

## **AREA OF CONCENTRATION**

### **Area of Concentration in Business**

Only available to students currently enrolled in the program. Students entering after the fall of 2003 may take a Business Sequence of courses. The Business Sequence does not substitute for a minor.

### **Area of Concentration in Gender Studies**

Wabash College is committed to preparing its students for leadership and service in a diverse and changing society. As part of that commitment, the Area of Concentration 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.

### **Requirements**

The requirements of the program include the following:

- Four and one-half courses designated as gender studies courses from at least two different departments outside the major. Three of these courses will focus exclusively on gender studies. The two additional courses will contain substantial relevant content. The Gender Issues Committee will approve this set of courses as part of the application process.
- A half-credit capstone course in 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 Division Independent Study courses under the direction of 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.

Students may be encouraged to participate in selected off-campus study programs abroad and in the United States, such as the Philadelphia Urban Semester, the New York Arts Program, the Borders Program in El Paso, and the Newberry Library Program in Chicago.

## **Application**

We encourage students to declare the area of concentration by the end of their sophomore year. At that time the student will submit a written proposal to the administering committee, presenting a rationale for the courses selected for the area of concentration. Area of Concentration forms are available in the Registrar's Office.

## **Courses**

In addition to the half-credit capstone course in the senior year, the Area of Concentration in Gender studies requires students to take four and a half additional courses related to gender studies.

These courses must be outside the student's major (and any other minor). In general, students may not "double-count" courses toward the Area of Concentration in Gender Studies and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of the Area of Concentration in Gender Studies.

The courses appropriate for satisfying this requirement will vary but may include such courses as the following:

Rhetoric 360	Gender and Communication
Psychology 102	Human Sexual Behavior
English 497	Seminar in Gender Criticism

Regularly offered courses with substantial relevant content include, but are not limited to the following:

Philosophy 319	Topics in Ethics and Social Philosophy: Feminist Philosophy
Religion 270	Theological Ethics
English 219	Introduction to American Literature before 1900
English 220	Introduction to American Literature after 1900
History 141	America to 1877

Other courses (e.g., freshman tutorials, special topics courses, or other courses of particular relevance to gender studies) can also count toward this requirement.

Students should consult with a member of the Gender Issues Committee for a more complete list of appropriate current course offerings.

## **Area of Concentration in International Studies**

Wabash College is committed to preparing its students for leadership and service in a changing global society. As part of that commitment, the Program in International Studies affords students the opportunity to gain a firm grounding in either Latin American or European studies. Available to students majoring in any discipline, the Program in International Studies encourages students to improve their language proficiency and learn about Latin American or European nations. Through coursework, off-campus study, and a summer internship, students in the Program in

International Studies may obtain a coherent, well-rounded understanding of another culture. Successful completion of the Program satisfies the College requirement for an area of concentration. The Program is administered by the International Studies Committee.

### **Requirements**

The requirements of the program include the following:

- Spanish, French, German, or Russian at the proficiency level associated with four semesters of college-level language study by the end of the sophomore year.
- Four courses outside the major designated as international studies courses. The International Studies Committee will approve this set of courses as part of the application process. At least two of the courses should be taken at Wabash before the off-campus experience. Students are encouraged to use relevant work done on off-campus study to help fulfill this requirement.
- Two half-credit seminars on international studies. Students will take the first in the spring semester of the sophomore year and the second in spring semester of the senior year.
- At least one semester (normally spring semester junior year) of off-campus study in a European or Latin American country where students can practice their newly acquired language skills.
- A summer internship, where possible, related to a student's major field of study, after his off-campus study period, in the country where he studied.

### **Application**

Students apply for admission to the Program in International Studies in the Fall of their sophomore year. Applicants are expected to meet the basic requirements for off-campus study (including a 2.7 GPA). They must be on track to complete four semesters of college-level language by the following spring semester. They will be asked to furnish information about their interest in international studies and provide information needed on the off-campus study application, including material about the off-campus program(s) in which they propose to enroll. In consultation with IS committee members, students, shall list on their applications the names of their own committee members. The student's committee should be made up of individuals on the IS committee or who teach courses listed in the student's own IS area of concentration. For the Class of 2007, the application deadline for the Program in International Studies will be Friday, November 5.

### **Courses**

In addition to the two half-credit seminars, the Program in International Studies requires students to take four additional courses related to international studies in general or to the student's area of study within the Program, i.e., Europe or Latin America. These courses must be outside the student's major (and any other minor). At least two of these should be taken at Wabash before studying off-campus. The courses appropriate for satisfying this requirement will vary,

depending on the student's major (and any other minor). In general, students may not “double-count” courses toward the Program in International Studies and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of the Program in International Studies.

The list of courses below is not intended to be exhaustive. Students may use other courses to satisfy this requirement (e.g., special topics courses, freshman tutorials, or other courses of particular relevance to the planned study abroad). A student who wishes to use a course not listed below should explain his reasons for doing so to the International Studies Committee and obtain the Committee's approval.

#### General Courses

Art 101	History of the Western Art
Economics 321	International Trade
Economics 224/PS 324	Economic and Political Development
Economics 222	Comparative Economic Systems
Economics 322	International Finance
English 109	World Literature in Translation
History 102	World History Since 1500
History 201	World History 1945 to present
Music 102	World Music
Political Science 122	Survey of Comparative Politics
Political Science 242	Survey of International Politics
Political Science 328	Comparative Non-Democratic Politics
Psychology 211	Culture and Psychology

#### Courses with a European Focus

Art 207	Renaissance and Baroque
Art 208	19th Century Art
Art 209	20th Century Art
Economics 214	Topics in Economic History: Europe
Economics 278	Economics of the European Union
English 109/IS 270	World Literature in Translation
History 222	Early Modern Europe
History 131	19th Century Europe
History 132	20th Century Europe
History 233	Europe, 1918-1945
History 334	Russia, 1860-present
International Studies 270	Modern Germany
Music 217	Music of Middle Ages Renaissance & Baroque

Music 218	Classical Music
Music 219	Music in the Romantic Era
Music 215	Music Since 1900
Philosophy 142	Modern Philosophy
Philosophy 144	Existentialism
Philosophy 345	20th Century Continental Philosophy
Political Science 378	Politics of the European Community
Religion 172	Christianity in the Modern Era
Theater 214	Modern European Theater

Plus intermediate or advanced courses in the Modern Language Department emphasizing European languages/literature. These courses must be in addition to those needed to meet Program proficiency requirements.

#### Courses with a Latin American Focus

Economics 277	Economics of Latin America
History 250,252	Latin American History
History 350	Advanced Topics in Latin American History
International Studies 270	Latin American Film
Political Science 325	Latin American Politics
Political Science 278	Ethnicity, Race and Politics

Plus intermediate or advanced courses in the Modern Language Department emphasizing Latin American languages/literature. These courses must be in addition to those needed to meet Program proficiency requirements.

### Course Descriptions

#### 270. Special Topics

##### **296, 298, 496, 498. Seminar in International Studies**

This half-semester course is taken twice by all international studies students, as sophomores and again as seniors. It meets once a week throughout the semester. The seminar is offered in two sections, one for those studying Europe (298, 498) and the other for those interested in Latin America (296, 496). The course allows students to explore contemporary issues in their region of interest and to enhance their language skills by performing research using materials from the countries of their off-campus study. Sophomores do background reading to enhance their experience abroad and begin to design projects to investigate while abroad. Seniors bring to their reading the perspective of those who have lived in the region of interest. They share what they have learned and complete the projects they began as sophomores.

One-half course each time taken. Admission to the Program in International Studies or consent of the instructor required. Spring semester. Introductory for sophomores; Advanced for seniors.

## **COURSE DESCRIPTIONS**

### **ART 101. History of Western Art-Foundations**

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 Twentieth 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; painting. And 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. No Prerequisite.

One course credit, fall semester 2005-2006.

### **ART 207. Renaissance and Baroque**

This course will be a survey of painting, sculpture, and architecture in Europe between 1400 and 1750. We will follow the development of a visual expression which valorized the human figure as a basic unit of meaning, and created a unified pictorial space in which figures could be placed in significant relation with one another, and which grew increasingly ambitious in its scale and effect. We will examine patterns of patronage as they shift from the newly wealthy merchant class of the fifteenth century to the papal courts of sixteenth century Rome and the absolutist monarchies of seventeenth century Northern Europe. We will examine the relationship between art and political and other cultural events of the period. The course will cover the artistic centers of Northern Europe as well as the Italian cities of Florence, Rome and Venice. The vigor of the Renaissance and the visual complexities of the Baroque will offer us a challenging opportunity to exercise our powers of description and aesthetic analysis. No Prerequisite.

One course credit, not offered 2005-2006.

### **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 produce them. No Prerequisite.

One course credit, spring semester 2005-2006.

### **209. 20th Century Art**

This course will survey the history of Modern art from the 1860s 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.” No Prerequisite.

One course credit, fall semester, 2005-2006.

### **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. Open to all students.

One course credit, fall semester.

### **MUS 217. Music in the Middle Ages, Renaissance, and Baroque Era (to 1750)**

The rise of Western 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.

One course credit, spring semester.

### **MUS 219. Music in the Romantic Era**

A study of Romanticism and its relation to music, as expressed in absolute music, program music, music drama, and other forms. The course covers major works and significant styles ranging from Schubert to Mahler.

One course credit. (Not offered in 2005-2006)

### **MUS 220. Music Since 1900**

A survey of developments in Western art music from 1900 to the present, with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques in the first half of the 20th century, and on experimental departures from European tradition after 1945. Topics include impressionism, expressionism, futurism, atonality, the twelve-tone system, neoclassicism,

the influence of European folk musics on classical composition, integral serialism, indeterminacy, textural music, pluralism, minimalism, music and language, and electronic music. *Prerequisite: Music 101 or its equivalent.*

One course credit, fall semester.

### **ENG 109. World Literature in Translation**

The course will focus on literature in translation from Europe, Japan, India, and Mexico from the seventh through the seventeenth centuries. Thematically, the course will address conquest, spirituality, and love with the aim of cultivating the student's ability to consider critically class, gender, religion, and the idea of the "other" in medieval Europe and beyond. Texts will include *Beowulf*, *The Tale of the Genji*, Dante's *Inferno* and the poetry of Rumi.

One course credit, spring semester.

### **THE 214. Modern European Theater and Drama**

This course will examine the history of the European stage, and significant dramatic literature, from 1870 to the present. Emphasis will be placed on an examination of the major theatrical movements of realism, expressionism, symbolism, epic theater, absurdism, and neo-realism, as well as on the work of major dramatists including Henrik Ibsen, Anton Chekhov, George Bernard Shaw, August Strindberg, Luigi Pirandello, Bertolt Brecht, and Samuel Beckett, among others. Plays to be studied include *An Enemy of the People*, *Rosmersholm*, *The Three Sisters*, *Mrs. Warren's Profession*, *Pygmalion*, *Heartbreak House*, *Miss Julie*, *A Dybbuk*, *Six Characters in Search of an Author*, *The Rules of the Game*, *The Good Person of Setzuan*, *Galileo*, *Waiting for Godot*, *Krapp's Last Tape*, *No Exit*, *The Visit*, *Look Back in Anger*, *Equus*, *Breaking the Code*, *Copenhagen*, *Mistero Buffo*, *Accidental Death of an Anarchist*, and *The Pillowman*. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect the moral, social, and political issues in the twentieth century and beyond.

One course credit, spring semester, 2006-2007 and alternate years.

### **REL 172. The Christian Church in the Modern Era**

Lectures and discussions on the expansion of Christianity in the Reformation and post-Reformation period. Some emphasis is placed on the role of Christianity in the American experience.

One course credit, spring semester.

### **PHI 142. 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 Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant, Rousseau, and Wollstonecraft.

One course credit, spring semester.

**PHI 144. Introduction to Existentialism**

An introduction to some of the primary existentialist texts of the 19th and 20th centuries, including works of fiction, philosophy, and psychology from such writers as Kierkegaard, Dostoyevski, Nietzsche, Freud, Sartre, and Bataille.

One course credit.

**PHI 345. 20th Century Continental Philosophy**

A survey of phenomenology and existential philosophy and of the variety of contemporary European philosophy that is heir to these trends. Primary texts will be selected from Husserl, Heidegger, Sartre, Merleau-Ponty, Marcuse, Derrida, Foucault, and others. *Prerequisite: Philosophy 140 and 142 or consent of the instructor.*

One course credit, fall semester.

**ECO 214. Topics in Economic History: European [Same as HIS 245]**

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. *Prerequisite: Economics 101 or consent of the instructor.*

One course credit, fall semester, alternate years. Not offered Fall '05.

**ECO 222. Comparative Economic Systems**

A critical comparative study of various economic systems. This class includes both an introduction to theoretical debates about what system is best, and a survey of some of the economic systems used in the past and in the world today. Particular attention is paid to variations of the capitalist system in Europe and the transition to capitalism in formerly communist countries. *Prerequisite: Economics 101 or consent of the instructor.*

One course credit, spring semester, alternate years. Not offered Fall '05.

**ECO 224. Economic and Political Development [Same as PSC 324]**

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. *Prerequisite: Economics 101 or consent of the instructor.*

One course credit, spring semester.

**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. *Prerequisite: Economics 101 or consent of the instructor.*

One course credit, fall/spring semester.

### **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. *Prerequisite: Economics 291 and Economics 251, or consent of the instructor.*

One course credit, fall semester. Not offered Fall '05.

### **ECO 322. International Finance**

This course provides an introduction to international financial markets. Topics include forward, futures, and options markets, the balance of payments, models of exchange rate determination (including the phenomenon of exchange rate overshooting and speculative bubbles), and the efficacy of central bank intervention on exchange rates. Course materials include case studies of exchange rate policy under the Kennedy and Carter administrations as well as the European Monetary System (EMS). *Prerequisite: Economics 292, and Economics 253.*

One course credit, spring semester.

### **HIS 102. World History since 1500**

This course traces the increasing interdependence of the world's different civilizations 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 History 101, is especially recommended to those students planning to take their first college-level history course.

One course credit, spring semester and some fall semesters.

### **HIS 201. The World from 1945-present**

The focus of this course will be global in perspective, seeking to show how World War II shaped the development of various continents and nations. Topics will include: anti-imperialism and the emergence of Third World nations, the evolution of super-powers, world-wide economic and technological change, and the continuing threat of atomic war.

One course credit.

### **HIS 222. Early Modern Europe, 1400-1800**

Europe from the breakup 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, and intellectual outlooks—with an emphasis on different historiographical approaches and analysis of secondary sources, especially monographs.

One course credit.

### **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. *Prerequisite: Previous course work in Latin America or consent of the instructor.*

One-half or one course credit.

### **PSC 122. Survey of Comparative Politics**

Comparative Politics is a sprawling field of inquiry in which scholars investigate issues ranging from the origins of revolution to the family planning policies of various governments, from democratization to land seizures by peasant communities in different countries. What holds this field together is the notion that we can best understand and explain the political phenomena of different nations (including our own) by comparing them in careful, precise ways. In this course, we will examine some of the questions Comparativists ask, and the ways they go about answering them. We will also familiarize ourselves with the politics and polities of ten nations (including the U.S.), and mull over arguments concerning their differences and similarities. In this course you should become more knowledgeable of other countries, and also see how comparisons enable us to better understand our own nation's political development. No prerequisite.

One course credit both semesters.

### **PSC 242. Survey of International Politics**

A study of major contemporary approaches to understanding international politics, including political realism, pluralism, globalism, and feminism. 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.

One course credit, spring semester

### **PSC 325. Latin American Politics**

The central purpose of this course is to introduce students to the varied political institutions and practices throughout Latin America. Another purpose is to sharpen our analytical tools so that we can better describe and explain the political differences and similarities among Latin American countries. Finally, this course will increase our understanding of the obstacles Latin Americans have faced in building stable, equitable political systems, and our appreciation of their many accomplishments. Each year brings a new thematic focus. This year we will focus on militarism and demilitarization. Counts as an advanced course in Comparative Politics. *Prerequisite: Political Science 122 or consent of the instructor.*

One course credit, fall semester.

### **PSC 328. Comparative Non-Democratic Politics**

An examination of some of the important cases of non-democratic politics with special attention to their historical and ideological bases as well as their structural and operational features. Counts as an advanced course in Comparative Politics. No prerequisite.

One course credit, fall semester.

### **Area of Concentration 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 an area of concentration in Multicultural American Studies may gain an increased understanding of this perspective. The program is administered by the Multicultural Concerns Committee of the Wabash Faculty.

### **Requirements**

The requirements of the area of concentration include the following:

- Four and one-half courses, from at least two different departments outside the student's major that focus on aspects of Multicultural America. (A list of suggested courses is given below and is updated yearly.) This set of courses is compiled by the student and must focus on some aspect of the American multicultural experience. This plan of study is constructed under the direction of a faculty committee arranged by the student. (Students may include one or two relevant courses that consider multiculturalism outside the United States.)
- A half-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, a 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 area of concentration 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 area of concentration committee arranged by the student may serve as secondary field examiner on the senior oral committee.
- In general, students may not “double count” courses toward the concentration and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of an area of concentration.
- Students will usually declare the area of concentration 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 area of concentration will carry a descriptive title on the form, such as “Multicultural Studies: Native American,” or “Multicultural Studies: Immigrant Experiences,” or "Multicultural Studies: African-American."
- Areas of Concentration will be forwarded to the Registrar's Office by the faculty committee constructed by the student. The Area of Concentration will be supervised by the Multicultural Concerns Committee and all applications for these Areas of Concentration will be forwarded by the Registrar's Office to that committee.

## **Courses**

Courses appropriate for an Area of Concentration in Multicultural American Studies include the following:

Art 105	Ritual Objects and Native American Culture
English 160	Multicultural Literature
English 221	Studies in Language: American Dialects
English 360	African American Literature
History 244	African American History
History 340	Native American History
History 153	Pre-Columbian and Conquest America
History 154	Colonial Latin America
History 252	Peoples and Nations of Latin America
History 350	Advanced Topics Latin America
Music 102	World Music
Political Science 278	Special Topics
Political Science 325	Latin American Politics

Psychology 211	Culture and Psychology
Religion 297	Anthropology of Religion
Religion 181	Religion in America
Spanish 303	Spanish American Literature
Rhetoric 370	Special Topics

(The Teacher Education Area Concentration can be found with Division III departments).

### **Business Sequence**

Students interested in business should be aware that a high-quality liberal arts education provides excellent preparation for the business world. For those students who wish to incorporate into their academic program some specific preparation for a career in business, Wabash offers the Business Sequence, a collection of courses selected for their relevance to business. These courses consist of the following:

Economics 101—Principles of Economics (1 credit, offered every semester)

Economics 251—The Economic Approach with Microsoft Excel (1/2 credit, offered every semester)

Economics 262—Financial Institutions and Markets (1 credit, offered Spring semester)

Accounting 201—Financial Accounting (1 credit, offered Fall semester)

Accounting 202—Managerial Accounting (1 credit, offered Spring semester)

English 411—Business and Technical Writing (1 credit, offered Spring semester, juniors and seniors only)

Please note that the Business Sequence does NOT substitute for a minor. As such, students should consider using two of the Economics courses and the English course to fulfill distribution requirements in Behavioral Science and Language Studies, respectively, or pursuing a minor in Economics.

Timing: Students should consider taking Economics 101 during the freshman or sophomore year, though this is not essential. Accounting should ideally be taken in the sophomore year in order to open up a wider array of internship possibilities and free up the junior year for overseas study opportunities. Should a course in the Business Sequence not be available, the student may petition the Business Committee to substitute a relevant course. However, students should be aware that any business courses other than the two accounting courses offered at Wabash will not be recognized by the Registrar as counting toward graduation requirements.

Certification on Transcript: Students who complete this sequence will be certified by the Registrar upon graduation. This certification will appear on the student's transcript upon graduation and may be included as an academic item on the student's resumé.

In addition to the Business Sequence, Wabash offers other types of programs and services designed to support students interested in business, including internships and co-curricular programs. Students interested in business should contact both the Business Committee Chair and the Schroeder Career Center early in their college careers so that they may be included in mailings about special events and programs.

## **PRE-PROFESSIONAL**

### **The Schroeder Career Center**

The Schroeder Career Center assists students with career exploration and planning, locating internships and part-time work, and in job search and employment activities. Services provided include group meetings, workshops, individual counseling, resume preparation assistance, career assessment instruments, and interview training. An extensive library of written reference materials along with videotapes, software, and on-line resources is maintained in the Center. We also supplement faculty committees by providing assistance with graduate and professional school exploration and applications, as well as helping students determine their academic major.

### **Pre-Professional Preparation in the Health and Allied Sciences**

The Pre-Health Professions Committee assists students with their pre-health programs, including preparation for medical, dental, optometry, veterinary, osteopathic, and 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 the committee's faculty chair or with the Pre-Health Advisor as early as possible to discuss his plans.

### **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**

The Director of Teacher Education, in cooperation with academic departments, provides guidance and course work for students wishing to fulfill the licensing requirements to teach in the high schools of Indiana and over 40 other states. If a student begins the teacher education program no later than the first semester of the sophomore year, he can usually fulfill the requirements for the degree and licensing by the end of the senior year. The unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and as reported for the most recent year for Title II requirements, candidates have a 100% pass rate on state-required Praxis I tests.

(Note: Wabash College is approved to recommend for licensing adolescent and young adult (high school) teachers in the following subjects: Biology, Chemistry, English (with Speech), French, German, Latin, Mathematics, Physics, Spanish, Theater, the latter being a license under Fine Arts, and Social Studies. History, Economics, Political Science, and Psychology majors are licensed under the Social Studies program. Wabash students who entered the program prior to the fall, 2002, should check their Academic Bulletins for the year they entered Wabash to determine licensing requirements, and see the Director of Teacher Education.

(Please see “Teacher Education Program”)

### **Pre-Engineering Preparation**

Wabash College offers joint programs (known as “3-2” programs) with Columbia University and Washington University-St. Louis in which students may study the liberal arts at Wabash for three years and engineering or applied science at Columbia or Washington for two years. These five-year programs lead to both the Bachelor of Arts degree from Wabash and the Bachelor of Science degree in engineering or applied science from 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 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 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 Columbia or Washington. The exact requirements for the two 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 out 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.

Columbia and Washington also offer “4-2” programs in which the student spends four years at Wabash, completing the Wabash and pre-engineering requirements, and then two years at Columbia or Washington, completing a bachelor’s or master’s degree in engineering or applied science.

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 Columbia or Washington. Many Wabash graduates have pursued engineering degrees without participating in the 3-2 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 return from off campus to 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 one or possibly two semesters in off campus programs in the United States or abroad.

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/](http://www.wabash.edu/international/ocs/). This web site also provides extensive information regarding possible study abroad programs and the most up-to-date information about requirements. Students also make their application on line through this web site.

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 nor affect one's 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.

The OCSC is guided by procedures passed by the vote of the Faculty in 1994.

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 Ms. Butler in the Political Science Department, Mr. Warner in the History Department, or Mr. Clapp.

### **Administration**

#### **Dissemination of Information**

In the fall of the academic year, the Committee sponsors a fair at which program liaisons provide information and answer questions for students. All freshmen and sophomores are urged to attend. Additional visits from program representatives may be scheduled throughout the fall and spring semesters.

There is a resource library in the Off-Campus Study Office in Center Hall 112, and even more up-to-date and detailed information on program specifics, including course availability and costs that students can examine linked on the Off-Campus Study web site. It can be accessed through the Wabash College homepage.

#### **Advising**

Mr. Clapp and members of the Committee assist students in their planning, although we ask that they consult their advisors prior to selecting a program to ensure that a program will fit into their overall course of study. Student initiative is key to identifying the appropriate program.

#### **Evaluation of Applications**

The Off-Campus Study Committee evaluates applications according to the following:

##### **Prerequisites**

Junior Status: no freshman or sophomore is permitted to go; and a first semester senior can be considered only if special circumstances warrant it. The committee generally does not approve a course of study that would delay graduation.

Sufficient academic record: students with less than a 2.70 GPA will not be considered, unless there are compelling reasons to do so.

**Primary Considerations:**

The Committee expects the following of an applicant for off-campus study:

Demonstration that the proposed program enhances his academic career, especially 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.

A good academic record.

**Secondary Considerations:**

Beginning with the Fall of 2004 students are encouraged to study off-campus in the fall semester. Only those with compelling reasons not to do so will be allowed to study in the Spring. Since the number of applications from qualified students has exceeded and probably will continue to exceed the number that can be funded from the financial resources allocated to off-campus study, the Off-Campus Study Committee uses the following secondary considerations to discern between otherwise qualified students for the purpose of meeting the cap:

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.

Preference, where appropriate, for Wabash and GLCA-recognized programs.

Length of the proposed experience. Students who propose to go for two semesters may be limited to one semester to allow for students who propose only one semester. Students who apply exclusively for two semesters without a one-semester alternative risk not going at all. On the other hand, one-semester proposals will not be given a preference. All students are encouraged to study abroad in the fall, rather than spring, and only for one semester.

**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.

**Evaluation of 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**

Application for off-campus study must be made online by following instructions and procedures at [www.wabash.edu/international/ocs](http://www.wabash.edu/international/ocs). The deadline for submitting an application is November 4, 2006. Applicants may also be interviewed by the Off-Campus Study Committee, which may reject any application it considers insufficiently justified, regardless of the student's grade point average. Students will be notified of their status in time for spring semester registration. In addition, students should be aware that many off-campus programs have special requirements, and deadlines (e.g., requiring GPAs of 3.0 or higher or a certain level of language proficiency). The student is responsible for making himself aware of such requirements.

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.

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 are responsible for their personal conduct, and remain subject to the Gentlemen's Rule. Students are responsible for obtaining an application and 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.

In recent semesters, Wabash College students have received credit toward their degree programs in Scotland, England, Ireland, Australia, Spain, Peru, New Zealand, France, Italy, Greece, Hungary, Argentina, Chile, Costa Rica, Mexico, Cuba, Russia, Kenya, Austria, Germany, Japan, China, Senegal, India, Holland, Yugoslavia, Brazil, Belgium, Israel, the Czech Republic, Colombia, Finland and Malta, as well as in the US cities of Philadelphia, New York City, Chicago and Oak Ridge.

The following is a partial listing of recognized off-campus study programs. Students may apply for a wide variety of off-campus programs sponsored by Wabash or other organizations. In addition to the campus liaisons listed, students should contact Mr. David Clapp for information.

### **Wabash College Study Abroad Programs**

- The Wabash Scotland Program at the University of Aberdeen  
Campus liaison: Ms. Dallinger
  
- Wabash College in Quito, Ecuador, Lima, Peru, Salamanca, Spain, or Belgium.  
Campus liaison: Mr. Rogers or Mr. Clapp

## **GLCA-Recognized Domestic Programs**

- The New York Arts Program (fall/spring semester) Campus liaison: Mr. Calisch
- Newberry Library Program in the Humanities (fall semester) Campus liaison: Mr. Fisher
- Oak Ridge Science Semester (fall semester) Campus liaison: Mr. Maharry
- The Philadelphia Center (fall/spring semester) Campus liaison: Mr. Warner
- The American University Washington Semester (fall/spring) Campus liaison: Mr. Hadley

## **Other Programs Available**

The following is a list of programs which Wabash students have used before:

Recognized programs of the Great Lakes College Association (GLCA), Associated Colleges of the Midwest (ACM) and Association of Colleges of the South (ACS).

Programs worldwide sponsored by The Institute for Study Abroad, Arcadia University, IES, CIEE, SIT, Central College of Iowa, LEXIA, Duke, College Year in Athens, Gongaza, AHA, Miami of Ohio, Denmark's International Study, Temple University, Study in Siena, AIFS, Global Partners in Turkey, and The Sweden Program.

Please consult Mr. Clapp, the Off-Campus Study Resource Library, and the Off-Campus Study web site for further information about these and other programs.

## **Internship Course**

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.