



WABASH

COLLEGE

Academic Bulletin
2013-2014

2013-14 Academic Bulletin

**Wabash College
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Mission Statement

“Wabash College educates men to think critically, act responsibly, lead effectively, and live humanely.”

Founded in 1832, Wabash College is an independent, liberal arts college for men with an enrollment of approximately 900 students. Its mission is excellence in teaching and learning within a community built on close and caring relationships among students, faculty, and staff.

Wabash offers qualified young men a superior education, fostering, in particular, independent intellectual inquiry, critical thought, and clear written and oral expression. The College educates its students broadly in the traditional curriculum of the liberal arts, while also requiring them to pursue concentrated study in one or more disciplines. Wabash emphasizes our manifold, but shared cultural heritage. Our students come from diverse economic, social, and cultural backgrounds; the College helps these students engage these differences and live humanely with them. Wabash also challenges its students to appreciate the changing nature of the global society and prepares them for the responsibilities of leadership and service in it.

The College carries out its mission in a residential setting in which students take personal and group responsibility for their actions. Wabash provides for its students an unusually informal, egalitarian, and participatory environment which encourages young men to adopt a life of intellectual and creative growth, self-awareness, and physical activity. The College seeks to cultivate qualities of character and leadership in students by developing not only their analytic skills, but also sensitivity to values, and judgment and compassion required of citizens living in a difficult and uncertain world. We expect a Wabash education to bring joy in the life of the mind, to reveal the pleasures in the details of common experience, and to affirm the necessity for and rewards in helping others.

Our Core Values

A rigorous liberal arts education that fosters

- An appreciation for the intellectual and physical aspects of a good life
- An understanding of and appreciation for other cultures

A personal context to teaching and learning that encourages

- Candid, respectful, face-to-face conversations
- Freedom of thought
- A local scholarly community that creates lifelong relationships

Individual responsibility and trust that are

- Based on moral and ethical awareness
- Expressed in the Gentleman's Rule
- Required for leadership and teamwork

A socially, economically, and ethnically diverse student body characterized by

- A dedication to the serious pursuit of learning
- A culture of competition without malice
- A few years of residence, a lifetime of loyalty

A tradition and philosophy of independence that

- Keeps the College from external control
- Allows the Wabash community to shape significantly its own destiny
- Promotes independence and self-reliance in its students and graduates.

The Origins of Wabash College

“The poetry in the life of a college like Wabash is to be found in its history. It is to be found in the fact that once on this familiar campus and once in these well-known halls, students and teachers as real as ourselves worked and studied, argued and laughed and worshipped together, but are now gone, one generation vanishing after another, as surely as we shall shortly be gone. But if you listen, you can hear their songs and their cheers. As you look, you can see the torch which they handed down to us.”

Byron K. Trippet '30
Ninth President of Wabash College

Wabash College was founded on November 21, 1832. According to early records, the next day a group of the men chosen as trustees of the College knelt in the snow and conducted a dedication service. The College would be located in the frontier town of Crawfordsville, Indiana, with the resolve “that the institution be at first a classical and English high school, rising into a college as soon as the wants of the country demand.”

The first faculty member of Wabash was Caleb Mills, a graduate of Dartmouth College and Andover Seminary, who arrived in 1833 and immediately established the character of the school. As noted by Byron Trippet, who was associated with Wabash College for 40 years as student, teacher, dean, and president, “by his ideals, his vision, and his abundant energy [Caleb Mills] gave to this College a sense of mission, which it has occasionally neglected, but has never completely lost.”

Caleb Mills later became the father of the Indiana public school system and worked tirelessly to improve education in the entire Mississippi Valley. Each fall, Caleb Mills’ bell is used to “ring in” the freshman class as students of Wabash College, and each spring the bell “rings out” that year’s class of Wabash men as they move on to new challenges.

Wabash College has always been independent and non-sectarian, although its founders and Caleb Mills were Presbyterian ministers. The school was patterned after the liberal arts colleges of New England, with their high standards. Caleb Mills declared the aims of the College to be learning, virtue, and service.

WABASH AT A GLANCE

Founded

1832

Type

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

Location

Crawfordsville, Indiana, a community of 15,000, is the county seat of Montgomery County, population 35,000. Crawfordsville is located 45 miles northwest of Indianapolis and 150 miles southeast of Chicago.

Endowment

As of June 1, 2013, the value of Wabash's endowment was approximately \$325 million, with a per-student endowment of about \$390,000. Wabash ranks near the top of all private colleges in the country.

Financial Aid

Approximately 90 percent of students receive some form of student aid.

Tuition and Fees

For the 2013-2014 academic year, tuition is \$35,000. Room fees in College-owned housing are \$4,150 per year. Board plans vary by the number of meals per week. The 19-meal plan is \$4,310 per year and the 15-meal plan is \$4,200 per year. Mandatory fees for student activities fee and the Health Center are \$450 and \$200, respectively.

Campus

The 60-acre wooded campus contains 39 buildings predominantly of Georgian architecture. Caleb Mills taught the first class of Wabash students on December 3, 1833 in Forest Hall, located since 1965 at the north end of campus and now home to the Department of Education Studies. Built in 1836, Caleb Mills' House hosts various college functions. Center Hall, home to the departments of English, Philosophy, and Religion, as well as administrative offices was built over 150 years ago and is the oldest continuously used classroom building on campus. Fifteen campus buildings have either been renovated or are new in the last 10 years, including the 170,000-square-foot Allen Athletics and Recreation Center, 81,000-square-foot Hays Hall (biology and chemistry), Trippet Hall, home of the Center of Inquiry in the Liberal Arts at Wabash College, and Wabash Center for Teaching and Learning and Theology and Religion.

Students

Wabash's 910 male students come from 34 states and about 16 foreign countries. Seventy-three percent are from Indiana. Test scores range from the middle 50 percent of entering freshmen: SAT critical reading 500-620, SAT writing 480-610, and SAT math 540-650. Each year, approximately 250 freshmen and a few transfer students enroll.

Faculty

More than 94 percent of the 84 full-time faculty members at Wabash hold a Ph.D. or equivalent terminal degree. Wabash's special strength lies with a faculty dedicated to teaching undergraduate students.

Student/Faculty Ratio

Wabash maintains a student/faculty ratio of 10/1.

Majors

Wabash offers 21 majors in the following areas: Art, Biochemistry, Biology, Chemistry, Classics, Economics, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science,

Psychology, Religion, Spanish, Speech, and Theater. Students may choose a double major; participate in the Business Leadership Program; or enroll in a 3-2 engineering program with Columbia University, Purdue University, or Washington University (St. Louis). Students interested in secondary education may minor in Education Studies and participate in the Secondary Licensure's Ninth Semester Program. These academic programs are augmented with on and off-campus internships; collaborative research with faculty; off-campus externships; and Wabash's Summer Business Immersion Program.

Library Collections and Services

Lilly Library, built in 1959, was renovated and expanded in 1992. The holdings include more than 400,000 books, serial backfiles, government-documents, and micro texts and a media collection of over 12,000 recordings, CDs, videos and other media.

Both in the library and on the campus network, students, faculty and staff have access to a combined online catalog of the 2.8 million volumes in the libraries of Wabash and the 26 other private colleges, universities, and seminaries of the Private Academic Library Network of Indiana (PALNI). Additional off-campus resources available electronically from the Library homepage (www.wabash.edu/library) encompass a wide range of specialized subject indexes and abstracts, full-text journal and information databases, and the OCLC international database of 50 million volumes in over 42,000 libraries around the world.

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

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

Computers

More than 380 systems are dedicated for students. Six public computer labs are available; two labs are open 24 hours/day, and two others are open from 8:00 a.m. to 2:00 a.m. Departmental and specialized computer labs include a digital media lab; language lab; two calculus labs; a molecular modeling lab; art and music labs; two social science labs; and six mobile wireless computing labs for chemistry, biology, physics, and art. Software includes Microsoft Office, Mathematica, SPSS, Adobe Creative Suite, computer programming languages, and a variety of course-specific applications. An innovative "virtual computer lab" system offers access to network resources and lab software from student personal computers, whether on or off campus. A gigabit ethernet network links all campus systems, and a 250Mb circuit provides high-speed Internet access. Wireless networking access is available campus-wide, including in dormitories and fraternities.

Automobiles

There are no restrictions regarding student automobiles.

Housing

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

with a wireless Internet network.

Sports

Wabash competes at the NCAA Division III level in 11 varsity sports—football, cross country, soccer, golf, basketball, indoor track and field, outdoor track and field, wrestling, tennis, swimming, and baseball—as a member of the North Coast Athletic Conference. Lacrosse will become an intercollegiate varsity sport in 2014-15. In addition, students may participate in 23 intramural sports and three club sports. More than three-quarters of Wabash students participate in at least one intramural sport.

Extracurricular Activities

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

Internships

Fully 70 percent of Wabash graduates complete one or more internships during their time on campus at places like National Public Radio, Cancer Treatment Centers of America, Computer Sciences Corporation, Indiana Repertory Theater, Indianapolis Colts, Indianapolis Children's Museum, NCAA, Eli Lilly, IBM, Bridgestone Tire Corporation, and Vanderbilt University Medical School.

Graduates

In 2012, Wabash grads took positions with Teach for America, Chase Bank, Valspar Leadership Development Program, Goldman Sachs, Edward Jones, AFLAC, Orr Entrepreneurial Fellowship, and Exact Target, among many others. Last year, about 40 percent of the graduating class went directly into graduate, medical, or law school, with many of them pursuing Ph.D. studies. Wabash men of the Class of 2012 are studying at graduate schools at the Duke University School of Medicine, Tufts University, University of Chicago, University of Notre Dame, Indiana University, King's College England, and Oxford University, to name only a few.

Address

For additional information, write to:

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

Accreditation

Wabash College is accredited by:

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

Admissions Information

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

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

For application materials, contact the Wabash College Admissions Office:

Call: (800) 345-5385 or (765) 361-6225
Office hours are 8:00 a.m. - 4:30 p.m. Monday through Friday all year.

E-Mail: admissions@wabash.edu

Web: www.wabash.edu/admissions

Fax: (765) 361-6437

Write: Wabash College Admissions Office
P.O. Box 352
Crawfordsville, IN 47933-0352

Secondary School Preparation

Each applicant is expected to have earned a secondary school diploma from a school approved by a state or regional accrediting agency or to have successfully completed the GED (General Educational Development) exam before enrolling at the College. Listed below are the minimum recommended high school courses which should be completed:

4 years of English

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

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

2 years of one foreign language

2 years of social studies

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

Application Procedures

Requirements:

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

Recommended:

Schedule an official campus visit. You and your parents are encouraged to see what Wabash is really like. Your campus visit may be during a scheduled group visitation program, or it can be an individually scheduled visit which allows you to attend classes, speak with a professor or coach of your choice, take a student-guided campus tour, complete an admissions interview, and stay overnight with Wabash students—all at no cost to you. This is the best way to get a “feel” for our campus and to have your questions answered about all aspects of the College. We recommend that you schedule your visit for a weekday, September through April, when classes are in session so that you can participate fully in your choice of activities. You may also schedule a shortened version of the campus visit during the summer months. Please note that some of our scholarship competitions require that you make an official campus visit. Call 800-345-5385 or register online: www.wabash.edu/admissions/visit and all arrangements will be made.

Deadlines:

Priority consideration for merit-based scholarships is given to those who have submitted all completed forms by December 1. It is highly recommended that all applications be completed by January 15. Scholarship and financial aid materials are available through the Admissions Office.

Application Calendar

Option	Deadline	Decision Mailed	Deposit Due
Early Decision	November 15	November 29	January 15
Early Action	December 1	December 19-26	May 1
Regular Application	January 15	January 31	May 1
Final Application	March 15	Two weeks after	May 1

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

Admissions Office Procedures

Although we have listed our requirements and recommendations, we guarantee that each applicant's completed application will be read and reviewed on an individual basis. The following items in the application file are listed in their order of importance when being reviewed by the Admissions Committee: course selection, grades, class rank, SAT/ACT scores, recommendations, written essay, and extracurricular and community activities.

A student will not be offered admission to Wabash unless it can be reasonably predicted that he can succeed at Wabash and that Wabash, in turn, can meet the student's particular needs. We feel obligated to ensure, as much as it is possible, that our students have a successful and fulfilling education at Wabash.

Readmission

Any student who previously attended Wabash College and did not enroll the following semester must contact the Dean of Students in writing to request re-admittance. For further information, call (765) 361-6480.

Part-Time/Non-Degree Students

Anyone wishing to take a class without being enrolled as a full-time student must contact the Registrar. For further information, call (765) 361-6245.

Transfer Students

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

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

Advanced Placement/Transfer Credits

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

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

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

any, they must take while at Wabash.

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

International Students

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

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

It is critical that international students enroll at Wabash in August, not in January, in order to ease their transition to the American college system and culture. As the application process will take an international student several months to complete, he should start investigating colleges/universities one year ahead of his intended enrollment date.

Apply online at www.wabash.edu/admissions/apply or use The Common Application at www.commonapp.com. Questions about the application process should be directed to:

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

International Application Requirements

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

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

International Admission

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

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

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

Enrollment Deposit

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

Housing

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

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

FINANCIAL ASSISTANCE

Need-Based Awards

All first-time students who wish to apply for financial assistance based on family need must submit 1) the Free Application for Federal Student Aid (FAFSA) to the Department of Education and 2) the CSS/PROFILE Application to the College Scholarship Service. The FAFSA is required to apply for federal grants, Federal Stafford Loans, PLUS loans, and the Frank O'Bannon Grant Program Awards for Indiana residents. The FAFSA is available beginning January 1 on the web at www.fafsa.gov and should be completed by the student and his parents by February 15. The CSS/PROFILE registration and application are available at www.collegeboard.org. **You must designate that you want the results of the FAFSA analysis to be released to Wabash College by filling in our code number, 001844, and the CSS/PROFILE results by filling in our code number, 1895.** Upon receipt of these results, the Wabash Financial Aid Office will take all factors into consideration and by early April will inform the admitted student of the amount of financial aid and scholarships Wabash can offer him.

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

Renewal of Need-Based Awards

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

Merit-Based Awards

Wabash offers numerous merit-based awards. These awards include Top Ten/Twenty Scholarships, Fine Arts Scholarships, Honor Scholarships, Lilly Awards, National Merit Scholarships, and President's Scholarships. These scholarships vary from \$1,000 to full tuition plus room and board and are renewable all four years at Wabash College. Scholarships are renewable annually provided that student attains the cumulative grade point average and the number of course credits required at the end of each academic year in order to make normal progress toward graduation.

All questions regarding financial assistance should be directed to the Financial Aid Office. Call (800) 718-9746 or (765) 361-6370.

Expenses

The costs of attending Wabash during the 2013-2014 school year are as follows:

Tuition	\$35,000
Activities Fee	\$450
Health Center Fee	\$200
Room & Board	\$8,510 (based on the 15-meal plan)

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

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

Adjustments of room and board budgets and financial aid will be by year or semester only (no pro-rata adjustments possible). Juniors and seniors who intend to live in off-campus housing (other than fraternity or dormitory) must notify the Dean of Student's office prior to doing so. Freshmen and sophomores are required to live in campus housing.

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

The estimated "comprehensive" cost to attend Wabash during the 2013-2014 school year is, therefore, \$46,600. You should plan on some increase in charges each year.

In 2013-2014, each semester's bill will include:

Tuition \$17,500

Activities Fee \$225

The Activities Fee covers admission to all home athletic contests, subscriptions to all student publications, and admission to all College drama productions and concerts—except certain SSAC-designated "National Acts."

Dormitory Room & Board \$4,255

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

Health Center Fee \$100

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

Billing Information

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

Students will receive payment bi-weekly as they work the Employment Self-Help (ESH) component of their financial aid award. Students have the option to have a portion of their ESH earnings withheld and applied to their tuition invoice. Students who plan to take advantage of their ESH eligibility should complete an ESH Response Form located on our website at <http://www.wabash.edu/esh>. Ninety-four percent of the total gross amount anticipated to be withheld from earnings for the semester will show as a credit on their tuition invoice (we estimate an average 6% for Payroll taxes). Any credit unearned at the end of each semester is payable immediately to the College. The Student Payroll Schedule is located on our website at <http://askwally.wabash.edu>.

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

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

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

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

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

Late Registration

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

Payment of Fees

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

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

For the convenience of those persons who prefer to pay the fees in monthly installments, the College offers a payment plan administered by Tuition Management Systems (TMS). Students with current payment plans will not be charged late fees or interest. Information is available on our website at <http://www.wabash.edu/businessoffice/plans> or call TMS at 888-285-3052.

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

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

Wabash College Withdrawal Policy Determining Official Date of Withdrawal

The Dean of Students will determine the official withdrawal date according to federal regulations. All students must begin the withdrawal process in the Dean of Students Office by picking up a Student Withdrawal Form. The Student Withdrawal Form must be returned to the Dean of Students Office within five business days. The official withdrawal date is the date the student begins the withdrawal process.

If a student cannot complete the official withdrawal process for reasons outside of his control (accident, hospitalization, etc.), the Dean of Students will use the date related to that circumstance as the official withdrawal date. The Dean of Students may use an earlier last documented date of academic activity as the official withdrawal date.

If a student withdraws during a semester without notifying the College, the Dean of Students may use the mid-point of the semester or an earlier date of last documented academic activity.

Return of Funds Policy/Return of Federal Title IV Funds

Federal regulations require a return of federal Title IV funds if the student withdraws on or before completing 60% of the semester. The percentage of federal Title IV funds to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of five consecutive days or more are excluded.

After 60% of the semester is completed, 100% of federal Title IV funds is considered “earned” and does not need to be returned.

Federal Title IV funds include: subsidized and unsubsidized Stafford loans, PLUS loans, Pell, and TEACH grants.

Example: A student who receives federal Title IV funds withdraws at the 30% point of the semester. Therefore, 70% of his federal aid is “unearned” and must be returned to the appropriate program/s.

Return of Non-Federal Funds Non-Title IV Aid Recipients—In most cases, 75% of Wabash-funded aid will be returned to the appropriate Wabash College fund if a non-title IV aid recipient withdraws before 4:30 pm on the 10th class day of the semester. After 4:30 pm on the 10th class day of the semester, 100% of non-title IV funds is considered “earned” and will not be returned to the funding source.

Financial aid from states or other external agencies will be returned according to the requirements of the agency awarding the funds. Otherwise, 75% of state and other non-Title IV aid will be returned to the funding source.

Example: A student who does not receive federal Title IV funds withdraws on the ninth class day of the semester. Therefore, 25% of his aid is considered “used” and will remain on his account.

Title IV Aid Recipients—Wabash, state and other aid will be returned to the funding source based on the same percentage used in the Return of Federal Funds calculation for students receiving federal Title IV aid, provided the funding source does not have specific return requirements.

Refund Policies/Refund of Tuition and Fees Non-Title IV Aid Recipients—Any student who does not receive federal Title IV aid and officially withdraws prior to 4:30 pm on the 10th class day of the semester will receive a refund of 75% of tuition and required fees. A student not receiving federal Title IV aid who withdraws after 4:30 pm on the 10th class day of the semester will not receive a refund of tuition and required fees.

Title IV Aid Recipients—A federal Title IV aid recipient will receive a refund of tuition and required fees based on the same percentage used in the Return of Federal Funds calculation. No refund of tuition and required fees will be made if a federal Title IV aid recipient withdraws after 60% of the semester is complete. All students are responsible for any outstanding fines or special fees. No additional fines or special fees will be added to the student’s account after 10 business days from the date of withdrawal notification.

Refund of Room and Board Charges Non-Title IV Aid Recipients—A withdrawn student will receive a 100% refund of the unused portion of his room and board charges up through the first 100 days of the semester. Charges are pro-rated on a daily basis. The pro-ration is based on the total number of days in the semester, including all scheduled breaks and final exams week.

Title IV Aid Recipients—If a student is the recipient of federal Title IV aid, room and board charges will be pro-rated based on the same percentage used in Return of Federal Funds calculation. Federal Title IV aid recipients who withdraw after the 60% point of the semester will receive a refund of room and board charges as described in the paragraph above.

Notes

- The student may be required to repay all or some of his federal Title IV aid if he previously received a refund due to a credit balance on his account.
- The semester during which a student withdraws is considered to be a semester of aid received.
- Students considering withdrawing should consult with a Financial Aid Office staff member if he is concerned about the financial impact of withdrawing.
- The policies described herein apply to all students who withdraw during a semester for any reason.

Four-Year Guarantee

Beginning with men entering Wabash College as first-time freshmen in the fall of 1999, Wabash guarantees graduation within four years of matriculation at the College. Wabash recognizes the significant financial stress on students and their families when students do not complete degree requirements in a timely manner. Therefore, subject to conditions noted below, Wabash assumes the cost of tuition in excess of eight semesters' continuous enrollment at the College. The student is responsible for room and board charges and other fees. Financial aid is available for students who qualify to help meet remaining costs.

The student is responsible for knowing graduation requirements and arranging his course schedule to complete them. To be eligible for the four-year guarantee, the student must enroll as a full-time student (including approved off-campus programs) for eight consecutive semesters, must complete 34 course credits with a cumulative grade point average of at least 2.0, and must persist in the major(s) first declared during his sophomore year. A student requesting tuition beyond eight semesters must have the support of his academic advisor.

The Ninth Semester Option for teacher certification is exempted from this guarantee and available to teaching candidates under the policy established by the Education Studies Program.

Calendar 2013-2014

FALL SEMESTER

Freshman Saturday	AUG 24
Classes Begin	AUG 29
Student Census & Registration	AUG 29-30
First Date to Add Classes	SEP 2
Final Date to Add First Half Sem Course	SEP 4
Final Date to Add Full Semester Course	SEP 6
Final Date to Drop First Half Semester Course or Declare Credit/No Credit option (without record)	SEP 12
Final Date to Drop Full Semester Course or Declare Credit/No credit Option (without record)	SEP 27
Final Date To Drop First Half Semester Course with "W"	OCT 3
Midsemester	OCT 16
Midsemester Break	OCT 17-20
Classes Resume	OCT 21
Second Half Semester Courses Begin	OCT 21
Final Date to Add Second Half Sem Course	OCT 25
Final Date to Drop Full Semester Course with "W"	NOV 1
Final Date to Drop Second Half Semester Course or Declare Credit/No Credit Option (without record)	NOV 1
Pre-Registration for Spring Semester	NOV 14-21
Final Date to Drop Second Half Semester Course with "W"	NOV 22
Thanksgiving Recess	NOV 23-DEC 1
Classes Resume	DEC 2
Classes End	DEC 13
Final Exams	DEC 16-21
Christmas Recess – SENIORS	DEC 22 - JAN 12
Christmas Recess – UNDERCLASSMEN	DEC 22 - JAN 19

SPRING SEMESTER

Written Comprehensives for Seniors -Double Majors Only	JAN 9-10
Written Comprehensives for Seniors	JAN 13-14
Oral Comprehensive Exams for Seniors	JAN 15-17
Classes Begin	JAN 20
Student Census & Registration	JAN 20-21
First Date to Add Classes	JAN 22
Final Date to Add First Half Semester Course	JAN 24
Final Date to Add Full Semester Course	JAN 28
Final Date to Drop First Half Semester course or Declare Credit/No Credit Option (without record)	JAN 31
Final Date to Drop Full Semester Course or Declare Credit/No Credit Option (without record)	FEB 14
Final Date to Drop First Half Semester Course with “W”	FEB 21
Midsemester	MAR 7
Spring Recess	MAR 8-16
Classes Resume	MAR 17
Second Half Semester Courses Begin	MAR 17
Final Date to Add Second Half Semester Course	MAR 21
Final Date to Drop Full Semester Course with “W”	MAR 21
Pre-Registration for Fall Semester	MAR 27-APR 3
Final Date to Drop Second Half Semester Course or Declare Credit/No Credit Option (without record)	MAR 28
Final Date to Drop Second Half Semester Course with “W”	APR 18
Classes End	MAY 2
Final Exams	MAY 5-10
Commencement	MAY 18

Final Examination Schedule — 2013-2014 Academic Year

Final examinations are given at the end of each semester. No deferred examinations are given except by written excuse from the Dean of Students. The faculty has agreed that no exams will be given and no papers will be due the Wednesday to Sunday of the week prior to finals. No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course. Classes not included in the schedule below will be examined during the final exam week under special arrangements made by the instructor. Exams are held in the same classrooms they met in during the semester.

Fall Semester

Monday, December 16

9:00 a.m.

Classes meeting at 9:00 M-W-F

1:30 p.m.

Classes meeting at 8:00 T-TH

Tuesday, December 17

9:00 a.m..

Classes meeting at 10:00 M-W-F

1:30 p.m.

Classes meeting at 2:40 M-W-F

Wednesday, December 18

9:00 a.m.

Classes meeting at 11:00 M-W-F

1:30 p.m.

Classes meeting at 1:10 M-W-F

Thursday, December 19

9:00 a.m.

Classes meeting at 9:45 T-TH

1:30 p.m.

Classes meeting at 2:10 M-W-F & 3:10 M-W-F

Friday, December 20

9:00 a.m.

Classes meeting at 8:00 M-W-F

1:30 p.m.

Classes meeting at 1:10 T-TH

Saturday, December 21

9:00 a.m.

Multi-Section and other courses as
assigned by the Registrar

1:30 p.m.

Spring Semester

Monday, May 5

9:00 a.m.

Classes meeting at 9:45 T-TH

1:30 p.m.

Classes meeting at 2:10 M-W-F & 3:10 M-W-F

Tuesday, May 6

9:00 a.m.

Classes meeting at 8:00 M-W-F

1:30 p.m.

Classes meeting at 1:10 T-TH

Wednesday, May 7

9:00 a.m.

Classes meeting at 10:00 M-W-F

1:30 p.m.

Classes meeting at 2:40 T-TH

Thursday, May 8

9:00 a.m.

Classes meeting at 9:00 M-W-F

1:30 p.m.

Classes meeting at 8:00 T-TH

Friday, May 9

9:00 a.m.

Classes meeting at 11:00 M-W-F

1:30 p.m.

Classes meeting at 1:10 M-W-F

Saturday, May 10

9:00 a.m.

Multi-Section and other courses as
assigned by the Registrar

1:30 p.m.

Preamble to the Curriculum

We, the Faculty of Wabash College, believe in a liberal arts education. We believe that it leads people to freedom, helps them choose worthy goals and shows them the way to an enduring life of the mind. With its ideals in view, we have designed our curriculum according to the following principles:

The graduate in the liberal arts has pondered ideas as they come to him out of the ages of human thought.

He has watched their myriad forms in the great works of philosophy, history, theology, mathematics, arts and literature.

He has seen how the natural sciences try to answer the crucial questions of man, and he has himself taken part in their meticulous labor.

He has shared the endeavor of social science to probe the nature of man and the world he builds, and he has practiced its methods of coping with human conflicts and social needs.

In the study of foreign civilizations and people, he has found himself not only the creature of his time and place but also a citizen of the worldwide human community.

He has learned to read, to write, and to speak clearly and creatively, and he has begun to acquire the skills that will qualify him for increasing leadership in his vocation.

We, the faculty, believe that these principles are indispensable to the teaching to which we devote our careers. And we believe that to follow them will enable the graduates of Wabash College to judge thoughtfully, act effectively, and live humanely in a difficult world.

Rule of Conduct

Perhaps the most striking aspect of student life at Wabash is personal freedom. Believing that students ought to develop self-reliance and personal responsibility, the College has long prescribed only one rule of conduct:

The Student is expected to conduct himself, at all times, both on and off the campus, as a gentleman and a responsible citizen.

Adherence to this code of conduct is primarily a student's responsibility. Enforcement of the rule lies with the Dean of Students.

The Rule of Conduct and Academic Honesty

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

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

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

Wabash Writing Statement

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

As writers and writing teachers, we:

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

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

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

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

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

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

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

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

Faculty Statement of Principle Concerning Diversity

We, the Faculty of Wabash College, affirm that our community should embrace both diversity and freedom of speech. While in no way wishing to abridge the free exchange of ideas, we believe that comments, written or spoken, and actions that threaten or embarrass people because of their race, gender, religion, occupation, sexual orientation, national origin, physical disability, or ethnic group hurt all of us. Such insensitivity to any individual or group betrays the spirit of the liberal arts. We invite students, staff, and administrators to join us in fostering an environment of mutual respect.

The Curriculum

Requirements

The following requirements must be met for graduation:

1. Freshman Requirements:

a. Freshman Tutorial: One course credit. In the fall semester, every freshman must complete a tutorial. Freshman Tutorials cannot be taken after the freshman year. Tutorials are designed to insure the first-year student's participation in small group discussions that will challenge him intellectually and suggest the kind and quality of experience characteristic of the liberal arts. Instructors select topics of critical importance to them, judged to be pertinent to student concerns. The student need not have had previous experience in the particular field in order to participate—and his participation is important. Each tutorial encourages students to practice both written and oral self-expression. Reading, speaking, and writing assignments will, of course, vary with individual topics and instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one's thoughts with conviction and persuasion—all in terms of each tutorial's particular object. Freshman Tutorials count as a college requirement, but do not count for distribution credit. The tutorials are listed under NON DIVISIONAL COURSES.

b. Enduring Questions: One course credit. Enduring Questions is a required freshman colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and fostering a sense of community. Each section of the course includes a small group (approximately 15) of students who consider together classic and contemporary works from multiple disciplines. In so doing, students confront what it means to be human and how we understand ourselves, our relationships, and our world. The daily activity of the course most often involves discussion, and students complete multiple writing assignments for the course. As such, assessment of student performance emphasizes written and oral expression of ideas. In addition to regular class sessions, students are expected to attend affiliated speakers and programs both on and off-campus. Students are assigned randomly to a section of the course. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

Students entering prior to the fall of 2010, who were not able to meet the Sophomore Requirement, Cultures & Traditions, must petition the Curriculum Appeals Committee to either use the new Enduring Questions requirement or substitute other coursework to satisfy the old requirement.

2. Language Studies:

a. Proficiency in English: All students are required to demonstrate proficiency in writing. On the basis of the SAT Writing Test, SAT composite score, and other data, the English Department requires that some students take a course in Composition (English 101). This course is designed to improve a student's writing, particularly his organizational skills, but does not necessarily insure continued proficiency throughout a student's career at the College, nor does it count toward requirement 3a.

Students who are not placed into English 101 but wish to study composition may request support from the English Department. All students will gain writing experience from their Freshman Tutorial classes and from visits to the Writing Center, where they will receive personalized attention from peer tutors. At any time during his Wabash career, a student with writing difficulties may be referred by an instructor to the Writing Center. In these cases, it is assumed that the student will attain proficiency through regular work at the Center. If the student does not make satisfactory progress, the Writing Center Director will notify the referring instructor(s) and the student's advisor, who will then officially refer the student to the English Department. Students who are concerned about writing problems are urged to discuss them with their instructor, the

Writing Center staff, and the English Department.

b. Proficiency in a Foreign Language: The Wabash curriculum requires that all students demonstrate proficiency in a foreign language. Students may fulfill this requirement in the following ways:

Earn a passing grade for the elementary sequence (101 and 102, or Spanish 103) of any language that we offer (Chinese, French, German, Greek, Latin, or Spanish).

Earn a passing grade for any single course beyond 102 (e.g. German 201 or French 301).

Students may also fulfill this requirement by passing a proficiency exam with written and oral components. Other language sequences may also be used to meet the requirement. Students interested in pursuing these options should contact the appropriate department chair prior to mid-semester break in the fall of their freshman year. Advanced Placement (AP) exams do not fulfill this requirement.

Placement: Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by departmental placement policies. Students who have taken at least two years of French, German, or Spanish in high school will begin at the 201 level or higher. Placement beyond the 201 level in these languages is determined by the Computerized Adaptive Placement Exam (CAPE) with reference to high school transcripts. Student placement in Greek and Latin will generally be determined by departmental examinations.

3. Distribution Courses

No more than one transfer course credit may be used per distribution area to meet the requirement. With respect to this requirement, credit earned in approved off-campus study or by Wabash examination will be counted as Wabash course credit.

a. One course in Language Studies: Each student must complete one course credit in Language Studies from the following list: Rhetoric 101, 143, 145, 201, 220, 190, 290, 387; English 110, 121, 122, 150, 190, 201, 202, 210, 211, 212, 213, 221, 290, 311, 312, 313, 410, 411; Theater 210; Spanish 311 and French 311 (if taught as a linguistics course).

b. Three courses in Literature and Fine Arts: This group includes courses in Art, Music, and Theater, as well as courses in literature offered by the Classics, Modern Languages, English, and Rhetoric departments. The work must be done in at least two departments. A maximum of two years (1 credit) of Music Ensembles may be applied. (See the course descriptions of these departments for lists of courses that satisfy this requirement.)

c. Three courses in Behavioral Science: Economics, Political Science, and Psychology. The courses must be taken in at least two departments. Division III 252 and Psychology 104 do NOT count toward this requirement.

d. Three courses in Natural Science and Mathematics: Biology, Chemistry, Computer Science, Mathematics, and Physics. These courses must be taken in at least two departments. At least two of these course credits must be in a laboratory science, normally any two of the following: Biology 101, 111, 178 (neither 101 nor 178 can be taken as a second course if Biology 111 is taken as the first course), 112; Physics 101, 102, 105, 111, 112; CHE 101 or 111, 211, 221. The two lab courses need not be taken in the same department. Mathematics 010 does not count toward distribution. Computer Science 111 does not count towards the laboratory science requirement. Psychology 104 and Physics 104 may be used toward the three credits, but do not count towards the laboratory science portion of the requirement.

Students planning to take advanced work in the biological sciences should take Biology 111, 112 in the

freshman year. Students planning to take advanced work in physics should take Physics 111, 112 in the freshman year. Students planning to take advanced work in chemistry should take Chemistry 111 and 211 in the freshman year.

e. One course in Quantitative Skills: Each student must complete one course credit from the following list or another course of similar nature approved before enrollment by the Chair of Division I. A course used to satisfy the Quantitative Skills Requirements will not count toward other distribution requirements.

From Division I: Computer Science 101, 111; Mathematics 106, 103, 104, 108, 110, 111, 112, 178, 253, 254 or a course in the Mathematics Department which has Mathematics 112 as a prerequisite.

From Division II: Philosophy 270

From Division III: Division III 252 (1/2 course credit); Economics 251 (1/2 course credit); Political Science 261; Psychology 201

f. Two course credits in History, Philosophy, or Religion; Education 201 may also be used to fulfill this requirement.

4. Major

Eleven course credits in the major are the maximum which may be counted toward the 34 required for graduation, but no department may require more than nine courses in the major (i.e., a student completing 12 credits in the major, will be required to complete a total of 35 course credits for graduation; 13 credits in the major, require completion of 36 course credits, etc.). In departments of foreign languages and literatures, courses numbered 101 and 102 shall not be included in the 11-course limit on the major.

A student will normally declare his departmental major during the sophomore year, but he may make changes by advising the Registrar's Office as late as mid-semester of the fall semester of his senior year. Changes after that time may be made only by petition to the Curriculum Appeals Committee.

5. Minor or Area Concentration

The usual program consists of a departmental major and a departmental minor. An area of concentration may be substituted for the departmental minor.

a. Minor: A departmental minor shall consist of five courses in any department of the College. Departments may choose to specify particular courses or distributions of courses. A student will normally declare his departmental minor during his sophomore year, but he may make changes by advising the Registrar's Office as late as mid-semester of the fall semester of his senior year. Changes after that time may be made only by petition to the Curriculum Appeals Committee.

b. Area of Concentration: The area of concentration consists of five to eight course credits (in at least two departments), all outside the major (and minor if a student has both a minor and an area of concentration). Courses in the major or minor might relate to the concentration but cannot be counted toward the requirement. Unless otherwise specified, these courses may be used for distribution. Areas of concentration may be overseen by either an individualized or a standing committee. For an area of concentration, a student will discuss his plan with his advisor and work in consultation with a committee whose members have expertise in the proposed area. He will write a rationale for his concentration and develop a course plan. Both must be approved by his committee and reported to the Registrar. Working with the committee, he will also create a proposal for assessing his work in the area of concentration. (The proposed assessment might be based on such elements as a relevant capstone course where available, a portfolio of his work, an independent study project at an advanced level, a reflective essay that brings together the diverse parts of his area of concentration, etc.). The committee will oversee this assessment. A member of his committee may serve as

secondary field examiner on his senior oral examination.

Committees for Areas of Concentration: Several standing committees of the faculty oversee areas of concentration. These include committees for Areas of Concentration in Gender Studies, International Studies, and Multicultural American Studies (see Area of Concentration). Where appropriate, these standing committees may seek expertise outside their membership to assist in the evaluation of proposals and to serve as oral examiners. A student seeking to arrange a concentration in an area not represented by a standing committee will assemble an ad hoc committee of at least three faculty from two departments.

A student will normally declare his area of concentration during his sophomore year. The deadline for declaring an area of concentration overseen by a standing committee is set by that committee and may be as early as the fall of the sophomore year (see Area of Concentration). The deadline for declaring an area of concentration overseen by an individualized committee is mid semester of the fall semester of the junior year. With the approval of his committee, changes within a declared area of concentration may be made by filing a change of Area Concentration Form with the Registrar's Office as late as mid semester of the fall semester of the senior year. Changes after that time may be made only by petition to the Curriculum Appeals Committee

6. Minimum of 34 course credits and a 2.00 G.P.A.

For graduation, students must pass a minimum of 34 semester course credits and earn at least a 2.00 cumulative grade point average in all courses taken for grade at Wabash College, other than physical education. At least 24 of these credits must have been successfully completed at Wabash College. Credit earned in approved off-campus study or by Wabash examination will be counted as Wabash course credits (See Senior Requirements section).

7. Comprehensive Examination

a. Senior Written Examination: Every student must pass a written comprehensive examination in his major field.

b. Senior Oral Examination: Every student must pass the senior oral examination. The examination committee will consist of one instructor from his major department, one from his minor department or area of concentration, and one from neither. The examination will be no more than one hour in length and must be passed by the mid-semester of the second semester of the senior year.

A student who fails his comprehensive examination may retake the failed work once in the spring term. Should he fail in that effort, he may retake the comprehensive exam once in each subsequent academic year at the time of the regularly scheduled comprehensive exam. If a student fails the College-wide oral examination but passes the departmental examination, then he is required to retake only the College-wide oral examination, and vice versa. Departments will make and evaluate all departmental examinations. A student retaking an exam cannot receive a final grade higher than pass.

Academic Policies

Course Credits

All credits are issued as course credits. Each course credit is equivalent to 4 semester hours. Each one-half course credit is equivalent to 2 semester hours.

Course Numbers

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

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

Schedule of Classes Periods

Monday-Wednesday-Friday

- 8:00-8:50 a.m.
- 9:00-9:50 a.m.
- 10:00-10:50 a.m.
- 11:00-11:50 p.m.
- 1:10-2:00 p.m.
- 2:10-3:00 p.m.
- 3:10-4:00 p.m.

Tuesday-Thursday

- 8:00-9:15 a.m.
- 9:45-11:00 a.m.
- 1:10-2:25 p.m.
- 2:40-3:55 p.m.

Normal Course Loads

The Curriculum is limited to full credit and half-credit courses. The usual student course load is four, four and one-half, or five course credits a semester. (Freshmen are advised to take no more than four and one-half course credits a semester.) Students who wish to take six or more course credits in a semester must petition the Curriculum Appeals Committee for approval. Full time student status requires a minimum of three course credits. Courses taken for credit/no credit and physical education courses do not count in determining full time status. Freshmen wishing to drop to three course credits need the approval of both their advisors and the Dean of Students.

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

Changes in Schedule

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

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

First and second-half semester courses may not be added beyond the fifth class day after the beginning of the course (A course instructor may stipulate a shorter add period). The final date for dropping first and second-half semester courses or declaring the Credit/No Credit option is two weeks after the beginning of the course.

Course Waitlists

Students may request to be put on the waitlist for a class once it has closed. They will be notified, via email, by the Associate Registrar if the waitlist has been opened to them. Once contacted, students must submit an add slip to the Associate Registrar to be enrolled in waitlisted classes. Waitlists will not be opened past the posted last day to add a course.

Excused Absences

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

Dropping Courses

Dropping a full semester course after the initial drop/add period:

A student may withdraw from a full semester course by the Friday of the second week after mid-semester with a grade of “W” recorded for the course on the permanent academic record. Classes may not be dropped during the remainder of the semester.

Dropping a half-credit course after the withdrawal date (first and second-half semester courses):

A withdrawal recorded during weeks three through five will be recorded with a “W” on the permanent academic record. A student may not drop a half semester course during the remainder of the course.

The above procedures require signatures from both the academic advisor and the course instructor, and submission of a drop/add form through the Registrar’s Office. The transcript entry of “W” holds no value in computing the student’s GPA.

A student with “extreme extenuating circumstances” may petition the Curriculum Appeals Committee to drop a course without record on the academic transcript. In petitioning for this privilege, the student must obtain the endorsement of his academic advisor and the instructor of the course.

Changes in Major, Minor, or Area of Concentration

Changes in a major, minor, or area of concentration are made by notifying the Registrar’s Office. All changes must be made no later than mid-semester of the fall semester of the senior year. These changes require the approval of the advisor, the Registrar and in the case of area of concentration the Committee Chair.

Petitions

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

Grading System

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

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

Grades

Grades are posted online to the student's Ask Wally account each semester. An interim advisory report is posted for all new students midway through the fall semester. The quality of a student's work is designated by the following grades: A, A-, B+, B, B-, C+, C, C-, D, F, Incomplete, and Condition. Courses dropped by the student after the official course drop date will receive a W. The deadline for reporting grade changes is four weeks following the issuance of the grade. A grade change beyond this time period will require a request filed with the Dean of the College.

The grades of A through D are passing grades and entitle a student to credit in that course. The grade of Satisfactory is used in an interim fashion, when the course continues into the next term, to indicate satisfactory progress. Grades of Incomplete and Condition are not passing but may be made so by procedures described below. No credit is given for F work; the student must repeat the course with a passing grade to receive credit.

The grade of Condition indicates that the student has less than a passing grade; it may be removed by any method prescribed by the instructor. D is the highest grade that may be assigned following the removal of a Condition. The grade of CON is computed as an "F" in the GPA until replaced by a "D."

The grade of Incomplete indicates that the student has not met all course requirements. It may be removed by completing the work, and the grade then assigned may be any grade. The grade of INC is not computed in the GPA except for calculating the Dean's List where it carries the weight of a C. (See Dean's List).

The grades of Condition and Incomplete, not removed by 4:00 PM the first Monday of classes after Midterm of the semester following that for which they were assigned, are converted to F on the College records. There will be no modification of the grade of F unless approved by petition through the Curriculum Appeals Committee and Dean of the College. Faculty or the Dean of Students (after consultation with the instructor, if possible) may set a due date earlier, but no later than, 4:00 PM, the first Monday of classes after Midterm of the following semester.

Official withdrawal from the College through the Dean of Students results in the grade of WD.

Credit/No Credit Option

A student may take on a Credit/No Credit basis any course at Wabash College for which he is eligible and which is outside the minimum 34 required for graduation. "Credit" equals C- or better. Citations may be used to recognize any exceptional work. "No Credit" means any grade less than C-, and the course is not recorded on the transcript.

No courses needed to fulfill the distribution, minimum department major or minor, or area of concentration requirements may be taken on a Credit/No Credit basis.

Students may not petition for a grade for courses taken on a Credit/No Credit basis. Change in the status of courses to or from Credit/No Credit must be completed during the first four weeks of a full credit course or the first two weeks of a half-credit course.

Repeated Courses and Transcription of Grades

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

- The course must be repeated at Wabash.
- Course credits toward graduation are to be counted only once.
- **When a student withdraws from the College, all currently registered courses will receive a mark of WD. This will remain permanently on the student's record.**
- The grade and credit of a repeated course will be counted in the grade point average of the semester in which it is repeated.

The previous grade, **unless it is a WD**, will be replaced by the word "Repeated" when the Registrar records the second final course grade. **All WD grades will remain permanently on the student's record.**

If a course is being repeated and is dropped with a W, the grade originally earned is restored to the academic record. If, however, the original grade of the repeated course was a W, then both the original and any subsequent W will be recorded on the academic record.

It is the responsibility of the student to notify the Registrar's Office in writing of registration in a repeated course. Repeated notification forms are available from the academic advisor or from the Registrar's Office.

Course work taken after graduating (such as student teaching in Education Studies) will appear as a separate entry in the transcript. This course work will in no way be reflected in the student's undergraduate record.

Transfer Credit

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

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

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

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

Individual two semester hour courses will count as one-half course credit. Individual 3, 4, or 5 semester hour courses will count as one course credit. Academic departments will have the final decision on transfer credit for courses in their fields.

Transfer credit appears in the student's academic record as credit without letter grade and is not used in the determination of academic grade point average. Transfer credits to be counted toward the fulfillment of a department major or minor, the foreign language requirement, or in mathematics and science must be approved by the department concerned. All other transfer credits must be approved by the Registrar. Transfer credit request forms are available in the Registrar's Office or on the Registrar's webpage at <http://www.wabash.edu/academics/registrar.cfm>.

For Continuing Students: Transfer credit will not be accepted unless prior approval has been granted by the Registrar and/or academic departments as needed.

The College grants credit for courses completed for the International Baccalaureate Degree according to the following system: A course with a grade of 5, 6, or 7, provided the course is liberal arts in nature, will be accepted for transfer credit. Total credits will be determined by college policy and may not exceed five course credits per semester. International Baccalaureate credits may not be used for fulfilling science laboratory requirements but may be used for meeting other college distribution requirements.

The College does not award transfer credit for correspondence courses (i.e. Internet courses).

No more than one transfer course credit may be used per distribution area to meet the requirement. With respect to this requirement, credit earned in approved off-campus study or by Wabash examination will be counted as Wabash course credit.

Starting in the fall of 2013, the Physics Department will no longer accept a transfer credit for PHY 111 as a prerequisite to the College's PHY 112.

Credit by Examination and Advanced Placement Credit

The College grants credit for College Entrance Examination Board Advanced Placement (AP) results according to the following systems:

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

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

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

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

AP Exam Equivalencies

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

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

Notes: One course credit in language studies will be granted for the AP English Language/Composition exam with a score of 4 or 5, upon successful completion of an English language studies course with a B- or better. One course credit in literature will be granted for the AP English Literature/Composition exam with a score of 4 or 5, upon the successful completion of an English literature course with a B- or better. If a student takes both placement exams and receives a 4 or 5 on both, he will receive a maximum of two additional credits, as explained above.

If a student takes a 200 or 300-level U.S. history course, he should receive credit for whichever half of the U.S. history survey he did not take at Wabash. For example, if a student took HIS 241 at Wabash College and completed it successfully, he would receive credit for HIS 242. The same rule would apply to European and World history (students get credit in either 231 or 232; 101 or 102). A student can receive no more than

two Wabash history credits as a result of his AP credits (even if he received 4s or 5s on all three AP history exams). If a student takes BOTH halves of any history survey at Wabash, he forfeits the right to receive a Wabash history course as AP credit. For example, if he takes HIS 241 and HIS 242 he cannot receive an AP credit in U.S. History.

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

Final Examinations

Final examinations are given at the end of each semester. No deferred examinations are given except by written excuse from the Dean of Students. The faculty has agreed that no exams will be given and no papers will be due the Wednesday to Sunday of the week prior to finals. No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course.

Dean's List

To honor students for outstanding academic achievement each semester, the Dean of the College names to the Dean's List those students who attain a semester grade point average of at least 3.50. In addition, the students must have completed a minimum of three course credits which count toward the semester grade point average. Courses marked by the instructor as Incomplete are treated, for the purposes of the Dean's List average only, as if they had the grade of C.

Continuance in College

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

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

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

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

Senior Requirements:

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

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

Honors

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

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

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

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

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

Requirements for Phi Beta Kappa at Wabash College

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

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

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

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

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

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

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

Stipulation 1: Eligible students shall be candidates for a bachelor's degree in the liberal arts. The liberal arts encompass the traditional disciplines of the natural sciences, mathematics, social sciences, and humanities. Select courses in other programs of study may be included only if they unambiguously embody the liberal arts. Because Phi Beta Kappa honors excellence in the liberal arts, applied or pre-professional coursework shall not be considered in determining eligibility. This stipulation excludes professionally focused courses and courses devoted to the acquisition of practical skills. [Accounting courses will not be considered in determining eligibility.]

Stipulation 2: Weight shall be given to the breadth and depth of study in liberal arts, taking into account the number, variety, and level of courses taken outside the requirements of the major, and the proportion of the candidate's overall program those courses constitute. Consideration shall also be given to the number of elective courses taken above the introductory or general education, level.

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

Stipulation 4: The candidate's undergraduate record shall include at least one course in college-level mathematics, logic, or statistics, with content appropriate to a liberal arts curriculum. The course should introduce the student to mathematical ideas, abstract thinking, proofs, and the axiomatic method.

Stipulation 5: In keeping with the Founders' interest in fostering not only academic excellence but also friendship and morality, invitation to Phi Beta Kappa should be extended only to persons of good moral character.

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

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

Parents who need an Enrollment Verification should ask their student to log in to Student Self Services at www.wabash.edu/registrar and print or email the Enrollment Verification themselves.

Employer or background screening firms requesting information regarding Degree Verification should visit the National Student Clearinghouse at www.degreeverify.org.

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

Student Education Records

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

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

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the requester wants changed, specify why it should be changed, and send a copy of the letter to the Registrar as well. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

telephone listing, age or year of birth, place of birth, level of education or degrees received, most recent educational institution attended, and current major(s).

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

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

Solomon Amendment

In accordance with the Solomon Amendment, Wabash College is required to allow military recruiters access to the campus and to provide them with student recruitment information. This includes the following: name, local address and phone number, age, or date of birth, level of education and major.

The College does not have an R.O.T.C. program.

Wabash College Athletic Philosophy

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

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

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

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

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

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

Courses of Instruction

Division I

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

The Faculty of Division I

Feller, Scott (chair)

Bost, Anne

Brown, James

Burton, Patrick ***

Dallinger, Gregory

Dallinger, Richard

Foote, Robert

Ingram, Amanda

Ison, Jennifer

Krause, Dennis

Madsen, Martin

McKinney, Colin

Novak, Walter

Poffald, Esteban **

Polley, L. David

Porter, Lon

Raycroft, Francis

Taylor, Ann ***

Thompson, Peter

Turner, William

Westphal, Chad

Wetzel, Eric

Wysocki, Laura

Yarnall, Carolyn

*** Sabbatical leave, full year

** Sabbatical leave, spring semester

Department of Biology

Faculty in the Department of Biology: Amanda Ingram (chair), Anne Bost, Patrick Burton ***, Jennifer Ison, L. David Polley, Francis Raycroft, and Eric Wetzel. *** *sabbatical leave, full year*

The curriculum of the Biology Department is designed to introduce the student to the breadth of the discipline of biology and to provide the foundation for further study in biology. A core sequence of courses introduces the student to genetics, cell biology, organismal biology, and ecology. The student may then choose elective courses in areas relevant to his career interests. The biology major is designed to prepare the student for graduate or professional work in biology, as well as other careers such as law or business.

We emphasize the process of biological science through course content, laboratory and field work, independent study, and summer research with faculty. The capstone course, BIO 401, introduces the student to the primary literature in biology and the skills needed to analyze critically new information in biology.

For the non-major, we offer a number of opportunities to study biology. For the student looking for a laboratory course for distribution, BIO 101 introduces the basic concepts of biology by examining the biology of humans. This course can also be used as an entry point for additional work in biology since it is a prerequisite for several courses in the department. BIO 102, 151, and irregularly offered special topics courses at the 100 level (BIO 177 or 178) are also designed for non-majors.

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

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

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

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

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

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

- BIO 221 (Comparative Anatomy and Embryology of the Vertebrates)
- BIO 222 (Biology of the Invertebrates)
- BIO 224 (Biology of the Vascular Plants)
- BIO 225 (Microbiology)
- BIO 226 (Parasitology)

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

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

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

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

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

Supporting the Physics, Chemistry, and Mathematics/Computer Science Curricula: PHY 111 and CHE 111 and 221 are required. Students intending to proceed to a professional or a graduate school should plan to include MAT110 or 111, PHY 112 or 113, and CHE 321 and 331 in their curriculum. Usually CHE 111 and 211 are taken during the sophomore year; PHY 111 and 112 and CHE 221 and 321 are taken during the junior year. MAT 112, CSC 111, and a statistics course (MAT 254 or DV3 252) may be important support courses for some biology majors.

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

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

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

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

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

Course Descriptions

BIO 101 Human Biology

A one-semester course offered primarily for majors in the social sciences and the humanities. This course will emphasize reproduction and development, structure/function, genetics, and evolution. The ethical implications of biological knowledge also will be considered. In the laboratory, students will investigate biological problems related to humans. Three lecture/discussions and one laboratory period weekly. A student who decides, on the basis of his experience in BIO 101, to major in biology can enroll in the appropriate semester of BIO 111, 112.

Prerequisites: None

Credits: 1

BIO 102 Plants and Human Affairs

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

Prerequisite: BIO 101.

Credits: 1

BIO 111 General Biology

First semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for all advanced courses in biology. BIO 111 covers biomolecules, cell biology, genetics, and evolution. Three lectures and one laboratory period weekly. Offered in the fall semester.

Prerequisites: None.

Credits: 1

BIO 112 General Biology

This is the second semester of a two-course sequence in the concepts of biology for biology majors. This course is a prerequisite for most advanced courses in biology. BIO 112 covers animal and plant structure/function relationships and evolution and diversity. Three lectures and one laboratory period weekly. This course is offered in the spring semester.

Prerequisite: BIO 111.

Credits: 1

BIO 151 Evolution

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

Prerequisites: BIO 111 or 101.

Credits: 1

BIO 211 Genetics

This is a course designed to introduce the modern concepts of the gene. The lectures stress the theory and experimental evidence relating to transmission, molecular, and developmental genetics. The laboratory is investigative in nature. This course should be taken during the sophomore year and is offered in the fall semester.

Prerequisite: BIO 112.

Credits: 1

BIO 212 Cell Biology

The primary emphasis of this course is the structure and function of the eukaryotic cell. Lectures, readings, and discussions will cover cellular organelles, types, metabolism, interactions, and regulation of activities. The laboratory focuses on cellular structure and function through the techniques of modern cell biology. This course should be taken during the sophomore year and is offered in the spring semester.

Prerequisites: BIO 211 or 213.

Credits: 1

BIO 213 Ecology

This course is an introduction to the interrelations of plants and animals with their environment. Terrestrial and aquatic ecosystems are considered. Some weekend field trips may be included. This course is offered in the fall semester.

Prerequisites: BIO 101 or 112.

Credits: 1

BIO 221 Comparative Anatomy and Embryology of the Vertebrates

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

Prerequisites: BIO 101 or 112.

Credits: 1

BIO 222 Biology of the Invertebrates

This is a course designed to provide students with an introduction to the diversity of invertebrate organisms through lectures, reading and discussion of primary literature, student presentations, and laboratory work. Emphasis is placed on structure, functional morphology, physiology, ecology, and evolution. A field trip during spring break has been included in the past few years. This course is offered in the spring semester of odd-numbered years.

Prerequisites: BIO 101 or 112.

Credits: 1

BIO 224 Biology of the Vascular Plants

This course is an introduction to the science of botany. A strong emphasis will be placed on the evolutionary trends in the vascular plants, with additional coverage of developmental biology, plant breeding systems, and some of the physiological adaptations plants have evolved in the transition to life in terrestrial environments. The laboratories will be primarily observational (in the field or the lab), with a broad exposure to plant diversity and taxonomy. This course is offered in the spring semester of even-numbered years.

Prerequisites: BIO 101 or 112.

Credits: 1

BIO 225 Microbiology

This course is designed to introduce the student to the lifestyles and impact of the smallest organisms known. Lecture/discussion will examine topics such as microbial cell structure and function, growth and nutrition, genetics, antibiotics and pathogenesis, and microbial diversity. The laboratory is organized around an investigative, discovery driven project.

Prerequisites: BIO 111 and 112.

Credits: 1

BIO 226 Parasitology

This is a course designed to introduce students to the major groups of animal parasites. Emphasis in lectures and discussion of primary literature is placed on general principles, including diversity, morphology, transmission biology, and the ecology and evolution of the different parasite taxa. The laboratory work includes the detailed consideration of particular parasite species as representatives of larger groups, as well as an independent research project on the parasites of a selected host species. This course is offered in the fall semester of even-numbered years.

Prerequisites: BIO 101 or 112.

Credits: 1

BIO 311 Molecular Genetics

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

Prerequisite: BIO 211.

Credits: 1

BIO 313 Advanced Ecology

This course emphasizes the investigative approach to ecology including experimental design and data analysis. Lectures/discussions focus on areas of current interest in ecosystem, community, and population ecology. Several field trips and an independent investigation are required. This course is offered in the spring semester of even-numbered years.

Prerequisite: BIO 213.

Credits: 1

BIO 314 Developmental Biology

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

Prerequisite: BIO 211.

Credits: 1

BIO 315 Organismal Physiology

The major physiological systems (nutrition, transport, gas exchange, elimination of wastes, coordination, and defense) are considered from the adaptational perspective in this course. The emphasis is on the physiological system as it is related to the survival of vertebrates in their natural environments. The laboratory focuses on physiological techniques and methods of analysis. This course is offered fall semester of even-numbered years.

Prerequisite: BIO 212.

Credits: 1

BIO 316: Evolution of Developmental Mechanisms

Students will conduct research into embryogenesis has illuminated the molecular mechanisms of development for a select few organisms in exquisite detail. The field of Evolutionary Developmental Biology compares the developmental mechanisms of these model systems to distinct, understudied taxa. Using this comparative approach, we can infer the characteristics of the common ancestors of these organisms. In this course, we will explore how molecular, paleontological and evolutionary techniques can yield insights into animals that existed half a billion years ago. Evaluations will be based on discussion of primary literature and several short papers. Offered in the spring semester of even-numbered years.

Prerequisite: Biology 211

Credits: 1

BIO 351: The Evolution of Populations

This course will provide an in-depth examination of the population-level effects of evolutionary processes. The first half of the semester will focus on examining advances in evolutionary biology, centered around a quantitative approach to understanding the principles of population genetics. The second half of the semester will involve close reading of primary literature focused on a narrow topic in population biology. Offered in the spring semester of odd-numbered years.

Prerequisite: BIO 211

Credits: 1

BIO 371 Special Topics

These are innovative courses and special programs in library research. Descriptions of special topics courses will be posted at the time of advance registration. Students desiring a special library research project should make the appropriate arrangements with individual faculty members.

Prerequisite: Permission of instructor.

Credits: 1 or 1/2

BIO 387 Introduction to Research

Students may pursue individual research on selected problems. Although only one-half course credit is to be counted toward the nine credit major, these courses may be repeated and credit received for graduation. Students should make arrangements with individual faculty members during the semester preceding their enrollment in the course.

Prerequisite: Permission of instructor.

Credits: 1/2

BIO 388 Introduction to Research

Students may pursue individual research on selected problems. Although only one-half course credit is to be counted toward the nine credit major, these courses may be repeated and credit received for graduation. Students should make arrangements with individual faculty members during the semester preceding their enrollment in the course.

Prerequisite: Permission of instructor.

Credits: 1/2

BIO 401 Senior Seminar

This is a seminar course required of all majors. Critical reading of primary literature, oral expression, and experimental design are emphasized. Students intending to be off-campus during the first semester of their senior year should take this course during their junior year. This course is offered in the fall semester.

Credits: 1

Department of Chemistry

Faculty in the Department of Chemistry: Lon Porter (chair), Gregory Dallinger, Richard Dallinger, Scott Feller, Walter Novak, Anne Taylor ***, and Laura Wysocki. *** *Sabbatical leave, full year*

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

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

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

Suggested order of courses for the chemistry major:

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

Plus one additional elective taken in the junior or senior year

Strongly Recommended Supporting Coursework:

BIO 111 and BIO 112

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

More Physics, particularly PHY 210 and PHY 310

CSC 111

Biochemistry

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

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

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

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

OR

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

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

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

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

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

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

ACS Certified Degree: To meet the certification requirements formulated by the American Chemical Society Committee on Professional Training (CPT) as a chemist and for adequate preparation for graduate school, additional classroom and laboratory work beyond the minimum nine-course major is required. The student should consult with the Chair of the Chemistry Department concerning ways in which the remaining requirements may be fulfilled.

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

Course Descriptions

CHE 101 Survey of Chemistry

A survey course designed for non-science concentrators, which considers the historical and philosophical developments in chemistry, as well as the application of chemical principles to physical phenomena and social issues. Topics include the development of the atomic theory of matter, atomic structure, chemical bonding, thermodynamics, the chemistry of life (organic and biochemistry), and nuclear energy. Some elementary mathematics will be used. Three lectures and one laboratory each week. Partially fulfills the College laboratory science requirement, but cannot be combined with CHE 111 to complete the laboratory science requirement. This course does not satisfy requirements for the chemistry major or minor. Only CHE 101 or CHE 111, not both, may be counted toward the total number of credits required for graduation.

Prerequisites: None.

Credits: 1

CHE 102 Topics in Chemistry

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

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

Credits: 1 or 1/2

CHE 111 General Chemistry

This is the introductory course for science concentrators. Topics include atomic theory, stoichiometry, thermochemistry, equilibrium, gas laws, states of matter, solutions, atomic structure, and acid/base chemistry. The laboratory, which emphasizes the basic principles discussed in lecture, includes significant synthetic and analytical work. Three lectures and one laboratory each week. This course is offered in the fall semester.

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

Credits: 1

CHE 211 Chemical Structure and Reactivity

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

Prerequisite: CHE 111.

Credits: 1

CHE 221 Organic Chemistry I

A study of the structure and reactions of simple organic compounds. Included as topics are molecular conformations, stereochemistry, and a discussion of some types of modern spectroscopic techniques. The laboratory work emphasizes techniques frequently used by the organic chemist, including distillation, crystallization, sublimation, chromatography, and spectroscopy. Three lectures and one laboratory each week. This course is offered in the fall semester.

Prerequisite: CHE 111.

Credits: 1

CHE 302 Electron Microscopy (PHY 302)

Electron microscopes employ a focused beam of highly energetic electrons to examine sample morphology and topography on a very fine scale. This information is essential to the characterization of a wide range of biological and inorganic specimens including microorganisms, cells, crystals, metals, microelectronics, and nanomaterials. The initial classroom portion of this course focuses on fundamental topics in instrument design, applications, limitations, and sample preparation methods. Subsequent laboratory work involves hands-on instrument training and a substantial microscopy project.

Prerequisite: Junior or senior major in chemistry/physics.

Credits: 1/2

CHE 321 Organic Chemistry II

Characteristic reactions and syntheses of organic molecules will be covered in this course. Spectroscopic techniques not covered in CHE 221 will also be surveyed. Emphasis is placed on the utility of organic chemistry in today's world; class discussions and laboratory work will present many biologically interesting illustrations. Also included is an introduction to the use of the chemical literature. Three lectures and one laboratory each week. This course is offered in the spring semester.

Prerequisite: CHE 221.

Credits: 1

CHE 331 Advanced Analytical Chemistry

An integrated survey of the application of instrumental methods (chromatography, electrochemistry, and spectroscopy) to the analysis of chemical systems. Statistical methods of data analysis will also be covered. Extensive use is made of examples taken from the current literature. The laboratory emphasizes instrumental methods of separation and analysis. Three lectures and one laboratory each week. This course is offered in the spring semester.

Prerequisite: CHE 211.

Credits: 1

CHE 351 Physical Chemistry I

An introduction to quantum mechanics through the study of exactly soluble models of chemical significance is followed by a statistical mechanical development of chemical thermodynamics. Topics include the postulates of quantum mechanics, the Schrodinger equation, the Heisenberg uncertainty principle, equations of state, partition functions, laws of thermodynamics, and the thermodynamics of ideal and non-ideal solutions. The laboratory applies concepts studied in lecture and emphasizes laboratory report writing skills. Three lectures and one laboratory each week. This course is offered in the fall semester.

Prerequisites: CHE 211, PHY 112, and MAT 112.

Credits: 1

CHE 361 Biochemistry

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

Prerequisites: CHE 211 or 321.

Credits: 1

CHE 421 Advanced Topics in Organic Chemistry

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

Prerequisite: CHE 321.

Credits: 1/2

CHE 431 Advanced Laboratory

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

Prerequisite: CHE 331.

Credits: 1/2

CHE 441 Advanced Inorganic Chemistry

A survey of the periodic table emphasizing the applications of modern structural principles, kinetics, and thermodynamics to inorganic systems. Descriptive treatment of selected elements and families included. The laboratory experiments emphasize the synthesis and characterization of air-sensitive compounds. Three lectures and one laboratory each week. This course is offered in the fall semester.

Prerequisites: CHE 211 and 351.

Credits: 1

CHE 451 Physical Chemistry II

An advanced study of quantum mechanics beyond 351, including molecular structure, group theory, molecular spectroscopy, and advanced concepts in chemical bonding. It is very important that students who are interested in attending graduate school in chemistry or biochemistry take this course. Laboratory experiments reflect topics discussed in lecture. This course is offered in the spring semester.

Prerequisite: CHE 351.

Credits: 1/2

CHE 452 Advanced Physical Chemistry

This course offers further study of special topics in physical chemistry beyond the topics covered in CHE 351 and 451. Examples of recent topics include chemical kinetics, molecular spectroscopy, computational quantum mechanics, and lasers in spectroscopy and chemistry. Laboratory experiments reflect topics discussed in lecture. This course is offered in the spring semester.

Prerequisite: CHE 451.

Credits: 1/2

CHE 461 Special Topics in Biochemistry

Topics vary from year to year. Examples of recent topics include the chemistry of cancer, determining structures of biomolecules, the RNA world, fermentation and brewing, and the mechanisms of enzyme action.

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

Credits: 1/2

CHE 462 Advanced Biochemistry

This capstone course for the biochemistry major will use primary literature to examine DNA replication, transcription, and translation on a molecular level, and will include a primary literature research project. This course is offered in the fall semester.

Prerequisite: CHE 361.

Credits: 1/2

CHE 471 Special Topics in Chemistry

Focused study of topics of current chemical interest for advanced students; topics vary from year to year and are announced prior to registration for each semester.

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

Credits: 1 or 1/2

CHE 487 Special Problems

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

Prerequisites: Permission of instructor and department chair.

Credits: 1 or 1/2

CHE 488 Special Problems

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

Prerequisites: Permission of instructor and department chair.

Credits: 1 or 1/2

Department of Mathematics and Computer Science

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

***sabbatical leave, spring semester*

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

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

Mathematics

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

The Mathematics Core Courses: Calculus I (111) or Calculus I with Pre-Calculus Review (110), Calculus II (112), Linear Algebra (223), Abstract Algebra (331). Mathematics majors should complete the four core courses by the end of the sophomore year, if possible; they must be completed by the end of the junior year.

Requirements for the Pure Mathematics Major:

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

Requirements for the Computational Mathematics Major:

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

Requirements for the Financial Mathematics Major:

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

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

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

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

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

Incoming freshmen interested in pursuing mathematics at Wabash College will typically take MAT 111 or MAT 112 in the fall (depending on placement) and MAT 112 or MAT 223 in the spring. Course choices in the fall of the sophomore year will usually depend on the direction the student sees himself headed. Students should plan to take MAT 331 in the spring of their sophomore year. Potential mathematics majors should discuss their plans with a member of the department and should read the brochure *How to Major in Mathematics at Wabash College*. Several courses are offered in alternate years; majors must plan accordingly.

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

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

Computer Science: No major is offered.

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

Potential computer science minors should consult with one of the department members who teaches computer science and should read the brochure “How to Minor in Mathematics and Computer Science at Wabash College.” Computer Science minors should take CSC 111 by the end of the sophomore year.

Advanced Placement

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

Course Descriptions

MAT 010 Pre-calculus with an Introduction to Calculus I

This course is intended solely for those students who wish to take calculus, but whose preparation makes a slower-paced course in calculus advisable. Topics covered include a review of algebra (solving equations and inequalities, simplification of algebraic expressions), properties of polynomials and rational functions, limits, continuity, an introduction to derivatives via polynomials and rational functions, and applications of the derivative. MAT 010 cannot be used for any distribution credit or any area of concentration. (For students who desire a distribution credit in mathematics but do not wish to take calculus, MAT 103, 104, 106, and 108 are recommended.) This course is offered in the fall semester.

Prerequisite: Permission of the instructor.

Credits: 1

MAT 103 Probability

Topics include a brief introduction to probability, conditional probability, and expected values as well as the application of probabilistic reasoning to interesting problems in the areas of medical testing, investing, insurance, retirement annuities, and the analysis of rare events. MAT 103 does not count toward the mathematics major or minor.

Prerequisites: None.

Credits: 1/2

MAT 104 Statistics

In this course, we present the classical approach to statistical reasoning, both the p-value argument to testing claims and the confidence interval approach to estimation. Other topics include correlation, prediction, and paradoxes involving averages. MAT 104 does not count toward the mathematics major or minor.

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

Credits: 1/2

MAT 106 Topics in Contemporary Mathematics

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

Prerequisites: None.

Credits: 1

MAT 108 Introduction to Discrete Structures

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

Prerequisites: None.

Credits: 1

MAT 110 Calculus I with Pre-calculus Review

This course is intended solely for those students who took and passed MAT 010 and desire to complete a course in calculus. Successful completion of this course is equivalent to completion of MAT 111. Topics covered include an introduction to integration via polynomials and rational functions, applications of the integral, Fundamental Theorem of Calculus, and introduction to exponential, logarithmic and trigonometric functions, and the application of the derivative and integral to these families of functions. The focus is on understanding basic concepts and gaining basic computational skills. This course counts as a distribution

credit in mathematics. Credit cannot be given for both MAT 110 and MAT 111. This course is offered in the spring semester.

Prerequisite: MAT 010.

Credits: 1

MAT 111 Calculus I

Basic calculus of one variable from an intuitive point of view. Topics include limits, continuity, derivatives and integrals of the elementary functions, Fundamental Theorem of Calculus, and applications. The focus is on understanding basic concepts and gaining basic computational skills.

Prerequisite: None.

Credits: 1

MAT 112 Calculus II

A continuation of MAT 111. Numerical and symbolic techniques of integration, applications of integration, an introduction to partial derivatives and multiple integrals, sequences and series, and Taylor's Theorem.

Prerequisites: MAT 110 or 111, departmental placement examination, or AP examination.

Credits: 1

MAT 219 Combinatorics

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

Prerequisite: MAT 223.

Credits: 1

MAT 221 Foundations of Geometry

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

Prerequisite: MAT 112.

Credits: 1

MAT 222 Theory of Numbers

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

Prerequisite: MAT 112.

Credits: 1

MAT 223 Elementary Linear Algebra

An introduction to linear mathematics. Linear systems of equations, matrices, determinants, vector spaces, bases and dimension, function spaces, linear transformations, eigenvalues and eigenvectors, inner products, and applications. An important aspect of the course is to introduce the student to abstract thinking and proofs.

Prerequisites: MAT 112, departmental placement examination, or AP examination.

Credits: 1

MAT 224 Elementary Differential Equations

Introduction to ordinary differential equations. Special solution techniques and some theory for first-order and linear equations including integrating factors, constant coefficients, undetermined coefficients, variation of parameters, power series solutions, Laplace transforms, and systems of differential equations applications. This course is offered in the spring semester.

Prerequisites: MAT 112 and 223.

Credits: 1

MAT 225 Multivariable Calculus

Calculus in higher dimensions. Limits, continuity, differentiability, directional derivatives, constrained and unconstrained optimization, geometry of curves, multiple integrals, general coordinate systems, path and surface integrals, vector calculus, theorems of Green and Stokes applications. This course is offered in the fall semester.

Prerequisites: MAT 112 and 223.

Credits: 1

MAT 226 Operations Research

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

Prerequisite: MAT 223.

Credits: 1

MAT 251 Mathematical Finance

The course gives an overview of the mathematical reasoning behind the pricing of options. Topics include binomial models, put-call parity, a probabilistic derivation of the Black-Scholes pricing formula for call options, and delta hedging. We will also look at Asian, gap, and barrier options. This course is offered in the fall semester.

Prerequisite: MAT 112.

Credits: 1/2

MAT 252 Mathematical Interest Theory

This course will involve a thorough treatment of the mathematical theory of interest, with special attention paid to calculating present and accumulation values for annuities (series of payments made at regular time intervals). Some topics include nominal and effective rates of interest and discount, force of interest, amortization schedules, sinking funds, and bonds. This course is offered in the fall semester.

Prerequisite: MAT 112.

Credits: 1/2

MAT 253 Probability Models

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

Prerequisite: MAT 112.

Credits: 1/2

MAT 254 Statistical Models

This course gives an overview of confidence intervals, classical hypothesis testing procedures: z-tests, t-tests, F-tests, Chi-square tests, basic factorial, complete block, Latin square designs, and regression. An intuitive but mathematical treatment is given for all the distributions and procedures involved. This course is offered in the spring semester.

Prerequisite: MAT 112.

Credits: 1/2

MAT 314 Modeling with Differential Equations

A course to develop the basic skills of formulation, simplification, and analysis of mathematical models for describing and predicting phenomena in the natural and social sciences, with special emphasis in modeling with differential equations. Topics may be taken from fields such as physics, chemistry, biology, psychology, economics, and political science. This course is offered alternate years. The next anticipated offering of this course will be the fall semester of 2014.

Prerequisite: MAT 224.

Credits: 1

MAT 323 Topics in Linear Algebra

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

Prerequisite: MAT 223.

Credits: 1

MAT 324 Topics in Differential Equations

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

Prerequisite: MAT 224.

Credits: 1

MAT 331 Abstract Algebra I

A first course in higher abstract mathematics. Emphasis is placed on writing proofs. Topics include groups and rings. This course is offered in the spring semester.

Prerequisite: MAT 223.

Credits: 1

MAT 332 Abstract Algebra II

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

Prerequisite: MAT 331.

Credits: 1

MAT 333 Introduction to Functions of a Real Variable I

A first course in the foundations of modern analysis. Topics include set theory, topology of the real numbers, sequences, series, differentiation, integration, and rigorous proofs of the major theorems of single-variable calculus. This course is offered in the fall semester.

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

Credits: 1

MAT 334 Introduction to Functions of a Real Variable II

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

Prerequisite: MAT 333.

Credits: 1

MAT 337 Introduction to Numerical Analysis (CSC 337)

This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.

Prerequisites: CSC 111 and MAT 223.

Credits: 1

MAT 338 Topics in Computational Mathematics (CSC 338)

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

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

Credits: 1

MAT 341 Topology

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

Prerequisite: MAT 223.

Credits: 1

MAT 344 Complex Analysis

Analytic functions, mapping of elementary functions, integrals, residue theory, conformal mapping. This course is offered in the spring semester of odd-numbered years.

Prerequisite: MAT 223.

Credits: 1

MAT 353 Probability Models II

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

Prerequisite: MAT 253.

Credits: 1/2

MAT 354 Mathematical Statistics

This course takes a more theoretical look at estimation and hypothesis testing than MAT 254 (Statistical Models). Topics include maximum likelihood estimators (MLE's), the information inequality, asymptotic theory of MLE's, complete sufficient statistics, uniformly minimum variance unbiased estimators, likelihood ratio tests, most powerful tests, uniformly most powerful tests, and Bayesian statistics. This course is offered in the spring semester, irregularly.

Prerequisites: MAT 253 and 254.

Credits: 1/2

MAT 355 Regression Models

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

Prerequisites: MAT 223, 253 and 254.

Credits: 1/2

MAT 377 Special Topics in Mathematics

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

Prerequisites: Specific to topic, if any.

Credits: 1 or 1/2

MAT 387 Independent Study

Directed reading and research on special topics for qualified students. May be repeated for credit. Level varies (intermediate or advanced); determined in consultation with instructor.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

MAT 388 Independent Study

Directed reading and research on special topics for qualified students. May be repeated for credit. Level varies (intermediate or advanced); determined in consultation with instructor.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

MAT 400 Seminar

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

Prerequisites: None.

Credits: 1/2

Computer Science Courses**CSC 101 Introduction to Computer Science**

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

Prerequisites: None.

Credits: 1

CSC 111 Introduction to Programming

An introduction to programming in a higher-level, general-purpose language (currently Java). Programming topics include primitive data types, simple data types such as arrays, program constructs such as conditionals, loops and procedures, in an object-oriented context. Applications are chosen from areas such as graphics, simulation, and file processing. This course is offered in the spring semester. *Distribution in Natural Science and Mathematics or Quantitative skills.* (Note: CSC 111 does not count as a laboratory science.)

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

Credits: 1

CSC 112 Advanced Programming

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

Prerequisites: CSC 111 or equivalent programming background.

Credits: 1

CSC 121 Introduction to Additional Programming Languages

An introduction to one or more additional programming languages. Students will build on their previous knowledge of a programming language to learn one or more additional languages. Languages vary by semester but may include any programming paradigm. For a given semester the course content and other particulars will be announced before registration for that semester. This course may be taken multiple times, for credit for each different language.

Prerequisite: CSC 111

Credits: 1/2

CSC 211 Introduction to Data Structure

An introduction to more advanced abstract data types such as lists; sets; trees, including balanced trees; and graphs. Algorithms for traversing, searching, determining connectivity, and so forth. An in-depth study of, and analysis of, the algorithms used to implement these structures. This course is offered in the spring semester.

Prerequisite: CSC 111.

Credits: 1

CSC 271 Special Topics in Computer Science

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

Prerequisites: Specific to topic, if any.

Credits: 1/2

CSC 311 Introduction to Machine Organization

A study of the various layers at which a machine can be studied, including higher-level languages, assembly language, machine language, and digital circuits. Data representation. A comparison of RISC and CISC architectures. Some programming in a representative assembly language. Issues of cross-language programming. This course is offered irregularly.

Prerequisite: CSC 211 or concurrent enrollment.

Credits: 1

CSC 321 Programming Languages

A study of the paradigms of programming languages, including procedural languages such as Pascal or 'C', object-oriented languages such as C++ or Smalltalk, functional languages such as ML or Scheme, logic-oriented languages such as Prolog, and concurrency such as in Ada. Consideration of how concepts are implemented, such as modules, parameter passing, function evaluation, data types and type checking, memory management, exception handling, and threads. This course is offered irregularly.

Prerequisite: CSC 121.

Credits: 1

CSC 331 Analysis of Algorithms

Advanced topics and problems in analyzing algorithms. Algorithms involving structures such as sequences, sets, and graphs, and topics such as geometric and numeric algorithms. An introduction to the question of P=NP and NP-Complete problems. Parallel algorithms. This course is offered irregularly.

Prerequisites: CSC 211 and MAT 108 or 219.

Credits: 1

CSC 337 Introduction to Numerical Analysis (MAT 337)

Advanced—This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered in the fall semester of even-numbered years.

Prerequisites: CSC 111 and MAT 223.

Credits: 1

CSC 338 Topics in Computational Mathematics (MAT 338)

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

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

Credits: 1

CSC 341 Introduction to Automata, Computability, and Formal Languages

An introduction to theoretical computer science. Finite state machines and regular expressions. Context-free languages and push-down automata. Turing machines, effective computability, and the Halting Problem. This course is offered irregularly.

Prerequisites: CSC 111 and MAT 108 or 219.

Credits: 1

CSC 387 Independent Study

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

Prerequisites: Permission of the instructor and department chair.

Credits: 1/2

CSC 388 Independent Study

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

Prerequisites: Permission of the instructor and department chair.

Credits: 1/2

Department of Physics

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

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

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

For Senior Comprehensives: Majors must pass an exam which requires them to demonstrate a coherent understanding of all the major areas of physics covered in the required courses, including computational and laboratory methods, and the ability to apply this understanding to solve specific problems.

Requirements for a Major: Nine course credits in physics. These must include PHY 111, 112, 209, 210, 381, and 382. Of the four remaining physics course credits, two must come from the following set of advanced courses: PHY 310, 314, and 315. PHY 101, 104, and 105 do not count toward the major unless supplemented by additional work that must receive prior approval by the course instructor and the physics department chair. Students accepted into a 3-2 engineering program may substitute CHE 111 for the one elective physics course. Those planning to go on to graduate school in physics should plan to take PHY 230, 310, 314, and 315. In addition, mathematics courses that are prerequisites or co-requisites for physics courses are MAT 111 (or 110), 112, 223, 224, and 225. Although not required, CSC 111 is highly recommended, and MAT 324 and 344 are useful. Since physics is a hierarchical subject, it is important to take PHY 111 and 112 during the freshman year if one wishes to major in physics. A possible schedule to fulfill all of the necessary requirements:

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

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

Requirements for a Minor: Five courses in physics, one of which must include PHY 210 with appropriate prerequisites. Any exceptions must receive prior approval from the department chair. PHY 101, 104, and 105 do not count toward the minor unless supplemented by additional work that must receive prior approval by the course instructor and the physics department chair. Mathematics prerequisites (or co-requisites) are MAT 111 (or 110) and 112.

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

Course Descriptions

PHY 101 Astronomy: Fundamentals and Frontiers

An introductory course intended for the non-science liberal arts student. Historical and philosophical ideas will be stressed as well as the experimental concepts and methods used in astronomy. A good working knowledge of algebra, plane geometry, and trigonometry is required. Satisfies half of the laboratory science requirement. Three class periods and one laboratory each week.

Prerequisites: None.

Credits: 1

PHY 104 Special Topics

A special interest course for the non-science liberal arts student on an introductory-level physics topic not covered in a regular physics course. (Does not count toward the major or minor, or the lab science requirement.)

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

PHY 105 Adventures in Physics

A one-semester course for the non-science liberal arts student that investigates the world from the viewpoint of a physicist. Topics will vary and will be announced prior to registration. Partially fulfills the college laboratory science requirement, but does not count toward a physics major or minor. Three class periods and one laboratory each week.

Prerequisites: None.

Credits: 1

PHY 111 General Physics I

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

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

Credits: 1

PHY 112 General Physics II

An introduction to the fundamental concepts concerning fluids, waves, optics, electricity, and magnetism. Three class periods and one laboratory each week. This course is offered in the spring semester.

Prerequisite: PHY 111.

Credits: 1

PHY 177 Special Topics

A special interest course on an introductory-level physics topic not covered in regular physics courses. This course is offered in the fall semester.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

PHY 178 Special Topics

A special interest course on an introductory-level physics topic not covered in regular physics courses. This course is offered in the spring semester.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

PHY 209 General Physics III

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

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

Credits: 1

PHY 210 Modern Physics

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

Prerequisites: PHY 112 and MAT 223 (or concurrent registration).

Credits: 1

PHY 220 Electronics

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

Prerequisite: PHY 112.

Credits: 1

PHY 230 Thermal Physics

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

Prerequisites: PHY 209 and 210.

Credits: 1

PHY 277 Special Topics

A special interest course covering at an intermediate-level a physics topic not covered in regular physics courses. This course is offered in the fall semester. Student input as to the course topic will be sought prior to fall registration.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

PHY 278 Special Topics

A special interest course covering at an intermediate-level a physics topic not covered in regular physics courses. This course is offered in the spring semester. Student input as to the course topic will be sought prior to spring registration.

Prerequisites: Determined by the topic.

Credits: 1 or 1/2

PHY 287 Independent Study

This course is offered in the fall semester.

Prerequisite: Permission of instructor and department chair.

Credits: 1 or 1/2

PHY 288 Independent Study

This course is offered in the spring semester.

Prerequisite: Permission of instructor and department chair.

Credits: 1 or 1/2

PHY 302 Electron Microscopy (CHE 302)

Electron microscopes employ a focused beam of highly energetic electrons to examine sample morphology and topography on a very fine scale. This information is essential to the characterization of a wide range of biological and inorganic specimens including microorganisms, cells, crystals, metals, microelectronics, and nanomaterials. The initial classroom portion of this course focuses on fundamental topics in instrument design, applications, limitations, and sample preparation methods. Subsequent laboratory work involves hands-on instrument training and a substantial microscopy project.

Prerequisite: Junior or senior major in physics/chemistry.

Credits: 1/2

PHY 310 Classical Mechanics

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

Prerequisites: PHY 111 and MAT 224.

Credits: 1

PHY 314 Electrodynamics

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

Prerequisites: PHY 112 and MAT 224 and 225.

Credits: 1

PHY 315 Quantum Mechanics

Introduction to quantum mechanics. Topics include Dirac notation, postulates of quantum mechanics, and applications to important physical systems. This course is offered in the fall semester.

Prerequisites: PHY 210 and MAT 223 and 224.

Credits: 1

PHY 377 Advanced Special Topics in Physics

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

Prerequisite: PHY 210.

Credits: 1 or 1/2

PHY 378 Advanced Special Topics in Physics

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

Prerequisite: PHY 210.

Credits: 1 or 1/2

PHY 381 Advanced Laboratory

Students will participate in a broad range of experiments that cover major research areas in contemporary physics, including atomic, molecular, and optical physics, condensed matter physics, and nuclear and particle physics. Advanced measurement and data analysis techniques will be used. All experiments will be planned, executed, and presented according to current professional standards. This course is offered in the fall semester.

Prerequisite: PHY 210.

Credits: 1/2

PHY 382 Advanced Laboratory

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

Prerequisite: PHY 381.

Credits: 1/2

PHY 387 Advanced Independent Study

This course is offered in the fall semester.

Prerequisite: Permission of instructor and the department chair.

Credits: 1 or 1/2

PHY 388 Advanced Independent Study

This course is offered in the spring semester.

Prerequisite: Permission of instructor and the department chair.

Credits: 1 or 1/2

Division II

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

The Faculty of Division II

Hughes, Cheryl (chair)	Lamberton, Jill
Abbott, Jennifer	Makubuya, James
Abbott, Michael **	McDorman, Todd
Bear, Andrea	Miles, Lynne
Baer, Jonathan	Mills, Jessica
Benedicks, Crystal ###	Morton, Elizabeth ***
Blix, David ***	Nelson, Derek
Bowen, Richard	Pence, Nadine ^^^
Calisch, Douglas	Phillips, Gary ^^^
Cherry, James	Pouille, Adrien ~
Day, Joseph (spring)	Pullen, Qian
Day, Leslie (spring)	Redding, Gregory
Drury, Jeffrey	Rogers, V. Daniel
Drury, Sara	Rosenberg, Warren
Ferber, Andrea	Rossi, Stefani
Freeze, Eric	Royalty, Robert
Freeze, Rixa ~	Stark, Harvey
Gómez, Gilberto	Stokes, Thomas
Gross, James	Kristen Strandberg ~
Hardy, Jane	Szczeszak-Brewer, Agata
Hartnett, Jeremy	Trott, Adriel
Helman, Glen	Tucker, Brian ###
Herzog, Tobey	Watson, Dwight
Hudson, Marcus **	Wickkiser, Bronwen
Hulen, Peter	Wilson, Ivette
Kubiak, David **	Yi, Ke
Lake, Timothy	

** Sabbatical leave, spring semester

*** Sabbatical leave, full year

Leave, full year

^^^ Administrative appointment, full year

~ Part-time

In addition to departmental majors, the Division offers a joint major in the Humanities and Fine Arts, which the student should declare by the end of the sophomore year. The Division Chair will appoint a committee to supervise the Humanities major, taking into consideration the student's suggestions for membership. In the first semester of his junior year, the student must submit to his committee a written proposal for a project in the Humanities and Fine Arts, which will be completed, along with his course of study, by the end of the first semester of the senior year. A full statement of this program is available from the Division Chair.

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

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

Prerequisites: None.

Credits: 1/2

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

This continuation of HUM 122 will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time.

Prerequisites: None.

Credits: 1/2

HUM 196 Religion and Literature (REL 196)

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

Prerequisites: None.

Credits: 1 or 1/2

HUM 277 Special Topics in Humanities: Literature

Topics vary from year to year.

Prerequisites: None.

Credits: 1

HUM 278 Special Topics in Humanities: Language

Topics vary from year to year.

Prerequisites: None

Credits: 1

HUM 296 Religion and Literature (REL 296)

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

Department of Art

Faculty in the Department of Art: Douglas Calisch (chair), Elizabeth Morton***, Andrea Ferber, and Stefani Rossi. *** *sabbatical leave, full year.*

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

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

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

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

Foundation Level Courses (two courses):

We strongly encourage students to complete these during the freshman and sophomore years
ART 125 (Drawing) and Art 126 (Studio Art Fundamentals)

Intermediate Level Courses (three courses):

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

Advanced Level Courses (one course credit minimum):

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

Senior Studio (one course credit minimum):

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

Art History (two course credits):

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

And one course credit from the following options:

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

Recommended courses: Students considering graduate school in art should meet early and often with departmental faculty to discuss future goals and course selection. Students anticipating graduate school should plan to take an eleven-course major including ART 311 and 312.

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

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

Studio courses (four):

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

ART 223, 224, 225, 227, 228, 229, 330, 331, 388

Art History course (one) from the following options:

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

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

Art History courses (four) from the following options:

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

Studio courses (one) from the following options:

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

Course Descriptions—Art History**ART 101 History of Western Art**

This course will survey the history of Western art, from the end of the ancient world in the fourth century to the end of Modernism in the late 20th century and beyond. We will look at Medieval and Gothic art, the Renaissance and Baroque, Modernism and Postmodernism, taking note of the unity—and the ruptures—in this broad sweep of Western cultural production. We will examine the various media of physical and visual expression: architecture, sculpture, and painting. We will inquire into the connections between the art of Western culture and the processes of historical change that affected that culture and its institutions. Along the way, we will acquaint ourselves with the methodologies of art history, and with the particular, established vocabularies of art description. The student will learn to articulate, verbally and in writing, the specifically visual qualities of works of art, as well as their many historical circumstances. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ART 103 Greek Art and Archaeology (CLA 103)

A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age. This course is offered in the fall semester of odd-numbered years.

Prerequisites: None.

Credits: 1

ART 104 Roman Art and Archaeology (CLA 104)

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

Prerequisites: None.

Credits: 1

ART 181 Historic Materials and Ideas

Have you ever wanted to paint like Van Gogh? Or invent like Da Vinci? This course is the course for you!

A hybrid between art historical research and hands-on studio research, this course is designed to introduce students to the historical methods used by artists. Students will research methods and complete projects using processes including, but not limited to: grinding pigments, painting with egg tempera, carving marble, sculpting with clay, learning perspective, drawing with silver, preparing a fresco painting, and photographing using a pinhole camera.

Prerequisites: None

Credits: 1

ART 202 Art in Film

This course will explore the dynamic relationship between film and art from the late 20th century to the present, examining how visual art and important art historical moments and personas are featured in film. By studying films about art, the course will address the impact of visual arts and the ways that films use particular effects of the moving multi-sensory image to capture characteristics of art history.

Prerequisites: None

Credits: 1

ART 204 Art and Architecture of the Ancient Americas

This course will explore the art and architecture of the great civilizations of Mesoamerica and the Andean region of South America from around 1500 BC until the arrival of Europeans in the New World. Similarities and distinctions in such aspects as urban planning, architecture, monumental sculpture, and portable arts will be explored among the great cultures of the Olmec, Teotihuacan, Maya, Aztec, Nazca, Moche, and Inca.

Prerequisites: None

Credits: 1

ART 205 Renaissance Art

This course will survey painting, sculpture, and architecture in Europe from the early 14th through mid-16th centuries, with emphasis on developments in Italy. The veneration of classical antiquity and the development of logical systems of representation will be examined. In addition, the elaboration of visual expression that valorized the human figure as a basic unit of meaning will be explored. Patterns of patronage such as wealthy merchant classes, family dynasties, and papal courts will be given special consideration, as will the idea of the artist as an individual genius. The course will study artists such as Giotto, Botticelli, Donatello, Michelangelo, Leonardo da Vinci, Titian, Raphael, Jan Van Eyck, Bosch, and Durer.

Prerequisites: None.

Credits: 1

ART 206 Baroque Art

This course will look at painting, sculpture, and architecture in Europe from the late 16th through mid-18th centuries. Art will be examined in the context of this age of innovation and turmoil, which is marked by religious conflict, absolute monarchies, economic and colonial expansion, and the formation of art academies. Individual artists as transnational entrepreneurs will be explored, such as Caravaggio, Bernini, Rubens, Rembrandt, Anthony Van Dyck, Vermeer, and Velazquez.

Prerequisites: None.

Credits: 1

ART 208 19th Century Art

This course will examine the major trends in painting and sculpture between the end of the Baroque age and the beginning of Modernism, an era characterized by philosophical Enlightenment, political revolution, and scientific discovery. The art of this turbulent period was often in conflict with tradition and the established structures of artistic training, production and patronage; much of our contemporary understanding of the nature and role of artists and their work was formed in the crucible of this fascinating period. The dramatically shifting styles of this century of art history will offer us rich opportunities to develop our tools of formal, descriptive analysis, and to articulate the connections between visual styles and the cultural conflicts which produced them. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ART 209 20th Century Art

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

Prerequisites: None.

Credits: 1

ART 210 Special Topics in Art History

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

Prerequisites: None.

Credits: 1

Modern and Contemporary Native American Art

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

ART 311 Art Theory and Criticism

This course will explore the major currents in the theories of meaning in and aesthetic response to works of visual art. What is the origin of the category “art”? Does it have universal validity? Are judgments about art merely subjective, or can they expect universal consensus? These are only some of the questions which will open the course; we will go on to consider the central problems of modern and postmodern art, and their role in our lives today. We will locate the roots of the issues of modern art criticism and theory in the Western

philosophical tradition. We will pay particular attention to the relationship between visual expression and writing about visual art, between art and its criticism, and the ever narrowing gap between the two. Students should expect to do a significant amount of reading and writing. This course is offered the first half of the fall semester.

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

Credits: 1/2

ART 312 Post Modern Art and Culture

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

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

Credits: 1/2

ART 434 Senior Project in Art History

This course is offered in the fall semester.

Prerequisite: Senior standing.

Credits: 1

ART 435 Senior Project in Art History

This course is offered in the spring semester.

Prerequisite: Senior standing.

Credits: 1

Course Descriptions—Studio Art

ART 125 Drawing

An introductory exploration of the making and meaning of “the mark.” Students will practice different approaches to creative research in order to explore historical and contemporary issues related to Drawing both as a fine art and as a strategy for problem solving. Participants will utilize a variety of drawing media to explore the technical and conceptual issues related to composition. There is an emphasis on drawing from direct observation, and subjects will range from traditional still life to the human form. Students will be expected to apply critical and creative problem solving skills as they experiment with visual language as a vehicle for expression. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1/2

ART 126 Studio Art Fundamentals

Making art in the 21st century draws upon a long tradition of methods, materials, and conceptual and philosophical perspectives, and combines those traditions with new and expanding approaches. This course is intended to be a hands-on introductory exploration of both traditional and contemporary materials and ideas that influence contemporary practices of design and fine art. Students will be introduced to methods of creative research, with projects and discussions designed to help illuminate the considerations one must take into account when designing Two-Dimensional imagery, Three-Dimensional objects and spaces, and Time-based or virtual projects. There will be a strong emphasis on understanding how these three categories relate to one another, and on the practice of “reading” visual information in a more sophisticated manner. Traditional

and emerging media—including but not limited to drawing, painting, sculpture, and digital technologies—will be explored. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

ART 223 Ceramics

An introduction to the basic techniques of clay. The course will investigate the methods and aesthetics of ceramics, both functional ware and sculptural form. The course will also explore the historical and cultural uses of pottery and the contemporary use of clay as a sculptural medium. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ART 224 Photography

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

Prerequisites: None.

Credits: 1

ART 225 Special Topics in Studio

The objective of this class is to develop the student's ability to think visually. Through the analysis of a particular theme, topic, medium, or technique, students will gain a greater understanding of visual communication, creative expression, and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval.

Prerequisites: None.

Credits: 1

ART 227 Sculpture

An investigation of techniques, procedures, and vocabulary necessary for three-dimensional visual expression. Sculptural concepts, both traditional and contemporary, will be explored through applied problems. Media: plaster, clay, wood, and steel. This course is offered in the fall semester.

Prerequisite: None.

Credits: 1

ART 228 Painting

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

Prerequisite: Art 120 or Art 125.

Credits: 1

ART 229 New and Expanded Media

This is a hands-on studio course designed to explore the question, "What does it mean to make *art* in the 21st century?" Combining different types of creative research, students will consider the way in which boundaries between traditional media—drawing, painting, sculpture, photography—are becoming blurred and also conflated with other forms of visual expression, such as installation, site specific work, public enactment/performance, outsider art, digital media, video production, and various types of commercial media.

Through project-based research, students will examine the historical and contemporary relationships between mediums, and the disciplines involved with artistic practice. The class aims to expose students to varied methods and motivations for making art, and also invites them to actively consider the relevance of visual art in our contemporary moment. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ART 330 Advanced Studio

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

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

Credits: 1 or 1/2

ART 331 Advanced Studio

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

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

Credits: 1 or 1/2

ART 387 Independent Study

Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a department member before registering for the course. This course may be offered in 2013-2014.

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

Credits: 1 or 1/2

ART 388 Independent Study

Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a department member before registering for the course. This course may be offered in 2013-2014.

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

Credits: 1 or 1/2

ART 432 Senior Studio

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

Prerequisites: Art 330 or 331 and senior standing.

Credits: 1 or 1/2

ART 433 Senior Studio

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

Prerequisites: Art 330 or 331 and senior standing.

Credits: 1 or 1/2

Department of Classical Languages and Literatures

Faculty in the Department of Classical Languages and Literatures: Jeremy Hartnett (chair), Joseph Day (spring), Leslie Day (spring), David Kubiak**, and Bronwen Wickkiser. ** *sabbatical leave, spring semester*

The Classics Department offers students two approaches to the study of the ancient world. First, students can emphasize the study of Greek or Latin language and literature. Second, students can explore Greece and Rome in non-language courses falling into the broad categories of ancient literature, ancient history, and art and archaeology. If students wish to pursue their studies of the ancient world more deeply, they can major or minor in any of three areas, Latin, Greek, and Classical Civilization, according to the schemes described below. The Classics Department encourages students interested in Greece and Rome to experience its physical remains directly through study abroad or immersion trips.

Courses in the Classics Department seek to help students to:

(Latin and Greek courses)

- Gain an understanding of an ancient literature and culture through the study of its language
- Develop a better understanding of English by studying its Greek and Latin roots

(All courses)

- Appreciate and enjoy aspects of Greek and Roman culture
- Gain a broad sense of Greek and Roman culture by studying literature, mythology, art, architecture, and social and political history
- Develop perspective on their own beliefs by discovering how Greeks and Romans struggled with questions about divinity, life and death, sexuality and gender, social and political justice, and the like
- Study the historical contexts out of which there developed such fundamental Western institutions as the Christian religion and representative democracy
- Learn skills of critical thinking such as reading and interpreting difficult texts, generating information about them through research, solving problems about them and answering questions they raise, and presenting findings to others orally and in writing

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

Requirements for the Greek minor: Five courses beyond Greek 101.

Requirements for the Latin major will consist of at least seven courses: Four Latin courses beyond the elementary (LAT 101, 102) level, two courses in Greek beyond the elementary (GRK 101, 102) level, and LAT 400. Majors in Latin should also consider choosing some of the following related courses, which are not required but provide a broader context for students' study of ancient language and literature: HIS 212, 310,

CLA 104, 106, 111, 112, 113, 211, 212, 213, PSC 330, RHE 320. CLA 104 and 106 are especially encouraged because of their emphasis on chronology.

Requirements for the Latin minor: Five courses beyond Latin 101.

Requirements for the Classical Civilization major are: A major in Classical Civilization emphasizes the study of Greek and Roman civilizations and requires appreciably less work in language. Students choosing this major might focus on Art and Archaeology, Ancient History, Greek and Roman Literature, or Philosophy. The major will consist of at least seven courses: one course in Greek or Latin at or above the 200 level; one course in Classics at or above the 200 level; four additional courses (Latin and Greek courses beyond the 102 level may count as part of these four courses); CLA 400. Courses in ancient Greek and Roman Philosophy, Ancient Rhetoric, Ancient Political Theory, and Ancient Religions also count toward the major.

Requirements for the Classical Civilization minor are: Five courses, at least one of which must be at or above the 200 level. Minors in Classical Civilization should consult with the department chair as soon as possible to discuss the coherence of their minor. Greek or Latin courses at the 102 level and above also count toward the minor.

Comprehensive Examinations in the Classics Department examine students in the three areas (Classical Civilization, Greek, or Latin) in which they choose to major within the department. The examinations are made up by the department after consulting the range of courses each student presents for his major, and test both general knowledge in the area he chooses and specific knowledge over the selection of the courses he presents.

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

Course Descriptions—Classical Civilization

CLA 101 Classical Mythology

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

Prerequisites: None.

Credits: 1

CLA 103 Greek Art and Archaeology (ART 103)

This course is a consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age. This course is offered in the fall semester of odd-numbered years.

Prerequisites: None.

Credits: 1

CLA 104 Roman Art and Archaeology (ART 104)

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

Prerequisites: None.

Credits: 1

CLA 105 Greek Civilization (HIS 211)

This is a survey course of Greek political, military, cultural, and literary history from the end of the Bronze Age (ca. 1100 B.C.) to the time of Alexander the Great (4th century B.C.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or “city-state.” This course is offered in the fall semester of even-numbered years.

Prerequisites: None.

Credits: 1

CLA 106 Roman Civilization (HIS 212)

This is a survey course of Roman political, military, cultural, and literary history from the Etruscan period (6th and 5th centuries B.C.) to the fall of the Roman Empire in the West. A thematic focus will be on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered in the spring semester of odd-numbered years.

Prerequisites: None.

Credits: 1

CLA 111 Special Topics in Literature and Culture

This is an introductory course that focuses on a specific topic in ancient literature or culture and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed.

Prerequisites: None.

Credits: 1

CLA 112 Special Topics in Art and Archaeology

This is an introductory course that focuses on a specific topic in ancient art or archaeology and requires no previous work. Course may be repeated for credit as topic changes. Depending on subject matter, this course may be cross-listed.

Prerequisites: None.

Credits: 1

CLA 113 Special Topics in Ancient History (HIS 210)

This is an introductory course that focuses on a specific topic in ancient history and requires no previous work. Course may be repeated as topic changes. Depending on subject matter, this course may be cross-listed.

Prerequisites: None.

Credits: 1

CLA 140 Philosophy of the Classical Period (PHI 140)

This course surveys the Ancient Greek philosophy, including Pre-Socratics, Plato, and Aristotle; Hellenistic philosophy may also be included. This course focuses on acquiring and improving abilities in philosophical reading, thinking, and expression. In class, the norm is close textual analysis through lectures and discussion. Topics include the nature of the physical and human world, and questions about knowledge and ultimate being. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

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

This course is an introduction to the social-historical study of the writings that came to be the New Testament of the Christian churches. We will survey the social, political, and religious contexts of the Jewish and Greco-Roman worlds of the first century, the actions and teachings of Jesus of Nazareth, and the missionary activity of Paul of Tarsus. We will study most of the texts included in the New Testament, as well as other ancient Jewish and early Christian writings to learn about the development of the various beliefs and practices of these first Christian communities.

Prerequisites: None.

Credits: 1

CLA 211 Special Topics in Literature and Culture

This is a more advanced course that focuses on a specific topic in ancient literature or culture and requires previous work. Course may be repeated as topic changes. Depending on the subject matter, the course may be cross-listed.

Prerequisites: Vary with topic.

Credits: 1

CLA 212 Special Topics in Art and Archaeology

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

Prerequisites: Vary with topic.

Credits: 1

CLA 213 Special Topics in Ancient History (HIS 310)

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

Prerequisites: Vary with topic.

Credits: 1

CLA 220 Classical Rhetoric (RHE 320)

This course focuses on the origin and development of rhetoric and rhetorical theory during the classical period. The course begins in the pre disciplinary stage of Homer and the Sophists and examines such works as Homer's *Iliad*, Gorgias' *Encomium of Helen*, and Isocrates' *Antidosis*. The course then moves to Plato's *Gorgias* and *Phaedrus* and the "disciplinizing" efforts of Aristotle (*On Rhetoric*). Finally, the course examines the efforts of Cicero (*On Invention*, *Orator*, and *On the Orator*), Quintilian (*Institutes of Oratory*), and Augustine (*On Christian Doctrine*) to reunite philosophy and rhetoric and include ethics within the realm of rhetoric. Students learn how rhetorical theories are generated out of the specific needs of particular political and social contexts. In addition, students examine the influence of literacy on human interaction and the study of rhetoric in particular. Finally, students trace the relationship between rhetoric and philosophy from pre-Platonic unity, through Plato's bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintilian. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

CLA 387 Independent Study

Students wishing to pursue independent study in Classical Civilization should plan their project with the instructor who is to supervise.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

CLA 388 Independent Study

Students wishing to pursue independent study in Classical Civilization should plan their project with the instructor who is to supervise.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

CLA 400 Focused Discussion of a Topic and Senior Reading

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

Prerequisites: None.

Credits: 1

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

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four class meetings each week. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

GRK 102 Beginning Greek

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four class meetings each week. This course is offered in the spring semester.

Prerequisite: GRK 101.

Credits: 1

GRK 330 Greek Composition

This course provides a systematic review and study of fundamental Greek forms and constructions with practice in writing Greek sentences. This course is offered by arrangement.

Prerequisites: GRK 101, 102.

Credits: 1 or 1/2

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

The choice of readings is adapted to the needs and the desires of the class. We will read selections from Lysias' speeches and other appropriate works. The emphasis will be on developing facility in reading Greek. This course is offered in the fall semester.

Prerequisites: GRK 101, 102.

Credits: 1

GRK 210 New Testament Greek

This course covers selected readings in the New Testament. One-half or one course credit by arrangement. Offered by arrangement. Course may be repeated as the readings change.

Prerequisites: GRK 101, 102.

Credits: 1 or 1/2

GRK 301 Advanced Greek: Poetry

Selections to suit the needs and interests of the class will be made from the Greek poets and dramatists. The material will be varied from year to year and the course may be elected more than once. This course is offered in the spring semester (when offered).

Prerequisite: GRK 201.

Credits: 1

GRK 302 Advanced Greek: Prose

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

Prerequisite: GRK 201.

Credits: 1 or 1/2

GRK 303 Advanced Greek: Homer

Selections to suit the needs and interests of the class will be made from Homer's *Iliad* or *Odyssey*. The material will be varied from year to year and the course may be elected more than once. This course is offered in the spring semester (when offered).

Prerequisite: GRK 201.

Credits: 1

GRK 387 Independent Study

Students wishing to pursue independent study in Greek (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. This course is offered by arrangement.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GRK 388 Independent Study

Students wishing to pursue independent study in Greek (specialized work in an author, period or genre) should plan this work with the instructor who will supervise the project. This course is offered by arrangement.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GRK 400 Focused Discussion of a Topic and Senior Reading

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

Prerequisites: None.

Credits: 1

Latin

Course Descriptions—Language Studies

LAT 101 Beginning Latin

This is a course for students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four class meetings each week. Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take LAT 101 for credit, but LAT 102 may be taken for credit if they do not place into LAT 201. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

LAT 102 Beginning Latin

This is a course for students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four class meetings each week. Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take LAT 101 for credit, but LAT 102 may be taken for credit if they do not place into LAT 201. This course is offered in the spring semester.

Prerequisite: LAT 101 or placement by exam.

Credits: 1

LAT 330 Composition

This is a systematic review and study of fundamental Latin forms and constructions with practice in writing Latin sentences. This course is offered by arrangement.

Prerequisites: LAT 101 and 102, or their equivalent.

Credits: 1 or 1/2

Course Descriptions—Literature and Fine Arts

LAT 201 Intermediate Latin

This course is intended to satisfy the needs of two classes of students: (1) those with previous preparation in Latin (usually two years or more in high school) whose performance on the Placement Test shows that they need only a semester's work to reach the Basic Proficiency level; (2) students who have completed LAT 101, 102 and desire to continue their study of the language. The emphasis will be on developing facility in reading Latin. Students will read selections from classical poetry and prose. If a student who places into LAT 201 completes the course with a grade of B- or better, he will receive an additional course credit in Latin; this course credit does not count towards the major or minor. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

LAT 210 Medieval Latin

Students in this course will study readings in Medieval Latin prose and poetry. This course is offered by arrangement.

Prerequisites: LAT 101 and 102, or their equivalent.

Credits: 1 or 1/2

LAT 301 Advanced Latin: Poetry

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

Prerequisite: LAT 201 or equivalent preparation.

Credits: 1

LAT 302 Advanced Latin: Prose

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

Prerequisite: LAT 201 or equivalent preparation.

Credits: 1

LAT 303 Advanced Latin: Vergil

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

Prerequisite: LAT 201 or equivalent preparation.

Credits: 1

LAT 387 Independent Study

Students wishing to pursue independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. The material will be varied from year to year and the course may be elected more than once. This course is offered by arrangement.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

LAT 388 Independent Study

Students wishing to pursue independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. The material will be varied from year to year and the course may be elected more than once. This course is offered by arrangement.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

LAT 400 Focused Discussion of a Topic and Senior Reading

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

Prerequisites: None.

Credits: 1

Department of English

Faculty in the Department of English: Marcus Hudson (Chair, fall semester**), Crystal Benedicks###, Eric Freeze, Rixa Freeze ~, Tobey Herzog, Timothy Lake, Jill Lamberton, Warren Rosenberg (Chair, spring semester), and Agata Szczeszak-Brewer.

*** Sabbatical leave, spring semester; ### leave, full year; ~ part-time*

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

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

All students are invited to consider ENG 105–260 to fulfill distribution requirements in Language Studies and Literature and Fine Arts. These courses are introductory in nature, with the exception of 200 level creative writing courses, which have ENG 110 or consent of the instructor as prerequisites. Courses numbered above ENG 260 usually have a prerequisite of any one English literature course at Wabash. Intermediate courses (titled “Studies in...” and numbered from 300) will be structured according to various approaches to literary studies, the second digit indicating one of several approaches: historical contexts (300); literary genres (310); literary modes (320); themes and topics (330); authors (340); media (350); multicultural and national literatures (360); special topics (370); language studies (390). Not all will be offered each year. Occasionally the content of the course will be altered (partly in response to student requests), but the critical approach will remain the same.

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

Requirements for the Major in Literature: Majors are required to take the following English courses: (1) three of the six core survey courses (ENG 214–220) (These three courses should be completed by the end of the junior year); (2) ENG 297 (preferably in the freshman or sophomore year); (3) four additional full courses (or their equivalent), including at least two full course credits labeled “Studies in...” and one “Seminar” course. ENG 101 does NOT count toward the major and no more than two Language Studies courses in English may be included in the required nine. The core survey courses should give the major a broad understanding of English and American literary periods; the additional six courses should help him determine those critical approaches most appropriate to his literary interests.

Requirements for the Major in Creative Writing: Majors will take four courses in creative writing (including one course in a second genre), ENG 498/499 (two half-credit courses), ENG 497, and three courses in literature. Two of the creative writing courses must be at the advanced level (300 or 400 level). The three literature courses must be at the 200 level or above; at least one must be a 200 level course and at least one must be at the 300 level. Students in this track are encouraged, but not required, to take either ENG 297 or ENG 397.

The typical sequence for a student in the creative writing track would start with ENG 110, the multi-genre course (in fiction, poetry, and nonfiction). That would be followed by a 200 level intermediate course in a

single genre, then a 300 level advanced course in that same genre. As a senior, the student would take ENG 497 and ENG 498/499 (two half-credit courses, in which the student develops a portfolio of work in his chosen genre).

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

Majors with specific graduate school plans should discuss these with department members. Those who wish to continue work in English should be aware of foreign language requirements for graduate degrees, as well as the significant advantage of knowing the literature of another language. Courses in Classics, Religion, and the Arts would also be good preparation for advanced study in Literature, Language, or Creative Writing.

Requirements for the Minor: Five full-credit courses, not including ENG 101. Ordinarily students will choose to concentrate along one of the following lines, but a student may, by presenting a written proposal that receives Departmental approval, construct an alternate minor that better suits his needs. These proposals need to be submitted by the end of the first semester of the student's junior year.

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

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

Introductory Courses

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

ENG 214–220, offered yearly, are designated “Core” courses because they are central to our conception of an English major. They introduce the student to basic literary and cultural history, to significant writers, works, and themes, and to useful critical modes. Students will be expected to participate in classroom discussion and write several short papers. These courses also serve as the foundation for more advanced literary study.

ENG 297: Introduction to the Study of Literature. Required of all literature majors, and must be taken during the freshman or sophomore years.

Intermediate Courses

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

Advanced (Seminar) Courses

Two sections of ENG 497 are the two Advanced Courses offered every fall. These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student

involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are only offered in the fall semester.

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

Course Descriptions

ENG 101 Composition

Multiple sections will be offered in the fall semester, each limited to 15 students. While instructors may use different approaches, all are concerned with developing every student's use of clear and appropriate English prose in course papers and on examinations. All instructors have the common goal of encouraging the student to write with accuracy of expression, as well as with logical and coherent organization. Students will be responsible for writing at least one in-class essay and a series of longer, out-of-class essays. Students are expected to develop an awareness of the strengths and weaknesses in their writing and to acquire the necessary skill to revise and rewrite what they thought were final drafts of essays. Past experience has shown the Department and the College that writing well in high school does not necessarily assure the same in college. Enrollment in this course is limited to those students required to take it, based on SAT English Writing Exam scores. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

Course Descriptions—Language Studies

ENG 110 Introduction to Creative Writing

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

Prerequisites: None.

Credits: 1

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

This course is an introduction to the basic principles of linguistics, the theory and analysis of human language. The first half of the course will focus on structural aspects of language: speech sounds and sound systems, and the formation of words and sentences.

Prerequisites: None.

Credits: 1/2

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

This continuation of ENG 122 (HUM 122) will deal with the social phenomena of language, including language acquisition, social and regional variation, and language change over time.

Prerequisite: ENG 122 or HUM 122.

Credits: 1/2

ENG 202 Writing with Power and Grace

This class addresses one of the most important questions of higher education, and, indeed, of life: how to express yourself clearly and gracefully. The premise of this class is that writing well is a potent form of power and beauty. To achieve that goal, we'll study the major principles of grammar, style, and clarity. Although all are welcome, this class will be of particular interest to freshmen and sophomores who either did not take the Composition or would like further practice in writing. This course does not count toward the creative writing track of the English major. This course is offered in the fall and spring semesters.

Prerequisites: None.

Credits: 1

ENG 210 Special Topics in Creative Writing

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

Prerequisite: ENG 110.

Credits: 1

ENG 211 Creative Non-Fiction

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

Prerequisite: ENG 110.

Credits: 1

ENG 212 Creative Writing: Poetry

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

Prerequisite: ENG 110.

Credits: 1

ENG 213 Creative Writing: Short Fiction

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

Prerequisite: ENG 110.

Credits: 1

ENG 311 Advanced Workshop in Creative Nonfiction

This course will build on the principles of ENG 211. It is primarily a work-shopping course, which will focus on generation and revision of original creative nonfiction, with an emphasis on producing polished, publishable work. Texts will include craft/theory books, anthologies and literary journals. The course will have a critical essay component, a close study of the craft of a particular writer or some formal question. Students will also be responsible for detailed peer critique at the advanced level.

Prerequisite: ENG 211.

Credits: 1

ENG 312 Advanced Workshop in Poetry

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

Prerequisite: ENG 212.

Credits: 1

ENG 313 Advanced Workshop in Fiction

This course will build on the principles of ENG 213. It is primarily a work-shopping course, which will focus on generation and revision of original fiction, with an emphasis on producing polished, publishable work. Texts will include craft/theory books, anthologies and literary journals. The course will have a critical essay component, a close study of the craft of a particular writer or some formal question. Students will also be responsible for detailed peer critique at the advanced level. The professor may choose to focus the course further on one of the subgenres of fiction writing.

Prerequisite: ENG 213.

Credits: 1

ENG 387 Independent Study in Language

Any student in good standing academically and interested in pursuing a topic in language studies in English not normally available through departmental course offerings is encouraged to apply to the Department for permission to do independent work in English language studies. Such study usually involves not more than one course credit a semester, and entails a significant academic project submitted to a department member for a letter grade. Students must receive written approval of their project proposal from a department member before registering for the course.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

ENG 410 Advanced Composition: Academic and Professional Writing

The goal of this course is for the student to gain greater awareness and control over his writing for a variety of academic and professional purposes. Students who wish to improve their college writing and those who plan to attend law or graduate school, teach, or write professionally would be well served by the course. We will focus in particular on clarity in writing, argumentative techniques, the demands of different genres, and developing a personal voice. Limited enrollment. This course is offered in the spring semester. STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH.

Prerequisite: Junior or senior standing.

Credits: 1

ENG 411 Advanced Composition: Business & Technical Writing

The emphasis in this course will be on technical, business, and other forms of career-oriented writing. Topics include audience analysis, style analysis, grammar, punctuation, and research. Assignments adapted to fit the background and interests of each student include business correspondence, mechanism description, process description, formal proposal, magazine article, and formal report. Limited enrollment. Offered spring semesters. STUDENTS MAY TAKE EITHER ENG 410 or 411, BUT NOT BOTH.

Prerequisite: Junior or senior standing.

Credits: 1

ENG 498/499 Creative Writing Capstone Portfolio Course

In these two half-credit courses, the student writes and revises a portfolio of his work in a single genre. The portfolio should include the writer's best work, accompanied by an introductory aesthetic statement. During the first semester in 498, the student will meet in workshop with other senior writers in their chosen genre. In the second semester in 499, the writing concentrator will further develop and revise his portfolio, and give a reading of his work. The portfolio courses will provide workshops to help students in publication and in application to graduate programs. Readings in the courses will be varied; some will be guides for practical instruction, others will be theoretical or craft texts to help the student find formal coherence in his portfolio.

Prerequisites: 300-level workshop, majors only.

Credits: 1/2

Course Descriptions—Literature

Introductory Courses

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

ENG 214–220, offered yearly, are designated “Core” courses because they are central to our conception of an English major. They introduce the student to basic literary and cultural history, to significant writers, works, and themes, and to useful critical modes. Students will be expected to participate in classroom discussion and write several short papers. These courses also serve as the foundation for more advanced literary study.

ENG 105 Introduction to Poetry

This class will introduce you to the study of poetry through intensive reading and intensive written analysis. We will focus on close reading of a wide range of poems from a variety of historical periods, genres, and cultures. Through a study of image, symbol, diction, syntax, meter, rhythm, and sound, we will analyze the ways in which a poem creates meaning. Written analyses will emphasize the marriage of formal and thematic elements in particular poems.

Prerequisites: None.

Credits: 1/2

ENG 106 Introduction to Short Fiction

This class has two goals: to introduce the study of short fiction through intensive reading, and to familiarize students with strategies and methodologies for writing about literature. In our readings, we will explore formal issues such as tone, structure, and symbolism as well as social issues such as sexuality, race and gender. This class focuses on ways of grappling with these big questions in writing, as literary scholars do.

Prerequisites: None.

Credits: 1/2

ENG 107 History and Drama: Science and Scientists

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

Prerequisites: None.

Credits: 1/2

ENG 108: History and Literature

This introductory literature course focuses on the connections between history and literature. The instructor develops a specific topic that invites the exploration of these connections.

Prerequisites: None.

Credits: 1

ENG 109 World Literature in Translation

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

Prerequisites: None.

Credits: 1

ENG 160 Multicultural Literature in America

The richness of American culture is a result of the contributions made by individuals from a variety of groups, each expanding our definition of what it means to be American. In this course we will study the writing and cultures of a number of groups, among them Native American, Hispanic, Gay, African American, European American, and Asian American. We will try to hear individual voices through a variety of literary forms (including film), while exploring commonalities. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ENG 214 Introduction to British Literature after 1900

This course will introduce students to the major writers and literary trends of the British Isles after 1900. We will begin with the dawn of Modernism, after which we will trace important political, cultural, and aesthetic changes reflected in 20th and 21st century texts. How did the disintegration of the British Empire and two world wars affect British cultural identity? How was the clash between the rural and the urban reflected in the past century? We will focus on a variety of genres—fiction, non-fiction, poetry, and drama—and examine the experimentations with language and form in Modernism and Postmodernism, as well as representations of gender roles and race in selected texts by Joseph Conrad, Wilfred Owen, T.S. Eliot, W.B. Yeats, James Joyce, Virginia Woolf, Katherine Mansfield, George Orwell, Samuel Beckett, Doris Lessing, Eavan Boland, Muriel Spark, Angela Carter, and others. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ENG 215 Introduction to Medieval and Renaissance Literature

The study of English literature from its beginnings to the end of the Renaissance. Readings will include *Beowulf*; selections from Chaucer's *Canterbury Tales*; Elizabethan Poetry (including Book I of Spenser's *The Faerie Queen*); drama and prose; and Milton's *Paradise Lost*.

Prerequisites: None.

Credits: 1

ENG 216 Introduction to Shakespeare

A study of the plays and sonnets of Shakespeare. Analyzing Shakespeare's dramatic and poetic techniques, we will examine some of the comedies, histories, and tragedies of the greatest dramatist in English. We will also look at the plays' major themes, styles, and sources. This course also includes as a final assignment, work as a member of a team on the presentation of a scene from one of Shakespeare's plays.

Prerequisites: None.

Credits: 1

ENG 217 English Literature, 1660–1800

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

Prerequisites: None.

Credits: 1

ENG 218 Introduction to English Literature, 1800–1900

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

Prerequisites: None.

Credits: 1

ENG 219 Introduction to American Literature before 1900

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

Prerequisites: None.

Credits: 1

ENG 220 Introduction to American Literature after 1900

This survey introduces the writers and trends of our century, from realism and naturalism through modernism to the rich, fragmented energy of postmodernism and multiculturalism. Writers covered vary from year to year but may include Henry James, James Weldon Johnson, Edith Wharton, Robert Frost, Edna St. Vincent Millay, William Carlos Williams, E. E. Cummings, Ernest Hemingway, Margery Latimer, William Faulkner, Langston Hughes, Willa Cather, F. Scott Fitzgerald, J. D. Salinger, Allen Ginsberg, Gary Snyder, Amiri Baraka, John Barth, Raymond Carver, Galway Kinnell, Sharon Olds, Louise Erdrich, Sandra Cisneros, Toni Morrison, and Don DeLillo. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

ENG 260 Multicultural Literatures

Introduction to Black Studies

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

Prerequisites: None.

Credits: 1

ENG 297 Introduction to the Study of Literature

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

Prerequisites: None.

Credits: 1

Intermediate Courses

PLEASE NOTE: COURSES NUMBERED 300–370 HAVE THE PREREQUISITE OF ANY ONE ENGLISH LITERATURE COURSE AT WABASH. They are designed to complement and develop historical and cultural awareness, and the knowledge of authors, themes, topics, genres, modes, and critical approaches encountered in Introductory and Core courses. Students in Intermediate courses take initiative in class discussion, write several analytical papers, and become familiar with the use of secondary critical sources. Typical courses include the following topics, which are generally repeated every two or three years (please note these are examples). Students should consult course listings for current offerings.

ENG 300 Studies in Historical Contexts

The Literature of the American 1920's

“Here was a generation,” wrote F. Scott Fitzgerald in the aftermath of the Great War, “grown up to find

all Gods dead, all wars fought, all faiths in mankind shaken.” This course examines the literature and culture of the 1920’s in America and the American civilization that produced an extraordinary number of talented writers. We will focus upon major writers and significant texts of this decade—the Roaring Twenties, the jazz age, the great age of sport, the age of leisure, the plastic age. We will choose from among the best writers of the period. Writers may include Ernest Hemingway, F. Scott Fitzgerald, Willa Cather, Sherwood Anderson, Sinclair Lewis, Eugene O’Neill, T.S. Eliot, John Dos Passos, Robert Frost, William Faulkner (and perhaps others of lesser renown).

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

The Beat Writers

The writers of the Beat Generation have a perennial appeal. Perhaps it is the Dionysian energy of their writing, perhaps the myths that arose around their self-destructive lives, but they have come to represent for us “the other side” of the Fifties. Since much of this course is focused on poetry, and Kerouac’s novels may be considered extended prose poems, we will begin with some selections from Whitman’s *Song of Myself*. We will also do some reading on the Fifties, and view The Beat Generation. Then we will turn to the early work of Ginsberg, especially his tremendous poem, “Howl.” Next up is that late Ur-Text of the Beat Movement, Kerouac’s novel, *On the Road*. We will focus on four poets of the San Francisco Renaissance, Michael McClure, Philip Lamantia, Gary Snyder, and Philip Whalen. Because Gary Snyder emerged as a major American poet, we will read one of his early books, *Riprap*, in its entirety and learn some principles of ecocriticism, then two later novels, Williams Burroughs’ famous, infernal satire, *Naked Lunch*, and Kerouac’s *The Dharma Bums*. We will conclude by reading the work of some less well-known Beats and fellow travelers, and the later work of Ginsberg and Snyder. Our focus will be the texts themselves and their relationship to American culture of the 1950s and after.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

ENG 310 Studies in Literary Genres

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

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

Prerequisite: One English Literature course taken at Wabash.

Credits: 1/2

American Nature Writing

Even in the 21st century, Americans remain haunted by the power and beauty of their landscapes and by the idea of wilderness. Thoreau’s gnomic statement, “In wilderness is the preservation of the world,” still has some currency in our culture. While Americans are far from forging a common environmental ethic, the attempt continues, especially in the face of our growing awareness of the fragility of earth’s ecosystems, and the power of our technologies to subdue and destroy them. In this course, we will read a few essential classic texts—Thoreau’s *Walking* and Aldo Leopold’s *Sand County Almanac* to get our bearings, but the focus will be on texts of the late 20th century to the present. We will read such nonfiction works as Edward Abbey’s *Desert Solitaire* and Terry Tempest Williams’ *Refuge*; fictions such as Seth Kantner’s 2004 novel, *Ordinary Wolves*, and various stories by Rick Bass; and Gary Snyder’s poetry collection, *Turtle Island*. The course will also introduce students to the practice of ecocriticism. We will read the texts as literary works of art, but also as explorations of the connections between humans and the natural world, of nature and spirit, of environmental ethics and justice, and of arguments for the preservation of the natural world.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

Postmodern Fiction

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

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

American Theater and Drama (THE 217)

This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include *The Contrast*, *Secret Service*, *Uncle Tom's Cabin*, *Long Day's Journey Into Night*, *A Moon for the Misbegotten*, *Awake and Sing!*, *The Little Foxes*, *Our Town*, *The Skin of Our Teeth*, *Mister Roberts*, *A Streetcar Named Desire*, *The Night of the Iguana*, *Death of a Salesman*, *The Crucible*, *A Raisin in the Sun*, *The Zoo Story*, *Who's Afraid of Virginia Woolf?*, *Glengarry Glen Ross*, *True West*, *Brighton Beach Memoirs*, *The Colored Museum*, *A Perfect Ganesh*, *Fences*, *Angels in America*, *How I Learned to Drive*, and *The America Play*. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

ENG 320 Study in Literary Modes

American Modernism

This course explores the literature and culture of the United States in the early part of the 20th century, with its overlapping milieu of high modernists, Harlem Renaissance writers, young bohemians, and political radicals. We will examine the profound redefinitions of the self-catalyzed by the rise of psychology, rapid urbanization and mechanization, and the Great War, and we'll discuss the public's response to the varied artistic movements of the period, from Primitivism's allure to the impersonal promise of Futurism. From painting to film, from Gertrude Stein's *Three Lives* to Langston Hughes's poetry and Meridel Le Sueur's reportage, this course will examine a variety of texts that contributed to the literary experimentation and extraordinary achievement of the period. Other readings may include but are not limited to Sherwood Anderson's *Winesburg, Ohio*, Zona Gale's *Miss Lulu Bett*, T. S. Eliot's *The Waste Land and Other Poems*, Willa Cather's *The Professor's House*, Ernest Hemingway's *In Our Time*, William Faulkner's *The Sound and the Fury*, Nella Larsen's *Passing*, F. Scott Fitzgerald's *The Great Gatsby*, and poetry by Williams, Taggard, Stevens, Frost, Cummings, Moore, and Millay.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

ENG 330 Studies in Special Topics: Literature of War

Modern Literature of War

A character in Tim O'Brien's Vietnam Novel, *Going After Cacciato*, comments that "things may be viewed from many angles. From down below, or from inside out, you often discover entirely new understandings." This course will examine the age-old theme of conflict in general and war in particular

(WWI and Vietnam) as viewed from various angles and presented in different literary and media forms (poetry, fiction, nonfiction, and film). We will also study the biographical, literary, historical and cultural contexts in which the various works are written. Through research, panels, readings, critical papers, films, slides, and discussion, our principal goal will be an in-depth assessment of the literary treatment of this major theme across time and genres. Writers and texts studied in this class will be Joseph Conrad, *Heart of Darkness*; Erich Maria Remarque, *All Quiet on the Western Front*; Ernest Hemingway, *A Farewell to Arms*; Graham Greene, *The Quiet American*; World War One British Poets; Bao Ninh, *The Sorrow of War*; Tim O'Brien, *Going After Cacciato*; Pat Barker, *Regeneration*; and Larry Heinemann, *Paco's Story*.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

ENG 340 Studies in Individual Authors

George Bernard Shaw

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

Prerequisite: One English Literature course taken at Wabash.

Credits: 1/2

Herman Melville

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

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

(Post) Colonial Joyce

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

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

Credits: 1

ENG 350 Studies in Media: Literature and Film

Is the novel always better than its film adaptation? After an introduction to the art of film and a theoretical consideration of the similarities and differences between fiction and film, we will compare four or five novels with their film adaptations. In recent years this course has focused on literature and film representing New York City, including an immersion trip to the City.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

ENG 360 Studies in Multicultural/National Literatures**Toni Morrison and the African American Novel**

This course is about one thing, reading Toni Morrison's novels and her literary essays. In the process, we will explore the features of what Morrison calls the African American novel. We will also come to see and understand Morrison's mastery of craft and subject in the production of amazing stories that speak the "truth in timbre." The goals are to read, learn and grow in your understanding of the possibilities and limitations of rendering a people's lived experience in language.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

African American Literature: The Novel

African Americans have employed the novel form in a variety of ways. In this course we will sample this rich tradition in works by F.E.W. Harper, Charles Chessnutt, James Weldon Johnson, Jean Toomer, Nella Larsen, Zora Neal Hurston, Richard Wright, Ralph Ellison, Alice Walker, Toni Morrison, and Charles Johnson. We will consider how each work reflects its particular historical/ cultural moment as well as how it participates in the American literary tradition.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

Jewish American Literature

The contributions of Jewish American writers and filmmakers have been pervasive and significant. We will read selected fiction, poetry and plays, and see films that focus on the Jewish American experience. Authors and filmmakers may include Philip Roth, Bernard Malamud, Cynthia Ozick, David Mamet, Allen Ginsberg, and Woody Allen.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

African American Literature: Introduction

This course explores various genres of African American Literature. Emphasis is placed on works that reflect the socio-historical development of African American life. Poetry, Slave narratives, autobiographies, novels, plays, musical lyrics, and spoken word form the subject of study in the course. Special attention is given to works of fiction that become motion pictures and the emerging area of audio books. The aim of the course is to provide students with a sense of the historical and contemporary developments within African American literature. Students are introduced to African American critical theory as well as African American history.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

Pen and Protest: Literature and Civil Rights

This course takes a literary approach to the study of the civil rights movement. Students will examine the autobiographies, plays, novels, and other various artistic expressions of the mid-1950s through 1980. The aim of the course is to explore the use of literature and art as means of political, cultural, and religious expression. Students are introduced to critical theory as well as black studies.

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

ENG 370 Studies in Special Topics

African American Immigration

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

Prerequisite: One English Literature course taken at Wabash.

Credits: 1

ENG 388 Independent Study in Literature

Any student who has completed at least one literature course, is in good standing academically, and is interested in pursuing a topic in English not normally available through departmental course offerings, is encouraged to apply to the department for permission to do independent study in literature. Such study usually involves not more than one course credit a semester, and entails a significant academic project submitted to a department member for a letter grade. Students must receive written approval of their project proposal from a department member before registering for the course.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

ENG 397 Studies in Critical Reading

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

Prerequisites: None.

Credits: 1

Advanced (Seminar) Courses

Two sections of ENG 497 are the two Advanced Courses offered every fall. These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required. Note: the two seminars are offered only in the fall semester.

Reading the Black Book

“Read any good Black books lately?” This is a provocative question on so many different levels. For one, it takes for granted that there is such a thing as a “Black book” and, two, should this be the case, that some of them might actually be “good.” What is at stake here is how we think of race and literary production as well as race as a critical approach to reading literature. In short, can we think of race as both a category of literary production and a tool of literary interpretation? Nobel Prize Laureate Toni Morrison admits to writing Black books. As such, Morrison’s readers are expected to understand the various and varying ways that race matters in her work. However, scholar Kenneth Warren argues that African American literature is over. This course will take a deep dive into the murky waters that is the meaning and significance of race in African American letters. Students will be introduced to Black literary theory and cultural production. In addition to Morrison and Warren, students will read scholars like Houston Baker, Henry L. Gates, John Cullen Gruesser, Arna Bontemps, Robert Hemenway, and others. Students will come to understand African American literary theories such as: Ethiopianism, Double-Consciousness, New Negro, Blues People, Signifying, and call-and-response. This course is meant to help students grapple with the different ways of reading the Black book.

Credits: 1

The Body of the Other in British and Postcolonial Literature

How do British and Postcolonial authors write about colonial power, political violence, and their effects on the body? We will study authors from the Caribbean, South Africa, India, Ireland, and England, and we will focus on gender roles and race, with a special emphasis on the theory of the postcolonial body. Corporality has been a central issue in the dialogue between the center of the empire (e.g., London) and the “margins” (e.g., British colonies). How do colonial and postcolonial authors describe colonizing and colonized bodies? To understand and enjoy the texts, we will also study the political context of British imperialism and the anti-imperial resistance, as well as the major premises of Neocolonialism. We will discuss the themes of the exoticized body, the dislocated body, the traumatized body, and the emasculated body, and we will focus on the intersections between gender and postcolonial theory.

Credits: 1

Department of Modern Languages and Literatures

Faculty in the Department of Modern Languages and Literatures: Gilberto Gómez (chair), Jane Hardy, Lynne Miles, Adrien Pouille~, Qian Pullen, Gregory Redding, V. Daniel Rogers, Thomas Stokes, Brian Tucker####, Ivette Wilson, and Ke Yi. #### *Leave, full year; ~part-time*

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

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

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

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

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

Students may also fulfill this requirement by passing a proficiency exam with written and oral components. Students interested in pursuing this option should contact the department chair prior to mid-semester break in the fall of their freshman year.

Placement: Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by the departmental placement policy. Students who have taken at least two years of a language in high school will begin at the 201 level or higher. Placement beyond the 201 level is determined by the Computerized Adaptive Placement Exam and reference to high school transcripts. Any student may begin at the 101 level in a language that is new to him. For example, a student who is placed in SPA 301 can choose to enroll in FRE 101 or GER 101 and complete the requirement with the elementary sequence.

Background Credit: A student who starts with the third semester course or higher (201 or 301 level) of a language and completes that course with a B- or better also receives one elective credit for the course immediately preceding the one he has taken. **BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.**

A student need not earn a grade of B- or better to fulfill the language requirement. A passing grade in the appropriate courses will satisfy the language proficiency requirement.

Comprehensive Examinations: Majors in a modern language must successfully complete a two-day written comprehensive examination. In keeping with the goals of the Department, the student must demonstrate his proficiency in the language in which he is majoring, as well as his knowledge of its culture and his critical appreciation of its literature.

Study Abroad: Modern language students are strongly encouraged to study abroad. Students in modern languages and literatures should meet with a member of the department as early as possible to develop an appropriate plan for study abroad.

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

FRENCH

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

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

GERMAN

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

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

RUSSIAN: Minor program not offered 2013-2014.

SPANISH

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

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

FRENCH

Course Descriptions—Language Studies

FRE 101 Elementary French

The student with little or no previous training in French will become grounded in the language and gain some understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

FRE 102 Elementary French

The student with little or no previous training in French will continue building in the language and grow in their understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. This course is offered in the spring semester.

Prerequisite: FRE 101.

Credits: 1

FRE 201 Intermediate French

A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read French texts that will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in French beyond the rudimentary level. This course is offered in the fall semester.

Prerequisite: FRE 102 or placement by examination.

Credits: 1

FRE 202 French Language and Culture

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

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

Credits: 1

FRE 301 French Conversation and Composition

This course focuses on the continued development of the student's command of the French language and his understanding of Francophone culture, with an emphasis on speaking and writing. The course may include materials both written and spoken from a variety of sources. This course is offered in the fall semester.

Prerequisite: FRE 202.

Credits: 1

FRE 311 Studies in French Language

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

Prerequisites: FRE 301.

Credits: 1

FRE 376 Special Topics in French Language

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

Course Descriptions—Literature and Culture

FRE 302 Introduction to French Literature

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

Prerequisite: FRE 301.

Credits: 1

FRE 312 Studies in French Culture

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

Prerequisite: FRE 301.

Credits: 1

FRE 313 Studies in French Literature

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

Prerequisites: None.

Credits: 1

FRE 314 Special Topics in French

Prerequisite: FRE 301.

Credits: 1

FRE 401 Senior Seminar in French

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

Prerequisite: Senior status.

Credits: 1

FRE 277 Special Topics in French Literature and Culture

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

FRE 287 Independent Study in French

Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of instructor and department chair.

Credits: 1 or 1/2

FRE 377 Special Topics in French Literature and Culture

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

FRE 387 Independent Study in French

Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of instructor and department chair.

Credits: 1 or 1/2

FRE 388 Independent Study in French

Topics in literature, language, and culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of instructor and department chair.

Credits: 1 or 1/2

GERMAN**Course Descriptions—Language Studies****GER 101 Elementary German**

The student with little or no previous training in German will become grounded in the language and gain some understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

GER 102 Elementary German

The student with little or no previous training in German will continue building in the language and gain more understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. This course is offered in the spring semester.

Prerequisite: GER 101.

Credits: 1

GER 201 Intermediate German

A thorough review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read German texts which will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in German beyond the rudimentary level. This course is offered in the fall semester.

Prerequisite: GER 102 or placement by examination.

Credits: 1

GER 202 German Language and Culture

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

Prerequisite: GER 201.

Credits: 1

GER 301 German Conversation and Composition

This course focuses on the continued development of the student's command of the German language and his understanding of the culture of the German-speaking world, with an emphasis on speaking and writing. This course is offered in the fall semester.

Prerequisite: GER 202.

Credits: 1

Course Descriptions—Literature and Culture

GER 302 Introduction to Literature

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

Prerequisite: GER 301.

Credits: 1

GER 312 Studies in German Culture

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

Prerequisites: GER 301 and 302.

Credits: 1

GER 313 Studies in German Literature

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

Prerequisites: GER 301 and 302.

Credits: 1

GER 314 Topics in German: History of Literature and Culture

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

Prerequisites: GER 301 and 302.

Credits: 1

GER 401 Senior Seminar in German

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

Prerequisite: Senior status.

Credits: 1

Course Descriptions—Departmental**GER 176 Special Topics in German Language**

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 177 Special Topics in German Literature and Culture

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 187 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 188 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 276 Special Topics in German Language

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 277 Special Topics in German Literature and Culture

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 287 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 288 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 376 Special Topics in German Language

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 377 Special Topics in German Literature and Culture

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 387 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 388 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 476 Special Topics in German Language

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 477 Special Topics in German Literature and Culture

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 487 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

GER 488 Independent Study in German

Special topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

RUSSIAN

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

SPANISH

Course Descriptions—Language Studies

SPA 101 Elementary Spanish

The student with little or no previous training in Spanish will become grounded in the language and gain some understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

SPA 102 Elementary Spanish

The student with little or no previous training in Spanish will continue building in the language and gain further understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. This course is offered in the spring semester.

Prerequisite: SPA 101.

Credits: 1

SPA 103 Accelerated Introduction to Spanish

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

Prerequisite: Placement by exam.

Credits: 1

SPA 201 Intermediate Spanish

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

Prerequisite: SPA 102 or placement by examination.

Credits: 1

SPA 202 Spanish Language and Hispanic Cultures

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

Prerequisite: SPA 201.

Credits: 1

SPA 301 Spanish Conversation and Composition

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

Prerequisite: SPA 202.

Credits: 1

SPA 311 Studies in Spanish Language

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

Prerequisite: SPA 301.

Credits: 1

Course Descriptions—Literature and Culture

SPA 302 Introduction to Literature

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

Prerequisite: SPA 301.

Credits: 1

SPA 312 Studies in Hispanic Culture

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

Prerequisites: Spanish 301 and 302.

Credits: 1

SPA 313 Studies in Hispanic Literature

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

Prerequisites: SPA 301 and 302.

Credits: 1

SPA 314 Special Topics in Spanish

Prerequisites: SPA 301 and 302.

Credits: 1

SPA 401 Spanish Senior Seminar

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

Prerequisite: Senior standing.

Credits: 1

Course Description—Departmental**SPA 176 Special Topics in Spanish Language**

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

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

SPA 177 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

SPA 187 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 188 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 276 Special Topics in Spanish Language

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

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

SPA 277 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

SPA 287 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 288 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 376 Special Topics in Spanish Language

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

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

SPA 377 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

SPA 387 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 388 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 476 Special Topics in Spanish Language

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 477 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

SPA 487 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 488 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial sessions. Students who plan to do independent study are expected to consult with the faculty member and to submit their proposals well in advance of the beginning of the semester in which they will do the work.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

MODERN LANGUAGES**Course Descriptions****MLL 101 Elementary Modern Languages I**

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

Prerequisites: None.

Credits: 1

MLL 102 Elementary Modern Languages II

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

Prerequisite: MLL 101 of the same language.

Credits: 1

MLL 201 Intermediate Modern Languages

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

Prerequisite: MLL 102 of the same language.

Credits: 1

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

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

Prerequisites: Vary with topic.

Credits: 1

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

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

Prerequisites: Vary with topic.

Credits: 1

Department of Music

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

~ *part-time*

Mission Statement: The Department of Music engages the intellect at multiple levels through the theory of music on its own terms, the history of written music, the practice and performance of music, the anthropology of music around the world, and the technology of music analog and digital.

If a student is unsure about his preparation for a given course, he should consult a member of the music faculty. In general, MUS 101, 102, 104, 107, and 161 are designed for the student with little or no musical background. MUS 101 introduces students to musical concepts, styles, and forms and enables listeners to become more sophisticated and articulate. MUS 102 is an introduction to world music apart from the European written classical traditions. MUS 107 introduces students to the rudiments of music (rhythm, scales, keys, triads), and assumes no prior experience with reading music; it also prepares students for the music theory sequence (Music 201, 301, 302). MUS 161 provides beginning instruction in voice or a musical instrument. MUS 104 is a ½-credit special-topics course open to all students; previous topics have included Bach, Jazz, and African American Music.

Intermediate courses include MUS 201, 202, 204, 211, 212, 213, 221, 224, and 261. MUS 201 (Theory I) assumes and requires that a student already has the minimum background provided by MUS 107; engaging the student with the simultaneous and sequential aspects of music, it begins to illuminate the subtle richness of functional tonality. MUS 211 through 213 focus on discrete historical periods of the European written classical traditions. MUS 102 provides an introduction to a variety of world-music instrumental types as constructed and used in various cultures. MUS 204 is a 1-credit special-topics course open to all students; previous topics have included U.S. American music, electronic music history and literature, and computer-driven algorithmic composition. MUS 221 fosters creativity through work in electronic media, and is restricted to sophomores and above because of the independent nature of its coursework. MUS 224 focuses on the ethnography of music in a variety of cultures. MUS 261 provides private instruction on an instrument (or voice), and presumes a background of study and performance on that instrument.

The advanced student is served by MUS 287, 288, 301, 302, 313, 361, 387, 388, 401, and 461. MUS 301 (Theory II) and 302 (Theory III) emphasize the linear and harmonic aspects of diatonic and chromatic harmony, advanced ear-training, rhythm, and keyboard exercises. MUS 313 is a special topics seminar created especially for music majors, minors, and those students with sufficient musical background. MUS 361 and 461 provide private instruction on an instrument or voice for students who have already studied at the college level in MUS 261. In MUS 287, 288 the individual student pursues a special topic in depth; recent topics have included the operas of Tchaikovsky and the Chicago blues. Advanced music students who have completed the music theory sequence may take MUS 387 or 388 (Composition). MUS 401 is a capstone course for senior music majors.

Music students participating in the New York Arts Program, a semester-long internship program in New York, apprentice themselves to professional musicians or arts managers. The Institute of European Studies in Vienna broadens and strengthens some music majors, particularly in vocal and instrumental instruction. A program in the humanities at the Newberry Library in Chicago offers opportunities to students of musicology.

Requirements for the Major: Music majors must complete at least nine course credits in music, including the following eight: MUS 201, 301, and 302 (the music theory sequence); 213 plus two of the three courses numbered 211, 212, and 224 (the musicology sequence, taken in any order); 261 and 361 (Intermediate Applied Music I and II, each ½ credit for a full year of study); and 401 (the senior seminar). Additional

credit(s) may be taken in MUS courses other than MUS 101, 104, and 107, which do not count towards the major. Majors entering before 2013 are required to participate in ensembles a minimum of two full years on either a non-credit or for-credit basis. Non-credit ensembles are taken in addition to the 34 course credits required for graduation and the nine courses required for the major. There are no grades assigned for non-credit participation, so it does not compute in the student's GPA; non-credit participation is listed on transcripts. Beginning with students entering in 2013-2014, the requirement to participate in ensembles must be met by enrolling for two full years in the same for-credit ensemble (MUS 151, 152, 153, 155, 156, or 157). Students receive ½ credit for each full year of for-credit ensemble participation. Majors must also complete a Senior Project in music.

Music majors are strongly encouraged to take courses in the following areas in fulfillment of their distribution coursework: Art History, Language Studies (Classical and Modern), Literature (and Culture), Philosophy (especially aesthetics), Psychology (especially perception), and General Physics (especially physics of sound).

For Senior Comprehensives, majors must pass a written departmental examination which draws upon a broad knowledge and understanding of music history, theory, formal analysis, and musicianship. Majors must also pass a one-hour oral examination as part of the comprehensive examinations.

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

Music Lessons

The Department offers lessons in piano, voice, guitar, percussion, organ, or any standard band, orchestral, or jazz instrument. Instruction is given by professional artists who teach at Wabash one or two days per week. Wabash students pay for lessons on a per-semester basis. Students who wish to take lessons as courses for credit must either take MUS 107 previously or concurrently, or pass an exam to receive departmental permission (for MUS 161 or 261), or have taken lessons for credit before (for MUS 361 or 461); the cost of lessons for students who enroll for credit is covered by tuition. For further details, see the course descriptions for MUS 161, 261, 361, and 461.

Course Descriptions—Introductory Courses

MUS 101 Music in Society: A History

Appreciation for the history of music and the art of educated listening for students with little or no formal training. The class covers works from the major style periods of European classical music, as well as some examples from non-Western traditions, both as examples of their genres, and as expressions of the societies that produce them. Students may attend Music Department concerts and review them. This course is open to all students, is suitable for fulfilling distribution requirements, and is offered every semester.

Prerequisites: None.

Credits: 1

MUS 102 World Music

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

Prerequisites: None.

Credits: 1

MUS 104 Topics in Music

A class for all students, regardless of background. Previous topics have included the history of jazz, the symphony, music of Duke Ellington, music of J.S. Bach, music of Beethoven, and music and technology. Suitable for fulfilling distribution requirements. This course does not count toward the major.

Prerequisites: None.

Credits: 1/2

MUS 107 Basic Theory and Notation

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

Prerequisites: None.

Credits: 1

MUS 202 Instruments and Culture

An introduction to world-music instrumental cultures with an emphasis on organology. A wide selection of traditional instruments will provide a basis for the study of cultural, scientific, and artistic aspects of instrumental music. Specific cultures are illuminated by the examination of aesthetic principles valued by each tradition, the role of musical instruments in culture, the theory of each tradition, and the visual representation of the instrument as both a sound and an art object. The course culminates in a final project. For this project, students may choose to write a term paper, give a class paper presentation, perform on a traditional instrument, or design and build an instrument by constructing a replica of an existing instrument, modifying a traditional instrument, or creating a totally new musical instrument design. It is open to all students, is suitable for fulfilling distribution requirements, and is offered in the spring semester.

Prerequisites: None.

Credits: 1

MUS 204 Topics in Music

A class for all students, regardless of background. Previous topics have included U.S. American music, electronic music history and literature, and computer-driven algorithmic composition. This course is suitable for fulfilling distribution requirements.

Prerequisites: None.

Credits: 1

Music in East Asian Cultures

An introductory survey of Chinese and Japanese music, musical instruments, and their contextual significance in society. Beyond the instruments and their roles in producing musical sound, this course will examine the significant ceremonies, rites, and rituals enhanced by the music, as a forum for learning about Chinese and Japanese cultures. This course is offered in the spring semester of 2014.

Music Computer Programming

A course in the object-oriented computer programming environment Max/MSP. Students learn to write computer programs that synthesize, sample and process computer audio, control its parameters mathematically according to the Musical Instrument Digital Interface protocol, and create digital applications for the live performance of computer-based electronic music. This course is offered in the spring semester of 2014.

MUS 221 Introduction to Electronic Music

In this course students create electronic music and/or sonic art in the Electronic Music Studio. A background in music is not required, though it may inform the work of some students. Each student learns how electronic music is made with digital applications, creates a series of electronic music projects, and considers what function, meaning and value such sonic objects have. Topics introduced include the Music Instrument Digital Interface (MIDI), digital sequencing, audio editing, signal processing, musical acoustics, sound synthesis, spatialization, computer music mixing and production, aesthetics, psychology and reception of sonic art, and composition of electronic media. Students are expected to spend six hours a week outside class working on their projects in the Electronic Music Studio. This course is offered in the fall semester.

Prerequisites: Open only to sophomores and above or by permission of the instructor.

Credits: 1

Course Descriptions—Ensembles and Music Lessons

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

Non-Credit Participation

MUS 051 Brass Ensemble

Prerequisites: By audition.
Credits: None

MUS 052 Chamber Orchestra

Prerequisites: By audition.
Credits: None

MUS 053 Glee Club

Prerequisites: By audition.
Credits: None

MUS 055 Jazz Ensemble

Prerequisites: By audition.
Credits: None

MUS 056 Wamidan World Music Ensemble

Prerequisites: None.
Credits: None

MUS 057 Woodwind Ensemble

Prerequisites: By audition.
Credits: None

For-Credit Participation

MUS 151 Brass Ensemble

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

MUS 152 Chamber Orchestra

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

MUS 153 Glee Club

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

MUS 155 Jazz Ensemble

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

MUS 156 Wamidan World Music Ensemble

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

MUS 157 Woodwind Ensemble

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

For Applied Music (individual lessons), students earn one-half course credit for two contiguous semesters (one full year) of instruction in voice, piano, organ, guitar, percussion, or one of the standard instruments of the band, orchestra, or jazz ensemble. Students receive twelve half-hour lessons each semester, thus each full-year course consists of 24 half-hour lessons. Students are tested and graded at the end of each semester; the final grade is assigned after the completion of the full year of study. Students may opt to take one-hour lessons but will receive no additional credit, and must pay a fee for the additional half-hour. For students who sign up for one-hour lessons, there is an increased expectation in both preparation and testing. Music majors are required to take MUS 261 and 361 over two years. This two-year sequence counts as one of the nine credits toward the major. Music minors are required to take MUS 261 over one year. This one-year course counts as one-half credit toward the minor. All students who take Applied Music must show minimal proficiency in reading music (and matching pitch if voice lessons are taken). Eligibility will be determined by the Music Department through a music reading exam offered during the first week of the fall semester, and by audition at Department discretion. The usual semester sequence is fall-spring, but under unusual circumstances

and with the permission of the Music Department, a student may begin lessons in the spring semester and complete them in the fall.

MUS 161 Beginning Applied Music

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

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

Credits: 1/2 for a full year

MUS 261 Intermediate Applied Music I

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

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

Credits: 1/2 for a full year

MUS 361 Intermediate Applied Music II

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

Prerequisites: MUS 261.

Credits: 1/2 for a full year

MUS 461 Advanced Applied Music

This course is for students who have completed MUS 361 and are either preparing a solo recital in fulfillment of the requirement for Majors to complete a Senior project, or are continuing out of personal interest.

For-credit students are tested and graded at the end of each semester; the final grade is assigned after the completion of the full year of study. Students are required to perform a solo recital during the spring semester. This course does not count toward the major.

Prerequisites: MUS 361.

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

Course Descriptions—Musicology

MUS 211 Music in the Middle Ages, Renaissance, and Baroque Era (to 1750)

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

Prerequisites: None.

Credits: 1

MUS 212 Classical and Romantic Music

A study of the evolution of European classical musical styles and genres from the mid-18th to the beginning of the 20th century. The first half of the course focuses on composers (Haydn, Mozart, and Beethoven) who transformed musical style in sonata, symphony, concerto, chamber music, opera, and sacred music. The second half of the course covers major works and significant styles ranging from Schubert to Mahler. This course is offered in the spring semester of 2014-15.

Prerequisites: None.

Credits: 1

MUS 213 Music Since 1900

A survey of developments in European art music from 1900 to the present, with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques in the first half of the 20th century, and on experimental departures from European tradition after 1945. Topics include impressionism, expressionism, futurism, atonality, the twelve-tone system, neoclassicism, the influence of European folk music on classical composition, integral serialism, indeterminacy, textural music, pluralism, minimalism, music and language, and electronic music. This course is offered in the fall semester.

Prerequisite: None.

Credits: 1

MUS 224 Global Perspectives on Music Cultures and Identity

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

Prerequisite: MUS 102 or instructor approval.

Credits: 1

Course Descriptions—Music Theory Sequence

The Music Theory sequence is designed to develop an understanding of the rich grammar and syntax of common-practice functional tonality. This objective is approached through listening, analysis, and writing. Aural skills (the ability to perceive and reconstruct/represent musical events) and basic musicianship skills (sight-singing and basic keyboard performance) will be stressed throughout the course alongside analysis and conception, as any real understanding of music is inconceivable without such abilities. Each theory course requires weekly musicianship meetings in addition to the three weekly class sessions.

The three-semester sequence is required of, but not limited to, music majors. All students wishing to enroll in Theory I must either successfully complete MUS 107 (Fundamentals of Music) or pass an exam to place them out of MUS 107. Since the theory sequence is offered in a rotating schedule, starting over every third semester, interested students are encouraged to take the exam (and, if deemed necessary, MUS 107) early in their academic careers in order to be prepared when Theory I comes around in the rotation.

MUS 201 Music Theory I

This course begins with a review of intervals and triads, followed by an examination of tonal music (consonance and dissonance; functional tonality; meter and tonal rhythm). From this study of functional tonal harmony in both its simultaneous and linear aspects, students move on to examine the notion of form, including: general melodic characteristics; tonality and harmonic implication in melody; tendency tones; melodic cadences; motives; phrases and periods; structure and embellishment in melody. This course is offered in the spring semester of 2013-2014.

Prerequisite: MUS 107 or exam.

Credits: 1

MUS 301 Music Theory II

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

Prerequisite: MUS 201.

Credits: 1

MUS 302 Music Theory III

This course is a continuation of elements of music theory acquired in MUS 301. Students will finish study of chromatic harmony; learn tonal harmony of the late nineteenth century; 20th century music theory; and classical sonata form. This is the third course of the three-course music theory sequence. This course is offered in the fall semester of 2013-2014 and the spring semester of 2014-2015.

Prerequisite: MUS 301.

Credits: 1

Course Descriptions—Advanced Courses

MUS 287 Independent Study

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

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

MUS 288 Independent Study

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

Prerequisites: Permission of the instructor and department chair.

Credits: 1 or 1/2

MUS 313 Special Topics

This is an advanced topics course, which changes from year to year. Previous topics have included Conducting, American Music, Choral Literature, and Major Figures of Jazz. This course may be repeated for credit when a different topic is offered. This course is offered as staffing permits.

Prerequisite: MUS 201.

Credits: 1

MUS 387 Independent Study in Composition

This course gives advanced students an opportunity to engage in deep analysis and compositional exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course number is for fall semester independent study in composition.

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

Credits: 1 or 1/2

MUS 388 Independent Study in Composition

This course gives advanced students an opportunity to engage in generative analysis and compositional exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course number is for spring semester independent study in composition.

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

Credits: 1 or 1/2

MUS 401 Senior Seminar

This is the capstone course for music majors emphasizing connections between theory, history, and practice. Through an in-depth study of three seminal masterpieces (e.g., the Bach B Minor Mass, the Mozart Jupiter Symphony, Schoenberg's *Pierrot Lunaire* or the Messiaen Quartet for the End of Time), this seminar considers the interrelations of theoretical analysis, historical and stylistic awareness, performance practice, and reception. Required of all music majors. It is offered in the fall semester.

Prerequisites: Music majors.

Credits: 1

Department of Philosophy

Faculty in the Department of Philosophy: Glen Helman (chair), Cheryl Hughes, and Adriel Trott.

The Wabash Philosophy Department offers courses on a range of philosophical topics, with a diversity of points of view unusual in a small college department. Most of our courses are historically oriented, with an emphasis on looking at philosophical arguments. Students grow familiar with the classic texts of the Western philosophical tradition as they develop their own skills in reading difficult texts, writing, and thinking about philosophical issues.

We try to provide a variety of ways for interested students to sample the subject. All courses in the 100's are appropriate first courses in philosophy. Students with interests in a particular area can also begin with a course in the 200s, though the work there may be slightly more advanced. PHI 449 and 490 are normally taken by majors during their senior year.

Comprehensive Examinations: Students write for two days, three hours each day. The department has usually invited majors to submit a list of six books from a number of periods in the history of philosophy to serve as the basis for the questions on the first day. Second day questions usually explore broad philosophical issues, with students free to draw on any material in answering them. The department's goal is to give students the chance to tie their major together, reflect on this part of their education, and demonstrate their strengths in the field.

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

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

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

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

Course Descriptions

PHI 109 Perspectives on Philosophy

A course in some selected philosophical topic or range of topics designed to provide an example of philosophical reflection and inquiry.

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

Credits: 1 or 1/2

PHI 110 Philosophical Ethics

Thought about what is good, what is right, and what ought to be done pervades our lives. Philosophy can contribute to this thought by providing ways of organizing it and reflecting on it critically—which is done in this course using both historical and contemporary sources. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

PHI 140 Philosophy of the Classical Period (CLA 140)

A survey of the Ancient Greek philosophy, including Pre-Socratics, Plato and Aristotle; Hellenistic philosophy may also be included. This course focuses on acquiring and improving abilities in philosophical reading, thinking and expression. In class, the norm is close textual analysis through lectures and discussion. Topics include the nature of the physical and human world, and questions about knowledge and ultimate being. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

PHI 144 Introduction to Existentialism

An introduction to some of the primary texts in philosophy of human existence of the 19th and 20th centuries, including works of fiction, philosophy, and psychology from such writers as Kierkegaard, Dostoyevski, Nietzsche, Camus, Sartre, de Beauvoir, and Jaspers.

Prerequisites: None.

Credits: 1

PHI 213 Philosophy of Law

An introduction to philosophical issues concerning the analysis of legal concepts and the moral justification of the law. Typical issues include the nature of law and its relation to morality, issues of moral justification arising in specific branches of the law (e.g., criminal, tort, or contract law), and the nature and justification of international law.

Prerequisites: None.

Credits: 1 or 1/2

PHI 219 Topics in Ethics and Social Philosophy

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 220 Aesthetics

A survey of work in the philosophy of art both prior to and during the 20th century. Topics considered include the concept of art and a work of art, the relation between art and truth, the objectivity of aesthetic evaluation, the nature of representation, and issues concerning meaning and interpretation.

Prerequisites: None.

Credits: 1

PHI 242 Foundations of Modern Philosophy

Readings and discussion of the classical modern philosophers of the 17th and 18th centuries, focusing on questions such as scientific method and the possibility of knowledge, the nature of reality, ethics and the relation of the individual to society, and the existence of God. Readings from among Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant, and Rousseau. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

PHI 249 Topics in the History of Philosophy

Seminar discussion of a historical period, figure or topic.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 269 Topics in Metaphysics and Epistemology

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 270 Elementary Symbolic Logic

An introduction to the principles of deductive logic for connectives (“and,” “not,” “or,” “if”) and quantifiers (“all,” “some”). Attention is given to the logical structure of English sentences and its representation in symbolic notation and to formal proofs establishing the logical properties and relations of sentences.

Prerequisites: None.

Credits: 1

PHI 272 Philosophy of Science

An introduction to philosophical issues concerning the logical structure and historical development of natural science. Among the general issues considered will be the relations among theory, observation, and experiment; the reality of theoretical entities; and the significance of scientific revolutions. Some attention is usually given also to philosophical issues regarding specific sciences, principally biology and physics.

Prerequisites: None.

Credits: 1

PHI 279 Topics in Logic and the Philosophy of Science

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 287 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 288 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 299 Special Topics in Philosophy

A course in some selected philosophical topic.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 319 Seminar in Ethics and Social Philosophy

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 345 Continental Philosophy

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

Prerequisites: PHI 140 and 242.

Credits: 1 or 1/2

PHI 346 Analytic Philosophy

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 349 Seminar in the History of Philosophy

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 369 Seminar in Metaphysics and Epistemology

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 379 Seminar in Logic and Philosophy of Science

Additional topics in formal or informal logic or the philosophical study of science and its historical development offered at a more advanced level.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 387 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 388 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

PHI 399 Proseminar

An advanced course in some selected philosophical topic.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

PHI 449 Senior Seminar

A detailed study of a major philosopher or philosophical topic. Required of majors and open to other students.

Normally taken in the senior year. This course is offered in the fall semester.

Prerequisites: Vary with topic.

Credits: 1

PHI 490 Senior Reading

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

Prerequisite: Senior majors.

Credits: 1/2

Department of Religion

Faculty in the Department of Religion: Jonathan Baer (chair), David Blix***, Derek Nelson, Robert Royalty, and Harvey Stark. ****sabbatical leave, full year*

In keeping with the mission of Wabash College to educate men to “think critically, act responsibly, lead effectively, and live humanely,” the Religion Department promotes the academic study of religion as part of a rich, well-rounded liberal arts education. We recognize that learning how people have understood and practiced religion throughout history and around the globe is not only important for understanding our world, but also intellectually exciting and personally enriching.

In our courses, we encourage broad and rigorous critical thinking about, and engagement with, religion and theology. We use lectures, discussions, and immersion learning, as well as a wide diversity of methods, including those of theology, philosophy, history, sociology, anthropology, cultural studies, and literature and the arts. We invite students to study everything from ancient texts to contemporary issues, from religious traditions that they likely know well to those that are new to them.

As such, our courses are intended for all students, including believers, skeptics, and seekers of all kinds. They typically challenge and complicate students’ religious beliefs, while at the same time giving them the tools to broaden and deepen their beliefs. We thus prepare our students for success in graduate school, in religious vocations, as teachers of religion, and in all the career options open to liberal arts college graduates.

As it has done for many years, the Religion Department also supports a variety of activities on campus, such as the annual Christmas Festival with the Music Department, events hosted by the Muslim Students Association, a weekly religious chapel in the Protestant Christian tradition, the Roman Catholic Newman Club, and other student religious activities.

We try to provide a large number of “entry points” for interested students.

100-level courses

Courses numbered in the 100s are all appropriate to take as a first course in religion. Most are lecture courses, but some are discussion courses (e.g. 194, 195, 196). 100-level courses do not have prerequisites.

200-level courses

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

300-level courses

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

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

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

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

- A. The History of Christianity, REL 171 and 172
- B. A total of two course credits from the following:
 - Hebrew Bible—REL 141, 240, or 340
 - New Testament—REL 162, 260, or 360
 - History of Christianity—REL 272 or 372
 - Theology—REL 173, 273, 370, or 373
 - Ethics—REL 270, 274, or 374
 - American religion—REL 181, 280, or 380
 - Judaism—REL 150, 250, or 350
 - Independent Study—REL 287 or 387
- C. A total of two course credits from the following:
 - Islam and South-Asian religions—REL 103, 210, 220, 310, or 320
 - East-Asian religions—REL 104, 230, or 330
 - Judaism—REL 151, 251, or 351
 - Independent Study—REL 288 or 388
- D. REL 297 or 298, or 370, taken before the senior year
- E. Senior Seminar, REL 490
- F. At least one course at the 200-level or 300-level, apart from those courses listed under D and E. If, out of 297, 298, or 370, one of these courses has already been taken in order to satisfy requirement D, then either of the remaining two may count as a 200/300-level course to satisfy requirement F. But if not, then it may not.

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

REL 103 and 104

REL 141 and 162

REL 171 and 172

And at least one credit from Religion courses numbered 200 or above.

Course Descriptions

REL 103 Islam and the Religions of India

This course is an introduction to Islam, and the indigenous religions of India. The first part of the course studies the history, beliefs, and practices of Islam in the Middle East from Muhammad to the present day. The second part studies the history, beliefs, and practices of the religions of India (Hinduism, Buddhism, and Jainism), down to the coming of Islam in the 8th century. The third part deals with the religious developments in India that have resulted from the interactions between Islam and Hinduism in the modern period. Emphasis is placed upon readings in primary texts of these religions. This course is offered fall semester.

Prerequisites: None.

Credits: 1

REL 104 The Religions of China and Japan

This is an introduction to the indigenous traditions of East Asia (Confucianism, Daoism, and Shinto), and the development of Buddhism in China and Japan. There will also be some coverage of Christianity, Islam, and popular religion. Special attention will be given to the ways these various traditions have changed and interacted with one another in different historical contexts, especially the modern period. Readings will be from the works of Confucius, Laozi, and other Chinese and Japanese philosophers and religious figures. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

REL 141 Hebrew Bible

This is an introduction to the Tanakh, or Hebrew Bible. The format of this course will be reading and discussion of primary texts from the Torah, Prophets, and Writings of the Hebrew Bible. The emphasis will be reading for literary and narrative themes and theological issues in the text, with some discussion of historical context. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

REL 150 History of Judaism

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

Prerequisites: None.

Credits: 1 or 1/2

REL 151 Studies in Judaism

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

Prerequisites: None.

Credits: 1 or 1/2

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

This course is an introduction to the social-historical study of the writings that came to be the New Testament of the Christian churches. We will survey the social, political, and religious contexts of the Jewish and Greco-Roman worlds of the first century, the actions and teachings of Jesus of Nazareth, and the missionary activity and theology of Paul of Tarsus. We will study most of the texts included in the New Testament as well as other ancient Jewish and early Christian writings to learn about the development of the various beliefs and practices of these first Christian communities.

Prerequisites: None.

Credits: 1

REL 171 History of Christianity to the Reformation

An introduction to the history of Christianity from the patristic, post-New-Testament period to the medieval period and the early Renaissance. Principal themes include the emergence and meaning of early Christian beliefs and practices, their development during the Middle Ages, the social and cultural environments of the ancient, medieval, and early Renaissance church, and the trends leading up to the Reformation. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

REL 172 History of Christianity from the Reformation to the Modern Era

This course is an introduction to the history of Christianity from the sixteenth-century Reformation to the present. The course focuses primarily on Christianity in the West, but also examines the global spread of Christianity. Principal themes include the challenges of modern thought and culture to traditional Christianity, religious innovation and pluralism, missionary movements, the interaction between Christianity and its social and cultural environments, and new forms of Christian theology and institutions. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

REL 173 Introduction to Theology

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

Prerequisites: None.

Credits: 1 or 1/2

REL 181 Religion in America

An introduction to the religious history of America, this course will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of religious disestablishment, revivalism and reform, theological movements, and religious innovation. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

REL 194 Religion and Film

This course is an introduction to the genre of film as an imaginative vehicle for religious beliefs, practices, and traditions. These can be explored not only in doctrinal forms, but also creatively and often indirectly in artistic forms like film or other videographic media. The course will employ film criticism as well as theological reflection as tools for understanding films with religious themes and insights

Prerequisites: None.

Credits: 1

REL 195 Religion and the Arts

This is an examination of the arts of a particular period and place with a view to discovering the religious insights and attitudes that they embody.

Prerequisites: None.

Credits: 1 or 1/2

REL 196 Religion and Literature (HUM 196)

This course is an examination of literary works dealing with religious themes. Authors covered will vary from year to year but will typically include some of the following: John Updike, Shusaku Endo, Elie Wiesel, Flannery O'Connor, Graham Greene, C.S. Lewis, Anne Tyler, Marilynne Robinson, or Christopher Morse.

Prerequisites: None.

Credits: 1 or 1/2

REL 210 Topics in Islam

This is a discussion course on some topic in Islamic thought or history. Recent topics have included Muhammad and the Qu'rán, and issues in contemporary Islam.

Prerequisite: REL 103.

Credits: 1 or 1/2

REL 220 Topics in South Asian Religions

This is a discussion course on some topic in the religions of South Asia. Recent topics have included myth and art in classical Hinduism.

Prerequisite: REL 103.

Credits: 1 or 1/2

REL 230 Topics in East Asian Religions

This is a discussion course on some topic in the religions of China and Japan. Recent topics have included Confucianism, Daoism, and Zen Buddhism.

Prerequisite: REL 104.

Credits: 1 or 1/2

REL 240 Topics in Hebrew Bible

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

Prerequisite: REL 141.

Credits: 1 or 1/2

REL 250 Topics in the History of Judaism

This is a discussion course on Jewish history. Recent topics have included Qumran and the Dead Sea Scrolls, the Jewish War with Rome, and Second Temple Judaism. (REL 250 applies to requirement B for the major.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 251 Topics in the Study of Judaism

This is a discussion course on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 251 applies to requirement C for the major.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 260 Topics in New Testament and Early Christianity

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 270 Theological Ethics

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

Prerequisites: None.

Credits: 1

REL 272 Topics in the History of Christianity

This is a discussion course on one or more figures, themes, or movements in the history of Christianity. Topics in recent years have included heretics and gnostics, Christian lives, and world Christianities.

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

Credits: 1 or 1/2

REL 273 Topics in Theology

This is a discussion course on one or more figures, themes, or movements in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, and African Christianity.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 274 Topics in Ethics

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

Prerequisites: None.

Credits: 1 or 1/2

REL 275 Topics in Religion and Philosophy

This is a discussion course on some topic concerning the use of philosophy in the study of religion, or some aspect of it. Topics in recent years have included the philosophy of religion, and hermeneutics and culture.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 280 Topics in American Religion

This is a discussion course on one or more figures, themes, or movements in American religion. Topics in recent years have included sects and cults in America, Puritanism, and African-American religious history.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 290 Topics in Comparative Religion

This is a discussion course on a topic in two or more different religious traditions, for instance Biblical and Vedic, or Confucian and Christian, or ancient and modern. Examples include Sacred Scriptures; Bible and Qur'ān; Symbol and Myth; Ritual; and Pilgrimage and the Holy.

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 294 Topics in Religion and Film

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 295 Religion and the Arts

This is a discussion course on some topic in the arts with a view to its religious implications.

Prerequisites: None.

Credits: 1 or 1/2

REL 296 Religion and Literature (HUM 296)

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 297 Anthropology of Religion

This is a discussion course examining the various ways anthropology describes and interprets religious phenomena. The course investigates anthropological theories of religion, and examines how they apply to specific religions in diverse contexts. Particular attention is paid to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.

Prerequisites: None.

Credits: 1

REL 298 Sociology of Religion

This discussion course examines the various ways sociology describes and interprets religious phenomena. The course investigates the history and methods of sociology, and different sociological theories of religion, as applied to specific religions or social structures involving religion. Recent topics have included the expansion of early Christianity; religious persecution and violence; religion among teenagers and emerging adults in the United States; religious diversity in contemporary American society; and post-colonial approaches to the study of religion and society.

Prerequisites: None.

Credits: 1

REL 310 Seminar in Islam

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

Prerequisite: REL 103.

Credits: 1 or 1/2

REL 320 Seminar in South Asian Religions

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

Prerequisite: REL 103.

Credits: 1 or 1/2

REL 330 Seminar in East Asian Religions

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

Prerequisite: REL 104.

Credits: 1 or 1/2

REL 340 Seminar in Hebrew Bible

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

Prerequisite: REL 141.

Credits: 1 or 1/2

REL 350 Seminar in the History of Judaism

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 351 Seminar on Jewish Thought

This is an advanced seminar on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 351 applies to requirement C for the major.)

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 360 Seminar in New Testament and Early Christianity

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 370 Contemporary Theology

Seminar discussions of selected works of some significant theologians of the 20th and 21st centuries: Karl Barth, Hans Urs von Balthasar, Paul Tillich, William Placher, Sallie McFague, Jürgen Moltmann, and others. Special attention will be given to the role of scripture, Jesus, human experience (including race and gender issues), our understandings of God, theologies of liberation, and theology's special contribution to contemporary issues.

Prerequisites: REL 171 or 172 or 173 or 270, or PHI 242.

Credits: 1

REL 372 Seminar in the History of Christianity

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

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

Credits: 1 or 1/2

REL 373 Seminar in Theology

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 374 Seminar in Ethics

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

Prerequisite: REL 270.

Credits: 1 or 1/2

REL 380 Seminar in American Religion

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

Prerequisites: Vary with topic.

Credits: 1 or 1/2

REL 387 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

REL 388 Independent Study

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

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

REL 490 Senior Seminar: The Nature and Study of Religion

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

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

Credits: 1

Department of Rhetoric

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

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

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

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

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

Introductory Level Courses

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

Intermediate Level Courses

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

Advanced Level Courses

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

Course Descriptions

Language Studies Courses

RHE 101 Public Speaking

This course covers the fundamentals of rhetoric composition and delivery. Students research, compose, and deliver informative and persuasive speeches, and they lead a small group of their peers in a deliberative discussion. In addition, students learn and employ introductory principles of reasoning, argumentation, and rhetorical criticism. Finally, they analyze the videotape recordings of their speeches and learn to use electronic media in public presentations. This course is offered each semester.

Prerequisites: None.

Credits: 1

RHE 143 Political Debate

This course applies the principles of debate theory and practice to argumentation in the political realm. Students will learn valid forms of reasoning and argumentation, common fallacies, argument analysis, clash, and rebuttal and how to apply this knowledge in the debate format. Students also participate in parliamentary debate as a mechanism for learning foundational skills in oral argumentation. Students then engage in political argumentation and advocacy in both written and oral form. A specific international, national, or local political issue is discussed and students conduct research on the issue and its history. This course is offered in the first half of fall semester.

Prerequisites: None.

Credits: 1/2

RHE 145 Legal Debate

This course applies the principles of debate theory and practice to argumentation in the legal realm. Students will learn valid forms of reasoning and argumentation, common fallacies, argument analysis, clash, and rebuttal and how to apply this knowledge in the debate format. Students also participate in parliamentary debate as a mechanism for learning foundational skills in oral argumentation. Students then engage in legal argumentation and advocacy in both written and oral form. These debates follow the parameters and conventions of Moot Court style appellate oral argumentation. When possible, students will attend a live oral argument by the Indiana Court of Appeals or another appellate court. This course is offered in the first half of spring semesters.

Prerequisites: None.

Credits: 1/2

RHE 190 Special Topics—Language Studies

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

Prerequisites: Vary with topic.

Credits: 1

RHE 201 Reasoning and Advocacy

RHE 201 focuses on the process of constructing, analyzing, and evaluating public arguments. This is a foundational rhetoric course because it focuses on the development and application of knowledge in critical thinking, argument analysis, reasoning, and advocacy. It emphasizes the nature and role of communication in public discussions and decision making. The course highlights the adaptation of logic and reasoning to human action in a democratic society. The class examines public argument in a variety of forms such as political debates, speeches, and editorials. Judicial argument is examined in the form of Supreme Court decisions. Finally, social argument is examined through an investigation of selected examples from popular culture. The course serves the purpose of exposing non-majors to the fundamentals of rhetoric and communication. It also prepares Rhetoric majors and minors for more advanced courses such as Classical Rhetoric and Contemporary Rhetorical Theory and Criticism. This course is typically offered once a year.

Prerequisites: None.

Credits: 1

RHE 220 Persuasion

Students study the theory and practice of persuasion as part of decision making in a free society. The focus is on the individual's role as both persuadee and persuader with an examination of how to be critical, observant, responsible and ethical with regard to persuasive messages. The course examines persuasive language, propaganda, persuasive campaigns, and social movements. Students critically examine a variety of persuasive texts and participate in a campaign simulation.

Prerequisites: None.

Credits: 1

RHE 290 Special Topics—Language Studies

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

Prerequisites: Vary with topic.

Credits: 1

RHE 387 Independent Study—Language Studies

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

RHE 390 Special Topics—Language Studies

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

Prerequisites: Sophomore standing.

Credits: 1

Literature/Fine Arts Courses**RHE 240 Communication Theory**

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

Prerequisites: None.

Credits: 1

RHE 270 Special Topics—Literature/Fine Arts

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

Prerequisites: Vary with topic.

Credits: 1

RHE 320 Classical Rhetoric (CLA 220)

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

Prerequisites: None.

Credits: 1

RHE 350 Contemporary Rhetorical Theory and Criticism

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

Prerequisites: None.

Credits: 1

RHE 360 Gender and Communication

As a culture, we often we take gender for granted. Yet, we live in a culture where men and women are molded and shaped by communicative practices and mass-mediated representations that generate our ideals of masculinity and femininity. This class examines this process—providing a platform for students to reflect upon gender formation and develop a theoretical vocabulary for describing this process. By the end of the semester, class participants will develop a more sophisticated understanding of the manner in which gendered messages and practices have shaped perceptions of their symbolic universe.

Prerequisites: None.

Credits: 1

RHE 370 Special Topics—Literature/Fine Arts

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

Prerequisite: Sophomore standing.

Credits: 1

RHE 375 Legal Rhetoric

Legal Rhetoric examines the ways in which the legal sphere exerts social control and power through an exploration of the forms and function of rhetoric in shaping the law. Working from the belief that a legal ruling is the beginning, rather than the end, of the social life of the law, the course is also concerned with the social repercussions that result from Court decisions. Beginning with an examination of the classical connections between rhetorical theory and the practice of law, the course proceeds to discuss approximately a dozen significant Supreme Court cases and subsequent rhetorical analyses of these decisions. Students will develop an essay and presentation concerning the background and social importance of one of the cases under study. Additionally, students will engage in a semester-long project that culminates in an extensive rhetorical analysis on a case of their own choosing.

Prerequisites: None.

Credits: 1

RHE 388 Independent Study—Literature/Fine Arts

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

Capstone Course**RHE 497 Senior Seminar**

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

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

Credits: 1

Department of Theater

Faculty in the Department of Theater: Michael Abbott** (Chair, fall), Andrea Bear, James Cherry, James Gross, Jessica Mills, and Dwight Watson (Chair, spring). ***sabbatical leave, spring semester*

The Theater Department curriculum aims to develop the student's understanding of theater through courses in the theory and practice of performance, the study of theater history and dramatic literature, film, and playwriting. The development of practical skills for theater majors and minors as actors, directors, designers, technicians, and playwrights in actual stage production work is carefully structured by the department staff to coincide with course work in these areas.

For the non-major or minor, the curriculum provides several courses at the introductory level (THE 101, 103, 104, 105, 106, 202, and 203). These are aimed at developing the student's understanding and appreciation of theater as an art form. Courses on the intermediate level (THE 204, 206, 207, 209, 210, 215, 216, 217, and 218) provide majors and minors (as well as non-majors) with various opportunities to expand their skills and to deepen their growing understanding and appreciation of theater. These courses will explore both the great works of the dramatic canon from all time periods and cultures, as well as important and challenging contemporary dramas and films.

Majors and minors often pursue graduate study and careers in theater, film, and other allied fields, but for the non-major or minor the study of theater provides a unique opportunity for the student to explore an extraordinary and timeless art form, to learn about the ways plays and productions are created, and, most importantly, to study theater as it reflects and tests moral, social, political, spiritual, and cross-cultural issues.

Senior Comprehensives: Majors must pass three departmental examinations: (1) a three-hour examination on the history, literature, and theory of theater or a project in those areas approved by the department chair; (2) a three-hour examination on the performance aspects of theater (acting, directing, design, playwriting) or a project in those areas approved by the department chair; and, (3) when pursuing the project option, a one-hour oral examination with the faculty of the Theater Department.

Requirements for the Major: Nine courses including:

- 1) THE 105, 106.
- 2) Four courses from 200 level:
Two courses from the History, Theory & Criticism sequence — THE 215, 216, 217, 218 *and*
Two courses from the Creative Inquiry and Performance sequence — THE 202, 203, 207, 210.
- 3) THE 318 and THE 319.
- 4) THE 498.
- 5) One elective course from the remaining course offerings.

Requirements for the Minor: Students may choose a minor track in Theater, Theater Design, or Film Studies. With written approval from the Department, a student may construct an alternate minor that better reflects his academic interest. These proposals should be submitted by the end of the first semester of the student's junior year.

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

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

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

Productions: Theater majors and minors are strongly urged to participate in the annual season of theater productions staged by the department. The department feels strongly that the serious theater student should have numerous opportunities to test his creative abilities in the myriad facets of theater performance. It is hoped that during the student's four years at Wabash College he will have the opportunity to test in theatrical productions the many concepts he will encounter in his courses. The season of plays selected by the department is chosen with careful consideration of the unique opportunities for students offered by each play. The department expects that the student will work in a variety of performance areas including acting, stage managing, set and costume construction, lighting and sound, playwriting, and directing. Each year, during the second half of the fall semester, as part of the theater season, students will have the opportunity to produce workshop performances in the areas of acting, directing, design, playwriting, performance art, and, where appropriate, film. Students interested in knowing more about these opportunities should consult the department chair.

Course Descriptions

THE 101 Introduction to the Theater

Designed for the liberal arts student, this course explores many aspects of the theater: the audience, the actor, the visual elements, the role of the director, theater history, and selected dramatic literature. The goal is to heighten the student's appreciation and understanding of the art of the theater. Play readings may include *Oedipus Rex*, *Macbeth*, *Tartuffe*, *An Enemy of the People*, *The Government Inspector*, *Cat on a Hot Tin Roof*, *The Caucasian Chalk Circle*, *Waiting for Godot*, *The Lieutenant of Inishmore*, *Topdog/Underdog*, and *Angels in America*. The student will be expected to attend and write critiques of the Wabash College Theater productions staged during the semester he is enrolled in the course. This course is intended for the non-major/minor and is most appropriately taken by freshmen and sophomores.

Prerequisites: None.

Credits: 1

THE 103 Topics in Theater and Film

These seminars focus on specific topics in theater and film. They are designed to introduce students to the liberal arts expressed by noteworthy pioneers and practitioners in theater and film.

Prerequisites: None.

Credits: 1/2

Courtroom Drama on the Stage and Screen

The courtroom drama with its tightly woven plot, strict focus on tension and mounting suspense, sensational double twists, extraordinary closing arguments, archetypal lawyers, and a gallery of colorful characters is the subject of this seminar. The class will investigate a docket of courtroom dramas on the stage and in film, along with historical and theatrical materials related to this genre. Our study will include the notable films *Paths of Glory* (1957), *Anatomy of a Murder* (1959), *In Cold Blood* (1967),

and *The Verdict* (1982), and stage plays adapted to film including Reginald Rose's *Twelve Angry Men* and Aaron Sorkin's *A Few Good Men*. This course is offered first half of the fall semester in 2013.

Explorers and Exiles in Theater and Film

Since the beginning of human settlement, there have been explorers and exiles, men and women who have voluntarily and involuntarily left their community to live, survive, and die elsewhere. The stories of these voyaging and displaced individuals often touch us profoundly. Why are we interested in human reaction to extreme situations or the unknown? What does it mean to be displaced and to settle in a strange land? Is civilized behavior only skin deep, and if given raw opportunities would we turn feral and bestial? In this seminar we will study journal writing, fiction, plays, and films of notable explorers and exiles. Our study will include David Malouf's book *An Imaginary Life*, films such as *Kon-Tiki* (2012), *North Face* (2008), and *The Endurance* (2001), and plays including Patrick Meyers' *K2*, and Ted Talley's *Terra Nova*. This course is offered second half of the fall semester in 2013.

Topics in Film (TBA)

Offered first half of the spring semester in 2014.

Topics in Film (TBA)

Offered second half of the spring semester in 2014.

THE 104 Introduction to Film

This course is intended to introduce students to film as an international art form and provide an historical survey of world cinema from its inception to the present. The course will focus on key films, filmmakers, and movements that have played a major role in pioneering and shaping film. Selected motion pictures will be screened, studied, and discussed, with special emphasis placed on learning how to "read" a film in terms of its narrative structure, genre, and visual style. Specific filmic techniques such as mise en scene, montage, and cinematography will also be considered. Genre study, auteurism, and ideology will be explored in relation to specific films and filmmakers, as well as the practice of adaptation (from theater to film, and most recently, film to theater). This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

THE 105 Introduction to Acting

This course provides an introduction to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes from modern plays for classroom and public presentation. Plays to be studied and presented include *Of Mice and Men*, *Biloxi Blues*, *The Zoo Story*, and original one-act plays written by Wabash College playwriting students. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

THE 106 Stagecraft

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

Prerequisites: None.

Credits: 1

THE 202 Introduction to Scenography

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

Prerequisites: None.

Credits: 1

THE 203 Costume Design

This course is an in-depth look at the process of costume design from start to finish. Through a series of design projects, students will explore the relation of costuming to theater history and performance, and the culture at large. Combining historical research, character and script analysis, collaborative projects, and the intensive study of the elements and principles of design, color theory and rendering, students will gain a comprehensive understanding of the costume designer's creative practice.

Prerequisites: None.

Credits: 1

THE 204 World Cinema

The course will survey non-Hollywood international movements in the history of cinema. It will explore issues of nation, history, culture, identity and their relation to questions of film production and consumption in contemporary film culture. Emphasis will be placed on major directors, films, and movements that contributed to the development of narrative cinema internationally. The course will investigate a variety of genres and individual films, paying close attention to their aesthetic, historical, technological and ideological significance. For example, African cinema introduces themes of colonialism, resistance and post-colonial culture, while the New Iranian Cinema articulates problems of politics and censorship within a new national film culture.

Prerequisites: None.

Credits: 1

THE 206 Studies in Acting

The process of acting, its history, theory, and practice, are examined through classroom exercises, text analysis, and scoring. Students will explore acting styles and perform scenes from the extant works of Greek tragedy, Renaissance drama, commedia dell'arte, Neoclassical comedy, and modern and contemporary drama. This course is offered in the spring semester.

Prerequisite: THE 105.

Credits: 1

THE 207 Directing

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

Prerequisite: THE 105.

Credits: 1

THE 209 Dramaturgy

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

Prerequisites: None.

Credits: 1

THE 210 Playwriting: Stage and Screen

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

Prerequisites: None.

Credits: 1

THE 215 The Classic Stage

The study of major theatrical works written between the golden age of classical Greek drama and the revolutionary theater of Romantic period will provide the main focus of this course. Attention will be paid to the history of the classic theater, prevalent stage conventions and practices, along with discussion of varying interpretations and production problems inherent in each play. Among the works to be read and discussed are *The Oresteia*, *Antigone*, *The Bacchae*, *The Eunuch*, *Dulcitus*, *The Second Shepherds' Pageant*, *Everyman*, *Doctor Faustus*, *A Midsummer Night's Dream*, *Othello*, *Volpone*, *The Masque of Blackness*, *Fuente Ovejuna*, *Tartuffe*, *The Rover*, *She Stoops to Conquer*, *The Dog of Montargis*, and *Hernani*. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is suitable for freshmen and is offered in the fall semester of odd-numbered years.

Prerequisites: None.

Credits: 1

THE 216 The Modern Stage (ENG 310)

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

Prerequisites: None.

Credits: 1

THE 217 The American Stage (ENG 310)

This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include *The Contrast*, *Secret Service*, *Uncle Tom's Cabin*, *Long Day's Journey Into Night*, *A Moon for the Misbegotten*, *Awake and Sing!*, *The Little Foxes*, *Our Town*, *A Streetcar Named Desire*, *Death of a Salesman*, *Dutchman*, *Who's Afraid of Virginia Woolf?*, *Glengarry Glen Ross*, *True West*, *The Colored Museum*, *Fences*, *Angels in America*, *How I Learned to Drive*, and *August: Osage County*. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. This course is suitable for freshmen and is offered in the fall semester of even-numbered years.

Prerequisites: None.

Credits: 1

THE 218 The Multicultural Stage

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

Prerequisites: None.

Credits: 1

THE 303 Seminar in Theater

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

Prerequisite: One previous theater course.

Credits: 1 or 1/2

THE 317 Dramatic Theory and Criticism

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

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

Credits: 1

THE 318 Theater in Practice: Performance and Design

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

Prerequisite: THE 102 for designers, THE 105 for actors, THE 207 for directors, THE 209 for dramaturgs, or THE 210 for playwrights.

Credits: 1/2

THE 319 Theater in Practice: Production and Stage Management

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

Prerequisite: THE 102.

Credits: 1/2

THE 487 Independent Study

Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

THE 488 Independent Study

Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses.

Prerequisites: Permission of the instructor and the department chair.

Credits: 1 or 1/2

THE 498 Senior Seminar

This course is designed as a capstone course for senior theater majors. Students will design and develop a major project in consultation with theater faculty. These projects will receive significant peer review and culminate in public presentations.

Prerequisite: Senior theater major status.

Credits: 1

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 Himself, Alexandra 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:

	Fall	Spring
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.

Requirement s 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

Non-Divisional Courses

Accounting

ACC 201 Financial Accounting

An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the fall semester.

Prerequisites: None.

Credits: 1

ACC 202 Management Accounting

An introduction to cost accounting, cost-volume-profit analysis, and the influence of income taxes on business transactions. The understanding of financial statements developed in Accounting 201 is applied for managerial decision-making purposes. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the spring semester.

Prerequisites: Accounting 201.

Credits: 1

Colloquium on Important Books

COL 401/402 Colloquium

Director: Lexie Hoerl

Students read and discuss a dozen or more historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week; grade is based solely on participation in class discussion, and enrollment is limited to 15. Counts toward distribution requirements in Literature/Fine Arts or History/Philosophy/Religion. COL 401 (Fall semesters) discusses classical and medieval texts; COL 402 (Spring semesters) texts are from the modern period. Each semester is taken independently of the other.

Prerequisites: junior or senior standing and coordinator's permission to register.

Credits: 1 each

Freshman Tutorials

In the fall, every freshman enrolls in a tutorial. This class, limited to about fifteen members, encourages your participation in small-group discussions that will challenge you intellectually and suggest the kind and quality of educational experiences characteristic of the liberal arts at Wabash College. Instructors select topics of importance to them and ones they judge to be pertinent to student interests. You need not have had previous experience with the topic in order to sign up for a particular tutorial. Although the topics, often interdisciplinary and non-traditional, vary among the tutorials, all students engage in common intellectual experiences and practice both written and oral self-expression. Reading, speaking, research, and writing assignments, of course, will vary with individual instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one's thoughts with precision and persuasion—all in terms of each tutorial's particular subject.

FRT-13A-01: In The Future We Will Play: The Art And History Of Video Games

Michael Abbott, Theater Department

In 1903, anthropologist W.H. Holmes reported: "The popular notion that games are trivial in nature has given way to an adequate appreciation of their importance as an integral part of human culture." Playing is not reading. Yet, increasingly, video games and other forms of interactive media are challenging us to reassess the ways we think about storytelling, authorship, and representation. Aside from their obvious popular appeal, games such as Bioshock Infinite, Journey, The Walking Dead, and Papo & Yo test our current ways of understanding semiotics and engagement with the reader/player. Increasingly, gaming can be seen a convergence point where media as diverse as film, literature, art, music, and design meet and coalesce to form a new, unique art form ... one that fits squarely and comfortably within the Humanities. We are developing a methodology for "reading" video games that affords this new medium the scrutiny it richly deserves. This tutorial will explore a variety of ways to accomplish this - borrowing, adapting, and revising familiar methodologies, and proposing new strategies for seeing and critically comprehending video games. To this end, we will play, analyze, discuss, research, and write about video games as a modern emerging art form.

FRT-13B-01: Why We Eat What We Eat

Joyce Burnette, Economics Department

While we eat every day, and generally have strong opinions about what we eat, we do not often stop to consider the forces that shape those choices. In this class we will interrogate this everyday activity. Food choices reflect our individual past experiences and our culture, whether inherited or adopted. The food we eat makes a statement about who we are. The food available to us is determined by world history, scientific discovery, and the market. Globalization has for centuries been expanding the types of food available. Science has increased agricultural productivity and brought us new ingredients unknown to our grandparents. The food on the store shelves today has been carefully engineered and marketed to maximize its appeal. All these influences come together when we sit down to eat what seems like a simple meal.

FRT-13D-01: Fathers and Sons

Doug Calisch, Art Department

Fathers and Sons: if you are a male, then one or both of these labels describes you. But, what do those descriptions mean, and how have they developed? From Oedipus and Laius to the Presidents Bush, the relationships between fathers and sons are historically charged with intensity and passion. Love/hate, caring/competition, respect/irreverence, presence/absence, and the coming of age/fear of growing old are dichotomies that can characterize this relationship between males. This class will examine the variety of ways that fathers and sons are depicted in our culture through film and literature. Our journey will involve looking at cultural stereotypes, human nature, and personal experiences. In addition, students will reflect on their roles in this powerful and ever changing relationship through writing, and discussion. The course, like all Freshman Tutorials, will focus on improving communication skills. The theme of Fathers and Sons will be our vehicle to develop critical observation skills, while cultivating talents as readers, writers, and speakers.

FRT-13E-01: 9/11 and American Culture

Jim Cherry, Theater Department

This year marks the 12th anniversary of the attacks on the World Trade Center and the Pentagon on September 11, 2001. The worst terrorist incident to occur on American soil, the 9/11 attacks were a transformational event. They took the country into “The Global War on Terror,” land wars in Afghanistan and Iraq, and the curtailment of civil rights. The attacks brought new terminologies into our lexicon, like “Al-Qaeda,” “National Threat Level,” and “Homeland.” 9/11 is one of a select few moments in modern American history—the assassination of John F. Kennedy, Martin Luther King Jr., and the Challenger disaster are others—that is etched in our collective cultural memory, carved into our national soul. We still live today, as Art Spiegelman put it, “in the shadow of no towers,” even as the new One World Trade Center rises in Lower Manhattan. In the aftermath, people sought to express their grief, rage, bewilderment, and love as people always have: through art. As a result, 9/11 has also had a seismic effect on our culture. In novels (Jonathan Safran Foer’s *Extremely Loud and Incredibly Close*, Amy Waldman’s *The Submission*), films (*World Trade Center*, *United 93*, *Man on Wire*), plays (Anne Nelson’s *The Guys*, Neil LeBute’s *The Mercy Seat*), graphic novels and media (Art Spiegelman’s *In the Shadow of No Towers*, Sid Jacobson and Ernie Colón’s *The 9/11 Report: A Graphic Adaptation*), and poetry (Seamus Heaney “Anything Can Happen”), artists and writers sought to make sense of an event that rendered even the idea of artistic representation problematic to some. Drawing on these texts, some of which were written while the towers still smoldered, we will also try to make sense of an event that transformed all of our lives, and confronts us with questions every day. How shall we commemorate the dead? How is the omnipresent, often-faceless threat of terrorism depicted in culture? How do art, literature, and performance represent trauma? In this course we will ask: twelve years later, what does 9/11 mean?

FRT-13F-01: A Gentleman and a Citizen: Engaging The Liberal Arts, Community, and Profession

Sara Drury, Rhetoric Department

Do you want to use your college years as a foundation for making a difference in your studies, your profession, and the world? In this tutorial, we will explore the connections between civic engagement, pursuing a liberal arts degree at Wabash College, the communities you are a member of—locally, nationally, and globally—and your future profession (whatever that may be). What’s civic engagement? A good definition to start with is that civic engagement represents the many ways that individuals become involved in their local, state, national, and global communities around issues of common concern, trying to create change for the better and solve public problems. As we go through the semester, you will re-define what civic engagement means for your time at Wabash and for your professional career after college. Notice that our first focus is the liberal arts—our goal will be to look at how each of us engages communities not as professional politicians or activists, but rather in our everyday lives as doctors, teachers, business owners, lawyers, students, young professionals, and so on. As we move through the semester, we’ll ask questions such as: What does it mean to be a good citizen or community member? What does it mean to be a Wabash Gentleman and Citizen, living the Gentleman’s Rule in college and after you graduate? How can we better discover and discuss the most pressing problems facing our communities? And what are viable ways of improving our communities, right now and for the future? Our conversations will draw from influential writings on politics and community from the past and present, such as Alexis de Tocqueville’s *Democracy in America* and Harry Boyte’s *The Citizen Solution: How You Can Make a Difference*. We will seek out examples of civic engagement through articles, movies, and videos. Throughout the semester, we will reflect on how we might improve the communities and world around us, all while pursuing your present profession as a student and your future career aspirations.

FRT-13G-01: Bodybuilding: Does the Muscle Make the Man?

Shamira Gelbman, Political Science Department

“The only people who take bodybuilders seriously are other bodybuilders,” wrote novelist William Giraldi in “Louisiana Legs,” an essay about a summer he spent with Andrew Loraditch (a.k.a. Damien Lords) when they were young bodybuilders during the 1990s. In the face of Giraldi’s observation, this course will take

bodybuilders and their sport very seriously. Over the course of the semester, we'll examine how bodybuilding has developed over time and interrogate some of its fundamental assumptions. For example, is there a perfect human form? If so, does the physique bodybuilders strive for match that ideal? Do the ends bodybuilders seek justify the means they use to achieve them? We'll also explore the psychological and cultural aspects of bodybuilding, including such issues as the prevalence of narcissism and 'bigorexia' among bodybuilders, bodybuilding's contributions to the social construction of femininity and masculinity, and the acceptance of bodybuilding by the general public.

FRT-13H-01: We Are What We Speak: The Life And Death of Languages

Jane Hardy, Modern Languages Department

Approximately 6,900 distinct languages are spoken in the world today, but only half of those are expected to survive into the next century. In fact, some linguists estimate that one language dies somewhere in the world every two weeks. Is this merely part of an inevitable process of linguistic natural selection? Or is it a tragedy that should concern us? We will consider these questions by exploring the inextricable link between language and culture, and by reading the personal narratives of people who speak a minority language and function in two different linguistic and cultural worlds. We will then study the causes of language death and consider what might be lost when a language vanishes. We will read a book by noted linguist K. David Harrison and watch at least one film about attempts to document dying languages and even bring moribund languages back from the brink of extinction.

FRT-13I-01: Virgil's *Aeneid* and The Age of Augustus

Jeremy Hartnett, Classics Department

In the wake of Julius Caesar's famous assassination on the Ides of March, an 18-year-old was catapulted into the bright glare of Rome's attention. For when the late dictator's will was read publicly, it named Caesar's grand-nephew Octavian as his adopted son and heir. By the time Octavian died 58 years later, he was known as the emperor Augustus, and he had transformed Roman civilization on many fronts. He coaxed and prodded Rome from an enfeebled aristocracy to a thinly-veiled monarchy; he overhauled the city's physical appearance, boasting that he "found a city of brick and left a city of marble"; and he cultivated a period of nearly unparalleled literary achievement. In this tutorial, we will learn about the Roman world by studying the "Age of Augustus" in all these dimensions: the manipulation of history for political gain, the power of art and architecture to advance propaganda, and the production of literary masterpieces. On that last count, a good portion of the semester will be dedicated to reading the crown jewel of Augustan literature, Virgil's retelling of Rome's foundation in the *Aeneid*. Virgil's epic poem engages key themes of this period and of the human experience more generally. For these reasons, it has been studied by many later literary geniuses; it infuses the work of Dante, Shakespeare, Milton, and others. As we explore this diverse set of topics and approaches to antiquity, we will develop skills in close reading, persuasive writing, and effective speaking. And, though students may not get a month named after them, they will learn many lessons about success from Augustus and his age.

FRT-13J-01: Winning World War II—Lessons in Character and Leadership from Franklin D. Roosevelt and Winston Churchill

Scott Himsel, Political Science Department

December 1941. The Nazis are ruling Europe, starving England, and driving deeply into Russia; Japan has largely destroyed the US Pacific fleet; and the US Army is ranked 17th in the world. Despite these terrible odds, FDR and Churchill rallied their people to win the war and built the world's most successful alliance. What lessons can we learn from them today? How do great leaders inspire us to achieve (and even exceed) our highest potential? How do great leaders work together despite their towering egos and mistrust among their peoples? How do we decide when to cooperate with other nations and when to act alone? We'll also explore darker moments when the alliance failed to follow its principles. When did the alliance depart from its democratic principles to save lives on the battlefield, and should we do the same today? And how did the war expose and begin to heal discrimination against women, racial and religious minorities, and the disabled on the home front? We have much to learn. FDR and Churchill not only led their nations from defeat to victory;

they overcame incredible personal difficulties that would have ended the careers of lesser men. They were also extremely colorful and entertaining characters who knew how to find moments of joy and fun that helped them bear the burdens of leadership.

FRT-13K-01: The Evolution of Electronic Music

Peter Hulen, Music Department

How have people hacked radio, broadcast and recording studio equipment, turntables, electronic circuitry and computer chips over the years to slowly create the sophisticated software we now have for producing all kinds of electronic music? This course outlines key inventions, concepts, composers and techniques from the early 20th century right up to the present, from the theremin to dubstep.

FRT-13L-01: We Are The World: Multiethnic America

Tim Lake, English Department

This course will introduce students to the field of ethnic studies. We will survey American history with a focus on the many peoples and cultures that comprise the U.S. population. Attention will also be given to contemporary issues we face as a diverse society and how our diversity both strengthens and threatens our democratic ambitions. Students will chart their family histories as it unfolds into the larger story we tell about the U.S.

FRT-13M-01: “To Be Or Not To Be:” Liberal Arts in the 24th Century

Colin McKinney, Mathematics and Computer Science Department



(taH pagh taHbe': cha'maH loSDIch vatlh DIS poH Sovmey)

In *Star Trek VI: The Undiscovered Country*, the Klingon Chancellor Gorkon states, “You have not experienced Shakespeare until you have read him in the original Klingon.” What on Qo’noS does he mean? The mission of the USS Enterprise is “to explore strange new worlds; to seek out new life and new civilizations, to boldly go where no man has gone before.” The mission of the tutorial will be to explore strange new worlds of thought, ponder new life and different civilizations, to boldly take our minds where they have not gone before. We will use the Star Trek canon to do so, by carefully “reading” selected episodes and feature-films. We will study the critical reception of Star Trek in 20th and 21st Terran culture. We will ponder what it would mean to be a responsible citizen of the galaxy. We will study what it means to be in command and how the great Starfleet officers lead effectively. We will grapple with what it means to live humanely when the very word “human” is meaningless. And yes: we will learn some Klingon. Qapla’!

FRT-13N-01: Popular Religion and Historical Imagination in the Novels of Dan Brown

Bob Royalty, Religion Department

Dan Brown’s Robert Langdon novels (*Angels and Demons*, *The DaVinci Code*, *The Lost Symbol*, and *Inferno*) are made-for-the-movies thrillers with international intrigues, plot twists and turns, and always some type of conspiracy theory. In this tutorial, we will read and discuss these novels and explore the rich historical and religious contexts for these different conspiracies and the many references to history and religion in the novels. While enjoying reading exciting thrillers, we will research and learn about a range of topics in history

and religion including the Roman papacy; Jesus, Mary Magdalene, the non-canonical Gospels and the early church; the Illuminati, the Masons, and other secret societies; the “founding fathers;” and Dante’s *Inferno*.

FRT-13O-01: Me, My Self and My Brain

Neil Schmitzer-Torbert, Psychology Department

Imagine you’ve created a machine that is able to make an exact, physical copy of any object. However, the process of making the copy requires that the machine destroys the original. So, if you put your iPad in and turn on the machine, the iPad is instantly vaporized. But, in another compartment you find an exact duplicate of your device. Such a machine would be quite interesting, but we might imagine that it has little practical value. However, what happens if you step into the machine, and turn it on? You are instantly vaporized (and, let’s assume painlessly!), and out of the second compartment steps your exact duplicate. Who is this duplicate? Does he think he is you? If he does, then are you actually dead? What if the machine malfunctions and you are not vaporized: are you and your duplicate both “you”? If you then kill your duplicate, was there in fact a murder? What if he kills you? In this class, we will take these types of thought experiments seriously, and use them to look carefully at the problem of self. We’ll try to locate our “I,” our sense of self, using a variety of sources, ranging from philosophical thought experiments, to stories about the lives of humans with brain damage, to science fiction writing and film. Some of the texts we will read include Brok’s *Into the Silent Land*, selections from Rorty’s *Philosophy and the Mirror of Nature*, and Ramachandran & Blakeslee’s *Phantoms in the Brain* and a number of short works of science fiction. We will also watch several films in the course, including *The Thirteenth Floor* and *The Prestige*.

Enduring Questions

Enduring Questions is a required freshman colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and fostering a sense of community. Students are assigned randomly to a section of the course. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

FRC 013: Enduring Questions

Chairpersons: Bobby Horton & Bob Royalty

The course is devoted to engaging students with fundamental questions of humanity from multiple perspectives and to fostering a sense of community. As such, small groups of students consider together classic and contemporary works (or selections of works) from multiple disciplines that speak to basic questions such as, Who am I? and How do we live in the world? Assessment of student performance focuses on written and oral expression of ideas. In addition to regular class meetings, students attend a small number of affiliated speakers and programs on- and/or off-campus. This course is offered in the spring semester.

Prerequisites: None.

Credits: 1

Athletics and Physical Education

Staff in the Department of Athletics, Recreation, and Wellness: Joseph Haklin (Athletic Director), Brian Anderson, Roger Busch, Antoine Carpenter, Mark Colston, Mark Elizondo, William Hammer, Jason Hutchison, Chris Keller, Donald Morel, Clyde Morgan, Mac Petty, Erik Raeburn, Steve Rogers, Aaron Selby, and Cory Stevens.

Physical Education courses are taken in addition to the 34 course credits required for graduation. Grades assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission.

Course Descriptions

Theory of Coaching

Study of the organization and practice techniques utilized in the development of the skills and techniques of the sports listed below. Additional consideration is given to problems and expectations of the coach in the community.

- PE 030. Theory of Coaching Football
- PE 031. Theory of Coaching Soccer
- PE 032. Theory of Coaching Swimming
- PE 033. Theory of Coaching Basketball
- PE 034. Theory of Coaching Wrestling
- PE 035. Theory of Coaching Baseball
- PE 036. Theory of Coaching Track
- PE 037. Theory of Coaching Tennis
- See Course Listings.

PE 020. Prevention and Care of Athletic Injuries

Study of the techniques and principles utilized in preventing injuries to athletes and the development of the necessary skills to care for an injured athlete until medical help can be obtained. Develop an understanding of the body, how it works, how to evaluate an injury, and how to develop a rehabilitation plan.

General Elective Physical Education Activities

These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student.

- PE 011. Advanced Fitness
- PE 012. Beginning Golf
- PE 013. Beginning Swimming
- PE 014. Beginning Tennis
- PE 015. Life Saving
- PE 016. Scuba Diving
- PE 017. Sports Officiating
- PE 018. Beginning Weight Training
- See Course Listings.

PE 016. Scuba Diving

Scuba is taught by an outside group for a fee you will need to pay. If interested in the classes please go to Diver's Supply at 5501 West 86th Street, Suite J, Indianapolis IN 46268 to get your equipment and pay for the class. Diver's Supply is open Tuesday-Friday from 10:00 a.m. to 7:00 p.m. and on Saturday from 10:00 a.m. to 5:00 p.m. Its phone number is 317-297-2822. Be sure to tell the people at the shop that you are part of the Wabash College Class. The class is taught over two or three Sunday afternoons and one open water dive to be determined by the class, done at a local quarry over a weekend. If you have any questions please contact Mark Colston.

PE 015. Life Saving

You will learn Adult CPR/AED and First Aid. There is an outside fee as well. This class is taught with the Teacher Education class at the end of every semester.

Area of Concentration

Area of Concentration in Gender Studies

Wabash College is committed to preparing its students for leadership and service in a diverse and changing society. As part of that commitment, the Area of Concentration in Gender Studies affords students the opportunity to gain a firm grounding in an interdisciplinary field that investigates the social, cultural, and biological factors that constitute femininity, masculinity, and sexual identity. Gender Studies explores the similarities and differences between the experiences, perspectives, and voices of women and men by analyzing variations in gender roles that occur across cultures and over time, examining relationships between biological differences and social power, and investigating the complex interaction of gender with race, class, and culture. Gender Studies also involves a critical investigation of strategies that aim to transform unjust or coercive social systems based on gender. Through coursework and an independent senior project, students undertake a systematic and critical analysis of gender issues across academic disciplines. The program is administered by the Gender Issues Committee.

Career Opportunities

Wabash College students who participate in the Area of Concentration in Gender Studies will enhance their preparation for careers in a wide variety of areas. These include, but are not limited to, human services, law, government, teaching, the arts, clinical work, social work, public relations, advertising, and journalism. Some graduates with expertise in gender studies may also pursue further study of gender as graduate students in a wide range of academic fields.

Requirements

The requirements of the program include the following:

- Four and one-half courses designated as gender studies courses from at least two different departments outside the major and minor. Two of these courses must have gender studies as their major focus, while the other two and one-half courses must contain substantial relevant content. Students may not take courses in their major or minor and count them toward the Area of Concentration in Gender Studies, even if these courses are not being “double-counted.” The Gender Issues Committee will approve this set of courses as part of the application process.
- A half-credit capstone course in spring of the senior year. This may be either an independent study project that explores the student’s chosen focus in greater depth or, if enough students are completing concentrations, a seminar class in which students will explore their topics comparatively. These will be assigned as Humanities 487 Independent Study courses under the direction of the Committee Chair.
- Each student’s program will be approved and supervised by the Gender Issues Committee, and a member of this committee, or other faculty with relevant expertise, may serve as secondary field examiner on the senior oral examination.

Application

Students are encouraged to declare the area of concentration in Gender Studies by the end of their sophomore year (although they are free to declare any time before fall semester of their senior year). To declare, the student should submit a written proposal to the Gender Issues Committee, presenting a rationale for the courses selected for the area of concentration. Area of Concentration forms are available in the Registrar’s Office.

Courses

The following regularly offered courses focus primarily on gender and may be included in an area of concentration in Gender Studies, so long as they do not conflict with the student's major or minor:

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

ENG 360 Studies in Multicultural/National Literature: Toni Morrison the African American Novel
ENG 497 Seminar in English Literature: Sexualities, Textualities, and Queer Theory
HIS 300 Advanced Topics: World and Comparative History: Prostitution in Modern World History
PHI 219 Ethics & Social Philosophy
PSY 102 Human Sexual Behavior
PSY 212 Sex, Gender, and Masculinity
REL 273 Topics in Theology: Religion and Masculinity
RHE 360 Gender and Communication
THE 103 Seminars in Theater (Frequent Topics with Primary Focus on Gender)

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

CLA 101 Classical Mythology
ENG 214 British and Irish Lit. after 1900
ENG 219 Introduction to American Literature before 1900
ENG 220 Introduction to American Literature after 1900
ENG 397 Critical Reading
HIS 271 African History to 1885
HIS 272 African History from 1885
HIS 497 Philosophy and Craft of History
PHI 109 Perspectives on Philosophy: Friendship
PSY 211 Cross-Cultural Psychology
PSY 220 Child Development
PSY 221 Adult Development
REL 270 Theological Ethics
REL 370 Contemporary Theology
RHE 240 Communication Theory
THE 213 The American Stage
THE 214 The Modern Stage

Occasional courses (Special Topics or other courses of particular relevance to Gender Studies) may also count toward this requirement with the approval of the Gender Issues Committee. Interested students should consult with a member of the Gender Issues Committee for advice regarding relevant courses and the frequency of offerings. Students should also consult the Academic Bulletin and semester-by-semester information from the Registrar's office regarding when courses are offered.

Area of Concentration in International Studies

Wabash College is committed to preparing its students for leadership and service in a changing global society. As part of that commitment, the Program in International Studies affords students the opportunity to gain a firm grounding in either Latin American or European studies. Available to students majoring in any discipline, the Program in International Studies encourages students to improve their language proficiency and learn about Latin American or European nations. Through coursework, off-campus study, and a summer internship, students in the Program in International Studies may obtain a coherent, well-rounded understanding of another culture. Successful completion of the Program satisfies the College requirement for an area of concentration. The Program is administered by the International Studies Committee.

Requirements

Students may contact the director of International Students and Off Campus Programs, Mr. Clapp, for further information. The requirements of the program include the following:

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

Application

As with all off-campus study, students apply for admission to the program in International Studies in the fall of their sophomore year. The application process to study off-campus is fully outlined at www.wabash.edu/international/ocs. Applicants are expected to meet the basic requirements for off-campus study. They must be on track to complete four semesters of college-level language by the following spring semester. Applications are approved by the Off-Campus Studies Committee. Course plans must be approved by the chair of the Off Campus Studies Committee in addition to approvals required by other departments and the Registrar as outlined in the Off-Campus Study requirements. Students will be asked to furnish information about their interest in international studies and provide information needed on the off-campus study application, including material about the off-campus program(s) in which they propose to enroll. In consultation with OCS committee members, students shall list on their applications the names of their individual Area of Concentration committee members. The student's committee should be made up of individuals on the OCS committee or who teach courses listed in the student's own IS area of concentration.

Courses

In addition to the two half-credit seminars, the Area of Concentration in International Studies requires students to take four additional courses related to international studies in general or to the student's area of study within the AOC, i.e., Europe or Latin America. These courses must be outside the student's major (and any other minor).

At least two of these should be taken at Wabash before studying off-campus. The courses appropriate for satisfying this requirement will vary, depending on the student's major (and any other minor). In general, students may not "double-count" courses toward the Program in International Studies and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of the AOC in International Studies.

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

General Courses

ART 101	History of the Western Art
ECO 321	International Trade
ECO 224/PSC 324	Economic and Political Development
ECO 222	Comparative Economic Systems
ECO 322	International Finance
ENG 109	World Literature in Translation
HIS 102	World History Since 1500
HIS 201	World History 1945 to present
MUS 102	World Music
MUS 202	Instruments and Culture
PSC 122	Survey of Comparative Politics
PSC 242	Survey of International Politics
PSC 328	Comparative Non-Democratic Politics
PSY 211	Cross Cultural Psychology

Courses with a European Focus

ART 207	Renaissance and Baroque
ART 208	9th Century Art
ART 209	20th Century Art
ECO 214	Topics in Economic History: Europe
ECO 277	Special Topics (if European focus)
ENG 109/IS 270	World Literature in Translation
HIS 222	Early Modern Europe
HIS 231	19th Century Europe
HIS 232	20th Century Europe
HIS 334	Russia, 1860-present
IS 270	Special Topics (if European focus)
MUS 217	Music of Middle Ages Renaissance & Baroque
MUS 218	Classical Music
MUS 219	Music in the Romantic Era
MUS 220	Music Since 1900
PHI 242	Foundations in Modern Philosophy
PHI 144	Existentialism
PHI 345	20th Century Continental Philosophy
PSC 374	Special Topics International Politics
REL 172	Christianity in the Modern Era
THE 214	Modern European Theater

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

Courses with a Latin American Focus

HIS 250, 252	Latin American History
HIS 350	Advanced Topics in Latin American History
IS 270	Special Topics (if Latin American focus)
PSC 325	Latin American Politics
PSC 278	Special Topics: Ethnicity, Race and Politics

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

Course Descriptions

IS 270. Special Topics

IS 296, 298, 496, 498. Seminar in International Studies

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

Area of Concentration in Multicultural American Studies

Multicultural American Studies focuses on the plural, multi-group character of the composition of the United States, a nation formed by diverse ethnic, racial, and religious groups from all over the world. Increasingly we recognize that communities—from localities to entire nation-states—are not socially homogenous and uniform, but are composed of a variety of groups. In the United States, such groups as Hispanics, African Americans, Asian Americans, Native Americans, and White ethnics like the Irish, Italians, and Jews have made unique contributions to a country that has historically defined itself as White, Protestant, and English. The multicultural perspective analyzes how the United States, like other nations, is shaped by the interaction of groups with each other and with prevailing definitions of the nation's character and culture. It explores, across disciplines, the ways various groups represent themselves and are represented by others and themes such as cultural encounters and blending (syncretism), identity (how a group represents itself and is seen by others), family, the arts, rituals and other manifestations of cultural and community life. Through course work and possibly a related off-campus study experience, students who complete an area of concentration in Multicultural American Studies may gain an increased understanding of this perspective. The program is administered by the Multicultural Concerns Committee of the Wabash Faculty.

Requirements

The requirements of the area of concentration include the following:

- Four and one-half courses, from at least two different departments outside the student's major that focus on aspects of Multicultural America. (A list of suggested courses is given below and is updated yearly.) This set of courses is compiled by the student and must focus on some aspect of the American multicultural experience. This plan of study is constructed under the direction of a faculty committee arranged by the student. (Students may include one or two relevant courses that consider multiculturalism outside the United States.)
- A half-credit capstone course taken during the senior year. This may either be an independent study project under the direction of one of the faculty committee members or, if enough students are completing areas of concentration in a given year, an arranged class in which students will explore their minor topics comparatively as well as in greater depth. (These will be assigned as Divisional Independent Study courses under the direction of the Committee Chair.)
- Students who choose to complete the area of concentration in Multicultural American Studies may wish to consider off-campus study programs such as the Philadelphia Urban Semester, the New York Arts Program, the Newberry Library Program in Chicago, and the Borders Program in El Paso. Students may wish to include relevant coursework during off campus study.
- A member of the area of concentration committee arranged by the student may serve as secondary field examiner on the senior oral committee.
- In general, students may not "double count" courses toward the concentration and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of an area of concentration.
- Students will usually declare the area of concentration by the end of their sophomore year. At that time the student will organize a faculty committee, work out a rationale and plan of study with that committee, and submit the proper form obtained from the Registrar's Office. Each area of concentration will carry a descriptive title on the form, such as "Multicultural Studies: Native American," or "Multicultural Studies: Immigrant Experiences," or "Multicultural Studies: African-American."

- Areas of Concentration will be forwarded to the Registrar's Office by the faculty committee constructed by the student. The Area of Concentration will be supervised by the Multicultural Concerns Committee and all applications for these Areas of Concentration will be forwarded by the Registrar's Office to that committee.

Courses

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

ART 105	Ritual Objects and Native American Culture
ART 210	Special Topics in Art History: African American Art
ENG 160	Multicultural Literature
ENG 221	Studies in Language: American Dialects
ENG 260	Multicultural Literature: Intro. to Black Studies
ENG 360	African American Literature
HIS 244	African American History
HIS 250	Topics in Latin American History
HIS 252	Peoples and Nations of Latin America
HIS 340	Advanced Topics, American History
HIS 350	Advanced Topics Latin America
MUS 102	World Music
MUS 202	Instruments and Culture
PSC 278	Special Topics
PSC 325	Latin American Politics
PSY 211	Culture and Psychology
REL 181	Religion in America
REL 280	Topics in American Religion: African American Religion
REL 297	Anthropology of Religion
SPA 303	Spanish American Literature
RHE 370	Special Topics (e.g. African American Rhetoric)
THE 103	Seminars in Theater: Multicultural Theater in America

The Department of Modern Languages and Literature offers a variety of courses that could be used for the Multicultural American Studies Area of Concentration. Please contact the Department Chair for additional information.

Pre-Professional Advising and Programs

The Schroeder Center for Career Development (Career Services)

Career Services prepares students to make a successful transition to the world beyond Wabash. We create opportunities for students to explore and reach their individual career goals, regardless of what those goals may be. Whether you want to perform biotechnology research, teach English in Africa, conquer Wall Street, or work with a professional basketball team, we offer individualized programs and resources just for you. Stop by and see us – no appointment needed. We offer:

- Personal career counseling for all students
- Personality type inventories and assessment
- Search assistance and listings for professional development opportunities; externships, internships, jobs, graduate schools, fellowships, and special programs (e.g. Peace Corps)
- Resume and cover letter guidance and resources
- Mock interviews, workshops, seminars, information sessions, panels and speakers
- Alumni networking advice, resources, and events on-and off-campus
- Off-campus career and graduate school fair visits
- Organizational and graduate school site visits
- On-campus recruiting and information sessions
- Graduate school test and application assistance, including personal statement reviews
- Extensive online resources for information and listings
- Assistance from Peer Career Advisors---student-workers trained in basic career services
- Special programs- Small Business Internship Fund (SBIF), Supporting Entrepreneurial Enrichment and Development (SEED) Grants, Wabash Externships
- Evening and weekend service, beyond regular office hours

Preparation for Business

Business Sequence

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

ECO 101 Principles of Economics	1 credit offered every semester
ECO 251 Economic Approach with Microsoft Excel	1/2 credit offered fall semester
ECO 262 Financial Institutions and Markets	1 credit offered spring semester
<i>(Note: ECO 262 Does NOT count toward the Economics major. (Majors should substitute ECO 361 or ECO 362.)</i>	
ACC 201 Financial Accounting	1 credit offered fall semester
ACC 202 Managerial Accounting	1 credit offered spring semester
ENG 411 Business and Technical Writing	1 credit offered spring semester
<i>(Juniors and Seniors only)</i>	
RHE 101 Public Speaking	1 credit offered every semester
<i>(Note: This course is required only for students graduating in 2013 or later)</i>	

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

Timing

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

Certification on Transcript

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

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

Pre-Professional Preparation in the Health and Allied Sciences

The Pre-Health Professions Committee assists students with their pre-health programs, including preparation for medical, osteopathic, dental, optometry, veterinary, podiatry schools and other health professions. The committee also provides assistance with application materials and makes recommendations for students as they apply to professional schools. Any student who is considering the health professions should meet with Jill Rogers (rogersji@wabash.edu) the Pre-Health Advisor, as early as possible to discuss his plans. Prerequisite coursework for various health professions can be found at www.wabash.edu/academics/medicine/. Students should consider early on how prerequisite courses align with other coursework necessary for their major/minor, and Wabash graduation requirements.

***The MCAT exam will change in the year 2015 to reflect the changing healthcare system. Freshmen entering Wabash in the fall of 2012 will be the first class to take this exam. Prerequisite coursework will be affected. Students should make sure they are aware of the increased social science and biochemistry coursework necessary for MCAT2015.*

Pre-Law Preparation

The Pre-Law Committee works in close conjunction with the Pre-Law Society in sponsoring programs which enable students to familiarize themselves with the diverse opportunities available in the practice of law. These programs include a Moot Court competition with alumni attorneys serving as tutors and judges, an LSAT practice test, and trips to visit Indiana Law Schools. Members of the Pre-Law Committee also meet with students, mainly during their senior year, to discuss their plans for attendance at law school. Any student who is considering the study of law might be well advised to discuss his plans with one of the members of the Pre-Law Committee.

Preparation for Secondary Teaching License

The Department of Education Studies offers a minor in Education Studies and a professional licensure preparation program for students interested in becoming middle/high school (grades 5-12) teachers. The licensure program requires that students complete the minor in Education Studies, successfully pass two state-mandated tests, and complete a semester of student teaching. (More details about requirements for the secondary licensure program can be found in Department of Education Studies section of the Academic Bulletin.)

Students may choose from 13 majors in which to complete the licensure preparation program: Biology, Chemistry, Physics, Mathematics, English, French, German, Spanish, Latin, Economics, Political Science, Psychology, or History. Students must apply to the licensure program, and typically do so in the spring of the junior year after having taken at least two Education courses (EDU 101 and either EDU 202 or EDU 302). The secondary licensure program is state approved, and Indiana continues to have reciprocal licensing agreements with more than 40 other states. Please see the Chair/Director of Education Studies for more information.

Pre-Engineering Preparation

Wabash College offers joint programs (known as dual degree programs) with Purdue University, Columbia University and Washington University-St. Louis. In these programs, students may study the liberal arts at Wabash for three years and engineering or applied science at Purdue, Columbia or Washington, typically for two years. These programs lead to both the Bachelor of Arts degree from Wabash and the Bachelor of Science degree in engineering or applied science from Purdue, Columbia or Washington.

Wabash students who participate in the joint program may qualify for the A.B. degree by completing all of the Wabash requirements for graduation (listed in the curriculum section) other than the 34-course minimum, and by successfully completing the appropriate number of courses at Purdue, Columbia or Washington. Senior comprehensive and oral examinations may be taken during the junior year or during the first year of work at the engineering school, either on the Wabash campus or, under a program approved by the Wabash faculty, at the engineering school administered under supervision of the dean's office of the School of Engineering. If the oral exam is taken after the junior year, it must be taken on the Wabash campus sometime during the two years of engineering school.

Students not completing the requirements for the Wabash A.B. as outlined above may be accepted at the end of their junior year by Purdue, Columbia or Washington upon the recommendation of Wabash, even though no Wabash degree is granted.

In addition to the requirements for Wabash, certain courses in physics, chemistry, mathematics, and computer science must be taken at Wabash for admission into Purdue, Columbia or Washington. Each university also has a minimum GPA requirement. The exact requirements for the three schools differ somewhat, and the student should consult with his advisor and a member of the Pre-Engineering Committee. Completing the requirements for both degrees requires careful planning, and the student should begin taking the appropriate courses in his freshman year.

Students need not major in physics, chemistry, or mathematics to participate in the program. In particular, both Columbia and Washington seek applicants who major in non-technical fields, feeling that the technical depth of an engineering degree and the breadth of a liberal arts degree make a valuable combination.

In addition, a student finishing Wabash with a strong background in science and mathematics can be admitted to a number of engineering programs, not necessarily at Purdue, Columbia or Washington. Many Wabash graduates have pursued engineering degrees without participating in the dual degree program.

Off-Campus Study

Rationale

The preamble to the curriculum states that the Wabash graduate "...in the study of foreign civilizations and people, ...has found himself not only the creature of his time and place but a citizen of the world-wide human community" and that he will "...judge thoughtfully, act effectively, and live humanely in a difficult world."

It is the position of the faculty that the above objectives and others expressed in the preamble will be well served by enabling study off-campus, whether in a domestic program or in a program in another country, for as large a number of qualified students as possible. Off-campus experiences provide opportunities for learning and adapting to new environments.

In addition, off-campus study fosters critical thinking and offers students the opportunity to develop another perspective on learning and their lives. The benefits of off-campus study are not limited to those who actually study away from campus, but they accrue to the entire community. Students returning from off campus rejoin this community and contribute to it in the classroom and informally among their peers, who learn more about other cultures and their own culture in conversation. In addition to contributing to our students' education in the general ways suggested, appropriate programs of off-campus study enhance the education of certain students in their specific fields.

In short, off-campus study is an integral part of our educational offerings. Qualified and interested students are encouraged to spend a semester in off-campus programs in the United States or abroad.

Process & Procedures

The Off-Campus Study selection process and staff procedures are guided by the vote of the faculty in 1994. The Wabash College Off-Campus Study Committee approves student proposals for off-campus study, and approves the programs in which students may participate. Acceptable programs must be equivalent to the Wabash curriculum in their academic rigor.

Students interested in off-campus study should begin planning the completion of their college requirements with their academic advisor during the freshman year, prior to any consideration of off-campus study. They should consult with their advisors and professors, program representatives listed, and the Director of International Students and Off-Campus Studies, David Clapp. The application process to study off-campus is fully outlined at www.wabash.edu/international/ocs. This web site also provides extensive information regarding possible study abroad programs, the most up-to-date information about requirements, and deadlines. Students will make their application on line through this web site, during the fall semester of their sophomore year. Wabash students study off-campus in either the fall or spring semester of the junior year.

Only students approved by the Off-Campus Study Committee (OCSC) may apply Wabash financial aid towards the costs of their off-campus program and only for the committee-designated semester or semesters. To the greatest extent possible, the amount and distribution of credit must be discussed and determined in cooperation with the Off-Campus Study Office, Registrar, and the academic departments involved. There is a clearly outlined advising and application procedure for interested students to follow. With the exception of courses taken at American University (Washington, D.C.), grades from off-campus study programs do not transfer or affect the Wabash GPA.

Anyone who considers pursuing off-campus study without OCSC approval does so at his own risk, especially with regard to transfer credit and graduation requirements. In such a case, the student would be responsible for all of the costs of the program, and would not be eligible for any form of financial aid since there is no committee approval.

In selecting a program and planning a schedule, students may want to consider pursuing the interdisciplinary International Studies Area of Concentration. This area of concentration requires five courses drawn from a variety of disciplines. Over the years, many students have found that courses taken off campus can be particularly suitable for the concentration. Students are required to submit a proposal to the International Studies Committee in which they outline the focus of their concentration, as well as the courses in which they plan to enroll. For additional information see the description of the International Studies Area of Concentration in the Special Programs section of this Bulletin, or contact Professor Butler in the Political Science Department, Professor Warner in the History Department, or Mr. Clapp.

Evaluation of Applications

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

- Students must have junior status during their semester off campus. The committee will not approve a course of study that would delay graduation.
- Sufficient academic record: A cumulative GPA of 3.00 is preferred, but attainment of a 3.00 cumulative GPA does not guarantee committee approval given the limited number of semesters off-campus allowed by the College.
- Quality of off-campus study plan as expressed in the essay portion of the application. Demonstration that the proposed program enhances his academic career, such as his major.
- Indication of the extent to which the proposed program and ancillary experiences will contribute to the student's personal and cultural growth or long-term career plans.
- Demonstration in his application that he has the appropriate motivation and preparation for the chosen program and that the program and experience themselves are right for him.
- Evidence during the application process of the student's seriousness, maturity, readiness, and ability to profit from the program.
- Preference is given to students who have never had significant international educational experience or educational experience at other domestic institutions as compared to students who have had such an advantage.
- A student must be in good standing with the college, without any outstanding financial or behavioral issues.

Orientation and Reentry

The Committee conducts orientation programs to aid students in preparing for off-campus study. It also conducts "re-entry" programs to facilitate the readjustment/reintegration of students returning from off-campus study. Students who have been approved for off-campus study are required to attend these programs. The Committee also seeks to evaluate off-campus programs by having returning students fill out an evaluation questionnaire and discussing their experiences with a member of the Committee.

Some Other Guidelines

Wabash College expects the student to earn at least four (4) course credits and he may not transfer more than five (5) while on off-campus study. (Note: students on programs of less than a semester's duration will generally receive fewer credits than they would earn in a semester.) Credit will not be given for pre-professional courses (e.g., law, business).

Students must obtain at least a C- grade average to receive credit for courses taken while on off-campus study. Grades do not appear on the transcript and do not affect the students' GPA. Each course must be equal to or greater than three (3) semester hours in order to yield one full Wabash course credit.

Students are responsible for their personal conduct, and remain subject to the Gentlemen's Rule. Students are responsible for applying to the off-campus study program for which they seek approval, bearing in mind that in some cases program application deadlines may need to be met prior to a student's final approval of the OCSC.

Course Approval, Pre-registration, and Off-Campus Study Transcripts

Students must have preapproval for courses to be taken during off-campus study. Courses for the major or minor must be approved by the chair of those departments. Distribution courses will be approved by the Registrar. During the semester off campus, students must provide an accurate listing of their registered courses to the Registrar prior to pre-registration for their following Wabash semester.

Upon completion of off-campus study, the student should request that an official transcript from his program be sent to the Wabash Registrar. These official transcripts must be received prior to pre-registration for the second semester following the off-campus study experience.

Internships

Internships allow Wabash students, usually upperclassmen, to work and learn in a variety of off-campus organizations. Students have participated with a wide range of organizations. The purposes of the program vary with interests of individual students. Exploration of a possible career area, development of new skills (or recognition of established skills and abilities in a new setting), the challenge of confronting new ideas and problems, and the chance to make a contribution to our society are but a few of the uses Wabash students have found for the program. At the heart of the program is the idea that there are valuable things to be learned in and outside the classroom.

The internship is a non-divisional course worth the equivalent of one course credit that cannot be applied toward the 34 required for graduation. The course is recorded on the student's transcript, however, and is graded according to the standard 4-point grading system used in computing grade averages. The Credit/No Credit option is not available for the internship course. Application for this course is made directly to the faculty member whom the student wishes to have supervise the internship. Internship applications are available from the Registrar's Office. After approval by the student's sponsor and advisor, the form should be submitted to the Registrar's Office for approval. The student, faculty sponsor, and advisor will be notified of the approval or disapproval. Students will not be allowed to advance register or register in an internship course until approval is granted.

Wabash College Scholarships

Every Wabash student and admitted applicant is automatically considered for all the scholarships for which he is eligible. Except for the Lilly Awards, Fine Arts Scholarships, and the Honor Scholarships described below, no application is required. Scholarship winners are expected to write thank you letters to the scholarship donors.

Wabash College Lilly Awards: The Wabash College Lilly Awards, named to honor the Lilly family of Indiana, were established by the Wabash College Board of Trustees in 1974. Each year this program recognizes outstanding young men who show high potential and future promise—men who are likely to have an impact not only on Wabash, but on their community and thus on our world. The Lilly Award, the College's most prestigious scholarship, is renewable annually and covers the recipient's tuition, fees, room and board.

Wabash College Honor Scholarships: Wabash annually offers Honor Scholarships without regard to financial need. The scholarships are based on written examinations taken on the campus. Included in these Honor Scholarships are those endowed by the generous bequest to the College of Frederic M. Hadley, Sr., the McLain-McTurnan-Arnold Honor Scholarship endowed by the generosity of Mr. and Mrs. Reid McLain and Mr. Kent Arnold, the Buren Fund Honor Scholarship administered by the National City Bank of Lebanon, Indiana, the George S. Olive III and E.W. Olive Honor Scholarship endowed by Mr. and Mrs. Scott Olive, the McVie Honor Scholarships endowed by Mr. and Mrs. A. Malcolm McVie, the Louis J. Nardine Award established by Mrs. Gretchen N. Doris in memory of her father, Class of 1906, and the A. Malcolm '41 and Robert L. '37 McVie Honor Scholarship endowed by the estate of A. Malcolm McVie, Mrs. A. Malcolm McVie and friends of A. Malcolm McVie.

Wabash College Fine Arts Scholarships: The Fine Arts Scholarship Program at Wabash was established in 1987 to encourage the development of the fine arts within a rigorous liberal arts context. Based upon competition during Fine Arts on campus program, the Scholarships are offered each year to students with demonstrated outstanding ability in one or more of the following: visual arts, creative writing, music, and theater.

Wabash College Top Ten/Top Twenty Scholarships: Admitted students who rank in the top twenty percent of their graduating class will automatically be awarded the highest level of scholarship for which they qualify based on their class rank and their fulfillment of the individual campus visit requirements of each level. Admitted students from high schools which do not normally provide a class rank can meet the class rank requirement by having their high school certify that they are in one of the class percentiles required for eligibility.

Wabash College President's Scholarships: The President's Scholarships are awarded for outstanding achievement in high school. While admitted students do not need to have demonstrated financial need to be eligible for a President's Scholarship, the value of the President's Scholarship is determined in part based on need. Consequently, every admitted applicant who files the Free Application for Federal Student Aid (FAFSA) and/or other required financial aid forms is automatically considered for a President's Scholarship. President's Scholarships are supported by gifts from the Arthur Vining Davis Foundation. Wabash is a college sponsor of National Merit Scholarships.

Wabash College Boys State Scholarship: Admitted students that are selected to attend participate in their state's Boys State Program and who meet the campus visit requirement will receive a Boys State scholarship to attend Wabash.

Wabash College **merit-based scholarships** are renewable annually provided the student attains the cumulative grade point average and number of course credits required at the end of each academic year in order to make normal progress toward graduating in four years.

Restricted Scholarships

These scholarships are awarded automatically by the College to students with demonstrated financial need. Applications are not required.

William D. Backman, Sr. Scholarship: This scholarship was established by William D. Backman, Jr., Class of 1953, in memory of his father, a former trustee of the College and a member of the Class of 1924. The income is designated for financial aid to a student residing in Indiana.

Bank One Scholarship: This scholarship was established by Bank One, Indianapolis, N.A., and is given to a deserving high school graduate from the State of Indiana who is also a resident of Indiana.

Merle L. Bartoo Scholarship: This scholarship was established to help a non-fraternity student with financial need who is a rhetoric and/or English major.

Thomas R. Bauman Scholarship: Established in memory of Thomas R. Bauman, Class of 1985, by his family and friends, the income of this fund is used for a scholarship for an incoming freshman with preference first to a graduate of Zionsville Community High School, then any Boone County high school, then any student from Central Indiana, who best exemplifies Thomas R. Bauman's extra-curricular high school activities and rank.

Theodore Bedrick Scholarship Fund: This scholarship was established in memory of Dr. Bedrick H'52 by his family, friends, students, and colleagues as a fitting memorial to a devoted teacher and colleague. The scholarship is awarded to juniors majoring in a field in the humanities who expect to enter teaching at the secondary or college level.

Gordon G. and Julia Gregg Beemer Memorial Scholarship: Established by their sons, Michael Gregg Beemer and Charles Gordon Beemer, and by their grandchildren, Leslie Beemer Wegner, Kathleen Beemer Filardi, Robert Michael Beemer, Jeffrey Marshall Beemer, and Jennifer Lynn Beemer, this scholarship honors Gordon G. Beemer H'96 and Julia Gregg Beemer. As the only presently living descendants of Caleb Mills, first principal and only teacher at the founding of Wabash College and founder of the Indiana Public School System, they wish to honor him and his deceased descendants and other ancestors of the donors who had a close relationship with Wabash College. A candidate should be, or be capable of becoming, a young man of vision, integrity, and leadership as exemplified by Caleb Mills and the Founding Fathers of Wabash, and continued by the fiercely loyal members of the National Association of Wabash Men. Special consideration is given to any student in the Teacher Education Program and to any student interested in archival or biographical research.

Helen Oppy Binns Scholarship Fund: Established by Helen Oppy Binns in memory of her parents, Thomas Franklin Oppy and Anna Gertrude Oppy, this fund assists deserving students with financial need, preference to be given to students from Coal Creek Township, Montgomery County, Indiana, and then to students from elsewhere in Indiana.

Dr. John and Helen Birdzell Scholarship: Established in honor of Dr. John P. Birdzell and in memory of Helen M. Birdzell with gifts from their children, John R. Birdzell '61 and Susie Birdzell Cumming, this scholarship provides need-based aid for qualified students who demonstrate interest in a career in medicine or health care, and demonstrate a well-rounded high school experience. First preference is given to students from Crown Point High School, then to Lake County, Indiana, northwest Indiana, or from the rest of Indiana in that order.

David E. Bishop Scholarship Trust: This fund was endowed by David E. Bishop, Class of 1952.

Black-Vrooman Scholarship: Established by Mrs. M. Lewis Marsh, Jr., in memory of her grandfather (John Charles Black, Class of 1862), her great uncle, (William Perkins Black, Class of 1864), and her cousin (John Black Vrooman, Class of 1921), the income from this fund is used for deserving students.

Brian Bosler Overseas Memorial Scholarship Fund: This fund was established by the alumni, the parents of members, and the members of Phi Delta Theta in memory of Brian Bosler, Class of 1987. The scholarship, with a \$1,000 stipend for appropriate expenses, is awarded to a student, preference given to a member of Phi Delta Theta, planning on studying abroad in his junior year. Selection is based on overall accumulative grade point average with some consideration of campus involvement and personal character.

Ralph M. and Harry M. Bounnell Scholarships in Law and/or Medicine: This fund was established by Mrs. Jewell I. Bounnell in memory of her husband, Ralph M. Bounnell, Class of 1930, who practiced law in Crawfordsville from 1933 until his death in 1980, and of his father, Harry M. Bounnell, M.D., who practiced medicine in Waynetown and vicinity for more than 50 years. Awarded to members of the junior and senior classes who plan to study law or medicine, these scholarships may be continued for limited periods of graduate study in those fields. Awards are made on the basis of moral character, financial need, and other factors giving evidence of probable success in the respective professions. Preference is given to residents of Montgomery County, Indiana.

Austin H. Brown Scholarship Fund: This scholarship is administered outside the traditional financial aid program. It is used to meet special needs and provide a special recognition for Wabash students.

William Penn Bullock Scholarship: Established in honor of William Penn Bullock, Class of 1940, by his daughter Joanne B. O'Neal and friend, this scholarship is awarded to a junior or senior in the Economics Department with a high grade point average.

Burgess Family Scholarship: This scholarship supports a student who is enrolled in the College's Education Studies Program. It is awarded for the student's junior and senior years as long as he remains enrolled in the Education Studies Program. The scholarship was created to support young men who plan to put their education to work in the critical field of educating others.

Albert M. and Virginia B. Campbell Memorial Scholarship Fund: This fund provides awards to needy juniors and seniors majoring in economics who want to increase their understanding of the market economy, or to such students majoring in political science who want to increase their understanding of a limited, decentralized federal form of government.

Alex S. Carroll and Robert J. Beck Honorary Scholarship: This scholarship is awarded to an incoming freshman who is ranked in the top ten of his high school graduating class, demonstrates integrity and high ethical standards, has a record of community service, and demonstrates the character and qualities normally associated with Eagle Scouts and 4-H or similar leadership organizations. The scholarship is renewable each year, provided the student maintains a minimum 3.0 GPA and continues to hold the qualities previously listed. Mr. Carroll and Mr. Beck upheld a lifelong dedication to teaching and encouraging honor, character, scholarship, and hard work.

Greater Chicago Area Alumni Award of Merit Scholarship: Established in 1994 by the Chicago Area Alumni Association, this scholarship is given to outstanding high school students from the Chicago area. Candidates are judged on the following criteria: citizenship, academic record, and contributions in the high school and the community.

Class of 1936 Scholarship Fund: Income from this fund is available to a junior or a senior who has financial need, is in the upper half of his class, and has demonstrated his capacity for leadership by effective participation in extracurricular activities.

Class of 1937 Scholarship: This scholarship was established by members of the Class of 1937 upon the occasion of the 50th anniversary of their graduation.

Class of 1938 Scholarship: This scholarship was established by members of the Class of 1938 upon the occasion of the 50th anniversary of their graduation.

Class of 1940 Merit Scholarship: This scholarship is awarded to a sophomore, junior, or senior of distinction who did not receive a merit scholarship as a freshman or who has lost his financial support, but whose performance since then deserves recognition.

Class of 1941 Scholarship: This scholarship was established by the members of the Class of 1941 for young men showing intellectual, academic, artistic, athletic promise, or some combination of those qualities.

Class of 1943 Memorial Scholarship: Established in May, 1998, at the 55th anniversary of the Class of 1943, this scholarship honors the members of the class who have passed away and will be awarded to qualified and needy students.

Clauser Family Scholarship: Established by Allan D. Clauser, Class of 1950, supported by his wife, son, Allan Jr. '81, and friends, this fund is used for the benefit of a student from Montgomery County, Indiana.

Albert M. Cole Scholarship: This scholarship was endowed by a bequest from Mr. Cole and is given to students desiring to enter the teaching profession.

Jeanne C. and W. Dale Compton Scholarship Fund: Endowed by gifts from Dr. and Mrs. Compton and the Ford Motor Company, this fund supports scholarships for students who plan majors in Division I (science/math).

Don and Marilyn Cory Scholarship: This award provides a support for a student who merits financial need, as best determined by the Wabash College Office of Financial Aid. As strong proponents of education, Cory Family members pursued careers as public educators in Indiana.

Crabbs-Shaw Family Fund: Established in honor and memory of four Wabash generations of the Crabbs-Shaw family, this fund is to be used for faculty salaries or student scholarships.

Arthur D. Cunningham and Ernest A. Cunningham Scholarships: This scholarship was bequeathed by Alida M. Cunningham to provide aid to worthy junior and senior science students.

Fred and Elizabeth Daugherty Scholarship Fund: This fund provides income for needy prospective students.

Paul U. and Elizabeth K. Deer Scholarship: Established in memory of Paul U. and Elizabeth K. Deer, this scholarship provides support for qualifying students who intend to pursue careers in business.

Mary Louise Denney Woodwind Scholarship: Mary Louise Denney, wife of Professor Paul T. Mielke, participated in College musical organizations between 1957 and 1985, as principal flute in the concert band and chamber orchestra and as a member of a baroque quartet. This scholarship is established in recognition of her service to the College. It is awarded each year to a flutist who is active in Wabash musical organizations, with maintenance for four years depending upon continued music participation and progress toward a degree in course. If there is enrolled flutist, preference will be given in order to performers on oboe, bassoon, clarinet, or French horn. Selection of the Denney Scholar is vested in the Dean's Office, with consultation of the Music Department.

Victor A. DeRose “Legacy of Philanthropy” Scholarship: Established in 1990, this scholarship provides assistance to sophomore, junior, or senior students of good character. The goal of the fund is to assist as many qualified students as possible by selecting students who are of good character and stand in the top third of the class. Importance is placed on students who are interested in pursuing an M.B.A, majoring in economics or science, fluent in foreign language, and who have demonstrated leadership.

Lee Detchon-Beta Theta Pi Scholarship Fund: Established by the will of Lee Detchon, Class of 1923, income from this fund is to be given each year to a member of Tau Chapter of Beta Theta Pi Fraternity.

Paul Logan DeVerter, Sr. Memorial Scholarship Fund for Chemistry: Established by Ruth Hendricks DeVerter in memory of her husband Paul, Class of 1915, the income from the fund is awarded to an outstanding native Indiana upperclassman who is likely to pursue a career in chemistry or chemical engineering upon graduation.

Lucinda Diddie Memorial Scholarship: This scholarship was established in 1987 by Dr. and Mrs. Kenneth Diddie to honor and memorialize Dr. Diddie’s mother. Lucinda Diddie was a very enthusiastic supporter of Wabash, and the scholarship is awarded to a graduate from the Crown Point area high schools. The selection will be made on the basis of scholarship, character and participation in high school activities.

Donald M. DuShane Memorial Scholarship: This fund provides scholarship support with preference for a student in political science.

Luther E. Ellis Memorial Scholarship: Established by his widow, this scholarship is awarded annually to a senior with financial need who demonstrates the high intelligence, citizenship, and integrity characteristic of Mr. Ellis, Class of 1914.

Isaac C. Elston, Jr., Scholarship Fund: Established by Mrs. Florence Elston-Beemer, this fund provides a scholarship each spring to an outstanding and worthy junior entering his senior year the next fall. Mr. Elston was a member of the Class of 1894.

Foster-Ames Scholarship: This scholarship is maintained by funds given in 1946 and 1982 by families, friends, and members of the wire-bound box industry in memory of E. E. Ames, Class of 1903, and Thomas I. Foster, Class of 1914. The student qualifying for this scholarship must be able to do satisfactory college work, but academic excellence is less important than character, qualities of leadership, and need for financial assistance. Preference is given to sons and grandsons of employees’ families of the wire-bound box industry. If no such candidate from the industry qualifies, Wabash College may grant this scholarship to any student meeting the qualifications with demonstrated need.

Barbara and Galan W. “Dutch” Freise ’48 Scholarship: This scholarship provides need-based financial assistance to Wabash students from the rural areas of Illinois. Need should take precedence over academic credentials when awarding this scholarship.

Albert M. Gavit Scholarship: Established by his widow, Mrs. Ann Gavit, the scholarship is awarded to a Wabash student entering the sophomore year whose freshman record shows the greatest potential for original and creative work in the humanities. Mr. Gavit was a member of the Class of 1947.

Garner-Gustafson Scholarship in Chemistry: This scholarship is awarded based on merit and financial need, supporting students majoring in chemistry or biochemistry. Students must maintain a 3.6 GPA in their major and be ranked in the top 10% of their class, and dedicate at least two years in a volunteer activity. Dr. James Bert Garner, Class of 1893, earned multiple advanced academic degrees in chemistry from various institutions, including Wabash. In addition to educator and director of research careers, he was a distinguished inventor who held over 25 patents.

Joe and Mary Genung Scholarship: This scholarship supports all or part of the tuition for students who have financial need and are from the Roachdale, Indiana, area and/or are concentrators in Religion.

Gilbert Memorial Scholarship: This scholarship was established in 1943 in memory of Major George A. Gilbert, Class of 1939, who was killed in an accident May 23, 1943, while serving with the Army Air Force. Following the death in 1958 of Major Gilbert's brother, Oscar M. Gilbert, Jr., Class of 1938, the Gilbert family asked that the scholarship memorialize both men.

Givens Endowed Scholarship: Established by Mr. and Mrs. David W. Givens '56, this scholarship may be awarded annually. The Scholarship(s) is applicable to the cost of tuition, housing, transportation, and books for a semester of study in Europe. A student with a declared major, minor, or area of concentration under the Department of Art, Division II will not be eligible as a candidate for the Scholarship. The Scholar(s) are to enroll in a program, approved by the Off-campus Study Committee, at a European Institution. Courses taken by the Scholar(s) must include one or more in the history of Western Art. The Scholarship(s) will be awarded without regard to need.

P. G. Goodrich Memorial Fund: This fund was endowed by Mr. Goodrich's sister, Elizabeth G. Terry. Mr. Goodrich was a member of the Class of 1930.

John B. Goodrich Charitable Trust: The income from the Trust is used to maintain two separate financial aid and scholarship programs, which taken together provide support for the kinds of students Mr. John B. Goodrich (Class of 1919) wished to help.

John B. Goodrich Grants in Aid: These need-based grants provide financial aid to students who show promise of contributing, in one or several of a wide variety of ways, to the life of Wabash College.

John B. Goodrich Scholarships: These scholarships are awarded without regard to need and on the basis of capacity for both leadership and academic achievement. The stipend for a Goodrich Scholarship is \$3,500 per year.

Lucy Moore Grave Bequest: Wabash College, Earlham College and DePauw University share the income from a bequest made by Lucy Moore Grave, the wife of Dr. Benjamin Grave, who was a faculty member at Wabash College from 1920 to 1928. The funds are available as scholarships for study at a marine biological laboratory with priority being given to the Marine Biological Laboratory at Woods Hole, Massachusetts.

Haenisch-Howell-Hart Scholarship Fund: Established by Robert R. Hart '57 in memory of chemistry professors Dr. Edward L. Haenisch H'71 and Dr. Lloyd B. Howell, Class of 1909, the fund supports need-based scholarships and activities for students studying chemistry.

Hays Scholarship Fund: Established in 1946 by Will H. Hays, Wabash 1900, the income is used for qualifying students. Should the income of the fund exceed the amount needed to support all qualifying students, the excess will be awarded to upperclassmen interested in a career in public service.

Thomas A. and Martha L. Hays Scholarship: This is a scholarship for students from Wabash County, Indiana and/or metropolitan St. Louis, Missouri. The scholarship may be awarded to any student if there are no eligible recipients from Wabash County, Indiana or metropolitan St. Louis, Missouri. Mr. Hays is a member of the Class of 1955.

Charles Maurice Hegarty Fund: Established by Dr. W. Harvey Hegarty, in memory of his father, Class of 1931, this fund is used for the financial needs of a worthy student, with preference given to men from Vermillion County, Indiana.

Thomas Corwin Hood Memorial Scholarship Fund: This fund was established by the will of Thomas S. Hood in memory of his father, Thomas Corwin Hood, Wabash Class of 1881. In granting scholarships created by the Hood Scholarship Fund, preference is given to applicants who are sophomores, juniors, or seniors and who have indicated their intention to attend medical school following their graduation.

Carl P. Horneman '61 Endowed Scholarship: This is a need-based scholarship, as recommended by the Office of Financial Aid, for students who have met the admissions requirements of Wabash College and are judged by the appropriate committees to be representative of students that will support the mission, programs, and activities of Wabash College during their undergraduate years and afterwards. The scholarship may be awarded initially to a freshman, sophomore, junior, or senior recipient. If the recipient has met the criteria of the scholarship as judged by the appropriate person or committee, the award may be repeated for the next year until his graduation from Wabash College.

James H. Howard Memorial Scholarship: Established by Mr. and Mrs. Vesper Howard in memory of their son James, Class of 1986, the scholarship is awarded on the basis of need to the member of Phi Kappa Psi Fraternity who best personifies the personal characteristics of James Howard.

Lawrence F. and Ruth Hunter Memorial Scholarship Fund: Established by the wills of Lawrence F. Hunter, Class of 1929, and Ruth Hunter, the scholarships are to be awarded to needy members of the junior and senior classes majoring in economics who want to increase their understanding of the market economy and its great benefits; and to juniors and seniors majoring in political science who want to increase their understanding of the salutary effect of a limited, decentralized, federal form of government on freedom.

Journal-Review Scholarship: Established by the Crawfordsville *Journal-Review*, the scholarship is for one or two Wabash men with a keen interest in the newspaper field. This might include students with an interest in investigative reporting, photography, public affairs writing, scientific journalism, or any other field directly related to newspaper journalism.

E.O. and Lulu Kirkpatrick Memorial Scholarship: This fund provides scholarships for a deserving student from Montgomery County, Indiana, with financial need. Mr. Kirkpatrick was a member of the Class of 1917.

Robert G. Knight, Jr. Memorial Scholarship: This scholarship was established by the Knight Family in honor of their husband and father, a 1955 graduate of the College and proud member of Phi Kappa Psi. The scholarship fund is intended to provide tuition support for deserving Wabash students who are of good character, who are excellent students, and who are active in the College and/or local community. Preference is given to prospective students who are of good character, are ranked in the top ten percent of their high school graduating class, and have made a demonstrable impact on their local community; and for returning students who have achieved a cumulative grade point average of 3.75 or higher, and have made a demonstrable impact on the local community (ideally on campus or in Crawfordsville; however, the College may give some consideration to extraordinary involvement in a student's hometown).

George M. Lee Scholarship: Established by his widow, Elizabeth C. Lee, this fund provides scholarship assistance to worthy students from Madison County, Indiana.

Mastin Foundation Scholarship Program: This program provides scholarships to students who are finalists or semi-finalists in the National Merit Scholarship Program who major at Wabash in the natural sciences such as chemistry, biology, math, or physics.

Mary McCallister Scholarship: Established by the will of Mary McCallister, the income of this fund shall be used to provide scholarships for students who without the assistance of the scholarship would be unable to attend Wabash College.

Sarah F. McCanliss Scholarship Fund: This scholarship honors a pioneer resident of Parke County, Indiana, Sarah F. McCanliss, mother of Lee McCanliss, Class of 1907. Preference is given to Parke County high school graduates.

Paul Caylor McKinney '52 Memorial Scholarship: This is a two-year scholarship awarded to a junior with demonstrated need, whose major and minor fields of study are in different academic divisions and whose GPA is consistently 3.0 or higher. Dr. McKinney taught chemistry at Wabash for 45 years until his retirement in 2001, and was Dean of the College from 1981-1993. His undergraduate years at Wabash broadened his intellectual horizon and led to friendships that accompanied him throughout his life.

Lee '62 and Rose McNeely Scholarship Fund: This fund provides need-based financial assistance to Wabash students from the state of Indiana.

Mefford Scholarship for Political Science: This scholarship established by a bequest from Gordon Mefford, Class of 1938.

Jack Meng Endowed Scholarship: A gift of John C. "Jack" Meng, Class of 1966, loyal Son of Wabash, this need-based, four-year scholarship assists qualifying and deserving young men so that they might have the educational opportunities afforded to them by Wabash College. Preference is given first to students from Midwest states, then elsewhere.

Paul Mielke Scholarship Fund: This scholarship is awarded to a student with financial need with an interest in mathematics, who has demonstrated progress in mathematics courses in high school. The scholarship honors Dr. Paul T. Mielke, Class of 1942, professor of mathematics (1946-1985), and founder of the computing laboratory, teaching the first courses in computer programming at Wabash.

R. Robert Mitchum Memorial Fund: The fund provides a scholarship on the basis of financial need for a "B" student who is active in the extracurricular life of the College. R. Robert Mitchum H'59 founded the music department, served as Director of the Glee Club and band 1949-69, head golf coach, and Director of Alumni Affairs 1974-1982.

R. Robert Mitchum-Thomas D. Marchando Scholarship: This scholarship is awarded to students with preference given to those from Western Pennsylvania who reflect the high ideals that were manifested in the lives of Bob Mitchum H'59 and Tom Marchando '57.

Montgomery County Scholarships: Initiated by gifts from the Board of Commissioners of Montgomery County, Indiana, the scholarship provides an amount equal to full tuition and continue throughout the student's course, provided that he maintains a satisfactory college record. Candidates are nominated by the Montgomery County Commissioners.

Frank A. Mullen '53 Scholarship: This fund provides scholarship assistance to one or more Wabash freshman, sophomore, junior, or senior student(s) of good character who have demonstrated financial need and have a "B" standing.

LaVerne Noyes Scholarship Foundation: This foundation provides scholarships for direct descendants of American veterans of World War I.

The Todd M. Peters '87 Fund for Athletic Team Managers/Trainers: This scholarship is awarded to a student athletic team manager or trainer who is a sophomore, junior, or senior with at least one season of experience as manager or trainer of a varsity sport, with first preference to the basketball program and then other sports. Consideration will be given to a student who served as athletic manager or trainer during the preceding academic year, and he is not required to be a manager/trainer during the year he receives

the scholarship. Student-athletes are not eligible to receive this award. Students must be on track to meet all minimum requirements towards graduation as outlined in the Wabash College academic bulletin. This scholarship may be awarded with or without regard to financial need to any student who fits the above criteria. It may be awarded for more than one year to the same student.

Plumley Family of Tennessee Scholarship Fund: This fund was established to award an annual scholarship to a student from Tennessee.

Byron and Priscilla Alden Price Scholarship Fund: This fund was established by Byron Price, Class of 1912, to endow scholarships.

Marion & Victor Powell-Nate Quinn Scholarship: Established by Professor Victor and Mrs. Marion Powell, this award honors Nate Quinn, an exceptional Wabash College art student. Nate overcome tremendous odds and tragic circumstances and deeply impressed them with his talent and hard work before he moved on to New York to pursue graduate studies and work on the sets of Broadway shows.

John Charles Rafferty Scholarship Fund: Established by Joan Rafferty Harrington and Edwin Harrington, this fund is named in honor of John Rafferty, Class of 1954, and is given to an upperclassman with financial need and in the upper half of his class. Preference is given to students from Fountain and Montgomery counties in Indiana, and then to other students from elsewhere in Indiana.

Dr. James Harvey Ransom Scholarship Fund: Income from this fund is used for worthy and needy students majoring in chemistry. Dr. Ransom was a member of the Class of 1890.

Alice L. and Benjamin A. Rogge Scholarship Fund: Established in 1999 to honor longtime Wabash professor of economics and Dean of the College Ben Rogge H'53 and his wife, Alice, the Rogge Scholarship Fund has as its guiding principle significant financial support for young men who have demonstrated leadership skills, academic achievement, and concern for others. Further, preference will be given to those young men who have met the guiding principles but might not be able to attend Wabash without financial assistance. The scholarship will be a minimum of full tuition, and may not be used for off-campus study if awarded to an international student.

Norman P. Rowe Endowed Scholarship: Established from the estate of Norman P. Rowe '60, the scholarship is awarded to incoming freshmen who have demonstrated financial need and who rank in the top 25 percent on the SAT or other test used nationally for the purpose of determining suitability for college and university admission. The intent of this scholarship is to allow qualified students to attend the College who would otherwise lack the financial resources to do so.

Lewis S. Salter Pep Band Scholarship: Established by Mr. and Mrs. James A. Davlin V, Class of 1985, the scholarship is awarded to a student who is an active member of the College Pep Band. Dr. Salter H'57 was a physics professor, President of the College from 1978 to 1988, and an active member of the Pep Band.

George S. Sando Scholarship: Established by George S. Sando, Class of 1922, the scholarship is to be used by scholars who are inquiring into Causes of Freedom and Liberty, or maintaining high-minded theories of liberty.

John C. Schroeder Fund for Study Abroad: This fund provides support for students with financial need who participate in College-approved study abroad programs. First consideration is given to students who study in Harlaxton, England and to students who are modern language majors who need to study abroad to further their language studies. It may then be awarded to other eligible students who have been approved by the College for study abroad.

Atwood, Adeline, and Bonnie Smith Scholarship Fund: Created by Atwood Smith, Class of 1934, to honor his wife and daughter who shared his love for Wabash College, the fund provides a need-based scholarship to students who live in Calumet City, East Chicago, or Hammond, Indiana. If no students from these three cities are eligible, then scholarships may be awarded to eligible students from Lake County or Porter County. If no students from Lake County or Porter County are eligible, then scholarships may be awarded to eligible students from anywhere in Indiana.

Smith Family Scholarship Fund: Established by Mr. and Mrs. Donald E. Smith, Class of 1959, the income from the fund provides assistance to an outstanding high school graduate regardless of financial need. Each scholarship is awarded for four years and is conditional on satisfactory progress towards graduation.

James and Susan Smith Family Scholarship: This fund supports Wabash College's 3-2 dual degree engineering program with Purdue University. Any student who enrolls in the program is eligible for this scholarship, which is renewable on an annual basis if the recipient student remains enrolled at Wabash and in the Wabash-Purdue engineering program. The College, at its discretion, may award this scholarship to multiple students. Jim Smith was a local businessman who grew up and resided in Crawfordsville and maintained close ties to the College. Four out of his six sons are graduates of Wabash.

Frank H. and Abbie M. Sparks Memorial Scholarship Fund: Established by President and Mrs. Sparks and their friends, the fund helps meet the scholarship needs of young men attending Wabash College. The scholarship awards are made on the basis of academic achievement and financial need. Consideration is given first to applicants from Marshall County, Indiana, Dr. Sparks' boyhood area, and then to residents of Indiana. Preference is given to students with high personal character and community service.

Nancy A. and Wayne E. Stanberry Scholarship: This scholarship supports students at Wabash College, and was established in their memory by their son, Thomas E. Stanberry '76.

Waldo E. Stephens Scholarship: Established in memory of Dr. Waldo E. Stephens H'72, by his wife Doris, the scholarship is awarded annually to a junior who plans a career of government service. When possible, preference will be given to students whose special interest is in international relations or international law.

Dr. Joseph A. Stepka Class of 1934 Scholarship: This scholarship will be awarded with first consideration to a biology major who is a resident of New York state, and then to other students.

David Russell Stone Scholarship Fund: The fund was established by Mr. and Mrs. Charles T. Stone in honor of their son, David, Class of 1991.

Tannenbaum Scholarship: The Tannenbaum Scholarship covers an amount equal to full tuition cost for four years, provided that the student maintains a good college record. Selection is made on the basis of promise as a scholar and as a person, and on the basis of financial need. The scholarship was established by Mr. Ferdinand Tannenbaum, Class of 1912, of New York City, and is now supported by Mr. and Mrs. Eugene Ratliff of Indianapolis.

John Steele Thomson Scholarship: This fund was established by Richard H. Maxwell '50 and other descendants of Rev. Thomson, one of the founders and original trustees of Wabash College and professor of Mathematics and Natural Philosophy. The scholarship provides need-based support to recipients who must maintain a 3.0 or B-average and be of good character. The scholarship may be awarded initially to a freshman, sophomore, junior, or senior and may be awarded until graduation if he has met the criteria of the scholarship.

Dr. Thomas E. Topper '70 Scholarship Fund: Established through a gift from his estate, the fund provides need-based scholarships to qualified young men from F. J. Reitz High School and/or Mater Dei High School in Evansville, Indiana. If no F.J. Reitz High School or Mater Dei students qualify or choose to attend Wabash,

the College may award the scholarship to qualified students from any Evansville high school. If no Evansville students qualify or choose to attend Wabash, the College may award the scholarship to qualified students from Southwest Indiana, Southeast Illinois, or North central Kentucky. The Topper Scholarship will provide up to three partial scholarships per year. Each recipient will maintain the Topper Scholarship for his freshman, sophomore, junior, and senior years provided he continues to demonstrate financial need and good academic standing. The Topper Scholarship will provide additional partial scholarships as the fund income allows.

Trippet Family Scholarship Fund: This fund was established by C. Kightly Trippet '36 honoring former President Byron K. Trippet '30, C. Kightly Trippet and their parents, Sanford and Edith K. Trippet, who during the 20th century have sought to set an example that encourages young people to pursue higher education. Preference is given to men who are majoring in some form of communications.

Peter Valentine Scholarship: Established by Merrillee D. Valentine in honor of her son, Peter, Class of 1982, the scholarship is given to an incoming first-year student or upperclassman from the state of Illinois and preferably to those from Peoria County, Illinois. The student must be outstanding in character, scholarship, personality, and leadership. The financial need of the student is taken into consideration.

Harry L. "Red" Varner '34 and Juanita Varner Scholarship: Income from this fund shall be used to provide tuition and room and board for an accepted entering freshman student at Wabash College.

Dr. L. John and Margaret K. Vogel Endowed Scholarship Fund: Established by Dr. and Mrs. Stanley J. Vogel '66 and Dr. and Mrs. Gordon A. Vogel '72, the fund honors their parents. It is used to provide financial assistance to an entering freshman with high-quality academic achievement.

Ivan Wiles Scholarship: This scholarship is awarded to an entering freshman and may be continued with the same student for four years. Ivan L. Wiles, Class of 1922, was a mathematics and psychology major whose automotive career led to him being named General Manager of the Buick Motor Division and then Executive Vice-President of General Motors. He was a member of the Wabash College Board of Trustees from 1952-1981 (and its President from 1958-1965). He received the Alumni Award of Merit and an Honorary LLD from Wabash.

Mary E. Wilson Memorial Scholarship Fund: This fund was established by Frederick W. Wilson, Jr., Class of 1969, in honor of his mother.

Robert H. Winter, MD '60 and Nancy R. Winter Endowed Scholarship: This scholarship is awarded annually to a student in biology.

Scholarship and Tuition Awards from Endowment

Besides the scholarships previously described, which are assigned on the basis of terms set forth in the supporting funds, the College offers a number of scholarships financed from endowment. These are available to assist students of unusual promise who otherwise would be unable to attend Wabash. To establish eligibility students must file Financial Aid applications with the College Scholarship Service each year. Awards vary in number and value from year to year and are related always to the need of the individual. These awards may continue throughout the student's college course, provided that he maintains a satisfactory college record and that his need for assistance continues. In granting these scholarships and tuition awards, the Financial Aid Committee takes into consideration four principal criteria:

1. The extent of need.
2. Academic record.
3. Personality, character, and qualities of leadership.
4. Excellence in student activities.

The income from the following funds contributes to the support of the program described in the preceding paragraph:

Byron Randolph Russell and Edward Payson Ames Scholarship Fund: This fund was established by Elsie R. Ames in memory of her father, Byron Randolph Russell (Class of 1872), and her husband, Edward Payson Ames, Class of 1871.

Georgia F. Arnkens Memorial Fund: The fund was established in memory of Conrad Arnkens, Class of 1953, by his widow, to be used for poor, needy and deserving students.

Ruth M. Asbury Scholarship Fund: The fund was established by the wills of Max Asbury, Class of 1931, and his wife Ruth.

Athens City Scholarship Fund: The scholarship was established by members of the Crawfordsville Wabash Club.

George M. Baldwin Fund: Established by Colonel George M. Frazor, the fund is to be used to meet the financial needs of a worthy student.

Dr. Rudolph C. Bambas Scholarship Fund: This fund was established by his wife, Frieda Bambas, in honor of Dr. Bambas, Class of 1937. He had an outstanding academic life as a professor of English and was a loyal alumnus all his life. The Bambas Fund is a permanent part of the Endowment Fund.

Robert J. Beck-James D. Price Scholarship: This scholarship was established in memory of Robert J. Beck, Class of 1920, by his friends and by his associates in Thomson McKinnon Securities, Inc., and in honor of James D. Price, Class of 1960, by Alex S. Carroll.

Barry Bone Scholarship Fund: Established by Phi Gamma Delta fraternity brothers and friends, the fund honors the memory of Barry P. Bone, Class of 1983.

Ruth McB. Brown Scholarship Fund

R. D. Brown Memorial Scholarships: These scholarships were established by Jean Brown Hendricks.

Howard Buenzow Scholarship Fund: The income from this fund is to be used for student financial assistance with preference to students from Lane Technical High School in Chicago.

Edward Buesking Scholarship Fund: Income from this fund is to be used for scholarships for worthy students who are residents of the state of Indiana.

Cynthia Campbell Byrne Memorial Scholarship Fund: This fund was established by Virginia B. Campbell.

Joseph E. Cain Memorial Scholarship Fund: This fund pays tribute to the memory of Joseph E. Cain, who served as President (1946-60) and Co-Chairman of the Board (1960-63) of P. R. Mallory and Company, Inc., and for many years served as a civic leader in Indianapolis and Indiana. The fund is made possible by an initial grant from the P. R. Mallory Company Foundation, Inc., supplemented by gifts from numerous friends and business associates of Mr. Cain. Both academic ability and financial need are taken into consideration in awarding this scholarship, but these considerations are less important than the character, personality, and leadership potential of the candidates.

Martha A. Caperton Scholarship Fund: This fund was established by a bequest from Mrs. Caperton, mother of Woods A. Caperton, Class of 1932.

Central Newspapers, Inc., Scholarship Fund: This fund provides scholarship support with preference for students interested in journalism.

Class of 1907 Memorial Fund: This fund was established by members of the class upon the 50th anniversary of their graduation.

McMannomy and Elizabeth Coffing Educational Foundation: Established in 1949 by the late McMannomy Coffing, Class of 1913, funds are used to help meet the financial needs of worthy and qualified students. Special consideration is given to residents of Fountain County, Indiana.

Wayne M. and Katherine G. Cory Scholarship Fund: Income from this fund is used for scholarship purposes.

Edward Daniels Scholarship Fund: This fund was established by Parke Daniels in memory of his brother Edward, Class of 1875 and a Trustee of the College from 1896-1918.

William H. Diddel and Helen C. Diddel Scholarship Fund

Lawrence and Velma Dill Scholarship: Created in 2002 by their sons, G. Michael Dill '71 and J. Mark Dill '75, the fund provides scholarship assistance to all Wabash students who are graduates of Jasper and Warren county high schools. This scholarship is to be awarded without regard to financial need. The Dill Scholarship is a financially variable scholarship and will be awarded to all eligible candidates on an equal basis.

Joseph Foster Memorial Scholarship: This scholarship was established by Russell Foster Abdill in memory of his grandfather, Joseph Foster.

Theodore C. Frazer Scholarship: This scholarship is supported by a fund bequeathed to Wabash by Ada W. Frazer of Warsaw, Indiana, in memory of her husband, Theodore C. Frazer, who graduated from Wabash in 1903. The income from the fund provides scholarships for students selected by the scholarship committee of the College on the basis of academic record, citizenship, and the need for financial assistance. Preference is given to applicants who are residents of Kosciusko County.

Donald C. Frist Scholarships: This scholarship was established by Enid F. Lemstra in memory of her brother, who was a member of the Class of 1920.

Ira D. Goss Scholarship Fund: This fund provides scholarships to deserving students who need assistance to attend Wabash College, with favorable consideration being given to men from Fulton County, Indiana. Mr. Goss was a member of the Class of 1903.

Theodore G. Gronert Scholarship: established in memory of Professor Gronert by his former students, particularly those from the Class of 1935, the scholarship is granted at the start of each academic year to a freshman selected by the Dean of the College and the Director of Financial Aid. Such factors as personal character, financial circumstances, interest in history, leadership in high school, and community service are considered.

William H. (W1938) and Margaret R. Hamlin Scholarship Fund: This fund was endowed by a bequest from Mrs. Hamlin.

Frederick Rich Henshaw, Jr. (W1920) Fund: This fund was given to Wabash by his father.

Hollett Family Scholarship Fund: This fund was established in memory of John E. Hollett, Jr., Class of 1928, by his sons, John E. Hollett III, Class of 1959, and Thomas S. Hollett, Class of 1956, and by his brother, Byron P. Hollett, Class of 1936. The income from the fund is granted to a needy student who combines above average academic achievement with high promise of achievement in extracurricular activities.

Inland Container Corporation Scholarship: Established by the Inland Container Corporation Foundation, Inc., income from the fund supports the College's general scholarship fund.

George and Yvonne Kendall Fund: This scholarship was established by a bequest from Mrs. Kendall. George Kendall was Dean of the College (1923-1940), Dean of the Faculty (1944-1957), and Milligan Professor of English (1920-1957).

William F. Kraas, Jr. and Julia Kraas Scholarship: This scholarship was established by Lisa Kraas in honor of her grandparents. Income from this fund is used for scholarship purposes.

Frederick W. (W1945) and Lois G. Lowey Scholarship Fund: This fund was established by Mr. and Mrs. Lowey.

Roy Massena Scholarship Fund: This fund was established through the will of Mrs. Mabel Massena to honor her husband, Roy, Class of 1902.

Anne Darby McCann Scholarship: This scholarship was established by the will of Mrs. McCann in 1964 in memory of her father, O.V. Darby, Wabash Class of 1878.

Thomas G. McCormick Scholarship Fund: Mr. McCormick was a member of the Class of 1929.

C. Raymond Miller Memorial Scholarship Fund: Established by the Board of Trustees, the fund honors C. Raymond Miller, a member of the Class of 1921 and former Eli Lilly and Company executive.

William S. (W1923) and Catherine G. Miller Scholarship: These scholarship grants are made and continued on the basis of both financial and academic achievement.

Caleb Mills Scholarships: These scholarships honor Caleb Mills, first professor of Wabash College and founder of the public school system in Indiana. They were made possible by the generous bequest of Helen Condit, granddaughter of Caleb Mills. These awards are made to Indiana students who show extensive financial need and who have outstanding personal characteristics and good academic potential. Preference is given to students from rural areas and small communities. Each scholarship is for four years.

Nicholas H. Noyes, Jr. Memorial Foundation Scholarships

William Pearlman Scholarship: This fund was bequeathed to Wabash College by Charlotte S. Pearlman in memory of her husband who was a business leader in Crawfordsville for many years.

Byron and Pauline Prunk Scholarship: This scholarship was established by Ms. Helen L. Prunk in honor of her parents, Dr. Byron F. Prunk, Class of 1892, and Pauline D. Prunk.

Russell E. Ragan Scholarship Fund: This fund was established by his daughter, Peggy Ragan Hughes, and his son, Robert R. Ragan, Class of 1949. It is expended annually for a deserving student selected by the Dean of the College.

Reader's Digest Foundation Scholarship: This scholarship was established in 1965.

Erna F. Rhoads Scholarship Fund: This fund provides scholarship aid for deserving Wabash students.

Robbins Brothers Memorial Fund: Created by members of the Robbins family, the fund honors Virgil Robbins, Class of 1924, and his brother, Ananias Robbins, Class of 1928.

Schultz Family Scholarship Endowment: This fund was established by Florence Schultz, whose family was in business in Crawfordsville over 50 years.

Theodore T. Schweitzer Scholarship Fund: This fund was established by a bequest from Mr. Schweitzer, Class of 1925.

Frances Scott Bequest

Melvin Simon and Associates, Inc. Scholarship Fund: Income from this fund is used for scholarship purposes.

Lester Sommer Scholarship: This scholarship was established by friends of Lester Sommer H'41 on the occasion of his 90th birthday.

Harriet Benefiel Stokes Memorial Fund: Established by Merle B. Stokes, Class of 1905, this fund honors the memory of his mother.

Michael Swank Scholarship Fund: This fund was established by a bequest from Mr. Swank, Class of 1961.

Robert Alden Trimmer Memorial Scholarship Fund: This scholarship was established by his parents in memory of Robert Alden Trimmer, Class of 1966. The scholarship is awarded to qualifying students who are interested in building a better world.

Wolcott Memorial Scholarship: This scholarship comes from funds made available by friends of the late Roger G. Wolcott, a member of the Class of 1915, who served as a member of the Board of Trustees of the College from 1953 until his death in 1958. In addition to the annual scholarships listed above, a varying number of special single gifts are available each year for awards.

College Loan Funds

The College has funds from which students in need of assistance may borrow money to apply to their educational costs or to meet emergency situations. Eligibility and application for this support is administered through the Financial Aid Office. The principal funds which support loans to students are:

Finch Fellowship: This fellowship was established in 1923 by the will of Alice Finch, in memory of her father, Fabius M. Finch, and her brother, John A. Finch.

James M. Hains Fund: This fund was established in 1867 by a gift from James M. Hains, a Trustee of the College from 1876 to 1893.

Cyrus W. Knouff Loan Fund: Endowed by Cyrus W. and June D. Knouff, Class of 1898, the fund provides loans to assist worthy students in acquiring an education.

Walter H. Acheson Revolving Loan Fund: This fund was established in memory of Walter H. Acheson of the Class of 1923 by his family and many personal friends and business associates.

Ray Barnes Family Loan Fund: This fund was established in 1955 by Mr. and Mrs. Ray Barnes and family, newspaper publishers of Elwood, Indiana.

Ray Bently Loan Fund: This fund, established in 1957 by Mr. E. Ray Bently of Boston, Massachusetts, is designated for needy students.

M. Rudolph Campbell Memorial Loan Fund: This loan fund was established by Mrs. M. Rudolph Campbell in memory of her husband, Class of 1906.

Ellis Carson Loan Fund: This fund was established in 1946 by a gift from William Carson, father of Ellis Carson, Class of 1931, of Evansville, Indiana.

Bing Crosby Youth Fund Student Loan: This fund is to be used for loans to students who have satisfactorily completed their freshman year and are in need of financial help.

Don Gordon Evans Loan Fund: This fund was established by Mr. and Mrs. Dale V. Evans in memory of Don Gordon Evans of the Class of 1968.

Albert M. Gavit Memorial Loan Fund: The Gavit Fund was established by friends of Mr. Gavit.

A. H. Gisler Loan Fund: Established in 1954 by Mr. A. H. Gisler, Class of 1913, this fund is for students in financial distress of any kind.

Leland S. Hanicker Memorial Loan Fund: The Hanicker Fund was established by Mrs. Hanicker and her daughter, Ruth Hanicker, in memory of Leland S. Hanicker, Class of 1918.

Ralph G. Hesler Memorial Loan Fund: This fund was established in 1975 by the family and friends of Mr. Hesler, Class of 1943.

Holt and Olive Loan Fund: This loan fund was established by Mr. Henry Holt and Mr. George S. Olive of Indianapolis.

C. Ted and Thelma L. Johnson Fund: Established in 1970 by Mr. and Mrs. C. Ted Johnson of Indianapolis, the principal and interest of the fund may be used for loans for deserving and needy students of average scholastic ability.

William B. Johnston Loan Fund: This fund honors Mr. Johnston, who was a member of the Class of 1950.

George Valentine and Yvonne Kendall Loan Fund: This fund was established by Dean Kendall's sister, Alice Rosamond Kendall. For many years Dean Kendall was an outstanding faculty member and the Dean of the College. For one year, in 1940-41, he served as Acting President of the College and then as Dean of the Faculty until his retirement in June 1957.

Edward H. (W1897) and Austin W. (W1885) Knight Student Aid Revolving Loan Fund: The principal and interest from this fund may be used in making loans and is administered by the Board of Trustees of Wabash College or under its direction. The cash in this fund may be commingled with other Wabash loan funds. Preference shall be given to the initiated members, if any, of the Indiana Chapter of Phi Kappa Psi fraternity.

Mrs. Edward H. Knight Memorial Fund: This fund was established by gifts received by the College in Mrs. Knight's memory.

Herbert G. Larsh Student Loan Fund: Established by his wife and daughter, the fund honors Mr. Larsh, who was a member of the Class of 1896.

Richard H. Lovell Memorial Loan Fund: Established in memory of Richard H. Lovell by his family and friends, the purpose of the fund is to provide temporary financial assistance to students.

Dean Norman C. Moore Student Fund: Established in 1998 by the Moore children in honor of Dean Moore's 70th birthday and generously supported by many other Wabash alumni and their families, the Dean Norman C. Moore Student Fund honors the long-time Wabash College Dean of Students (1959-1984). To be administered at the discretion of the Dean of Students, the income from this endowed fund is used to assist students with personal financial situations that might preclude them from continuing or finishing their Wabash education.

Marshall A. Pipin Loan Fund: The Pipin Loan Fund was established by contributions to the College by friends of Marshall A. Pipin, Class of 1924, and Trustee of the College from 1961 to 1966.

Donald Reddick Loan Fund: The fund honors the memory of Dr. Reddick, Class of 1905.

Rohrman International Student Loan Fund: Established in 1994 by Mr. and Mrs. Robert Rohrman, the fund provides seed money to needy international students.

Ronald Bruce Shearer Revolving Loan Fund: This fund honors the memory of Ronald Bruce Shearer, Class of 1968, outstanding athlete and football co-captain. The fund was established by his family, Delta Tau Delta fraternity brothers, and classmates and friends.

Byron L. Stewart Memorial Loan Fund: This fund was established in 1966 by Mrs. Byron L. Stewart and friends in memory of Byron L. Stewart, Class of 1926, and Trustee of the College from 1963 to 1966.

Jean Van Dolah Memorial Revolving Loan Fund: Established by Harry J. Van Dolah and H. James Van Dolah, Class of 1966, in memory of their wife and mother, the fund, supported by family and friends, is to be used by students majoring in chemistry or in a pre-medical curriculum.

Louis Wiley Loan Fund: This fund was established in 1935 by a bequest from Louis Wiley, Wabash, LLD (1927).

Wabash College Prizes and Awards

American Institute of Chemists Foundation: This annual award is presented to a senior chemistry major in recognition of the student's academic ability, leadership, and professional promise.

Angus-Sciencetech Award: Made by the DJ Angus-Sciencetech Education Foundation in recognition of excellence in science, mathematics, or social sciences, this award is presented to a student who has shown exceptional improvement in academic performance over the last year.

Baldwin Prize in Oratory: The late D. P. Baldwin, L.L.D., gave the College a sum, the interest from which is awarded annually to the three students who "compose and pronounce the best orations."

James E. Bingham Award: Established by members of the law firm of Bingham Summers Welsh & Spilman, in memory of James E. Bingham, Class of 1911, this award is given each year to one or more distinguished seniors who will enroll in an A.B.A.-accredited law school for the next academic year. The cash award is presented at the Peck Award Banquet each spring with a member of Mr. Bingham's law firm participating in the selection process.

W. N. Brigrance Speakers Bureau Award: Established by May and James Ching, Class of 1951, in honor of W. N. Brigrance, long-time chairman of the Speech Department and founder of the Speakers Bureau, this prize provides a cash award for the student who has done the most for the Speakers Bureau during his college career.

Edgar C. Britton Award: This cash award is given annually to a senior chemistry major selected by the Chemistry Department faculty for his promise in graduate study. The award was established in memory of Edgar C. Britton, who attended Wabash as a member of the Class of 1915.

John Maurice Butler Prize for Scholarship and Character: This cash prize, established by Mrs. Alpheus Henry Snow in 1923 in memory of her brother, John Maurice Butler, Class of 1887, is awarded to "the senior having the best standing in scholarship and character."

Ernest G. Carscallen Prize in Biology: This prize is given in memory of Ernest G. Carscallen '34, son of Professor and Mrs. George C. Carscallen. The income from the fund is awarded to an outstanding biology major in the senior class.

George E. Carscallen Prize in Mathematics: This prize is given in memory of Professor Carscallen (W1906), who taught mathematics at Wabash from 1924-1956. Income from the fund provides an annual prize to a senior mathematics major selected for his outstanding achievement.

F. Michael Cassel Fund: The Cassel Fund provides awards to political science majors of great promise. Scholarship awards are made to seniors for graduate study in political science. Project awards are made to juniors to promote independent research.

Louis Catuogno Prize in Piano: Made possible by a gift from Mrs. Edward McLean in memory of her brother, who was chairman of the Department of Piano at Texas Technological University at Lubbock, Texas, this prize is awarded to that student who, in the estimation of the chair of the Music Department at Wabash College, demonstrates ability and appreciation of piano as a medium of musical expression.

Ryan Champion Theater Performance Award: This award is given annually by the Wabash College Theater Department to a student demonstrating excellence in the areas of acting and directing. The award honors the memory of Ryan Champion, a member of the Class of 2007, who died in an automobile accident

in 2004. Ryan's participation in theater production work in the musical *1776*, produced in October 2004, set a standard of quality and commitment recipients of this award will be expected to achieve. The endowment for the Ryan Champion Theater Performance award was established through a gift from Mr. Gregg Theobald, Class of 1992, and Ryan's friends, family, and classmates.

John F. Charles World History Prize: This prize is awarded annually to the senior history major who is considered most outstanding in a field or fields of history other than American. It is presented by the History Department of the College in memory of their friend and colleague, John F. Charles H'52.

Thomas A. Cole Alumni Prize in Biology: In 1998, following the death of Thomas A. Cole, Class of 1958 and long-time Norman E. Treves Professor of Biology at the College, the Eliot Churchill Williams Alumnus Prize was renamed the Thomas A. Cole Alumni Prize in Biology. This prize is in memory of Professor Cole and his encouragement of research by Wabash graduates. The income from this prize will be awarded to a graduate who is involved in further study in the area(s) of biology, environmental science, or medicine.

Community Service Award for Outstanding Work: This award is given annually to the student or students who, in the judgment of the committee, have embodied the spirit of selfless community service to Wabash College, Crawfordsville, and Montgomery County. Its purpose is to highlight and reward humanitarian actions, on a night when Wabash honors its finest. The students will receive a plaque with their name and the year won, and \$100 will be sent to the charity of their choosing. A large plaque will be maintained in the Dean of the College's Office.

J. Harry Cotton Prize in Philosophy: The Cotton Prize is given to that student judged by the Philosophy Department to have done the best work in philosophy during the year.

Joseph Johnston Daniels Awards in Philosophy of Law and Constitutional Law: Established in 1974 by Katherine D. Kane in memory of her father, Joseph Johnston Daniels, Class of 1911, the Daniels Award for the best paper in philosophy of law is given to the student whose paper most effectively provides understanding and evaluation of the philosophical bases on which the Anglo-American legal order was constructed. In constitutional law, the Daniels Award is given to the student whose paper most effectively evaluates the effect of the United States Constitution by a decision of the Supreme Court of the United States.

Fred N. Daugherty Award: Established by the Directors of H-C Industries, this award, is given (at least once every four years) to a student from Montgomery County who has shown significant intellectual and social growth and achievement as a result of the Wabash experience.

The Randolph H. Deer Prize for Outstanding and Continued Work in Art: Made possible by a gift from Randolph H. Deer, an Indiana native and lifelong supporter of the arts, the prize is set up to reward and encourage art majors for exceptional work during their freshman and sophomore years. The recipients are selected by the Art Department faculty based on their achievements in the art department. The prize will be awarded in two installments: half before the junior year, and renewable before the senior year.

Robert S. Edwards Creative Writing Award: A memorial to Robert S. Edwards, Class of 1943, in recognition of his deep faith in the power of language—especially the written word, this cash gift is given annually to that member of the junior or senior class who demonstrates the greatest skill and originality in creative writing in a course offered by the English Department.

Ruth Margaret Farber Award in English: This award is made each year from a fund established by John Farber, Class of 1915, of New York in honor of his mother, whose keen intellect, sound judgment, and generous hospitality made her home in Mills Place a beloved second home for students and faculty. The award goes to that member of the junior class who has shown the most promise as a student of English or American literature.

Walter L. Fertig Prize in English: This award is given annually to a member of the senior class who, in the judgment of the English Department, has accomplished distinguished work in his study of English and American literature. The prize takes the form of a cash award derived from a memorial fund established in 1977 by Mrs. Catharine Fertig, Paul Fertig, Class of 1941, and their families, with monies contributed by the friends of Walter L. Fertig, Class of 1938, long-time Milligan Professor of English Literature and chairman of the English Department.

Walter L. Fertig Prizes in Freshman Writing: This prize is given annually to three members of the freshman class for distinguished pieces of expository or creative writing nominated by the members of the faculty and judged by the English Department. First prize is a partial scholarship applicable the sophomore year, supplemented by a cash award. Second and third prizes are cash awards. They are derived from a memorial fund established in 1977 by Mrs. Catharine Fertig, Paul Fertig, Class of 1941, and their families, with monies contributed by the friends of Walter L. Fertig, Class of 1938, long-time Milligan Professor of English Literature and chairman of the English Department.

Harold Q Fuller Prize in Physics: This award is presented annually to the junior physics major who is judged by the Physics Department to be most worthy. The award was established in 1979 by Harold Q Fuller, Class of 1928.

Glee Club Senior Award: This prize is awarded annually to those seniors who have made the most valuable contributions of effort and talent to the Glee Club while at Wabash. Selection is made by the active membership of the Glee Club.

David B. Greene Award for Distinguished Work in Art History: This award was established by Professor Greg Huebner H'77 to honor Dr. Greene, distinguished professor of religion and music, Music Department chair, Humanities Division chair, and longtime friend and mentor from 1966-1988. Dr. Greene made tremendous contributions to all the fine arts programs during his tenure at Wabash College.

Theodore G. Gronert Scholarship Award: The Gronert Scholarship is given annually to a senior who has demonstrated excellence in the study of United States history and government. It is presented by Byron Cox Post No. 72, the American Legion, in memory of Theodore G. Gronert H'59, a long-time professor of history at Wabash College and a former commander of the post.

Nicholas McCarty Harrison Essay Award: This prize is made each year from a fund established in 1944 by Mrs. Nancy E. Harrison in memory of her husband, Nicholas McCarty Harrison, Class of 1895. Income from the fund is to be used for awards to students who submit the best essays in the field of American studies.

The Robert S. Harvey Outstanding Editor Award: This prize is presented annually by the Wabash Board of Publications to the editor or editors, who above others, made the most significant contributions to student journalism at Wabash.

Robert S. Harvey Journalism Awards: These awards are presented annually, on the vote of the Board of Publications, to the chair of the Board of Publications and the editors of the member publications. These awards recognize the fact that the editors, above all others, had to make a sacrifice to make the publications successful. Mr. Harvey '28 taught English 1941-79, Librarian 1941-42, Acting Dean 1942-44, and Registrar 1946-72. He supervised the college News Bureau, ran the Board of Publications, wrote citations for Alumni Awards of Merit, and became the college archivist.

Lloyd B. and Ione Howell Scholarship Endowment for Chemistry Majors: Established in 1948 by former students of Dr. L. B. Howell (W1909) and his wife, the scholarship is awarded to an upperclass chemistry major.

Dr. Paul T. Hurt Award: This award was established by his family in memory of the late Paul T. Hurt, M.D., Class of 1909. The award is in the form of a cash gift to be given in April of each year to a deserving freshman student in recognition of all-around achievement in his first year at Wabash College. Selection of the winner of this award is made by the Dean of Students from among nominations submitted by all living units.

Paul J. Hustung Award for Outstanding Work in Art: This cash award is given annually to the art major who, in the judgment of the Art Department, has accomplished distinguished work in art. The award was established in 1983 in memory of Paul Hustung, Class of 1937, by his daughters Betsy Hustung and Suzanne Hustung Hutto and friends of Paul Hustung.

Indianapolis Alumni Student-Athlete Award: This award is given annually to a Wabash senior who has made a significant contribution to athletics at Wabash and who has achieved a respectable grade point average.

Irwin-Garrard Prize: Established by the Honorable William I. Garrard, Class of 1954, to honor his grandparents, William A. and Grace S. Irwin, and his mother, Doris I. Garrard, the prize provides a cash award to a Wabash College student who has accepted admission to the Indiana University-Bloomington School of Law. The Dean of the College will select the prizewinner each year.

Robert Augustus King Prize in German: Consisting of the income from an endowment given by Mrs. R. A. King, this prize is awarded each year to a student of the graduating class who has an exceptionally fine record in German and who will continue his education after graduation from Wabash. This prize is established to honor the memory of Professor King, who as teacher and registrar served the College from 1881-1919.

Kenneth W. Kloth Design and Technical Theater Award: This award is presented annually to a Wabash student for outstanding achievement in the area of scenic, lighting, costume, prop, and sound design and/or technical theater. This award in memory of Kenneth W. Kloth (1952-1995), Wabash College Scene Designer from 1979-1984, has been endowed by members of the Theater Department staff and Ken Kloth's family, friends, and former students.

Jack Kudlaty Endowment Fund: This fund was established to honor and to extend Professor Jack Kudlaty's lifelong commitment to teaching and scholarship in Spanish language and literature. The specific uses of the Kudlaty Endowment Fund shall be: to honor the outstanding senior Spanish major at Wabash College with a prize to be known as the Kudlaty Prize for the Outstanding Senior Spanish Major; to fund the acquisition of books of literature and poetry (or other teaching materials), originally written in Spanish, for the permanent collection of the Lilly Library at Wabash College; and to fund a portion of the salary and expenses of interns from the Institute for International Studies (or similar outside agencies) who come to Wabash College to assist in the teaching of Spanish language courses. Dr. Kudlaty was a member of the Class of 1959.

Jim Leas Outstanding Student-in-Journalism Award: Endowed by the Crawfordsville *Journal-Review*, the award is a cash prize given to that student who, in the judgment of the Wabash College Board of Publications, best exemplifies those standards of journalistic excellence which Jim Leas demonstrated in his 20 years of sports writing. The name of the recipient will be inscribed on a plaque to be permanently placed in the College gymnasium.

Annie Crim Leavenworth French Prize: This award is presented annually to a student of French who demonstrates exceptional dedication to French language, literature, and culture. Annie Crim Leavenworth was the first woman to hold the rank of Assistant Professor and one of the first French professors at Wabash.

Erminie C. Leonardis Theater History Award: This award is presented annually to a student who, in the estimation of the Theater Department faculty, has done outstanding work in the study of theater history, dramatic literature or criticism. The award was established in memory of Erminie C. Leonardis (1915-1994)

by her cousins, Lucille Gentile and Lucille Fraumeni, and her life-long friend, James Fisher, Wabash College Professor of Theater.

George A. Lipsky Memorial Award: This prize is designed to recognize that student who most closely represents the characteristics of excellence that were possessed by George A. Lipsky, chair of the Political Science Department from 1967-1971. The award will be predicated on the student's breadth of learning, not merely in the field of political science, but in the disciplines within the liberal arts curriculum as well; the student's commitment to humane and civilized values; and the student's ability to analyze and evaluate contemporary social issues.

George D. Lovell Award: The Lovell Award is presented annually to a junior or senior who has exhibited significant academic achievement in social studies. This award is provided by income from a fund established in 1986 by family, friends, colleagues, and former students of Dr. Lovell, long-time chairman of Division III, chairman of the Psychology Department, and Beesley Distinguished Professor. The recipient is chosen by the Chair of Division III and the Dean of Students, with preference, when appropriate, for a minority student with financial need.

George Lewes Mackintosh Memorial Fund: Established by the late James Putnam Goodrich in memory of the sixth president of the College, the fund provides scholarships to six graduating seniors each year, without regard to need, who will be going on to graduate or professional schools. The recipients of the scholarships are designated as Mackintosh Fellows. Selection is made by a committee of the College upon departmental recommendations.

Malcolm X Institute Merit Awards: These prizes are given annually to those seniors who, in the judgment of the Director, have made significant contributions to the Malcolm X Institute during their tenure at Wabash College.

McLain Prize in Classics: Endowed in 1965 by a gift from an anonymous friend of the College and of the Classics, the prize provides an annual cash award to the member of the senior class whose achievement in Greek and Latin or in the Classics has been the most distinguished. The prize honors the memory of Henry Zwingli McLain, a professor of Greek and Secretary of the Faculty, 1874-1907.

Caleb Mills Award in Education: Honoring the memory of the founder of the public school system, Caleb Mills, the prize is awarded annually to a member of the graduating class whose achievement and contribution to teacher education and student teaching have been the most distinguished. The recipient is usually committed to public school teaching.

John N. Mills Prize in Religion: In honor of her husband, John N. Mills, Class of 1878, Mrs. Mabel M. Mills established a fund, the income from which is to be awarded to the three students of the junior class who rank highest in an examination of the English Bible. The awards are given to those who have done excellent work in religion courses, including courses on the Bible, in the Department of Religion.

John N. Mills Fellowship: This award is to be used for graduate study, and made to a senior who has done excellent work in the Religion Department.

R. Robert Mitchum Glee Club Leadership Award: This annual award is presented to a member of the Glee Club who, in the judgment of the Director, demonstrates leadership qualities in the efforts of the Glee Club. The award is derived from the R. Robert Mitchum Glee Club Endowment established by former Glee Club members to remember his great contributions to the Wabash Glee Club. Robert Mitchum H'59 served as Director of the Glee Club for 22 years starting in 1947.

Joseph O'Rourke, Jr. Prize in Speech: The O'Rourke Prize recognizes the best senior project as determined

by the faculty of the Rhetoric Department. The senior project program was initiated by Professor O'Rourke H'65 in the 1970s, and the prize, funded by members of the O'Rourke family and friends, honors this program and other contributions by Professor O'Rourke to teaching and learning during his 37 years of service to Wabash College.

Patterson-Goldberger Freshman Journalism Award: This award was established by Professor of English Thomas P. Campbell and his family, and is presented to the member of the freshman class who, in the opinion of the Board of Publications, has contributed most significantly to journalism in his first year at Wabash College. The prize honors Thomas McDonald Patterson, 1865, who owned Denver's *Rocky Mountain News*, and Alexander Goldberger, 1925, who as chairman of the Board of Publications while a student at Wabash established the College as a member of Pi Delta Epsilon national journalism society.

David W. Peck Medal: The Peck Medal is awarded each year by the President of the College to a Wabash senior and to a practicing attorney to recognize "promise or eminence in the law." The Peck Medal is made possible by a gift of John P. Collett in recognition of Mr. Peck's distinguished career as lawyer and judge. Mr. Peck was a member of the Class of 1922.

Robert O. Petty Prize in Writing: Established by Dr. W. Franklin Harris (Class of 1964) in memory of Dr. Petty, Professor of Biology at Wabash from 1959-1990, is given annually to encourage and recognize student writing that draws on the fertile boundary of the sciences and the humanities. An ecologist, as well as a poet and nature writer, Professor Petty held that "only at the margins of knowledge can we discover some essential, critical perspective of the field we labor in, and come to a better definition of what lies at the center..." His quest for a truer perception of our place in nature and nature's place in us was what mattered most.

Phi Beta Kappa Prize: The Phi Beta Kappa Prize was established to encourage original work of high creative and scholarly merit, as distinct from proficiency in normal course work. It is a cash prize given annually by the Wabash chapter of Phi Beta Kappa to that undergraduate who is judged to have produced the most original and meritorious piece of work, whether artistic or analytical. Nominations of student contributions are made by the members of the entire teaching faculty, and the entries are judged by a special committee of the Chapter.

The Physics Department Writing Prize: This award was established by the Physics Department to encourage and reward quality writing in physics. It is given to the physics student who, in the judgment of the Physics Department, has written a paper on original experimental or theoretical work that demonstrates the highest standards of scientific writing. The prize will be a physics book selected by the department, and the student's name will be added to a plaque displayed in Goodrich Hall.

J. Crawford Polley Prize in Mathematics: Offered annually by the mathematics department for meritorious work by a student in mathematical writing and problem solving, the prize honors J. Crawford Polley H'33, who was professor of mathematics at Wabash from 1929-1966. Work considered for the prize includes short articles and interesting problems with elegant solutions. Entries are judged on their mathematical content and expository style.

Distinguished Senior in Psychology Award: This prize is given to the senior Psychology major who best represents the department's ideal for outstanding research, scholarship, and service.

Richard O. Ristine Law Award: Presented each year at the Peck Awards Banquet to one or more individuals in recognition of their contributions to Wabash and the practice of the law, the award is named in honor of a man whose service to both Wabash and the law is inspiring. Ristine graduated from Wabash, *summa cum laude* and Phi Beta Kappa, in 1941. He attended the Columbia University Law School and received his degree in 1943. The recipients of the Richard O. Ristine Law Award shall be honored for a love for the law and a love for Wabash that Richard O. Ristine spent a lifetime upholding.

Benjamin A. Rogge Memorial Award: This award is made to that academically outstanding member of the senior class who best articulates the free-market philosophy and ideals of Ben Rogge H'53. The winner is selected by the Economics Department and the Rogge Memorial Committee.

Lewis Salter Memorial Award: Established by the Class of 1990, the award is given to that member of the junior class who best exemplifies the characteristics of scholarship, character, leadership, and service Dr. Lewis Salter H'57 embodied as a Wabash faculty member and as Wabash's 12th president.

Stephen Schmutte Prize: Awarded for the outstanding student paper in economics, the prize shall be presented each year to the student paper which, in the judgment of the department, best reflects the qualities of cogent analysis and clarity of exposition which were the hallmarks of Stephen Schmutte '66, a dedicated and very effective teacher in the department from 1968 to 2000.

Senior Award of Merit: Awarded annually by the Student Senate in conjunction with the National Association of Wabash Men, the prize is given to the senior who, throughout his years at Wabash College, has demonstrated outstanding achievement in scholarship, service, and extracurricular activities. The award is particularly meaningful in that the entire nominating process and final selection of the recipient are performed solely by Wabash students. The honor is truly a reflection of the beliefs of the recipient's peers.

N. Ryan Shaw II Award: This award, in the form of a Wabash captain's chair, is presented annually to the senior chosen by the Political Science Department as the department's outstanding major. The award is given by Virginia J. Shaw in memory of her husband, a member of the Class of 1953.

Warren Wright Shearer Prize in Economics: The Shearer Prize is presented annually to that student who, by vote of the faculty of the Economics Department, has the best command of economic theory. This prize is established to recognize the contributions made by Warren Wright Shearer '36 in his long years of service to Wabash College. As an economist and a teacher of economics, he demanded of himself and his students a thorough mastery of the analytical tools of the economist.

Frank H. Sparks Award: The Sparks Award is given annually to a senior "who has done much during the past year to promote the true spirit and purpose of Wabash College." Selection is made by the Dean of Students and the Dean of the College. Such factors as general attitude, participation in extracurricular activities and athletics, scholarship, and all-around personal achievement are considered.

Dean Stephens Award: A memorial to Dean Stephens, a member of the Wabash College coaching staff who was killed in an airplane accident in October 1958, the award is given annually to that member of the junior class who best reflects the broad intellectual and personal interests, the high moral courage, and the humane concerns of Dean Stephens himself.

Stephens-Hall Senior Scholarship: This scholarship was established in memory of Waldo Stephens H'72 and Scott Keith and Andrew David Hall, and is presented each spring to a deserving senior of demonstrated worth who plans to continue his education.

Norman E. Treves Science Award: Established by Dr. Norman Treves, Class of 1915, the Treves Award is annually awarded to a member of the senior class concentrating in Division I, selected by the faculty of that division, who has shown the greatest progress academically and as an individual during his junior year.

Underwood Award: This prize is presented annually to the junior student majoring in chemistry who, in the opinion of the department, is most deserving. The cash award was established by Mr. J. E. Underwood, Jr. and Caroline Underwood in memory of their mother and father, Julius E. "Jude" Underwood, Sr., Class of 1911.

Pete Vaughan Award: The Pete Vaughan Award is presented annually by the National Association of Wabash Men to the outstanding athlete of the year. This award recognizes the 30 years of distinguished service that Robert E. (Pete) Vaughan H'54 gave to Wabash College as a coach and athletic director.

Wall Street Journal Award: This award is given annually to the senior economics major who has exhibited the best analytical ability in his major field. The recipient is selected by vote of the Economics Department faculty. The award consists of a one-year subscription to the *Wall Street Journal* plus an appropriate engraved paperweight.

Wedgeworth Lilly Library Research, Scholarship & Creativity Awards: These awards are funded by Mr. and Mrs. Robert Wedgeworth '59. Mr. Wedgeworth, an emeritus member of the Wabash College Board of Trustees (an Active Trustee from 1998 to 2005), served as President of ProLiteracy Worldwide, University Librarian and Professor of Library Administration and Professor of Library and Information Science at the University of Illinois at Urbana-Champaign (UI), Dean of the School of Library Service at Columbia University, and the Executive Director of the American Library Association. He was nominated by President Obama to serve on the National Museum and Library Services Board of the National Foundation on the Arts and the Humanities.

William Nelson White Scholarship Award: This prize was established in 1998 by Luke White '34 and W.N. White Farms Inc. to honor the memory of Luke's father, William Nelson White, a lawyer in Covington, Indiana. The recipient of the scholarship shall be a senior selected by the College on the basis of scholarship, personal integrity, and an understanding of the professional requirements of the practice of law.

Eliot Churchill Williams Fund: This endowed fund was established by family and friends in memory of Professor Williams H'53, who served the College and the Biology Department from 1948-1983. The endowment supports the Eliot Churchill Williams Undergraduate Prize, awarded to an undergraduate student who is majoring in biology.

Honorary Societies

Alpha Psi Omega is a national honorary fraternity for students who work in college theater. The Wabash College chapter, the Scarlet Masque, was established in 1955.

Delta Phi Alpha is a national honorary society for outstanding students of German. Eligibility depends upon the completion of four semesters of German with a grade of B+ or better and evidence of continued interest in the German language and culture. The Gamma Alpha chapter at Wabash was founded in 1947.

Delta Sigma Rho-Tau Kappa Alpha is a national intercollegiate forensic organization. Its purpose is to recognize excellence in public speaking and to promote interest in forensics.

Eta Sigma Phi is a national classical honorary fraternity, which recognizes outstanding students of Latin and Greek and promotes interest in classical study. The Wabash College chapter was established in 1954.

Phi Beta Kappa is the oldest American fraternity was founded at the College of William and Mary in 1776. The Wabash chapter was established in 1898.

Phi Lambda Upsilon is a national chemistry honorary fraternity. The DePauw-Wabash chapter was installed in 1985.

Phi Sigma Iota is an honorary society for students interested in classical and modern languages. The Wabash chapter was founded in 1979. Students are initiated into the society based upon excellence and evidence of continued interest in classical or modern language.

Psi Chi is a national honorary society whose purpose is to stimulate and encourage scholarship in psychology. Academic excellence in psychology and in other subjects is required for election to membership.

Sigma Xi Club: The DePauw-Wabash Sigma Xi Club was established in 1944 under the auspices of The Society of Sigma Xi, a national graduate honorary scientific society. Its regular membership is composed of Wabash and DePauw faculty members who are members of the national society. The club may elect to local membership college graduates of the community whose training has been in the field of science, and elect to local student membership a limited number of senior science students of outstanding scholarship.

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Christina M. Duff	Senior Administrative Assistant to the Dean of the College

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Lucius Hamilton, A.B. Major Gifts Officer

Stephen P. Hoffman, A.B. Senior Major Gifts Officer

Joseph R. Klen, A.B. Associate Dean for College Advancement

Rhonda L. Maynor Gifts Processing Coordinator

Julie Raters, B.S. Phone-a-thon Coordinator

Marilyn R. Smith, B.A. Coordinator of Prospect Research

David C. Troutman, B.A. Director of Gift Planning

Deborah Woods, B.M.E., M.M. Grants Coordinator

Communications and Marketing Office

James L. Amidon, A.B. Senior Director of Communications and Marketing

Stephen D. Charles, B.A. Director of Publications

Karen J. Handley Senior Administrative Assistant to the Sr. Dir. of Communications and Marketing

R. Brent Harris Director of Sports Information and Marketing

Howard H. Hewitt, B.A. Director of New Media/Web Editor

Kim Johnson, B.A., M.S. Associate Director of Communications and Marketing

Treasurer and Business Office

Larry B. Griffith, B.S., M.S. Chief Financial Officer and Treasurer of the College

Teresa L. Fyffe Cashier

Catherine A. Metz, B.S. Director of Human Resources

Nicole Mitchell Business Office Assistant

Cindy Snellenbarger, B.S. Director of Accounting Services

Cathy VanArsdall, B.S. Controller

Jeanne Worthey Administrative Assistant

Bookstore/Purchasing

Thomas E. Keedy, A.B. Director of Business Auxiliaries
 Linda Brooks Textbook Manager
 Suzanne Zada Business Auxiliaries Assistant
 Judith Wynne Trade Book Manager

Campus Services

David Morgan Director
 Matthew McGaughey Assistant Director
 Eva Legg Administrative Assistant
 Joy McCammack Office Manager

Trippet Hall

Lissa Mason Coordinator of Trippet Hall
 Sally Thompson Administrative Assistant for Trippet Hall

Admissions Office

Steven J. Klein, B.S., M.S. Dean of Admissions and Financial Aid
 Kevin Andrews, A.B. Admissions Counselor
 Walter A. Blake, B.S., M.S.A. Senior Associate Director
 Matt Bowers, A.B., M.S. Admissions Counselor
 Apryl Bradley Coordinator of Volunteers
 Leanah M. Brown Admissions Data Coordinator
 Jordan Carlson Admissions Counselor
 Wes Chamblee, A.B. Admissions Counselor
 John Holmes, A.B. Admissions Counselor
 Kim King Associate Director, New Market Development
 Trisha Mishler Admissions Secretary
 Alex Moseman, A.B. Admissions Counselor
 Pamela M. Rager Prospect Management Support Specialist
 Charles M. Timmons, A.B. Associate Director
 Mary L. Towell Campus Visit Coordinator
 Jamie Watson, B.F.A. Senior Assistant Director
 Linda L. Weaver Senior Administrative Assistant to the Dean of Admissions and Financial Aid

Financial Aid Office

Heidi Carl, B.S., M.A. Director of Financial Aid
 LaToshia M. Everson, B.A. Assistant Director of Financial Aid
 Laura A. Frye, B.S. Assistant Director of Financial Aid
 Sharon Hankins Administrative Assistant

Center of Inquiry in the Liberal Arts

Charles F. Blaich, B.S., M.S., Ph.D. Director of Inquiries
 Kelly McDorman, B.A., M.A. Coordinator of Inquiries
 Libby Pinkerton, B.A., M.A. Communications Coordinator
 Kathleen Wise, B.A., M.B.A. Associate Director of Inquiries

Higher Education Data Sharing Consortium

Charles F. Blaich, B.S., M.S., Ph.D. Director
 Rachel Boon, B.S.E., M.S., Ph.D. Associate Director
 Kirsten Skillrud, B.A. Assistant to the Director
 Hannah Spurrison, B.A., M.S. Research Analyst

Wabash Center for Teaching and Learning in Theology and Religion

Nadine S. Pence, B.A., M.Div., Ph.D..... Director
Rita Arthur, B.S. Coordinator of Grants and Publications
Paul O. Myhre, B.A., M.Div., M.F.A., Ph.D..... Associate Director
Patricia Overpeck Meeting Coordinator
Thomas Pearson, B.A., M.A., Ph.D. Associate Director
Beth Reffett Administrative Assistant to the Associate Directors
Sherry Wren, B.S., M.B.A. Communications Director

Wabash Pastoral Leadership Program

Derek Nelson, A.B., Ph.D., Director
Elizabeth Manning, B.A., M.Div. Associate Director
Raymond B. Williams, B.A., M.Div., M.A., Ph.D. Advisor
Beverly Mattocks Administrative Assistant

The Faculty of Wabash College (2013-14)

Jennifer L. Abbott (2002)

Associate Professor of Rhetoric, Department Chair
B.A. (Cal Poly), M.A., Ph.D. (Penn State)

Michael Abbott (1994)

*Associate Professor of Theater,
Department Chair, fall*
A.B. (Wabash), M.F.A. (Columbia)

Brian L. Anderson (2004)

*Head Wrestling Coach with Associated Faculty Rank
of Assistant Professor*
B.S., M.A. (Manchester)

Teresa M. Aubele (2012)

Visiting Assistant Professor of Psychology
B.S. (Southampton), Ph.D. (Stony Brook)

Jonathan R. Baer (2002)

Associate Professor of Religion, Department Chair
B.A. (Duke), M. Phil (Queens' College,
Cambridge), M.A., M. Phil., Ph.D. (Yale)

Andrea Bear (2008)

*Costume Designer and Assistant Professor of
Theater*
B.S., M.F.A. (Kansas State)

Jeffrey A. Beck (1995)

*Reference and Electronic Resources Librarian,
with Associated Faculty Rank of Associate Professor*
B.A., M.A. (Missouri)

Crystal Benedicks (2007)

Assistant Professor of English
B.A. (New College of Florida), M.Phil., Ph.D., (City
Univ. of New York)

Charles F. Blaich (1991)

*Associate Professor of Psychology and
Director of the Center of Inquiry and
Higher Education Data Sharing Consortium*
B.A., M.A., Ph.D. (Connecticut)

David S. Blix (1996)

Associate Professor of Religion
A.B. (Wabash), M.A., Ph.D. (Chicago)

Anne B. Bost (2010)

*Visiting Assistant Professor of Biology,
Division I Research Associate*
B.S. (Rhodes), Ph.D. (Vanderbilt)

Preston R. Bost (2000)

*Associate Professor of Psychology
Director of Institutional Research*
B.A. (Yale), M.A., Ph.D. (Vanderbilt)

Richard Bowen (2001)

*Director of Glee Club and Assistant Professor of
Music*
B.S., B.A. (Lebanon Valley), M.M.Ed. (West
Chester), Ph.D. (Cincinnati)

James A. Brown (2003)

Associate Professor of Physics, Department Chair
B.A. (Kalamazoo), M.A., Ph.D. (Michigan)

Michael C. Burch (2013)

*Byron K. Trippet Assistant Professor of Political
Science*
B.A. (New College), M.A. (George Washington),
M.A., Ph.D. (Colorado)

Joyce Burnette (1996)

Professor of Economics, Department Chair
B.A. (Valparaiso), Ph.D. (Northwestern)

Patrick M. Burton (2007)

Associate Professor of Biology
B.A. (Williams), Ph.D. (Boston)

Christie Byun (2007)

Assistant Professor of Economics
B.A. (UC-Berkeley), Ph.D. (UC-Riverside)

Douglas P. Calisch (1980)

Professor of Art, Department Chair
B.F.A. (Illinois), M.F.A. (Minnesota)

James M. Cherry (2007)

Assistant Professor of Theater
B.A. (Bates), M.A. (Villanova), Ph.D. (CUNY
Graduate Center)

Mark J. Colston (2003)
Athletic Trainer with Associated Faculty with Rank of Instructor of Physical Education
B.A., M.A. (Eastern Illinois)

Gregory C. Dallinger (2012)
Visiting Instructor of Chemistry
B.A. (College of Wooster), A.B.D. (UC-Berkeley)

Richard F. Dallinger (1984)
Professor of Chemistry
B.A. (Bradley), M.A., Ph.D. (Princeton)

Jeffrey P. Drury (2012)
Byron K. Trippet Assistant Professor of Rhetoric
B.A., M.A. (Northern Illinois), Ph.D. (Wisconsin)

Sara A. M. Drury (2011)
Assistant Professor of Rhetoric
B.A. (Boston), M.A., Ph.D. (Penn State)

Mark D. Elizondo (2006)
Assistant Athletic Trainer with Associated Faculty Rank of Instructor of Physical Education
B.S. (Weber State), M.S. (Indiana State)

Scott E. Feller (1998)
Lloyd B. Howell Professor of Chemistry, Division I Chair
B.A. (Willamette), Ph.D. (UC-Davis)

Andrea Ferber (2013)
Visiting Instructor of Art
B.F.A. (Milwaukee Institute of Art and Design), M.A. (Illinois)

Robert L. Foote (1989)
Professor of Mathematics
B.A. (Kalamazoo), M.A., Ph.D. (Michigan)

Eric E. Freeze (2008)
Associate Professor of English
B.A., M.A. (Brigham Young), Ph.D. (Ohio)

Rixa Freeze (2011)
Visiting Assistant Professor of English (part-time)
B.A. (Brigham Young), M.A. (Ohio), Ph.D. (Iowa)

Shamira M. Gelbman (2012)
Byron K. Trippet Assistant Professor of Political Science
B.A. (Hunter College, CUNY), M.A., Ph.D. (Virginia)

Gilberto Gómez (1990)
Professor of Spanish, Department Chair
M.A., Ph.D. (Washington-St. Louis)

James Gross (1998)
Scene Designer/Technical Director with Associated Faculty Rank of Assistant Professor of Theater
B.F.A. (Longwood), M.F.A. (Wayne State)

Karen L. Gunther (2007)
Associate Professor of Psychology
B.A. (Oberlin), M.A., Ph.D. (UC-San Diego)

Joseph R. Haklin (2011)
Director of Athletics and Campus Wellness with Associated Faculty Rank of Assistant Professor
A.B. (Wabash), M.A. (Wayne State)

Jane E. Hardy (2006)
Assistant Professor of Spanish
B.A. (Virginia), M.A., Ph.D. (Indiana)

Jeremy S. Hartnett (2004)
Associate Professor of Classics, Department Chair
A.B. (Wabash), M.A., Ph.D. (Michigan)

Glen Helman (1986)
Associate Professor of Philosophy, Department Chair
B.A. (Oakland), M.A., Ph.D. (Pittsburgh)

Edward Hensley (2013)
Visiting Assistant Professor of Accounting
B.A. (Franklin College)

Tobey C. Herzog (1976)
Professor of English, Andrew T. and Anne Ford Chair in the Liberal Arts
B.A. (Illinois Wesleyan), M.A., Ph.D. (Purdue)

Scott D. Himsel (2003)
Visiting Associate Professor of Political Science (part-time)
A.B. (Wabash), J.D. (Northwestern)

Alexandra E. Hoerl (2009)
Assistant Professor of Political Science
B.A. (North Carolina), Ph.D. (Rutgers)

Ethan J. Hollander (2008)
Assistant Professor of Political Science
B.A. (Wesleyan), M.A., Ph.D. (UC-San Diego)

Robert S. Horton (2001)
Associate Professor of Psychology
B.A. (Richmond), M.A., Ph.D. (North Carolina)

Frank M. Howland (1988)
Professor of Economics
B.A. (Harvard), Ph.D. (Stanford)

Marcus A. Hudson (1987)
Professor of English, Department Chair, fall
B.A. (Georgetown), M.A., Ph.D. (Washington)

Cheryl L. Hughes (1992)
Professor of Philosophy, Division II Chair
B.S. (Portland State), Ph.D. (Massachusetts)

Peter L. Hulén (2004)
Associate Professor of Music, Department Chair
B.A. (Tulsa), M.A. (Southwestern Baptist
Theological Seminary), Ph.D. (Michigan State)

Jason M. Hutchison (2004)
*Head Tennis Coach, Allen Center Facilities
Manager with Associated Faculty Rank of
Assistant Professor*
B.A. (Western Illinois)

Amanda L. Ingram (2004)
Associate Professor of Biology, Department Chair
B.A. (William & Mary), Ph.D. (Cornell)

Jennifer L. Ison (2013)
Visiting Assistant Professor of Psychology
B.A. (St. Olaf), Ph.D. (Illinois)

Dennis E. Krause (1998)
Professor of Physics
B.A. (St. Olaf), M.S. (Wisconsin), Ph.D. (Purdue)

David P. Kubiak (1979)
Professor of Classics
A.B. (Loyola), A.M., Ph.D. (Harvard)

Timothy L. Lake (2004)
Associate Professor of English
B.A. (Ball State), M.A. (Howard & Notre Dame),
Ph.D. (Bowling Green)

Jill Lamberton (2009)
Visiting Assistant Professor of English
B.A. (Walla Walla), M.A. (Western Washington),
Ph.D. (Michigan)

John Lamborn (2006)
*Director of Lilly Library and Head Librarian with
Associated Faculty Rank of Associate Professor*
B.A. (Idaho), M.A. (Utah State), M.L.S. (Arizona)

Martin J. Madsen (2006)
Associate Professor of Physics
B.S. (Purdue), M.S., Ph.D. (Michigan)

James K. Makubuya (2000)
Associate Professor of Music
B.A. (Makarere), M.A. (Catholic University), Ph.D.
(UCLA)

Brian McCafferty (1989)
*Catalog Librarian, with Associated Faculty with
Rank of Associate Professor*
B.A., M.L.S. (Indiana)

Todd F. McDorman (1998)
Professor of Rhetoric
B.A. (Butler), M.A. (Miami), Ph.D. (Indiana)

Colin B. P. McKinney (2011)
*Assistant Professor of Mathematics and Computer
Science*
B.S. (Texas-Dallas), M.S., Ph.D. (Iowa)

Peter Mikek (2004)
Associate Professor of Economics
B.A. (Maribor Slovenia), M.A., Ph.D. (Indiana)

Jessie Mills (2013)
Visiting Assistant Professor of Theater
B.A. (New York), M.A. (Northwestern)

Lynne Miles (2013)
Visiting Assistant Professor of German
A.B. (Bryn Mawr), M.A. (Ohio State), Ph.D.
(Purdue)

Stephen R. Morillo (1989)

Professor of History, Division III Chair

A.B. (Harvard), D. Phil. (Oxford)

Elizabeth G. Morton (2007)

Associate Professor of Art History

B.A. (Indiana), M.A. (Botswana), M.A., Ph.D. (Emory)

Derek R. Nelson (2012)

Associate Professor of Religion

A.B. (Wabash), M. Div. (Yale), Ph.D. (Graduate Theological Union)

Walter R. Novak (2009)

Assistant Professor of Chemistry

B.A. (Southern Illinois), Ph.D. (UC-San Francisco)

Eric L. Olofson (2008)

Assistant Professor of Psychology

B.A. (Concordia), M.S., Ph.D. (Oregon)

Aminta Pérez (2012)

Owen Duston Visiting Assistant Professor of History

B.A. (Southwest Texas State), M.A., Ph.D. (Iowa)

M. Michele Pittard (2002)

Associate Professor of Education Studies, Department Chair

B.A. (Butler), M.A., Ph.D. (Purdue)

Esteban I. Poffald (1985)

Associate Professor of Mathematics

B.S. (Catolica de Chile), M.S. (Tecnica del Estado, Chile) Ph.D. (Southern California)

L. David Polley (1978)

Professor of Biology

B.A. (Miami-Ohio), Ph.D. (Yale)

Lon A. Porter, Jr. (2003)

Associate Professor of Chemistry, Department Chair

B.A. (Houston), Ph.D. (Purdue)

Adrien M. Pouille (2012)

Visiting Assistant Professor of French

B.A., M.A. (Cheikh Anta Diop), Ph.D. (Indiana)

Qian Zhu Pullen (2011)

Byron K. Trippet Assistant Professor of Chinese Language and History

B.A., M.A. (Shandong), Ph.D. (New York)

Erik A. Raeburn (2008)

Head Football Coach with Associated Faculty

Rank of Assistant Professor

B.S. (Mount Union)

Francis J. Raycroft (2013)

Visiting Instructor of Biology

B.A. (Wabash), A.B.D. (Notre Dame)

J. Gregory Redding (2002)

Associate Professor of German

A.B. (Wabash), M.A., Ph.D. (Cincinnati)

Michele K. Rhoades (2002)

Associate Professor of History

B.A. (Arizona), M.A., Ph.D. (Iowa)

V. Daniel Rogers (1998)

Associate Professor of Spanish

Political Science Department Chair

B.A. (Colorado), M.A., Ph.D. (Kansas)

Warren Rosenberg (1980)

Professor of English, John P. Collett Chair in

Rhetoric, Department Chair, spring

B.A. (Brooklyn), M.A. (Michigan), Ph.D. (CUNY)

Stefani M. Rossi (2011)

Visiting Assistant Professor of Art

B.A. (Puget Sound), M.F.A. (Colorado State)

Robert M. Royalty, Jr. (1999)

Professor of Religion

B.A. (UNC-Chapel Hill), M.Div., STM (Yale Divinity), Ph.D. (Yale)

Ryan Rush (2013)

Visiting Instructor in Psychology

B.A. (Pepperdine), M.A. (California-Riverside)

Tracey M. Salisbury (2007)

Assistant Professor of History

B.A. (Holy Cross), M.A. (Central Michigan)

Ph.D. (UNC-Greensboro)

Neil Schmitzer-Torbert (2006)

Associate Professor of Psychology

B.A. (Knox), Ph.D. (Minnesota)

Deborah Seltzer-Kelly (2012)
Byron K. Trippet Assistant Professor of Education Studies
 B.A., M.A., Ph.D. (Nevada)

Harvey R. Stark (2013)
Visiting Instructor of Religion
 B.A. (Cornell), M.Sc. (University of Bath, UK)

Cory Stevens (2003)
Baseball Coach with Associated Faculty Rank of Assistant Professor of Physical Education
 B.A. (North Central College)

Thomas H. Stokes, Jr. (1990)
Associate Professor of French
 B.A. (Davidson), M.A. (Texas-Austin), Ph.D. (Arizona)

Kristen Strandberg (2012)
Visiting Instructor of Music
 B.M. (Minnesota), A.B.D. (Indiana)

Agata Szczeszak-Brewer (2006)
Associate Professor of English
 B.A. (Warmia and Mazury), M.A. (Wrocław), Ph.D. (South Carolina)

Ann T.S. Taylor (1998)
Associate Professor of Chemistry, William J. and Wilma M. Haines Professorship and Chair in Biochemistry
 B.A. (Concordia), Ph.D. (Purdue)

Peter M. Thompson (1998)
Associate Professor of Mathematics
 B.S. (Minnesota), Ph.D. (Illinois)

Adriel M. Trott (2013)
Byron K. Trippet Assistant Professor of Philosophy
 B.A. (William and Mary), M.A., Ph.D. (Villanova)

Brian M. Tucker (2004)
Associate Professor of German
 A.B. (Wabash), M.A. (Indiana), Ph.D. (Princeton)

William J. Turner (2002)
Associate Professor of Mathematics and Computer Science, Department Chair
 B.S., M.S. (Iowa State), Ph.D. (North Carolina State)

Richard R. Warner, Jr. (1999)
Associate Professor of History, Daniel F. Evans Associate Professor in the Social Sciences, Department Chair
 B.A. (Vermont), B.A., M.A., Ph.D. (UC-Santa Cruz)

Dwight E. Watson (1981)
Professor of Theater
 B.A. (UNC-Pembroke), M.F.A. (UNC-Greensboro)

Marc Welch (2011)
Education Studies Program Coordinator with Associated Faculty Rank of Assistant Professor
 A.B. (Wabash), M.A.T. (Indiana)

Chad R. Westphal (2004)
Associate Professor of Mathematics and Computer Science
 B.A. (Oral Roberts), M.A. (Tulsa), Ph.D. (Colorado)

Eric Wetzel (1996)
Associate Professor of Biology, Norman Treves Professor of Biology
 A.A. (Harrisburg), B.S. (Millersville), M.S., Ph.D. (Wake Forest)

Bronwen Wickkiser (2013)
Byron K. Trippet Assistant Professor of Classics
 B.A. (Oberlin), M.A., Ph.D. (Texas)

Kealoha Widdows (1987)
Professor of Economics, John H. Schroeder Interdisciplinary Chair in Economics
 B.A. (Reed), M.A. (Chicago), Ph.D. (Purdue)

Ivette Wilson (2009)
Assistant Professor of Spanish
 B.A. (Universidade Federal do Pará), M.A., Ph.D. (Purdue)

Laura M. Wysocki (2011)
Assistant Professor of Chemistry
 B.A. (Northwestern), Ph.D. (Wisconsin)

Carolyn Yarnall (2013)
Visiting Instructor of Mathematics
 B.A. (San Diego), M.S. (Virginia)

Ke Yi (2012)
Visiting Instructor of Chinese
 B.A. (Si Chuan Normal), M.A. (East China Normal)

Emeritus Faculty of Wabash College

Thomas E. Bambrey (1997-2011)
Associated Rank of Associate Professor of English

Brenda M. Bankart (1973-2008)
Professor of Psychology

C. Peter Bankart (1971-2008)
Professor of Psychology

James J. Barnes (1962-2006)
Professor of History

Lawrence E. Bennett (1995-2010)
Professor of Music

Austin E. Brooks (1966-2004)
Treves Professor of Biology

Deborah A. Butler (1985-2011)
Professor of Education

Melissa A. Butler (1976-2013)
Professor of Political Science
Eugene N. and Marian C. Beesley Chair

John Byrnes (1987-2009)
Professor of Modern Languages & Literatures

Thomas P. Campbell III (1976-2011)
Professor of English

George H. Davis (1966-2003)
Professor of History

Joseph W. Day (1985-2011)
Professor of Classics

Leslie P. Day (1985-2011)
Professor of Classics, Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities

William N. Doemel (1970-2011)
Professor of Biology

Vern Easterling (1962-2000)
Professor of Physics

John E. Fischer (1964-2004)
Professor of Classics

Peter J. Frederick (1969-2004)
Professor of History

Larry J. Frye (1980-2006)
Head Librarian with Associated Rank of Professor

David J. Hadley (1969-2012)
Professor of Political Science

Lester L. Hearson (1967-1998)
Professor of Biology

P. Donald Herring (1971-2007)
Collett Professor of Rhetoric (English)

Gregory J. Huebner (1974-2011)
Professor of Art

Robert H. Johnson (1971-2008)
Associated Rank of Professor of Physical Education

David T. Krohne (1979-2010)
Treves Professor of Biology

David E. Maharry (1979-2010)
Professor of Computer Science

Bernard E. Manker (1963-1998)
Associate Professor of Spanish

Phillip D. Mikesell (1966-2009)
Professor of Political Science

Roy G. Miller (1982-1998)
Howell Professor of Chemistry

John W. Munford (1980-2011)
Associate Professor of Biology

John A. Naylor (1981-2006)
Professor of Economics

Robert J. Olsen (1979-2011)
Professor of Chemistry

Joseph O'Rourke (1960-1997)
Professor of Speech

Gail M. Pebworth (1984-2002)
Associated Rank of Professor of Physical Education

Malcolm L. Petty (1976-2011)
Associated Rank of Professor of Physical Education

David A. Phillips (1968-2004)
Professor of Chemistry

Max Servies (1960-2000)
Associated Rank of Professor of Physical Education

Herbert J. Stern (1958-1997)
Milligan Professor of English

Richard R. Strawn (1951-1987)
Professor of French

Carl I. Thompson (1982-2006)
Professor of Psychology

Raymond B. Williams (1965-2002)
*Professor of Religion, Charles D. and Elizabeth S.
LaFollette Distinguished Professor of Humanities*

David Wilson (1966-2000)
Professor of Mathematics

John F. Zimmerman (1963-2004)
Professor of Chemistry

Endowed Chairs and Professorships

Eugene N. and Marian C. Beesley Chair: This chair is held by a distinguished member of the faculty whose teaching and counsel contribute to the preparation of young men for positions of leadership in the world of business. The Beesley Professor is to be a member of the faculty whose commitment to teaching, interest in students, and enthusiasm for learning may be expected to contribute significantly to the character and quality of the Wabash College community. Mr. Beesley was a member of the Wabash Class of 1929, retired president of Eli Lilly and Company, and served as a trustee of Wabash College from 1959-1976.

John W. Bachmann-Edward Jones Chair in Economics and Leadership: This chair supports a full-time faculty position in the Wabash College Department of Economics. In addition to teaching and research, the Chair provides academic leadership for the College's business leadership development programs, including summer experiences such as the Business Immersion Program. The Chair was established by the Edward Jones brokerage firm in honor of John W. Bachmann, Wabash College Class of 1960, and his career with the company, which began as a summer internship in 1959. Edward Jones benefited from Mr. Bachmann's strengths in strategic planning, corporate finance, technology, and management until his retirement in 2003 after 24 years as a Managing Partner. He remains active as a part-time Senior Partner.

John P. Collett Chair in Rhetoric: This appointment may be made in the departments of Rhetoric, English, or Philosophy to any professor whose special interest and competence are directed to the concern for effective expression and for standards of ethical persuasion. The appointment is for a five-year term and may be renewed at the discretion of the Dean of the College.

Lawrence E. DeVore Associate Professor of Economics: The DeVore Chair was established in 1972 through a bequest from Mabel K. DeVore, widow of Lawrence (Class of 1911), which she and her husband hoped would serve to "build up and maintain a strong department which they had always considered an important part of the college curriculum." The appointment is concurrent with the department chair's appointment.

Owen Duston Visiting Assistant Professor: This fund supports a visiting professor in various disciplines. It was established in memory of Dr. C. Owen Duston, professor of English 1954-70.

Daniel F. Evans Associate Professor in the Social Sciences: This professorship was established by the Board of Trustees to honor Mr. Evans, Class of 1943, for his distinguished service to the College and his commitment to excellence in teaching and learning. Mr. Evans was treasurer from 1975 to 1988, vice president and investment officer from 1988 to 1992, and executive vice (acting) president in the 1992-1993 academic year. It recognizes individuals "whose teaching and scholarship are admirable and effective, and whose intellectual leadership promises to affect the quality of instruction in his or her disciplines and across the College." The appointment is for three years.

Edgar H. Evans Professor of Bible and Christian Religion: Established in 1946, this professorship supports instruction in Bible and in Christian religion. Mr. Evans was a member of the Wabash Class of 1892.

Jane and Frederic M. Hadley Chair in History: This chair is part of the endowed Hadley Fund, and is occupied by the history department chair; income from its endowment supports the chair's salary and other departmental expenses. Mr. Hadley was Honorary Alumnus 1928, retired from Eli Lilly, and served Wabash as vice president for development and director of the Wabash Institute for Personal Development.

William J. and Wilma M. Haines Professor in Biochemistry: This chair was established in 2009 William J. Haines '40, who was the first Wabash graduate to earn a Ph.D. in biochemistry. The William J. and Wilma M. Haines Fund for the Study of Biochemistry has two broad mandates and purposes: the establishment of the

endowed professorship, and extending the work of the Haines Professor in Biochemistry through support for student research, public lectures and symposia, and other related activities.

Lloyd B. Howell Professor of Chemistry: This chair was established and funded through the generosity of former students and friends of “Doc” Howell, particularly Thomas W. Mastin (Class of 1938). Howell was a long-time professor of chemistry and chair of the department at Wabash from 1912-13 and 1924-59. The appointment, which is for five years and may be renewed, helps defray salary, teaching, and research activities.

Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities Chair: This chair was established by Mr. LaFollette (Class of 1920). It was his desire “to perpetuate a lifelong interest in excellence of teaching and to affirm the importance of the disciplines traditionally known as the humanities.” The Distinguished Professor of Humanities Chair shall be held by individuals who over a period of years have exemplified distinguished teaching of undergraduates in the fields of philosophy, literature, religion, or history.

Milligan Professor of English: This professorship is awarded to a professor of English.

Sabin Foundation Chair of Presidency: The Sabin Foundation has endowed the position of President at Wabash College since 1889.

John H. Schroeder Interdisciplinary Chair in Economics: This chair was established in 2008 and honors John H. Schroeder ’42, a beloved Evansville civic leader, successful businessman, and longtime trustee and benefactor of Wabash College. The faculty chair honors Mr. Schroeder’s lifetime commitment to his community and to Wabash College, and is endowed by a gift from his son, John C. Schroeder ’69, and his wife, Diane.

Norman E. Treves Professor of Biology: The Treves Chair was established in 1964 from a bequest from the estate of Norman E. Treves, a native of Crawfordsville, Wabash Class of 1915, and who received his medical degree Johns Hopkins University. From 1941 until his death in 1964, he taught future physicians at the Cornell University Medical School and the Sloan-Kettering Institute for Cancer Research. The appointment is for an initial term of five years and is renewable. It recognizes commitment to undergraduate science education and biology broadly construed, continuing research with Wabash students, and the belief in the importance of science in a liberal arts education.

Byron K. Trippet Assistant Professorships: These professorships are awarded to beginning faculty for a two-year period, offering them competitive salary and stipend to begin a research program on campus for their first two summers. The professorships allows them to develop a research program to compete effectively for research awards. They are awarded on a two-year basis, which allows the College to rotate the awards to continually attract outstanding faculty at the beginning level. Byron K. Trippet, Wabash Class of 1930, President of Wabash College from 1956-1965, is remembered by most alumni as the “ideal Wabash man.”

National Association of Wabash Men Officers and Board of Directors

Greg Estell '85

President

Kip Chase '03

Vice President

Greg Redding '88

Recorder

Ross Dillard '07

Scott Medsker '03

Class Agent Representatives

Adan Garcia '04

Jim Dyer '83

Regional Association Representatives

Dan Rogers

Faculty Representative

Seton Goddard '15

Student Representative

Terms Expire May 2014

Kenyatta Brame '92

Rick Cavanaugh '76

Pat East '00

Art Howe '82

Scott Smalstig '88

Terms Expire May 2015

Gary Campbell '99

Terry Hamilton '89

Eriks Janelins '02

Brad Johnson '71

Joe Trebley '01

Terms Expire May 2016

Scott Benedict '98

Chad Cleaver '00

Jim Kerr '92

Deon Miles '97

Rob Shook '83

Wabash College Alumni Class Agents

Class of 1949

Dale Milligan

Class of 1950

George Haerle

Class of 1951

Richard H. Griesser

Class of 1952

William J. Reinke

Class of 1953

Jack Engledow

Bob Miller

Fred Warbinton

Class of 1954

Robert E. Johnson

Class of 1955

Vaino D. Grayam

Vince Grogg

Dick Barger

Class of 1956

Paul D. Hawksworth

Class of 1957

John B. Yanko

Class of 1958

Gordon C. Colson

Class of 1959

Roger D. Billings, Jr.

Craig Green

Robert Wedgeworth, Jr.

Class of 1960

Charles R. Quillin

Class of 1961

John B. Bachman

Class of 1962

Thomas V. Feit

Class of 1963

Thomas R. Billings

Bruce A. Polizotto

Alan C. Stanford

Class of 1964

James R. Durham

Class of 1965

James M. Patterson, Jr.

Class of 1966

Carroll R. Black

Stanley L. Walker

Class of 1967

Duane L. Hile

Earl R. Houck

Class of 1968

Jim Roper

Class of 1969

Ken Crawford

Class of 1970

David A. Ault

Class of 1971

Jon R. Pactor

Class of 1972

Richard W. Fobes

Class of 1973

Peter J. Allen

Class of 1974

Mark A. Dewart

Paul D. Tipps

Class of 1975

Joe Hockberger

Class of 1976

Charles F. Miller, Jr.

Richard M. Sword

Class of 1977
Gregory E. Birk
Herman G. Haffner

Class of 1978
Robert T. Grand
Mark D. Stuaan

Class of 1979
Jim Miner

Class of 1980
James E. Miller

Class of 1981
Stephen H. Pavy
Peter C. Wright

Class of 1982
Ned L. Broadwater

Class of 1983
James Dimos
Gregory H. Miller
Daniel L. Taylor

Class of 1984
Todd I. Glass
William T. Havlin
James J. Kilbane

Class of 1985
Kyle A. Carr, M.D.
Michael Gilvary

Class of 1986
Timothy W. Oakes
Eric J. Rowland

Class of 1987
Scott C. Cougill

Class of 1988
Scott Quick
Scott Smalstig
Greg Teague

Class of 1989
Matthew A. Griffith, Esq.
Christopher A. Brown
Anthony P. Lentych

Class of 1990
Michael J. Fulton
Keith A. Bickley
David A. Horvath

Class of 1991
Kip A. Aitken
Hugh E. Vandivier

Class of 1992
Peter F. Horvath

Class of 1993
Currently no class agents

Class of 1994
Tom Welch

Class of 1995
Currently no class agents

Class of 1996
Christopher D. Carpenter
D. Andrew Reynolds

Class of 1997
Justin S. Castle
Craig A. Miller

Class of 1998
Beau Barrett
Jon Walsh

Class of 1999
Aman D. Brar
Craig L. Higgs

Class of 2000
Patrick M. East
Timothy R. Craft

Class of 2001
N. Davey S. Neal
Joseph P. Trebley

Class of 2002
Ryan M. Daming
Eric W. Shreve
Rick Strasser

Class of 2003

Matthew K. Chase
Karl M. Grimmer
R. Scott Medsker

Class of 2004

Jacob S. Pactor
Mark E. Shreve

Class of 2005

Beta - Sam Brotman, Michael Ruffing
FIJI - Andrew McCoy
Independents - Beau Browning, Matt Tanney
Kappa Sigma - Jason Cantu, Brock Medsker
Lambda Chi - Nathaniel Dinger
Theta Delt - Mark Dietzen
Phi Kappa Psi - AJ Lyman
Delta Tau Delta - Zach Sundstrom, Tom Reifenberg
Phi Delta Theta - Hector Bustos

Class of 2006

Taylor A. Backs
Joseph W. Martin

Class of 2007

Ross B. Dillard
Joshua D. Owens

Class of 2008

Jesse J. James
Andrew S. Deig
Kyle McClammer

Class of 2009

Sean Clerget
Stephen Egan
Mike Wartman

Class of 2010

Will Hoffman
Gary James

Class of 2011

Jacob German
Cody Stipes

Class of 2012

Kyle Bender
Tyler Wade

Class of 2013

Jonathan Peller
Trevor Poe

Honorary Class Agent

Michele Ward

The Chronicle 2012-13

College Committees

Term of appointment in parentheses

ELECTED REPRESENTATIVES

ACADEMIC HONESTY APPEALS

R. Warner (2012-15)
B. Royalty (2011-13)
W. Turner (2011-14)

ACADEMIC POLICY

G. Phillips, chair, e.o.
Div. I: L. Porter (2011-13)
W. Novak (2012-14)
Div. II: D. Rogers (2012-14)
D. Blix (2011-13)
Div. III: E. Hollander (2012-14)
F. Howland (2011-13)
At. Large: E. Freeze (2012-14)
M. Raters, e.o.
J. Olsen, e.o.
S. Feller, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

CURRICULUM APPEALS

J. Olsen, Registrar, chair, e.o.
M. Raters, e.o.
Div. I
Div. II
Div. III

AGENDA

Div. I
Div. II
Div. III

BUDGET

L. Griffith, chair, e.o.
P. White, e.o.
G. Phillips, e.o.
G. Redding (2011-14)
J. Burnette (2010-13)

COMMITTEE ON COMMITTEES (3 yrs.)

G. Phillips, e.o., co-chair
J. Brown (2010-13)
J. Abbott (2011-14)
P. Mikek (2012-15)

FACULTY DEVELOPMENT

J. Brown (2012-15)
B. Royalty (2010-13)
J. Burnette (2011-14)
G. Phillips, e.o.
S. Feller, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

FACULTY SECRETARY (5 yrs.)

R. Warner (2009-14)

FINANCIAL AID (3 yrs.)

S. Klein, chair, e.o.
G. Phillips, e.o.
P. Bost (2011-14)
M. Raters, e.o.
P. White, e.o.
C. Gasaway, e.o.
L. Griffith, e.o.

GLCA ACADEMIC COUNCIL

J. Harnett (2010-13)
G. Gomez (2011-14)

TRUSTEE COMMITTEE ON COLLEGE LIFE

M. Pittard (2012-14)
A. Hoerl (2011-13)
M. Raters, e.o.
G. Phillips, e.o.

VISITOR TO BOARD OF TRUSTEES

M. Rhoades (2011-13)

APPOINTMENTS MADE BY THE COMMITTEE ON COMMITTEES

ADMISSIONS

K. Gunther (2011-13)
T. McDorman (2011-14)
P. Hulen (2012-13)
E. Wetzel (2011-13)
S. Klein, co-chair, e.o.

ATHLETICS

B. Tucker (2011-13)
 B. Anderson (2012-14)
 D. Watson (2012-14)
 G. Redding, FAR e.o.
 J. Haklin, e.o.
 M. Colston, e.o.

ENVIRONMENTAL CONCERNS

L. Wysocki (2012-14)
 M. Hudson (2011-13)
 D. Calisch (2012-14)
 E. Wetzel (2011-13)
 D. Morgan, e.o.
 2 students

GENDER ISSUES

J. Cherry (2011-13)
 J. Abbott (2012-14)
 A. Szczeszak-Brewer (2011-13)
 T. Salisbury (2012-14)

GRADUATE FELLOWSHIPS

C. Westphal (2012-14)
 A. Hoerl (2012-14)
 E. Olofson (2011-13)

LECTURE SERIES (IMPLEMENTATION)

J. Beck, chair
 E. Hollander
 F. Howland

LECTURE SERIES (PLANNING)

J. Beck, chair
 G. Gomez
 T. Salisbury

MULTICULTURAL CONCERNS

T. Lake (2012-14)
 B. McCafferty (2011-13)
 E. Morton (2011-13)
 J. Makubuya (2012-14)
 D. Polley (2012-14)
 J. Watson, e.o.
 M. Brown, e.o.
 W. Oprisko, e.o.
 D. Clapp, e.o.
 A. Perez, e.o.

OFF-CAMPUS STUDY/INT'L STUDIES

J. Bowie (2011-13)
 B. Foote (2011-13)
 M. Butler, fall (2011-13)
 Q. Pullen (2012-14)
 I. Wilson (2011-13)
 K. Widdows (2011-13)
 D. Clapp e.o.
 W. Oprisko, e.o.
 R. Warner, e.o.

PRE-ENGINEERING

D. Krause (2012-14)
 C. Westphal (2012-14)

PRE-HEALTH SCIENCES

R. Dallinger (2012-14)
 P. Burton (2012-14)
 G. Helman (2012-14)
 D. Polley (2012-14)
 L. Wysocki (2012-14)
 C. Hughes (2011-13)
 J. Rogers, e.o.
 M. Raters, e.o.
 G. Phillips, e.o.

PRE-LAW

B. Tucker (2011-13)
 G. Helman (2012-14)
 S. Himsel (2011-13)

EDUCATION STUDIES

M. Pittard, chair
 D. Seltzer-Kelly
 C. Stevens
 R. Warner
 M. McColgin
 W. Rosenberg
 J. Hardy
 A. Carpenter
 L. Hoerl
 B. Horton
 C. Westphal
 M. Welch, e.o.
 W. Oprisko, e.o.

TEACHING & LEARNING

R. Bowen (2011-13)
 C. Benedicks (2012-13)
 S. Drury (2012-14)
 I. Wilson (2012-14)
 W. Rosenberg, e.o.

**COMMITTEES WITH MEMBERSHIP BY
ADMINISTRATIVE APPOINTMENT**

ANIMAL WELFARE

M. McColgin (2011-13)
P. Burton (2012-14)
S. O'Dell-Keedy, DVM
D. Taylor, W 83, Atty

ACCREDITATION COMMITTEE

J. Lamborn
B. Horton
J. Olsen
D. Polley
T. McDorman

BUSINESS SEQUENCE

P. Thompson, fall only (2011-13)
F. Howland (2012-14)
S. Crawford, e.o.
S. Klein, e.o.

COLLEGE FILM SERIES

M. Abbott (2011-13)
E. Hollander (2011-13)
T. Pearson (2012-14)

COLLOQUIUM

L. Hoerl

COMMUNITY SERVICE

E. Poffald (2012-14)
C. Benedicks (2011-13)
J. Burnette (2011-13)
B. Knott, e.o.

DILL COMMITTEE (3 yrs.)

J. Hardy (2010-13)
A. Ingram (2011-14)
P. Mikek (2012-15)
J. Olsen, e.o.

ENDURING QUESTIONS CO-CHAIRS (3 yrs.)

B. Horton (2010-13)
B. Royalty (2010-13)

FACULTY ATHLETIC REP (FAR) (5 yrs.)

G. Redding (2012-2017)

FINE ARTS SCHOLARSHIP

D. Calisch, chair
J. Cherry
D. Watson
M. Hudson
J. Makubuya
E. Freeze
E. Morton
P. Hulen
S. Rossi
C. Gasaway, e.o.
J. Watson, e.o.
C. Hughes, e.o.

FRESHMAN TUTORIALS

J. Cherry (2011-13)
C. Byun (2012-14)

FRINGE BENEFITS (3-yrs.)

A. Ingram (2011-14)
J. Ross (2010-13)
M. Rhoades (2011-14)
C. Duff (2011-14)
D. Phillips (2011-14)
C. Metz, chair
L. Griffith, e.o.

**GLCA INTERNATIONAL/
OFF-CAMPUS EDUCATION**

D. Clapp, e.o.

HONORARY DEGREES

B. Foote (2011-13)
T. Herzog (2012-14)
D. Kubiak (2012-14)
G. Phillips, e.o.
P. White, e.o.
S. Feller, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

IDES OF AUGUST (3 yrs.)

D. Rogers (2012-15)
C. McKinney (2012-15)
P. Mikek (2010-13)

INSTITUTIONAL REVIEW BOARD

K. Gunther (2012-14)
J. Baer (2012-14)
E. Westzel (2012-14)
J. Lamborn (2010-12)
T. Tanselle, MD

INTEGRATED MARKETING COMMITTEE

J. Amidon, co-chair
 C. Gasaway
 B. Harris
 H. Hewitt
 T. Keedy
 S. Klein, co-chair
 J. Klen
 C. Stevens
 T. Runge
 M. Siegel
 C. Timmons
 B. Weaver
 J. Abbott
 K. Widdows
 W. Turner

LILLY SCHOLARSHIP SELECTION (3 yrs.)

R. Dallinger	(2011-14)
C. Byun	(2010-13)
J. Baer	(2012-15)
S. Drury	(2012-15)
W. Novak	(2011-14)
E. Olofson	(2010-13)

McLAIN-McTURNAN-ARNOLD RESEARCH

SCHOLAR (3 yrs.)

D. Krause	(2012-15)
D. Kubiak	(2012-14)
J. Burnette	(2011-14)

OFF-CAMPUS PROGRAM LIAISONS

Africa	
Borders	R. Warner
China	D. Blix
Japan	
Latin America	D. Rogers
Newberry Library	G. Gomez
New York Arts	D. Watson
Oak Ridge	D. Krause
Philadelphia	
Russian Semester	G. Redding
Scotland	
Washington (D.C) Semester (American University)	

RADIATION SAFETY OFFICER

J. Brown

SAFETY

J. Olsen, e.o., co-chair
 W. Oprisko, e.o.
 R. Woods, e.o.
 T. Keedy, e.o.
 J. Brown, e.o.
 C. Lamb
 J. Gross
 P. Burton
 K. Gunther
 M. Colston
 D. Morgan
 M. McColgin
 R. Moxley
 D. Calisch
 W. Novak, co-chair
 C. Metz
 B. Weaver
 M. Johnston
 J. Amidon

SCIENTIFIC INTEGRITY

G. Phillips, e.o., chair	
C. Blaich	(2011-13)
W. Turner	(2011-13)
J. Hartnett	(2012-13)

STUDENT INSURANCE

C. VanArsdall, e.o., chair
 C. Lamb, e.o.
 M. Raters, e.o.
 M. Colston, e.o.
 L. Griffith, e.o.
 J. Haklin, e.o.

TECHNOLOGY ADVISORY

A. Moore	(2010-13)
M. Abbott	(2012-15)
C. McKinney	(2012-13)
J. Lamborn	(2010-13)
B. Swift	(2010-13)
E. Olofson	(2011-14)
J. Beck, e.o.	
B. Weaver, e.o..	

UNDERGRADUATE RESEARCH

CELEBRATION (3 yrs.)

P. Bost (2011-14)
P. Hulen (2011-14)
D. Kubiak (2011-14)
J. Amidon (2011-14)
L. Porter, chair (2010-13)
J. Beck, e.o.
J. Bowie, e.o.

VISITING ARTISTS SERIES--PLANNING

J. Cherry
P. Hulen
S. Rossi
C. Hughes, e.o.

VISITING ARTISTS -IMPLEMENTATION

J. Bowie
E. Freeze
J. Makubuya
D. Watson
C. Hughes, e.o.

WELLNESS COMMITTEE

B. Anderson, chair
M. Elizondo
T. Herzog (2012-14)
C. Metz
R. Busch
K. Swaim
C. Lamb
G. Phillips, e.o.
J. Haklin, e.o.

Degrees in Course

As Announced on Commencement Day, May 12, 2013

Bachelor of Arts

Ricardo Javier Aguirre
Jacob Austin Ahler
Daniel Joseph Allen
Patrick Dwayne Alston
Romaric Alain Amoa
Kessler Bernard Armbruster
Keaton Eugene Becher
Alexander Philip Beck
Chase Carlin Belton
Jeffrey Berlyz Bohórquez Guzmán
Nathaniel Carroll Borden
Kyle Thomas Bottos
Layton J. Brandenburg
Austin Robert Broadwater
Michael Anthony Brown
Tyler David Burke
Jacob Ian Byrne
Bradley Paul Carver
Julian Jose Cernuda Alarcon
Michael Walsh Carper
Patrick Clelland Clegg
William James Costakis, Jr.
Anthony Charles Couch
Colten Dexter Craigin
Anton John Crepinsek III
Ryan Wesley Cronin
Carl Otha DeBard II
Michael Aloysius Demeter
Elliot Michael Dewey
Michael John DiLuia
David Scott Direnfeld
Hung Manh Duong
Willem Anthony Peterson Drews
John Robert Dyer
John Henry Dykstra
Edward James Evans, Jr.
Jason Orion Farbstein
Adam Joseph Fein
Ryan James Fier
Jacob Jeffrey Fisher
Riley Harrison Floyd
Joey Eric Fogel
Conor John Frame
Cleve J Francoeur III
Logan Tyler Frederick

Craig Joseph Fritch
Derek Robert Fritz
Andrew Hayden Fuesler
Clinton Matthew Garrison
Jebin Gautam
Henry David Giesel
Alex R Gillham
Christopher Henry Gorman
James Michael Gorman
Joseph Benjamin Granger
Ian Michael Grant
Tyler Drakkor Griffin
Evan S Groninger
Francisco Antonio Guzmán
Jacob Warren Haas
John William Haley III
Kenneth Charles Harris
Samuel Lee Hatcher
Robert James Hechinger
Eric Bruce Henderson
José Daniel Herrera
Charles Edward Hintz
Jordan Jeffrey Hoerr
Michael Lee Hodge
Austin Juan Hodges
Michael James Holmes
Paul Matthew Hudak
Vann Addison Hunt
Nicholas Blake Hurt
Bryan Christopher Hutchens
Muhammad Maaz Iftikhar
Austin Dean Jennings
Evan Reed Johnson
Matthew Best Kaczkowski
Vincent Michael Kenney
Jacob Tyler Kersey
James Paul Kervan
Weston Riley Kitley
William F. Kline
Matthew Adam Knox
Jonathan Martin Koop
Arjun G. Kumar
Joseph David Labus
Anh Sy Huy Le
Ian R. Leonard
Wyatt Spencer Lewis

Kuangjie Li
 Steven Glenn Livesay
 Mackenzie Kelso Lopp
 Shimin Ian Low
 Ryan Leland Lutz
 Joseph Stevenson Magura
 James Ryan Martin
 Pedro Luis Martinez
 Alejandro Maya
 Garrett L. McCarthy
 Jeremy John McDonald
 Kyle Steven McLaughlin
 Raynor Paul Mendoza
 Kyle John Mener
 Troy Clayton Meyers
 Michael Jon Mondovics
 Benjamin Joseph Muensterman
 Muchohi Mwaura
 Thanh Xuan Ngo
 Hoan Tan Khai Nguyen
 Tuan Minh Nguyen
 Levi Wayne Noblitt
 Francisco Javier Oliva
 James Olajuyigbe Bolarinde Omotosho III
 Matthew Damon Page
 Sean Leonard Parchman
 Matthew William Paul
 Garrett Earl Payne
 William James Peacock
 Jonathan James Peller
 Grady Ellis Phillips
 Michael Patrick Piggins
 John Thomas Plaiss
 Theodore Thomas Plummer
 Trevor Robert Poe
 Tyler Scott Presley
 Logan Clutch Jackson Rice
 Corbin Andrew Richards
 Robert Chester Riddle
 Carl Sebastian Rivera
 Alexander William Robbins
 Philip Michael Robin
 Billy Wade Rosson
 Derek Tyler Rowe
 Steven Landes Rowe
 Frank Henry Ruvoli
 Daniel Ryan Sandberg
 Peter John Santa Maria
 Jake Joseph Schild

Thomas Henry Schmidt
 Gregory Peter Schmith II
 Jeromy Troy Sisk
 Liam Louis Smith
 Adam Hyman Soshnick
 Ryan James Sosinski
 Joshua Allen Sparks
 Samuel Wilhelm Spoerle
 Haneff Rashaan Stephens
 Kyle Rodney Stevens
 Joseph Michael Stiglitz
 Zachary Steven Stone
 Jacob Bradley Strausbaugh
 John Burton Streiff
 Joseph Raymond Stull II
 Ronald Lee Sullivan, Jr.
 Xumin Sun
 Yifei Sun
 Jordan Louis Surenkamp
 Jamen Mikael Suter-Donaldson
 Adrian James Jay Sutherlin
 Tyler Clay Swaim
 Nicholas Bernard Swintz
 DeVan André Taylor
 Zachary Kenneth Thompson
 Chase Edward Tichenor
 Montana Dean Timmons
 Alexander Charles Totten
 Cole Robert Tribble
 Oscar Trujillo
 Fabian Leon Villanueva
 Neil William Vosel
 Donald Victor Wagner, Jr.
 Nathan Thomas Walters
 Bo Wang
 Tianren Wang
 Clinton Brandt Warner
 Jacob Randall Waterman
 Gabriel Alexander Watson
 Austin James Weaver
 Tyler Jeffrey Whittington
 Christopher Erich Widup
 Jacob John Wilkinson
 Ethan Josiah Wilson
 Garrett Ray Wilson
 Frederick Michael Wittman
 Jonathan Ming-Xian Wong
 Michael Seth Wright
 Devan James Young

Shengshuang Zhu

Bachelor of Arts: Cum Laude

Ricardo Javier Aguirre
Alexander Philip Beck
Nathaniel Carroll Borden
Julian Jose Cernuda Alarcon
William James Costakis, Jr.
Willem Anthony Peterson Drews
John Robert Dyer
John Henry Dykstra
Adam Joseph Fein
Conor John Frame
Michael James Holmes
Mackenzie Kelso Lopp
Jeremy John McDonald
Levi Wayne Noblitt
Corbin Andrew Richards
Robert Chester Riddle
Steven Landes Rowe
Daniel Ryan Sandberg
Thomas Henry Schmidt
Joseph Michael Stiglitz
Bo Wang
Clinton Brandt Warner
Austin James Weaver
Jonathan Ming-Xian Wong

Bachelor of Arts: Magna Cum Laude

Keaton Eugene Becher
Patrick Clelland Clegg
Hung Manh Duong
Edward James Evans, Jr.
James Michael Gorman
Joseph Benjamin Granger
José Daniel Herrera
Jordan Jeffrey Hoerr
William F. Kline
Shimin Ian Low
Thanh Xuan Ngo
William James Peacock
Trevor Robert Poe
Ronald Lee Sullivan, Jr.
Gabriel Alexander Watson
Garrett Ray Wilson
Shengshuang Zhu

Bachelor of Arts Summa Cum Laude

Michael Walsh Carper
Anton John Crepinsek III
Ryan Wesley Cronin
Riley Harrison Floyd
Alex R Gillham
Christopher Henry Gorman
Weston Riley Kitley
Wyatt Spencer Lewis
Tuan Minh Nguyen
Matthew William Paul
Peter John Santa Maria
Jake Joseph Schild
Liam Louis Smith
Yifei Sun

Honorary Degrees

Doctor of Science

Geoffrey W. Coates '89

Doctor of Humane Letters

Craig Richard Dykstra
Dean F. Reynolds '70
Patrick E. White

Awards and Prizes

Distinction in Comprehensive Examinations

Michael Walsh Carper	Weston Riley Kitley
Anton John Crepinsek III	Wyatt Spencer Lewis
Ryan Wesley Cronin	Pedro Luis Martinez
John Robert Dyer	Tuan Minh Nguyen
Riley Harrison Floyd	Matthew William Paul
Henry David Giesel	Peter John Santa Maria
Alex R Gillham	Jake Joseph Schild
Christopher Henry Gorman	Liam Louis Smith
José Daniel Herrera	Yifei Sun

Lilly Scholars

Riley Harrison Floyd	Thomas Henry Schmidt
William James Peacock	Liam Louis Smith

John Maurice Butler Prize for Scholarship and Character

Riley Harrison Floyd

Dr. Frank H. Sparks Award for All-Around Student Achievement

Gabriel Alexander Watson

Membership in Phi Beta Kappa

From the Senior Class

Michael Walsh Carper	William F. Kline
Anton John Crepinsek III	Wyatt Spencer Lewis
Ryan Welsy Cronin	Tuan Minh Nguyen
Hung Manh Duong	Matthew William Paul
Riley Harrison Floyd	Peter John Santa Maria
Alex R Gillham	Jake Joseph Schild
Christopher Henry Gorman	Liam Louis Smith
James Michael Gorman	Yifei Sun
Joseph Benjamin Granger	Gabriel Alexander Watson
Weston Riley Kitley	Shengshuang Zhu

Membership in Phi Beta Kappa

From the Junior Class

Ryan Adam Cloyd

D. J. Angus-Scienteck Educational Foundation Award

Casey Jordan Shipley

Baldwin Prize in Oratory

Scott Michael Purucker	Justin Joseph Taylor
Zachary Kenneth Thompson	

James E. Bingham Award

Jeremy John McDonald	Trevor Robert Poe
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Edgar C. Britton Memorial Award in Chemistry

Peter John Santa Maria

Shengshuang Zhu

Ernest G. Carscallen Prize in Biology

Tuan Minh Nguyen

George E. Carscallen Prize in Mathematics

Christopher Henry Gorman

Yifei Sun

F. Michael Cassel Political Science Award

Jeremy Sean Wentzel

Louis Catuogno, Jr. Piano Prize

Yunan Wu

The Ryan Champion Theater Performance Award

Joseph Matthew Mount

John F. Charles World History Prize

José Daniel Herrera

Matthew William Paul

Thomas A. Cole Biology Alumni Prize

Justin Lee Sparks '08

Community Service Award for Outstanding Work

Alexander Hernandez

Peter John Santa Maria

J. Harry Cotton Philosophy Prize

Alex R Gillham

Joseph J. Daniels Prize in Constitutional Law

Cory Jacob Kopitzke

David S. Roaten

Fred N. Daugherty Award

Michael Anthony Brown

Randolph H. Deer Prize for Outstanding and Continued Work in Art

Brady Scott Gilliam

John Michael Vosel

Distinguished Senior in Psychology

Nathaniel Carroll Borden

Liam Louis Smith

Robert S. Edwards Creative Writing Award

Ian Michael Grant

Ruth Margaret Farber Award in English

Nathaniel Harris Chapman

James Scott Morrison

Walter L. Fertig Prize in English

Riley Harrison Floyd

Wyatt Spencer Lewis

Harold Q Fuller Prize in Physics

Drew Stephen Songer

Glee Club Senior Award

Charles Edward Hintz

Zachary Kenneth Thompson

David B. Greene Award for Distinguished Work in Art History

Hung Manh Duong

American Legion Byron Cox Post 72 Theodore G. Gronert History Award

Christopher Erich Widup

Nicholas Harrison Essay Award

Timothy Michael Haffner

Nikolas Dusty Jones

Jordan Louis Surenkamp

Robert S. Harvey Outstanding Editor Award

John Henry Dykstra

Gabriel Alexander Watson

Robert S. Harvey Journalism Award

Adam M. Alexander

Tyler Drakkor Griffin

Ian Daniel Baumgardner

Ryan Leland Lutz

Jacob Levi Burnett

James Scott Morrison

Robert Christopher Dixon

Alexander Charles Totten

John Henry Dykstra

Tianren Wang

Riley Harrison Floyd

Gabriel Alexander Watson

Lucas Scot Zromkoski

Howell Chemistry Award

Brent Allen Ledford

Adam Robert Pagryzinski

David Henry Wintczak

Dr. Paul T. Hurt Award for All-Around Freshman Achievement

Zachary Andrew Canon

Paul J. Husting Art Award

Joey Eric Fogel

Chase Edward Tichenor

Indianapolis Alumni Student Athlete Award

Weston Riley Kitley

Robert A. King German Prize

Keaton Eugene Becher

Kenneth W. Kloth Design & Technical Theater Award

Joshua David Lutton

Kudlaty Senior Spanish Award

Matthew William Paul

Jim Leas Outstanding Student in Journalism

Riley Harrison Floyd

Annie Crim Leavenworth French Prize

Pedro Luis Martinez

Erminie C Leonardis Theater History Award

Joseph Matthew Mount

George A. Lipsky Memorial Award in Political Science

Ricardo Javier Aguirre

George D. Lovell Award

José Daniel Herrera

George Lewes Mackintosh Fellows

Alex R Gillham
Christopher Henry Gorman
Weston Riley Kitley

Tuan Minh Nguyen
Jake Joseph Schild
Yifei Sun

Malcolm X Institute Merit Award

Ryan James Fier

Tyler Drakkor Griffin

McLain Classics Prize

William F. Kline

John Burton Streiff

McLain-McTurnan-Arnold Excellence in Teaching Award

Kealoha L. Widdows

McLain-McTurnan-Arnold Research Scholar

Patrick M. Burton

Caleb Mills Teacher-in-Training Excellence Award

Zachary James Rohrbach

John N. Mills Fellowship in Religion

John Thomas Plaiss

John N. Mills Prize in Religion

Matthew Alan Michaloski

Joseph O'Rourke, Jr. Award in Speech

Jordan Louis Surenkamp

Patterson-Goldberger Outstanding Freshman in Journalism Award

Patrick Frankoviak Bryant

David W. Peck Medal

Riley Harrison Floyd

Robert O. Petty Nature Writing Prize

Samuel Lee Hatcher

Phi Beta Kappa Prize

Weston Riley Kitley

Peter John Santa Maria

Benjamin A. Rogge Memorial Award

Ryan Wesley Cronin

Jake Joseph Schild

Lewis S. Salter Memorial Award

Adam Fitzgerald Barnes

Stephen Schmutte Outstanding Paper in Economics Prize

Anh Sy Huy Le

Senior Award of Merit

Rudolph Alan Altergott

N. Ryan Shaw II Political Science Award

Jacob Austin Ahler

Warren Wright Shearer Prize in Economics

Scott Edward Campbell

Jared Allen Valentine

Dean Stephens Award

James Scott Morrison

Stephens-Hall Senior Scholarship Award

Riley Harrison Floyd

Norman E. Treves Science Award

Weston Riley Kitley

Underwood Award in Chemistry

Ryan Adam Cloyd

The Pete Vaughan Outstanding Athlete Award

Jacob Randall Waterman

Wedgeworth Lilly Library Research, Scholarship and Creativity Awards

Jeffrey Berlyz Bohórquez Guzmán

Julian Jose Cernuda Alarcon

Bradley Michael Wise

William Nelson White Scholarship Award

Michael Walsh Carper

Eliot Churchill Williams Undergraduate Prize in Biology

Adam Fitzgerald Barnes

Initiation in Eta Sigma Phi

Matthew Tanner Avenatti
Matthew Daniel Binder
Scotty Emerson Cameron
Nathaniel Harris Chapman
Colson R. Crowell

Charles Robert Hill
Nathanial Zachary Pointer
Christopher Sarik Joon Rai
Reid Vincent Smith
Samuel Thomas Vaught

Initiation in Phi Lambda Upsilon

Patrick Clelland Clegg
Anton John Crepinsek III
Edward James Evans, Jr.
Joseph Benjamin Granger
Jordan Jeffrey Hoerr

Weston Riley Kitley
Peter John Santa Maria
Tuan Minh Nguyen
Ronald Lee Sullivan Jr.
Bo Wang

Shengshuang Zhu

Initiation in Psi Chi

Nathaniel Carroll Borden
Hung Manh Duong

Conor John Frame
Jordan Jeffrey Hoerr

Liam Louis Smith

Students

Seniors — Class of 2013

Ricardo J. Aguirre	Carmel, IN	James M. Gorman	Decatur, IN
Jacob A. Ahler	Rensselaer, IN	Joshua L. Grady	East Chicago, IN
Daniel J. Allen	Indianapolis, IN	Joseph B. Granger	Celina, OH
Patrick D. Alston	Bronx, NY	Ian M. Grant	Indianapolis, IN
Romarie A. Amoa	Indianapolis, IN	Tyler D. Griffin	Indianapolis, IN
Kessler B. Armbruster	Long Beach, CA	Evan S. Groninger	Pendleton, IN
Bryan E. Arnold	Boston, MA	Francisco A. Guzman	Fishers, IN
Keaton E. Becher	Berne, IN	Jacob W. Haas	Veedersburg, IN
Alexander P. Beck	Richmond, IN	John W. Haley III	Terre Haute, IN
Chase C. Belton	Dayton, OH	Kenneth C. Harris	Indianapolis, IN
Jeffrey B. Bohorquez Guzman	Woodland Hills, CA	Samuel L. Hatcher	Crawfordsville, IN
Nathaniel C. Borden	Crawfordsville, IN	Robert J. Hechinger	Brownsburg, IN
Kyle T. Bottos	Lowell, IN	Eric B. Henderson	Indianapolis, IN
Layton J. Brandenburg	Scipio, IN	Jose D. Herrera	Chicago, IL
Austin R. Broadwater	Zionsville, IN	Charles E. Hintz	Gahanna, OH
Michael A. Brown	Crawfordsville, IN	Michael L. Hodge	Dallas, TX
Jacob I. Byrne	Owasso, OK	Austin J. Hodges	Plymouth, IN
Michael W. Carper	Indianapolis, IN	Jordan J. Hoerr	Peoria, IL
Bradley P. Carver	Galveston, IN	Michael J. Holmes	Williamsville, NY
Julian J. Cernuda Alarcon	Newton, NC	Paul M. Hudak	Whittier, CA
Patrick C. Clegg	Clarendon Hills, IL	Vann A. Hunt	Buckeye, AZ
William J. Costakis	Merrillville, IN	Nicholas B. Hurt	Beech Grove, IN
Anthony C. Couch	Greenwood, IN	Bryan C. Hutchens	Indianapolis, IN
Colten D. Craigin	Pine Village, IN	Muhammad M. Iftikhar	Pakistan
Anton J. Crepinsek III	Osceola, IN	Austin D. Jennings	Noblesville, IN
Ryan W. Cronin	Carmi, IL	Evan R. Johnson	Orleans, IN
Carl O. DeBard II	Bloomington, IN	Matthew B. Kaczowski	Alameda, CA
Michael A. Demeter	Crawfordsville, IN	Vincent M. Kenney	Indianapolis, IN
Elliot M. Dewey	Warren, OH	Jacob T. Kersey	Indianapolis, IN
Michael J. DiLuia	Flossmoor, IL	James P. Kervan	Indianapolis, IN
David S. Drenfeld	Tucson, AZ	Weston R. Kitley	Indianapolis, IN
Robert C. Dixon	Kokomo, IN	William F. Kline	Terre Haute, IN
Willem A. Drews	Lafayette, IN	Matthew A. Knox	Indianapolis, IN
Hung M. Duong	Vietnam	Jonathan M. Koop	Fontana, CA
John R. Dyer	Ellisville, MO	Arjun G. Kumar	Schererville, IN
John H. Dykstra	Crown Point, IN	Anh S. Le	Vietnam
Edward J. Evans, Jr.	Gulfport, MS	Ian R. Leonard	Bloomington, IN
Jason O. Farbstein	Falls Church, VA	Wyatt S. Lewis	Indianapolis, IN
Adam J. Fein	Naperville, IL	Kuangjie Li	The People's Republic of China
Ryan J. Fier	Columbus, IN	Steven G. Livesay	Crawfordsville, IN
Jacob J. Fisher	Greenwood, IN	Mackenzie K. Lopp	Brookston, IN
Riley H. Floyd	Noblesville, IN	Shimin I. Low	Malaysia
Joey E. Fogel	Philadelphia, PA	Ryan L. Lutz	Sacramento, CA
Conor J. Frame	Reelsville, IN	Joseph S. Magura	Valparaiso, IN
Cleve J. Francoeur	Seymour, IN	Pedro L. Martinez	Salinas, CA
Craig J. Fritch	Jasper, IN	James R. Martin	Burlington, WI
Derek R. Fritz	New Haven, IN	Alejandro Maya	Hammond, IN
Andrew H. Fuesler	Atascadero, CA	Garrett L. McCarthy	Crawfordsville, IN
Clinton M. Garrison	Fishers, IN	Jeremy J. McDonald	Indianapolis, IN
Jebin Gautam	Chicago, IL	Kyle S. McLaughlin	Crawfordsville, IN
Henry D. Giesel	Carmel, IN	Raynor P. Mendoza	San Antonio, TX
Alex R. Gillham	Greenwood, IN	Kyle J. Mener	Naperville, IL
Christopher H. Gorman	Decatur, IN	Troy C. Meyers	Greenfield, IN
		Michael J. Mondovics	Mishawaka, IN

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Wesley R. Adams	Bloomington, IN
Robert J. Albright	Fort Wayne, IN
Rodrigo Alejandro	Chicago, IL
Ronald C. Allman	Nineveh, IN
Rudolph A. Altergott	Hinsdale, IL
Jacob D. Alter	West Lafayette, IN
Austin A. Althoff	Michigan City, IN
Alexander T. Amerling	Fond du Lac, WI
Jonathan K. Anleitner	DeMotte, IN
Kenton R. Armbruster	Indianapolis, IN
Adam F. Barnes	Bradford, PA
Ian D. Baumgardner	Ossian, IN
Brian M. Beardmore	Lafayette, IN
Ryan W. Beeker	Indianapolis, IN
Joel P. Beier	Fort Wayne, IN
Jefferson B. Bell	Evansville, IN
Peter S. Bell	Duluth, MN
Kevin T. Bennett	Brownsburg, IN
Samuel C. Bennett	Indianapolis, IN
Bryce C. Biberstein	Markle, IN
James W. Blaich	Crawfordsville, IN
Jacob R. Bolinger	Anderson, IN
J. Dalton Boyer	Plainfield, IN
Ramsey I. Bradke	Plymouth, IN
Harpal S. Brar	Brownsburg, IN
Michael R. Brendle	Middlebury, IN
Zachary J. Breuckman	Crown Point, IN

Thomas W. Brooks.....Crawfordsville, IN
 Shane A. Brown.....Crawfordsville, IN
 Erik J. Bryant.....Evansville, IN
 Nathan T. Bryant.....Indianapolis, IN
 Spencer L. Burk.....Greenfield, IN
 Robert J. Butler.....North East, MD
 Scotty E. Cameron.....Rushville, IN
 Scott E. Campbell.....Fort Wayne, IN
 Kahlil G. Carazo.....Salem, VA
 Patrick M. Carter.....Bloomington, IN
 James E. Caum.....North Vernon, IN
 Nathaniel H. Chapman.....Evansville, IN
 Daoming Che.....The People's Republic of China
 David D. Chew.....Clarks Hill, IN
 Micah N. Chowning.....Fort Wayne, IN
 Zachary A. Churney.....Middlebury, IN
 Ryan A. Cloyd.....Beech Grove, IN
 Benjamin T. Cook.....Severna Park, MD
 Theodore D. Coursen-Carr.....Fort Wayne, IN
 Aaron J. Davis.....Greenwood, IN
 Derek M. Dean.....Fillmore, IN
 John S. Decker.....LaPorte, IN
 Michael J. Del Busto.....Carmel, IN
 Daniel Delgado.....Whitestown, IN
 Jorge E. DiazAguilar.....South Bend, IN
 Andrew M. Domini.....Smythtown, NY
 Kevin M. Downey.....Michigan City, IN
 Rodolfo Duarte.....Santa Ana, CA
 Adrian D. Duerson.....Indianapolis, IN
 Jordan D. Dulaney.....Yorktown, IN
 Dustin J. Durnell.....Fort Wayne, IN
 Marc A. Escobedo.....Schererville, IN
 Joseph H. Etling.....Terre Haute, IN
 Gerald J. Fankhauser III.....West Lafayette, IN
 Jordan S. Fenton.....Findlay, OH
 Andrew J. Fulton.....Manassas, VA
 Sebastian T. Garren.....Saint Louis, MO
 Connor Q. Geary.....Jamestown, NY
 Andrew C. Gibson.....Avon, IN
 Zachary I. Goldberg.....Champaign, IL
 Shijie Guo.....The People's Republic of China
 Corey A. Hamilton.....Pendleton, IN
 Aronno Haque.....Bangladesh
 James M. Hartnett.....Chicago, IL
 Ross J. Hendrickson.....Brownsburg, IN
 John T. Henning.....Henderson, KY
 Seth L. Hensley.....Indianapolis, IN
 Sean M. Hildebrand.....Fishers, IN
 Charles R. Hill.....Colfax, IN
 Alex R. Hirsch.....Michigan City, IN
 Tyler R. Holmes.....Bluffton, IN
 Luke D. Holm.....Naperville, IL
 Bradley E. Hopper.....West Harrison, IN
 Robert U. Horsey.....Upper Darby, PA
 Xiaodong Hou.....The People's Republic of China
 Cole J. Hruskovich.....Lafayette, IN
 Francisco Huerta.....Chicago, IL

Joseph L. Jackson.....Indianapolis, IN
 Joshua M. Jones.....LaPorte, IN
 Nikolas D. Jones.....Galveston, IN
 Zeno L. Joyce.....Flagstaff, AZ
 James G. Kallas.....Hinsdale, IL
 Nathan A. Klopfenstein.....Cicero, IN
 Nathanael C. Koelper.....Fort Wayne, IN
 Charles M. Kolisek.....Indianapolis, IN
 Cory J. Kopitzke.....North Vernon, IN
 Josh B. Kramer.....Chalmers, IN
 James A. Kraus.....North Judson, IN
 Philip E. Kubisz.....Highland, IN
 Jonathan C. Laird.....Antioch, CA
 James F. LaRowe.....Churubusco, IN
 Brent A. Ledford.....Indianapolis, IN
 Zachary T. Lee.....Greenwood, IN
 Danyang D. Li.....Andover, MA
 Shangqing Li.....The People's Republic of China
 Robert D. Luke.....Noblesville, IN
 Joshua D. Lutton.....Anderson, IN
 Ian M. MacDougall.....Westfield, IN
 Joshua H. Manker.....Harbor Springs, MI
 Nathan A. Manning.....Wentzville, MO
 Patrick B. Marlatt.....Rensselaer, IN
 Blake E. Mattingly.....New Palestine, IN
 Christopher A. McCloskey.....Logansport, IN
 Evan R. McFarland.....Cincinnati, OH
 Derrick J. McQuiston.....Osage, MN
 Matthew A. Michaloski.....Evansville, IN
 Clayton W. Mikesell.....Centralia, IL
 Jared T. Miller.....Wildwood, MO
 Wade Miller.....Crawfordsville, IN
 James H. Morey.....Mount Horeb, WI
 James S. Morrison.....Merrillville, IN
 Aaron D. Morton-Wilson.....Delaware, OH
 David R. Myles.....Terre Haute, IN
 Taylor A. Neal.....Yorktown, IN
 Anh H. Nguyen.....Vietnam
 Anh L. Nguyen.....Vietnam
 Peter J. Nicksic.....Valparaiso, IN
 Connor D. O'Rear.....Granger, IN
 Fidel I. Ojimba.....Bronx, NY
 Mitchel B. Overlay.....Zionsville, IN
 Jacob K. Owens.....Indianapolis, IN
 Adam R. Pagryzinski.....Leo, IN
 Jonathon P. Pahud.....Carmel, IN
 John W. Penn.....Chillicothe, OH
 Spencer M. Peters.....Brookston, IN
 Long B. Pham.....Vietnam
 David G. Phillips.....Indianapolis, IN
 Douglas W. Pierce.....Oakwood, IL
 Terrance A. Pigues.....Memphis, TN
 Jacob A. Ponton.....Dyer, IN
 Cahmelan R. Porter.....Indianapolis, IN
 Bradley M. Pusateri.....Crown Point, IN
 Nicholas K. Reese.....Crawfordsville, IN
 Clarke E. Remmers.....Whiting, IN

Greyson T. Rieder Aurora, IL
 Mark M. Riffle Greenwood, IN
 David S. Roaten Sheridan, IN
 Alexis A. Rodriguez Galeana Santa Ana, CA
 Andrew W. Roop Fort Wayne, IN
 Luke M. Ryle Greenwood, IN
 Joshua D. Sampson Charlestown, IN
 Larry Savoy Missouri City, TX
 Zachary O. Schenkel Fort Wayne, IN
 Jacob G. Scherb Carmel, IN
 Andrew C. Schmutte Indianapolis, IN
 Richard A. Schrader Lafayette, IN
 Nathan S. Scola Odenville, AL
 Mark A. Shaylor Saucier, MS
 Jacob W. Sheridan Culver, IN
 Casey J. Shipley Kokomo, IN
 Weijie Shi The People's Republic of China
 Patrick W. Singleton Indianapolis, IN
 Michael W. Skinner Saint John, IN
 Nicholas S. Sladek Crawfordsville, IN
 Harrison D. Slater Bloomington, IN
 Reid V. Smith Indianapolis, IN
 Charles B. Smothers Jefferson, GA
 Cameron M. Sobleski Noblesville, IN
 Drew S. Songer Huntingburg, IN
 Dalton M. Stanley Bay Village, OH
 Ray A. Stark Whiteland, IN
 Andrew J. Stegelmann Goshen, IN
 Zachary M. Sticher Braselton, GA
 Mark J. Stoops Bloomington, IN
 Joshua O. Stowers Michigantown, IN
 Patrick S. Stroud Noblesville, IN
 Robert A. Thompson Las Vegas, NV
 Nazir A. Tokhi Garden Grove, CA
 Ky T. Tran Ho Chi Minh City, Vietnam
 Chet R. Turnbeaugh DeMotte, IN
 Jared A. Valentine Portland, IN
 Isidro Vargas Alamo, TX
 Wesley A. Vassilo Indianapolis, IN
 Justin P. Vazquez Chicago, IL
 Zachary J. Vega Munster, IN
 Cameron B. Waller Evansville, IN
 John A. Walsh Clinton, IN
 Darius C. Ward Memphis, TN
 Jeremy S. Wentzel Morgantown, IN
 Andrew J. Weyler North Webster, IN
 Nathaniel A. Whisman Atlanta, IN
 Neil D. Wichlinski Valparaiso, IN
 Charles E. Williams New Albany, IN
 David H. Wintczak Mitchell, IN
 Bradley M. Wise Monroe, GA
 Michael P. Witczak Indianapolis, IN
 Daniel J. Woodruff Plainfield, IN
 Luke A. Wren Crawfordsville, IN
 Joshua E. Wright Crown Point, IN
 Trevor A. Young Indianapolis, IN
 Ye Yuan The People's Republic of China

Weston B. Zimmerman Kokomo, IN

Sophomores — Class of 2015

Carter D. Adams Fairfield, OH
 Emiliano Aguilar East Chicago, IN
 Akinfemiwa J. Akinribade Indianapolis, IN
 Kyle B. Albertson Metamora, IL
 Tyler A. Andrews Indianapolis, IN
 Ashish Baiju Kathmandu, Nepal
 Andrew J. Baker Elkhart, IN
 Douglas S. Baker Huntington, IN
 Justin C. Balis Palm Desert, CA
 Mackenzie W. Bartlett Bedford, IN
 Stephen C. Batchelder Orland, CA
 Oliver H. Bauer New Palestine, IN
 Matthew M. Beard Lebanon, IN
 John F. Beardmore Lafayette, IN
 Sean-Paige S. Best Brookston, IN
 Aaron J. Betson Nashville, IN
 Quinn D. Biddle Grovertown, IN
 Lorenze D. Billups Indianapolis, IN
 Codie P. Blankenship West Hamlin, WV
 Adam C. Boehm Crawfordsville, IN
 Patrick M. Bondi West Lafayette, IN
 Zachary T. Boston Elwood, IN
 Matthew A. Bowman Indianapolis, IN
 Nicholas P. Boyce Indianapolis, IN
 Benjamin R. Bradshaw Russiaville, IN
 Nathan J. Brock Valparaiso, IN
 Austin R. Budell Jasper, IN
 Matthew R. Bupp Crawfordsville, IN
 Logan B. Burdick Clinton, IN
 Cody A. Buresh Holland, MI
 Philip H. Burger Crawfordsville, IN
 Jacob L. Burnett Mishawaka, IN
 John D. Burns Danville, IN
 Jared R. Burris Indianapolis, IN
 Jonathan C. Bush Flora, IN
 Jacob D. Caddick Merrillville, IN
 Jesse R. Caldwell Lawrenceburg, IN
 Andrew C. Carpenter Crown Point, IN
 Zachary D. Cassel Noblesville, IN
 Eric T. Charles Chicago, IL
 Aeknoor Cheema Newburgh, IN
 Jacob C. Childress Pendleton, IN
 Andrew R. Chorpenning Indianapolis, IN
 Cody J. Christopher Lafayette, IN
 Alejandro Cisneros Santa Ana, CA
 Arion Clanton East Chicago, IN
 William A. Clauser Crawfordsville, IN
 William B. Combs Crawfordsville, IN
 Joseph L. Conti Newburgh, IN
 Logan A. Cooper Indianapolis, IN
 Alan R. Corey Kingman, IN
 Evan F. Coudriet Valparaiso, IN
 Frederick W. Couthie III Ada, MI
 Colson R. Crowell Ossian, IN

Adalid Cruz Vazquez Santa Ana, CA
 Christopher R. Dabbs Gary, IN
 Anh T. Dao Hanoi, Vietnam
 Zachary J. Darabaris Beecher, IL
 John W. Davis Indianapolis, IN
 Carlos De La Cerda, Jr. Edcouch, TX
 Derek L. De St. Jean West Lafayette, IN
 Andrew D. Dettmer Auburn, IN
 Justin A. Dickey St. Peters, MO
 Michael W. Doebler Pekin, IN
 Christopher J. Donahue Oak Lawn, IL
 Ethan B. Dove Fishers, IN
 Colin O. Downey Roanoke, IN
 Eric A. Downing Dayton, OH
 Timothy W. Dunkel Fort Branch, IN
 Jacob T. Eagan Indianapolis, IN
 Corey J. Egler Huntingburg, IN
 Hezekiah T. Eibert Virginia Beach, VA
 Patrick D. Embree Springfield, IN
 Yang Fei The People's Republic of China
 Stephen P. Fenton, Jr. Fort Branch, IN
 Benjamin C. Finley Carmel, IN
 Alex M. Fischer Greensburg, IN
 William W. Folsom Lincoln, NE
 Matthew D. Fouts Seymour, IN
 Peter J. Fouts Valparaiso, IN
 Lucas T. Franz Bloomington, IN
 Nickolas W. Freeman Indianapolis, IN
 Brady S. Gilliam Anderson, IN
 Grayden J. Gilmore Frankfort, IN
 Collin J. Ginebaugh Noblesville, IN
 Seton T. Goddard De Pere, WI
 Ruben Gonzalez Alamo, TX
 Logan C. Goodrich Huntertown, IN
 Nicholas A. Gray Philadelphia, PA
 Ethan R. Groff Royal Center, IN
 Ryan D. Guerrettaz Newburgh, IN
 David J. Gunderman Zionsville, IN
 Victor A. Gutierrez Salinas, CA
 Zachary C. Haltom Bedford, IN
 Connor W. Hammerle Lebanon, IN
 Tyler A. Hampton Brownsburg, IN
 Tadhg C. Hannon Stratford, CT
 Tyler J. Hardcastle Carmel, IN
 Joseph S. Harris Austin, IN
 Yamato P. Hart Bronx, NY
 Scott T. Hastings Warminster, PA
 Wesley R. Hauser De Soto, MO
 Alexander N. Hawkins Jasper, IN
 Austin T. Hawn Delphi, IN
 Campbell B. Higbie Lexington, IN
 Kennedy C. Hill Indianapolis, IN
 Houston T. Hodges Plymouth, IN
 Shane M. Hoerbert Greenview, IL
 Adrian J. Holguin Bedford, IN
 Keaton M. Holsinger Avon, IN
 Todd A. Hoogland Cincinnati, OH

Daniel L. Hoover Brownsburg, IN
 Jocelyn E. Hopkinson Clinton, IL
 Ryan M. Horner Greentown, IN
 Zachary T. Huston Peru, IN
 Austin B. Jarrett Washington, IN
 Jacob P. Jenkins Haslett, MI
 Blake M. Jennings Noblesville, IN
 Scott A. Johansen Clinton, IN
 Robert E. Johnson Southfield, MI
 Patrick M. Jones Indianapolis, IN
 Taylor S. Jones Gulf Breeze, FL
 Kalp S. Juthani Fishers, IN
 Ian M. Kelton Coshocton, OH
 James D. Kennedy Greenwich, CT
 Taylor D. Kenyon Zionsville, IN
 Andrew S. King Grass Valley, CA
 Grant C. Klembara Dallas, TX
 Daniel T. Kurth La Porte, IN
 Patrick J. Kvachkoff Crown Point, IN
 David E. Lawhorn II Greenfield, IN
 Clayton J. Lengerich Monroe, IN
 Sean L. Lewis Huntington, IN
 Garrett M. Lynette Greenfield, IN
 Steven D. Magura Valparaiso, IN
 Zachary J. Mahone Indianapolis, IN
 Terry D. Majors Indianapolis, IN
 Ivaylo V. Mantchev Zionsville, IN
 James R. Maxwell Terre Haute, IN
 Austin M. McCauley Pittsboro, IN
 Cody R. McKinnon Largo, FL
 Willard H. McLachlan Mendota, IL
 William R. McManus Fort Wayne, IN
 Juan I. Meza Mission, TX
 Andrew S. Miles Evansville, IN
 Daniel E. Miller Indianapolis, IN
 Miles C. Millott Indianapolis, IN
 Jack B. Montgomery Denver, CO
 Abram T. Morris Anderson, IN
 Joseph M. Mount Louisville, KY
 Nathan C. Mueller LaOtto, IN
 Adam D. Neal Wheaton, MD
 Joseph H. Neal Martinsville, IN
 Michael A. Nemeth Pittsburgh, PA
 Ivan N. Neshkov Indianapolis, IN
 David P. Newhart Columbus, IN
 Khuong N. Nguyen Vietnam
 Truong X. Nguyen Vietnam
 Kristofer D. Nickle Rockville, IN
 Han Nie The People's Republic of China
 Jacob L. Nigh Tampa, FL
 Benjamin R. Niksch Gary, IN
 Theodore A. Nilsson Lexington, KY
 David A. Nolan Fort Wayne, IN
 Matthew L. O'Connor Noblesville, IN
 Kasey C. Oetting Fort Wayne, IN
 Tyler G. Owensby Brownsburg, IN
 German Padilla Chicago, IL

Patrick D. Parham.....	Carmel, IN
Steven M. Paris	Fort Wayne, IN
Glenn O. Patterson.....	Cleveland, OH
Edward J. Pingel.....	South Bend, IN
Ronald V. Posthauer.....	Crawfordsville, IN
Thomas S. Poynter.....	Auburn, IN
Hank M. Pressley.....	Indianapolis, IN
Jace B. Bridgen.....	Greenfield, IN
Christopher J. Procacina	Evansville, IN
Austin S. Puckett.....	Bargersville, IN
Jia Qi.....	The People's Republic of China
Christopher S. Rai.....	Birmingham, MI
Joseph B. Rangel.....	Alamo, TX
Jackson D. Reid.....	Morgan Hill, CA
Patrick C. Rezek.....	Indianapolis, IN
Uziel Rivera.....	Chicago, IL
Andrew D. Rodgers.....	Noblesville, IN
Erik A. Romo.....	Hammond, IN
Jian Ruan.....	The People's Republic of China
Ryne W. Ruddock	Terre Haute, IN
Evan R. Rutter.....	Indianapolis, IN
Alfred D. Sambo.....	Fleischmanns, NY
Jeffrey M. Samuel.....	Naperville, IL
Ryan A. Sandwith	Evansville, IN
Kaje E. Sanford.....	Saint Louis, MO
Joshua S. Santana.....	Sellersburg, IN
Clint M. Scarborough.....	Salado, TX
Samuel A. Schabel.....	Greenwood, IN
Nicholas A. Schenkel.....	Fort Wayne, IN
Ryan D. Schilling.....	Indianapolis, IN
Matthew J. Schramm	Cincinnati, OH
Jackson L. Schroeder.....	Rockville, IN
Kyle C. Schwab.....	Cambridge City, IN
Stephen M. Sklar.....	Omak, WA
Andrew D. Skowronski.....	Naperville, IL
Donald B. Smith.....	Plymouth, IN
Michael L. Smith.....	Mooresville, IN
Tyler B. Snodell.....	Johnsburg, IL
Nicholas W. Sommer.....	Crawfordsville, IN
Jingwei Song.....	The People's Republic of China
Jackson S. Stevens.....	Greenwood, IN
Cameron R. Stewart.....	Anderson, IN
Graham B. Stewart.....	Arlington Heights, IL
Lucas J. Stippler.....	Evansville, IN
Trevon G. Stovall.....	Anderson, IN
Matiss Strods.....	Chicago, IL
James E. Stuckwisch.....	Columbus, OH
Joseph A. Sukup.....	South Haven, MI
Kelly M. Sullivan.....	Carmel, IN
Patrick C. Sullivan.....	Noblesville, IN
Xidian Sun.....	The People's Republic of China
Jason M. Swartout.....	Westfield, IN
Isaac H. Taylor.....	Wingate, IN
Justin J. Taylor.....	Montgomery, AL
Michael B. Thompson.....	Clinton, IN
William C. Thompson.....	Carmel, IN
Duc M. Trinh.....	Hanoi, Vietnam
Mark A. Troiano.....	Fishers, IN
Aaron L. Troyer.....	Middlebury, IN
Jeffrey Pierce Velderman II.....	Holland, MI
George S. Vinihakakis	Orland Park, IL
Walker A. Vleck.....	Trafalgar, IN
John M. Vosel.....	Cincinnati, OH
Jordan W. Wagner.....	Delphi, IN
John L. Walker.....	Wingate, IN
James R. Walsdorf.....	Hobart, IN
Tanner B. Watson.....	Noblesville, IN
Ian R. Webb.....	Anderson, IN
Derek M. Wells.....	Elwood, IN
William T. Wettering.....	Greensburg, IN
Joel L. Whittington.....	Brazil, IN
Christopher J. Wiles.....	Indianapolis, IN
Denzel L. Wilkins.....	Richton Park, IL
Hayden E. Williams.....	Iowa Falls, IA
Andrew J. Wilson.....	Zionsville, IN
Clark W. Wilson.....	Greencastle, IN
Evan R. Wilson.....	Indianapolis, IN
Travis W. Wilson.....	Noblesville, IN
Thomas E. Witkowski.....	Cleves, OH
Zachary M. Woloshin.....	Noblesville, IN
John P. Wright.....	Elizabethtown, KY
Yunan Wu.....	The People's Republic of China
Kevin C. Wynder.....	Huntington, IN
Abdul Rashid K. Yakubu.....	Cape Coast, Ghana
Hongli Yang.....	The People's Republic of China
Likai Yan.....	The People's Republic of China
Xiangya Yan.....	The People's Republic of China
Tyler F. Yoder.....	Indianapolis, IN
Lucas S. Zromkoski.....	Valparaiso, IN

Freshmen — Class of 2016

Damon X. Albertson	Whiteland, IN
Adam M. Alexander.....	Yorktown, IN
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 Patrick F. Bryant..... Carmel, IN
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