

## DIVISION III

This division includes the Departments of Economics, History, Political Science, Psychology, and the Teacher Education Program.

### Faculty 2011-2012

Morillo, S. (chair)

Blaich, C.+++

Bost, P.

Burnette, J.

Butler, D.

Butler, M.##

Byun, C.

Gunther, K.

Hadley, D. \*

Hatcher, J.~

Himsel, S.~

Hoerl, A.

Hollander, E.

Horton, R.

Horton, R.

Howland, F.

Marsh, K.

Mikek, P.\*

Olofson, E.

Panda, B.

Pittard, M. \*\*

Pullen, Q

Rhoades, M.

Rocha, S.

Salisbury, T.

Schmitzer-Torbert, N.

Warner, R.

Widdows, K.

*\*Sabbatical leave, fall semester*

*\*\*Sabbatical leave, spring semester*

*\*\*\*Sabbatical leave, full year*

*# Leave, fall semester*

*## Leave, spring semester*

*### Leave, full year*

*+ Administrative leave, fall*

*++ Administrative leave, spring*

*+++ Administrative leave, full year*

*^ Administrative appointment, fall*

*^^ Administrative appointment, spring*

*^^^ Administrative appointment, full year*

*~ Part-time*

### 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.

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.

Credits: 1/2

## DEPARTMENT OF ECONOMICS

Faculty: F. Howland (chair), J. Burnette, C. Byun, J. Hatcher~, P. Mikek\*, B. Panda, K. Widdows

~Part-time

\*Sabbatical leave, fall semester

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 on a previously assigned article.

**Requirements for the Major:** Economics majors must complete at least nine course credits in Economics which must include Economics 291, 292, 251 (1/2 credit), Division III 252\* (or its equivalent), Economics 253, and 401. *\*Please note that Division III 252 does not count toward the nine required economics credits. Also, please note that Economics 262 does not count toward the major in economics for students entering in the fall of 2007 or after.* In addition, the major must include at least two courses with a prerequisite of Economics 291 or Economics 292 (not including Economics 401). A course in statistics, either Division III 252 or a full-credit Mathematics Department Statistics course above the 100-level must be taken before enrolling in Economics 253. In addition, Mathematics 110 or 111, or an equivalent, is required for the major in economics. Mathematics 111 is best taken in the freshman year; students placed into Mathematics 010 should enroll in Economics 101 their freshman year and take Mathematics 010 the fall semester of their sophomore year, and Mathematics 110 in the spring semester of their sophomore year.

**Recommended Sequence of Courses:** The "typical" economics major takes Principles of Economics (Economics 101) in the second semester of his freshman year, the theory/empirical sequence (Economics 251, Division III 252, Economics 253, 291, and 292) during the sophomore year, electives during the junior year, and, finally, Senior Seminar (Economics 401) and electives during the senior year.

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 Division III 252 in the FALL and Economics 253 in the SPRING is crucial. Economics 251 should be taken by the time the other courses in the theory/empirical sequence are completed. It is most convenient to take Economics 251 along with Division III 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 Economics 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. Economics 262 counts toward the minor, but

not toward the major (Division III 252 does not count toward the minor.).

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

## **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.

Credits: 1

### **ECO 205 Development of Economic Thought (HIS 236)**

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. Currently not offered.

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. 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: Economics 101 or permission of the instructor.*

Credits: 1

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

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, alternate years.

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

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. However, 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 generally offered in the fall semester, alternate years. Currently not offered.

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

Credits: 1

### **ECO 224 Economic and Political Development (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 permission of the instructor.*

Credits: 1

### **ECO 231 Law and Economics**

An examination of the proposition that economic reasoning can explain the evolution of the law. By focusing on property, tort, and contract law, each student can decide for himself the power of economics as a driving force in the law. By its very nature interdisciplinary, this course is designed for non-majors as well as majors. Currently not offered.

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

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 only offered in the fall semester.

*Prerequisites: Mathematics 110 or 111, concurrent registration in Mathematics 111, or permission of the instructors.*

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. Heteroscedasticity 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.

*Prerequisite: Division III 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: Economics 262 does not count toward the major in economics for students entering in the fall of 2007 or after.

*Prerequisite: Economics 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.

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

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. Permission of the department chair is required. This course is offered in the fall semester.

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. Permission of the department chair is required. This course is offered in the spring semester.

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.

*Prerequisites: Economics 101 and Mathematics 110 or 111, or permission of the department chair.*

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.

*Prerequisites: Economics 101 and Mathematics 110 or 111, or permission of the instructor.*

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. Currently not offered.

*Prerequisites: Economics 251, 253, 291, or permission of the instructor.*

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: Economics 292 and 253, or the permission of the instructor.*

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: Economics 291 and 253, or permission of the instructor.*

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: Economics 291 and 253, or permission of the instructor.*

Credits: 1

### **ECO 333 Industrial Organization and Control**

Extends Economics 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: Economics 251, 253, and 291; or permission of the instructor.*

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 Economics 253, but also gives students hands-on experience with sophisticated econometric software. Topics covered include: simple and multiple linear regressions, autocorrelation and heteroscedasticity, 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 irregularly scheduled.

*Prerequisites: Economics 253, 291 or 292, or permission of the instructor. Mathematics 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: Economics 251, 253, and 291; or permission of the instructor.*

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: Economics 292 and 253; or permission of the instructor.*

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 irregularly scheduled.

*Prerequisites: Economics 292, 253, and 251.*

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. Currently not offered.

*Prerequisites: Economics 292, 253, and 251.*

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: Economics 101, 253, 291 or 292; or permission of the instructor.*

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. Permission of the department chair is required. This course is offered in the fall semester.

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. Permission of the department chair is required. This course is offered in the spring semester.

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: Economics 291, 292, 253, and 251.*

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 irregularly offered.

*Prerequisites: Economics 291 and two semesters of calculus or consent of the instructor.*

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 irregularly offered.

*Prerequisites: Economics 292 and Mathematics 110 or 111.*

Credits: 1



## DEPARTMENT OF HISTORY

Faculty: M. Rhoades (chair), S. Morillo, Q. Pullen, T. Salisbury, R. Warner

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 History 101 or History 102, both History 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 courses including either History 101 or History 102, at least

two 300 level courses, and two other courses of the student's choice.

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

### **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 History 102, is especially recommended to those students planning to take their first college-level history course. This course is offered in the fall semester.

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 History 101, is especially recommended to those students planning to take their first college-level history course. This course is offered in the spring semester.

Credits: 1

#### **HIS 187 Independent Study**

Open to history majors with permission of the instructor and the department chair. Level of the course (100, 200 or 300) determined by the instructor.

Credits: 1 or 1/2

#### **HIS 188 Independent Study**

Open to history majors with permission of the instructor and the department chair. Level of the course (100, 200 or 300) determined by the instructor.

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.

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.

Credits: 1

#### **HIS 210 Topics in Ancient History (CLA 213)**

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

**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 alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

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 alternate years. Next anticipated offerings will be spring semesters of 2013 and 2015.

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.

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 some fall semesters.

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 some fall semesters.

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.

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 some fall semesters.

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 some spring semesters.

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, alternate years.

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. Currently not offered.

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.

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.

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.

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 some spring semesters.

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?

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.

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 some spring semesters.

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.

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 some fall semesters.

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 some spring semesters.

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.

Credits: 1 or 1/2

### **HIS 271 African History to 1885**

Precolonial African history, focusing on the sociocultural, economic, and political realities of sub-Saharan societies between the Neolithic Period and the Partitioning of the Continent by European powers inaugurated in 1885. This course is offered some fall semesters.

Credits: 1

### **HIS 272 African History from 1885**

The period from the European Partition of Africa in 1885 to Post-independence was one of the most significant and drastic eras of change for Africans, drawing them into a global wage labor economy, and seeing them

interact in new ways with migration, the World at War, and the Colonial Endeavor. This course is offered some spring semesters.

Credits: 1

### **HIS 287 Independent Study**

Open to history majors with permission of the instructor and the department chair. Level of the course (100, 200 or 300) determined by the instructor.

Credits: 1 or 1/2

### **HIS 288 Independent Study**

Open to history majors with permission of the instructor and the department chair. Level of the course (100, 200 or 300) determined by the instructor.

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.

*Prerequisite: Previous course work in world history or permission of the instructor.*

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 some spring semesters.

*Prerequisite: previous work in world history or permission of the instructor.*

Credits: 1

### **HIS 310 Advanced Topics, Ancient History (CLA 212)**

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.

*Prerequisite: Previous course work in ancient history or permission of the instructor.*

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.

*Prerequisite: Previous course work in medieval or early modern Europe or permission of the instructor.*

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.

*Prerequisite: Previous course work in modern Europe or permission of the instructor.*

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.

*Prerequisite: Previous course work in American history or permission of the instructor.*

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.

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

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.

*Prerequisite: Previous course work in Asian History or permission of the instructor.*

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. One-half or one course credit, either semester.

*Prerequisite: Previous course work in African History or permission of the instructor.*

Credits: 1 or 1/2

**HIS 387 Independent Study**

Open to history majors with permission of the instructor and the department chair. Level of the course (100, 200 or 300) determined by the instructor.

Credits: 1 or 1/2

**HIS 388 Independent Study**

Open to history majors with permission of the instructor and the department chair. Level of the course (100, 200 or 300) determined by the instructor.

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: D. Hadley (chair, spring)\*, M. Butler (chair, fall)\*\*, S. Himsel~, A. Hoerl, E. Hollander, K. Marsh

\* *Sabbatical Leave, fall semester*

\*\* *Leave, spring semester*

~ *Part-time*

Aristotle called politics “the queen of the sciences.” Knowledge of politics is important for all liberally educated people. At Wabash, the department offers courses accessible to all students in four areas: American politics, comparative politics, international politics, and political theory. 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. Our major program combines a solid overview of the discipline with opportunities for in-depth study. Students majoring in political science take a survey course in each area and then concentrate on one area for advanced study.

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 courses (and may take as many as eleven) distributed as follows:

- Four introductory courses:

PSC 111—Introduction to American Politics

PSC 122—Introduction to Comparative Politics

PSC 231—Introduction to Political Theory (a fall semester course)

PSC 242—Introduction to International Politics (a spring semester course)

These courses should be taken in the first two years. They may be taken in any order, but the department strongly suggests that, when possible, students take PSC 111 and PSC 122 before taking PSC 231 and 242. Students may begin with either PSC 111 or 122.

- Two advanced courses in one area of specialization chosen from the four areas above. Students will be examined over this area on the first day of senior comprehensive examinations.
- PSC 497—Senior Seminar in Political Science (a fall semester course). Students will write seminar papers for this course in the area in which they have elected to specialize (see above).
- At least two additional Political Science courses.

**Note:** Students may count either Philosophy 213 (Philosophy of Law) or a departmentally-approved offering listed under Philosophy 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.



- **Collateral requirements:** Political Science majors are also required to take:
  - Economics 101
  - History 102.
  - Beginning with the Class of 2014, political science majors must **complete one full credit from among the following: PSC 261, Psych 202, Division III-252/Economics 253, or Mathematics 103 or 104.** (Note: Most political science majors will, in effect, fulfill their quantitative studies distribution requirement by taking one of the above courses to meet this collateral requirement.) Since these courses provide important background material that will enhance understanding of political science as a major field, students are strongly encouraged to complete them during their first two years of study.

The **Senior Comprehensive Examination** consists of six hours of written examinations administered over two days. The first day's exam questions will be available in advance and will require a student to analyze and synthesize material in his area of specialization within political science. The second day's examination requires the student to write shorter essays in two other areas of the discipline. In addition, the second day's examination may ask for some short answers in the area of specialization as well as an analysis of political data. The student must also pass the College's oral examination.

**Requirements for the Minor:** Minors in Political Science are required to take two of the four survey courses listed above, two advanced courses in one of those two areas, and either an advanced course in the second area in which a survey course was taken or PSC 261.

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

## Course Descriptions

The four courses labeled "Introduction to" 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 both semesters.

*No prerequisite.*

Credits: 1

### **PSC 122 Introduction to Comparative Politics**

This class provides 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 illustrations of these theoretical concepts. Thus, a *basic* understanding of world history, current events, and even the American political system will be assumed. 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 both semesters.

*Prerequisite: None*

Credits: 1

**PSC 226 Politics of the Middle East**

This course surveys 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, democratization, and the role of women in the modern Middle East. Next offered spring semester 2012-2013.

*Prerequisite: Political Science 122 or permission of the instructor.*

Credits: 1

**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.

*Prerequisite: None*

Credits: 1

**PSC 242 Introduction to International Politics**

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.

*Prerequisite: None*

Credits: 1

**PSC 261 Scope and Methods of Political Science**

What do political scientists know and how do they know it? This course focuses on the nature of political science as a discipline, the range and kinds of questions it addresses, and the methods and techniques by which it seeks answers to those questions. We will use examples from U.S., comparative, and international politics to examine the scope of the political science discipline and the different approaches we take to answering important questions about how and why political systems work as they do. We will also survey some of the basic statistical techniques employed in systematic studies of politics and government. This course is strongly recommended for sophomores planning to major in political science. This course is offered in the fall semester 2011-2012. PSC 261 may require one lab session per week.

*Prerequisite: One course in political science.*

Credits: 1

**PSC 287 Independent Study**

Independent Study is available to students with the permission of the instructor who will supervise the study and the department chair prior to enrollment.

Credits: 1 or 1/2

**PSC 288 Independent Study**

Independent Study is available to students with the permission of the instructor who will supervise the study and the department chair prior to enrollment.

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. Counts as an advanced course in American Politics. This course

is offered in the spring semester alternate years and includes an immersion trip to Washington, DC (required).  
Next offered spring 2012.

*Prerequisite: Political Science 111 or permission of the instructor.*

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. Counts as an advanced course in American politics. This course is next offered in the fall semester 2012-2013.

*Prerequisite: Political Science 111 or permission of the instructor.*

Credits: 1

### **PSC 313 Constitutional Law**

The Supreme Court has accurately been described as a “Storm Center” of political controversy. This course examines the Court’s most potent power—to strike down as unconstitutional the actions of elected officials. We will focus on key Supreme Court decisions, including those dealing with abortion, affirmative action, gay marriage, the death penalty, the right to keep and bear arms, and the constitutionality of health care reform. What role should judges play in deciding such divisive and morally vexing issues? How should the Court apply such broadly worded constitutional guarantees as “equal protection” and “due process of law”? And what impact have the Court’s decisions had—on other branches of government and on American society in general? Counts as an advanced course in American politics. This course is offered in the fall semester 2011-2012.

*Prerequisite: Political Science 111 or permission of the instructor.*

Credits: 1

### **PSC 314 Topics in Constitutional Law**

This course explores the nature of the Constitution and the role of the Court in enforcing it by focusing on a particular controversial topic in constitutional law. What role should the Court play in helping resolve our most difficult and searing conflicts? Is the Constitution adaptable to such challenges? Past topics have included Civil Liberties in War and Peace, which explored how we treat those we fear most—suspected criminals, alleged enemies of the state, and those who criticize the government during wartime. Counts as an advanced course in American politics. This course is offered in the spring semester 2012-2013.

*Prerequisites: Political Science 111 or 313 or permission of the instructor.*

Credits: 1

### **PSC 315/REL 280 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? Must employees be permitted to pray multiple times during the work day? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife. Counts as an advanced course in American politics. This course is offered spring semester 2011-2012.

*Prerequisites: Political Science 111 or 313 or permission of the instructor.*

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. Counts as an advanced course in American politics. Offered every other year, this course is offered fall semester 2011-2012.

*Prerequisite: PSC 111 or permission of the instructor.*

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. Counts as an advanced course in American politics. This course is offered in the spring semester, alternate years. This course is next offered in the spring semester 2012-2013.

*Prerequisite: Political Science 111 or permission of the instructor.*

Credits: 1

### **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. Counts as an advanced course in comparative politics or international relations. This course requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break. This course is offered in the spring semester 2012-2013.

*Prerequisite: PSC 122 or permission of the instructor.*

### **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? Not offered in 2011-2012.

*Prerequisite: Political Science 122 or permission of the instructor.*

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. May be offered in conjunction with courses in the Department of Modern Languages and cross-listed with studies of Hispanic language and culture. Counts as an advanced course in comparative politics. This course will not be offered in 2011-2012.

*Prerequisite: PSC 122 or permission of instructor.*

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 reliable foundation in the study of comparative politics and a reasonable familiarity with international current events will be expected. Counts as an advanced course in comparative politics or international relations. This course is offered fall semester 2011-2012.

*Prerequisite: PSC 122 or permission of instructor.*

Credits: 1

**PSC 330/HIS 320 History of Political Thought: Ancient and Medieval**

A series of half- or full-credit courses, each of which will focus a particular political theorist or group of theorists from classical antiquity or the medieval period. Specific offerings will vary from year to year. Counts as advanced course work in political theory. Next offered spring semester 2012-2013.

*Prerequisite: Political Science 231 or permission of the instructor.*

Credits: 1 or 1/2

**PSC 335 History of Political Thought: Renaissance and Modern**

A series of full- or half-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. Counts as advanced course work in political theory.

In the spring semester 2011-2012, the full-credit course offered will be:

**Machiavelli:** In this course, students will gain exposure to a number of Machiavelli’s most important works, examine important scholarly controversies in the Machiavelli literature, and examine Machiavelli’s own references to public spaces in Florence. Students will analyze the effect of these spaces on Machiavelli’s conception of republicanism through a comparative examination of Florentine public spaces (on a required immersion trip) and local public spaces.

In the fall semester 2012-2013, the full-credit course offered will be:

**Nietzsche**

*Prerequisite: Political Science 231 or permission of the instructor.*

Credits: 1/2 or 1

**PSC 336/HIS 340 History of Political Thought (formerly PSC 350)**

**American Political Thought.** A broad survey of American political ideas as expressed in primary sources including classic texts, key public documents, and speeches. The course investigates themes of mission, means, and membership as recurrent issues in American political thought. Counts as an advanced course in political theory. This course offered in the fall semester 2011 under the number PSC 350.

*Prerequisite: Political Science 231 or History 241 or 242 or permission of the instructor.*

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. Counts as an advanced course in political theory. This course will be offered in spring semester 2012-2013.

*Prerequisite: PSC 231 or permission of the instructor.*

Credits: 1

**PSC 343 Military Institutions in Domestic and International Politics (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.). Counts as an advanced course in international relations. This course will not be offered in 2011-2012.

*Prerequisite: PSC 242 or permission of the instructor.*

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. Counts as an advanced course in international relations. This course is offered in the fall semester 2011-2012.

*Prerequisite: PSC 242 or permission of the instructor.*

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. Counts as an advanced course in International relations or American politics. This course is offered in the fall semester 2011-2012.

*Prerequisites: PSC 111 or PSC 242 or permission of the instructor.*

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. Counts as an advanced course in international relations. This course will be offered fall semester 2012-2013.

*Prerequisite: PSC 242 or permission of the instructor.*

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. Counts as an advanced course in international relations. This course will

be taught fall semester, 2011-2012.

*Prerequisite: PSC 242 or permission of the instructor.*

Credits: 1

### **PSC 371 Special Topics: American Politics**

These courses will focus on a particular issue, concept, problem or question at an advanced level with specific prerequisites.

Credits: 1 or 1/2

### **PSC 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, special prerequisites may apply

### **PSC 373 Topics in Political Theory**

This course will focus on an advanced topic, issue, concept, or problem in political theory. In the fall semester 2011-2012, the course offered will be:

#### **Technology & Democracy I: Reputation**

In this course, we will examine the evolution of reputation due to changing privacy standards associated with the rise of social media like Facebook and Twitter. We will also look at how this 'new' type of reputation might affect both electoral politics and democratic political theory. What are the consequences for elections when most candidates have embarrassing pictures on Facebook? Do citizens in a democracy have a right to reinvent themselves that might be curtailed by a 'permanent record' on the internet? How should liberty of expression be treated in a technologically advanced democratic society? Readings will be drawn from contemporary democratic theorists, the literature on elections, and literature on technology and privacy rights. PSC majors may count this course as either a Political Theory elective or an American politics elective.

*Prerequisite: PSC 231 or permission of instructor.*

### **PSC 374 Topics in International Relations**

These courses will focus on a particular issue, concept, problem, or question in international relations. Advanced level; special prerequisites may apply.

### **PSC 387 Independent Study**

Independent Study is available to students with the permission of the instructor who will supervise the study as well as from the department chair prior to enrollment.

Credits: 1 or 1/2

### **PSC 388 Independent Study**

Independent Study is available to students with the permission of the instructor who will supervise the study as well as from the department chair prior to enrollment.

Credits: 1 or 1/2

### **PSC 487 Independent Study**

Independent Study is available to students with the permission of the instructor who will supervise the study as well as from the department chair prior to enrollment.

Credits: 1 or 1/2

### **PSC 488 Independent Study**

Independent Study is available to students with the permission of the instructor who will supervise the study as well as from the department chair prior to enrollment.

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 2011-2012.

Credits: 1



## DEPARTMENT OF PSYCHOLOGY

Faculty: P. Bost (chair), C. Blaich<sup>^^</sup>, K. Gunther, R. Horton, E. Olofson, N. Schmitzer-Torbert

<sup>^^</sup> *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 (Psychology 101)
- **Research:** Research Methods & Statistics I and II (Psychology 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 (Psychology 301; required starting with the class of 2011)
- **Intermediate-Advanced Course Sequences:** Any two of the following five 2-course sequences:
  1. Psychology 220: Child Development—Psychology 320: Research in Development
  2. Psychology 222: Social Psychology—Psychology 322: Research in Social Psychology
  3. Psychology 231: Cognition—Psychology 331: Research in Cognitive Psychology
  4. Psychology 232: Sensation & Perception—Psychology 332: Research in Sensation & Perception
  5. Psychology 233: Behavioral Neuroscience—Psychology 333: Research in Behavioral Neuroscience
- **Experimental-Physiological:** At least one of the following four intermediate courses:
  1. Psychology 231: Cognition

2. Psychology 232: Sensation and Perception
3. Psychology 233: Behavioral Neuroscience
4. Psychology 235: Cognitive Neuropsychology

Note: Completion of any of the following sequences also fulfills the Experimental-Physiological requirement: PSY 231/331, PSY 232/332, PSY 233/333.

- **Senior Project:** Psychology 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 courses, including a full credit of Independent Study (Psychology 387, 388).

- **Biology Course:** Psychology majors are required to take one of the following courses: Psychology 104, Biology 101, or Biology 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 (Psychology 101)

- **Research & Methods:** Research Methods and Statistics I: Psychology 201.

- **At least one of following five courses:**

1. Child Development: Psychology 220
2. Social Psychology: Psychology 222
3. Cognition: Psychology 231
4. Sensation & Perception: Psychology 232
5. Behavioral Neuroscience: Psychology 233

- **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 Psychology 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 Psychology 201 and 202 at Wabash. Permission to spend the junior year abroad requires completion of Psychology 201 and 202 prior to going off campus.

**Advanced Placement credit:** Students who have 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.**

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with

this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

## **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 both semesters.

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 is normally offered in the spring semester and counts toward non-laboratory distribution credit in Natural Science and Mathematics, but not toward distribution credit in Behavioral Science.

*Prerequisite: None*

Credits: 1

### **PSY 110 Introductory Special Topics**

Various topics at the introductory level may be offered from time to time.

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 normally offered in both the fall and spring semesters.

*Prerequisite: Psychology 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 normally offered in both fall and spring semesters.

*Prerequisite: PSY 201. Note: PSY 202 assumes mastery of the content from PSY 201; we strongly recommend that students take PSY 202 only if they received a grade of "C" or better in PSY 201.*

Credits: 1

### **PSY 210 Intermediate Special Topics**

Various topics at the intermediate level may be offered from time to time.

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. This course is not offered in 2011-2012.

*Prerequisite: Psychology 101.*

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 normally offered in the fall semester

*Prerequisite: Psychology 101 recommended.*

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 normally offered in the spring semester.

*Prerequisite: Psychology 201 (may be taken concurrently), or permission of the instructor.*

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. This course is normally offered in the spring semester.

*Prerequisite: Psychology 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 normally offered in the fall semester.

*Prerequisite: Psychology 201 (may be taken concurrently) or permission of instructor.*

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 normally offered in the fall semester.

*Prerequisite: Psychology 104, Biology 101, or Biology 111 (may be taken concurrently). Psychology 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 normally offered in the spring semester.

*Prerequisite: Psychology 104, Biology 101, or Biology 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: Psychology 101.*

Credits: 1

### **PSY 287 Intermediate Research**

Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credit); this should be determined prior to registration.

*Prerequisites: Psychology 201 (may be taken concurrently) and permission of the instructor*

Credits: 1/2

### **PSY 288 Intermediate Research**

Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credit); this should be determined prior to registration.

*Prerequisites: Psychology 201 (may be taken concurrently) and permission of the instructor*

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 semesters 2011-2012.

*Prerequisite: Psychology 201*

Credits: 1/2

### **PSY 310 Special Topics**

Various topics at the advanced level may be offered from time to time.

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 normally offered in the spring semester.

*Prerequisites: Psychology 202 (may be taken concurrently), Psychology 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 semes-

ters. 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 normally offered in the fall semester.

*Prerequisites: Psychology 202 and Psychology 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 normally offered in the spring semester.

*Prerequisites: Psychology 202 (may be taken concurrently), Psychology 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 normally offered in the spring semester.

*Prerequisites: Psychology 201, Psychology 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 normally offered in the fall semester.

*Prerequisites: Psychology 201, Psychology 233.*

Credits: 1/2

### **PSY 387 Advanced Research**

Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty-directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded.

*Prerequisite: Psychology 202, completion of at least one intermediate-advanced course sequence, and permission of instructor.*

Credits: 1 or 1/2

### **PSY 388 Advanced Research**

Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty-directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded.

*Prerequisites: Psychology 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 Psychology 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. Psychology 495 will be offered every fall semester, and Psychology 496 will be offered every spring semester.

*Prerequisite for PSY 495: Senior standing as a psychology major or minor.*

*Prerequisite for PSY 496: Psychology 495.*

Credits: 1/2 credit for each course

## TEACHER EDUCATION PROGRAM

Faculty: M. Pittard\*\*(Director/chair, fall), D. Butler (Director/chair, spring), S. Rocha

\*\* *Sabbatical Leave, spring semester*

### **Indiana Teacher Licensing Requirements for Secondary license (grades 5 – 12)**

The mission of the teaching program reflects the College mission. The program is designed to encourage reflection about teaching from a sound basis in the liberal arts, specifically from a program grounded in a liberal arts tradition. The Teacher Education Program prepares liberally educated professionals who:

1. continually develop content knowledge in their major discipline fields and communicate their knowledge effectively.
2. 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. 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. conduct themselves as a moral and ethical professionals.
5. 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.

Students planning to enter the Teacher Education Program should follow the general education and subject area (major) requirements for the academic year in which they enrolled. General education and subject area (major) requirements meet state and national standards and assessments and those described in this Academic Bulletin apply. All education classes now listed apply to those in the Teacher Education Program currently as well.

**In order to be fully admitted to The Teacher Education Area of Concentration**, a student must officially **apply** in the spring of the sophomore year and must have completed Education 101 to be eligible to apply. Students are advised to take EDU 201, Education 202, and Psychology 101, during the sophomore year. Admission to the Teacher Education Program requires the following by the end of the sophomore year:

1. Student must be a rising junior in good standing with the College, according to the Dean of Students.
2. Student must have attained an overall 2.50 GPA.
3. Student must maintain a grade of C or better in each course in the major that is required by the teaching program and in all education courses.
4. Student must submit and successfully pass the Admission Portfolio (and other program application materials) in the spring of the sophomore year.
5. Student must present acceptable SAT or ACT scores (cut scores set by the State of Indiana) OR pass the PPST (Praxis I) Test before the fall of his junior year.

**To be retained in the Teacher Education Program in the junior year**, the student must continue to meet the standards described in items 2, 3, 4, and 5 above, and submit and pass the Retention Portfolio by the end of the junior year. As well, he should have completed Education 201, EDU 202, (if not already taken) and EDU 302 by end of the junior year.



To be accepted for student teaching, a student must have completed Education 101, 201, 202, and 302 with a grade of C or better, and continued to maintain all preceding requirements along with completion of the Retention Portfolio.

**To be retained in the Teacher Education Program in the senior year and in order to be eligible for licensure**, students must successfully complete the appropriate subject-specific methods courses (EDU 401-407) and student teaching (EDU 420 & EDU 422), and continue to maintain all other Program requirements.

**In order to complete the Education AOC, students must complete the following five courses:** Psychology 101, Education 101, 201, 202, 302.

**To become licensed to teach** (grades 5-12), in addition to completing the AOC, students are required to complete the 400-level courses in Education. Specifically, EDU 420 and 422 are the courses required for student teaching and equal 3 credits. As well, students must complete an 11- week full-time student teaching experience during the spring semester of the senior year or in the 9<sup>th</sup> semester (post-graduation) in accordance with the Ninth Semester Program, or in the 10<sup>th</sup> 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.

Additional requirements for licensure include: (1) completion of education and teaching major courses with the grade of C or better; (2) completion of student teaching with recommendations for licensure from the Director of Teacher Education; (3) successful passing of Praxis II tests at the level required by the State of Indiana (students should take content-specific Praxis II tests no later than the student teaching semester); (4) satisfactory completion of the Program Portfolio following student teaching; (5) satisfactory completion of the Classroom-Based Research and Verification of Student Learning project; (6) successful completion of the urban education field experience; (7) attainment of CPR certification..

**NOTE regarding Advising:** All students interested in the Education AOC and/or secondary licensing should be co-advised by an education faculty member. A student taking Education 101 should list the director or other education faculty as his co-advisor during pre-registration of the same semester. A student seeking admission to the Teacher Education Program during the spring of his sophomore year should list an education faculty member as his co-advisor.

For more detailed information, students should see the Director/Chair of Teacher Education.

**Elementary Education:** Wabash does NOT offer licensure in K-6 education; however, students interested in this level of licensure may take pre-approved course work or a pre-professional non-licensure Area of Concentration focused on elementary education as preparation for graduate study elsewhere. See Director/Chair for information.

**International Education:** Students interested in Teacher Education in the context of an International Studies Area of Concentration should contact both the International Studies Chair and the Director/Chair of Teacher Education.

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

**General Education Requirements:**

Candidates will meet the college distribution and graduation requirements. Within these distribution and graduation requirements, the candidate should take a course in oral communication (Rhetoric 101, or Theatre 105); and an additional writing course beyond English 101 in prose writing if he received below a C in Freshman Composition, if his SAT/ACT writing scores are below what the state requires, or if he did not pass the

writing section of the PRAXIS I exam on the first attempt.

**Major Requirements:** See requirements listed by Division and Department below.

**Major (Content Area) Course Requirements for the secondary (grades 5-12) teaching license.**

**Division I (Science and Mathematics)**

According to state and national standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for Science and Mathematics (effective with the entering class of 2011):

Biology (Life Science)

- Fulfill departmental requirements to complete the major in biology
- Take the following additional courses:
  - PHY 111 (also required for the BIO major)
  - CHE 111 (also required for the BIO major)
  - Division I – 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 (also required for CHE major)
  - PHY 111 (also required for CHE major)
  - Division I – 302 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:

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 Director of Teacher Education)
- **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 Director of Teacher Education)

*\*Special note: DIV I 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 work is typ-*

ically completed on an independent basis and both DIV I 301 and 302 must be taken to receive the full credit. Prerequisites include: must be major in a lab science, must be admitted to the Teacher Education Program or have permission of the Director, should have junior or senior standing and should have completed EDU 101, 201, 202, and 302. Offered in fall or spring semester as needed.

### 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
  - MAT 222
  - MAT 223
  - MAT 254 (1/2 credit)
  - MAT 331 (recommended to take as a sophomore)
  - MAT 333 (may be taken as a senior)

*\*Special 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 Math Department. . Also, please note that math majors in Education will find that their required major courses fit under the pure math track.*

### DIVISION II (Humanities)

According to state and national standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for English Language Arts, French, German, Latin, and Spanish (effective with the entering class of 2011, Wabash no longer offers licensure programs for Rhetoric or Theater majors):

#### 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.
  - A course in world literature (an intermediate course or colloquium)
  - A course in multicultural literature (introductory or intermediate course)
  - An additional course in composition beyond ENG 101 (expository or creative)
  - Linguistics requirement (ENG 121 and 122 or 123) – see Director of Teacher Education for alternative courses.
  - Mass communications requirement (ENG 150 or RHE 240)
  - Rhetoric requirements (RHE 101, RHE 143/145 or RHE 220), RHE 201 (or comparable courses agreed upon in consultation with the Chair of Rhetoric and the Director of Teacher Education)

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

## World Languages

### Latin

- Fulfill departmental requirements to complete the major in Latin
- To include the following courses:
  - LAT 201
  - LAT 202
  - LAT 301
  - LAT 302
  - LAT 304
  - LAT 330
  - LAT 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
  - FRE 202
  - FRE 301
  - FRE 302
  - FRE 401
  - Four additional culture and literature courses

### German

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

### Spanish

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

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

### **DIVISION III (Social Sciences)**

According to state and national standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for social studies (majors in Economics, History, Political Science, and Psychology). Requirements state that candidates should major in an area for which he seeks licensure. Effective with the entering class of 2011, students may license in one area of the social sciences; however, they are advised to take course work to enable them to license in more than one area to better prepare for the job market.:

#### Economics Major

- Fulfill departmental requirements to complete the major in Economics
- 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 plan on a minor in the department and he is advised to meet with the Director of Teacher Education to discuss specific requirements for licensure.

#### History Major

- Fulfill departmental requirements to complete the major in History
- To include the following
  - Three courses in US history
  - One course in European history
  - 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
- 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 plan on a minor in the department and he is advised to meet with the Director of Teacher Education 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 US government
  - Two courses from PSC 311, 312, 313, 314, or 317
- 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 Director of Teacher Education.
- If the student is interested in licensing in additional areas of the social sciences, the student should plan on a minor in the department and he is advised to meet with the Director of Teacher Education to discuss specific requirements for licensure.

#### Psychology Major

- Fulfill departmental requirements to complete the major in Psychology

- 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 plan on a minor in the department and he is advised to meet with the Director of Teacher Education 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 (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 teacher education students. A separate application process is required and should be completed at the time of application to the Teacher Education Program.

#### **Ninth Semester Program**

This program allows admitted teacher education students to return for an additional semester immediately after graduation to complete student teaching on a tuition-free basis (other administrative fees apply). The Ninth Semester Program student must have completed graduation requirements with an academic major and minor (an AOC in Teacher Education may be used as the minor). The program is available to students in all Wabash academic licensure areas and tuition-free coursework in the ninth semester applies only to teacher education courses.

#### **Science Education 4 + 1 Program**

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

#### **Transition to Teach Program**

Individuals interested in the Wabash Transition to Teach program should contact the Director of Teacher Education for information on this program because requirements differ slightly from those listed in the current Academic Bulletin.

## **Course Descriptions**

### **EDU 101 Introduction to Student Development**

The course covers “child and adolescent development through a pedagogical perspective.” Students will be introduced to the task of field-based inquiry, collecting their observations and insights, and studying developmental concepts (including the notion of “development”). Students will compose an autobiography of themselves as an example of writing narrative inquiry. The technology thread required includes use of the computer to create word documents, manage electronic files, and use Moodle effectively. The field component is 24 hours at K-12 schools, and 12 hours in an informal setting.

Level: Freshmen and sophomores. This course is offered in the fall and spring semesters.

*No prerequisite.*

Credits: 1

### **EDU 201 Philosophy of Education (PHI 219)**

This class will examine foundational questions about education (e.g., What is education?) and will also investigate the philosophical implications of the history of schooling and compulsory schooling in the United States. We will read and watch texts that include literature, history, social criticism, and more. Students will also carry out observations in local schools or alternative educational settings. The historical and philosophical components will be integrated with a study of contemporary educational issues of school reform, and will include the history of schooling for diverse multicultural groups. A variety of contemporary issues driving the current schooling reform will be studied including: multicultural, bi-lingual, and special education reforms and their impact on the high school; curricular reform (including multidisciplinary, interdisciplinary curriculum); and issues around the reform of instruction and assessments in the education of high school students. The required technology thread includes use of the computer to create word documents, manage electronic files, and Moodle effectively. The field component contains working with special needs students (10 hours). Level: Open to any student; students interested in Teacher Education are encouraged to take EDU 201 in the sophomore year. Required of juniors admitted to the program. This course is offered in the fall and spring semesters. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/ Religion distribution credit.

*No prerequisite.*

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 school level. Students will be introduced to the major philosophies and curricular theories behind the current middle level education movement 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, students are also introduced to Classroom-Based Research (CBR) and will complete a pilot study of their own questions on literacy development in young adolescents. Required field experience (20 hours) will culminate in a two-week team-teaching experience in a middle school setting. The course is required as part of the AOC in Education and for state licensure.

Level: Open to students not yet admitted to the Teacher Education Program; recommended students take this course in the sophomore year.

*Prerequisite: 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. This course is offered in the fall or spring semester, as needed.

*Prerequisites: Major in a laboratory science, junior or senior standing, current or past enrollment in Education 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. This course is offered in the fall or spring semester, as needed.

*Prerequisites: Major in a laboratory science, junior or senior standing, current or past enrollment in Education 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 taught in the context of multicultural education and diversity. Students are introduced to a variety of multicultural education models, learning theory, and the constructivist approach to teaching and learning. With an emphasis on student 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. The course culminates in a two-week student teaching experience in a local high school.

As well, students who complete EDU 302 and who have met other Education Program requirements are eligible to participate in The Chicago Urban Education & Cultural Experience, a required part of the Education Program.

Level: Admitted students only, except by permission of the Director of Teacher Education. (Education students who are planning to study abroad would take the course in the senior year fall semester.) This course is offered in the fall semester.

Credits: 1

### **EDU 330 Special Topics Studies in Urban Education**

This course is designed for students admitted in the Education Program who have taken EDU 302. Building on EDU 302, wherein students are introduced to Multicultural Education, this special topics course includes immersion and field work in the Chicago Public School system. In the course students study issues related to urban education. The course culminates with the Chicago Urban Education & Cultural Experience (CUECE) in May. During the fall semester, when students are taking EDU 302, students are paired with a 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: Open to students who are taking or have completed EDU 302, or with the permission of the director of Teacher Education. Offered in the fall semester.

Credits: 1/2

### **EDU 387 Independent Study**

Open to any student with the permission of the director of Teacher Education.

Credits: 1 or 1/2

### **EDU 388 Independent Study**

Open to any student with the permission of the director of Teacher Education.

Credits: 1/2

### **EDU 401-406 Special Methods in the Content Areas**

In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. In addition, referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. Drawing on both classroom and field-based experiences, students will analyze, design, and implement curriculum for a diversity of secondary students in their content area, including attention to special needs students and English language learners. As well, the course asks students to explore differentiated instruction methods, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy and stance. Students are expected to complete a field experience in their content area, preferably with the cooperating teacher with whom they will be placed for student teaching, and are introduced to professional organizations in their content area.

### **401. Teaching of Language Arts (English)**



#### **402. Teaching of Mathematics**

#### **403. Teaching of Laboratory Sciences (Physics, Biology, Chemistry)**

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

#### **405. Teaching of Foreign Languages (Modern)**

#### **406. Teaching of Latin**

Level: Admitted students only. This course is typically offered in the fall semester.

*Prerequisites: PSY 101, EDU 101, EDU 201, 202, 302, , senior standing and admission to the Teacher Education Program or by permission of the instructor and Director of Teacher Education.*

Credits: 1/2

#### **EDU 420 Content Pedagogy Seminar**

During the period on campus prior to the beginning of student teaching, and continuing through the semester in five afternoon and/or evening seminars, the student teacher will continue his study of pedagogy by examining themes shared across content areas such as classroom management models, classroom-based research, assessment, legal and ethical issues of the profession, and examination and exploration of the professional associations. Candidates will also further their abilities to make instructional plans for student teaching, and receive support from faculty and cooperating teachers to further develop the classroom-based research project to be conducted during student teaching. Students are expected to complete the Verification of Student Learning Project and the Senior Program Portfolio. Ten hours of field experience hours in the student teaching placement school are required. One-half course credit, with student teaching, fall or spring semester.

*Prerequisites: all previous courses in teacher education and acceptance to Student Teaching.*

Credits: 1/2

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

The purpose of this course and student teaching is to bridge the gap in teacher education between theory and practice. It is a ten-week, full-time experience in classroom teaching at the secondary school level under the supervision of a public school teacher. Preliminary sessions in classroom management and other topics are required as well as capstone assessments. Used only for Transition to Teach candidates. This course is offered in the spring semester.

*Prerequisite: All previous courses in Teacher Education and acceptance to Student Teaching.*

Credits: 2

#### **EDU 422 Student Teaching**

The purpose of student teaching is to bridge the gap in teacher education between theory and practice. It will be an eleven week, full-time experience in classroom teaching at the secondary school level under the supervision of a public school teacher. At the end of the student teaching experience, the student teacher will devote time to reflection and consultation with field supervisors and education faculty as he finalizes his classroom based research project, program portfolio, and other program exit requirements. Two-and-one-half credits, spring or fall semesters (fall semester for Ninth Semester Program students only).

*Prerequisite: All previous education courses and admission to program and acceptance to Student Teaching.*

Credits: 2-1/2

#### **EDU 487 Independent Study**

Open to any student with the permission of the Director of Teacher Education.

Credits: 1 or 1/2

#### **EDU 488 Independent Study**

Open to any student with the permission of the Director of Teacher Education.

Credits: 1 or 1/2