

## Division III

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

### The Faculty of Division III

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

\* Sabbatical Leave, fall semester

^^ Administrative Appointment, spring semester

+++ Administrative Leave, 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.

*Prerequisites: None.*

Credits: 1/2

#### DV3 402 Contemporary Issues in Social Science

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

*Prerequisites: Senior Standing.*

Credits: 1/2

## Department of Economics

**Faculty in the Department of Economics:** Frank Howland (chair), Joyce Burnette, Christie Byun, Edward Hensley~, Peter Mikek, and Kealoha Widdows. ~*Part-time*

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 ECO 291, 292, 251 (1/2 credit), DV3 252\* (or its equivalent), ECO 253, and 401. *\*Please note that DV3 252 does not count toward the nine required economics credits. Also note that ECO 262 does not count toward the major in economics for students entering in the fall of 2007 or after.* In addition, the major must include at least two courses with a prerequisite of ECO 291 or ECO 292 (not including ECO 401). A course in statistics, either DV3 252 or a full-credit Mathematics Department Statistics course above the 100-level must be taken before enrolling in ECO 253. In addition, MAT 110 or 111, or an equivalent, is required for the major in economics. MAT 111 is best taken in the freshman year; students placed into MAT 010 should enroll in ECO 101 their freshman year and take MAT 010 the fall semester of their sophomore year, and MAT 110 in the spring semester of their sophomore year.

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

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

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

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

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

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

## **Course Descriptions**

### **ECO 101 Principles of Economics**

This introductory course, which covers the basic foundations of microeconomics and macroeconomics, is the gateway to the economics curriculum and an important part of a well-rounded education. The microeconomics portion of the course covers basic supply and demand analysis, market failure, present value, opportunity cost, and the theory of the firm. The macroeconomics portion of the course introduces issues such as inflation, unemployment, and government policy tools. In addition to discussion and problem solving, the class will focus on the use of Microsoft Excel® to analyze real-world economic data.

*Prerequisites: None.*

Credits: 1

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

The purpose of this course is to use economics to improve our understanding of history and to use history to improve our understanding of economics. Examples of questions that may be addressed are: Why is the U.S. wealthy? How do government policies affect the economy? How has the role of government changed over the course of U.S. history? How did the institution of slavery and its abolition affect Southern economic development? Is the current U.S. banking system better than the systems that preceded it? What caused the Great Depression?

*Prerequisite: ECO 101.*

Credits: 1

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

The purpose of this course is to study economic issues in European history. A substantial part of the course is devoted to the Industrial Revolution. What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? Other topics will vary, but may include: agriculture, demography, Poor Laws, the Great Depression, and the gold standard. This course is offered in the fall semester (when offered).

*Prerequisite: ECO 101.*

Credits: 1

### **ECO 220: The Global Economy**

This course is designed to provide a one-semester introduction to both the microeconomic and macroeconomic aspects of international economics and is intended for a wide audience. The goal of the course is to provide you with a basic understanding of the fundamental theories of international economics including both international trade and international finance, to acquaint you with the historical and institutional contexts in which the US economy operates, and to broaden your understanding of other economies by studying their policy problems within the analytical framework of international economics.

*Prerequisite: ECO 101.*

Credits: 1

**ECO 221: Economics of the European Union**

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

*Prerequisite: ECO 101.*

Credits: 1

**ECO 222 Comparative Economic Systems**

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

*Prerequisite: ECO 101.*

Credits: 1

**ECO 224 Economic and Political Development**

A brief survey of problems facing lesser-developed countries and of measures proposed and used for the advancement of political integration and the improvement of living standards and social welfare. Study will be made of the role of capital accumulation, private initiative, representative government, and other factors in economic growth and political modernization.

*Prerequisite: ECO 101.*

Credits: 1

**ECO 232: Public Policy**

The purpose of this course is to use tools from Principles of Economics to study current public policy issues, and to analyze and evaluate existing and proposed policies for dealing with a variety of contemporary economic and social problems in the United States. Students will learn quantitative and qualitative skills useful for assessing public policy issues and their implementation and effectiveness. Topics may include (but are not limited to) health economics (Medicaid, Medicare, health care reform), environmental economics and policy (cap and trade policies), welfare and social services, income distribution, education, and energy economics.

*Prerequisite: ECO 101.*

Credits: 1

**ECO 234 Environmental Economics**

An introduction to environmental science, this course focuses on the definition and description of environmental resources, as well as management, and conservation. Includes topics on ecosystems, energy and mineral resources, population dynamics and the impact on environmental quality, water and air quality, water supply, solid waste. Analysis of the economic, social, and political interactions towards environmental management.

*Prerequisite: ECO 101.*

Credits: 1

### **ECO 235 Health Economics**

This course is an introduction to the study of health care. While we will draw heavily on important ideas in economics, the course is interdisciplinary in nature. Basic questions to be considered include: What roles have nutrition, public health, doctors, hospitals, and drugs played in the dramatic improvement in health since 1800? What role does personal behavior (e.g., eating, smoking, and exercise) play in health? What explains the organization and evolution of the American health care system? In a world of limited resources, how should we decide what medical care ought to be foregone? What is the best way to deal with the major health challenges facing developing countries? Why has spending on health care increased so much over the past 100 years? Why does the United States spend so much more than the rest of the world on health? Why do governments intervene in health care? What kinds of reforms to the health care system might work? Non-majors are encouraged to take the course.

*Prerequisite: ECO 101.*

Credits: 1

### **ECO 241 Game Theory**

While the economic model of perfect competition assumes that prices and profits are determined by the invisible hand of the market and individuals take them as given, in markets that are not perfectly competitive there is more room for bargaining and strategic interaction. Game theory analyzes situations where there is strategic interaction, where the outcomes for one individual depend on the choices made by another individual. Such situations occur not only in economics, but also in politics and biology, and in everyday life. This class will examine a variety of games and their equilibrium outcomes. This class will require mathematical reasoning, but will not require calculus.

*Prerequisites: None.*

Credits: 1

### **ECO 251 The Economic Approach with Microsoft Excel®**

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

*Prerequisite: MAT 110 or 111, or concurrent registration in MAT 111.*

Credits: 1/2

### **ECO 253 Introduction to Econometrics**

This course introduces students to empirical work in economics. Regression for description, inference, and forecasting is presented in a non-formulaic, intuitive way. Microsoft Excel® is used to analyze data and perform Monte Carlo simulation. Heteroskedasticity and autocorrelation are covered. Students will also learn how to read and write empirical papers in economics. Economics majors are strongly encouraged to take this course in the sophomore year. This course is offered in the spring semester.

*Prerequisite: DV3 252.*

Credits: 1

### **ECO 262 Financial Institutions and Markets**

This course uses basic tools of economic theory to analyze modern financial institutions and markets. The financial instruments to be covered range from credit card loans to mortgages, stocks, bonds, futures, and options. The main questions of the course are: What roles do commercial banks, pension funds, insurance companies, investment banks, mutual funds, and the government play in financial markets? What determines the prices of stocks and bonds? How can individuals and institutions deal with risk and how is risk measured? What drives innovation in financial markets? The course concentrates on contemporary U.S. institutions, but offers some historical and international perspective. This course is offered in the spring semester. *Note: ECO 262 does not count toward the major in economics for students entering in the fall of 2007 or after.*

*Prerequisite: ECO 101.*

Credits: 1

**ECO 277 Special Topics**

The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: ECO 101.*

Credits: 1

**ECO 287 Independent Study**

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

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

**ECO 288 Independent Study**

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

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

**ECO 291 Intermediate Microeconomic Theory**

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

*Prerequisites: ECO 101 and MAT 110 or 111.*

Credits: 1

**ECO 292 Intermediate Macroeconomic Theory**

This course examines the measurement, determination, and control of the level of economic activity. General equilibrium models are used to determine real output, employment, inflation, unemployment, and interest rates. We also study the determinants of long-run growth. The roles of fiscal and monetary policy are analyzed in their application to fluctuations in economic activity. This course is offered in the fall and spring semester. It is recommended that students take ECO 292 after ECO 291.

*Prerequisites: ECO 101 and MAT 110 or 111.*

Credits: 1

**ECO 321 International Trade**

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

*Prerequisites: ECO 251, 253, and 291.*

Credits: 1

### **ECO 322 International Finance**

This course provides an overview of international finance along with selected themes from open economy macroeconomics. Topics include determination of exchange rates (including speculative bubbles and exchange rate overshooting), alternative exchange rate systems, intervention of central banks on foreign exchange markets, the relationship between interest rate and price level with exchange rate, consequences of exchange rate fluctuations, international banking and global capital markets, and financial and exchange rate crises. The course incorporates econometric techniques and spreadsheets in analyzing data and makes use of some standard data sources.

*Prerequisites: ECO 253 and 292.*

Credits: 1

### **ECO 331 Economics of the Public Sector**

An examination of the economic role of the public sector in the United States. Some of the general questions addressed include: When do markets fail to bring about desirable outcomes in the absence of government intervention? Under what circumstances can governmental action improve economic outcomes? What are the main features and economic effects of current government tax and expenditure programs? By what principles should reform of these programs be guided?

*Prerequisites: ECO 253 and 291.*

Credits: 1

### **ECO 332 Labor Economics**

Why do different people earn different wages? What determines firms' demand for labor. What determines workers' labor supply? Why has wage inequality increased? Why does unemployment exist? The purpose of this course is to answer these questions using both microeconomic theory and econometrics, and to apply this knowledge to questions of labor market policy. Topics addressed include the determinants of labor demand and supply, minimum wages, human capital, efficiency wages, and discrimination. This course is offered in the spring semester.

*Prerequisites: ECO 253 and 291.*

Credits: 1

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

Extends ECO 291 by examining both the theoretical and the empirical analysis of imperfectly competitive firms. Particular emphasis is devoted to oligopoly theory and strategic behavior in which firms determine the best ways to compete with their marketplace rivals. Other topics include price discrimination, imperfect information, vertical restrictions such as resale price maintenance, and the role of innovation in market structure.

*Prerequisites: ECO 251, 253, and 291.*

Credits: 1

### **ECO 353 Topics in Econometrics**

An introduction to applied economic statistics and techniques for reaching sensible conclusions on the basis of empirical economic evidence. The course covers theoretical issues more rigorously than ECO 253, but also gives students hands-on experience with sophisticated econometric software. Topics covered include: simple and multiple linear regressions, autocorrelation and heteroskedasticity, time series and forecasting, simultaneous equations, and qualitative response models. Numerous empirical exercises and a significant empirical paper are among requirements of the course. This course is offered irregularly.

*Prerequisites: ECO 253 and 291 or 292. MAT 223 (Linear Algebra) recommended.*

Credits: 1

**ECO 361 Corporate Finance**

This course applies economic theory to analyze financial decisions made by corporations. These decisions include what real assets to invest in and how to raise the funds required for these investments. The analysis concentrates on the roles of the timing of cash flows, the risk of cash flows, and the conflicts of interest between the various actors in the world of corporate finance. Special attention is paid to stocks, bonds, dividends, and options. Extensive use is made of financial data and spreadsheets.

*Prerequisites: ECO 251, 253, and 291.*

Credits: 1

**ECO 362 Money and Banking**

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

*Prerequisites: ECO 253 and 292.*

Credits: 1

**ECO 363 Topics in Macroeconomics**

Featuring macroeconomic policies and issues, this course includes the study of business cycles, the economics of government deficits and debt, case studies in macroeconomic policy, and macroeconomic forecasting. This course is offered irregularly.

*Prerequisites: ECO 253, 253, and 292.*

Credits: 1

**ECO 364 Case Studies in Macroeconomics**

Utilizing a case study approach, this course explores advanced issues in macroeconomic policy. Topics covered include the business cycle, international macro, and growth.

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

Credits: 1

**ECO 377 Special Topics**

The course provides opportunities for specialized, innovative material to be made available for students at the advanced level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

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

Credits: 1

**ECO 387 Independent Study**

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

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

**ECO 388 Independent Study**

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

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2



**ECO 401 Senior Seminar**

A capstone seminar course in which current economic problems and policy are analyzed. This course is required of all economics majors. This course is offered in the fall semester.

*Prerequisites: ECO 251, 253, 291, and 292.*

Credits: 1

**ECO 491 Advanced Microeconomic Theory**

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

*Prerequisites: ECO 291 and MAT 111, 112.*

Credits: 1

**ECO 492 Advanced Macroeconomic Theory**

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

*Prerequisites: ECO 292 and MAT 110 or 111.*

Credits: 1

## Department of History

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

History is the study of the past, a process that produces an ever changing view of the past, not a static picture. The History Department therefore strives to make every student his own historian, a task encompassed in the CORE GOALS of the department:

**A. CONTENT:** to acquire a degree of mastery of both essential factual material and conceptual, thematic and comparative knowledge in several geographical areas, diverse cultures, and different time periods in human history, with particular sensitivity to the change over time of a diverse, global society.

**B. THE CRAFT OF HISTORY:** to acquire the habit of the many analytical skills which historians use in recovering, researching, and writing about the past; such as, constructing important questions, making inferences from primary sources, putting sources into larger contexts, and making one's own interpretations of the past.

**C. HISTORICAL THINKING:** to develop habits of thinking like an historian: e.g., an appreciation for the complexity of both change and continuity over time and in different ages, cultures, and areas of the world; an awareness of historical interpretation and historiographical schools of thought; and an understanding of how events and ideas from the past affect the present.

**D. SELF-EXPRESSION:** to become competent, confident, and fluent in the oral, written, and group skills necessary to speak and write about and explore historical questions.

**E. SELF-DEVELOPMENT:** to become an independent intellectual inquirer into the past, as well as a lifelong learner of history; and to locate oneself and one's family, community, and cultural traditions in history.

**Comprehensive Examinations:** The Written Comprehensive Exam in History is a two-day exam that is designed to evaluate the students' mastery of the core goals of the department. For one day, students discuss some aspect of history, approach to historical studies, or theories of history with respect to those areas of history the student has studied. The other day generally asks students to act as historians using a selected set of primary and secondary source texts provided ahead of time.

**Requirements for a Major:** Students majoring in history must complete either HIS 101 or HIS 102, both HIS 497 and 498, and six additional courses, at least two of which must be at the 300 level. Advanced (300 level) courses may include independent studies. Students are advised that their performance in 497, 498, and Comprehensive Exams will be enhanced by their familiarity with a variety of geographic, temporal, thematic, and topical areas of the field of history.

In addition, majors must maintain a portfolio of selected papers they have written for history courses (details of which are available on the History Department website or from the Department Chair). Evaluation of portfolios will be an aspect of comprehensive exams in the history major.

History majors, especially those planning to pursue graduate historical studies, are urged to gain a proficiency in a least one foreign language. Proficiency is here defined as the ability to read, without undue difficulty, historical works in the appropriate foreign language. Majors are also encouraged to gain experience with overseas cultures through immersion experiences and study abroad.

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

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

## Course Descriptions

### **HIS 101 World History to 1500**

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

*Prerequisites: None.*

Credits: 1

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

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

*Prerequisites: None.*

Credits: 1

### **HIS 187 Independent Study**

Open to history majors.

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **HIS 188 Independent Study**

Open to history majors.

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **HIS 200 Topics in World and Comparative History**

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

*Prerequisites: None.*

Credits: 1 or 1/2

**HIS 201 The World from 1914–Present**

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

*Prerequisites: None.*

Credits: 1

**HIS 210 Topics in Ancient History (CLA 113)**

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

*Prerequisites: None.*

Credits: 1 or 1/2

**HIS 211 Ancient History: Greece (CLA 105)**

A survey of Greek history from the end of the Bronze Age (ca. 1100 B.C.) to the time of the Roman conquest of the Greek world (first century B.C.). Emphasis is on the origin, evolution, and problems of the most important Greek political-social-cultural structure, the polis or “city-state.” This course is offered in the fall semester in even-numbered years.

*Prerequisites: None.*

Credits: 1

**HIS 212 Ancient History: Rome (CLA 106)**

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

*Prerequisites: None.*

Credits: 1

**HIS 220 Topics in Medieval and Early Modern Europe**

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

*Prerequisites: None.*

Credits: 1 or 1/2

**HIS 221 Medieval Europe, 400–1400**

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

*Prerequisites: None.*

Credits: 1

**HIS 222 Early Modern Europe, 1400–1800**

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

*Prerequisites: None.*

Credits: 1

**HIS 230 Topics in Modern Europe**

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

*Prerequisites: None.*

Credits: 1 or 1/2

**HIS 231 19th-Century Europe**

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

*Prerequisites: None.*

Credits: 1

**HIS 232 20th-Century Europe**

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

*Prerequisites: None.*

Credits: 1

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

The purpose of this course is to study economic issues in European history. A substantial part of the course is devoted to the Industrial Revolution. What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? Other topics will vary, but may include: agriculture, demography, Poor Laws, the Great Depression, and the gold standard. This course is offered in the fall semester (when offered).

*Prerequisites: ECO 101.*

Credits: 1

**HIS 236 History of Economic Thought (ECO 205)**

Designed for non-majors as well as majors, this course examines the intellectual history of economics. The ideas of great economists (including Smith, Ricardo, Marx, Keynes, Schumpeter, and Knight) are analyzed and compared. Particular emphasis is placed on differing views toward capitalism—especially predictions about its eventual fate. This course is offered in the fall semester (when offered).

*Prerequisites: None.*

Credits: 1

### **HIS 240 Topics in American History**

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

*Prerequisites: None.*

Credits: 1 or 1/2

### **HIS 241 America to 1877**

An introduction to American history and to the departmental Core Goals in the process of historical investigation and understanding. Students will learn the basic facts and conceptual themes involved in Native Indian cultures, Puritanism, the American Revolution, the New Nation, expansionism, slavery, reform, Civil War, and Reconstruction. The course focuses on significant landmark political events, but also on the everyday experiences and social history of women, minorities, and other underrepresented groups. This course is offered in the fall semester.

*Prerequisites: None.*

Credits: 1

### **HIS 242 America since 1877**

The emphasis is upon some of the major issues in American politics and society since 1877: the growth of big business; changes in the lives of farmers, workers, and immigrants; the rise of the city; and reform movements among rural and urban labor and among minority groups. In addition to studying national history and the emergence of America as a world power, students will have an opportunity to investigate their own family histories. This course is offered in the spring semester.

*Prerequisites: None.*

Credits: 1

### **HIS 244 African American History**

Emphasis on several crucial periods: slavery; Reconstruction and its aftermath; the civil rights and Black liberation movements of the 1960s; and contemporary African American culture. Relations between Blacks and Whites will be examined through the reading and discussion of classic African American texts by Douglass, Jacobs, Washington, DuBois, Wright, Angelou, Moody, Walker, Malcolm X, King, Baldwin, Gates, and others. This course is offered in some spring semesters.

*Prerequisites: None.*

Credits: 1

### **HIS 245 Topics in Economic History: American (ECO 213)**

The purpose of this course is to use economics to improve our understanding of history and to use history to improve our understanding of economics. Examples of questions that may be addressed are: Why is the U.S. wealthy? How do government policies affect the economy? How has the role of government changed over the course of U.S. history? How did the institution of slavery and its abolition affect Southern economic development? Is the current U.S. banking system better than the systems that preceded it? What caused the Great Depression?

*Prerequisites: ECO 101.*

Credits: 1

### **HIS 250 Topics in Latin American History**

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

*Prerequisites: None.*

Credits: 1 or 1/2

### **HIS 252 Peoples and Nations of Latin America**

A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in the spring semester (when offered).

*Prerequisites: None.*

Credits: 1

### **HIS 260 Topics in Asian History**

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

*Prerequisites: None.*

Credits: 1 or 1/2

### **HIS 261 Classical and Imperial China to 1911**

A survey of the early history of China from its first dynasties (Shang, Chou) to its last (Ch'ing). This course will examine the complex internal dynamics that came to shape its peoples and institutions. This course is offered in the fall semester (when offered).

*Prerequisites: None.*

Credits: 1

### **HIS 262 Modern China from 1911 to the Present**

A survey of modern China. The class will examine the end of the Ch'ing Dynasty and the emergence of Nationalism through the end of the Second World War, the rise of Chinese Communism through the Great Leap Forward and the Cultural Revolution, and contemporary China to the present. This course is offered in the spring semester (when offered).

*Prerequisites: None.*

Credits: 1

### **HIS 270 Topics in African History**

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

*Prerequisites: None.*

Credits: 1 or 1/2

### **HIS 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 in the fall semester (when offered).

*Prerequisites: None.*

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 in the spring semester (when offered).

*Prerequisites: None.*

Credits: 1

### **HIS 287 Independent Study**

Open to history majors.

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **HIS 288 Independent Study**

Open to history majors.

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **HIS 300 Advanced Topics, World and Comparative History**

This course provides opportunities for small group and independent work in intensive study of selected topics in world and comparative history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in world history.*

Credits: 1 or 1/2

### **HIS 301 Craft and Theory of World History**

This is an upper level course in world history. Students will read secondary literature about world history and will read world history textbooks more for historiographical analysis than for content. Emphasis will therefore be on the theories and practices of world history; students will be expected to produce a significant term paper focusing either on a curricular proposal for a world history course or on an historiographical analysis of current trends and developments in the field. This course is offered in the spring semester (when offered).

*Prerequisite: Previous course work in world history.*

Credits: 1

### **HIS 310 Advanced Topics, Ancient History (CLA 213)**

This course provides opportunities for small group and independent work in intensive study of selected topics in ancient history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in ancient history.*

Credits: 1 or 1/2

### **HIS 320 Advanced Topics, Medieval and Early Modern Europe**

This course provides opportunities for small group and independent work in intensive study of selected topics in medieval and early modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in medieval or early modern European history.*

Credits: 1 or 1/2

### **HIS 330 Advanced Topics, Modern Europe**

This course provides opportunities for small group and independent work in intensive study of selected topics in modern European history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in modern European history.*

Credits: 1 or 1/2



### **HIS 340 Advanced Topics, American History**

This course provides opportunities for small group and independent work in intensive study of selected topics in American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in American history.*

Credits: 1 or 1/2

### **HIS 350 Advanced Topics, Latin America**

This course provides opportunities for small group and independent work in intensive study of selected topics in Latin American history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in Latin American history.*

Credits: 1 or 1/2

### **HIS 360 Advanced Topics in Asian History**

This course provides opportunities for small group and independent work in intensive study of selected topics in Asian history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in Asian history.*

Credits: 1 or 1/2

### **HIS 370 Advanced Topics in African History**

This course provides opportunities for small group and independent work in intensive study of selected topics in African history. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval.

*Prerequisite: Previous course work in African history.*

Credits: 1 or 1/2

### **HIS 387 Independent Study**

Open to history majors.

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **HIS 388 Independent Study**

Open to history majors.

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **HIS 497 Philosophy and Craft of History**

This course is required of all majors in history and should be taken in the junior year. Students have an opportunity to read different examples of historical writing and to examine the philosophical and methodological assumptions which underlie the historian's craft. This course is offered in the fall and spring semester.

Credits: 1

### **HIS 498 Research Seminar**

All history majors must take this course in the fall semester of their senior year, while other juniors or seniors are welcome to enroll with the consent of the instructor. Emphasis on research techniques, conferences with the instructor, and independent development of individual projects focused on a topic with a global or comparative component. This course is offered in the fall semester.

Credits: 1

## Department of Political Science

**Faculty in the Department of Political Science:** V. Daniel Rogers (chair), Michael Burch, Shamira Gelbman, Scott Himsel~, Alexanra Hoerl, and Ethan Hollander. ~ *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 introductory, intermediate, and advanced courses 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. Our minor allows students to explore interests in two of the four areas.

By studying political science, students learn to analyze and interpret the significance of political events and governmental processes in order to understand, evaluate, and even shape them. As a department, we hope to turn interested students, whatever their career plans or other interests, into politically literate college graduates who are able to comprehend their political world in ways appropriate to their individual inclinations, as intelligent and responsible citizens, journalists, attorneys, active participants in business, community or electoral politics, as candidates for office, public officials, or academic political scientists.

**Requirements for the Major:** Majors in Political Science are required to take nine course credits (and may take as many as eleven) distributed as follows:

- Four introductory courses:
  - PSC 111—Introduction to American Politics
  - PSC 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)
- 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 PHI 213 (Philosophy of Law) or a departmentally-approved offering listed under PHI 219 (Topic in Ethics and Social Philosophy) toward the major or minor in Political Science. No more than one course credit in Philosophy may be counted toward the Political Science major or minor.

- Collateral requirements: Political Science majors are also required to take ECO 101 and HIS 102.

**Beginning with the Class of 2014,** Political Science majors must complete one full credit from among the following: PSC 261, PSY 201, DV3 252/ECO 253, or MAT 103 and 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:** The comprehensive 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 oral component of the examination.

The Political Science Department encourages all prospective majors to complete their four introductory courses (PSC 111, 122, 231, 242) during their first two years. There is no required sequence, but PSC 111 and 122 are recommended for freshmen and PSC 231 and 242 are recommended for sophomores. One potential way of scheduling the introductory courses is as follows:

	<b>Fall</b>	<b>Spring</b>
Freshman Year	PSC 111 or PSC 122	PSC 111 or PSC 122
Sophomore Year	PSC 231	PSC 242

**Requirements for the Minor:** Political Science minors are required to take five classes, distributed as follows:

- Two of the four introductory courses, PSC 111, 122, 231, 242
- Two 300-level courses in one of the areas in which an introductory course was taken
- One 300-level course in the other area in which an introductory course was taken or PSC 261

**Advanced Placement:** Students who have received a score of 4 or higher on either the AP Comparative Government or AP United States Government exams will receive one back-credit upon completing a 300-level course in American politics (to receive credit for AP US Government) or comparative politics (to receive credit for AP Comparative Government) with a grade of B- or higher.

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

## Course Descriptions

The four courses labeled "Introduction" assume no prior knowledge of the subject matter. Those marked "advanced" build on the specific introductory course cited as a prerequisite.

### **PSC 111 Introduction to American Government and Politics**

An analysis of the powers, functions, and political bases of government in America, including attention to democratic theory, civil liberties, political parties and pressure groups, campaigns and elections, Congress and the Presidency, judicial review, federal-state-local relations, and public policy-making in domestic, foreign, and budgetary areas. This course is offered in the fall and spring semester.

*Prerequisites: None.*

Credits: 1

**PSC 122 Introduction to Comparative Politics**

This class will provide a general introduction to the study of political systems worldwide. The approach and many of the readings will be theoretical, but we will draw from real-world examples as illustrations of these theoretical concepts. Thus, a basic understanding of world history, current events, and even the American political system will be assumed. This course is a requirement for all students who intend to major in political science and is a prerequisite for a number of other courses in the subfield of comparative politics. It is also a good choice for students wishing to satisfy a behavioral science distribution requirement. This course is offered in the fall and spring semester.

*Prerequisites: None.*

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.

*Prerequisites: 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.

*Prerequisites: None.*

Credits: 1

**PSC 261 Research Methods and Statistics for Political Science**

This course surveys the various ways political scientists use the scientific method and rigorous quantitative analysis to study politics. The course begins with an overview of the theory behind social scientific inquiry, outlining the basic logic of hypothesis testing and research design. We then devote significant attention to quantitative and statistical research methods, from basic probability theory to confidence intervals, means testing, and multivariate regression. The course also introduces students to computer software packages used to perform advanced statistical analysis (primarily SPSS). The primary aims of the course are (a) to prepare students to conduct their own quantitative research of political phenomena and (b) to make students better consumers of political information by familiarizing them with the ways statistics are used and abused for political ends. This course satisfies the College's quantitative skills distribution requirement and also the statistical methods requirement of a major in political science. This course is offered in the fall semester.

*Prerequisite: One course in political science.*

Credits: 1

**PSC 287 Independent Study**

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

**PSC 288 Independent Study**

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **PSC 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 in spring semester in even-numbered years and usually includes an immersion trip to Washington, DC (required).

*Prerequisite: PSC 111.*

Credits: 1

### **PSC 312 Parties, Elections and Pressure Groups**

A systematic look at mechanisms for popular control of American government. This course looks at the nature of public opinion and its translation into political action. Political parties and interest groups are investigated as mechanisms which link the citizen to the policy-making system. Attention will be given to elections and the bases upon which individuals make their decisions at the polls. We will also consider the conflicting arguments about the decline, decomposition, and realignment of parties, and the rise of the single-issue interest group in recent years. This course counts as an advanced course in American Politics.

*Prerequisite: PSC 111.*

Credits: 1

### **PSC 313 Constitutional Law**

Do gay Americans have a constitutional right to get married? Should racial and ethnic minorities receive the benefits of affirmative action when applying to college or law school? Does a woman have a constitutional right to an abortion? Does the federal government have the power to regulate health care? What role should judges play in deciding such divisive and morally vexing issues? This course examines the Supreme Court's most potent power—to strike down as unconstitutional the actions of elected officials on these and other “hot button” issues. How should the Court apply such broadly worded constitutional guarantees as “equal protection” and “due process of law” to modern problems? Should the Court follow the “original intent” of our Founders or be guided by more recent, evolving standards? When the Court has wrestled with tough issues, what impact has its decisions had on other branches of government and on American society in general? This counts as an advanced course in American Politics. This course is offered in the fall semester.

*Prerequisites: None.*

Credits: 1

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

This course focuses in depth upon a topic relating to the role that courts should play in government. Past topics have included Civil Liberties in War and Peace, which explores how we treat those we fear most—suspected criminals, alleged enemies of the state including terrorists, and those who criticize the government during wartime. This course counts as an advanced course in American Politics. It is offered in the in spring semester in odd-numbered years.

*Prerequisites: None.*

Credits: 1

### **PSC 315 Religious Freedom**

May the United States Air Force Academy display a banner declaring “I am a member of Team Jesus Christ” in its football locker room? May the Indiana House of Representatives pray and sing a Christian song at the beginning of one of its sessions? Must employees be permitted to post at work biblical verses that condemn homosexuals? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife. Counts as an advanced course in American Politics. This course is offered in the in spring semester in even-numbered years.

*Prerequisites: None.*

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

*Prerequisite: PSC 111.*

Credits: 1

### **PSC 317 State and Local Politics**

A survey of the institutions, actors, and processes involved in the governing of states, cities, and other local jurisdictions. Attention is given to intergovernmental relations as well as to the analysis of individual units. Field work is required. Counts as an advanced course in American Politics.

*Prerequisite: PSC 111.*

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. Students will be permitted to complete some class assignments in German, Spanish, or French. Typically offered the spring semester of even-numbered years, this course counts as an advanced course in Comparative Politics or International Relations. PSC 322 requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break.

*Prerequisite: PSC 122.*

Credits: 1

### **PSC 324 Economic and Political Development (ECO 224)**

This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in politics around the world. Special attention will be given to the consolidation of states in modern industrialized society, as well as to the legacy of imperialism in Eastern Europe and the developing world. Key issues to be considered will include Europe’s economic and military dominance in the modern era, the role of nationalism in the dissolution of early empires, and the legacy of colonialism for the economic and political development of Africa, Latin America and the Middle East. Special attention will also be given to an enduring question in comparative politics: Why are some countries rich and others poor? This course counts

as an advanced course in Comparative Politics.

*Prerequisite: PSC 122.*

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. Counts as an advanced course in Comparative Politics. PSC 325 may be offered in conjunction with courses in the Department of Modern Languages and cross-listed with studies of Hispanic language and culture. Students will be permitted to complete some class assignments in Spanish.

*Prerequisite: PSC 122.*

Credits: 1

### **PSC 326 Politics of the Middle East (Previously offered as PSC 226)**

A survey of the politics of the major states and nations of the Middle East. Special attention will be given to a number of leading issues in the region, including the Arab-Israeli Conflict, oil, terrorism, nuclear proliferation, and US foreign policy in Afghanistan and Iraq. Attention will also be given to broader questions of economic and social development, human rights, and the role of women in the modern Middle East. This course counts as an advanced course in Comparative Politics.

*Prerequisite: PSC 122.*

Credits: 1

### **PSC 327 Nationalism and Ethnic Conflict (Previously offered as PSC 372, special topic)**

This class will provide a general introduction to the study of nationalism and ethnic conflict. In it, we will touch upon a wide range of cases of ethnic conflict and genocide, including the dissolution of Yugoslavia, the ‘troubles’ in Northern Ireland, genocide in Rwanda and the Holocaust, and current crises in the Middle East. With such a wide range of cases, the approach will be largely theoretical — focusing on the underlying causes of such conflicts and on the general conditions under which they might be remedied. Thus, a solid foundation in the study of comparative politics and a reasonable familiarity with international current events will be expected. This course counts as an advanced course in Comparative Politics or International Relations.

*Prerequisite: PSC 122.*

Credits: 1

### **PSC 330 History of Political Thought: Ancient and Medieval**

A series of full-credit courses, each of which will focus on a particular political theorist or group of theorists from classical antiquity or the medieval period. Specific offerings will vary from year to year. This course counts as an advanced course in Political Theory.

*Prerequisite: PSC 231.*

Credits: 1

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

A series of full-credit courses, each of which will focus on a particular political theorist from the Renaissance or modern period. Specific offerings will vary from year to year. This course counts as advanced course work in Political Theory.

*Prerequisite: PSC 231.*

Credits: 1

**PSC 336 History of Political Thought (Previously offered as PSC 350) (HIS 340)**

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. This course counts as an advanced course in Political Theory.

*Prerequisite: PSC 231 or HIS 241 or 242.*

Credits: 1

**PSC 338 Contemporary Political Theory**

Students will study the political theory of selected contemporary authors and movements, especially as these theories relate to the development of democratic political theory, the critique of democratic political theory, and the contemporary examination and/or redefinition of concepts like justice and equality. This course counts as an advanced course in Political Theory. It is offered in the spring semester in odd-numbered years.

*Prerequisite: PSC 231.*

Credits: 1

**PSC 343 Introduction to Civil-Military Relations (Previously offered as PSC 374, special topic)**

In this course we examine one of the world's oldest political institutions: militaries. Armed forces are created primarily to defend states and their interests against other states and threatening actors, yet they can also play an important role in the domestic political affairs of the states that they are created to defend. The course intends to improve students' understanding of military actors and the various ways in which they are related to both international and domestic politics. Because an all-encompassing treatment of military affairs is impossible within the context of a single semester, this course emphasizes the role played by people (soldiers, officers and their civilian leaders) rather than machines (tanks, artillery pieces, small arms, etc.). This course counts as an advanced course in International Relations.

*Prerequisite: PSC 242.*

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. This course counts as an advanced course in International Relations.

*Prerequisite: PSC 242.*

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. This course counts as an advanced course in International Relations or American Politics.

*Prerequisite: PSC 111 or 242.*

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. This course counts as an advanced course in International Relations.

*Prerequisite: PSC 242.*

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. This course counts as an advanced course in International Relations.

*Prerequisite: PSC 242.*

Credits: 1

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

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

*Prerequisites: Vary with topic.*

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.

*Prerequisites: Vary with topic.*

Credits: 1 or 1/2

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

This course will focus on an advanced topic, issue, concept, or problem in political theory.

*Prerequisites: Vary with topic.*

Credits: 1 or 1/2

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

These courses will focus on a particular issue, concept, problem, or question in international relations. Advanced level.

*Prerequisites: Vary with topic.*

Credits: 1 or 1/2

### **PSC 387 Independent Study**

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **PSC 388 Independent Study**

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

### **PSC 487 Independent Study**

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

**PSC 488 Independent Study**

*Prerequisites: Permission of the instructor and the department chair.*

Credits: 1 or 1/2

**PSC 497 Senior Seminar**

Open only to senior political science majors. This is both a reading and a research seminar, organized around a general concept central to the discipline. Participants discuss common readings on the topic. They also prepare individual research papers which treat the general theme, but from the stance of their chosen emphases within the major. This course is offered in the fall semester.

*Prerequisite: Senior Political Science Majors.*

Credits: 1

## Department of Psychology

**Faculty in the Department of Psychology:** Neil Schmitzer-Torbert (chair), Teresa Aubele, Preston Bost\*^^ Charles Blaich+++ , Karen Gunther\* , Robert Horton, Eric Olofson, and Ryan Rush.

\* *Sabbatical leave, fall semester*; ^^ *Administrative Appointment, spring*; +++ *Administrative leave, full year*

Psychology is defined as “the science of behavior and mental processes, and the application of research findings to the solution of problems.” This definition encompasses an enormous number of specialty areas, and psychologists are the most diverse group of people in our society to share the same title. The core goals of the Psychology Department are:

- **CONTENT:** to acquire a degree of mastery of both factual and conceptual knowledge in several areas of psychology.
- **THINKING SKILLS:** to become habitually inquisitive, trustful of reason, and honest in facing personal biases; to actively evaluate knowledge and ideas.
- **SELF-EXPRESSION:** to become competent and confident in the oral and written skills needed to speak and write with facility and sophistication about psychological issues and research.
- **THE METHODOLOGY OF PSYCHOLOGY:** to acquire the ability to use the scientific method to generate and answer significant questions in an ethical manner; to demonstrate quantitative literacy, and to become increasingly independent in posing questions and pursuing answers through several research strategies.
- **PSYCHOLOGY AND SOCIETY:** to understand the nature of the complex relationship between psychological inquiry and social policy; to think critically about how the results of psychological research are used and how they might be used in the future.
- **HISTORICAL PERSPECTIVE:** to understand and be able to evaluate critically the diversity of viewpoints about human nature and behavior represented over the course of psychology’s history.

### Requirements for the Major:

- **Introductory:** Introduction to Psychology (PSY 101)
- **Research:** Research Methods & Statistics I and II (PSY 201 and 202). Students are encouraged to begin this sequence in their sophomore year, especially if they are interested in graduate school or wish to study off-campus.
- **Writing:** Literature Review (PSY 301)
- **Intermediate-Advanced Course Sequences: Any two of the following five two-course sequences:**
  1. PSY 220: Child Development—PSY 320: Research in Development
  2. PSY 222: Social Psychology—PSY 322: Research in Social Psychology
  3. PSY 231: Cognition—PSY 331: Research in Cognitive Psychology
  4. PSY 232: Sensation & Perception—PSY 332: Research in Sensation & Perception
  5. PSY 233: Behavioral Neuroscience—PSY 333: Research in Behavioral Neuroscience

• **Experimental-Physiological: At least one of the following four intermediate courses:**

1. PSY 231: Cognition
2. PSY 232: Sensation and Perception
3. PSY 233: Behavioral Neuroscience
4. PSY 235: Cognitive Neuropsychology

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

• **Senior Project:** PSY 495/496

• **Additional courses** to bring total Psychology course credits to a minimum of nine.

**Note:** Students planning to apply to graduate school are strongly urged to take the maximum of 11 course credits.

• **Biology Course:** Psychology majors are required to take one of the following courses: PSY 104, BIO 101, or BIO 111. This course should be taken by the end of the sophomore year.

• **Written Senior Comprehensive Examinations** in Psychology require majors to (1) organize and synthesize information to support their thoughts on questions of broad interest to psychologists, (2) to demonstrate knowledge across major content areas of Psychology, and (3) to demonstrate competence with the scientific method and statistics.

• **Faculty Advisors:** Majors are strongly urged to select an advisor from the Psychology Department when they declare their major.

**Requirements for the Minor:**

• **Introductory:** Introduction to Psychology (PSY 101)

• **Research & Methods:** Research Methods and Statistics I: (PSY 201)

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

1. Child Development: PSY 220
2. Social Psychology: PSY 222
3. Cognition: PSY 231
4. Sensation & Perception: PSY 232
5. Behavioral Neuroscience: PSY 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 PSY 201 and 202 requirements at other schools. Because both courses combine research methods and statistics, most off-campus statistics courses do not substitute for either requirement. This means you should plan to take PSY 201 and 202 at Wabash. Permission to spend the junior year abroad requires completion of PSY 201 and 202 prior to going off campus.

**Advanced Placement Credit:** Students who earned a score of 4 or above on the Psychology Advanced Placement exam may earn credit for PSY 101 by taking any 200-level Psychology course and completing it with a grade of B- or better. The department recommends against taking PSY 201 as a first course in Psychology; students wishing to earn this credit should consult the chair of the Psychology Department for assistance in selecting an appropriate course. **SUCH PSY 101 CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN PSYCHOLOGY.**

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

## Course Descriptions

### **PSY 101 Introduction to Psychology**

A survey of concepts, principles, and theories of an empirical science of behavior. Topics include behavioral biology, learning, memory, sensation, perception, cognition, motivation, emotion, social behavior, personality, and psychopathology. This course is offered in the fall and spring semester.

*Prerequisites: None.*

Credits: 1

### **PSY 104 Introduction to Neuroscience**

An introduction to the study of the nervous system, with a focus on basic anatomy and physiology. Students will learn about the basic organization of the nervous system, neurophysiology, sensory processing, movement, development, and neuroplasticity through a systems approach to brain function. Several laboratory experiences will be built into the course to reinforce the principles discussed in class. This course counts toward distribution credit in Natural Science and Mathematics. This course is offered in the spring semester.

*Prerequisites: None.*

Credits: 1

### **PSY 105 Fatherhood**

An introduction to the psychological research into issues surrounding fatherhood. Topics to be covered include the role of fathers in children's development, the effect of being a father on adult development, men's views on fatherhood, the effect of fatherhood on romantic relationships, and balancing work and home life.

*Prerequisites: None.*

Credits: 1

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

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

*Prerequisites: None.*

Credits: 1

### **PSY 201 Research Methods and Statistics I**

An introduction to the principles and techniques involved in the design and analysis of psychological research. Development of abilities in quantitative analysis and reasoning, decision-making, and hypothesis testing are aided by conducting behavioral research projects. This course is offered in the fall and spring semester.

*Prerequisite: PSY 101 (may be taken concurrently).*

Credits: 1

### **PSY 202 Research Methods and Statistics II**

A continuation of Research Methods and Statistics I, with a focus on more advanced research designs and statistical procedures. Students will conduct behavioral research projects. This course is offered in the fall and spring semester.

*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.

*Prerequisites: None.*

Credits: 1

### **PSY 211 Cross-Cultural Psychology**

This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations.

*Prerequisite: PSY 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 offered in the fall semester

*Prerequisite: PSY 101 or PSY 105.*

Credits: 1

### **PSY 222 Social Psychology**

A survey of research findings and methodologies of social psychology. Topic coverage deals with social perception, attitude formation, attitude change, and the psychology of group processes and interactions. Students are encouraged to develop their own research ideas. This course is offered in the spring semester.

*Prerequisite: PSY 201 (may be taken concurrently).*

Credits: 1

**PSY 223 Abnormal Psychology**

An examination of the major disorders of human behavior, including their forms, origins, and determinants. Treatment strategies and issues are explored in depth. Emphasis on empirical studies and current research developments in psychopathology.

*Prerequisite: PSY 101.*

Credits: 1

**PSY 231 Cognition**

An overview of the major information-processing feats of the human mind, such as problem solving, reasoning, memory, language, visual perception, and the development of expertise. Students will explore the scientific techniques used to understand these invisible mental processes, and our current knowledge of how these processes are implemented in the brain. This course is offered in the fall semester.

*Prerequisite: PSY 201 (may be taken concurrently).*

Credits: 1

**PSY 232 Sensation and Perception**

This course explores our sensory systems: vision, hearing, touch, taste, smell, and perhaps other systems such as balance. We will study both the anatomy underlying these systems as well as perceptual phenomena. Mini-labs are interspersed throughout the course to experience these phenomena. We will also read and discuss primary research articles related to the topics covered in class. This course is offered in the fall semester.

*Prerequisites: PSY 104, BIO 101, or BIO 111 (may be taken concurrently); PSY 101 recommended.*

Credits: 1

**PSY 233 Behavioral Neuroscience**

An introduction to the biological bases of behavior. Examination of nervous system structure and function is followed by an examination of the neurophysiological foundations of motor ability, sexual behavior, ingestive behavior, sleep and arousal, learning and memory, reinforcement, and language. This course is offered in the spring semester.

*Prerequisite: PSY 104, BIO 101, or BIO 111 (may be taken concurrently).*

Credits: 1

**PSY 235 Cognitive Neuropsychology**

This course examines deficits in human cognitive function resulting from brain damage. It draws on principles of neuroscience, psychology, and neurology for insights into how the brain mediates the ability to use and integrate capacities such as perception, language, actions, memory, and thought.

*Prerequisite: PSY 101.*

Credits: 1

**PSY 287/288 Intermediate Research**

Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credit); this should be determined prior to registration. Offered in the fall (287) and spring (288) semesters.

*Prerequisite: PSY 201 (may be taken concurrently).*

Credits: 1/2

### **PSY 301 Literature Review in Psychology**

An introduction to the principles of searching for and reporting on published literature in psychology. Students will learn strategies for searching databases, identifying credible sources, and developing a theoretical background on a topic. This course features extensive training and practice in writing APA-style manuscripts, and is intended to prepare students for PSY 495/496, Senior Project. This course is offered in the fall and spring semester.

*Prerequisite: PSY 201.*

Credits: 1/2

### **PSY 310 Special Topics**

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

*Prerequisites: None.*

Credits: 1

### **PSY 320 Research in Developmental Psychology**

This course will provide students with in-depth coverage of the methodological tools and statistical analyses used by developmental psychologists. Students will read and discuss contemporary research on a given topic that will vary from year to year. Students will gain experience analyzing complex data sets obtained from prior research or from a research project conducted with the professor. This course is offered in the spring semester.

*Prerequisites: PSY 202 (may be taken concurrently) and 220.*

Credits: 1/2

### **PSY 322 Research In Social Psychology**

Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different semesters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is offered in the fall semester.

*Prerequisites: PSY 202 and 222.*

Credits: 1/2

### **PSY 331 Research In Cognitive Psychology**

This course is designed for students who have completed Cognitive Psychology (PSY 231) and are interested in conducting research on memory and other cognitive processes. Students will learn research techniques specific to cognitive research. Topics will vary from year to year and will include questions from both classic and contemporary cognitive psychology. This course is offered in the spring semester.

*Prerequisites: PSY 202 (may be taken concurrently) and 231.*

Credits: 1/2

### **PSY 332 Research In Sensation & Perception**

In this course, students will conduct experiments involving at least two sensory systems, obtaining experience with psychophysical experimental methods. Students will write complete APA-style scientific papers for each experiment, including a clearly stated hypothesis, a brief literature review, a clear explanation of the methodology, application of the proper statistical techniques, an analysis of how the results supported or failed to support the hypothesis, and an abstract summarizing the experimental findings. This course is offered in the spring semester.

*Prerequisites: PSY 201 and 232.*

Credits: 1/2



### **PSY 333 Research In Behavioral Neuroscience**

Students in this course will become involved with research in an area of behavioral neuroscience. The topic covered will reflect contemporary research issues in the field and may differ in different years. Major course components will be discussion of primary literature in neuroscience and collaboration with the professor in conducting and writing up an experiment that is directed toward possible publication. Recent topics have focused on memory and drug addiction, and how neural recordings are used to understand how information is encoded by the brain. This course is offered in the fall semester.

*Prerequisites: PSY 201 and 233.*

Credits: 1/2

### **PSY 387/388 Advanced Research**

Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty-directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded. Offered in the fall (387) and spring (388) semesters.

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

Credits: 1 or 1/2

### **PSY 495/496 Senior Project**

Students in this two half-course sequence will complete a year-long capstone project intended to integrate the content and skills they have learned in the major and develop expertise in an area of interest. This project will consist of either an empirical study or a community-based practicum. The empirical study will be one that the student plans and carries out with general guidance from a faculty mentor. For the community-based practicum option, students will work with a professional involved in the delivery of psychological services. All projects will culminate in an APA-style manuscript, poster presentation, and a talk at a regional undergraduate research conference. Students intending to register for PSY 495 must first meet with a faculty member in the Psychology Department to choose which type of project they wish to pursue and to propose an area of specialty. PSY 495 is offered in the fall semester and PSY 496 is offered in the spring semester.

*Prerequisites: PSY 202, PSY 301 (may be taken concurrently), completion of at least one intermediate-advanced course sequence, and permission of instructor.*

Credits: 1/2 credit for each course

## Education Studies

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

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

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

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

### Requirements for the Minor:

- **Introductory:** EDU 101 Introduction to Student Development
- **Philosophy:** EDU 201 Philosophy of Education
- **Pedagogy:** (may choose one)  
EDU 202 Literacy in Middle School Curriculum & Instruction  
EDU 302 Diversity/Multicultural Education in High School Curriculum & Instruction
- **Special Topics:** EDU 370 Special Topics
- **Psychology co-requisite** (choose one):  
PSY 210 Special Topics (with approval)  
PSY 211 Cross-Cultural Psych  
PSY 220 Child Development  
PSY 222 Social Psychology  
PSY 231 Cognition

## Requirements for the Secondary Licensure Program:

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

### Required Courses:

- **Introductory:** EDU 101 Introduction to Student Development
- **Philosophy:** EDU 201 Philosophy of Education
- **Pedagogy:** (must take both)  
EDU 202 Literacy in Middle School Curriculum & Instruction  
EDU 302 Diversity/Multicultural Education in High School Curriculum & Instruction
- **Psychology co-requisite** (choose one):  
PSY 210 Special Topics (with approval)  
PSY 211 Cross-Cultural Psych  
PSY 220 Child Development  
PSY 222 Social Psychology  
PSY 231 Cognition
- **EDU 330 Studies in Urban Education** (1/2 credit; with immersion trip)
- **Content Methods** (take one in major area)  
EDU 401 English (1/2 credit)  
EDU 402 Mathematics (1/2 credit)  
EDU 403 Lab Sciences (1/2 credit)  
EDU 404 Social Sciences (1/2 credit)  
EDU 405 World Languages (1/2 credit)  
EDU 406 Latin (.5 credits)
- **EDU 423 Student Teaching Practicum** (3.0 credits)

*In order to be fully admitted to Secondary Licensure Program (grades 5-12), a student must officially apply in the spring of the junior year.* Students must have taken EDU 101 and one at least course in pedagogy (EDU 202 or EDU 302) in order to apply to the licensure program. Students are advised to have taken one other course as part of the minor requirement upon applying to the licensure program. Students interested in the licensure program should be co-advised by Department of Education Studies faculty.

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

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

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

1. Student must successfully complete:
  - a. The Urban Education (immersion) Experience and course EDU 330
  - b. EDU 401-06 (Students take one course according to his content area)
  - c. EDU 423 (Student teaching sequence - 3.0 credits)
2. Student must complete a 15-week full-time co-teaching student teaching experience (EDU 423) during the spring semester of the senior year or in the 9th semester (post-graduation) in accordance with the Ninth Semester Program or in the 10th semester in accordance with the Science Education 4+1 Program. Separate application requirements apply for the Ninth Semester Program and the Science 4+1 Program.
3. Satisfactory completion of the Program Portfolio following student teaching.
4. Presentation of Classroom-Based Research following student teaching.
5. Attainment of CPR certification.
6. Completion of suicide prevention workshop.

**NOTE regarding Advising:** All students interested in the Education Studies minor or the secondary teaching license should be co-advised by a Department of Education Studies faculty member. As early as the freshman or sophomore year or after completing two courses in Education Studies, a student should list a Department of Education Studies faculty member as his co-advisor. For more detailed information, students should see the Chair/Director of Education Studies

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

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

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

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

**NOTE:** Students in any major who is pursuing the Secondary Licensure Program will meet the College distribution and graduation requirements. Within these distribution and graduation requirements, the student should take a course in oral communication (RHE 101 or THE 105); and an additional writing course beyond ENG 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.

**Division I (Science and Mathematics)**

According to state standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for Science and Mathematics (effective with the entering class of 2013):

**Biology (Life Science)**

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

**Chemistry**

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

**Physics**

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

### **Physical Science**

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

**NOTE:** DVI 301 & 302 Earth Space Science is a survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary teaching license in a scientific field. The work is typically completed on an independent basis and both DVI 301 and 302 must be taken to receive the full credit.

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

### **Mathematics**

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

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

### **DIVISION II (Humanities)**

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

#### **English Language Arts (English literature majors)**

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

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

## **World Languages**

### **Latin**

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

### **French**

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

### **German**

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

### **Spanish**

- Fulfill departmental requirements to complete the major in Spanish
- To include the following courses: SPA 201, 202, 301, 302, and 401
- 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 Chair/Director of Education Studies to make arrangements for this exam. It is suggested students take the exam during or just following the student teaching semester.

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

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

### **Economics Major**

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

### **History Major**

- Fulfill departmental requirements to complete the major in History
- To include the following: Three courses in U.S. history, one course in European history, and two additional (beyond 101 and 102) courses in world history.
- Recommended to take HIS 301 when it is offered as one of the world history courses
- At least ONE course in each of the other social science departments (Economics, Psychology, Political Science).
- If the student is interested in licensing in additional areas of the social sciences, the student should

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

### **Political Science Major (government and citizenship)**

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

### **Psychology Major**

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

### **Post-Baccalaureate Programs for Licensure Completion**

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

### **Ninth Semester Program**

This program allows admitted licensure program students to return for an additional semester immediately after graduation to complete student teaching 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 (in Education Studies). The program is available to students in majors for which we offer licensure programs, and is tuition-free (applies only to Education courses). College housing is NOT available to Ninth Semester Program students.

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

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

### **Transition to Teach Program**

Individuals interested in the Wabash Transition to Teach program should contact the Chair/Director of Education Studies for information on this program because requirements differ slightly from those listed in



the current Academic Bulletin. Wabash offers this program only at the secondary level.

## Course Descriptions

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

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

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

**Level:** Open to any student; required of all Education Studies minors. Students interested in the secondary licensure program are encouraged to take EDU 101 in the freshman or sophomore year. Offered fall and spring semesters.

*Prerequisites: None.*

Credits: 1

### **EDU 201 Philosophy of Education**

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

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

*Prerequisites: None.*

Credits: 1

### **EDU 202 Literacy in Middle School Curriculum and Instruction**

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

**Field Component:** Students in EDU 202 are placed in a content-specific middle school (or junior high) class where they work collaboratively with a host teacher for the entire semester. EDU 202 students are expected to participate in regular (at least 1 per week) field visits at their host school and expected to increase the level of their involvement in co-taught instructional activities each week. In addition, EDU 202 students will work with teachers and students in Special Education and English Language Learning for a minimum of 5-6 hours. The semester will culminate with EDU 202 students collaborating with host teachers to co-plan and co-teach a two-week unit that emphasizes the role of literacy in the teaching of a specific content area.

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

*Prerequisites: EDU 101*

Credits: 1

### **DV1 301 Earth Space Science**

A survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary school of teaching license in a scientific field. The work will be largely on an independent study basis. Both DV1 301 and 302 must be taken in order to receive credit. Arranged course.

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

Credits: 1 or 1/2

### **DV1 302 Earth Space Science**

A survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary school of teaching license in a scientific field. The work will be largely on an independent study basis. Both DV1 301 and 302 must be taken in order to receive credit. Arranged course.

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

Credits: 1 or 1/2

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

A high school general methods course 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. Required field experience (25 hours) will culminate in a two-week co-teaching experience in a high school setting. EDU 302 is required for the Secondary Licensure Program and counts as a pedagogy course for the minor in Education Studies.

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

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

*Prerequisites: EDU 101 (recommended to take EDU 202 prior to EDU 302)*

Credits: 1

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

In this course students study issues related to urban education and participate in a week-long immersion trip (currently to Chicago). The course is required for students who intend to complete the Secondary Licensure Program and who have completed EDU 202 and/or EDU 302. The course culminates with an immersion trip to Chicago in May, wherein students are paired with a host teacher in a Chicago Public School and spend the week between finals and graduation immersed in the urban setting and teaching in Chicago Public Schools.

**Level:** Required for the Secondary Licensure Program. With instructor permission, may be taken by any student in the Education Studies minor. Enrollment in the fall semester, with much of the course work completed during the prior spring semester.

*Prerequisites: EDU 202 or EDU 302.*

Credits: 1/2

### **EDU 370 Special Topics**

This course is a seminar focused upon historical and/or philosophical topics in education. In general, historically-oriented and philosophically-oriented topics are taught in alternating years, and are cross-listed with the relevant department(s) as appropriate. The emphasis is upon shared exploration of the general background to the issue, accompanied by development of an independent research project connected to it. Because the content varies from year to year, this course may be repeated for credit with instructor permission.

**Level:** Required for the Education Studies minor. Offered in the spring semester.

### **EDU 387 Independent Study**

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

Credits: 1 or 1/2

### **EDU 388 Independent Study**

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

Credits: 1/2

### **EDU 401-406 Content Methods**

In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. 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. As well, the course asks students to explore differentiated instruction methods—with special attention to special needs students and English language learners—the use of 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. Students are also introduced to professional organizations and publications within their content area.

**Field Component:** Students in EDU 401-406 are placed in a content-specific high school or middle school class, preferably with the cooperating teacher with whom they will be placed for student teaching. The nature of the fieldwork—a minimum of 10 hours—might include observing, co-teaching, or attending faculty/department meetings. Drawing on classroom and field-based experiences, students will develop curriculum maps to understand the scope and sequence of various courses within a single discipline.

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

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

#### **403. Teaching of 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:** Open to students admitted to the Secondary Licensure Program (or with permission of the instructor). Offered fall semesters.

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

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

### **EDU 423 Student Teaching Practicum**

The general purpose of this practicum experience is to bridge the gap in teacher preparation between theory and practice and to provide teacher candidates with real world teaching experiences in a secondary school setting. The co-teaching model serves as the framework for this practicum, which enables teacher candidates to have a collaborative mentoring relationship with their mentor teachers. As the third piece in this collaboration, college supervisors serve as facilitators, resources, and overseers of the practicum experience. The Student Teaching Practicum places teacher candidates, who have completed all other licensure program requirements for the secondary teaching license, in a content-appropriate middle and/or high school setting where they work with a mentor teacher for an entire semester. Starting as close to the beginning of the middle/high school semester as possible, teacher candidates are expected to co-plan and co-teach for a full 15 weeks. Responsibilities for the teacher candidates will gradually shift from the mentor teacher as the “lead teacher” to the teacher candidate as the “lead teacher” and back as the practicum experience comes to a close. As well, teacher candidates are expected to conduct a classroom-based research (CBR) project and complete the licensure program e-portfolio -- both are required culminating projects for the secondary licensure program. Teacher candidates will be supported and mentored as they work on these projects during the bi-monthly seminar meetings on campus. Other topics covered in the seminar meetings will include: lesson planning, differentiated instruction, authentic assessment, technology, classroom management, and education law.

Offered in fall and spring semesters.

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

Credits: 3

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

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

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

Credits: 2

**EDU 487 Independent Study**

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

Credits: 1 or 1/2

**EDU 488 Independent Study**

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

Credits: 1 or 1/2