

## **Division III Faculty**

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

### **Faculty 2007-2008**

Butler, M. (chair)

Aden, J.

Bankart, B.

Bankart, P.

Barreto, H.

Blaich, C.++

Bost, P.

Burgess, R.#

Burnette, J.

Butler, D.

Byun, C.

Gunther, K.

Hadley, D.

Himsel, S.#

Horton, R.\*

Howland, F.

Mikek, P.

Mikesell, P.

Morillo, S.

Pittard, M.

Rhoades, M.

Richardson, S.#

Salisbury, T.

Schmitzer-Torbert, N.

Turner-Vorbeck, T.

Vasquez, J.

Warner, R.

Widdows, K.\*\*\*

\* *Sabbatical leave, full year*

\*\*\* *Sabbatical leave, spring semester*

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

# *Parttime*

### **Economics**

Faculty: F. Howland (chair), H. Barreto, J. Burnette, C. Byun, P. Mikek, S. Richardson#, K. Widdows\*\*\*

\*\*\* *Sabbatical leave, spring semester*

#*Part-time*

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

**Senior Comprehensive Exams:** The Written Comprehensive Exam in Economics is spread over two days and designed to evaluate the student's understanding of both core concepts and the wide variety of applications of economic theory. The first day consists of an objective, standardized test that contains questions from every economics course offered at Wabash. The second day consists of an essay exam on a found 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. 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 is required for Economics 253 but does not count toward the major. Division III 252 or a Mathematics Department Statistics course must be taken before enrolling in Economics 253. In addition, Mathematics 111 or its equivalent is required for the major in economics. Mathematics 111 is best taken in the freshman year.

**Recommended Sequence of Courses:** The “typical” economics major takes Principles of Economics (ECO 101) in the second semester of his freshman year, the theory/empirical sequence (ECO 251, DV3 252, ECO 253, ECO 291, and ECO 292) during the sophomore year, electives during the junior year, and, finally, Senior Seminar (ECO 401) and electives during the senior year we recommend that the student opt to distribute the workload more evenly by taking Eco 292 in the Fall of his junior 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 ECO 291 and 292 does not matter, the sequence of DV3 252 in the FALL and ECO 253 in the SPRING is crucial. ECO 251 should be taken by the time the other courses in the theory/empirical sequence are completed. It is most convenient to take ECO 251 along with DV3 252 in the fall. Thus, if the economics major is planning to study off-campus as a second semester junior, it is absolutely imperative that he begin the empirical sequence 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 including either Economics 291 or 292.

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

### Curriculum Map/Path

	Quantitative	Economic Theory		Only Principles or consent of instructor required
Freshman	<ul style="list-style-type: none"> <li>• Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Economics</li> </ul>		<ul style="list-style-type: none"> <li>• All college courses</li> </ul>
Sophomore	<ul style="list-style-type: none"> <li>• Economic Approach w/ Excel (1/2 semester; Fall)</li> <li>• Statistics in Social Science (1/2 semester; Fall)</li> <li>• Econometrics (Spring)</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate Micro</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate Macro</li> </ul>	<ul style="list-style-type: none"> <li>• History of Economic Thought</li> <li>• Financial Institutions and Markets* (Does not count towards the major in economics for students entering in the fall of 2007 and after)</li> <li>• U.S. Economic History</li> <li>• European Economic History</li> <li>• Development</li> <li>• Comparative Economic Systems</li> <li>• Law and Economics</li> </ul>
Junior/Senior	<ul style="list-style-type: none"> <li>• Topics in Econometrics</li> </ul>	<ul style="list-style-type: none"> <li>• Public Finance</li> <li>• Labor</li> <li>• Industrial Organization</li> <li>• Corporate Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Money &amp; Banking</li> <li>• International Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Study Courses</li> <li>• Special Topics Courses</li> </ul>



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.

### **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 bi-weekly section meetings 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.

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? This course is offered in the fall semester, alternate

years. (Offered Fall 2005).

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.

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

### **ECO 222 Comparative Economic Systems**

A critical comparative study of various economic systems. This class includes both an introduction to theoretical debates about what system is best, and a survey of some of the economic systems used in the past and in the world today. Particular attention is paid to variations of the capitalist system in Europe and the transition to capitalism in formerly communist countries. This course is offered in the spring semester, alternate years.

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. This course is offered in the spring semester.

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 offered in the spring semester.

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.

Prerequisites: Mathematics 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. 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. Both non-majors and majors in Economics are encouraged to take this course. This course is offered in the spring semester. Note: this 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 fall/spring semester.

Prerequisite: Economics 101 or consent of the instructor.

Credits: 1

### **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.

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

Credits: 1

### **ECO 292 Intermediate Macroeconomic**

The measurement, determination, and control of the level of economic activity. General equilibrium models are used to determine real output, employment, inflation, unemployment, exchange rates, and interest rates. The roles of fiscal and monetary policy are analyzed in their application to fluctuations in economic activity.

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

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 offered in the fall semester.

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

Credits: 1

### **ECO 322 International Finance**

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

Prerequisites: Economics 292, and Economics 253 or the consent of 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 offered in the fall semester.

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

Credits: 1

### **ECO 332 Labor Economics**

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

Prerequisites: Economics 291 and Economics 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.

Prerequisites: Economics 291 and Economics 251, Economics 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 291, 253, 251, or consent of 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 is offered in the spring semester.

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

Credits: 1

### **ECO 362 Money and Banking**

An introduction to financial markets and the assets traded therein with an emphasis on the role and function of commercial banks is followed by an examination of the practical problems, successes, and failures of the Federal Reserve System in executing monetary and credit policies in the recent past. This course is offered in the fall semester.

Prerequisites: Economics 292 and 253 or consent of 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 is offered in the fall semester.

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, Economics 253, Economics 291 or 292, 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. One-half to one course credit, each semester.

Credits: 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. One-half to one course credit, each semester.

Credits: 1/2

### **ECO 401 Senior Seminar**

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

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

Credits: 1

### **ECO 491 Advanced Microeconomic**

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 scheduled.

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

Credits: 1

### **ECO 492 Advanced Macroeconomics**

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 scheduled.

Prerequisites: Economics 292 and Mathematics 111.

Credits: 1

## **History**

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

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

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

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

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

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

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

**Comprehensive Examinations:** The Written Comprehensive Exam in History is a two day exam that is designed to evaluate the students' mastery of the core goals of the department. 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, or 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—World and Comparative**

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

Exploration of the origins of human civilization and the development of individual civilizations across the world. Emphasis will be on the major old-world areas of civilization and their connections with each other. An effort will be made to develop a conceptual framework for analyzing different civilizations 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 civilizations as improved communications tie more of the world closely together. This will involve explaining the transformations wrought upon different areas by industrialization and the reactions this process has created across the globe. This course, along with History 101, is especially recommended to those students planning to take their first college-level history course. This course is offered in the spring semester and some fall semesters.

Credits: 1

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

One-half or one course credit.

Credits: 1 or 1/2

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

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

world-wide economic and technological change, and the continuing threat of nuclear war.  
Credits: 1

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

One-half or one course credit.

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. External forces on China's past, before, during, and after sustained contact with the rest of Asia (Buddhism, for instance, and the Mongols) and the West (Marco Polo and the White Lotus and Boxer Rebellions), will be given special attention. Emphasis on social, cultural, economic, and military developments. Extended analysis of primary source documents, web-based materials, and film through the complex and often contradictory perspectives of age, gender, ethnicity, and class will be a major focus. Strong geographic component. This course is offered some fall semesters.

Credits: 1

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

A survey of modern China, in three thematic parts. The first section will examine the end of the Ch'ing Dynasty and the emergence of Nationalism through the end of the Second World War. Part two, the rise of Chinese Communism and the fate of Chairman Mao tse-tung will be explored in depth, through the Great Leap Forward and the Cultural Revolution. The third phase delves into contemporary China through the Tiananmen Square Uprising to the present. Extended analysis of primary source documents, web-based materials, and film through the complex and often contradictory perspectives of age, gender, ethnicity, and class will be a major focus. Strong geographic component. This course is offered some spring semesters.

Credits: 1

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

One-half or one course credit.

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. Special emphasis will be placed on the tools scholars use to write African history, with particular reference to oral tradition, linguistic and archaeological evidence, and the material cultural record. Important themes include the indigenous, trans-Saharan, and trans-Atlantic slave trades, gender, the role of women in African history, Islam, art, and music. Course will culminate in regional vistas of Africa on the event of imperialist expansion of European powers. Expanding general geographic knowledge will be highly encouraged. 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. Their relationship with the

Western world fundamentally altered African lifeways, 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 will explore these changes through the use of video, primary and secondary source materials, CD-ROMs, art and material culture, and music. Expanding general geographic knowledge will be highly encouraged. This course is offered some spring semesters.

Credits: 1

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

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 alternate spring semesters.

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

Credits: 1

### **HIS 360 Advance Topic 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

### **Course Descriptions—Europe**

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

Credits: 1 or 1/2

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

A survey of Greek history from the end of the Bronze Age (ca. 1100 B.C.) to the time of the Roman conquest of the Greek world (first century B.C.). Emphasis is on the origin, evolution, and problems of the most important Greek political-social-cultural structure,

the polis or “city-state.” This course is offered in the fall semester 2006-2007 and in alternate years.

Credits: 1

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

A survey of Roman history from the Etruscan period (6th and 5th centuries B.C.) to the transformation of the Roman world to the Medieval (4th and 5th centuries A.D.). Emphasis is on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered in the spring semester 2006-2007 and alternate years.

Credits: 1

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

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 creation of the medieval synthesis out of elements of late Roman and Germanic societies and the dissolution of that synthesis in the troubles of the 14th century. Emphasis is on examining economic, institutional, and social 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 breakup of the medieval world to the dawn of the modern age. The course traces the transformations of all aspects of European life—economic organization, state structures, religious institutions and sentiments, and intellectual outlooks—with an emphasis on different historiographical approaches and analysis of secondary sources, especially monographs. This course is offered in some fall semesters.

Credits: 1

**HIS 230 Topics in Modern Europe**

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

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

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

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

Credits: 1 or 1/2

**HIS 334 Russia, 1860-present**

The reforms of Alexander II; the rise of Russian revolutionary movements; the revolutions of 1905 and 1917; abdication of the Czar; victory of the Bolsheviks; the "dictatorship of the proletariat"; organization of the Soviet Union; and the era of Stalin and events since his death are some of the major topics considered. Recommended for upperclassmen or with the consent of the instructor.

Credits: 1

**Course Descriptions—Americas**

**HIS 141 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 some fall semesters.

Credits: 1

### **HIS 142 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 some spring semesters.

Credits: 1

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

Credits: 1 or 1/2

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

Emphasis on three crucial periods: slavery, Reconstruction and its aftermath, and the civil rights and Black liberation movements of the 1960s. 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 the fall semester.

Credits: 1

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

Credits: 1

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

One-half or one course credit.

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 the spring semester 2006-2007 and in alternate years.

Credits: 1

#### **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. One-half or one course credit either semester.

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

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

Credits: 1 or 1/2

### **Course Descriptions—Departmental**

#### **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. One-half or one course credit each semester.

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. One-half or one course credit each semester.

Credits: 1 or 1/2

#### **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. One-half or one course credit each semester.

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. One-half or one course credit each semester.

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. One-half or one course credit each semester.

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. One-half or one course credit each semester.

Credits: 1 or 1/2

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

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

Credits: 1

#### **HIS 498 Research Seminar**

All history majors must take this course in the fall semester of their senior year, while other juniors or seniors are welcome to enroll, with the consent of the instructor. Topics

will vary from year to year, with an emphasis on research techniques, small group discussions, conferences with the instructor, and independent development of individual projects. This course is offered in the fall semester.

Credits: 1

## **Political Science**

Faculty: D. Hadley (chair), M. Butler, S. Himsel#, P. Mikesell, J. Vasquez

*#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 (a fall semester course)

PSC 122—Survey of Comparative Politics (a spring semester course)

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 and for information on this specific discipline see the *Content Area Course Requirements for Teaching at the Adolescent and Young Adult Licensure Level* section.

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.

No prerequisite.

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.

No prerequisite.

Credits: 1

### **PSC 231 Survey of Political Theory**

The survey of political theory will use selected political theorists to examine a series of major questions which are central to political theory, e.g., power, authority, justice, and liberty. This course is offered in the fall semester.

No prerequisite.

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.

No prerequisite.

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. PSC 261 may require one lab session per week.

No prerequisite.

Credits: 1

### **PSC 287 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. One-half or one course credit each semester.

Credits: 1/2

### **PSC 288 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. One-half or one course credit each semester.

Credits: 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. In 2008, the course includes an immersion trip (required) to Washington, D.C. over spring break.

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 in the 1980s and the rise of the single-issue interest group. Counts as an advanced course in American Politics. This course is offered in the fall semester.

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.

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 advance course in American Politics.

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.

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. This course is offered in the spring semester.

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. This course is offered in the fall semester.

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. This course is offered in the spring semester. In 2008 this course will include an immersion trip to Israel over spring break.

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 offered in the fall semester.

Credits: 1

**PSC 330 History of Political Thought: Plato to Machiavelli**

A series of half-courses, each of which will focus on a particular political theorist 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.

Prerequisite: Political Science 231 or consent of the instructor.

Credits: 1/2

**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.

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

Credits: 1

**PSC 350 History of Political Thought: Contemporary Political Thought**

A series of half-courses, each of which will focus on a particular political theorist from the contemporary 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 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 Special Topics: Comparative 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 373 Special Topics: Political Theory**

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 374 Special Topics: International Relations**

A study of the basic organization of the Community. The course will include an historical dimension, focusing on the development of efforts to move toward closer union. The

main emphasis of the course will be on political institutions and issues and integration as a political process. Counts as an advanced course in international politics. This course is offered in the spring semester.

Prerequisite: Political Science 122 or 242 or consent of the instructor.

Credits: 1 or 1/2

### **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. One-half or one course credit each semester.

Credits: 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. One-half or one course credit each semester.

Credits: 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. One-half or one course credit each semester.

Credits: 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. One-half or one course credit each semester.

Credits: 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.

Credits: 1

## **Psychology**

Faculty: P. Bost (chair), B. Bankart, C.P. Bankart, C. Blach++, K. Gunther, R. Horton\*, N. Schmitzer-Torbert.

\* Sabbatical leave, full year

++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:** General 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.
- **Intermediate-Advanced Course Sequences:** Any two of the following five 2-course sequences:
  1. Psychology 220 or 221: Child or Adult Development—Psychology 320: Advanced Development
  2. Psychology 222: Social Psychology—Psychology 322: Advanced Social Psychology
  3. Psychology 223: Abnormal Psychology—Psychology 323: Advanced Abnormal Psychology
  4. Psychology 231: Learning and Cognition—Psychology 331: Advanced Cognitive Psychology
  5. Psychology 233: Physiological Psychology—Psychology 333: Advanced Physiological Psychology
- **Experimental-Physiological:** At least one of the following four intermediate courses:
  1. Psychology 231: Learning and Cognition

2. Psychology 232: Sensation and Perception
  3. Psychology 233: Physiological Psychology
  4. Psychology 235: Cognitive Neuropsychology
- Note: If either the Psychology 231—Psychology 331 or the Psychology 233—Psychology 333 intermediate-advanced course sequence is taken (see above), the Experimental-Physiological requirement is met.

- **Senior Seminar** : Psychology 497

- **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 either Biology 111 or 101, preferably 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:** General Psychology: Psychology 101

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

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

1. Child Development: Psychology 220
2. Adult Development: Psychology 221
3. Social Psychology: Psychology 222
4. Abnormal Psychology: Psychology 223
5. Learning and Cognition: Psychology 231
6. Physiological Psychology: Psychology 233

- **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 six 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.

### **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 102 Human Sexual Behavior**

An overview of human sexual anatomy, development, function, and diversity. Emphasis is on the psychological aspects of sexuality including the study of attitudes towards sexuality, sexual preference, love and marriage, contraception, and commercial sex. Particular attention is paid to the development and enactment of sex roles, the construction of gender, and sex differences. This course is offered fall semester 2007. No Prerequisite.

Credits: 1

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

An introduction to the principles and techniques involved in the design and analysis of psychological research. Development of abilities in quantitative analysis and reasoning, decision-making, and hypothesis testing are aided by conducting behavioral research projects. This course is offered both 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 offered both 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 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 offered spring semester 2008.

Prerequisite: Psychology 101.

Credits: 1

### **PSY 212 Sex, Gender and Masculinity**

Biology, psychology, and culture converge to create and define all of us as gendered beings. Students enrolled in this course will explore this multifaceted dimension of human behavior by surveying current theory, research and data on the construction of men's lives, with a special focus on the construction of masculinity. Students will complete research projects on a question of their own formulation. This course is offered spring semester 2008.

Prerequisite: Psychology 101 or 102.

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 fall semester 2007.

Prerequisite: Psychology 201 (may be taken concurrently).

Credits: 1

### **PSY 221 Adult Development**

A study of developmental changes during adulthood. Continuities and changes across age will be examined in terms of biology, intellectual ability, personality, and social interaction. The assumption that aging means unidirectional decline in growth and development is challenged. Involvement in some practical experience will bring students into direct contact with adults at various stages of development. This course is offered spring semester 2008.

Prerequisite: Psychology 101.

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 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 101, 201 (may be taken concurrently).

Credits: 1

### **PSY 232 Sensation and Perception**

Anatomy and function of the sensory systems. The interrelationships between physical stimuli, physiological events, and psychological perception are addressed. This course is offered in the fall semester 2007-2008.

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

Credits: 1

### **PSY 233 Physiological Psychology**

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 101, plus either Biology 101 or 111 (may be taken concurrently).

Credits: 1

### **PSY 235 Cognitive Neuropsychology**

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

Prerequisite: Psychology 101.

Credits: 1

### **PSY 287 Intermediate Research**

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

Prerequisite: 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.

Prerequisite: Psychology 202 and permission of the instructor.

Credits: 1/2

### **PSY 310 Special Topics**

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

Credits: 1

### **PSY 320 Advanced Development Psychology**

In this seminar specific topics of human (child and adult) development will be studied in depth. The topics covered will reflect contemporary issues and methodology in the field and currently focus on narrative psychology. Students will design and carry out an experimental (qualitative) or observational project in collaboration with the professor.

This course is offered in the spring semester 2007-2008.

Prerequisites: Psychology 201, Psychology 220 or 221.

Credits: 1

### **PSY 322 Advanced 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 spring semester 2007-2008.

Prerequisites: Psychology 202 and Psychology 222.

Credits: 1

### **PSY 323 Advanced Abnormal Psychology**

This course is designed for students who have taken Abnormal Psychology (Psychology 223) and are interested in learning about treatments for psychological disorders. The three main approaches that are studied are: psychopharmacology, psychotherapy, and mindfulness. Emphasis is on an empirical evaluation of treatment effectiveness, and the search for the Common Factors that underlie all successful human change efforts. This course is offered in the spring semester 2008.

Prerequisites: Psychology 223; Psychology 201 (may be taken concurrently).

Credits: 1

### **PSY 331 Advanced Cognitive Psychology**

This seminar course is designed for students who have completed Cognitive Psychology (Psychology 231), and are interested in developing and testing their own ideas about memory and other cognitive processes. The specific topic may vary from year to year, but will typically focus on a contemporary issue in the field of memory, such as memory distortion. Students will design and carry out a research project in collaboration with the professor. This course is offered in the spring semester.

Prerequisites: Psychology 201, Psychology 231.

Credits: 1

### **PSY 333 Advanced Physiological Psychology**

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 offered in the spring semester.

Prerequisites: Psychology 201, Psychology 233 or 232 (may be taken concurrently), Biology 101 or 111).

Credits: 1

### **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. One-half or one course credit, each semester (or year).

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

Credits: 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. One-half or one course credit, each semester (or year). Prerequisites: Psychology 202, completion of at least one intermediate-advanced course sequence, and permission of instructor.

Credits: 1/2

### **PSY 497 Senior Seminar**

The Senior Seminar in Psychology has a number of goals in the service of providing students with a capstone experience in the major and helping them prepare for Comprehensive Exams. The goal of an historical grounding in the field is accomplished by careful reading and discussion of classic texts. The goal of exploring a new area of psychology, in 2007-2008, will be accomplished by learning about Positive Psychology and completing a research project related to that topic. The goal of completing an intensive literature review is accomplished by each student's writing a paper over an area of psychology chosen by that student. This course is offered in the fall semester 2007.

Prerequisite: Senior standing as a psychology major or minor.

Credits: 1

## **Teacher Education**

Faculty: M. Pittard (chair), R. Burgess#, D. Butler, T. Turner-Vorbeck

*#Part-time*

### **Indiana Teacher Licensing Requirements for Adolescent and Young Adult License**

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, it is the mission of the program to help educate teachers who remain knowledgeable in their field and are able to communicate knowledge to adolescents effectively, are able to ponder the complex missions of education and are sensitive to the diverse population they serve, work creatively with students of varied motivational levels within the complex social environments of the classroom, can energize students and colleagues for individual improvement and systematic educational change, can bring a fresh perspective to the classroom for the sake of a productive and operative tension in the workplace, and are creative problem-solvers in their disciplines and in their approaches to education. Such students become liberally educated professionals in education.

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 to the entering class in fall 2002 and those thereafter, and to some program applicants beginning in the spring, 2003. All education classes now listed apply to those in the program currently as well.

A student who is fully admitted to Teacher Education should have completed Psychology 101, Education 101, and Education 201, and should meet the following requirements by the end of his sophomore year:

1. Be a rising junior.
2. Have attained a 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. Passed the PPST Tests required for program entry (Praxis I).
6. Submitted an acceptable admission portfolio for program entry.

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

To be accepted for student teaching, a student must have completed Education 302 with a grade of C or better, and continued to maintain all preceding requirements along with completion of the Junior Report (a teaching analysis portfolio). To be retained during his senior year, he must (1) successfully complete Education 400 and Education 401-07; (2) continue to maintain all other Program requirements.

To become licensed to teach, a student must have; (1) completed remaining education and teaching major courses with the grade of C or better in each; (2) completed student teaching with recommendations for licensure from the Director of Teacher Education; (3) passed all Praxis II tests at the level required by the State of Indiana; (4) completed satisfactorily a program portfolio; (5) completed satisfactorily a Classroom-Based Research project; (6) maintained all preceding requirements.

**NOTE regarding Advising:** A student taking Education 101 must list the director or other education faculty as his co-advisor during pre-registration of the same semester. A student seeking admission to Teacher Education during the spring of his sophomore year must list an education faculty member as his co-advisor.

For more detailed information, students should see 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, 302, 400, 401-7 (one course), and Education 420 and 422. With these five credits students can earn the Area of Concentration in Teacher Education. In

order to be licensed to teach in Indiana, students must successfully complete the Area of Concentration and complete an eleven week full-time practice teaching program during the spring semester of the senior year, unless completing requirements under the Ninth Semester Option. Those interested in the Wabash Transition to Teach Program should contact the Director of Teacher Education for information on this option since the courses they take are slightly different from those listed above.

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 further information, please contact the Director of Teacher Education.

### **General Education**

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 this requirement, the candidate will need to take: Rhetoric 101, or where appropriate and advisable, Theatre 105; an additional course beyond English 101 in prose writing (English 201, 213, 410, 411, or 413). A psychology course addition to Psychology 101 is strongly recommended for the secondary education pattern, especially courses such as Psychology 102, 211 (Cross-Cultural Psychology), 220, 222, 223, or 231.

**Professional Education:** Psychology 101, Education 101, 201, 302, 400, 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.

**Subject Matter Concentrations:** See requirements listed by division and department below.

**Note:** Language Arts teaching candidates may cross-list English 201, 410 and 411 as Education 201, 410, or 411.

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

This is a field based study of the K-12 spectrum of student development, with a focus on observing how teachers teach differently to 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." 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 themselves 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 25-hours at K-12 schools, and 10 hours with a family and/or community service

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

No prerequisite.

Credits: 1

### **EDU 201 The American 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 high school 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 the current schooling reform will be studied including: multicultural, bi-lingual, and special education reforms and their impact on the high school; curricular reform (including multidisciplinary, interdisciplinary curriculum); and issues around the reform of instruction and assessments in the education of high school students. The required technology thread includes effective internet searching along with PowerPoint presentations. The field component contains field trips to innovative schools and working with special needs students (10 hours). Level: Open to any student; Students interested in Teacher Education are encouraged to take EDU 201 in the sophomore year. Required of juniors admitted to the program. This course is offered in the fall and spring semester. Course can be counted as a history/philosophy/religion distribution credit.

No prerequisite.

Credits: 1

### **EDU 230 Special Topics in the Study of Education**

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

Credits: 1/2

### **DV1 301**

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. 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**

A survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary school teaching license in a scientific field. The work will be largely on an independent study basis. DV1 301 and DV1 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 in the High School**

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). Students will learn to plan

instruction, and will implement these plans while teaching locally as well as at an urban area high school. The technology introduces students to using technology in their instruction. Required observations in local high school are followed by teaching in the school, and urban observation and teaching. Level: Admitted Juniors only, except by permission of the Director of Teacher Education. (Education students who are planning to study abroad would be encouraged to take this course either as sophomores along with Education 201 or to take the fall section of Education 302 in the junior year.) This course is offered in the spring and fall semesters.

Credits: 1

### **EDU 330 Special Topics in the Study of Education**

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

Credits: 1/2

### **EDU 387 Independent Study**

Open to any student with the permission of the director of Teacher Education. One-half to one course credit.

Credits: 1 or 1/2

### **EDU 388 Independent Study**

Open to any student with the permission of the director of Teacher Education. One-half to one course credit.

Credits: 1/2

### **EDU 400 Adolescent Literacy and Learning in the Content Areas**

Building on Education 302, which will reinforce content perspectives on general methodologies, this course will focus on the integral role of literacy in the teaching and learning of the content areas. Students will be introduced to the major theories of literacy learning as well as current research on adolescent literacy teaching and learning. As part of an on-going instruction in the concept that classroom research is a viable method for ongoing professional growth and development in all content areas, the course will take both field-based and inquiry-based approaches. Students will conduct a classroom based research project that enables them to better understand the challenges and benefits of teaching and learning literacy in their content fields. In addition, the field experience will culminate in the development of a one-week teaching unit that will be taught in a local high school. Level: Admitted seniors only. This course is typically offered in the first half of fall semester.

Prerequisites: PSY 101, EDU 101, EDU 201, EDU 302 and admission to the Teacher Education Program.

Credits: 1/2

### **EDU 401-407 Special Methods in the Content Areas**

Each special methods course builds upon the previous course in adolescent literacy, enabling the student to further examine the methods and pedagogy specific to his discipline. The course will cover the remaining Indiana content standards for teachers, and students will review the Indiana P-12 standards, while examining the methods and procedures particular to each discipline in both classroom and field-based settings. Using the inquiry-based model introduced in Education 400, students will revisit and revise their classroom-based research (CBR) project to be conducted during student teaching. The course is team-taught by liberal arts and high school faculty who will

mentor candidates in their field-based experiences (practice in teaching) and with the development of the CBR project. Field work experiences at the secondary level are required.

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. This course is typically offered in the second half of fall semester.

Prerequisites: Psychology 101, Education 101, Education 201, 302, 400, senior standing and admission to the Teacher Education Program.

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 also examine professional journals and sites, as well as further their abilities to make instructional plans for his student teaching, and as well as, receive support from faculty and cooperating teachers to further develop the classroom-based inquiry introduced in the previous education courses and to construct the Senior Program Portfolio. Ten hours of field experience hours in the student teaching placement are required. One half course credit, with student teaching, fall or spring semester (fall semester for Ninth Semester Option students only, spring semester for Transition to Teach students).

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

Credits: 1/2

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

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

Prerequisite: All previous courses in Teacher Education and acceptance to student teaching

Credits: 2

### **EDU 422 Student Teaching**

The purpose of 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 secondary school level 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 inquiry project, program portfolio, and other program exit requirements. Two and one half credits, spring or fall semesters (Fall semester for Ninth Semester Option students only).

Prerequisite: All previous education courses and admission to program and acceptance to student teaching.

Credits: 2 1/2

**EDU 487 Independent Study**

Open to any student with the permission of the director of Teacher Education. One-half to one course credit.

Credits: 1 or 1/2

**EDU 488 Independent Study**

Open to any student with the permission of the director of Teacher Education. One-half to one course credit.

Credits: 1 or 1/2

**Division III**

**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. One-half course credit, 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. One-half course credit, fall or spring semester.

Credits: 1/2