

DIVISION III

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

Faculty 2010-2011

Widdows, K. (acting chair)

Blaich, C.++

Bost, P.

Burnette, J.

Butler, D.

Butler, M.***

Byun, C.

Gillan, A.#

Gunther, K.

Hadley, D.

Himsel, S.#

Hoerl, A.

Hollander, E.

Horton, R.

Howland, F.*

Mikek, P.

Morillo, S.*

Olofson, E.

Palmer, J.

Panda, B.

Pittard, M.

Rhoades, M.

Richardson, S.#

Rocha, S.

Salisbury, T.

Schmitzer-Torbert, N.

Vasquez, P.

Warner, R.

**Sabbatical leave, full year*

****Sabbatical leave, spring semester*

++ Leave, Center of Inquiry in the Liberal Arts

Part-time

Division III Courses

DV3 252 Statistics for the Social Sciences

This course provides an introduction to statistics. It covers the design of experiments, descriptive statistics, and statistical inference, including confidence intervals and significance tests for population sums, percentages, and averages. There is also a brief introduction to probability theory. Emphasis is placed on understanding the logic of statistics via spreadsheet simulation. Students also receive considerable exposure to actual sample survey data from the social sciences. This course is offered in the fall semester.

Credits: 1/2

DV3 402 Contemporary Issues in Social Science

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

Credits: 1/2

DEPARTMENT OF ECONOMICS

Faculty: J. Burnette (chair), C. Byun, F. Howland*, P. Mikek, B. Panda, S. Richardson#, S. Rocha, K. Widdows

#Part-time

**Sabbatical leave, full year*

The Department of Economics is dedicated to providing a rigorous, challenging curriculum that emphasizes economic theory and focuses on how economists view the world. Students master a wide variety of philosophical, technical, logical, computer, and quantitative skills. The Wabash College Economics major is taught to evaluate arguments and policies, analyze empirical data, and present his views, rationales, and results.

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

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

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

Although the above sequence is preferred, there can be flexibility in this basic pattern. The well-prepared first-year student might want to begin the study of economics in the first semester of the freshman year, while "late contractors" (students who decide to major in economics during their sophomore or even junior years) may choose a more tightly packed junior/senior year combination of economics courses. The prospective economics major should be careful in planning the theory/empirical sequence year. Although the order of Economics 291 and 292 does not matter, the sequence of Division III 252 in the FALL and Economics 253 in the SPRING is crucial. Economics 251 should be taken by the time the other courses in the theory/empirical sequence are completed. It is most convenient to take Economics 251 along with Division III 252 in the fall. Thus, if the economics major is planning to study off-campus as a second semester junior, it is absolutely imperative that he begin the empirical sequence and take Economics 253 as a sophomore.

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

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

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

Curriculum Map/Path

An Area of Concentration and High School Teaching licensure in this discipline is awarded by the Teacher Education Program. For licensure information please see the *Indiana Teacher Licensing Requirements for Adolescent and Young Adult License* section and for information on this specific discipline see the *Content Area Course Requirements for Teaching at the Adolescent and Young Adult Licensure Level* section.

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. Students attend common lectures once a week and meet in smaller discussion sections twice a week. In addition to discussion and problem solving, the class will focus on the use of Microsoft Excel® to analyze real-world economic data.

Credits: 1

ECO 205 Development of Economic Thought (HIS 236)

Designed for non-majors as well as majors, this course examines the intellectual history of economics. The ideas of great economists (including Smith, Ricardo, Marx, Keynes, Schumpeter, and Knight) are analyzed and compared. Particular emphasis is placed on differing views toward capitalism—especially predictions about its eventual fate. This course is offered in the fall semester. This course is not offered in 2010-2011.

Credits: 1

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

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

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

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

The purpose of this course is to study economic issues in European history. A substantial part of the course is devoted to the Industrial Revolution. What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? Other topics will vary, but may include: agriculture, demography, Poor Laws, the Great Depression, and the gold standard. This course is offered in the fall semester, alternate years. This course is not offered in 2010-2011.

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

ECO 222 Comparative Economic Systems

Focusing on East Asia and Eastern Europe, the class offers a critical comparative study of alternative approaches to establishing economic systems that will support growth, promote social cohesion, and facilitate transition to a market economy. The class includes a brief discussion of varieties of economic systems within the developed world, comparing the U.S. to Western Europe. However, particular attention is paid to development in economic systems in fast growing East Asia and Eastern Europe in transition. We examine various combinations of institutional framework, economic policies and available resources that facilitated the transition and strong growth in these regions. This course is generally offered in the fall semester, alternate years. This course is not offered in 2010-2011.

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

ECO 224 Economic and Political Development (PSC 324)

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

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

ECO 231 Law and Economics

An examination of the proposition that economic reasoning can explain the evolution of the law. By focusing on property, tort, and contract law, each student can decide for himself the power of economics as a driving force in the law. By its very nature interdisciplinary, this course is designed for non-majors as well as majors. This course is not offered in 2010-2011.

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

ECO 251 The Economic Approach with Microsoft Excel®

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

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

Credits: 1/2

ECO 253 Introduction to Econometrics

This course introduces students to empirical work in economics. Regression for description, inference, and forecasting is presented in a non-formulaic, intuitive way. Microsoft Excel® is used to analyze data and perform Monte Carlo simulation. Heteroscedasticity and autocorrelation are covered. Students will also learn how to read and write empirical papers in economics. Economics majors are strongly encouraged to take this course in the sophomore year. This course is offered in the spring semester, 2010-2011.

Prerequisite: Division III 252.

Credits: 1

ECO 262 Financial Institutions and Markets

This course uses basic tools of economic theory to analyze modern financial institutions and markets. The financial instruments to be covered range from credit card loans to mortgages, stocks, bonds, futures, and options. The main questions of the course are: What roles do commercial banks, pension funds, insurance companies, investment banks, mutual funds, and the government play in financial markets? What determines the prices of stocks and bonds? How can individuals and institutions deal with risk and how is risk measured? What drives innovation in financial markets? The course

concentrates on contemporary U.S. institutions, but offers some historical and international perspective. This course is offered in the spring semester. Note: Economics 262 does not count toward the major in economics for students entering in the fall of 2007 or after.

Prerequisite: Economics 101.

Credits: 1

ECO 277 Special Topics

The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. This course is offered in the fall and spring semester, 2010-2011.

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

ECO 287 Independent Study

Students desiring to perform independent study in Economics should plan their project with the instructor who is to supervise. Consent of the department chair is required. This course is offered in the fall semester, 2010-2011.

Credits: 1 or 1/2

ECO 288 Independent Study

Students desiring to perform independent study in Economics should plan their project with the instructor who is to supervise. Consent of the department chair is required. This course is offered in the spring semester, 2010-2011

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, 2010-2011.

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

Credits: 1

ECO 292 Intermediate Macroeconomic Theory

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. Additionally, we 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, 2010-2011.

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

Credits: 1

ECO 321 International Trade

Examines the theory of international trade and its applications. Students will learn why nations exchange, what determines the patterns of production and trade across countries, and what the welfare implications of trade are for the world at large and for the domestic economy. Special topics include GATT, multinationals, protectionism, and Third-world debt. This course is not offered in 2010-2011.

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

Credits: 1

ECO 322 International Finance

This course provides an overview of international finance along with selected themes from open economy macroeconomics. Topics include determination of exchange rates (including speculative bubbles and exchange rate overshooting), alternative exchange rate systems, intervention of central banks on foreign exchange markets, the relationship between interest rate and price level with exchange rate, consequences of exchange rate fluctuations, international banking and global capital markets, and financial and exchange rate crises. The course incorporates econometric techniques and spreadsheets in analyzing data and makes use of some standard data sources. The course is offered in spring semester, alternate years. It may be offered in the spring semester, 2011.

Prerequisites: Economics 292, and 253 or the consent of the instructor.

Credits: 1

ECO 331 Economics of the Public Sector

An examination of the economic role of the public sector in the United States. Some of the general questions addressed include: When do markets fail to bring about desirable outcomes in the absence of government intervention? Under what circumstances can governmental action improve economic outcomes? What are the main features and economic effects of current government tax and expenditure programs? By what principles should reform of these programs be guided? This course is not be offered in 2010-2011.

Prerequisites: Economics 291 and 253 or consent of the instructor.

Credits: 1

ECO 332 Labor Economics

Why do different people earn different wages? What determines firms' demand for labor. What determines workers' labor supply? Why has wage inequality increased? Why does unemployment exist? The purpose of this course is to answer these questions using both microeconomic theory and econometrics, and to apply this knowledge to questions of labor market policy. Topics addressed include the determinants of labor demand and supply, minimum wages, human capital, efficiency wages, and discrimination. This course may be offered in the spring semester, 2011.

Prerequisites: Economics 291 and 253, or consent of the instructor.

Credits: 1

ECO 333 Industrial Organization and Control

Extends Economics 291 by examining both the theoretical and the empirical analysis of imperfectly competitive firms. Particular emphasis is devoted to oligopoly theory and strategic behavior in which firms determine the best ways to compete with their marketplace rivals. Other topics include price discrimination, imperfect information, vertical restrictions such as resale price maintenance, and the role of innovation in market structure. This course is offered in the fall semester, 2010.

Prerequisites: Economics 291 and 251, 253 or consent of the instructor.

Credits: 1

ECO 353 Topics in Econometrics

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

Prerequisites: Economics 253, and 291 or 292, or consent of the instructor. Mathematics 223 (Linear Algebra) recommended.

Credits: 1

ECO 361 Corporate Finance

This course applies economic theory to analyze financial decisions made by corporations. These decisions include what real assets to invest in and how to raise the funds required for these investments. The analysis concentrates on the roles of the timing of cash flows, the risk of cash flows, and the conflicts of interest between the various actors in the world of corporate finance. Special attention is paid to stocks, bonds, dividends, and options. Extensive use is made of financial data and spreadsheets. This course may be offered in the spring semester, 2010-2011.

Prerequisites: Economics 251, 253, and 291; or consent of the instructor.

Credits: 1

ECO 362 Money and Banking

The course provides an introduction to financial markets and the assets traded therein (such as bonds, stocks, and derivatives), with an emphasis on the role and function of commercial banks. This is complemented with analysis of the money market. Theories of money demand are combined with discussion of the role of the banking system in the money supply process. We examine the central role of the Federal Reserve in executing monetary and credit policies. The course incorporates econometric techniques and spreadsheets in analyzing financial data and makes use of some standard data sources. This course is offered in the fall semester, 2010.

Prerequisites: Economics 292 and 253; or consent of the instructor.

Credits: 1

ECO 363 Topics in Macroeconomics

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

Prerequisites: Economics 292, 253, and 251.

Credits: 1

ECO 364 Case Studies in Macroeconomics

Utilizing a case study approach, this course explores advanced issues in macroeconomic policy. Topics covered include the business cycle, international macro, and growth. This course will not be offered in 2010-2011.

Prerequisites: Economics 292, 253, and 251.

Credits: 1

ECO 377 Special Topics

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

Prerequisites: Economics 101, 253, 291 or 291; or consent of the instructor.

Credits: 1

ECO 387 Independent Study

Students desiring to perform independent study in Economics should plan their project with the instructor who is to supervise. Consent of the department chair is required. This course is offered in the fall semester, 2010-1011.

Credits: 1 or 1/2

ECO 388 Independent Study

Students desiring to perform independent study in Economics should plan their project with the instructor who is to supervise. Consent of the department chair is required. This course is offered in the spring semester, 2010-2011

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, 2010-2011.

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

Credits: 1

ECO 491 Advanced Microeconomic Theory

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

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

Credits: 1

ECO 492 Advanced Macroeconomic Theory

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

Prerequisites: Economics 292 and Mathematics 110 or 111.

Credits: 1

DEPARTMENT OF HISTORY

Faculty: M. Rhoades (chair), S. Morillo*, J. Palmer, T. Salisbury, R. Warner

* *Sabbatical leave, full year*

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. One day asks students to discuss some aspect of history, approach to historical studies, or theories of history with respect to those areas of history the student has studied. The other day generally asks students to act as historians using a selected set of primary and secondary source texts provided ahead of time.

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

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

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

Requirements for a Minor: A minimum of five courses including either History 101 or History 102, at least two 300 level courses, and two other courses of the student's choice.

An Area of Concentration and High School Teaching licensure in this discipline is awarded by the Teacher Education Program. For licensure information please see the *Indiana Teacher Licensing Requirements for Adolescent and Young Adult License* section and for information on this specific discipline see the *Content Area Course Requirements for Teaching at the Adolescent and Young Adult Licensure Level* section.

Course Descriptions

HIS 101 World History to 1500

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

Credits: 1

HIS 102 World History since 1500

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

Credits: 1

HIS 187 Independent Study

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

Credits: 1 or 1/2

HIS 188 Independent Study

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

Credits: 1 or 1/2

HIS 200 Topics in World and Comparative History

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

Credits: 1 or 1/2

HIS 201 The World from 1914-present

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

Credits: 1

HIS 210 Topics in Ancient History (CLA 213)

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

Credits: 1 or 1/2

HIS 211 Ancient History: Greece (CLA 105)

A survey of Greek history from the end of the Bronze Age (ca. 1100 B.C.) to the time of the Roman conquest of the Greek world (first century B.C.). Emphasis is on the origin, evolution, and problems of the most important Greek political-social-cultural structure, the polis or “city-state.” This course is offered alternate years. Next anticipated offerings will be fall semesters of 2010 and 2012.

Credits: 1

HIS 212 Ancient History: Rome (CLA 106)

A survey of Roman history from the Etruscan period (6th and 5th centuries B.C.) to the transformation of the Roman world to the Medieval (4th and 5th centuries A.D.). Emphasis is on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2011 and 2013.

Credits: 1

HIS 220 Topics in Medieval and Early Modern Europe

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

Credits: 1 or 1/2

HIS 221 Medieval Europe, 400-1400

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

Credits: 1

HIS 222 Early Modern Europe, 1400-1800

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

Credits: 1

HIS 230 Topics in Modern Europe

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

Credits: 1 or 1/2

HIS 231 19th Century Europe

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

Credits: 1

HIS 232 20th Century Europe

This survey will examine significant events in European history from 1900 to the end of the 20th century. The course will cover circumstances leading to World War I, the rise of fascism, and World

War II. The survey ends with a discussion of the Cold War, its ultimate demise, and nuclear legacy. Since there was more to the 20th century than military history, the class will also consider how European societies reacted to war and will focus on life on the home front, gender relations, cultural change, and consumerism. This course is offered some spring semesters.

Credits: 1

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

Credits: 1

HIS 236 History of Economic Thought (ECO 205)

Credits: 1

HIS 240 Topics in American History

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

Credits: 1 or 1/2

HIS 241 America to 1877

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

Credits: 1

HIS 242 America since 1877

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

Credits: 1

HIS 244 African-American History

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

Credits: 1

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

Credits: 1

HIS 250 Topics in Latin American History

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

Credits: 1 or 1/2

HIS 252 Peoples and Nations of Latin America

A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America

since independence. Emphasis on socio economic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in some spring semesters.

Credits: 1

HIS 260 Topics in Asian History

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

Credits: 1 or 1/2

HIS 261 Classical and Imperial China to 1911

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

This course is offered some fall semesters.

Credits: 1

HIS 262 Modern China from 1911 to the Present

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

Credits: 1

HIS 270 Topics in African History

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

Credits: 1 or 1/2

HIS 271 African History to 1885

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

Credits: 1

HIS 272 African History from 1885

The period from the European Partition of Africa in 1885 to Post-independence was one of the most significant and drastic eras of change for Africans, drawing them into a global wage labor economy, and seeing them interact in new ways with migration, the World at War, and the Colonial Endeavor. This course is offered some spring semesters.

Credits: 1

HIS 287 Independent Study

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

Credits: 1 or 1/2

HIS 288 Independent Study

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

Credits: 1 or 1/2

HIS 300 Advanced Topics, World and Comparative History

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

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

Credits: 1 or 1/2

HIS 301 Craft and Theory of World History

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

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

Credits: 1

HIS 310 Advanced Topics, Ancient History (CLA 212)

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

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

Credits: 1 or 1/2

HIS 320 Advanced Topics, Medieval and Early Modern Europe

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

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

Credits: 1 or 1/2

HIS 330 Advanced Topics, Modern Europe

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

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

Credits: 1 or 1/2

HIS 340 Advanced Topics, American History

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

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

Credits: 1 or 1/2

HIS 350 Advanced Topics, Latin America

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

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

Credits: 1 or 1/2

HIS 360 Advanced Topics in Asian History

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

Prerequisite: Previous course work or consent of the instructor.

Credits: 1 or 1/2

HIS 370 Advanced Topics in African History

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

Prerequisite: Previous course work or consent of the instructor.

Credits: 1 or 1/2

HIS 387 Independent Study

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

Credits: 1 or 1/2

HIS 388 Independent Study

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

Credits: 1 or 1/2

HIS 497 Philosophy and Craft of History

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

Credits: 1

HIS 498 Research Seminar

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

Credits: 1

DEPARTMENT OF POLITICAL SCIENCE

Faculty: D. Hadley (chair), M. Butler***, S. Himsel#, A. Hoerl, E. Hollander, P. Vasquez

*** *Sabbatical leave, spring semester*
#*Part-time*

Aristotle called politics “the queen of the sciences.” Knowledge of politics is important for all liberally educated people. At Wabash, the department offers courses accessible to all students in four areas: American politics, comparative politics, international politics and political theory. We offer opportunities for non-majors to seek answers to perennial questions of politics and to learn more about how government works in their own country and around the world. Our major program combines a solid overview of the discipline with opportunities for in depth study. Students majoring in political science take a survey course in each area and then concentrate on one area for advanced study.

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

Requirements for the Major: Majors in Political Science are required to take 9 courses (and may take as many as 11) distributed as follows:

- Four introductory courses:

PSC 111—Survey of American Politics

PSC 122—Survey of Comparative Politics

PSC 231—Survey of Political Theory (a fall semester course)

PSC 242—Survey of International Politics (a spring semester course)

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

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

Note: Students may count either Philosophy 213 (Philosophy of Law) or a departmentally approved offering listed under Philosophy 219 (Topic in Ethics and Social Philosophy) toward the major or minor in Political Science. No more than one course credit in Philosophy may be counted toward the Political Science major or minor.

The **Senior Comprehensive Examination** consists of 6 hours of written examinations administered over two days. The first day's exam questions will be available in advance and will require a student to analyze and synthesize material in his area of specialization within political science. The second day's examination requires the student to write shorter essays in two other areas of the discipline. In addition, the second day's examination may ask for some short answers in the area of specialization as well as an analysis of political data. The student must also pass the College's oral examination.

Collateral requirements: Political Science majors are also required to take Economics 101 and History 102. Since these courses provide important background material that will enhance the student's understanding of political science as a major field, he is strongly encouraged to complete them during his first two years of study. Students are strongly encouraged to take statistics or PSC 261 during their sophomore year.

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

An Area of Concentration and High School Teaching licensure in this discipline is awarded by the Teacher Education Program. For licensure information please see the *Indiana Teacher Licensing Requirements for Adolescent and Young Adult License* section. For information on this specific discipline, see the *Content Area Course Requirements for Teaching at the Adolescent and Young Adult Licensure Level* section.

Course Descriptions

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

PSC 111 Survey of American Government and Politics

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

Prerequisite: None.

Credits: 1

PSC 122 Survey of Comparative Politics

Comparative Politics is a sprawling field of inquiry in which scholars investigate issues ranging from the origins of revolution to the family planning policies of various governments, from democratization to land seizures by peasant communities in different countries. What holds this field together is the notion that we can best understand and explain the political phenomena of different nations (including our own) by comparing them in careful, precise ways. In this course, we will examine some of the questions Comparativists ask, and the ways they go about answering them. We will also familiarize ourselves with the politics and polities of a sampling of nations around the globe, and mull over arguments concerning their differences and similarities. In this course you should become more knowledgeable of other countries, and also see how comparisons enable us to better understand our own nation's political development. This course is offered both semesters.

Prerequisite: None.

Credits: 1

PSC 231 Survey of 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, 2010-2011.

Prerequisite: None.

Credits: 1

PSC 242 Survey of International Politics

A study of major contemporary approaches to understanding international politics, including political realism, pluralism, globalism, and feminism. Through this framework, the course will take up concepts such as the evaluation of national power and the balance of power, the interplay of individuals and groups in international politics, the impact of capitalism on the development of the world-system, and the role of gender in world politics. This course is offered in the spring semester, 2010-2011.

Prerequisite: None.

Credits: 1

PSC 261 Scope and Methods of Political Science

What do political scientists know and how do they know it? This course focuses on the nature of political science as a discipline, the range and kinds of questions it addresses, and the methods and techniques by which it seeks answers to those questions. We will use examples from U.S., comparative, and international politics to examine the scope of the political science discipline and the different approaches we take to answering important questions about how and why political systems work as they do. We will also survey some of the basic statistical techniques employed in systematic studies of politics and government. This course is strongly recommended for sophomores planning to major in political science. This course is offered in the spring semester, 2010-2011. PSC 261 may require one lab session per week.

Prerequisite: One course in political science.

Credits: 1

PSC 287 Independent Study

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

Credits: 1 or 1/2

PSC 288 Independent Study

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

Credits: 1 or 1/2

PSC 311 Congress and the Executive

A study of the legislative and executive branches of the United States government. This course will involve analysis of each branch as an institution. Particular attention will be given to the interactions between and the interdependence of Congress and the Executive and the effects of these interactions on the decisions and operations of the two branches of government. Counts as an advanced course in American Politics. This course is offered in the spring semester alternate years and includes an immersion trip to Washington, DC (required). Next offered spring 2012.

Prerequisite: Political Science 111 or consent of the instructor.

Credits: 1

PSC 312 Parties, Elections and Pressure Groups

A systematic look at mechanisms for popular control of American government. This course looks at the nature of public opinion and its translation into political action. Political parties and interest groups are investigated as mechanisms which link the citizen to the policy-making system. Attention will be given to elections and the bases upon which individuals make their decisions at the polls. We will also consider the conflicting arguments about the decline, decomposition, and realignment of parties and the rise of the single-issue interest group in recent years. Counts as an advanced course in American Politics. This course is offered in the fall semester, 2010-2011.

Prerequisite: Political Science 111 or consent of the instructor.

Credits: 1

PSC 313 Constitutional Law

The Supreme Court has accurately been described as a “Storm Center” of political controversy. This course examines the Court’s most potent power—to strike down as unconstitutional the actions of elected officials. We will focus on key Supreme Court decisions, including those dealing with affirmative action, gay rights, abortion, tax money for religious schools, and deciding the 2000 Presidential Election. What role should judges play in deciding such divisive issues? How should the Court apply such broadly worded constitutional guarantees as “equal protection” and “due process of law”? And what impact have the Court’s decisions had—on other branches of government and on American society in general? Counts as an advanced course in American Politics. This course is offered in the fall semester, 2010-2011.

Prerequisite: Political Science 111 or consent of the instructor.

Credits: 1

PSC 314 Topics in Constitutional Law

This course explores the nature of the Constitution and the role of the Court in enforcing it by focusing on a particular controversial topic in constitutional law. What role should the Court play in helping resolve our most difficult and searing conflicts? Is the Constitution adaptable to such challenges? Counts as an advanced course in American Politics. This course is offered in the spring semester, 2010-2011.

Prerequisites: Political Science 111 or 313 or consent of the instructor.

Credits: 1

PSC 317 State and Local Politics

A survey of the institutions, actors, and processes involved in the governing of states, cities, and other local jurisdictions. Attention is given to intergovernmental relations as well as to the analysis of individual units. Field work is required. Counts as an advanced course in American Politics. This course is offered in the spring semester, alternate years. This course is offered in the spring semester, 2010-2011.

Prerequisite: Political Science 111 or consent of the instructor.

Credits: 1

PSC 324 Economic and Political Development (ECO 224)

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. The roles of capital accumulation, private initiative, representative government, and other factors in economic growth and political modernization will be studied. Counts as an advanced course in International Politics or Comparative Politics.

Prerequisite: Political Science 122 or consent of the instructor.

Credits: 1

PSC 325 Latin American Politics

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

Prerequisite: Political Science 122 or consent of the instructor.

Credits: 1

PSC 326 Politics of the Middle East

A survey of the politics of the major nations of the region plus attention to several of the leading issues, including the Israeli-Arab conflict, oil and the Persian Gulf, and the broader question of economic and social development. Counts as an advanced course in Comparative Politics.

Prerequisite: Political Science 122 or consent of the instructor.

Credits: 1

PSC 328 Comparative Non-Democratic Politics

An examination of some of the important cases of non-democratic politics with special attention to their historical and ideological bases as well as their structural and operational features. Counts as an advanced course in Comparative Politics. This course is not offered in 2010-2011.

Credits: 1

PSC 330/HIS 320 History of Political Thought

A series of half- or full-credit courses, each of which will focus a particular political theorist or group of theorists from classical antiquity, the medieval period, or the Renaissance. Specific offerings will vary from year to year. Counts as advanced course work in political theory. In fall semester 2010, the course offered will be:

Medieval Political Theory. In this course I want to argue that the medieval period is still vital for politics and political theory, but not necessarily in the same way as classical, Renaissance or early modern political theory. I want to make the case that the romances and histories of the period are just as important as the religious and legal texts. Many of the ideals that reached their fullest expression in the medieval romances and histories like the savior king, courtly love and the knightly warrior exercise a strong grip on the modern imagination and are critical to the formation of deep and (mostly) unexamined political/cultural attitudes. Not only must we examine these attitudes, we must ask ourselves a key question: If we are obsessed, at some level, with these qualities, are we thus doomed to be forever separated from the 'Enlightened' or 'free' attitudes that are necessary for the success of modern political goals? In this course we will examine medieval authors like Augustine, Al-Farabi, Averroes, Boethius, Dante, Chretien de Troyes and Geoffrey of Monmouth; modern authors like Erich Fromm, Herbert Marcuse and Mark Twain; and modern films like *The Seventh Seal*, *The Virgin Spring*, *The Lion in Winter*, *Becket*, *The Lord of the Rings*, *X2: X-Men United*, and *Indiana Jones and the Last Crusade*. Counts as advanced course in political theory.

Prerequisite: Political Science 231 or consent of instructor.

Credits: 1

PSC 335 History of Political Thought: Hobbes to the 20th Century

A series of half-courses, each of which will focus on a particular political theorist from the modern period. Specific offerings will vary from year to year. Counts as advanced course work in political theory.

Prerequisite: Political Science 231 or consent of the instructor.

Credits: 1/2

PSC 346 American Foreign Policy

An introduction to the diplomatic-military facets of past, present, and alternative foreign policy strategies. An analysis of the political, ideological, institutional, technological, and strategic factors shaping the United States' foreign policy. Counts as an advanced course in International Politics or American Politics. This course is offered in the fall semester, 2010.

Prerequisite: Political Science 242 or 111 or consent of the instructor.

Credits: 1

PSC 350/HIS 340 History of Political Thought

American Political Thought. A broad survey of American political ideas as expressed in primary sources including classic texts, key public documents, and speeches. The course investigates themes of mission, means and membership as recurrent issues in American political thought.

Counts as an advanced course in political theory. This course offered in the fall semester, 2011.

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

Credits: 1

PSC 371 Special Topics: American Politics

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

Credits: 1 or 1/2

PSC 372 Topics in Comparative Politics

These courses focus at an advance level on a particular issue, concept, problem or question in comparative politics. The course offered in the fall semester 2010 will be:

Nationalism and Ethnic Conflict. 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 the general conditions under which they might be remedied. Thus, a reliable foundation in the study of Comparative Politics and a reasonable familiarity with international current events will be expected.

Prerequisite: Political Science 122 or consent of the instructor.

Credits: 1

PSC 373 Topics in Political Theory

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

PSC 374-01 Special Topics: Conflict, War, and Peace

Conflict, War, and Peace. This course will focus on factors that influence the process by which violence is used between international political actors, which are primarily, but not exclusively state actors. While war is the most obvious outcome that we will examine, we will also look at phenomenon short of war including conflict involvement, conflict initiation, conflict escalation, and conflict termination. We will examine the degree to which realism, liberalism, constructivism, and other intellectual perspectives can account for these kinds of state behavior. Thus, we will look at international conflict as it is influenced by factors such as government type (democratic peace), state power capabilities and power transitions, alliances, the balance between offensive and defensive forces, deterrence and proliferation, crisis bargaining, economic interdependence, and international institutions. We will also look at the influence exerted by nationalism, public opinion, bureaucratic politics, and psychological explanations as well as the pursuit of resources and territory. Finally, we will also discuss processes such as ethnic conflict and terrorism, which involve nonstate actors, as well as aspects of conflict resolution. This course is offered in the fall semester, 2010.

Prerequisite: Political Science 242 or consent of instructor.

Credits: 1

PSC 374-02 Special Topics: Politics of the European Union

Politics of the European Union. This course will examine the politics of the European Union (EU). Attention will be given to the political institutions and dynamics of the Union itself, as well

as to those of its member states and to the process of EU expansion more generally. Special attention will be given to the possible effects of EU integration on national identity in contemporary Europe. Counts as advanced course in comparative politics or international relations. This course requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break. This course is offered in the spring semester, 2011.
Prerequisite: Political Science 122 or 242 or consent of instructor.
Credits: 1

PSC 387 Independent Study

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

Credits: 1 or 1/2

PSC 388 Independent Study

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

Credits: 1 or 1/2

PSC 487 Independent Study

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

Credits: 1 or 1/2

PSC 488 Independent Study

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

Credits: 1 or 1/2

PSC 497 Senior Seminar

Open only to senior political science majors. This is both a reading and a research seminar, organized around a general concept central to the discipline. Participants discuss common readings on the topic. They also prepare individual research papers which treat the general theme, but from the stance of their chosen emphases within the major. This course is offered in the fall semester, 2010-2011.

Credits: 1

DEPARTMENT OF PSYCHOLOGY

Faculty: P. Bost (chair), C. Blaich++, K. Gunther, R. Horton, E. Olofson, N. Schmitzer-Torbert

++*Leave, Center of Inquiry in the Liberal Arts*

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

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

Requirements for the Major:

- **Introductory:** Introduction to Psychology (Psychology 101)
- **Research:** Research Methods & Statistics I and II (Psychology 201 and 202). Students are encouraged to begin this sequence in their sophomore year, especially if they are interested in graduate school or wish to study off-campus.
- **Writing:** Literature Review (Psychology 301; required starting with the class of 2011)
- **Intermediate-Advanced Course Sequences:** Any two of the following five 2-course sequences:
 1. Psychology 220 or 221: Child or Adult Development—Psychology 320: Research in Development
 2. Psychology 222: Social Psychology—Psychology 322: Research in Social Psychology
 3. Psychology 231: Cognition—Psychology 331: Research in Cognitive Psychology
 4. Psychology 232: Sensation & Perception—Psychology 332: Research in Sensation & Perception
 5. Psychology 233: Behavioral Neuroscience—Psychology 333: Research in Behavioral Neuroscience

- **Experimental-Physiological:** At least one of the following four intermediate courses:
 1. Psychology 231: Cognition
 2. Psychology 232: Sensation and Perception
 3. Psychology 233: Physiological Psychology
 4. Psychology 235: Cognitive Neuropsychology
 Note: Completion of any of the following sequences also fulfills the Experimental-Physiological requirement: PSY 231/331, PSY 232/332, PSY 233/333.
- **Senior Project:** Psychology 495/496
- **Additional courses** to bring total Psychology course-credits to a minimum of 9. Note: Students planning to apply to graduate school are strongly urged to take the maximum of 11 courses including a full credit of Independent Study (Psychology 387, 388).
- **Biology Course:** Psychology majors are required to take one of the following courses: Psychology 104, Biology 101, or Biology 111. This course should be taken by the end of the sophomore year.
- **Written Senior Comprehensive Examinations** in Psychology require majors to (1) organize and synthesize information to support their thoughts on questions of broad interest to psychologists, (2) to demonstrate knowledge across major content areas of Psychology, and (3) to demonstrate competence with the scientific method and statistics.
- **Faculty Advisors:** Majors are **strongly** urged to select an advisor from the Psychology Department when they declare their major.

Requirements for the Minor:

- **Introductory:** Introduction to Psychology (Psychology 101)
 - **Research & Methods:** Research Methods and Statistics I: Psychology 201.
 - **At least one of following five courses:**
 1. Child Development: Psychology 220
 2. Social Psychology: Psychology 222
 3. Cognition: Psychology 231
 4. Behavioral Neuroscience: Psychology 233
 5. Sensation & Perception: Psychology 232
 - **Additional courses** to bring total Psychology course-credits to a minimum of 5. Students are strongly encouraged to take one upper level course that follows one of the seven listed above.
- Off-Campus Study:** Psychology majors and minors considering taking courses at other campuses, or abroad, should be aware that it is difficult to meet our Psychology 201 and 202 requirements at other schools. Because both courses combine research methods and statistics, most off campus statistics courses do not substitute for either requirement. This means you should plan to take Psychology 201 and 202 at Wabash. Permission to spend the junior year abroad requires completion of Psychology 201 and 202 prior to going off campus.

An Area of Concentration and High School Teaching licensure in this discipline is awarded by the Teacher Education Program. For licensure information please see the *Indiana Teacher Licensing Requirements for Adolescent and Young Adult License* section and for information on this specific discipline see the *Content Area Course Requirements for Teaching at the Adolescent and Young Adult Licensure Level* section.

Course Description**PSY 101 Introduction to Psychology**

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

Credits: 1

PSY 104 Introduction to Neuroscience

An introduction to the study of the nervous system, with a focus on basic anatomy and physiology. Students will learn about the basic organization of the nervous system, neurophysiology, sensory processing, movement, development, and neuroplasticity through a systems approach to brain function. Several laboratory experiences will be built into the course to reinforce the principles discussed in class. This course is normally offered in the spring semester. This course does not count toward distribution in Behavioral Science.

Prerequisite: None.

Credits: 1

PSY 110 Introductory Special Topics

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

Credits: 1

PSY 201 Research Methods and Statistics I

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

Prerequisite: Psychology 101 (may be taken concurrently).

Credits: 1

PSY 202 Research Methods and Statistics II

A continuation of Research Methods and Statistics I, with a focus on more advanced research designs and statistical procedures. Classes are supplemented by laboratory sessions where students conduct behavioral research projects which they present at a regional research conference. This course is normally offered in both fall and spring semesters.

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

Credits: 1

PSY 210 Intermediate Special Topics

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

Credits: 1

PSY 211 Cross-Cultural Psychology

This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations. This course is not offered in 2010-2011.

Prerequisite: Psychology 101.

Credits: 1

PSY 220 Child Development

Through lecture and discussion, students will examine classic and current theory and research on the physical, cognitive, and psychosocial development of children from the prenatal period through

adolescence. Through weekly naturalistic laboratory assignments in the community, students will learn and practice several observational methods and will design and conduct their own mini-study. This course is offered in the fall semester.

Prerequisite: Psychology 101 or permission of instructor.

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

Credits: 1

PSY 223 Abnormal Psychology

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

Prerequisite: Psychology 101.

Credits: 1

PSY 231 Cognition

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

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

Credits: 1

PSY 232 Sensation and Perception

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

Prerequisite: Psychology 104, Biology 101, or Biology 111 (may be taken concurrently). Psychology 101 recommended.

Credits: 1

PSY 233 Behavioral Neuroscience

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

Prerequisite: Psychology 104, Biology 101, or Biology 111 (may be taken concurrently).

Credits: 1

PSY 235 Cognitive Neuropsychology

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

Prerequisite: Psychology 101.

Credits: 1

PSY 287 Intermediate Research

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

Prerequisites: Psychology 202 and permission of the instructor

Credits: 1/2

PSY 288 Intermediate Research

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

Prerequisites: Psychology 202 and permission of the instructor

Credits: 1/2

PSY 301 Literature Review in Psychology

An introduction to the principles of searching for and reporting on published literature in psychology. Students will learn strategies for searching databases, identifying credible sources, and developing a theoretical background on a topic. This course features extensive training and practice in writing APA-style manuscripts, and is intended to prepare students for PSY 495/496, Senior Project. This course is offered in the fall and spring semesters, 2010-2011.

Prerequisite: Psychology 201

Credits: 1/2

PSY 310 Special Topics

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

Credits: 1

PSY 320 Research in Developmental Psychology

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

Prerequisites: Psychology 201, Psychology 220

Credits: 1/2

PSY 322 Research In Social Psychology

Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topics covered will reflect contemporary issues in the field and may differ in different 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: Psychology 202 and Psychology 222

Credits: 1/2

PSY 331 Research In Cognitive Psychology

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

Prerequisites: Psychology 202 (may be taken concurrently), Psychology 231

Credits: 1/2

PSY 332 Research In Sensation & Perception

In this course, students will conduct experiments involving at least two sensory systems, obtaining experience with psychophysical experimental methods. Students will write complete APA-style scientific papers for each experiment, including a clearly stated hypothesis, a brief literature review, a clear explanation of the methodology, application of the proper statistical techniques, an analysis of how the results supported or failed to support the hypothesis, and an abstract summarizing the experimental findings. This course is offered in the spring semester. *Prerequisites: Psychology 201, Psychology 232*

Credits: 1/2

PSY 333 Research In Behavioral Neuroscience

Students in this course will become involved of research in an area of physiological psychology or developmental psychobiology. The topic covered will reflect contemporary research issues in the field and may differ in different years. A major course component will be collaboration with the professor in designing, conducting, and writing up an experiment that is directed toward possible publication. This course is normally offered in the fall semester.

Prerequisites: Psychology 201, Psychology 233.

Credits: 1/2

PSY 387 Advanced Research

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

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

Credits: 1 or 1/2

PSY 388 Advanced Research

Individual students will work with a faculty member to design and carry out empirical or library research on a topic of their choice. This advanced-level project requires that students become well versed with the primary literature of the field. Prior to registering, the student should discuss his research idea with (and obtain the approval of) the faculty member who will supervise the project. A brief proposal outlining the work to be conducted and an anticipated timetable for completion must be

approved by the faculty supervisor no later than two weeks following the first day of classes; students not meeting this deadline must drop the course until a later semester. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one-year course (with no additional course-credits); this should be determined prior to registration. Typically, one-half course credit is granted for a faculty directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded.

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

Credits: 1 or 1/2

PSY 495/496 Senior Project

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

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

Prerequisite for PSY 496: Psychology 495.

Credits: 1/2 credit for each course

TEACHER EDUCATION PROGRAM

Faculty: M. Pittard (chair), D. Butler (director), S. Rocha

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

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

1. who continually develop content knowledge in their major discipline fields and communicate their knowledge effectively.
2. who 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. who 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. who conduct themselves as a moral and ethical professionals
5. who engage in critical reflection and collaboration for individual improvement and systematic educational change, and are creative problem-solvers in their approaches to teaching and learning.

Students planning to enter the Teacher Education Program should follow the general education and subject area or content requirements for the academic year in which they enrolled. General education and subject area or content requirements have been changed to meet new standards and assessments and those described in this Academic Bulletin apply. All education classes now listed apply to those in the program currently as well.

In order to be fully admitted to The Teacher Education, a student must apply in the spring of the sophomore year and must have completed Psychology 101, Education 202, and is advised to take Education 201 and Education 230 during the sophomore year, and should meet the following requirements by the end of his sophomore year:

1. Be a rising junior.
2. Have attained an overall 2.50 GPA.
3. Maintained a grade of C or better in each course in the major that is required by the teaching program and in all education courses.
4. Received a recommendation from the Dean of Students based on satisfactory college citizenship.
5. Successfully pass the admission portfolio and complete the program application materials in the spring of their sophomore year.
6. Pass the PPST (Praxis I) Test by Fall of their junior year.

To be retained the student must continue to meet the standards described in items 2, 3, 4, 5, and 6 above. At the end of the fall junior semester, he should have completed Education 201 (if not already taken) and EDU 302.

To be accepted for student teaching, a student must have completed Education 101, 201, 202, and 302 with a grade of C or better, and continued to maintain all preceding requirements along with completion of the Junior Portfolio. To be retained during his senior year, he must successfully complete the appropriate subject specific methods courses (Education 401-407) and continue to maintain all other Program requirements.

To become licensed to teach, a student must have: (1) completed education and teaching major courses with the grade of C or better; (2) completed student teaching with recommendations for licensure from the Director of Teacher Education; (3) passed Praxis II tests at the level required by the State of Indiana (students should take content-specific Praxis II tests no later than spring of senior year); (4) completed satisfactorily a program portfolio; (5) completed satisfactorily a Classroom-Based Research project; (6) attained CPR certification; (7) maintained all preceding requirements.

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

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

In addition to content requirements listed below, the Teacher Education Program specifies a number of General and Professional Education courses Psychology 101, Education 101, 201, 202, 302, 401-7 (one course). With these five credits students can earn the Area of Concentration in Teacher Education. Education 420 and 422 are the courses required for student teaching and equal 3 credits. In order to be licensed to teach in Indiana, students must successfully complete the Area of Concentration and complete the eleven week full-time student teaching experience during the spring semester of the senior year (Education 420 and Education 422), or during the Ninth Semester Option, Science Education 4+1 Program, or Transition to Teach Program, students complete student teaching in the spring semester.

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

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

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

General Education Requirements:

Candidates will meet the college distribution requirements in language studies, literature and fine arts, composition and quantitative literacy abilities, math and sciences distribution, and social science distribution along with C & T 201, and 202, foreign language requirements, and Freshman Tutorial requirements.

Within these graduation requirements, the candidate will need to take a course in oral communication (Rhetoric 101, or Theatre 105); and an additional writing course beyond English 101 in prose writing if he received below a C in Freshman Composition or if he did not pass the writing section of the PRAXIS I exam on the first attempt.

Professional Education Requirements: Psychology 101, Education 101, 201, 202, 302, 401-7 (one course from these), 420, 422. In addition there are special topics in education, Education 230, 330, or 430 and independent study possibilities, Education 387, 388, 487, 488.

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

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

Division I (Science and Mathematics)

According to state and national standards, Indiana Secondary (grades 5-12) Teacher Licensure Requirements for Science and Mathematics include (effective with the entering class of 2010):

Biology (Life Science)

- Fulfill departmental requirements to complete the major in biology
- Take the following additional courses:
 - Division I – 301 and 302* (earth space science)
- Recommended to take an additional course in chemistry and physics (if not already taking as part of biology major)
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

Chemistry

- Fulfill departmental requirements to complete the major in chemistry
- Take the following additional courses:
 - BIO 111
 - Division I – 302 and 302* (earth space science)
- Recommended to take an additional course in physics (if not already taking as part of chemistry major)
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

Physics

- Fulfill departmental requirements to complete the major in physics
- Take the following additional courses:
 - Division I – 302 and 302* (earth space science)
 - BIO 111
 - CHE 111
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

Physical Science

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

- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

***Special note:** *DIV I 301 & 302 Earth Space Science is a survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary teaching license in a scientific field. The work is typically completed on an independent basis and both DIV I 301 and 302 must be taken to receive the full credit. Prerequisites include: must be major in a lab science, must be admitted to the Teacher Education Program or have permission of the Director, should have junior or senior standing and should have completed EDU 101, 201, and 302. Offered in fall or spring semester as needed.*

Mathematics

- Fulfill departmental requirements to complete the major in mathematics
- To include the following courses*:
 - MAT 111 (unless the candidate has tested out)
 - MAT 112 (unless the candidate has tested out)
 - MAT 219
 - MAT 221
 - MAT 222 (offered in alternating years)
 - MAT 223
 - MAT 254 (.5 cr)
 - MAT 331 (recommended to take as a sophomore)
 - MAT 333 (recommended to take as a junior)
- Sophomores entering the program should have taken a minimum of two Mathematics courses by the spring of the sophomore year.

***Special note:** *Eight and a half credits are prescribed for the secondary teaching license in mathematics. Several of the courses are offered in the spring semester only, so scheduling will be a challenge. Students are advised to take two mathematics classes in the spring of their sophomore year and 2 ½ mathematics classes in the spring of the junior year.*

DIVISION II (Humanities)

According to state and national standards, Indiana Secondary (grades 5-12) Teacher Licensure Requirements for English Language Arts (including Rhetoric majors), French, German, Latin, Spanish, and Theater include (effective with the entering class of 2010):

English Language Arts (English majors)

- Fulfill departmental requirements to complete the major in English
- To include the following courses:
 - As part of the required three core survey courses (ENG 215-220), one should be in American literature.
 - A course in world literature (an intermediate course or colloquium)
 - A course in multicultural literature (introductory or intermediate course)
 - An additional course in composition beyond ENG 101 (expository or creative)
 - Linguistics requirement (ENG 121 and 122 or 123)
 - Mass communications requirement (ENG 150 or RHE 240)
 - Rhetoric requirements (RHE 101, RHE 143/145 or RHE 220), RHE 201 (or comparable courses agreed upon in consultation with the Chair of Rhetoric and the Director of Teacher Education)
- Sophomores entering the program should have taken a minimum of two English courses and preferably at least one Rhetoric course by the spring of the sophomore year.

Rhetoric (licensing in English Language Arts)

- Fulfill departmental requirements to complete the major in Rhetoric
- To include the following courses:
 - RHE 143/145
 - RHE 201
 - RHE 320
 - RHE 350
 - RHE 497
 - RHE 220
 - RHE 240
 - English requirements (6 credits, so candidates essentially minor in English):
 - One dramatic literature course (Theater or English)
 - One multicultural literature course
 - One world literature course
 - One American literature course
 - One composition course beyond ENG 101
 - ENG 121 or 123
- Sophomores entering the program should have taken a minimum of two Rhetoric courses and preferably at least one English course by the spring of the sophomore year.

Theater

- Fulfill departmental requirements to complete the major in Theater
- To include the following courses:
 - THE 102
 - THE 103 (at least .5 cr)
 - THE 105
 - THE 207
 - THE 209 or 210
 - THE 211-214 (three courses)
 - Recommended to take ENG 216
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

Theater (licensing in English Language Arts)

- Fulfill departmental requirements to complete the major in Theater
- To include the following courses:
 - THE 102
 - THE 103 (at least .5 cr)
 - THE 105
 - THE 207
 - THE 209 or 210
 - THE 211-214 (three courses)
 - English requirements(6 credits, so candidates essentially minor in English): :
 - One dramatic literature course (if not already taking as part of major or ENG 216)
 - One multicultural literature course
 - One world literature course

- One American literature course
- One composition course beyond ENG 101
- ENG 121 or 123

World Languages

Latin

- Fulfill departmental requirements to complete the major in Latin
- To include the following courses:
 - LAT 201
 - LAT 202
 - LAT 301
 - LAT 302
 - LAT 304
 - LAT 330
 - LAT 400
 - One course from LAT 210, 387, or 388
 - CLA 104 or 106 (recommended to take both)
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

French

- Fulfill departmental requirements to complete the major in French
- To include the following courses:
 - FRE 201
 - FRE 202
 - FRE 301
 - FRE 302
 - FRE 401
 - Four additional culture and literature courses
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

German

- Fulfill departmental requirements to complete the major in German
- To include the following courses:
 - GER 201
 - GER 202
 - GER 301
 - GER 302
 - GER 401
 - Four additional culture and literature courses
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

Spanish

- Fulfill departmental requirements to complete the major in Spanish
- To include the following courses:
 - SPA 201

- SPA 202
- SPA 301
- SPA 302
- SPA 401
- Four additional culture and literature courses
- Sophomores entering the program should have taken a minimum of two major courses by the spring of the sophomore year.

DIVISION III (Social Sciences)

According to state and national standards, Indiana Secondary (grades 5-12) Teacher Licensure Requirements for social studies (majors in Economics, History, Political Science, and Psychology,) state that candidates must major in one area and take courses in two other areas of the social sciences. Specific course requirements include (effective with the entering class of 2010):

Economics Major

- Fulfill departmental requirements to complete the major in Economics
- To include the following courses in TWO AREAS of LICENSURE:
 - Political Science (government & citizenship)
 - PSC 111
 - PSC 122 or 242
 - PSC 231
 - Other courses may be substituted, but only after consultation with Chair of Political Science and Director of Teacher Education
 - Psychology (In addition to PSY 101, choose 3 courses from the list below)
 - PSY 102, 201, PSY 211, PSY 220, PSY 221, PSY 222, PSY 223, PSY 231)
 - Other courses may be substituted, but only after consultation with Chair of Psychology and Director of Teacher Education
 - History (historical perspectives)
 - Two courses in US History
 - One course in world history
 - One course in European history
 - Other courses may be substituted, but only after consultation with Chair of History and Director of Teacher Education

History Major

- Fulfill departmental requirements to complete the major in History
- To include the following
 - Three courses in US history
 - One course in European history
 - Two additional (beyond 101 and 102) courses in world history
 - Recommended to take HIS 301 when it is offered as one of the world history courses
- To include the following courses in TWO AREAS of LICENSURE:
 - Political Science (government & citizenship)
 - PSC 111
 - PSC 122 or 242
 - PSC 231
 - Other courses may be substituted, but only after consultation with Chair of Political Science and Director of Teacher Education

- Psychology (In addition to PSY 101, choose 3 courses from the list below)
 - PSY 102, 201, PSY 211, PSY 220, PSY 221, PSY 222, PSY 223, PSY 231)
 - Other courses may be substituted, but only after consultation with Chair of Psychology and Director of Teacher Education
- Economics (In addition to ECO 101, choose 2 courses from the list below)
 - ECO 213, 214, 262, 291, 292
 - Other courses may be substituted, but only after consultation with Chair of Economics and Director of Teacher Education

Political Science Major (government and citizenship)

- Fulfill departmental requirements to complete the major in Political Science
- To include the following
 - One advanced course in US government
 - Two courses from PSC 311, 312, 313, 314, or 317
- To include the following courses in TWO AREAS of LICENSURE:
 - Psychology (In addition to PSY 101, choose 3 courses from the list below)
 - PSY 102, 201, PSY 211, PSY 220, PSY 221, PSY 222, PSY 223, PSY 231)
 - Other courses may be substituted, but only after consultation with Chair of Psychology and Director of Teacher Education
 - Economics (In addition to ECO 101, choose 2 courses from the list below)
 - ECO 213, 214, 262, 291, 292
 - Other courses may be substituted, but only after consultation with Chair of Economics and Director of Teacher Education
 - History (historical perspectives)
 - Two courses in US History
 - One course in world history
 - One course in European history
 - Other courses may be substituted, but only after consultation with Chair of History and Director of Teacher Education

Psychology Major

- Fulfill departmental requirements to complete the major in Psychology
- To include the following courses in TWO AREAS of LICENSURE:
 - Economics (In addition to ECO 101, choose 2 courses from the list below)
 - ECO 213, 214, 262, 291, 292
 - Other courses may be substituted, but only after consultation with Chair of Economics and Director of Teacher Education
 - History (historical perspectives)
 - Two courses in US History
 - One course in world history
 - One course in European history
 - Other courses may be substituted, but only after consultation with Chair of History and Director of Teacher Education
 - Political Science (government & citizenship)
 - PSC 111

- PSC 122 or 242
- PSC 231
- Other courses may be substituted, but only after consultation with Chair of Political Science and Director of Teacher Education

Post-Baccalaureate Programs for Licensure Completion

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

Ninth Semester Program

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

Science Education 4 + 1 Program

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

Transition to Teach Program

Individuals interested in the Wabash Transition to Teach program should contact the Director of Teacher Education for information on this option since the courses taken are slightly different from those listed in the current Academic Bulletin.

Course Descriptions

EDU 101 Introduction to Student Development

This is a field-based study of the K-12 spectrum of student development (cognitive, emotional, and social) with a focus on observing how schools and teachers address the variety of developmental levels of students, and on the roles of the family and community in student development. The course covers “child and adolescent development through the school perspective,” especially to include younger and older adolescents. Students will be learning a variety of techniques of observation used by the education researcher, discussing and analyzing their observation and insights, and reading and studying key developmental concepts. Students will compose an autobiography of their own development as an example of writing narrative inquiry. The technology thread required includes use of the computer to create word documents, send email and use Blackboard effectively. The field component is 32 hours to include field work in K-12 schools and with a family and/or community service agency. Level: Freshmen and Sophomores. This course is offered in the fall and spring semester, 2010-11.

Prerequisite: None.

Credits: 1

EDU 201 The American Middle and High School: A Social History Behind the Current Issues

The course includes the history and philosophy of American schooling from colonial and common school times to the present, focused on the rise of the middle and the high schools in particular. The historical and philosophical components will be integrated with a study of contemporary educational issues of school reform and will include the history of schooling for diverse multicultural groups. A variety of contemporary issues driving current schooling reforms will be studied including: multicultural, bi-lingual, and special education reforms and their impact on middle and high schools; curricular reform (including multidisciplinary, interdisciplinary curriculum); and issues around the reform of instruction and assessments in the education of middle and high school students. The required technology thread includes effective Internet searching along with PowerPoint presentations. The field component contains field trips to innovative schools at the middle and high school levels and working with special needs (10 hours of required field work). Level: Open to any student; Students interested in Teacher Education are encouraged to take EDU 201 in the sophomore year. Required of juniors admitted to the program. This course is offered in the fall and spring semester, 2010-11. Course can be counted as a history/philosophy/ religion distribution credit.

Prerequisite: None.

Credits: 1

EDU 202 Adolescent Literacy and Learning

This course will focus on 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 theories of literacy learning as well as current research on adolescent literacy teaching and learning. In the context of adolescent literacy, students are introduced to Classroom-Based Research (CBR) and will complete a pilot study of their own. Required field experience (10 hours) will culminate in a one-week team-teaching experience in a middle school setting. The course is required as part of the AOC in Education. Level: It is open to all students and is recommended that students take it in the sophomore year. Offered in the spring semester, 2010-11.

Prerequisites: EDU 101 or permission of instructor.

Credits: 1/2

DV1 301 Earth Space Science

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

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

Credits: 1 or 1/2

DV1 302 Earth Space Science

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

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

Credits: 1 or 1/2

EDU 302 Teaching Adolescents: General Methods

The course is the first instructional methods course in the program. It includes a study of methodologies used in culturally responsive instruction and assessment for a diversity of students (ethnicity, gender, class, and special needs) at the middle and high school level. In the context of a constructivist approach, students will learn to plan instruction, and will implement their plans in a two-week teaching unit at a local secondary school and will use these skills in their urban teaching experience during the Chicago Urban Education & Cultural Experience. Required observations (10 hours) in a local secondary school are followed by teaching (10 hours) in the school. The Chicago Urban Education & Cultural Experience is a required part of the junior Teacher Education student's program. Level: Admitted Juniors only, except by permission of the Chair or Director of Teacher Education. (Education students who are planning to study abroad in the fall are advised to take this course in the sophomore year along with EDU 201) This course is offered in the fall semester, 2010-11.

Prerequisites: EDU 101, EDU 201, EDU 202 or permission of Chair/Director of Teacher Education.

Credits: 1

EDU 330 Special Topics Studies in Urban Education

This course is designed for juniors in education, who are taking or have taken EDU 302. Building on EDU 302 wherein students are introduced to five models of Multicultural Education, this special topics course includes field-work in the Chicago Public School system *at either the middle or high school level*. In the course (largely independent study after the Chicago Urban Education & Cultural Experience), students study issues related to urban education. Students enrolled in EDU 302 are paired with a teacher in a Chicago Public School and spend the week between finals and graduation immersed in the urban setting and teaching in Chicago Public Schools. Level: Open to students who are taking or have completed EDU 302, or with the permission of the director of Teacher Education. Credit offered in fall semester.

Prerequisites: EDU 101, EDU 201, EDU 202, EDU 302, or permission of Chair/Director of Teacher Education.

Credits: ½

EDU 387 Independent Study

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

Credits: 1 or 1/2

EDU 388 Independent Study

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

Credits: 1/2

EDU 401-407 Special Methods in the Content Areas

In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to his discipline for teaching at the secondary level.

In addition, referring to Indiana and national content standards for secondary teachers (with specific attention to EAG and AYA developmental standards), students will become familiar with the content

and approaches to the teaching of their discipline in the middle and high school settings. Drawing on both classroom and field-based experiences, students will analyze, design, and implement curriculum for a diversity of secondary students, including attention to special needs students and English language learners. As well, the course asks students to explore differentiated instruction methods, the use of technology, and alternative assessments in the context of their discipline. In addition, students will reflect on their beliefs and experiences with learning and teaching in their discipline as they continue to develop their philosophy and stance on teaching.

401. Teaching of Language Arts (English and Rhetoric)

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

407. Teaching of Theatre

Level: Admitted students only. These courses are typically offered in the second half of fall semester; however, EDU 405 is usually offered in the first half of the spring semester.

Prerequisites: PSY 101, EDU 101, EDU 201, 202, 302.

Credits: 1/2

EDU 420 Content Pedagogy Seminar

During the period on campus prior to the beginning of student teaching, and continuing through the semester, the student teacher will continue his study of pedagogy by examining themes shared across content areas such as classroom management models, classroom-based research, assessment, legal and ethical issues of the profession, and examination and exploration of the professional associations. Candidates will further their abilities to make instructional plans for their student teaching and will develop the classroom-based research project. Ten hours of field experience hours in the student teaching placement (middle or high school) are required. Level: Admitted students who have been placed for student teaching only. This course is taken concurrently with EDU 422 and is offered in the fall and spring semester, 2010-11.

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

Credits: ½

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

The purpose of this course is to bridge the gap in teacher education between theory and practice. It is a ten-week, full-time experience in classroom teaching at the middle or secondary school level (or both) under the supervision of a public school teacher. Preliminary sessions in classroom management and other topics are required as well as capstone assessments. Used only for Transition to Teach candidates. This course is offered in the spring semester, 2010-11.

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

Credits: 2

EDU 422 Student Teaching

The purpose of this course is to bridge the gap in teacher education between theory and practice. It will be an 11-week, full-time experience in classroom teaching at the middle or secondary school level, or both, under the supervision of a public school teacher. At the end of student teaching, the student teachers will devote time to reflection and consultation with field supervisors and education faculty as

the student teacher finalizes his classroom-based research project, program portfolio, and other program exit requirements. Level: Admitted students who have been placed for student teaching only. This course is taken concurrently with EDU 420 and is offered in the fall and spring semester, 2010-11.

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

Credits: 2 1/2

EDU 487 Independent Study

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

Credits: 1 or 1/2

EDU 488 Independent Study

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

Credits: 1 or 1/2

