and of the Classics, the prize provides an annual cash award to the member of the senior class whose achievement in Greek and Latin or in the Classics has been the most distinguished. The prize honors the memory of Henry Zwingli McLain, a professor of Greek and Secretary of the Faculty, 1874-1907.

Caleb Mills Award in Education: Honoring the memory of the founder of the public school system, Caleb Mills, the prize is awarded annually to a member of the graduating class whose achievement and contribution to teacher education and student teaching have been the most distinguished. The recipient is usually committed to public school teaching.

John N. Mills Prize in Religion: In honor of her husband, John N. Mills, Class of 1878, Mrs. Mabel M. Mills established a fund, the income from which is to be awarded to the three students of the junior class who rank highest in an examination of the English Bible. The awards are given to those who have done excellent work in religion courses, including courses on the Bible, in the Department of Religion.

John N. Mills Fellowship: 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 Prizewas 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.

The Physics Department Writing Prize: This an award was established by the Physics Department to encourage and reward quality writing in physics. It is given to the physics student who, in the judgment of the Physics Department, has written a paper on original experimental or theoretical work that demonstrates the highest standards of scientific writing. The prize will be a physics book selected by the department, and the student's name will be added to a plaque displayed in Goodrich Hall.

J. Crawford Polley Prize in Mathematics: Offered annually by the mathematics department for meritorious work by a student in mathematical writing and problem solving, the prize honors J. Crawford Polley H'33, who was professor of mathematics at Wabash from 1929-1966. Work considered for the prize includes short articles and interesting problems with elegant solutions. Entries are judged on their mathematical content and expository style.

Distinguished Senior in Psychology Award: This prize is given to the senior Psychology major who best represents the department's ideal for outstanding research, scholarship, and service.

Richard O. Ristine Law Award: Presented each year at the Peck Awards Banquet to one or more individuals in recognition of their contributions to Wabash and the practice of the law, the award is named in honor of a man whose service to both Wabash and the law is inspiring. Ristine graduated from Wabash, *summa cum laude* and Phi Beta Kappa, in 1941. He attended the Columbia University Law School and received his degree in 1943. The recipients of the Richard O. Ristine Law Award shall be honored for a love for the law and a love for Wabash that Richard O. Ristine spent a lifetime upholding.

Benjamin A. Rogge Memorial Award: This award is made to that academically outstanding member of the senior class who best articulates the free-market philosophy and ideals of Ben Rogge H'53. The winner is selected by the Economics Department and the Rogge Memorial Committee.

Lewis Salter Memorial Award: Established by the Class of 1990, the award is given to that member of the junior class who best exemplifies the characteristics of scholarship, character, leadership, and service Dr. Lewis Salter H'57 embodied as a Wabash faculty member and as Wabash's 12th president.

Stephen Schmutte Prize: Awarded for the outstanding student paper in economics, the prize shall be presented each year to the student paper which, in the judgment of the department, best reflects the qualities of cogent analysis and clarity of exposition which were the hallmarks of Stephen Schmutte '66, a dedicated and very effective teacher in the department from 1968 to 2000.

Senior Award of Merit: Awarded annually by the Student Senate in conjunction with the National Association of Wabash Men, the prize is given to the senior who, throughout his years at Wabash College, has demonstrated outstanding achievement in scholarship, service, and extracurricular activities. The award is particularly meaningful in that the entire nominating process and final selection of the recipient are performed solely by Wabash students. The honor is truly a reflection of the beliefs of the recipient's peers.

N. Ryan Shaw II Award: This award, in the form of a Wabash captain's chair, is presented annually to the senior chosen by the Political Science Department as the department's outstanding major. The award is given by Virginia J. Shaw in memory of her husband, a member of the Class of 1953.

Warren Wright Shearer Prize in Economics: The Shearer Prize is presented annually to that student who, by vote of the faculty of the Economics Department, has the best command of economic theory. This prize is established to recognize the contributions made by Warren Wright Shearer '36 in his long years of service to Wabash College. As an economist and a teacher of economics, he demanded of himself and his students a thorough mastery of the analytical tools of the economist.

Frank H. Sparks Award: 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: 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 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, 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.

Phi Lambda Upsilon is a national chemistry honorary fraternity. The DePauw-Wabash chapter was installed in 1985.

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.

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- Gary A. Phillips** (2006)
Professor of Religion, Edgar H. Evans Professor of Bible and Christian Religion
B.A. (Lynchburg College), M.Div. (Vanderbilt Divinity School), Ph.D. (Vanderbilt University)
- M. Michele Pittard** (2002)
Associate Professor of Education Studies
B.A. (Butler), M.A., Ph.D. (Purdue)
- Esteban I. Poffald** (1985)
Associate Professor of Mathematics
B.S. (Catolica de Chile), M.S. (Tecnica del Estado, Chile)
Ph.D. (Southern California)
- L. David Polley** (1978)
Professor of Biology
B.A. (Miami-Ohio), Ph.D. (Yale)
- Lon A. Porter, Jr.** (2003)
Associate Professor of Chemistry, Department Chair
B.A. (Houston), Ph.D. (Purdue)
- Adrien M. Pouille** (2012)
Visiting Assistant Professor of French
B.A., M.A. (Cheikh Anta Diop), Ph.D. (Indiana)
- Qian Zhu Pullen** (2011)
Assistant Professor of Chinese Language and History
B.A., M.A. (Shandong), Ph.D. (New York)
- Erik A. Raeburn** (2008)
Head Football Coach
with Associated Faculty Rank of Assistant Professor
B.S. (Mount Union)
- J. Gregory Redding** (2002)
Associate Professor of German
A.B. (Wabash), M.A., Ph.D. (Cincinnati)
- Michele K. Rhoades** (2002)
Associate Professor of History
B.A. (Arizona), M.A., Ph.D. (Iowa)
- V. Daniel Rogers** (1998)
Professor of Spanish; Division II Chair
B.A. (Colorado), M.A., Ph.D. (Kansas)
- Warren Rosenberg** (1980)
Professor of English, John P. Collett Chair in Rhetoric
B.A. (Brooklyn), M.A. (Michigan), Ph.D. (CUNY)
- Robert M. Royalty, Jr.** (1999)
Professor of Religion
B.A. (UNC-Chapel Hill), M.Div., S.T.M. (Yale Divinity School), Ph.D. (Yale University)
- Ryan Rush** (2013)
Visiting Assistant Professor of Psychology
B.A. (Pepperdine), M.A., Ph.D. (California-Riverside)
- Tracey M. Salisbury** (2007)
Assistant Professor of History
B.A. (Holy Cross), M.A. (Central Michigan), Ph.D. (UNC-Greensboro)
- Neil Schmitzer-Torbert** (2006)
Associate Professor of Psychology, Daniel F. Evans Associate Professor in the Social Sciences, Department Chair
B.A. (Knox), Ph.D. (Minnesota)
- Deborah Seltzer-Kelly** (2012)
Assistant Professor of Education Studies
B.A., M.A., Ph.D. (University of Nevada, Reno)
- Cory Stevens** (2003)
Head Baseball Coach
with Associated Faculty Rank of Assistant Professor
B.A. (North Central College)
- Thomas H. Stokes, Jr.** (1990)
Associate Professor of French
B.A. (Davidson), M.A. (Texas-Austin), Ph.D. (Arizona)
- Kristen Strandberg** (2012)
Visiting Instructor of Music
B.M. (Minnesota), A.B.D. (Indiana)
- Agata Szczeszak-Brewer** (2006)
Associate Professor of English, Department Chair
B.A. (Warmia and Mazury), M.A. (Wrocław), Ph.D. (South Carolina)
- Ann T.S. Taylor** (1998)
Associate Professor of Chemistry, William J. and Wilma M. Haines Professorship and Chair in Biochemistry, Division I Chair
B.A. (Concordia College - Minnesota), Ph.D. (Purdue)

Peter M. Thompson (1998)

Associate Professor of Mathematics

B.S. (Minnesota), Ph.D. (Illinois)

Adriel M. Trott (2013)

Byron K. Trippet Assistant Professor of Philosophy

B.A. (William and Mary), M.A., Ph.D. (Villanova)

Brian M. Tucker (2004)

Associate Professor of German

A.B. (Wabash), M.A. (Indiana), Ph.D. (Princeton)

William J. Turner (2002)

Associate Professor of Mathematics and Computer Science,

Department Chair

B.S., M.S. (Iowa State), Ph.D. (North Carolina State)

Heidi E. Walsh (2014)

Byron K. Trippet Assistant Professor of Biology

B.S. (Allegheny), Ph.D. (Virginia)

Richard R. Warner, Jr. (1999)

Associate Professor of History, Jane and Frederic M.

Hadley Chair in History, Department Chair

B.A. (Vermont), B.A., M.A., Ph.D. (UC-Santa Cruz)

Dwight E. Watson (1981)

Professor of Theater, Charles D. and Elizabeth S. LaFollette

Distinguished Professor in the Humanities

B.A. (UNC-Pembroke), M.F.A. (UNC-Greensboro)

Marc Welch (2011)

Associate Dean of Students with Associated Faculty Rank of

Assistant Professor

A.B. (Wabash), M.A.T. (Indiana)

Chad R. Westphal (2004)

Associate Professor of Mathematics and Computer Science

B.A. (Oral Roberts), M.A. (Tulsa), Ph.D. (Colorado)

Eric Wetzel (1996)

Norman Treves Professor of Biology

A.A. (Harrisburg), B.S. (Millersville), M.S., Ph.D. (Wake Forest)

Bronwen Wickkiser (2013)

Byron K. Trippet Assistant Professor of Classics

B.A. (Oberlin), M.A., Ph.D. (Texas)

Kealoha Widdows (1987)

Professor of Economics, John H. Schroeder

Interdisciplinary Chair in Economics

B.A. (Reed), M.A. (Chicago), Ph.D. (Purdue)

Ivette de Assis Wilson (2009)

Assistant Professor of Spanish

B.A. (Universidade Federal do Pará), M.A., Ph.D. (Purdue)

Laura M. Wysocki (2011)

Assistant Professor of Chemistry

B.A. (Northwestern University), Ph.D. (Wisconsin)

Carolyn Yarnall (2013)

Visiting Assistant Professor of Mathematics

B.A. (University of San Diego), M.S. (Virginia)

Emeritus Faculty

Thomas E. Bambrey (1997-2011)
Associated Rank of Associate Professor of English

Brenda M. Bankart (1973-2008)
Professor of Psychology

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

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

Lawrence E. Bennett (1995-2010)
Professor of Music

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

Deborah A. Butler (1985-2011)
Professor of Education

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

John Byrnes (1987-2009)
Professor of Modern Languages & Literatures

George H. Davis (1966-2003)
Professor of History

Joseph W. Day (1985-2011)
Professor of Classics

Leslie P. Day (1985-2011)
Professor of Classics, Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities

William N. Doemel (1970-2011)
Professor of Biology

Vern Easterling (1962-2000)
Professor of Physics

John E. Fischer (1964-2004)
Professor of Classics

Peter J. Frederick (1969-2004)
Professor of History

Larry J. Frye (1980-2006)
Head Librarian with Associated Rank of Professor

David J. Hadley (1969-2012)
Professor of Political Science

Lester L. Hearson (1967-1998)
Professor of Biology

P. Donald Herring (1971-2007)
Collett Professor of Rhetoric (English)

Tobey C. Herzog (1976-2014)
Professor of English, Faculty Marshal, Andrew T. and Anne Ford Chair in the Liberal Arts

Gregory J. Huebner (1974-2011)
Professor of Art

Robert H. Johnson (1971-2008)
Associated Rank of Professor of Physical Education

David T. Krohne (1979-2010)
Treves Professor of Biology

David E. Maharry (1979-2010)
Professor of Computer Science

Bernard E. Manker (1963-1998)
Associate Professor of Spanish

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

Roy G. Miller (1982-1998)
Howell Professor of Chemistry

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

John A. Naylor (1981-2006)
Professor of Economics

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

Joseph O'Rourke (1960-1997)
Professor of Speech

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

Malcolm L. Petty (1976-2011)
Associated Rank of Professor of Physical Education

David A. Phillips (1968-2004)
Professor of Chemistry

Max Servies (1960-2000)
Associated Rank of Professor of Physical Education

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

Richard R. Strawn (1951-1987)
Professor of French

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

Raymond B. Williams (1965-2002)
Professor of Religion, Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities

David Wilson (1966-2000)
Professor of Mathematics

John F. Zimmerman (1963-2004)
Professor of Chemistry

Endowed Chairs and Professorships

John W. Bachmann-Edward Jones Chair in Economics and Leadership: This chair supports a full-time faculty position in the Wabash College Department of Economics. In addition to teaching and research, the Chair provides academic leadership for the College's business leadership development programs, including summer experiences such as the Business Immersion Program. The Chair was established by the Edward Jones brokerage firm in honor of John W. Bachmann, Wabash College Class of 1960, and his career with the company, which began as a summer internship in 1959. Edward Jones benefited from Mr. Bachmann's strengths in strategic planning, corporate finance, technology, and management until his retirement in 2003 after 24 years as a Managing Partner. He remains active as a part-time Senior Partner.

Eugene N. and Marian C. Beesley Chair: This chair is held by a distinguished member of the faculty whose teaching and counsel contribute to the preparation of young men for positions of leadership in the world of business. The Beesley Professor is to be a member of the faculty whose commitment to teaching, interest in students, and enthusiasm for learning may be expected to contribute significantly to the character and quality of the Wabash College community. Mr. Beesley was a member of the Wabash Class of 1929, retired president of Eli Lilly and Company, and served as a trustee of Wabash College from 1959-1976.

John P. Collett Chair in Rhetoric: This appointment may be made in the departments of Rhetoric, English, or Philosophy to any professor whose special interest and competence are directed to the concern for effective expression and for standards of ethical persuasion. The appointment is for a five-year term and may be renewed at the discretion of the Dean of the College.

Lawrence E. DeVore Professor of Economics: The DeVore Chair was established in 1972 through a bequest from Mabel K. DeVore, widow of Lawrence (Class of 1911), which she and her husband hoped would serve to "build up and maintain a strong department which they had always considered an important part of the college curriculum." The appointment is concurrent with the department chair's appointment.

Owen Duston Visiting Assistant Professor: This fund supports a visiting professor in various disciplines. It was established in memory of Dr. C. Owen Duston, professor of English 1954-70.

Daniel F. Evans Associate Professor in the Social Sciences: This professorship was established by the Board of Trustees to honor Mr. Evans, Class of 1943, for his distinguished service to the College and his commitment to excellence in teaching and learning. Mr. Evans was treasurer from 1975 to 1988, vice president and investment officer from 1988 to 1992, and executive vice (acting) president in the 1992-1993 academic year. It recognizes individuals "whose teaching and scholarship are admirable and effective, and whose intellectual leadership promises to affect the quality of instruction in his or her disciplines and across the College." The appointment is for three years.

Edgar H. Evans Professor of Bible and Christian Religion: Established in 1946, this professorship supports instruction in Bible and in Christian religion. Mr. Evans was a member of the Wabash Class of 1892.

Andrew T. and Anne Ford Chair in the Liberal Arts: The Ford Chair was established to honor Andrew T. and Anne Ford, President and First Lady of Wabash College from 1993-2006. The chair is awarded for a five-year term to a faculty member who demonstrates work in his or her field in the larger context of the liberal arts and who demonstrates extraordinary dedication to students in and out of the classroom.

Jane and Frederic M. Hadley Chair in History: This chair is part of the endowed Hadley Fund, and is occupied by the history department chair; income from its endowment supports the chair's salary and other departmental expenses. Mr. Hadley was Honorary Alumnus 1928, retired from Eli Lilly, and served Wabash as vice president for development and director of the Wabash Institute for Personal Development.

William J. and Wilma M. Haines Professor in Biochemistry: This chair was established in 2009 William J. Haines '40, who was the first Wabash graduate to earn a Ph.D. in biochemistry. The William J. and Wilma M. Haines Fund for the Study of Biochemistry has two broad mandates and purposes: the establishment of the endowed professorship, and

extending the work of the Haines Professor in Biochemistry through support for student research, public lectures and symposia, and other related activities.

Lloyd B. Howell Professor of Chemistry: This chair was established and funded through the generosity of former students and friends of “Doc” Howell, particularly Thomas W. Mastin (Class of 1938). Howell was a long-time professor of chemistry and chair of the department at Wabash from 1912-13 and 1924-59. The appointment, which is for five years and may be renewed, helps defray salary, teaching, and research activities.

Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities Chair: This chair was established by Mr. LaFollette (Class of 1920). It was his desire “to perpetuate a lifelong interest in excellence of teaching and to affirm the importance of the disciplines traditionally known as the humanities.” The Distinguished Professor of Humanities Chair shall be held by individuals who over a period of years have exemplified distinguished teaching of undergraduates in the fields of philosophy, literature, religion, or history.

Milligan Professor of English: This professorship is awarded to a professor of English.

John H. Schroeder Interdisciplinary Chair in Economics: This chair was established in 2008 and honors John H. Schroeder '42, a beloved Evansville civic leader, successful businessman, and longtime trustee and benefactor of Wabash College. The faculty chair honors Mr. Schroeder’s lifetime commitment to his community and to Wabash College, and is endowed by a gift from his son, John C. Schroeder '69, and his wife, Diane.

Norman E. Treves Professor of Biology: The Treves Chair was established in 1964 from a bequest from the estate of Norman E. Treves, a native of Crawfordsville, Wabash Class of 1915, and who received his medical degree Johns Hopkins University. From 1941 until his death in 1964, he taught future physicians at the Cornell University Medical School and the Sloan-Kettering Institute for Cancer Research. The appointment is for an initial term of five years and is renewable. It recognizes commitment to undergraduate science education and biology broadly construed, continuing research with Wabash students, and the belief in the importance of science in a liberal arts education.

Byron K. Trippet Assistant Professorships: These professorships are awarded to beginning faculty for a two-year period, offering them competitive salary and stipend to begin a research program on campus for their first two summers. The professorships allows them to develop a research program to compete effectively for research awards. They are awarded on a two-year basis, which allows the College to rotate the awards to continually attract outstanding faculty at the beginning level. Byron K. Trippet, Wabash Class of 1930, President of Wabash College from 1956-1965, is remembered by most alumni as the “ideal Wabash man.”

National Association of Wabash Men Board of Directors

Greg Estell '85
President

Rick Cavanaugh '76
Vice President

Greg Redding '88
Recorder

Scott Medsker '03
Jacob Pactor '04
Class Agent Representatives

Adan Garcia '04
Jim Dyer '83
Regional Association Representatives

Dan Rogers
Faculty Representative

Carter Adams '15
Student Representative

Terms Expire May 2015

Gary Campbell '99
Terry Hamilton '89
Eriks Janelsins '02
Brad Johnson '71
Marc Nichols '92
Joe Trebley '01

Terms Expire May 2016

Scott Benedict '98
Chad Cleaver '00
Jim Kerr '92
Deon Miles '97
Rob Shook '83

Terms Expire May 2017

Tim DeLong '86
Ross Dillard '07
Jon Haug '00
Art Howe '82
David Woessner '01

Class Agents

Class of 1949

Dale Milligan

Class of 1950

George Haerle

Class of 1951

Richard H. Griesser

Class of 1952

William J. Reinke

Class of 1953

Jack Engledow
Bob Miller
Fred Warbinton

Class of 1954

Robert E. Johnson

Class of 1955

Vaino D. Grayam
Dick Barger

Class of 1956

Paul D. Hawksworth

Class of 1957

John B. Yanko

Class of 1958

Gordon C. Colson

Class of 1959

Roger D. Billings, Jr.
Craig Green
Robert Wedgeworth, Jr.

Class of 1960

Charles R. Quillin

Class of 1961

John B. Bachman

Class of 1962

Thomas V. Feit

Class of 1963

Thomas R. Billings
Bruce A. Polizotto
Alan C. Stanford

Class of 1964

James R. Durham

Class of 1965

Peter A. Pactor

Class of 1966

Carroll R. Black
William J. Fisher

Class of 1967

Duane L. Hile
Earl R. Houck

Class of 1968

Jim Roper

Class of 1969

Ken Crawford

Class of 1970

David A. Ault

Class of 1971

Jon R. Pactor

Class of 1972

Richard W. Fobes

Class of 1973

Peter J. Allen

Class of 1974

Mark A. Dewart
Paul D. Tipps

Class of 1975

Joe Hockberger

Class of 1976

Charles F. Miller, Jr.
Richard M. Sword

Class of 1977

Gregory E. Birk
Herman G. Haffner

Class of 1978

Robert T. Grand
Mark D. Stuaan

Class of 1979

Jim Miner

Class of 1980

James E. Miller

Class of 1981

Stephen H. Pavy
Peter C. Wright

Class of 1982

Ned L. Broadwater

Class of 1983

James Dimos
Gregory H. Miller
Daniel L. Taylor

Class of 1984

Todd I. Glass
William T. Havlin
James J. Kilbane

Class of 1985

Kyle A. Carr, M.D.
Michael Gilvary

Class of 1986

Timothy W. Oakes
Eric J. Rowland

Class of 1987

Scott C. Cougill

Class of 1988

Scott Quick
Scott Smalstig
Greg Teague

Class of 1989

Joseph F. Pieters
Anthony P. Lentych

Class of 1990

Michael J. Fulton
Keith A. Bickley
David A. Horvath

Class of 1991

Kip A. Aitken
Hugh E. Vandivier

Class of 1992

Peter F. Horvath

Class of 1993

Currently no class agents

Class of 1994

Tom Welch

Class of 1995

Currently no class agents

Class of 1996

Christopher D. Carpenter
D. Andrew Reynolds

Class of 1997

Justin S. Castle
Craig A. Miller

Class of 1998

Beau Barrett
Jon Walsh

Class of 1999

Aman D. Brar
Craig L. Higgs

Class of 2000

Trevor J. Fanning
Jeffrey J. Rice
Patrick M. East
Timothy R. Craft

Class of 2001

N. Davey S. Neal
Joseph P. Trebley

Class of 2002

Ryan M. Daming
Eric W. Shreve
Rick Strasser

Class of 2003

Matthew K. Chase
Karl M. Grimmer
R. Scott Medsker

Class of 2004

Jacob S. Pactor
Mark E. Shreve

Class of 2005

Beta - Sam Brotman, Michael Ruffing
FIJI - Andrew McCoy
Independents - Beau Browning, Matt Tanney
Kappa Sigma - Jason Cantu, Brock Medsker
Lambda Chi - Nathaniel Dinger
Theta Delt - Mark Dietzen
Phi Kappa Psi - AJ Lyman
Delta Tau Delta - Zach Sundstrom, Tom Reifenberg
Phi Delta Theta - Hector Bustos

Class of 2006

Taylor A. Backs
Joseph W. Martin
Andrew J. Wells

Class of 2007

Ross B. Dillard
Joshua D. Owens

Class of 2008

Jesse J. James
Andrew S. Deig
Kyle McClammer

Class of 2009

Sean Clerget
Stephen Egan
Mike Wartman

Class of 2010

Will Hoffman
Gary James

Class of 2011

Jacob German
Cody Stipes

Class of 2012

Kyle Bender
Tyler Wade

Class of 2013

Jonathan Peller
Trevor Poe

Class of 2014

Ian MacDougall
Scott Morrison

Honorary Class Agent

Michele Ward

The Chronicle 2013-14

College Committees

Term of appointment in parentheses

ELECTED REPRESENTATIVES

ACADEMIC HONESTY APPEALS

R. Warner (2012-15)
S. Drury (2013-16)
W. Turner (2011-14)

ACADEMIC POLICY

G. Phillips, **chair**, e.o.
Div. I: C. McKinney (2013-15)
W. Novak (2012-14)
Div. II: D. Rogers (2013-14)
J. Cherry (2013-15)
Div. III: E. Hollander (2012-14)
M. Rhoades (2013-15)
At. Large: E. Freeze (2012-14)
M. Raters, e.o.
J. Jump, e.o.
S. Feller, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

CURRICULUM APPEALS

J. Jump, Registrar, **chair**, e.o.
M. Raters, e.o.
Div. I
Div. II
Div. III

AGENDA

Div. I
Div. II
Div. III

BUDGET

L. Griffith, **chair**, e.o.
G. Hess, e.o.
G. Phillips, e.o.
G. Redding (2011-14)
F. Howland (2013-16)

COMMITTEE ON COMMITTEES (3 yrs.)

G. Phillips, e.o., **co-chair**
W. Turner (2013-16)
J. Abbott (2011-14)
P. Mikek (2012-15)

FACULTY DEVELOPMENT

J. Brown (2012-15)
A. Szczeszak-Brewer (2013-16)
J. Burnette (2011-14)

G. Phillips, e.o.
S. Feller, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

FACULTY SECRETARY (5 yrs.)

R. Warner (2009-14)

FINANCIAL AID/ADMISSIONS (3 yrs.)

P. Thompson (2013-14)
J. Baer (2013-15)
S. Gelbman (2013-16)
S. Klein, co-chair, e.o.
G. Phillips, e.o.
M. Raters, e.o.
G. Hess, e.o.
H. Carl, e.o.
L. Griffith, e.o.

GLCA ACADEMIC COUNCIL

S. Gelbman (2013-16)
G. Gomez (2011-14)

TRUSTEE COMMITTEE ON COLLEGE LIFE

M. Pittard (2012-14)
D. Nelson (2013-15)
M. Raters, e.o.
G. Phillips, e.o.

VISITOR TO BOARD OF TRUSTEES

N. Schmitzer-Torbert (2013-15)

APPOINTMENTS BY COMMITTEE ON COMMITTEES

ATHLETICS

B. Horton (2013-15)
C. Keller (2013-15)
D. Watson (2012-14)
G. Redding, FAR e.o.
J. Haklin, e.o.
M. Colston, e.o.

COLLEGE LECTURE AND FILM COMMITTEE

J. Beck (2013-15)
G. Gómez (2012-14)
T. Salisbury (2012-14)
S. Albrecht (2103-15)
D. Nelson (2013-15)
E. Hollander (2013-15)

ENVIRONMENTAL CONCERNS

L. Wysocki (2012-14)
M. Hudson (2013-15)
D. Calisch (2012-14)
E. Wetzel (2013-15)
D. Morgan, e.o.
2 students

GENDER ISSUES

B. Royalty (2013-15)
A. Szczeszak-Brewer (2013-15)
T. Salisbury (2012-14)

GRADUATE FELLOWSHIPS

C. Westphal (2012-14)
A. Hoerl (2012-14)
E. Olofson (2013-16)

MULTICULTURAL CONCERNS

T. Lake (2012-14)
D. Seltzer-Kelly(2013-15)
I. Wilson (2013-15)
J. Makubuya (2012-14)
E. Poffald, fall (2013-15)
J. Watson, e.o.
W. Collier, e.o.
W. Oprisko, e.o.
D. Clapp, e.o.
A. Perez, e.o.

OFF-CAMPUS STUDY/INT'L STUDIES

J. Hartnett (2013-15)
E. Hollander (2013-15)
T. Lake (2013-15)
Q. Pullen (2012-14)
P. Thompson (2013-15)
K. Widdows (2013-15)
I. Wilson (2013-15)
D. Clapp e.o.
G. Redding, e.o.

PRE-ENGINEERING

D. Krause (2012-14)
C. Westphal (2012-14)

PRE-HEALTH SCIENCES

R. Dallinger (2012-14)
G. Helman (2012-14)
F. Howland (2013-15)
D. Polley (2012-14)
L. Wysocki (2012-14)
J. Rogers, e.o.
M. Raters, e.o

G. Phillips, e.o

PRE-LAW

J. Drury (2013-15)
G. Helman (2012-14)
S. Himsel (2013-15)

TEACHER EDUCATION

M. Pittard, **chair**
D. Seltzer-Kelly
C. Stevens
R. Warner
W. Rosenberg
J. Hardy
A. Carpenter
L. Hoerl
B. Horton
C. Westphal
M. Welch
W. Oprisko, e.o.

TEACHING & LEARNING

D. Seltzer-Kelly(2013-15)
S. Drury (2012-14)
I. Wilson (2012-14)
B. Foote (2012-14)
T. Pearson, e.o.
W. Rosenberg, e.o.

COMMITTEES WITH MEMBERSHIP BY ADMINISTRATIVE APPOINTMENT

BUSINESS SEQUENCE

P. Thompson (2013-15)
F. Howland (2012-14)
S. Crawford, e.o.
S. Klein, e.o.

COLLOQUIUM

L. Hoerl

COMM. FOR INSTITUTIONAL IMPROVEMENT

P. Bost, co-chair
J. Jump, co-chair
J. Lamborn
H. Hines
B. Horton
W. Oprisko
W. Rosenberg
C. Timmons
D. Polley
T. McDorman

COMMUNITY SERVICE

E. Poffald, fall (2012-14)
 D. Nelson, spring (2013-14)
 J. Burnette (2013-15)
 E. Wetzel (2013-15)
 B. Knott, e.o.

DILL COMMITTEE (3 yrs.)

J. Drury (2013-16)
 A. Ingram (2011-14)
 P. Mikek (2012-15)
 J. Jump, e.o.

ENDURING QUESTIONS CO-CHAIRS (3 yrs.)

B. Horton (2010-15)
 M. Pittard (2013-17)

FACULTY ATHLETIC REP (FAR) (5 yrs.)

G. Redding (2012-2017)

FINE ARTS SCHOLARSHIP

D. Calisch
 J. Cherry
 D. Watson
 M. Hudson
 J. Makubuya
 E. Freeze, **chair**
 P. Hulen
 S. Rossi
 H. Carl, e.o.
 J. Watson, e.o.
 C. Hughes, e.o.

FRESHMAN TUTORIALS

J. Cherry (2011-14)
 C. Byun (2012-14)

FRINGE BENEFITS (3-yrs.)

A. Ingram (2011-14)
 K. Handley (2013-16)
 M. Rhoades (2011-14)
 C. Duff (2011-14)
 D. Phillips (2011-14)
 C. Metz, **chair**
 L. Griffith, e.o.

GLCA INTERNATIONAL/OFF-CAMPUS**EDUCATION**

D. Clapp, e.o.

HONORARY DEGREES

T. Herzog (2012-14)
 D. Kubiak (2012-14)
 G. Phillips, e.o.
 G. Hess, e.o.
 S. Feller, e.o.
 C. Hughes, e.o.
 S. Morillo, e.o.

INSTITUTIONAL ANIMAL CARE & USE COMM.

M. Elrod (2013-15)
 N. Schmitzer-Torbert (2013-15)
 T. Stokes (2013-15)
 S. O'Dell-Keedy, DVM
 R. Mason

INSTITUTIONAL REVIEW BOARD

K. Gunther, spring (2012-14)
 K. Widdows, fall (2013-14)
 J. Baer (2012-14)
 E. Westzel (2012-14)
 J. Lamborn (2010-12)
 T. Tanselle, MD

LILLY SCHOLARSHIP SELECTION (3 yrs.)

R. Dallinger (2011-14)
 S. Gelbman (2013-16)
 J. Baer (2012-15)
 S. Drury (2012-15)
 W. Novak (2011-14)
 P. Mikek (2013-16)

McLAIN-McTURNAN-ARNOLD RESEARCH**SCHOLAR (3 yrs.)**

D. Krause (2012-15)
 D. Kubiak (2012-14)
 J. Burnette (2011-14)

OFF-CAMPUS PROGRAM LIAISONS

| | |
|--|-------------|
| Africa | J. Makubuya |
| Borders | R. Warner |
| China | Q. Pullen |
| Japan | K. Widdows |
| Latin America | D. Rogers |
| Newberry Library | G. Gómez |
| New York Arts | D. Watson |
| Oak Ridge | D. Krause |
| Philadelphia | F. Howland |
| Russian Semester | G. Redding |
| Washington (D.C) Semester (American University) | S. Gelbman |

RADIATION SAFETY OFFICER

J. Brown

SAFETY

J. Jump, e.o.

W. Oprisko, e.o.

R. Woods, e.o.

T. Keedy, e.o.

J. Brown, e.o.

M. Madsen, **co-chair**

W. Novak, **co-chair**

C. Lamb

J. Gross

M. Elrod

K. Gunther, spring

M. Colston

D. Morgan

R. Moxley

D. Calisch

C. Metz

B. Weaver

M. Johnston

J. Amidon

SCIENTIFIC INTEGRITY

G. Phillips, e.o., **chair**

J. Abbott (2013-15)

T. Aubele (2013-14)

W. Turner (2013-15)

STUDENT INSURANCE

C. VanArsdall, e.o., **chair**

C. Lamb, e.o.

M. Raters, e.o.

M. Colston, e.o.

L. Griffith, e.o.

J. Haklin, e.o.

TECHNOLOGY ADVISORY

M. Abbott (2012-15)

C. McKinney (2012-14)

G. Dallinger (2013-15)

B. Royalty (2013-16)

E. Olofson (2011-14)

J. Beck, e.o.

B. Weaver, e.o..

UNDERGRADUATE RESEARCH CELEB./IDES OF

AUGUST (3 yrs.)

S. Gelbman (2013-16)

P. Hulen (2011-14)

D. Kubiak (2011-14)

C. McKinney (2013-15)

J. Amidon (2011-14)

L. Porter, **chair** (2013-14)

J. Beck, e.o.

VISITING ARTISTS SERIES--PLANNING

R. Bowen, **chair**

E. Freeze

D. Watson

C. Hughes, e.o.

VISITING ARTISTS -IMPLEMENTATION

J. Cherry, **chair**

P. Hulen

S. Rossi

C. Hughes, e.o.

WELLNESS COMMITTEE

B. Anderson

M. Elizondo

T. Herzog (2012-14)

C. Metz

R. Busch

K. Swaim

C. Lamb

G. Phillips, e.o.

J. Haklin, e.o., **chair**

Degrees in Course

As Announced on Commencement Day, May 18, 2014

Bachelor of Arts

| | |
|------------------------------|---------------------------------|
| Robert Joseph Albright | Joseph Lynn Jackson |
| Rodrigo Alejandre | Joshua Michael Jones |
| Ronald Christopher Allman | Nathanael Christian Koelper |
| Jacob Donald Alter | James Arthur Kraus |
| Rudolph Alan Altergott, Jr. | Philip Edmund Kubisz |
| Austin Arthur Althoff | James F. LaRowe |
| Alexander Thomas Amerling | Robert Demetrius Luke |
| Jonathan Karl Anleitner | Joshua David Lutton |
| Kenton Robert Armbruster | Ian Michael MacDougall |
| Ian Daniel Baumgardner | Joshua Hamilton Manker |
| Brian Michael Beardmore | Patrick Blake Marlatt |
| Joel Patrick Beier | Blake Evan Mattingly |
| Jefferson Blythe Bell | Evan Ryan McFarland |
| Harpal Singh Brar | Wade Thomas Miller |
| Michael Ross Brendle | Adam Robert Morris |
| Zachary Joseph Breuckman | Jacob Eliot Nettnay |
| Erik James Bryant | Fidel Ikenna Ojimba |
| Nathan Taylor Bryant | Austin Tylor O'Neal |
| Spencer Lee Burk | Jonathon Patrick Pahud |
| Zachary Alan Burnau | John William Penn |
| Robert James Butler | David Gerhard Phillips |
| Scotty Emerson Cameron | Douglas Wayne Pierce |
| Kahlil Gabriel Carazo | Jacob Arthur Ponton |
| James Edward Caum | Cahmelan R. Porter |
| Micah N. Chowning | Bradley M. Pusateri |
| Zachary Andrew Churney | Nicholas Kristopher Reese |
| Theodore Donald Coursen-Carr | Clarke Edward Remmers |
| Aaron James Davis | Greyson Thomas Rieder |
| Derek Michael Dean | David S. Roaten |
| John S. Decker | Alexis Adrian Rodriguez Galeana |
| Jorge E. Diaz-Aguilar | Luke Michael Ryle |
| Andrew Domini | Zachary Owen Schenkel |
| Rodolfo Duarte | Jacob Grant Scherb |
| Adrian Donté Duerson | Richard Alexander Schrader |
| Marc Anthony Escobedo | Mark Allen Shaylor |
| Gerald John Fankhauser III | Jacob Wayne Sheridan |
| Jordan S. Fenton | Patrick Wayne Cecil Singleton |
| Andrew Johnstone Fulton | Nicholas Stephen Sladek |
| Sebastian Thomas Garren | Reid Vincent Smith |
| Connor Quinn Szabó Geary | Cameron Michael Sobleski |
| Andrew Carl Gibson | Dalton McCord Stanley |
| Zachary Isaiah Goldberg | Zachary Morgan Sticher |
| Shijie Guo | Joshua Oren Stowers |
| James Michael Hartnett | Kenneth Miller-Hudson Taylor |
| Seth Louis Hensley | Robert Anthony Thompson |
| Sean Michael Hildebrand | Ky Truong Tran |
| Alex Raymond Hirsch | Isidro Vargas I |
| Luke David Holm | Wesley Adam Vassilo |
| Bradley Earl Hopper | Zachary Justin Vega |
| Cole James Hruskovich | Jeremiah Russell Welch |
| | Jeremy Sean Wentzel |

Andrew James Weyler
Nathaniel Alan Whisman
Charles Edward Williams
Daniel Ryan Wood

Bachelor of Arts: Cum Laude

Wesley Ryan Adams
Jacob Ryan Bolinger
James Dalton Boyer
Ramsey Ice Bradke
Thomas William Brooks
Patrick Michael Carter
Ziyun Chen
Dustin Jeffery Durnell
Ross Jacob Hendrickson
Charles Robert Mills Hill
Francisco Huerta
Nikolas Dusty Jones
Brent Allen Ledford
Danyang Derrick Li
Nathan Aaron Manning
Derrick Joseph McQuiston
Aaron Daniel Morton-Wilson
Jacob Kirby Owens
Spencer Martin Peters
Long Bao Pham
Joshua Dane Sampson
Nathan S. Scola
Harrison Donald Slater
Drew Stephen Songer
Ray Aron Stark
Andrew Jay Stegelmann
David Henry Wintczak

Bachelor of Arts: Magna Cum Laude

Ryan W. Beeker
Kevin Thomas Bennett
James Walter Blaich
Shane Alan Brown
Scott Edward Campbell
Benjamin Thomas Cook
Michael Joseph Del Busto, Jr.

Corey Alan Hamilton
Nathan Austin Klopfenstein
Charles M. Kolisek
Cory Jacob Kopitzke
Jared Tyler Kent Miller
David Ramsey Myles
Peter John Nicksic
Adam Robert Pagryzinski
Mark McConnell Riffle
Casey Jordan Shipley
Chet Russell Turnbeaugh
Jared Allen Valentine
Cameron Bradley Waller
John Andrew Walsh
Neil Donald Wichlinski
Bradley Michael Wise
Michael Page Witzcak
Luke Austin Wren
Ye Yuan
Weston Blake Zimmerman

Bachelor of Arts: Summa Cum Laude

Adam Fitzgerald Barnes
Samuel Cody Bennett
Bryce Chandler Biberstein
Nathaniel Harris Chapman
Ryan Adam Cloyd
Kevin Matthew Downey
Matthew Alan Michaloski
James Scott Morrison
Taylor Allen Neal
Anh Hoai Bao Nguyen
Anh Le Nguyen
Connor D. O'Rear
Patrick Samuel Stroud

Honorary Degrees

Doctor of Humane Letters

Stephen L. Ferguson '63
David Warren Givens '56
David J. Lahey '60

Awards and Prizes

Distinction in Comprehensive Examinations

| | |
|---------------------------|------------------------|
| Adam Fitzgerald Barnes | James Scott Morrison |
| Samuel Cody Bennett | Taylor Allen Neal |
| Bryce Chandler Biberstein | Anh Hoai Bao Nguyen |
| Nathaniel Harris Chapman | Anh Le Nguyen |
| Ryan Adam Cloyd | Connor D. O'Rear |
| Kevin Matthew Downey | Patrick Samuel Stroud |
| Nikolas Dusty Jones | Cameron Bradley Waller |
| Matthew Alan Michaloski | Neil Donald Wichlinski |

Hongli Yang

Lilly Scholars

| | |
|------------------------|------------------|
| Adam Fitzgerald Barnes | Francisco Huerta |
|------------------------|------------------|

Spencer Martin Peters

John Maurice Butler Prize for Scholarship and Character

| | |
|------------------------|-----------------|
| Adam Fitzgerald Barnes | Ryan Adam Cloyd |
|------------------------|-----------------|

Dr. Frank H. Sparks Award for All-Around Student Achievement

John Andrew Walsh

Membership in Phi Beta Kappa From the Senior Class

| | |
|-------------------------------|-------------------------|
| Adam Fitzgerald Barnes | Jared Tyler Kent Miller |
| Samuel Cody Bennett | James Scott Morrison |
| Bryce Chandler Biberstein | Taylor Allen Neal |
| James Walter Blaich | Peter John Nicksic |
| Scott Edward Campbell | Adam Robert Pagryzinski |
| Nathaniel Harris Chapman | Mark McConnell Riffle |
| Ryan Adam Cloyd | Patrick Samuel Stroud |
| Michael Joseph Del Busto, Jr. | Jared Allen Valentine |
| Kevin Matthew Downey | John Andrew Walsh |
| Cory Jacob Kopitzke | Bradley Michael Wise |
| Matthew Alan Michaloski | Michael Page Witzak |

Membership in Phi Beta Kappa From the Junior Class

William Richard McManus

D. J. Angus-Sciencetech Educational Foundation Award

Cahmelan R. Porter

Baldwin Prize in Oratory

| | |
|--------------------|----------------------|
| Felipe Cuatecontzi | Nathan Aaron Manning |
|--------------------|----------------------|

Chet Russell Turnbeaugh

James E. Bingham Award

Scott Edward Campbell

Edgar C. Britton Memorial Award in Chemistry

Taylor Allen Neal

Ernest G. Carscallen Prize in Biology

| | |
|------------------------|------------------------|
| Adam Fitzgerald Barnes | Cameron Bradley Waller |
|------------------------|------------------------|

Nicholas Harrison Essay Award

Austin Ray Budell
Alan Camacho

Nathan Aaron Manning
William Richard McManus

Robert S. Harvey Outstanding Editor Award

David Ramsey Myles

Robert S. Harvey Journalism Award

Adam M. Alexander
Kendall Grant Baker
Ian Daniel Baumgardner
Patrick Frankoviak Bryant

Jacob Levi Burnett
Corey Jacob Egler
Jocelyn Edward Hopkinson
James Scott Morrison

David Ramsey Myles

Howell Chemistry Award

Evan Francis Coudriet

Ivan Sergeyeovich Koutsopatriy

Steven Michael Paris

Dr. Paul T. Hurt Award for All-Around Freshman Achievement

Rodrigo Alberto Porras

Indianapolis Alumni Student Athlete Award

Jared Tyler Kent Miller

Irwin-Garrard Pre-Law Prize

Mark McConnell Riffle

Robert A. King German Prize

Cory Jacob Kopitzke

Kenneth W. Kloth Design & Technical Theater Award

Bradley Earl Hopper

Kudlaty Senior Spanish Award

Patrick Samuel Stroud

Jim Leas Outstanding Student in Journalism

James Scott Morrison

Annie Crim Leavenworth French Prize

Philip Edmund Kubisz

Erminie C. Leonardis Theater History Award

Noah Matthew Eppler

George A. Lipsky Memorial Award in Political Science

Jeremy Sean Wentzel

George D. Lovell Award

Francisco Huerta

George Lewes Mackintosh Fellows

Adam Fitzgerald Barnes
Samuel Cody Bennett
Bryce Chandler Biberstein

Taylor Allen Neal
Connor D. O'Rear
Patrick Samuel Stroud

Malcolm X Institute Merit Award

Zeno Lee Joyce

McLain Prize in Classics

Samuel Cody Bennett

Sebastian Thomas Garren

McLain-McTurnan-Arnold Excellence in Teaching Award

Richard R. Warner, Jr.

McLain-McTurnan-Arnold Research Scholar

Eric L. Olofson

Caleb Mills Teacher-in-Training Excellence Award

Gabriel Alexander Watson

John N. Mills Fellowship in Religion

Matthew Alan Michaloski

John N. Mills Prize in Religion

Stephen Colliver Batchelder

Shane Michael Hoerbert

Joseph Matthew Mount

R. Robert Mitchum Glee Club Leadership Award

Zachary Isaiah Goldberg

Clarke Edward Remmers

Joseph O'Rourke, Jr. Award in Speech

Nathan Aaron Manning

Patterson-Goldberger Outstanding Freshman in Journalism Award

Justin Charles Miller

David W. Peck Medal

Cory Jacob Kopitzke

Robert O. Petty Nature Writing Prize

Wesley Ryan Hauser

Phi Beta Kappa Prize

Wesley Ryan Hauser

Joseph Matthew Mount

Physics Department Writing Prize

Andrew David Skowronski

Benjamin A. Rogge Memorial Award

Anh Le Nguyen

Hongli Yang

Lewis S. Salter Memorial Award

William Richard McManus

Stephen Schmutte Outstanding Paper in Economics Prize

Patrick Michael Carter

Senior Award of Merit

Jeremy Sean Wentzel

Warren Wright Shearer Prize in Economics

Charles M. Kolisek

Dean Stephens Award

Joseph Matthew Mount

Waldo Stephens Scholarship Award

Andrew David Dettmer

Stephens-Hall Senior Scholarship Award

Ramsey Ice Bradke

Underwood Award in Chemistry

Ryan David Guerrettaz

The Pete Vaughan Outstanding Athlete Award

Riley Kent Lefever

Wedgeworth Lilly Library Research, Scholarship and Creativity Awards

Adam M. Alexander

Nikolas Dusty Jones

Patrick Samuel Stroud

William Nelson White Scholarship Award

Nathan Aaron Manning

Eliot Churchill Williams Undergraduate Prize in Biology

Wesley Ryan Hauser

William Richard McManus

Membership in Eta Sigma Phi

Robert Jeffrey Barber
Stephen Colliver Batchelder
Samuel Cody Bennett
Matthew Daniel Binder
Evan Davis Bowe
Nicholas James Brown
Scotty Emerson Cameron
Scott Edward Campbell
Zachary Doyt Cassel
Nathaniel Harris Chapman
Ryan Adam Cloyd
Evan Francis Coudriet
Colson R. Crowell
James Gabriel Di Fecchio
Sebastian Thomas Garren

Abraham Crawford Hall
Corey Hamilton
Charles Robert Mills Hill
Samuel Raymond Heidorn
Joshua Michael Jones
Edward Andrew Free Kashon
Clayton Joseph Lengerich
Theodore Augustus Nilsson
D'Aireon Rovaughn Nunn
Steven Anthony Peters
Edward James Pingel
Nathaniel Zachary Pointer
Christopher Sarik Joon Rai
Drew Stephen Songer
Patrick Samuel Stroud

Samuel Thomas Vaught

Membership in Hovey Honorary Chemical Society

Ryan Adam Cloyd
Taylor Allen Neal

Adam Robert Pagryzinski
David Henry Wintczak

Membership in Lambda Pi Eta

Jacob Levi Burnett
Grant Christian Klembara
Zachary John Mahone

Nathan Aaron Manning
Nathan S. Scola
Tanner Brooks Watson

Membership in Psi Chi

Andrew Joseph Baker
Douglas Sean Baker
Oliver Henry Bauer
Shane Alan Brown
Ryan Adam Cloyd
Lester Maxwell Adams Gallivan
Keaton Marshall Holsinger
Lu Hong
Francisco Huerta

Weston Blake Zimmerman

Derrick McQuiston
Connor D. O'Rear
Jacob Kirby Owens
Spencer Martin Peters
Donald Brock Smith
Christopher John Stazinski
John Andrew Walsh
Yunan "Charles" Wu
Bradley Michael Wise

Students

Seniors — Class of 2014

Wesley R. Adams Bloomington, IN
 Robert J. Albright Fort Wayne, IN
 Rodrigo Alejandre Chicago, IL
 Ronald C. Allman Nineveh, IN
 Jacob D. Alter West Lafayette, IN
 Rudolph A. Altergott Hinsdale, IL
 Austin A. Althoff Michigan City, IN
 Alexander T. Amerling Fond du Lac, WI
 Jonathan K. Anleitner Chicago Heights, IL
 Kenton R. Armbruster Indianapolis, IN
 Adam F. Barnes Bradford, PA
 Ian D. Baumgardner Ossian, IN
 Brian M. Beardmore Lafayette, IN
 Ryan W. Beeker Indianapolis, IN
 Joel P. Beier Fort Wayne, IN
 Jefferson B. Bell Evansville, IN
 Kevin T. Bennett Brownsburg, IN
 Samuel C. Bennett Indianapolis, IN
 Bryce C. Biberstein Markle, IN
 James W. Blaiach Crawfordsville, IN
 Jacob R. Bolinger Anderson, IN
 J. Dalton Boyer Plainfield, IN
 Ramsey I. Bradke Plymouth, IN
 Harpal S. Brar Brownsburg, IN
 Michael R. Brendle Middlebury, IN
 Zachary J. Breuckman Crown Point, IN
 Thomas W. Brooks Crawfordsville, IN
 Shane A. Brown Crawfordsville, IN
 Erik J. Bryant Evansville, IN
 Nathan T. Bryant Indianapolis, IN
 Spencer L. Burk Greenfield, IN
 Mr. Zachary A. Burnau Fremont, IN
 Robert J. Butler North East, MD
 Scotty E. Cameron Rushville, IN
 Scott E. Campbell Fort Wayne, IN
 Kahlil G. Carazo Salem, VA
 Patrick M. Carter Bloomington, IN
 James E. Caum North Vernon, IN
 Nathaniel H. Chapman Evansville, IN
 David D. Chew Clarks Hill, IN
 Micah N. Chowning Fort Wayne, IN
 Zachary A. Churney Middlebury, IN
 Ryan A. Cloyd Beech Grove, IN
 Benjamin T. Cook Severna Park, MD
 Theodore D. Coursen-Carr Fort Wayne, IN
 Aaron J. Davis Greenwood, IN
 Derek M. Dean Fillmore, IN
 John S. Decker LaPorte, IN
 Michael J. Del Busto Carmel, IN
 Daniel Delgado Whitestown, IN
 Jorge E. Diaz-Aguilar South Bend, IN
 Kevin M. Downey Michigan City, IN
 Rodolfo Duarte Santa Ana, CA

Adrian D. Duerson Indianapolis, IN
 Dustin J. Durnell Fort Wayne, IN
 Marc A. Escobedo Schererville, IN
 Gerald J. Fankhauser III West Lafayette, IN
 Jordan S. Fenton Findlay, OH
 Andrew J. Fulton Manassas, VA
 Sebastian T. Garren Saint Louis, MO
 Connor Q. Geary Jamestown, NY
 Andrew C. Gibson Avon, IN
 Zachary I. Goldberg Douglas, MI
 Shijie Guo The People's Republic of China
 Corey A. Hamilton Pendleton, IN
 James M. Hartnett Chicago, IL
 Ross J. Hendrickson Hastings, MN
 Seth L. Hensley Indianapolis, IN
 Sean M. Hildebrand Fishers, IN
 Charles R. Hill Colfax, IN
 Alex R. Hirsch Michigan City, IN
 Luke D. Holm Naperville, IL
 Bradley E. Hopper West Harrison, IN
 Robert U. Horsey Upper Darby, PA
 Cole J. Hruskovich Lafayette, IN
 Francisco Huerta Chicago, IL
 Joseph L. Jackson Indianapolis, IN
 Joshua M. Jones LaPorte, IN
 Nikolas D. Jones Peru, IN
 Zeno L. Joyce Flagstaff, AZ
 James G. Kallas Hinsdale, IL
 Nathan A. Klopfenstein Cicero, IN
 Nathanael C. Koelper Fort Wayne, IN
 Charles M. Kolisek Indianapolis, IN
 Cory J. Kopitzke North Vernon, IN
 Josh B. Kramer Chalmers, IN
 James A. Kraus North Judson, IN
 Philip E. Kubisz Highland, IN
 James F. LaRowe Churubusco, IN
 Brent A. Ledford Indianapolis, IN
 Danyang D. Li Andover, MA
 Robert D. Luke Noblesville, IN
 Joshua D. Lutton Anderson, IN
 Ian M. MacDougall Westfield, IN
 Joshua H. Manker Harbor Springs, MI
 Nathan A. Manning Wentzville, MO
 Patrick B. Marlatt Rensselaer, IN
 Blake E. Mattingly Greenwood, IN
 Christopher A. McCloskey Logansport, IN
 Evan R. McFarland Cincinnati, OH
 Derrick J. McQuiston Osage, MN
 Matthew A. Michaloski Evansville, IN
 Jared T. Miller Wildwood, MO
 Wade T. Miller Crawfordsville, IN
 Adam R. Morris Anderson, IN
 James S. Morrison Merrillville, IN
 Aaron D. Morton-Wilson Delaware, OH

David R. Myles Terre Haute, IN
 Taylor A. Neal Yorktown, IN
 Mr. Jacob E. Nettnay Batesville, IN
 Anh H. Nguyen Vietnam
 Anh L. Nguyen Vietnam
 Peter J. Nicksic Valparaiso, IN
 Fidel I. Ojimba Bronx, NY
 Austin T. O’Neal Schererville, IN
 Connor D. O’Rear Granger, IN
 Jacob K. Owens Indianapolis, IN
 Adam R. Pagryzinski Leo, IN
 Jonathon P. Pahud Carmel, IN
 John W. Penn Chillicothe, OH
 Spencer M. Peters Brookston, IN
 Long B. Pham Vietnam
 David G. Phillips Indianapolis, IN
 Douglas W. Pierce Oakwood, IL
 Jacob A. Ponton Dyer, IN
 Cahmelan R. Porter Indianapolis, IN
 Bradley M. Pusateri Crown Point, IN
 Nicholas K. Reese Crawfordsville, IN
 Clarke E. Remmers Whiting, IN
 Greyson T. Rieder Aurora, IL
 Mark M. Riffle Greenwood, IN
 David S. Roaten Sheridan, IN
 Alexis A. Rodriguez Galeana Santa Ana, CA
 Luke M. Ryle Greenwood, IN
 Joshua D. Sampson Charlestown, IN
 Larry Savoy Missouri City, TX
 Zachary O. Schenkel Fort Wayne, IN
 Jacob G. Scherb Carmel, IN
 Richard A. Schrader Lafayette, IN
 Nathan S. Scola Odenville, AL
 Mark A. Shaylor Saucier, MS
 Jacob W. Sheridan Culver, IN
 Casey J. Shipley Kokomo, IN
 Patrick W. Singleton Indianapolis, IN
 Nicholas S. Sladek Crawfordsville, IN
 Harrison D. Slater Bloomington, IN
 Reid V. Smith Indianapolis, IN
 Cameron M. Sobleski Noblesville, IN
 Drew S. Songer Huntingburg, IN
 Dalton M. Stanley Bay Village, OH
 Ray A. Stark Whiteland, IN
 Andrew J. Stegelmann Goshen, IN
 Zachary M. Sticher Braselton, GA
 Joshua O. Stowers Michigantown, IN
 Patrick S. Stroud Noblesville, IN
 Robert A. Thompson Las Vegas, NV
 Ky T. Tran Vietnam
 Chet R. Turnbeaugh DeMotte, IN
 Jared A. Valentine Portland, IN
 Isidro Vargas Alamo, TX
 Wesley A. Vassilo Indianapolis, IN
 Zachary J. Vega Munster, IN
 Cameron B. Waller Evansville, IN

John A. Walsh Clinton, IN
 Jeremiah R. Welch Flint, MI
 Jeremy S. Wentzel Morgantown, IN
 Andrew J. Weyler North Webster, IN
 Nathaniel A. Whisman Atlanta, IN
 Neil D. Wichlinski Valparaiso, IN
 Charles E. Williams New Albany, IN
 David H. Wintczak Mitchell, IN
 Bradley M. Wise Monroe, GA
 Michael P. Witczak Indianapolis, IN
 Daniel J. Woodruff Plainfield, IN
 Luke A. Wren Crawfordsville, IN
 Joshua E. Wright Crown Point, IN
 Ye Yuan The People’s Republic of China
 Weston B. Zimmerman Kokomo, IN

Juniors — Class of 2015

Carter D. Adams Fairfield, OH
 Emiliano Aguilar East Chicago, IN
 Akinfemiwa J. Akinribade Indianapolis, IN
 Kyle B. Albertson Metamora, IL
 Tyler A. Andrews Indianapolis, IN
 Ashish Baiju Kathmandu
 Andrew J. Baker Bristol, IN
 Douglas S. Baker Huntington, IN
 Mackenzie W. Bartlett Bedford, IN
 Stephen C. Batchelder Orland, CA
 Oliver H. Bauer New Palestine, IN
 Matthew M. Beard Lebanon, IN
 John F. Beardmore Lafayette, IN
 Peter S. Bell Duluth, MN
 Sean-Paige S. Best Brookston, IN
 Aaron J. Betson Nashville, IN
 Quinn D. Biddle Grovertown, IN
 Lorenze D. Billups Indianapolis, IN
 Codie P. Blankenship West Hamlin, WV
 Adam C. Boehm Crawfordsville, IN
 Patrick M. Bondi West Lafayette, IN
 Zachary T. Boston Elwood, IN
 Matthew A. Bowman Indianapolis, IN
 Nicholas P. Boyce Indianapolis, IN
 Benjamin R. Bradshaw Russiaville, IN
 Nathan J. Brock Valparaiso, IN
 Austin R. Budell Jasper, IN
 Matthew R. Bupp Crawfordsville, IN
 Logan B. Burdick Clinton, IN
 Cody A. Buresh Holland, MI
 Philip H. Burger Crawfordsville, IN
 Jacob L. Burnett Mishawaka, IN
 John D. Burns Danville, IN
 Jared R. Burris Indianapolis, IN
 Jonathan C. Bush Flora, IN
 Jacob D. Caddick Merrillville, IN
 Jesse R. Caldwell Lawrenceburg, IN
 Andrew C. Carpenter Crown Point, IN
 Zachary D. Cassel Noblesville, IN

| | | | |
|--------------------------------|--------------------------------|----------------------------|-------------------|
| Eric T. Charles..... | Chicago, IL | Tadhg C. Hannon..... | Stratford, CT |
| Aeknoor S. Cheema..... | Newburgh, IN | Aronno Haque..... | Bangladesh |
| Jacob C. Childress..... | Pendleton, IN | Tyler J. Hardcastle..... | Carmel, IN |
| Andrew R. Chorpenning..... | Indianapolis, IN | Scott T. Hastings..... | Warminster, PA |
| Cody J. Christopher..... | Lafayette, IN | Wesley R. Hauser..... | De Soto, MO |
| Alejandro Cisneros..... | Santa Ana, CA | Alexander N. Hawkins..... | Jasper, IN |
| Arion K. Clanton..... | East Chicago, IN | Austin T. Hawn..... | Delphi, IN |
| William A. Clauser..... | Crawfordsville, IN | John T. Henning..... | Henderson, KY |
| William B. Combs..... | Crawfordsville, IN | Campbell B. Higbie..... | Lexington, IN |
| Joseph L. Conti..... | Newburgh, IN | Houston T. Hodges..... | Plymouth, IN |
| Logan A. Cooper..... | Indianapolis, IN | Shane M. Hoerbert..... | Greenview, IL |
| Alan R. Corey..... | Kingman, IN | Adrian J. Holguin..... | Bedford, IN |
| Evan F. Coudriet..... | Valparaiso, IN | Tyler R. Holmes..... | Bluffton, IN |
| Frederick W. Coutchie III..... | Ada, MI | Keaton M. Holsinger..... | Avon, IN |
| Colson R. Crowell..... | Ossian, IN | Todd A. Hoogland..... | Cincinnati, OH |
| Adalid Cruz Vazquez..... | Santa Ana, CA | Daniel L. Hoover..... | Brownsburg, IN |
| Christopher R. Dabbs..... | Gary, IN | Jocelyn E. Hopkinson..... | Clinton, IL |
| Anh T. Dao..... | Vietnam | Ryan M. Horner..... | Greentown, IN |
| Zachary J. Darabaris..... | Beecher, IL | Austin B. Jarrett..... | Washington, IN |
| John W. Davis..... | Indianapolis, IN | Jacob P. Jenkins..... | Haslett, MI |
| Carlos De La Cerda, Jr..... | Edcouch, TX | Blake M. Jennings..... | Noblesville, IN |
| Derek L. De St. Jean..... | West Lafayette, IN | Scott A. Johansen, Jr..... | Clinton, IN |
| Andrew D. Dettmer..... | Auburn, IN | Jordan A. Johnson..... | Oxford, IN |
| Justin A. Dickey..... | Troy, MO | Robert E. Johnson..... | Detroit, MI |
| Christopher J. Donahue..... | Oak Lawn, IL | Patrick M. Jones..... | Indianapolis, IN |
| Ethan B. Dove..... | Fishers, IN | Taylor S. Jones..... | Gulf Breeze, FL |
| Colin O. Downey..... | Roanoke, IN | Kalp S. Juthani..... | Fishers, IN |
| Eric A. Downing..... | Dayton, OH | Ian M. Kelton..... | Coshocton, OH |
| Timothy W. Dunkel..... | Fort Branch, IN | James D. Kennedy..... | Greenwich, CT |
| Jacob T. Eagan..... | Indianapolis, IN | Taylor D. Kenyon..... | Zionsville, IN |
| Corey J. Egler..... | Huntingburg, IN | Andrew S. King..... | Grass Valley, CA |
| Hezekiah T. Eibert..... | Virginia Beach, VA | Grant C. Klembara..... | Dallas, TX |
| Patrick D. Embree..... | Springville, IN | Patrick J. Kvachkoff..... | Crown Point, IN |
| Joseph H. Etling..... | Terre Haute, IN | Jonathan C. Laird..... | Antioch, CA |
| Yang Fei..... | The People's Republic of China | David E. Lawhorn II..... | Greenfield, IN |
| Stephen P. Fenton, Jr..... | Fort Branch, IN | Clayton J. Lengerich..... | Monroe, IN |
| Benjamin C. Finley..... | Carmel, IN | Sean L. Lewis..... | Huntington, IN |
| William W. Folsom..... | Lincoln, NE | Garrett M. Lynette..... | Greenfield, IN |
| Matthew D. Fouts..... | Seymour, IN | Steven D. Magura..... | Valparaiso, IN |
| Peter J. Fouts..... | Valparaiso, IN | Zachary J. Mahone..... | Indianapolis, IN |
| Lucas T. Franz..... | Bloomington, IN | Terry D. Majors..... | Indianapolis, IN |
| Nickolas W. Freeman..... | Indianapolis, IN | Ivaylo V. Mantchev..... | Zionsville, IN |
| Brady S. Gilliam..... | Anderson, IN | James R. Maxwell..... | Terre Haute, IN |
| Grayden J. Gilmore..... | Frankfort, IN | Austin M. McCauley..... | Pittsboro, IN |
| Collin J. Ginebaugh..... | Noblesville, IN | Cody R. McKinnon..... | Largo, FL |
| Seton T. Goddard..... | De Pere, WI | Willard H. McLachlan..... | Mendota, IL |
| Ruben Gonzalez..... | Alamo, TX | William R. McManus..... | Fort Wayne, IN |
| Logan C. Goodrich..... | Huntertown, IN | Juan I. Meza..... | Mission, TX |
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