

Division III

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

Faculty 2005-2006

Butler, M. (chair)
Aden, J.
Bankart, B
Bankart, C.P.
Barnes, J.
Barreto, H.**
Blaich, C.++
Bost, P.
Burgess, R.#
Burnette, J.
Butler, D.***
Dyson, S.
Ford, A.+
Hadley, D.
Himsel, S.#
Horton, R.
Howland, F.
Korngiebel, D.
McGuire, J.
Mikek, P.
Mikesell, P.
Morillo, S.****
Naylor, J.
Nesbit, T.
Pittard, M.
Pitts, Y.
Rhoades, M.
Richardson, S.#
Thompson, C.
Turner-Vorbeck, T.
Warner, R.
Widdows, K.

*Sabbatical leave, full year

**Sabbatical leave, fall semester

***Sabbatical leave, spring semester

****McLain-McTurnan-Arnold Research Scholar, fall

+Administrative Appointment

++Leave, Center of Inquiry in the Liberal Arts

#Part-time

Concentration in Division III: for requirements for the major in departments of Division III, see departmental listings.

Division III Courses

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.

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.

Department of Economics

Faculty: K. Widdows (chair), H. Barreto**, J. Burnette, F. Howland, P. Mikek,
J. Naylor, T. Nesbit, S. Richardson#

***Sabbatical leave, fall 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 as well as a computer-based quantitative component. The second day consists of an essay exam comprising separate micro and macro sections. The interested student should visit the Department of Economics home page (<http://www.wabash.edu/depart/economic/>) to see the last several years of written comps essays.

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.

Course Descriptions

101. Principles of Economics

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

One course credit, each semester.

205. Development of Economic Thought [Same as 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.

One course credit, Fall semester. Not offered fall '05.

213. Topics in Economic History: US [Same as HIS 235]

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

Prerequisite: Economics 101 or consent of the instructor.

One course credit, Fall semester, alternate years. Offered Fall '05.

214. Topics in Economic History: European [Same as HIS 245]

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

One course credit, fall semester, alternate years. Not offered Fall '05.

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

One course credit, spring semester, alternate years. Not offered Fall '05.

224. Economic and Political Development [Same as PSC 324]

A brief survey of problems facing lesser-developed countries and of measures proposed and used for the advancement of political integration and the improvement of living standards and social welfare. Study will be made of the role of capital accumulation, private initiative, representative government, and other factors in economic growth and political modernization. *Prerequisite: Economics 101 or consent of the instructor.*

One course credit, Spring semester.

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

One course credit, Spring semester.

251. The Economic Approach with Microsoft Excel®

An introduction to optimization, equilibrium, and comparative statics using 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. *Prerequisite: Mathematics 111, concurrent registration in Mathematics 111, or consent of the instructors.*

One-half course credit, both semesters.

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.

Prerequisite: Division III 252.

One course credit, Spring semester.

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. *Prerequisite: Economics 101.*

One course credit, Spring semester.

277. Special Topics

The course provides opportunities for specialized, innovative material to be made available for students at the introductory level. Since the content of this course varies from semester to semester, it may be repeated for credit upon the instructor's approval. *Prerequisite: Economics 101 or consent of the instructor.*

One course credit, Fall/Spring semester.

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.

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

One course credit, each semester.

292. Intermediate Macroeconomic Theory

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

application to fluctuations in economic activity. *Prerequisite: Economics 101 and Math 111, or consent of the department chair.*

One course credit, each semester.

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. *Prerequisite: Economics 291 and Economics 251, or consent of the instructor.*

One course credit, Fall semester. Not offered Fall '05.

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). *Prerequisite: Economics 292 and Economics 253.*

One course credit, Spring semester.

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? *Prerequisite: Economics 291.*

One course credit, Fall semester.

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

One course credit, Spring semester.

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. *Prerequisite: Economics 291 and Economics 251, or consent of the instructor.*

One course credit, Fall semester.

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. *Prerequisite: Economics 291, 253, 251, or consent of instructor. Mathematics 223 (Linear Algebra) recommended.*

One course credit, irregularly scheduled.

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. *Prerequisite: Economics 251, Economics 291, and a course in Statistics (either Division III-252, Math 107, Math 217, Math 227, or Psychology 201).*

One course credit, Spring semester.

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. *Prerequisite: Economics 292.*

One course credit, Fall semester.

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

One course credit, irregularly scheduled..

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. *Prerequisite: Economics 101, Economics 291 or 292, -or consent of the instructor.*

One course credit, fall/spring semester.

401. Senior Seminar

A capstone seminar course in which current economic problems and policy are analyzed. This course is required of all economics majors. *Prerequisite: Economics 291, 292, 253, and 251.*

One course credit, fall semester.

491. Advanced Microeconomic Theory

The course refines the microeconomic analysis offered at the intermediate level by introducing more rigorous mathematical tools. Additional topics in microeconomic theory are introduced and analyzed with the use of advanced mathematical techniques. The course is especially recommended to students considering graduate work in economics and should also prove useful to students considering graduate study in business. *Prerequisite: Economics 291 and two semesters of calculus or consent of the instructor.*

One course credit, irregularly scheduled.

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. *Prerequisite: Economics 292 and Mathematics 111.*

One course credit, irregularly scheduled.

387, 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.

Department of History

Faculty: S. Morillo**** (chair, spring), J. Aden, J. Barnes (chair, fall), D. Korngiebel, Y. Pitts, M. Rhoades, R. Warner

*****McLain-McTurnan-Arnold Research Scholar, fall*

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. The first 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 second 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 with at least one course drawn from each of the following areas:

World (second digit 0, 6, or 7)

Europe (second digit 1, 2, or 3)

Americas (second digit 4 or 5)

At least two of the six additional courses must be at the 300 level, and majors must have at least one 300 level course in two of the areas. Advanced (300 level) courses may include independent studies.

In addition, majors must maintain a portfolio of selected papers they have written for history courses (details are available in a handout 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 at least one foreign language. Proficiency is here defined as the ability to read, without undue difficulty, historical works in the appropriate foreign language.

Requirements for a Minor: A minimum of five courses to be distributed over at least two of the three areas offered by the department, and at least one 300 level course.

Course Descriptions—World and Comparative

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.

One course credit, fall semester.

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.

One course credit, spring semester and some fall semesters.

200. Topics in World and Comparative History

One-half or one course credit.

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.

One course credit.

260. Topics in Asian History

One-half or one course credit.

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.

One course credit.

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.

One course credit.

270. Topics in African History

One-half or one course credit.

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.

One course credit.

272. African History from 1885

The period from the European Partition of Africa in 1885 to Postindependence 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.

One course credit.

300. Advanced Topics, World and Comparative History

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

One-half or one course credit.

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

One course credit, alternate spring semesters

370. Advanced Topics in African History

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

One-half or one course credit.

Course Descriptions—Europe

210. Topics in Ancient History

One-half or one course credit.

211. Ancient History; Greece [Same as 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.”

One course credit.

212. Ancient History; Rome [Same as 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.

One course credit.

220. Topics in Medieval and Early Modern Europe

One-half or one course credit.

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.

One course credit.

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.

One course credit.

230. Topics in Modern Europe

One-half or one course credit.

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.

One course credit.

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.

One course credit, some spring semesters

235. Topics in Economic History: European [Same as Econ 214]

236. History of Economic Thought [Same as Econ 205]

310. Advanced Topics, Ancient History

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

One-half or one course credit.

320. Advanced Topics, Medieval and Early Modern Europe

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

One-half or one course credit.

330. Advanced Topics, Modern Europe

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

One-half or one course credit.

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.

One course credit.

Course Descriptions—Americas

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.

One course credit.

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.

One course credit.

240. Topics in American History

One-half or one course credit.

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.

One course credit.

245. Topics in Economic History: American [Same as Econ 213]

250. Topics in Latin American History

One-half or one course credit.

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.

One course credit.

340. Advanced Topics, American History

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

One-half or one course credit.

350. Advanced Topics, Latin America

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

One-half or one course credit.

Course Descriptions—Departmental

187, 188, 287, 288, 387, 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.

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.

One course credit, fall and spring semesters.

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.

One course credit, fall semester.

Department of Political Science

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

#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 them in the order listed above.

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.

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.

Course Descriptions

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

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.

One course credit, both semesters.

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 ten nations (including the U.S.), 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. No prerequisite.

One course credit both semesters.

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.

One course credit, fall semester.

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.

One course credit, spring semester.

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.

One course credit, spring semester.

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

One course credit, spring semester.

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

One course credit, fall semester.

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

One course credit, fall semester.

317. State and Local Politics

A survey of the institutions, actors, and processes involved in the governing of states, cities, and other local jurisdictions. Attention is given to intergovernmental relations as well as to the analysis of individual units. Field work is required. Counts as an advanced course in American Politics. *Prerequisite: Political Science 111 or consent of the instructor.*

One course credit, spring semester.

324. Economic and Political Development [Same as ECO 224]

A brief survey of problems facing lesser-developed countries and of measures proposed and used for the advancement of political integration and the improvement of living standards and social welfare. The roles of capital accumulation, private initiative, representative government, and other factors in economic growth and political modernization will be studied. Counts as an advanced course in International Politics or Comparative Politics. *Prerequisite: Political Science 122 or consent of the instructor.*

One course credit, spring semester.

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. This year we will focus on militarism and demilitarization. Counts as an advanced course in Comparative Politics. *Prerequisite: Political Science 122 or consent of the instructor.*

One course credit, fall semester.

326. Politics of the Middle East

A survey of the politics of the major nations of the region plus attention to several of the leading issues, including the Israeli-Arab conflict, oil and the Persian Gulf, and the broader question of economic and social development. Counts as an advanced course in Comparative Politics. *Prerequisite: Political Science 122 or consent of the instructor.*

One course credit, spring semester.

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.

One course credit, fall semester.

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.*

One-half course credit, fall semester, first half.

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. Fall 2004 the focus of the course will be, "Age of Democratic Revolutions." *Prerequisite: Political Science 231 or consent of the instructor.*

One-half course credit, spring semester, first half.

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

One course credit, fall semester.

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.*

One-half course credit, fall semester, second half.

353. History and Philosophy of Law

An examination of the concepts of law considered historically or thematically. Attention will be given primarily to the common law experience in the Western world with consideration of such concepts as freedom and the law, sources of law, nature of law, property and contract. Not recommended for freshmen and sophomores. Counts as an advanced course in Political Theory. *Prerequisite: Political Science 231 or consent of the instructor.*

One course credit.

356. Constitutionalism

This semester of constitutional law will focus on the nature of constitutionalism, using materials and problems relating to this concept. Counts as an advanced course in Political Theory. *Prerequisite: Political Science 231 or consent of the instructor.*

One course credit.

371, 372, 373, 374. Special Topics

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

371. Special Topics: American Politics

372. Special Topics: Comparative Politics

373. Special Topics: Political Theory

374. Special Topics: International Politics of the European Community

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

One course credit, spring semester 2005.

287, 288, 387, 388, 487, 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.

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.

One course credit, fall semester.

DEPARTMENT OF PSYCHOLOGY

Faculty: B. Bankart (chair), C.P. Bankart, C. Blaich++, P. Bost, R. Horton, C. Thompson

++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 and Minor: In the spring of 2004 we established new requirements for the major and minor. Although we recommend that all majors and minors immediately follow the new requirements whenever possible, students graduating in 2007 or earlier may choose whether to follow the old or the new requirements. Beginning with the Class of 2008, all majors and minors must follow the new requirements.

Requirements for the Major (Old—acceptable only through the class entering Fall of 2003):

- Group I—Introductory: General Psychology (Psychology 101)

- Group II—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.
- Group III—Core Content: One 220's course and one 230's course. One additional course from either the 220s or 230s group. (Special topics 210 courses count either toward the 220s or 230s core; see the individual course description to find out which one.)
- Group IV—Advanced: Two courses, to include Senior Seminar (Psychology 497) and one additional full credit (or two half credits) from courses numbered 300's.
- 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: Because not all required courses are offered every year, students must carefully plan their curriculum (in consultation with a Psychology Department faculty member).

Requirements for the Major (New—obligatory beginning with the class entering in the Fall of 2004):

- 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.
[add space in text here so bullets in this section are equally spaced]
- 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 (Old—acceptable only through the class entering Fall 2003):

- Group I—Introductory: General Psychology (Psychology 101)

- Group II—Research & Methods: Either Mathematics 107 (Statistics: Concepts and Controversies), or Mathematics 217 (Introduction to Statistics). Neither course counts towards the five Psychology courses needed for the minor. Psychology 201 may be substituted for Mathematics 107 or 217, if desired, but it does not count toward the five Psychology courses needed for the minor.

- Group III—Core Content: One 220s course and one 230s course. (Special topics 210 courses count either toward the 220s or 230s core; see the individual course description to find out which one.)

- Additional courses to bring total Psychology course-credits (other than Psychology 201) to a minimum of 5.

Requirements for the Minor (New—obligatory beginning with the class entering Fall 2004):

- 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.

Course Descriptions—100's Introductory Level

101. General 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. No prerequisite. Note: There is a special section of Psychology 101 for freshmen only that actively engages students in psychological methods of inquiry.

One course credit, each semester.

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. No prerequisite.

One course credit, fall semester.

Course Descriptions—200's Intermediate Level

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 laboratory sessions where students conduct behavioral research projects. *Prerequisite: Psychology 101 (may be taken concurrently).*

One course credit, both semesters.

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. *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.*

One course credit, both semesters.

210. Special Topics

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

211. Cross-Cultural Psychology

This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations. *Prerequisite: Psychology 101.*

One course credit, spring semester.

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 psychological realities 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. *Prerequisite: Psychology 101 or 102.*

One course credit. spring semester.

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

One course credit, fall semester.

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. *Prerequisite: Psychology 101.*

One course credit, spring semester.

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

One course credit, spring semester

223. Abnormal Psychology

An examination of the major disorders of human behavior, including their forms, origins, and determinants. Treatment strategies and issues are explored in depth. Emphasis on empirical studies and current research developments in psychopathology. *Prerequisite: Psychology 101.*

One course credit, spring semester.

231. Learning and 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. *Prerequisite: Psychology 101, 201 (may be taken concurrently).*

One course credit, fall semester.

232. Sensation and Perception

Anatomy and function of the sensory system. The interrelationships between physical stimuli, physiological events, and psychological perception are addressed. *Prerequisite: Psychology 101, plus either Biology 101 or 111 (may be taken concurrently).*

One course credit, spring semester.

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

One course credit, fall semester.

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, and Psychology 231 or 233, or permission of the instructor..*

One course credit. fall semester

287, 288. Intermediate Research

Individual students will work with a faculty member to design and carry out intermediate level empirical or library research on a topic of their choice. A brief proposal outlining the work to be conducted, and an anticipated timetable for completion, must be approved by the faculty supervisor no later than two weeks following the first day of classes. If the faculty supervisor believes the project will require longer than one semester to complete, the student may be allowed to register for a one year course (with no additional course credit); this should be determined prior to registration. *Prerequisite: Psychology 202 and permission of the instructor.*

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

Course Descriptions—300's Advanced Level

310. Special Topics

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

No PSY 310 courses will be offered in 2005-2006

320. Advanced Developmental 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. *Prerequisites: Psychology 201, Psychology 220 or 221.*

One course credit, fall semester.

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. *Prerequisite: Psychology 202 and Psychology 222.*

One course credit, fall semester.

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

One course credit, fall semester.

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. *Prerequisites: Psychology 201, Psychology 231.*

One course credit, spring semester.

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

One course credit, spring semester.

387, 388. Advanced Research

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

faculty directed project. If the student is primarily responsible for designing and carrying out an independent project, a full course credit may be given (this must be determined prior to registration). In either case, completion of the course requires submission of an APA-style written report (to the faculty supervisor) and a 15-minute oral presentation of the project to psychology faculty and students prior to final examination week of the semester the grade is awarded. *Prerequisite: Psychology 202, completion of at least one intermediate-advanced course sequence, and permission of instructor.*

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

Course Descriptions—400's Senior Level

497. Senior Seminar

The focus of the senior seminar in Psychology is to provide students with a broad grounding in the historical roots of the discipline. By the end of the course students should understand and be able to evaluate critically the diversity of viewpoints about human nature and behavior, as represented over the course of psychology's history. Readings and discussion will focus both on the historical foundations of experimental psychology and the principle traditions in the history of personality theory and psychotherapy. *Prerequisite: Senior standing as a psychology major or minor.*

One course credit, fall semester.

TEACHER EDUCATION PROGRAM

Faculty: M. Pittard (acting chair); R. Burgess#, D. Butler,** T. Tuner-Vorbeck

**Sabbatical leave, spring semester

#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 Educational Psychology, Psychology 101 and Education 101, 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
4. Received a recommendation from the Dean of Students based on satisfactory college citizenship
5. Passed the PPST Tests required for program entry
6. Submitted an acceptable portfolio for program entry

To be retained the student must continue to meet the standards described in items 2, 3, and 4 above. At the end of the first junior semester, he should have completed Education 201 with a grade of C or better.

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 a submission of a teaching analysis portfolio. To be retained during his senior year, he must (1) complete Education 400 and Education 401-07; (2) satisfactorily complete the senior interview; (3) continue to maintain other 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 to teach 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) maintained all preceding requirements.

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 program in Teacher Education specifies a number of General and Professional Education courses (Psychology 101, Education 101, 201, 302, 400, 401-7 (one course), and Education 420, 422, 487, and 488 for those through the entering class of Fall 2003). Students complete a 11-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 (both together constitute Educational Psychology), Education 201, 302, Education 400, Education 401-7 (one course from these), 420, 422, and 487 or 488 (one half credit for education observations for those seeking licensing through the entering class of Fall 2003). 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.

Course Descriptions

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 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 ten hours with a family and/or community service.

Level: Freshmen and Sophomores.

One-half course credit, spring and fall semesters.

201. The American High School: A Social History Behind the Current Issues

Key Inquiry: How did high schools become the institutions we have today? 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.

Level: Open to any student; required of juniors admitted to the program.

One course credit; fall semester.

302. Teaching Adolescents in the High School

The course is the first instructional one 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 more foundations using the INTEL system, for using technology in instruction. Required observation in local high school are followed by teaching in area schools, and urban observation and teaching.

Level: Admitted Juniors only, except by permission of the Director. (Students who are planning to go abroad and into education also would be encouraged to take this course either as sophomores along with the Education 201 course described above or to take the fall section of Education in the junior year).

One course credit; spring and fall semesters.

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 field based literacy inquiry 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 also culminate in the development of a team-planned unit that will be taught in the course.

Level: Admitted seniors only.

One half course credit, fall, senior semester.

401-407. Special Methods

Each special methods course builds upon the previous course in 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 introduce students to 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 create a proposal for a field-based inquiry project to be conducted later in 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 initial development of the inquiry project. Laboratory experiences at the secondary level are required.

401. Teaching of Language Arts (English and Speech)

402. Teaching of Mathematics

403. Teaching of Laboratory Sciences

- 404. Teaching of Social Studies
- 405. Teaching of Foreign Languages (Modern)
- 406. Teaching of Latin
- 407. Teaching of Theatre

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

Level: Admitted students only. (Courses may be offered at a different semester for Transition to Teach students).

One-half course credit, second half of fall semester.

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, 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 sensible use of technology in their content instruction. In this seminar the student teacher will start developing instructional plans for his student teaching, and as well, receive support from faculty and cooperating teachers to further develop the inquiry defined in the previous education courses. Some field experience hours in the student teaching classroom required.

Prerequisites: all previous courses in teacher education.

One half course credit, with student teaching, fall or spring semester (Fall for Ninth Semester Option students only).

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 and other program exit requirements.

Two and one half credits, spring or fall semesters (Fall for Ninth Semester Option students only).

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.

Two course credits, spring semester.

230, 330, 430. Special Topics in the Study of Education

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

One-half to one course credit.

387, 388, 487, 488. Independent Study

Open to any student with the permission of the director of Teacher Education. (Also used for all field experiences and entitled “Observation in the High School.”)

One-half to one course credit.

Content Area Course Requirements for Teaching at the Adolescent and Young Adult Licensure Level

Division I/Mathematics and The Sciences

Indiana Teacher Licensure Requirements for Science: Candidates for teaching the Sciences at the Adolescent and Young Adult level should complete, beginning with the entering class in 2002, one of the following areas:

Science/Biology

To meet the new standards and assessments for a Science Teaching License with Life Science as the concentration for sciences at the Adolescent and Young Adult level, the candidate must have fulfilled the department's requirements for a major in Biology to include the course in Earth Space Sciences (Division I—301 and 302). In addition it is recommended that the candidate take a least one more course in Chemistry and Physics. Sophomore teacher education applicants for the Life Science Teaching License should have taken at a minimum, Biology 111 and 112 by the spring of the sophomore year so that they can submit work to be assessed in their portfolio reviews for program entry.

Science/Chemistry

To meet the new standards and assessments for a Science Teaching License with Chemistry as the concentration for sciences at the Adolescent and Young Adult level, the candidate should have fulfilled the department's requirements for a major in Chemistry to include these additional courses: Biology 111 and Earth Space Science, Division I 301-302. For this license, it is recommended that the candidate take one more course in Biology and Physics.

Science/Physics

To meet the new standards and assessments for a Science Teaching license with Physics as the concentration for sciences at the Adolescent and Young Adult level, the candidate should have fulfilled the department's requirements for a major in Physics to include these additional courses: Biology 111, Chemistry 111, and Earth Space Science, Division I 301-302. For this license, it is recommended that the candidate take one more course in Biology or Chemistry.

Science/Physical Science

To meet the new standards and assessments for a Science teaching license with Physical Science as the concentration for sciences at the Adolescent and Young Adult level, the candidate should fulfill departmental requirements for either a major in Chemistry or a major in Physics, and the following requirements for the field that is not a major:

Chemistry

Chemistry 221, 231, and 2 and 1/2 additional credits (either to be determined in consultation with the Chair of Chemistry and the Director of Teacher Education, or preferably from 222, 241, 351, or 451).

Physics

Physics 113, 114, 210, and one more full credit course (to be determined in consultation with the Chair of Physics and the Director of Teacher Education).

Sophomore teacher education applicants for the Chemistry, Physics, or Physical Sciences Teaching License should have taken at a minimum, Chemistry 111 and 112 and Physics 111 and 113 by the spring of the sophomore year so that they can submit work to be assessed in their portfolio reviews for program entry.

Content assessments for all science teaching majors will include evidences of content work in the education portfolios, including laboratory and science research pieces of evidence, grades of C or above in the courses required for the teaching license; passing scores on the Praxis II test in sciences; pass or above on written comps and oral comps.

301, 302. Earth Space Science

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. DIV 1 301 and 302 must be taken in order to receive credit.

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

One course credit, fall or spring semester, as needed.

Mathematics

Candidates for teaching mathematics at the Adolescent and Young Adult level should complete, beginning with the entering class of 2002, the required major to include: 111,112, (unless the candidate has tested out of these courses), 221, 222, 223, 224 or 225, 227, 333, Computer Science 101 or 111, and one course from Math 108, 219, 331.

Sophomores entering the teaching program should already have completed Math 111, and 112 in order to provide appropriate evidences in the sophomore portfolio.

Content assessments will include evidences of content work in the education portfolios, grades of C or above in the courses required for the teaching license; passing scores on the Praxis II test in mathematics; pass or above on written comps and oral comps.

Division II/Humanities

Indiana Teacher Licensure Requirements for Humanities: Candidates for teaching English Language Arts (including Rhetoric), French, German, Latin, Spanish, and Theater at the Adolescent and Young Adult level should complete, beginning with the entering class of 2002, one of the following areas:

English Language Arts

For licensure with an English major, the candidate will meet all requirements for the department major, including taking these specific courses for meeting Language Arts teaching standards and assessments at the Adolescent and Young Adult level: three core courses, with at least one in American literature and one in Shakespeare or other dramatic literature (a theater literature course may be used here for this requirement); two intermediate literature courses; English 397; English 497 or 98; one course in multicultural literature (could be an intermediate level class); one course in world literature (Colloquium 401 or 402 may also be used); the additional course in composition, expository or creative; English 122; either 121 or 123; and either English 150 or Rhetoric 240. In addition, candidates for the AYA Language Arts license must take a rhetoric component consisting of Rhetoric 143/145, and 201 along with the general education requirement of Rhetoric 101. Candidates may want to seriously consider taking a rhetoric minor by completing an additional two courses, with one from 320 or 350. Sophomores entering the teaching program should have taken, at a minimum, two English courses and one rhetoric course, including one core class, by the spring of the sophomore year, so they can submit work to be assessed in the entry portfolio review.

Content assessments will include evidences of content work in the education portfolios, grades of C or above in the courses required for the teaching license; passing scores on the Praxis II tests in English/Language Arts; pass or above on written comps and oral comps

Latin

Candidates for teaching Latin at the Adolescent and Young Adult level should complete, beginning with the class of 2002, the following: Latin 201, 202, 301, 302, 303, 304, 330, 400, and one course from Latin 210 or 387, 388 (9 course credits). In addition, students should take Classics 104 or 106, preferably both.

Sophomores entering the program in Teacher Education need to have taken a least Latin 201 by the time they apply to the program in order to submit a portfolio of appropriate work for this entry assessment.

Content Assessments will include evidences of content work in the education portfolios, grades of C or above in the courses required for the teaching license; passing scores on the Praxis II test in the appropriate language; pass or above on written comps and oral comps.

French

Candidates for teaching French at the Adolescent and Young Adult level should complete, beginning with the class of 2002, the following: FRE 201, 202, 301, 302, 401, and four other

literature courses from the remaining courses offered by the department or the equivalent, especially if studying abroad.

Sophomores entering the program in Teacher Education should have taken at least FRE 201, by the spring of the sophomore year in order to submit portfolio of appropriate work for this assessment.

Content assessments will include evidences of content work in the education portfolios, grades of C or above in the courses required for the teaching license; passing scores on Praxis II test in the appropriate language; pass or above on written comps and oral comps.

German

Candidates for teaching German at the Adolescent and Young Adult level should complete, beginning with the entering class of 2002, the following: GER 201, 202, 301, 302, 401, and four other literature courses from the department offerings, or the equivalent especially if studying abroad.

Sophomores entering the program in Teacher Education should have taken at least GER 201, by the spring of the sophomore year in order to submit a portfolio of appropriate work for this assessment.

Content assessments will include evidences of content work in the education portfolios, grades of C or above in the courses required for the teaching license; passing scores on the Praxis II test in the appropriate language; pass or above on written comps and oral comps.

Spanish

Candidates for teaching Spanish at the Adolescent and Young Adult level should complete, beginning with the entering class of 2002, the following: 201, 202, 301, 302, 401, and four other literature courses to include SPA 303, 304; and either 402 or 403, or the equivalent, especially if studying abroad.

Sophomores entering the program in Teacher Education should have taken at least SPA 201, by the spring of the sophomore year in order to submit a portfolio of appropriate work for this assessment.

Content assessments will include evidences of content work in the education portfolios, grades of C or above in the courses required for the teaching license; passing scores on the Praxis II test in the appropriate language; pass or above on written comps and oral comps

Rhetoric

Candidates for teaching English Language Arts with a Rhetoric major at the Adolescent and Young Adult level should complete, beginning with the entering class of 2002, the following: Rhetoric 143/145; 201, 320, 350, 497. Two of the remaining four courses should be taken from 220 and 240. In addition, rhetoric majors licensing as language arts teachers should take these six credits: four literature courses: one dramatic literature from the Theater or English department offerings; one multicultural literature course; one world literature course (English 108, 109;

Colloquium 401, 402); and one American Literature core course (English 219 or 220); one additional writing course (Creative writing, if not taken for the general education requirement); English 122 (one half credit); one course from English 121 or 123 (both are half credits).

Sophomores entering the teaching program should have taken at least one rhetoric course and one English course.

Content assessments will include evidences of content work in the education portfolios, grade of C or above in the courses required for the teaching license; passing scores on the Praxis II test in English/Language Arts; pass or above on written comps and oral comps.

Theater

Candidates for teaching theater at the Adolescent and Young Adult level should complete, beginning with the entering class of 2002, the following: Theater 102, 105, 211-214 (three courses), 209 or 210, 207, 103 (at least 1/2 credit), 498, plus additional credits to meet the major. It is recommended that students have a course in Shakespeare (English 216).

Sophomores entering the program will need to have taken Theater 102 or 105 by the spring of their sophomore year so that they may submit appropriate work to be assessed in their portfolios.

Content assessments will include evidences of content work in the education portfolios, including evidence of successful performances, grade of C or above in the courses required for the teaching license; passing scores on the Praxis II test in the appropriate language; pass or above on written comps and oral comps.

Division III/The Social Sciences

Indiana Teacher Certification Requirements for Social Studies: Candidates for teaching social studies at the Adolescent and Young Adult level should complete, beginning with the entering class of 2002, one of the following combinations of social science coursework:

A. Social Sciences/Economics Emphasis

The teacher education candidate in this area would fulfill all requirements of the departmental major. In addition, to complete licensure the social science teaching candidate should take two of the following fields:

Government and Citizenship (Political Science): PSC 111, 122 or 242, 231.

Psychology and Social Psychology: Three of the following: PSY 102, 211 or 212, 221, 223, or 233. (Students using the 220 or 222 must take Psychology 201 as a pre-requisite).

Historical Perspectives: Two courses from the U.S. History offerings (40's), to include 341 when offered; C & T 201 and 202, and one course in world or European history, preferably 301 when offered.

General Social Sciences courses should include, if not taken in fulfilling the above requirements: C&T 201, 202, one U.S. history course, PSC 111, and PSY 222 is recommended.

B. Social Sciences/Historical Perspective Emphasis

The teacher education candidate in this area would fulfill all requirements for the major in history in the following way: One concentration area in U.S. from the America's (3 courses from the 40's, including one 300 level course which should be 341 if offered); History 101 or 102, and two other world courses (00's, 50's or 70's), including a 300 level course, preferably 301 when offered; one course from European history (10's, 20's, or 30's); History 497 and 498.

In addition, teaching candidates take two of the following:

Government and Citizenship (Political Science): PSC 111, 122 or 242, 231.

Economics: ECO 101, 291, 292.

Psychology and Social Psychology: Three of the following: PSY 102, 211 or 212, 221, 223, or 233. (Students using the 220 or 222 must take Psychology 201 as a pre-requisite).

General Social Science courses should include, if not taken in fulfilling the above requirements: C&T 201, 202, one economics course, PSC 111. PSY 222 is recommended.

C. Social Science/Government and Citizenship (Political Science) Emphasis

The teacher education candidate in this field would fulfill all requirements of the departmental major to include: PSC 111, 231, 122, 242, with the advanced area course being in American Government, with two courses selected from 311, 312, 313, or 317, and 497. Additional courses to meet the major are required by the department.

In addition, to complete the licensure the social science teaching candidate should take two of the following fields:

Economics: ECO 101, 291, 292

Psychology and Social Psychology: Three of the following: PSY 102, 211 or 212, 221, 223, or 233. (Students using the 220 or 222 must take Psychology 201 as a pre-requisite).

Historical Perspectives: Two courses from the U.S. History offerings (40's), to include 341 when offered; C & T 201 and 202, and one course in world or European history, preferably 301 when offered.

General Social Sciences courses should include, if not taken in fulfilling the above requirements: C&T 201, 202, one economics course, one U.S. history course. PSY 222 is recommended.

D. Social Sciences/Psychology and Social Psychology Emphasis

The teacher education candidate in this area would fulfill all requirements of the departmental major to include: PSY 220, 222, 231 (it is expected that all teacher education students will have PSY 101)

In addition, to complete licensure the social science teaching candidate should take to of the following fields:

Government and Citizenship (Political Science): PSC 111, 122 or 242, 231.

Economics: ECO 101, 291, 292.

Historical Perspectives: Two courses from the U.S. History offerings (40's), to include 341 when offered; C & T 201 and 202, and one course in world or European history, preferably 301 when offered.

General Social Sciences courses should include, if not taken in fulfilling the above requirements: C&T 201, 202 one U.S. history course, PSC 111, and one economics course.

It is assumed all social science candidates will attain background to pass assessments in geographical perspectives and current events over course of taking their majors and additional social sciences, as well as by taking Social Studies Methods, EDU 404.

Content assessments will include evidences of content work in the education portfolios, grades of C or above in the courses required for the teaching license; passing scores on the Praxis II test in social studies; pass or above on written comps and oral comps.

Post-Baccalaureate Options for Licensure Completion

All students qualifying for these options must meet the same admission and retention standards as regular teacher education students.

Ninth Semester Option

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

Science Education Tenth Semester Option

This option allows admitted teacher education students to return for two additional semesters immediately after graduation to complete their teacher education course work on a tuition free basis (other administrative fees may apply). This tuition free option is available only to Wabash students in laboratory science majors. Students wishing to use this option should begin teacher education course work prior to or during their senior year at Wabash. To be eligible, students must be graduates, must have a major in a laboratory science and an academic minor and need no

more than five teacher education courses. The tuition free coursework applies only to teacher education courses taken in the 9th and 10th semester, the post-baccalaureate licensure year.

Please see the Director of Teacher Education for details of these options.

Transition to Teach Program

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