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WABASH COLLEGE  
ACADEMIC BULLETIN  
2000-2001

# Quick-Reference Alphabetical Index

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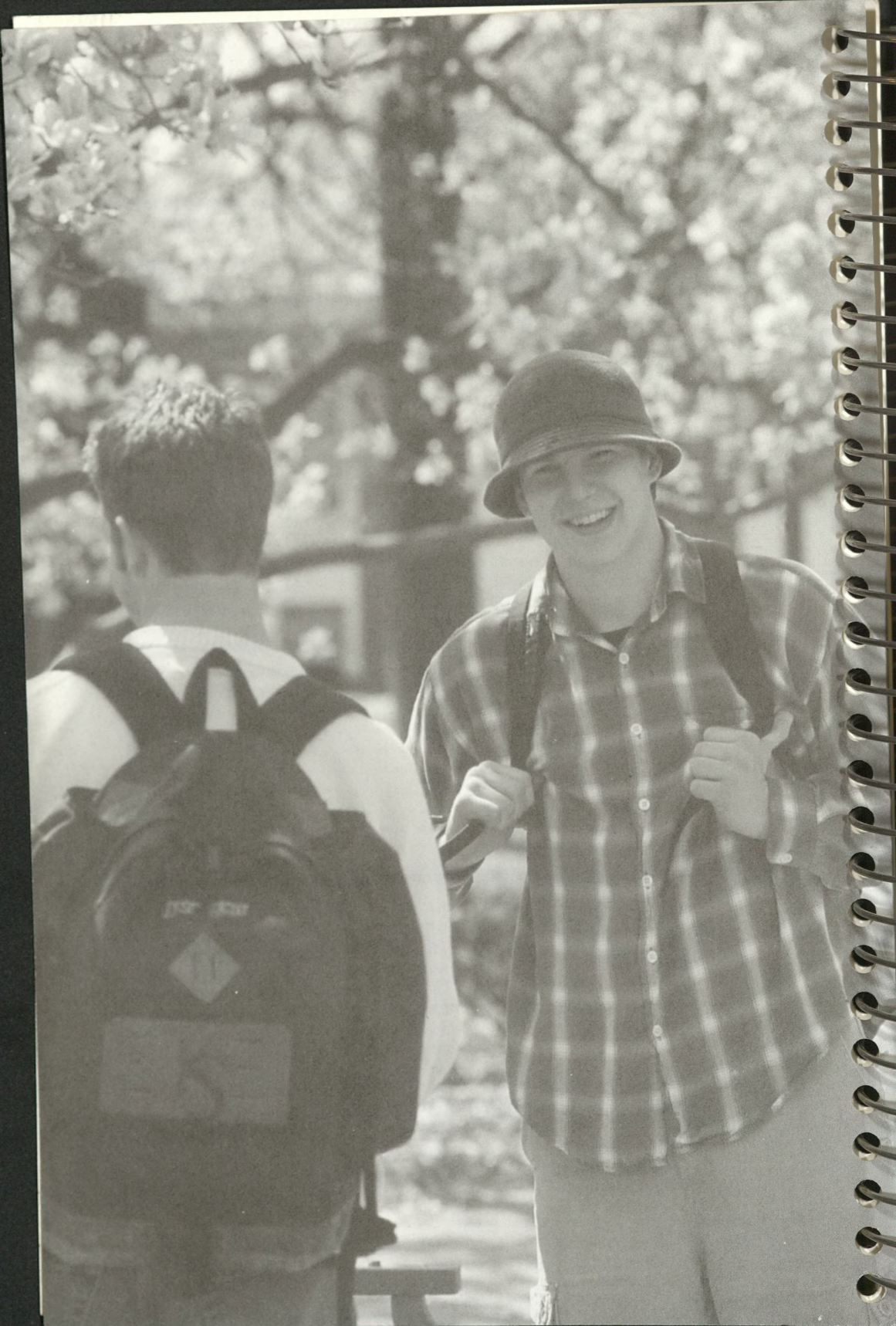
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# ACADEMIC BULLETIN

## 2000—2001

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*Wabash College admits students  
and gives equal access to its programs and facilities  
without regard to race, color,  
religion, national or ethnic origin, or disability.*

## THE ORIGINS OF WABASH COLLEGE

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

— Byron K. Trippet '30  
Ninth President of Wabash College

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

The first faculty member of Wabash was Caleb Mills, a graduate of Dartmouth College and Andover Seminary, who arrived in 1833 and immediately established the character of the school. As noted by Byron Trippet, who was associated with Wabash College for 40 years as student, teacher, dean, and president, "by his ideals, his vision, and his abundant energy [Caleb Mills] gave to this College a sense of mission, which it has occasionally neglected, but has never completely lost." Caleb Mills later became the father of the Indiana public school system and worked tirelessly to improve education in the entire Mississippi Valley. Each fall, Caleb Mills' bell is used to "ring in" the freshman class as students of Wabash College, and each spring the bell "rings out" that year's class of Wabash men as they move on to new challenges.

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

## QUICK FACTS

### **Founded**

1832

### **Type**

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

### **Location**

Crawfordsville, Indiana, a community of 20,000 located 45 miles northwest of Indianapolis and 150 miles southeast of Chicago.

### **Endowment**

As of December 31, 1999, the value of Wabash's endowment was \$347,337,300, with a per student endowment of approximately \$403,000. This places Wabash first among schools in the Great Lakes Colleges Association and ranks the College 24th in the nation among all private colleges.

### **Financial Aid**

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

### **Tuition and Fees**

For the 2000-2001 academic year, tuition is \$17,994. Room and board charges are \$5,761, and the activities fee is \$300 for an annual total of \$24,055.

### **Campus**

The 55-acre wooded campus contains 23 buildings predominantly of Georgian architecture. Caleb Mills taught the first class of Wabash students in 1833 in Forest Hall, located since 1965 at the north end of campus and now home to the Office of Career Services and the Lilly Initiative for Higher Education. Built in 1836, Caleb Mills' House hosts various college functions. Also built in 1836, Hovey Cottage, home to the College's second faculty member Edmund O. Hovey, houses the Wabash Center for Teaching and Learning in Theology and Religion. The College dedicated the newly expanded and renovated Fine Arts Center in 1993. The Detchon Center for Modern Languages and International Studies, housed in an expanded and renovated campus landmark built in 1893, is a state-of-the-art facility.

### **Students**

Wabash's 860 male students come from 34 states and several foreign countries. Seventy-four percent are from Indiana. Test scores range from the middle 50 percent of entering freshmen: SAT verbal 520-630, SAT math 540-650. Each year, approximately 260 freshmen and 10 transfer students enroll.

### **Faculty**

More than 95 percent of the 80 faculty members at Wabash hold a Ph.D. or equivalent terminal degree. Wabash's special strength lies with a faculty dedicated to teaching undergraduate students.

### **Student/Faculty ratio**

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

### **Majors**

Wabash offers 21 majors in the following areas: Art, Biology, Chemistry, Classics, Economics, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Spanish, Speech, and Theater. Students may choose a double major, a 3-2 engineering program with Columbia University or Washington University (St. Louis), or a 3-3 program in law with Columbia University. Students interested in secondary education may participate in the Ninth Semester Teacher Education Program.

### Library Collections and Services

Lilly Library, built in 1959, was renovated and expanded in 1992. Resources from the Goodrich Chemistry Library were integrated into Lilly in the summer of 1999. The holdings include more than 256,000 book and bound periodical volumes; 1,628 periodical titles, of which 1,234 are current subscriptions and a third of those are in electronic form; more than 155,000 federal government documents; and a media collection of over 8,700 recordings, CDs, videos and other media.

Both in the library and on the campus network, students, faculty and staff have access to a combined online catalog of the 2.7 million volumes in the libraries of Wabash and the 25 other private colleges, universities, and seminaries of the Private Academic Library Network of Indiana (PALNI). Additional off-campus resources available electronically from the Library homepage ([www.wabash.edu/library](http://www.wabash.edu/library)) encompass a wide range of specialized subject indexes and abstracts, full-text journal and information databases, and the OCLC international database of 37.5 million volumes in over 30,000 libraries around the world.

**The Media Center**, located on the library's lower level, has individual and group viewing and listening facilities for its collection of videos, DVDs, cassette tapes, CDs, recordings, laserdiscs and CD-ROMs.

In addition, computers are available for exploring multi-media presentations, video editing, creating computer graphics, slide scanning and CD-Rom production. Software programs available are Pagemaker, Pagemill, Adobe Premier, Ofoto, PhotoShop, Illustrator and Powerpoint. Equipment available includes a laminator, transparency makers, slide projectors, video cameras, 16-mm movie projectors and tape recorders. Color printing is also available in up to 11" X 17" paper size.

The visually impaired can use a networked computer with a 21" monitor and the following programs: OSCAR scanning, VISTA for text enlargement, and VERT for converting text to voice.

**The Robert T. Ramsay, Jr. Archival Center**, located on the library's lower level, contains the records of the College, including catalogs and yearbooks, student publications, fraternity files, and other related materials that document Wabash's history, along with several special collections.

### Computers

More than 100 systems are available to students. Three classrooms are open 15 hours a day, one with Dell Pentium II 350 and one with both Macintosh G4 500 and Dell Pentium III 750 computers. A third classroom with a mixture of Macintosh G3 300 and Dell Pentium III 500 is open 24 hours a day. The Detchon Center language laboratory has 24 Macintosh G3 PowerPCs. In Baxter Hall there is a mathematics classroom with 16 Dell Pentium II 350 and a Psychology classroom with 7 Macintosh G3 PowerPCs. Physics has a wireless classroom with 15 PowerBook G3 400 laptops and 4 PowerBook G3 500 laptops. An Ethernet WAN links all systems with two high-speed connections to the Internet. The Chemistry Department has a 32-node Beowulf parallel processor computer. Software includes Microsoft Office 97 and 98, SAS, PhotoShop, JMP, PageMaker and Mathematica. A next generation Compaq UNIX server supports IMAP email that can be accessed anywhere, anytime, through the web.

All College-owned dormitories and fraternities have an Ethernet connection for each student study desk. Through these connections, students have access to the resources of the Internet and on campus servers.

### **Telephones and Voice Mail**

Every student has his own phone number and voice-mailbox that he holds through his four years at the College, no matter where he lives on the campus.

### **Housing**

Students may live in one of three dormitories, Martindale Hall, Wolcott Hall, and Morris Hall; an International House; Spanish, German, and French Language Houses; College Hall; or one of 10 national fraternities, Beta Theta Pi, Delta Tau Delta, Kappa Sigma, Lambda Chi Alpha, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Sigma Chi, Tau Kappa Epsilon, and Theta Delta Chi. Every college-owned study room has a phone, a video connection, and a network connection for each student.

### **Sports**

Wabash competes at the NCAA Division III level in ten varsity sports—football, cross country, soccer, golf, basketball, track, wrestling, tennis, swimming, and baseball—as a member of the North Coast Athletic Conference. In addition, students may participate in 23 intramural sports and four club sports. More than three-quarters of Wabash students participate in at least one intramural sport.

### **Extracurricular activities**

Wabash students take part in a number of extracurricular activities. Among them: student government; departmental clubs; political clubs; speech, music, and theater groups; various literary publications; special interest groups; and religious groups.

### **Automobiles**

There are no restrictions regarding student automobiles.

### **Graduates**

Approximately 75 percent of Wabash students enter graduate or professional school within five years of graduating from Wabash: 15 percent enter business programs; 10 percent enter law school; nine percent enter medical school; 17 percent enter other graduate schools; and 20 percent enter graduate arts and sciences programs. Among those entering the work force, 31 percent begin careers in business, while nine percent work in government, social service, or teaching.

### **Address**

For additional information, write to:

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

## ADMISSIONS INFORMATION

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

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

For application materials, contact the Wabash College Admissions Office:

1. Call: (800) 345-5385 or (765) 361-6225  
Office hours (Eastern Standard Time):  
8:00 a.m. - 4:30 p.m. Monday through Friday all year  
8:00 a.m. - 12:00 noon Saturdays, September through April
2. Email: [admissions@wabash.edu](mailto:admissions@wabash.edu)
3. Website: [www.wabash.edu/admissions](http://www.wabash.edu/admissions)
4. Fax: (765) 361-6437
5. Write:  
Wabash College  
Admissions Office  
P.O. Box 352  
Crawfordsville, IN 47933-0352

### Secondary School Preparation

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

- 4 years of English
- 3-4 years of mathematics (including advanced algebra).  
Those majoring in mathematics, science, or economics in college should complete four years of high school mathematics, not including calculus.
- 2 years of laboratory science (biology, chemistry, or physics)
- 2 years of one foreign language
- 2 years of social studies

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

## Application Procedures

### Requirements:

1. Obtain a *Wabash College Application for Admission* from the Admissions Office or apply through our website: [www.wabash.edu/admissions/apply](http://www.wabash.edu/admissions/apply).

2. Complete the *Wabash College Application for Admission* and enclose a check for \$30.00 (made payable to Wabash College) or a College Board fee waiver request form. Send them to the Wabash College Admissions Office.

A *Common Application Form* is acceptable in place of Wabash's application form, and it will be given equal consideration. You may obtain a copy of the Common Application from their website: [www.commonapp.org](http://www.commonapp.org) or from your high school guidance counselor.

3. Give the *Secondary School Report* to your high school guidance counselor and ask him/her to return it to the Admissions Office with a written recommendation and an official high school transcript containing all courses, grades, and class rank through at least the sixth semester. In some instances, a transcript containing seventh semester grades may be required before an admission decision can be made.

4. Register to take either the SAT or the ACT before the end of November of your senior year and have the results sent directly to Wabash. **Wabash's SAT code number is 1895. Our ACT code number is 1260.** High school guidance offices should have the registration materials. For students who have already taken one or more of these tests, Wabash will accept the scores if they appear on their official school transcript. SAT II subject tests are not required.

### Recommendations:

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

### Deadlines:

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

## Application Calendar

Option	Deadline	Decision Mailed	Deposit Due
Early Decision	November 15	December 15	January 15
Early Action	December 15	January 15	May 1
Regular Application	February 1	February 15	May 1
Final Application	March 15	April 1	May 1

Early Decision candidates may be offered admission, denied admission, or deferred to Regular Application Period process.

## Admissions Office Procedures

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

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

## Readmission

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

## Part-Time/Non-Degree Students

Anyone wishing to take a class without being enrolled as a full-time student must contact the Registrar. For further information, call (765) 361-6244.

## Transfer Students

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

1. Have your final secondary school transcript sent to the Wabash Admissions Office. The transcript must include eighth semester grades and a final class rank.
2. Have official transcripts of **all** college courses attempted sent directly to Wabash from the Registrar of each college previously attended. Courses considered for transfer credit must be of a liberal arts nature.

3. Have a letter of recommendation sent to Wabash by a college official, preferably your college advisor.
4. Complete the top part of the Dean of Student's Recommendation Form, then give it to the Dean of the college or university from which you are transferring. The Dean is to complete the form and return it directly to the Wabash College Admissions Office.
5. Include in your application for admission a written statement explaining why you wish to transfer to Wabash.
6. A personal interview is strongly recommended.

### **Advanced Placement/Transfer Credits**

Credit may be granted based on test results of the College Entrance Examination Board Advanced Placement Tests, College-Level Examination Program (CLEP), International Baccalaureate, and Wabash College placement exams given on campus during Orientation. *See page 36 for a more detailed explanation.*

Wabash College will not accept college courses taught in the high school unless instructed by college (regular appointment—not institution affiliated) faculty. Courses may not be used for both high school and college credit.

All college transcripts will be evaluated by the Registrar. Students will be notified in writing regarding the number of credits that will transfer to Wabash, their class standing at Wabash, and what required courses, if any, they must take while at Wabash. *See Page 35 for specific information on transfer credit.*

### **International Students**

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

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

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

To request international student application forms and information, contact:

Coordinator of International Student Admissions  
 Wabash College  
 P.O. Box 352  
 Crawfordsville, IN 47933-0352, USA  
 Phone: (800) 345-5385 (if in the USA) or (765) 361-6017  
 Email: batyk@wabash.edu  
 Fax: (765) 361-6437  
 www.wabash.edu/admissions/apply

### **International Application Requirements**

*Deadlines for receipt of documents are outlined in materials sent from the Admissions Office.*

1. A completed Wabash International Application for Admission.
2. Official transcripts/score reports of all completed secondary and post-secondary courses and a description of the grading system used. Also enclose a copy of any graduation certificate/school leaving certificate. Attach an English translation of each document where necessary; however, **a translation alone is not acceptable.**
3. Two or three recommendation letters from school officials of the last school you have attended. These letters must be signed and dated.
4. Official results of all national or regional school examinations, school qualifying examinations, and university entrance examinations.
5. Official results of at least one of the following English proficiency examinations. There is no exemption from taking one of these examinations. When registering for these tests, enter the appropriate Wabash code number so we will be sent the test results directly from the examination board.  
 Test of English as a Foreign Language (TOEFL)—**code number 1895**  
 Scholastic Aptitude Test (SAT), Part I—**code number 1895**  
 English examination scores are valid for only two years from the testing date.
6. Certification of Finances form signed by your parents and/or sponsors which specifies in U.S. dollars the exact amount of money they will provide for your education **each year** that you attend Wabash College.
7. If applying for financial assistance from Wabash, send a completed Foreign Student Financial Aid Application. This form is on the reverse side of the Certification of Finances Form.
8. Official documentation which verifies all the finances that are available must be attached to items #6 and #7. Documentation must be tax forms, current certified bank statements, employer salary statements, etc.

### **International Admission**

Wabash offers admission only to international students who have proven that they will be able to meet their financial obligations.

To assist students who have financial need, the College is able to offer a limited number of international scholarships. Guidelines for these scholarships are explained in detail in the application packet. Anyone wishing to apply for financial assistance must have all application and financial documents submitted to Wabash by February 1.

Once a student has been offered admission, he must submit the required deposit by the stated deadline or his offer of admission will be rescinded.

### **Enrollment Deposit**

Students offered admission must submit their non-refundable deposit by May 1 or the date specified in the letter of admission. This deposit will be credited against the first semester bill for tuition and fees.

### **Housing**

The College housing choices are four residence halls and ten national fraternities. Students are required to live in College housing during their freshman and sophomore years. Appeals for exceptions to this policy must be made in writing to the Dean of Students.

Students receive housing information after they have submitted their \$150 deposit indicating their intention to enroll. Questions about housing should be directed to the office of the Dean of Students. Call (765) 361-6310.

## Financial Assistance

### Need-Based Awards

All first-time students who wish to apply for financial assistance based on family need must submit 1) the Free Application for Federal Student Assistance (FAFSA) to the Department of Education and 2) the PROFILE Application to the College Scholarship Service. The FAFSA is required to apply for Federal Pell Grants, Stafford Loans, and State Student Assistance Commission Awards for Indiana residents. The FAFSA is available in all high school guidance offices after December 15 and should be completed by the student and his parents or guardians and returned before February 15. **You must designate on the forms that you want the results of the FAFSA analysis to be released to Wabash College by filling in our code number 001844 and the PROFILE results by filling in our code number of 1895.** Upon receipt of these results, the Wabash Financial Aid Office will take all factors into consideration and by early April will inform the admitted student of the amount of financial aid and scholarships Wabash can offer him.

In addition to the FAFSA and any other forms required by Wabash, transfer students must have the financial aid office of any previous college/university they attended send a copy of their financial aid transcript directly to the Wabash College Financial Aid Office.

All need-based financial assistance is awarded on an annual basis. Students must file a new FAFSA by February 15 each year they are in attendance at Wabash. Their financial aid award will be recalculated each year based upon the family's financial situation.

International students must submit the Foreign Student Financial Aid Form and supporting documentation by February 1. They are not eligible for Pell Grants or state awards mentioned above.

### Merit Awards

Wabash offers numerous merit awards. These awards include Fine Arts Fellowships, Honor Scholarships, Lilly Awards, Multicultural Scholarships, National Achievement Finalist Scholarships, National Hispanic Scholar Awards, National Merit Finalist Scholarships, and President's Scholarships. These scholarships vary from \$500 to full tuition plus room and board and are renewable all four years at Wabash College. Each of these scholarships has its own requirements, deadlines, and renewal guidelines. Detailed information about these awards will be mailed out by the Admissions Office or is available on our website: [www.wabash.edu](http://www.wabash.edu).

Further information on scholarships and awards can be found on page 219.

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

**Expenses**

The costs of attending Wabash during the 2000-2001 school year are as follows:

Tuition	\$ 17,994
Activities Fee	300
Room & Board	5,761
Health Insurance	252

*(Health insurance is required for all international students and is optional for all others. The insurance fee is payable in full the first semester.)*

If a student lives in a fraternity instead of a dormitory, his room and board costs will vary slightly and will be billed by the fraternity, not the Business Office.

Special Note: Room and Board costs and need-based financial aid to underwrite these costs will be adjusted in accordance with the following living arrangements:

Living off campus (commercial housing)—cost and aid reduced \$1,000.

Living off campus (with parents or relatives)—cost and aid reduced \$2,000

Living off campus, but taking meals with the college food service—no reduction

Married students (with or without dependents) living off campus and contributing (earning) more than half of their living expenses—no reduction.

Adjustments of room and board costs and financial aid will be by year or semester **only** (no pro-rata adjustments possible). The student who intends to live in off-campus housing (other than fraternity or dormitory) **must notify the Dean's office prior to doing so.**

In addition to the charges listed above, it is recommended that each student budget an additional \$1,500 per year to cover the following personal expenses:

Books and Supplies	\$600
Personal Expenses	\$900

The estimated "comprehensive" cost to attend Wabash during the 2000-2001 school year is, therefore, **\$25,555**. You should plan on some increase in charges each year.

In 2000-2001, each semester's bill will include:

Tuition \$8,997.00

Activities Fee 150.00

*(Covers admission to all home athletic contests, subscriptions to all student publications, and admission to all College drama productions and concerts—except certain SSAC-designated "National Acts.")*

Dormitory Room & Board \$2,880.50

*(Board charges cover 19 meals per week.) Students living in fraternities will be billed separately by their fraternity—not by the College.*

Health/Accident Insurance \$ 252.00\*

*\*Will be billed in full the first semester only and will be charged to all students unless parent or guardian has filed a waiver of this coverage before school opens in August.*

### **Billing Information**

New students will receive a credit on their first semester bill for the enrollment deposit. Credit for grant and scholarship assistance will be reflected on a student's bill in equal amounts for the fall and spring semesters. Loan assistance must be applied for and students will receive equal credit each semester for the net proceeds of parent and/or student loans. Students will receive a bi-weekly paycheck as they work the Employment Self-Help (ESH) component of their financial aid award. Therefore, no credit will be given on the student's Statement of Account for ESH.

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

Students enrolling in any of the off-campus study programs will be charged a \$75 registration fee for each semester they are off campus.

Special students permitted to register for less than a normal full-time course of study are charged a \$50 registration fee, plus \$2,999 per course.

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

**Students' records will not be released until all financial obligations to the College are satisfied.**

### **Payment of Fees**

The Wabash College Business Office mails a statement for the fall semester to each student's parents by August 1 with payment due on or before August 15 and by December 15 for the spring semester with payment due on or before December 31. A late fee of \$25 is charged on payments received after the due date. Each semester's bill must be paid in full before the student will be allowed to register for classes.

For the convenience of those persons who prefer to pay the fees and charges in monthly installments, the College recommends the investigation of the payment plans administered by Key Educational Resources. You may choose a plan that suits your needs regarding the amount of money, number of years to be covered, insurance coverage, etc. You pay the company in monthly installments, and the company in turn pays the College. You may obtain brochures and information from the Wabash Business Office or Financial Aid Office, or call:

Key Educational Resources  
800 KEY-LEND

Wabash also offers its own Guaranteed Tuition Payment Option which provides parents of students not seeking need-based financial assistance the opportunity to "lock in" the freshman first-semester tuition charge for eight consecutive semesters by paying in full (four times the annual amount) the four-year tuition bill.

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

### **Wabash College Withdrawal Policy**

All students must begin the withdrawal process in the Dean of Students Office.

### **Assumptions**

The Return of Federal Funds and Wabash Refund policies assume the following:

- A. A student, parent, or funding source will not receive a refund/return of funds greater than the amount the student, parent, or funding source has paid.
- B. A student or parent will not owe the College more when withdrawing than their original scheduled payment (gross College charges, excluding insurance, minus financial aid for which the student qualified and completed the application process, including federally required verification), if the student had remained for the entire semester.
- C. Refunds/return of funds are first distributed to aid programs, then to the student or parent. Gross College charges include billed tuition, room, board, and normal fees. Additionally, the student is responsible for any outstanding fines or special fees.

**Determining Official Date of Withdraw**

The Dean of Students will determine the date of official withdrawal according to federal and other appropriate regulations. The official withdrawal date is the date a student begins the official withdrawal process. This process must be completed and the withdrawal form must be returned to the Dean of Students Office within five business days. If a student can not complete the official withdrawal process for reasons outside of his control (accident, hospitalization, etc.), the Dean of Students will determine the official date. The Dean of Students may choose to use an earlier or later last documented date of academic activity as the official date of withdrawal.

If a student withdraws during a semester without notifying the College, the Dean may use either the last documented date of academic activity (class attendance, exam, etc.), or the mid-point of the semester. A \$100 administrative fee will be assessed to students who withdraw from Wabash without official notification.

**Return of Federal Funds Policy**

Federal regulations require that the amount of "unearned" Federal Title IV funds be calculated on a pro-rata basis for students who withdraw in the first 60% of the semester. These "unearned" Federal Title IV funds must be returned to the appropriate program(s). When calculating the amount of Federal Title IV aid which is "unearned," all calendar days beginning with the first day of classes through the last day of exams are counted. Any period of 5 days or longer in which no classes or exams are scheduled is excluded from this calculation. After 60% of the semester is completed, 100% of Federal Title IV aid is considered "earned" and, therefore, does not need to be returned.

Example: A student who receives Federal Title IV aid withdraws at the 30% point of the semester. Therefore, 70% of his Federal aid is "unearned" and must be returned to the appropriate program(s). Aid is first returned to federal loans, then federal grants, per federal policy.

The Return of Federal Funds Policy applies to any student who leaves the College during a semester for any reason, including disciplinary action.

**Wabash College Refund Policy**

The Wabash College Refund Policy applies to all students who withdraw during a semester for any reason. Students leaving Wabash for disciplinary reasons are not entitled to any refund of tuition and fees.

**Refund of Tuition and Fees**—Students who officially withdraw from Wabash College prior to 4:30 p.m. on the 10th class day of the semester will receive a refund of 75% of tuition and fees.

A student receiving Federal Title IV Student Aid funds who leaves Wabash College after 4:30 p.m. on the 10th class day of the semester will receive a refund of not more than 75% and no less than 40% of tuition and fees (determined on a pro-rata basis). However, if the student leaves Wabash after 60% of the semester is complete, no refund will be made. All calendar days beginning on the first day of classes through the last day of exams are counted when calculating the pro-rata refund. Any period of 5 days or longer in which no classes or exams are scheduled is excluded from this calculation.

**Refund of Dormitory Room Charges**—Dormitory room charges are generally not refundable at any point in the semester.

**Refund of Wabash Board Charges**—Board charges are refundable on a pro-rata basis throughout the semester and are calculated on a weekly basis. A week is defined as any Monday through Sunday with at least one scheduled class or exam. If a student withdraws at anytime during the week, it is considered that he has used that full week of the board plan.

**Return of Non-Title IV Funds**—Wabash-funded aid that is “unearned” is returned to the appropriate Wabash College funds on the same pro-rata basis as federal funds. In most cases, 75% of Wabash-funded aid is the maximum amount returned when a student withdraws.

Financial aid funds from states or other external agencies are returned according to the requirements of the agency awarding the aid. If no requirements exist, all efforts will be made to reduce and/or eliminate Wabash College loans disbursed that semester before disbursing any refund back to the student or parent. Excess funds are first applied toward a student's Wabash College Signature Select loan.

Additionally, no refund will be sent to the student's family until the College is certain no additional charges will be placed on the student's account. Fraternities, music and other academic departments, the library, etc. will have ten business days from the date of withdrawal notification to submit fines, delinquency fees, etc. to the Business Office to be charged to the student's account. After that time, any refund due to the family will be mailed and fraternities, music and other academic departments, the library, etc. will forfeit the right to submit those charges to the Business Office for collection.

A student not receiving Federal Title IV Student Aid funds who leaves Wabash after 4:30 p.m. on the 10th class day of the semester will not receive a refund of tuition and fees and will be required to return “unearned” Wabash-funded financial aid.

A student is limited in the number of semesters he may receive Wabash-funded aid. *The semester during which a student withdraws is considered to be a semester of aid “used.”*

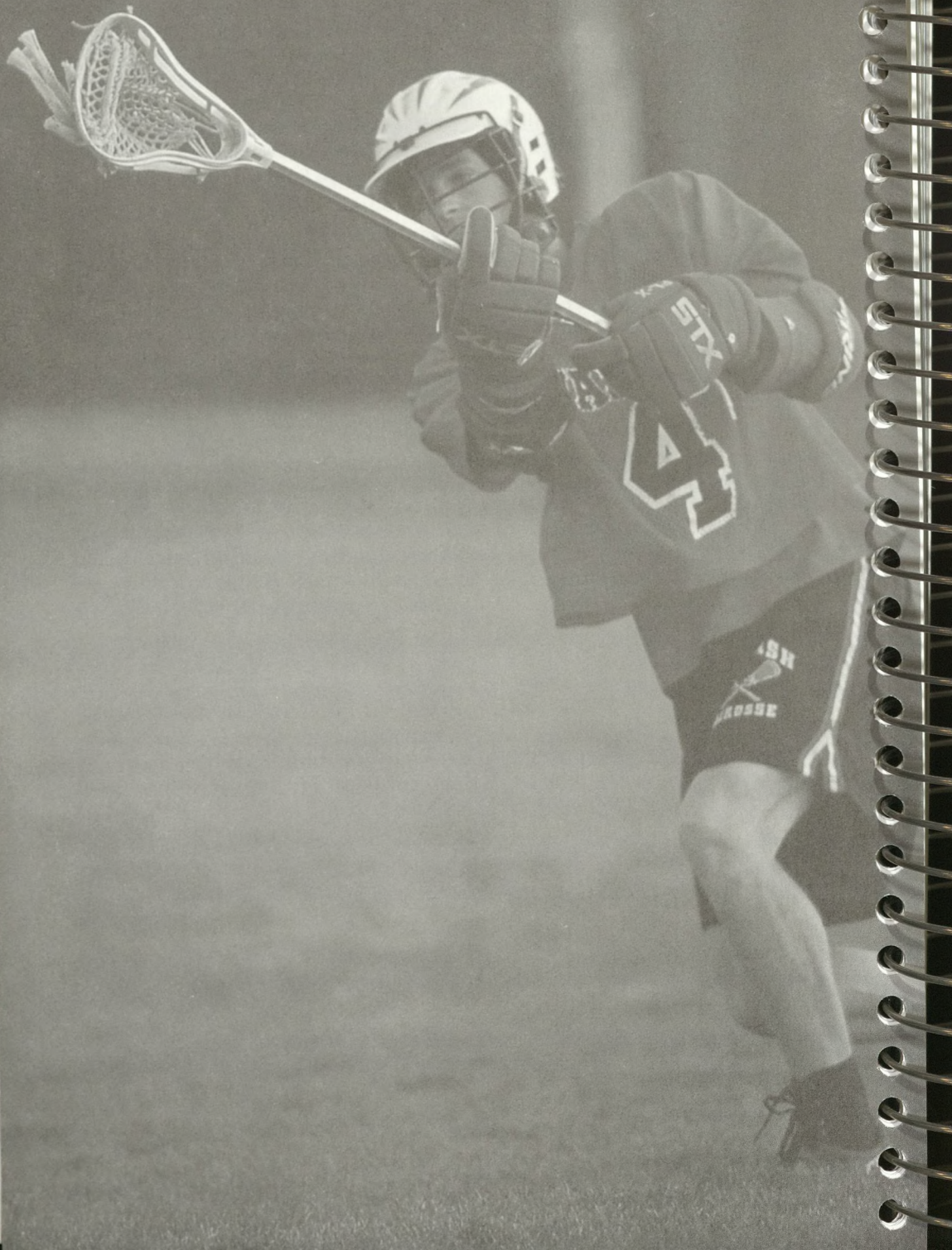
A sample of the work sheets for calculating refunds and return of federal funds is available in the Financial Aid Office upon request.

**Four-Year Guarantee**

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

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

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



**CALENDAR 2000-2001****Fall Semester 2000**

Aug. 24	Registration Confirmation
Aug. 24	Classes Begin
Aug. 30	Final Date for Late Registration
Aug. 30	Final Date to Add First-Half Semester Course
Sept. 1	Final Date to Add Full Semester Course
Sept. 7	Final Date to Drop First-Half Semester Course or Declare the Credit/No Credit Option
Sept. 22	Final Date to Drop Full Semester Course or Declare the Credit/No Credit Option
Sept. 29	Homecoming
Oct. 11	Midsemester
Oct. 12-15	Midsemester Break
Oct. 16	Classes Resume
Oct. 16	Second-Half Semester Courses Begin
Oct. 20	Final Date to Add Second-Half Semester Course
Oct. 28	Family Day
Oct. 30	Final Date to Drop Second-Half Semester Course or Declare the Credit/No Credit Option
Nov. 9-16	Registration for Spring Semester
Nov. 11	107th Monon Bell Classic
Nov. 18-26	Thanksgiving Recess
Nov. 27	Classes Resume
Dec. 8	Classes End
Dec. 11-16	Final Exams
Dec. 17-Jan. 7	Christmas Recess

**Spring Semester 2001**

Jan. 8-9	Written Comprehensive Exams for Seniors
Jan. 10	Registration Confirmation
Jan. 10	Classes Begin
Jan. 16	Final Date for Late Registration
Jan. 16	Final Date to Add First-Half Semester Course
Jan. 18	Final Date to Add Full Semester Course
Jan. 24	Final Date to Drop First-Half Semester Course or Declare the Credit/No Credit Option
Jan. 29-Feb. 9	Oral Comprehensive Exams for Seniors
Feb. 7	Final Date to Drop Full Semester Course or Declare the Credit/No Credit Option
Feb. 28	Midsemester
Mar. 3-11	Spring Recess
Mar. 12	Classes Resume
Mar. 12	Second-Half Semester Courses Begin
Mar. 16	Final Date to Add Second-Half Semester Course
Mar. 22-29	Registration for Fall Semester
Mar. 26	Final Date to Drop Second-Half Semester Course or Declare the Credit/No Credit Option
Apr. 27	Classes End
Apr. 30-May 5	Final Exams
May 13	Commencement

## FINAL EXAMINATION SCHEDULE

### Fall Semester

Classes not included in the schedule below will be examined under special arrangements made by the instructor.

Monday, December 11

9:00 a.m.

Classes meeting at 10:45 TuTh

1:30 p.m.

Classes meeting at 2:10 & 3:10 MWF

Tuesday, December 12

9:00 a.m.

Classes meeting at 8:00 MWF

1:30 p.m.

Classes meeting at 1:10 TuTh

Wednesday, December 13

9:00 a.m.

Classes meeting at 9:00 MWF

1:30 p.m.

Classes meeting at 8:30 TuTh

Thursday, December 14

9:00 a.m.

Classes meeting at 10:20 MWF

1:30 p.m.

Classes meeting at 2:40 TuTh

Friday, December 15

9:00 a.m.

Classes meeting at 11:20 MWF

1:30 p.m.

Classes meeting at 1:10 MWF

## SCHEDULE OF CLASSES

Monday-Wednesday-Friday

8:00-8:50 a.m.

9:00-9:50

10:20-11:10

11:20-12:10

1:10-2:00 p.m.

2:10-3:00

3:10-4:00

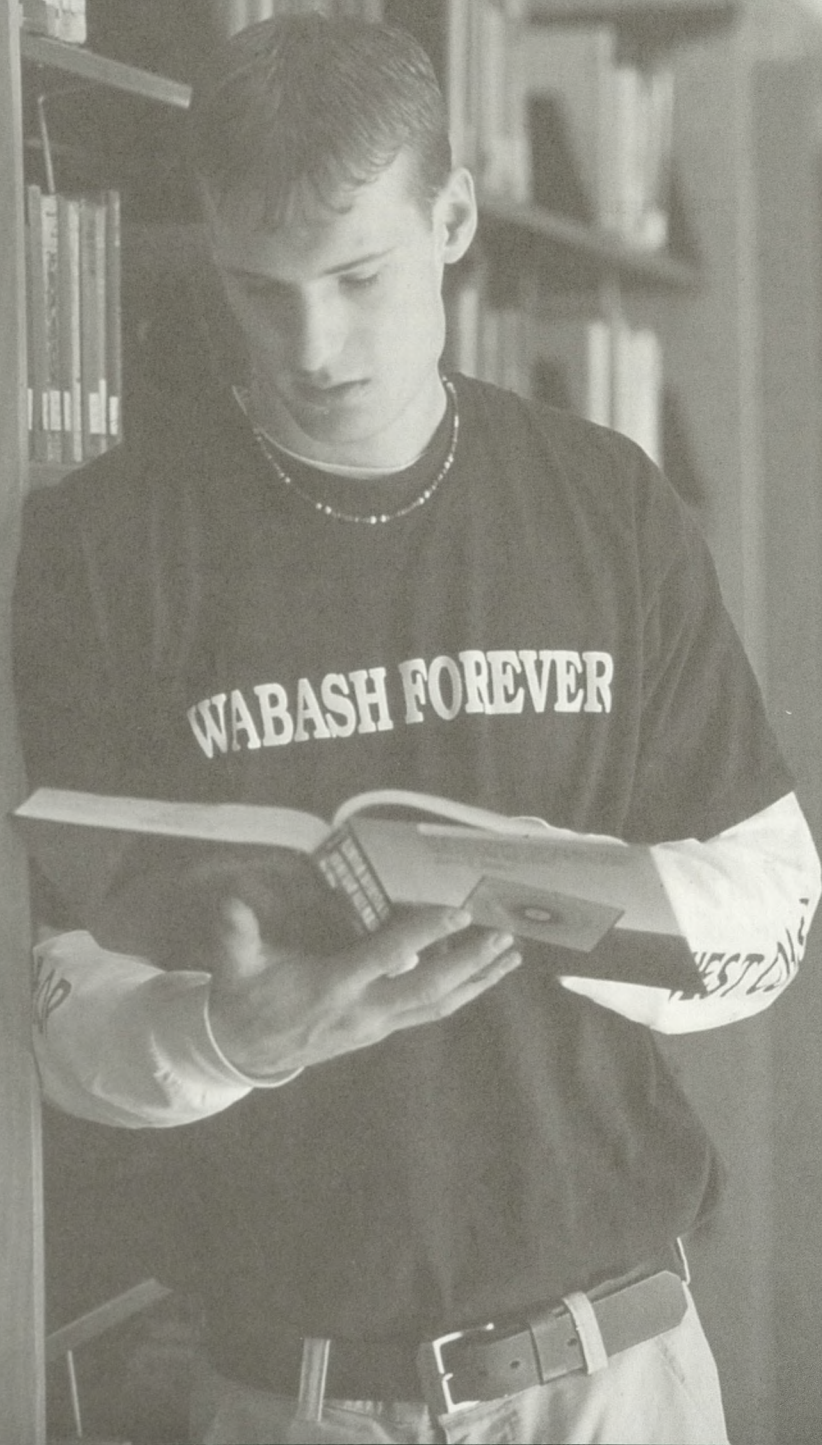
Tuesday-Thursday

8:30-9:45 a.m.

10:45-12:00

1:10-2:25 p.m.

2:40-3:55



## MISSION STATEMENT

Founded in 1832, Wabash College is an independent, liberal arts college for men with an enrollment of 850 students. Its mission is excellence in teaching and learning within a community built on close and caring relationships among students, faculty, and staff.

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

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

## **PREAMBLE TO THE CURRICULUM**

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

The graduate in the liberal arts has pondered ideas as they come to him out of the ages of human thought. He has watched their myriad forms in the great works of philosophy, history, theology, mathematics, arts and literature. He has seen how the natural sciences try to answer the crucial questions of man, and he has himself taken part in their meticulous labor.

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

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

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

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

## **STATEMENT OF PRINCIPLE CONCERNING DIVERSITY**

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

## COURSE NUMBERING

Beginning with the academic year 2000-2001, Wabash courses will be numbered according to the following scheme:

000 – courses not counting towards the major, minor, or distribution

100 – introductory courses

200 – introductory and intermediate courses

300 – advanced courses

400 – departmental capstone courses

In the 2000-2001 *Bulletin* the old course numbers are displayed to the right of the course title.

## THE CURRICULUM

The following requirements must be met for graduation:

### 1. **Freshman Requirement:** Freshman Tutorial.

One course credit. In the Fall or Spring semester, every freshman must complete a tutorial. Freshman Tutorials cannot be taken after the freshman year. The tutorials are designed to insure the first-year student's participation in small group discussions that will challenge him intellectually and suggest the kind and quality of experience characteristic of the liberal arts. Instructors select topics of critical importance to them, judged to be pertinent to student concerns. The student need not have had previous experience in the particular field in order to participate—and his participation is important. Each tutorial encourages students to practice both written and oral self expression. Reading, speaking, and writing assignments will, of course, vary with individual topics and instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one's thoughts with conviction and persuasion—all in terms of each tutorial's particular object. Beginning with students entering in Fall 1999 (Class of 2003), Freshman Tutorials will continue as a college requirement, but will no longer count for distribution credit. The tutorials offered in 2000-2001 are listed under **NON DIVISIONAL COURSES**.

### 2. **Sophomore Requirement:** Cultures and Traditions

All Sophomores must enroll in and earn two course credits (Cultures & Traditions I & II). Failure in this course in either semester will warrant repeat of the class until successfully completed. Students are not permitted to withdraw from this course. Two course credits. The goals of the course are:

**To widen our horizons by studying the arts, philosophies, religions, sciences, and social theories created by several cultures, western and eastern.**

From our exploration we shall seek to discover how a culture's ideas about humanity, society, God, and nature make a difference in the way individuals conduct their lives.

**To obtain a deeper knowledge of the arts and acts that constitute our historical tradition.**

We shall see not only how our culture has become what it is, but also how we as individuals have been shaped by it.

**To encounter through the great creative works of past ages the timeless conflicts of the human experience.**

We shall become acquainted with people who molded and defined their culture and with some who asserted their freedom and rebelled—politically, artistically, spiritually—against cultural assumptions they found oppressive. In this way, we shall see how each of us as free individuals may help to shape our culture.

**To strive toward self-knowledge by examining and perhaps modifying our own values and beliefs.**

Cultures and Traditions provides opportunities to write down our ideas and to tell them to others. By receiving the reactions of faculty and fellow students to these expressions, we shall learn how the insights of others can enrich our own, and also how our responses help others.

**To participate in an intellectual experience shared by all students and a large part of the faculty.**

The course is itself a culture and tradition. By entering it, we build together a body of knowledge and feeling which suggests the true nature of a college.

### 3. Language Studies:

**a. Proficiency in English:** Each first-year student is required to take a proficiency examination to aid the English Department in assessing the quality of his writing. On the basis of this examination, SAT scores and other data, the English Department may require that some students take a half or full course in English 101. This course is designed to improve basic writing skills, but does not insure continued proficiency throughout a student's career at the College, nor does it count toward requirement 3c.

At any time during his Wabash career, a student may be officially referred by an instructor to the English Department as one whose proficiency has lapsed. In this case, the English Department will examine the student's writing, make recommendations and work with the student to correct his deficiencies. The student will be declared proficient only when he has completed such remedial work to the satisfaction of the English Department. An instructor may also choose to refer a student whose proficiency has lapsed to the Writing Center before referral to the English Department need be made. In these cases, it is assumed that the student will attain proficiency through regular work at the Center. If the student does not make satisfactory progress, the Writing Center Director will notify the referring instructor(s) and the student's advisor, who will then officially refer the student to the English Department. Students who are concerned about

writing problems are urged to discuss them with English Department members or the Writing Center staff and seek informal criticism and counseling.

**b. Proficiency in a Foreign Language:** The student will demonstrate proficiency in a foreign language at a level which is the equivalent of two courses in one of three ways: 1) by passing a proficiency examination; 2) by receiving a passing grade in the first two semesters of foreign language courses at Wabash (i.e. French 101, 102; German 101, 102; Greek 101, 102; Latin 101, 102; Russian 101, 102; Spanish 101, 102); or 3) by passing any semester course beyond 101, 102. Although a student may take the proficiency examination at any time, it is advisable to do so during Freshman Orientation. In the case of Modern Languages, the proficiency examination has an oral component. A student who does not pass the proficiency examination but whose performance places him near to proficiency may satisfy the Foreign Language Requirement by passing any third-level course in that language (i.e., French 201; German 201; Greek 201; Latin 201; Russian 201; or Spanish 201). See Department of Modern Language and Literatures for more detail.

**c. To complete the Language Studies distribution requirement,** a student must complete an additional full course or two half courses selected from the following list: Speech 101, 120, 220, 130, 142, 201; English 201, 212, 213, 414, 150, 121, 122, 221, 410, 411, 412; Classics 111; any Freshman Tutorial designated as Language Studies. Beginning with students entering in Fall 1999 (Class of 2003), Freshman Tutorials will continue as a college requirement, but will no longer count for distribution credit.

#### 4. Distribution Courses

**Three courses in Literature and Fine Arts**—This group includes courses in Art, Music, and Theater, as well as courses in literature offered by the Classics, Modern Languages, English, and Speech departments. The work must be done in at least two departments (see the course descriptions of these departments for lists of courses that satisfy this requirement).

**Three courses in Behavioral Science**—Economics, Political Science, Psychology. The courses must be taken in at least two departments. Division III 252 will NOT count toward this requirement.

**Three courses in Natural Science and Mathematics**—Biology, Chemistry, Mathematics, Physics. These courses must be taken in at least two departments. At least two of these courses must be in a laboratory science, normally any two of the following: Biology 101 or 111, Physics 102, 111, 112, 113; Chemistry 101 or 111, 221. The two lab courses need not be taken in the same department. Mathematics 003 does not count toward distribution.

Students planning to take advanced work in the biological sciences should take Biology 111, 112 in the freshman year; students planning to take advanced work in physics should take Physics 111, 113 in the freshman year; and students planning to take advanced work in chemistry should take Chemistry 111, 221 in the freshman year.

**One course in quantitative studies**—Each student must receive one course credit from the following list or another course of similar nature approved before enrollment by the Chair of Division I:

From Division I: Computer Science 111; Mathematics 107, 109, 111, 112, 119 or a course in the Mathematics Department which has Mathematics 112 as a prerequisite.

From Division II: Philosophy 270

From Division III: Division III 252; Economics 251; Political Science 261; Psychology 201

Effective with the entering class of Fall 2000 the quantitative studies course requirement will replace the requirement for one additional course in **MATHEMATICS, NATURAL SCIENCE, or BEHAVIORAL SCIENCE**. A course used to satisfy the **QUANTITATIVE SKILLS REQUIREMENTS** will not count toward other distribution requirements.

**Two courses in History, Philosophy, or Religion in addition to the two Cultures and Traditions courses.**

## 5. Major

Eleven course credits in the major are the maximum which may be counted toward the 34 required for graduation, but no department may require more than 9 courses for the major (i.e., if you have 12 credits in the major, you will be required to complete a total of 35 course credits for graduation, 13 credits in the major, you will be required to complete a total of 36 course credits, etc). In departments of foreign languages and literatures, courses numbered 101 and 102 shall not be included in the 11-course limit on the major.

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

## 6. Minor or Area Concentration

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

### a. Minor

A departmental minor shall consist of five courses in any department of the College. Departments may choose to specify particular courses or distributions of courses.

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

#### **b. Area of Concentration**

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

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

Students entering in the 1997-1998 academic year (Class of 2001) may opt to use the original procedure of declaring an area of concentration which does not require a committee, but only consultation and approval from his advisor and the Registrar. Students in this class year are allowed to declare an International Studies Minor, but all subsequent classes must refer to the topic of International Studies as an area of concentration and must be approved by the Committee. A student will declare his area of concentration during the sophomore year, but with the approval of his committee and the Registrar, he may make changes by advising the Registrar's Office as late as mid-semester of the fall semester of his senior year. Changes after that time may be made only by petition to the Curriculum Appeals Committee.

### **7. Minimum of 34 Semester Courses and a 2.00 G.P.A.**

For graduation students must pass a minimum of 34 semester courses and have at least a 2.00 cumulative grade point average in all approved courses taken for grade at Wabash College, other than physical education. At least 17 of these courses must have been successfully completed at Wabash College. **(See Senior Requirements section).**

### **8. Written Comprehensive Examination**

Every student must pass a written comprehensive examination in his major field.

### **9. Senior Oral Examination**

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

### **Normal Course Loads**

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

*Note: If a student's academic program drops below the minimum full-time load of three course credits, he is classified as a part-time student, is subject to loss of financial aid (e.g., Wabash, State and Federal assistance), and is ineligible to participate in intercollegiate athletics and to enroll in the Wabash Student Health Insurance Plan.*

### **Credit/No Credit Option**

A student may take on a Credit/No Credit basis any course at Wabash College for which he is eligible and which is outside the minimum 34 required for graduation.

"Credit" equals C- or better. Citations may be used to recognize any exceptional work. "No Credit" means any grade less than C-, and the course is not recorded on the transcript.

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

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

**Transfer Credit**

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

The institution must be accredited;

Course work should be liberal arts in nature and acceptable to Wabash College;

The term grade must be at least C.

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

Wabash College will not accept college courses taught in the high school unless instructed by college (regular appointment—not institution affiliated) faculty. Courses may not be used for both high school and college credit.

Two semester hour credit courses will count as one-half course credit and individual 3, 4, or 5 semester credit hour courses will count as one course credit. Academic departments will have the final decision on transfer credit for courses in their fields. This policy will apply to all currently enrolled and to not yet graduated students as of the fall of 1999.

Transfer credit appears in the student's academic record as credit without letter grade and is not used in the determination of academic grade point average. Transfer credits to be counted toward the fulfillment of a department major or minor or toward the foreign language requirement or in mathematics must be approved by the department concerned and the Registrar. All other transfer credits must be approved by the Registrar. Transfer credit request forms are available from the Registrar's Office.

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

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

The college does not award transfer credit for correspondence courses.

The college does not have an R.O.T.C. program, nor does it accept for transfer credit military course work.

**Credit By Examination**

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

One to two course credits will be granted for an Advanced Placement exam score of 4 or 5 upon the completion of a second course in the department with a grade of B- or better. The exception being for English Composition, Mathematics, and Modern and Ancient languages, where the department may grant or deny Advanced Placement credit based on proficiency exam performance and may waive the additional course requirement. Credit for an Advanced Placement exam will not be granted when the student takes a course that covers the same material. In all cases, the amount of credit awarded will be determined by the appropriate department. Students who wish to obtain credit for Advanced Placement exams should consult with the relevant department chairs for advice on which courses to take.

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

Advanced Placement credits earned in Biology, Chemistry, or Physics will NOT fulfill the college laboratory science distribution requirement. In mathematics, only the AP Mathematics BC examination will be considered for credit; no grade on the AB examination will be given any credit. College placement examination results will take precedence over advanced placement credit (for example: advanced placement credit will be forfeited, if by College placement examination the student is required to take a beginning course).

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

**Grades**

Grades are reported to students and parents each semester. An interim advisory report is made to freshmen and their parents' midway in the fall semester. The quality of a student's work is designated by the following grades: A, A-, B+, B, B-, C+, C, C-, D, F, Satisfactory, Incomplete, and Condition. Courses dropped by the student after the official course drop date will receive a W, WP or WF designation. The deadline for reporting grade changes will be four weeks following the issuance of the grade. A grade change beyond this time period will require a request filed with the Dean of College.

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

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

The grade of Incomplete indicates that the student has failed to meet all requirements. It may be removed by completing the work, and the grade then assigned may be any grade. The grade of INC is not computed in the GPA except for calculating the Dean's List. (See Deans List).

Both the grades of Condition and Incomplete not removed by the end of the semester following that for which they were assigned are converted to F on the College records.

Official withdrawal from the College through the Dean of Students results in the grade of W before midsemester and WP or WF after midsemester.

### Grading System

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

A	A-	B+	B	B-	C+	C	C -	D	F,W,WP,or WF
4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00

### Repeated Courses

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

The course must be repeated at Wabash.

The course credits toward graduation are to be counted only once.

The grade and credit of a repeated course will be counted in the grade point average of that semester in which it is repeated.

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

The previous grade will be replaced by the word "Repeated" when the Registrar records the second final course grade. It is the responsibility of the student to notify the Registrar's Office in writing of registration in a repeated course. Repeated notification forms are available from the academic advisor or from the Registrar's Office.

Course work taken after graduating (such as student teaching in Teacher Education) will appear on a separate, non-degree transcript. This course work will in no way be reflected on the student's graduation transcript.

### Honors

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

**A.B. Cum Laude:** Awarded to students who have attained a cumulative average of 3.40 to 3.59 or a cumulative average of 3.17 to 3.32 and Distinction rating (for double majors, two ratings of Distinction or one rating of

Distinction and one of High Pass; for triple major a minimum rating of two Distinctions and one of Pass or one of Distinction and two of High Pass) in Comprehensive Examinations.

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

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

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

### **Dean's List**

To honor students for outstanding academic achievement, the Dean of the College each semester names to the Dean's List those students who attain a semester average of at least 3.5. In addition, the students must have completed a minimum of three course credits which count toward the semester average. Courses declared by the instructor as Incomplete are treated, for the purposes of the Dean's List average only, as if they had the grade of C.

Requirements for Phi Beta Kappa at Wabash College The requirements for election to Phi Beta Kappa at Wabash College are determined by the by-laws of the Wabash Chapter, which consists of Phi Beta Kappa members of the College faculty and staff. Since 1948 they have permitted the election of not more than 1/8 of the graduating class. The Wabash Chapter, one of the oldest, is not bound by the rule of the United Chapters which permits the election of no more than ten percent.

It is the normal practice of the Chapter (but not a requirement) to elect the 1/8 whose grade averages are the highest. In determining grade point average these provisions apply:

Phi Beta Kappa uses a graduated four-point scale.

Comprehensive Examinations are treated as equivalent to one and one-half courses, and rankings are assigned these values: Distinction, A (i.e., one and one-half courses at 4 points); High Pass, B (3.00 points); Pass, C (2 points).

To be eligible for election a candidate must have at least 20 credits of graded work at Wabash.

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

The by-laws permit the election of no more than three juniors. Those elected as juniors are counted in the quota of their graduating class.

The charter of the Chapter requires "good moral character;" for many years this has been interpreted to mean primarily, but not exclusively, "academic honesty." Since election to Phi Beta Kappa depends primarily on rank in class, the grade average required varies from year to year as do grades in general.

### **Final Examinations**

Final examinations are given at the end of each semester. No deferred examinations are given except by written excuse from the Dean of Students. A student with three consecutive exams may ask to have one rescheduled. **See Fall Semester Final Exam Schedule.**

### **Senior Requirements**

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

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

### **Changes in Schedule**

Each semester, during a scheduled pre-registration period, a student must prepare a complete schedule of his studies, prescribed and elective, for the following semester and have it approved by his advisor. Approved course schedules must be submitted to the Registrar's Office during the pre registration period and official registration must be confirmed on the first day of the following semester. Non-compliance with either of these requirements will result in the assessment of a \$25.00 late fee. Late fees will only be waived in cases of an emergency. **Course schedules may be changed only with the consent of the student's advisor.**

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

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

**Dropping a full course after the drop date:** A student may drop a course through mid-semester with the record of "W" recorded for the course on the permanent academic record. A student may drop a course from mid semester to the **Friday preceding the final week of classes** with the record of "WP" or "WF" recorded on the permanent academic record. Classes therefore, may not be dropped during the last week of classes or the week of final exams.

**Dropping a half-credit course after the drop date (first- and second-half semester courses):** A drop during weeks three and four will be recorded with a "W" on the permanent academic record. A drop after week four to the end of the course will receive a "WP" or a "WF". A student may not drop a half semester course during the final four days of the course.

**The above procedure requires approval by the academic advisor and enactment with a drop/add form through the Registrar's Office.** The transcript entry of W, WP and WF will hold no value in computing the student's GPA.

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

### **Changes In Major, Minor Or Area Concentration**

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

### **Petitions**

The occasion may arise for a student to request special permission to deviate from prescribed academic policy (e.g., to enroll in six or more courses per semester, to add or drop courses beyond the official semester dates for dropping and adding courses, etc.). The procedure is to pick up a petition form in the Registrar's Office, complete the student's portion, obtain recommendations from the faculty advisor, and, when appropriate other faculty members, and turn in the completed form to the Registrar's Office. A petition to take a course overload must be presented at the time of registration. The petition will be

acted upon by the Curriculum Appeals Committee; the result relayed to the student, advisor and, when appropriate, course instructors.

### **Excused Absences**

Students are excused for College-sponsored activities or for reasons of health and personal obligation without penalty to their academic standing in courses. Faculty members honor excuses from the Dean of Students or the College Physician. In discussion with students, faculty members determine appropriate ways to make up the work missed.

### **Continuance In College**

A student must meet the minimum requirements for continuing at Wabash. For student first entering **before** August, 2000, the requirements are as follows:

Freshman to Sophomore	5 courses and 1.1 average
Sophomore to Junior	14 courses and 1.4 average
Junior to Senior	23 courses and 1.7 average
Senior to Graduate	34 courses and 2.0 average

For students entering in August, 2000, or thereafter, the requirements are as specified below:

Freshman to Sophomore	6 courses and a 1.50 average
Sophomore to Junior	14 courses and a 1.70 average
Junior to Senior	24 courses and a 1.85 average
To graduate	34 courses and a 2.00 average

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

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

### **Availability of Student Records and Graduation Rates**

The Registrar's Office will not release academic information (transcripts, grade averages, class rank, etc.) electronically (telephone, fax, or e-mail) to any individual, including the student. Requests for such information must be submitted in writing bearing the student's signature. Faxed requests are acceptable provided they bear the student's signature. E-mail requests are not acceptable.

## CURRICULUM

Please allow two working days for processing of information and transcript requests.

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

In compliance with Public law 93-380 (Family Educational Rights and Privacy Act), enrolled students may inspect their records in the Registrar's Office upon written request.

### **Directory Information**

Directory information includes a student's name, local address and telephone listing, date and place of birth, major field of study, participation in college activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous education institution attended by the student. A student may ask that any or all such information not be released without prior consent. Unless so requested Wabash College reserves the right to use any or all of the above directory information at its discretion.

In accordance with the Solomon Amendment, Wabash College is required to allow military recruiters access to campus and to provide them with student directory information.

## RULE OF CONDUCT

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

THE STUDENT IS EXPECTED TO CONDUCT HIMSELF, AT ALL TIMES, BOTH ON AND OFF THE CAMPUS, AS A GENTLEMAN AND A RESPONSIBLE CITIZEN.

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

### **The Rule of Conduct and Academic Honesty**

An intellectual community such as Wabash requires the highest standards of academic honesty. For this reason, the faculty has defined the operation of the rule of conduct in instances of demonstrated academic dishonesty. The penalty for a first offense is decided by the professor involved in consultation with the Dean of Students. The penalty for the second offense is expulsion from the College. Student appeals of determinations of academic dishonesty or plagiarism may be made to the President of the College.

Acts of academic dishonesty may be divided into two broad categories: cheating and plagiarism. It should be noted that cheating may extend to homework and lab assignments as well as to exams. At Wabash, we define cheating in three principal ways: copying from other students or from written materials (for example, crib sheets); providing or receiving unauthorized assistance to or from another student; and collaborating on take-home assignments without the instructor's authorization.

Plagiarism may seem at first glance to be less serious than cheating, but is in fact a special kind of cheating. The word itself derives from the Latin *plagium* meaning kidnapping. The plagiarist "kidnaps" or steals another person's ideas and falsely presents them as his/her own. There are three common kinds of plagiarism. One is to use the exact language of someone else without putting this quoted material in quotation marks and giving its source. This first kind of plagiarism can be easily avoided: when a writer uses the exact words of another writer or speaker, he must put these words in quotation marks and give their source.

A second kind of plagiarism occurs when a writer presents, as his own, the sequence of ideas or the arrangement of material of someone else, even though he expresses it in his own words. The language may be his, but he is presenting and taking credit for another person's work. This second kind of plagiarism can also be avoided: when a writer is indebted to another writer for ideas, he must give appropriate acknowledgement in parentheses or a footnote.

Finally, and most blatantly, plagiarism occurs when a writer submits a paper written by another as his own.

All three kinds of plagiarism are serious forms of academic dishonesty.

For a more detailed discussion of the Gentlemen's Rule (the rule of conduct) and Academic Honesty see the pamphlet of that name issued by the office of the Dean of Students.

## WABASH COLLEGE ATHLETIC PHILOSOPHY

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

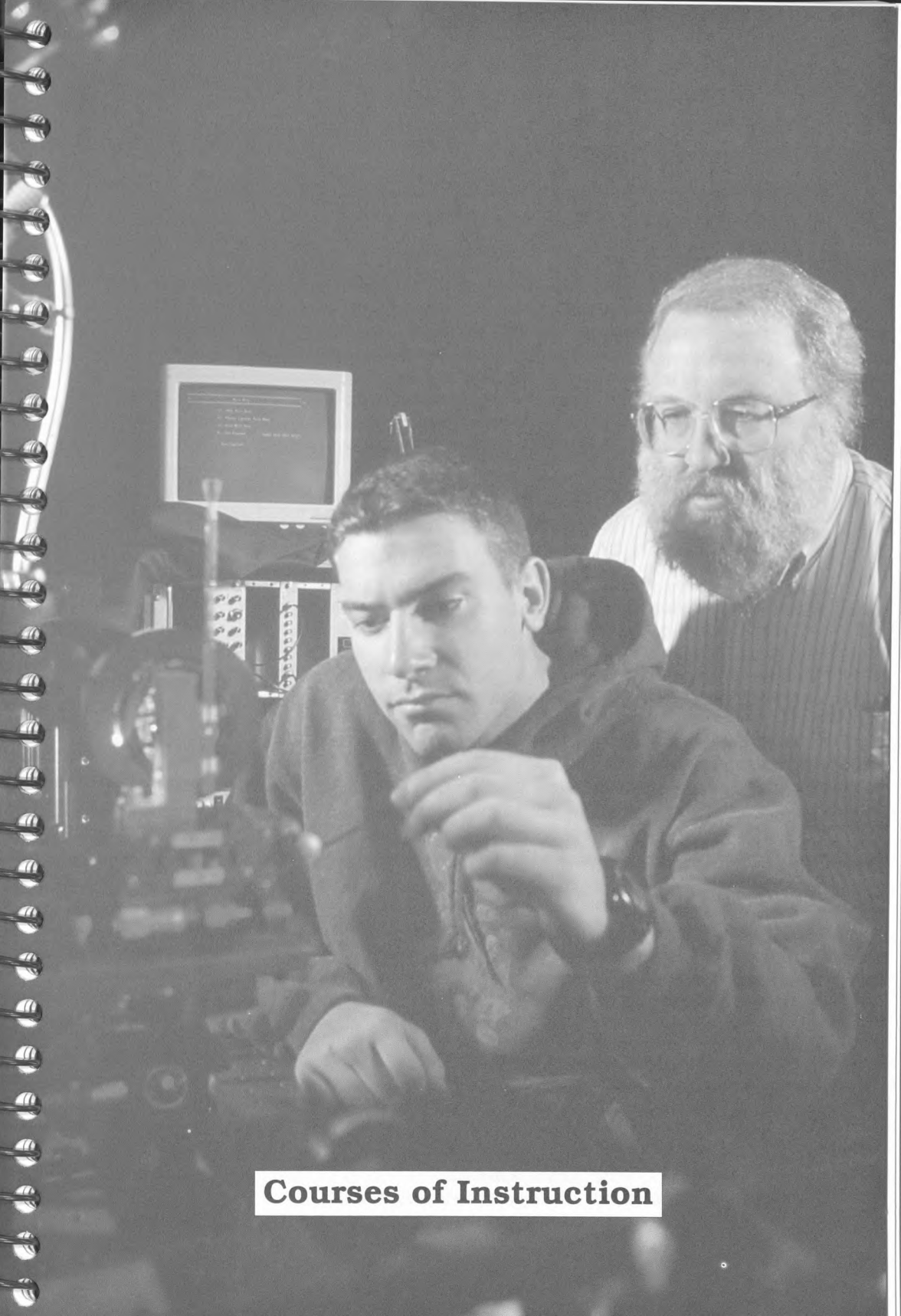
With academic excellence at the core of what we do, Wabash also strives for excellence and broad participation in its intercollegiate athletic programs, intramural competitions, and recreational activities. Our program is designed for the benefit of all our students and for the enjoyment of the entire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

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

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

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

We take pride in Wabash athletic records: 56 undefeated teams since 1866, 40 teams with NCAA top-20 finishes, 115 state championships, 87 All Americans (155 awards in all, with an additional 28 athletes receiving honorable mention), 39 Academic All-Americans (51 citations in all), 16 winners of NCAA post-graduate scholarships. But we value even more the accomplishments of our alumni. We feel most fortunate to have produced doctors, lawyers, and business, professional and community leaders who are strongly committed to the mix of academics and athletics Wabash has always offered.



**Courses of Instruction**

## DIVISION I

This division includes the Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics.

### Faculty 2000-2001

Maharry, D. (chair)  
Axtell, M.  
Bever, S.  
Brooks, A.  
Dallinger, R.  
Easterling, V.\*\*\*  
Feller, S.  
Foote, R.  
Jahangir, S.  
Krause, D.  
Krohne, D.  
McKinney, P.

Munford, J.  
Nelson, R.  
Olsen, R.  
Phillips, D.  
Poffald, E.\*\*  
Polley, L.D.\*\*  
Selvaratnam, S.  
Taylor, A.  
Thompson, P.  
Wetzel, S.  
Zimmerman, J.\*

*\*Sabbatical leave, spring semester*

*\*\* Sabbatical leave, full year*

*\*\*\* Retiring January 2001*

**Concentration in Division I:** For requirements for the major or minor in the departments of Division I, see departmental listings.

Unless otherwise indicated, all courses in Division I are without prerequisite.

### **Indiana Teacher Certification Requirements for the Science Major:**

Candidates for this teaching major must complete three and one-half credit general course requirements, six course credits in the Primary Area selected, and four course credits for the Supporting Area selected (different from Primary).\*

#### **General Course Requirements:**

Biology 111, Chemistry 111, Physics 111, Division I 301.

#### **Primary Area Course Requirements:**

- Biology: 112, 211, 213, 212, 401, and one and one-half credits from 151, 221, 222, 223, 224.
- Chemistry: 221, 222, 231, 241, 351, 451, and one credit from 441, 331.
- Mathematics: 111, 112, 221, 223, 227, 333.
- Physics: 113, 211, 212, 213, 214, 215, 216, 311 and one credit from 312, 313, 314.

#### **Supporting Area Course Requirements:**

##### **General Science (with Biology as Primary Area):**

Chemistry 221; Division I 302; one credit from Physics 113 or 112; two

credits from Biology 313, 225, 315, 202, 371, 387, 388 or Biology 151, 221, 222, 223, 224, Physics 113, 112 (if not taken for Primary or above).

**General Science (with Chemistry as Primary Area):**

Biology 112; Division I 302; one credit from Physics 113 or 112; two credits from Chemistry 452, 431, 421, 487 (or Physics 112 or 113 if not taken above).

**General Science (with Mathematics as Primary Area):**

Biology 112; Chemistry 221 Division I 302; one credit from Physics 113 or 112; one-half to one credit from any biology, chemistry or physics course not taken in General Requirements (or Physics 112 or 113 if not taken above).

**General Science (with Physics as Primary Area):**

Biology 112; Chemistry 221; Division I 302; two credits from Physics 315, 316, 287, 288, 277, 278 (or Physics 311, 312, 313, 314 if not taken for Physics Primary).

**Mathematics (with Chemistry or Physics as Primary Area):**

Math 111, 112, 223, 224.

**Mathematics (with Biology as Primary Area):**

Math 111, 112, 221 and one credit from: 222, 227, or 333.

**Biology (with Chemistry, Mathematics, or Physics Primary Area):**

Biology 112, 211; two credits from Biology 213, 212, 202, 371, 387, 388 (or Biology 151, 221, 222, 223, 224 if not taken for Primary).

**Chemistry (with Biology, Mathematics, or Physics Primary Area):**

Chemistry 221, 222, 231, 241; one credit from Chemistry 351, 451, 441, 331, 421, 487.

**Physics (with Biology, Chemistry, or Mathematics Primary Area):**

Physics 113, 211, 212, 213, 214; and one credit from Physics 215, 216, 311, 312, 313, 314.

Please consult individual department listings for requirements for teaching minors in Biology, Chemistry, Mathematics or Physics, as well as for the teaching major in Mathematics.

*\*Please refer to **General Education Requirements**.*

**301, 302. Earth-Space Science (Old Number DIV I 03A, 03B)**

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. 201 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 and 301 or 302.*

One course credit, fall semester.

## DEPARTMENT OF BIOLOGY

Faculty: D. Krohne (acting chair), A. Brooks, S. Jahangir, J. Munford, R. Nelson, L.D. Polley\*, S. Selvarathnam, E. Wetzel

\**Sabbatical leave, full year*

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

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

For the non-major we offer a number of opportunities to study biology. For the student looking for a laboratory course for distribution, Biology 101 introduces the basic concepts of biology by examining the biology of humans. This course can also be used as an entry point for additional work in biology since it is a prerequisite for several of courses in the department.

**Requirements for the Major:** Students majoring in biology must complete: (1) a core of 6 1/2 course credits; (2) 2 1/2 additional course credits in biology; (3) Physics 111; (4) Chemistry 111 and 221; (5) Comprehensive exam in biology.

**The Biology Core Curriculum:** Biology 111, 112, 211, 213, 212, 401, and one of the following: 221, 222, 223, 224.

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

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

Organismal Biology (one course credit): one of these courses:

Biology 221 (Comparative Anatomy and Embryology of the Vertebrates)

Biology 222 (Biology of the Invertebrates)

Biology 223 (Biology of the Non-Vascular Plants)

Biology 224 (Biology of the Vascular Plants)

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

Ecology (one course credit): Biology 213 must be completed during the first semester of either the junior or senior year. Students taking Biology 213 in their senior year must have completed the Organismal Biology requirement in a previous semester.

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

**Supporting Biology Curriculum:** Biology majors must complete 2 1/2 additional course credits for a total of nine course credits in biology. These credits may be compiled from the following: Biology 151, 221, 222, 223, 224, 311, 313, 225, 315, 314, 202, 387, 388. Because some of these courses (Biology 223, 224, 311, 313, 315 and 314) are offered in alternate years, students must carefully plan their curriculum, (in consultation with a Biology Department faculty member). In some years, one or more special topics courses (Biology 371) may be offered and may be used to complete the major. Descriptions of these courses will be provided to students and advisors before advance registration.

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

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

**Supporting Physics, Chemistry and Mathematics/Computer Science Curriculum:** Physics 111 and Chemistry 111 and 221 are required. Students intending to proceed either to a professional or a graduate school should plan to include Mathematics 111, Physics 112 or 113, and Chemistry 222, 231, and 241 in their curriculum. Usually Chemistry 111 and 221 are taken during the sophomore year; Physics 111 and 112 or 113 and Chemistry 222, 231, and 241 are taken during the junior year. Mathematics 112, Computer Science 111, and a statistics course (Mathematics 217 or Division 252) may be important support courses for some biology majors.

**Comprehensive Exam in Biology:** Students must pass a two-day written comprehensive exam in biology. On the first day, students write on a series of recent papers from the primary literature drawing upon the breadth and depth of their knowledge of biology. On the second day they answer a series of questions on specific courses.

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

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

**Requirements for the Minor:** Biology 111, 112, and three other course credits in the department. At least one of the courses beyond Biology 111, 112 must be a laboratory course. Students who wish to initiate a biology minor via the Biology 101 course will complete four additional courses.

**Indiana Teacher Certification Requirements for the Science Major with Biology as the Primary Area.**

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching biology as a minor subject, the following courses are taken: Biology 111, 112, 211, 212, 213, and one credit from Biology 151, 221, 222, 223, 224, 225, 371, 387, 388 (six or six and one-half course credits).\*

*\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.*

**Course Descriptions**

**101. Human Biology (Old Number BIO 01A)**

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

One course credit each semester.

**102. Plants and Human Affairs (Old Number BIO 02A)**

This non-majors course will explore the interface between humankind and the plant world. Through lectures/discussion, ancillary readings and www.exercises and demonstrations, students will study the impact that plants have had on the development of human culture. Some topics to be covered include the plant body, photosynthesis, economically important plants, plant genetics and biotechnology, flowers and plants in the environment. Attention will be given to modes of inquiry in the plant sciences. Several field trips are planned. *Prerequisite: Biology 101.* Does not count toward the laboratory science distribution requirement.

One course credit, spring semester

**111, 112. General Biology (Old Number BIO 01, 02)**

A year course in the concepts of biology for biology majors. This course is a prerequisite for all advanced courses in biology. Biology 111 covers animal and plant diversity, biomolecules, cell biology and genetics. Biology 112 covers animal and plant structure/functions, evolution and ecology. Three lectures and one laboratory period weekly. *Biology 111 is a prerequisite for Biology 112.*

One course credit each semester.

**151. Evolution (Old Number BIO 03A, 03B)**

A general study of evolution. Lecture/discussion focuses on the processes of evolutionary change and the origin of life. Current controversies and human evolution are considered. *Prerequisite: Biology 111 or 101.*

One-half course credit, fall semester, 2000-2001 and alternate years.

**202. Electron Microscopy (Old Number BIO 22)**

A laboratory course covering specimen preparation, microtomy, staining, operation of the transmission and scanning electron microscope, and darkroom methods. *Prerequisite: Biology 101 or 112 and consent of the instructor.*

One-half course credit, spring semester.

**211. Genetics (Old Number BIO 09)**

A course designed to introduce the modern concepts of the gene. The lectures stress the theory and experimental evidence relating to transmission, molecular, and developmental genetics. The laboratory is investigative in nature. *Prerequisite: Biology 112 or permission of the instructor.* (This course should be taken during the sophomore year.)

One course credit, fall semester.

**212. Cell Biology (Old Number BIO 16)**

The primary emphasis of this course is the structure and function of the eukaryotic cell. Lectures, readings, and discussions will cover cellular organelles, types, metabolism, interactions, and regulation of activities. The laboratory focuses on cellular structure and function through the techniques of modern cell biology. *Prerequisite: Biology 112 or permission of the instructor.* (This course should be taken during the sophomore year.)

One course credit, spring semester.

**213. Ecology (Old Number BIO 13)**

An introduction to the interrelations of plants and animals with their environment. Terrestrial and aquatic ecosystems are considered. Some weekend field trips are included. *Prerequisite: Biology 112 or 101 with permission of the instructor.*

One course credit, fall semester.

**221. Comparative Anatomy and Embryology of the Vertebrates (Old Number BIO 05)**

A course presenting a broad evolutionary theme of the vertebrates using the facts of comparative anatomy, embryology, and paleobiology. *Prerequisite: Biology 101 or 112.*

One course credit, fall semester.

**222. Biology of the Invertebrates (Old Number BIO 06)**

A course designed to provide students with an introduction to the diversity of invertebrate organisms through lectures, reading and discussion of primary literature, student presentations, and laboratory work. Emphasis is placed on structure, functional morphology, physiology, ecology, and evolution. A field trip to the Gulf Coast has been included in the past few years. *Prerequisite: Biology 101 or 112.*

One course credit, spring semester.

**223. Biology of the Non-Vascular Plants (Old Number BIO 07)**

The structure, function, and life histories of algae and fungi will be considered. The uses of these organisms as experimental tools also will be emphasized. The laboratory will include field and experimental work. *Prerequisite: Biology 101 or 112.*

One course credit, fall semester, 2001-2002 and alternate years.

**224. Biology of the Vascular Plants (Old Number BIO 08)**

A course designed to provide the student with a broad understanding of the biology of vascular plants. Several areas of plant biology (molecular biology, physiology, development, and evolutionary themes) will be covered. The laboratory will be a mixture of experimental and observational exercises; some fieldwork is also planned. *Prerequisite: Biology 101 or 112.*

One course credit, spring semester, 2000-2001 and alternate years.

**225. Microbiology (Old Number BIO 17)**

This course is designed to introduce the student to the lifestyles and impact of the smallest organisms known. Lecture/discussion will examine topics such as microbial cell structure and function, growth and nutrition, genetics, antibiotics and pathogenesis, and microbial diversity. The laboratory is organized around an investigative, discovery driven project. *Prerequisite: Biology 111 and 112 or permission of instructor.*

One course credit, fall semester.

**311. Advanced Genetics (Old Number BIO 10)**

A course designed to explore in detail the molecular biology of the gene. Lecture/discussion will focus on areas of current interest and will include analysis of experimental evidence which underpins our understanding of gene structure and function. The laboratory is investigative in nature and provides primary experience with recombinant DNA technology. *Prerequisite: Biology 211.*

One course credit, spring semester, 2000-2001 and alternate years.

**313. Advanced Ecology Old Number BIO 14)**

This course emphasizes the investigative approach to ecology including experimental design and data analysis. Lectures/discussions focus on areas of current interest in ecosystem, community, and population ecology. Several field trips and an independent investigation are required. *Prerequisite: Biology 213.*

One course credit, spring semester, 2000-2001 and alternate years.

**314. Developmental Biology (Old Number BIO 20)**

Through lectures, current readings and discussions, this course considers the principles of development with emphasis on experimental evidence for underlying mechanisms. The laboratory work includes molecular, cellular and supracellular approaches to the investigation of developmental questions in animals and plants. *Prerequisite: Biology 211.*

One course credit, spring semester, 2000-2001 and alternate years.

**315. Organismal Physiology (Old Number BIO 19)**

The major physiological systems (nutrition, transport, gas exchange, elimination of wastes, coordination, and defense) are considered from the adaptational perspective. The emphasis is on the physiological system as it is related to the survival of vertebrates in their natural environments. The laboratory focuses on physiological techniques and methods of analysis. *Prerequisite: Biology 212 or permission of the instructor.*

One course credit, fall semester, 2000-2001 and alternate years.

**371. Special Topics (Old Number BIO 77,78)**

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

One-half course credit.

**387, 388. Introduction to Research (Old Number BIO 87, 88)**

Individual research on selected problems. Although only one-half course credit is to be counted toward the 9 credit major, these courses may be repeated and credit received for graduation. Students should make arrangements with individual faculty members during the semester preceding their enrollment in the course.

One-half course credit each semester.

**401. Senior Seminar (Old Number BIO 97)**

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

One-half course credit, fall semester.

## DEPARTMENT OF CHEMISTRY

Faculty: R. Dallinger (chair), S. Feller, P. McKinney, R. Olsen, D. Phillips, A. Taylor, J. Zimmerman\*

\* *Sabbatical leave, spring semester*

The Wabash College Chemistry Department believes in a challenging curriculum which thoroughly investigates all areas of modern chemistry and believes in a significant hands-on investigative laboratory experience in which students become progressively more independent as they proceed through the curriculum. We believe that such an education will prepare chemistry majors for a variety of career outcomes, including those in research, medicine, teaching and industry. In recent years, three-fourths of our majors have gone directly to chemistry graduate school or to medical school. Others have chosen to take jobs as chemists' or to attend other professional schools (business, law, physical-therapy). We strive to provide chemistry minors and pre-medical students with the knowledge they need to succeed in their chosen fields. We seek to involve all Wabash students in the study of science through a non-major course and laboratory (Chemistry 101). We attempt to teach all chemistry students about the relationship between chemistry and the world around them.

**Requirements for the Major:** A chemistry major requires completion of the following core courses (eight credits) 111, 221, 222, 231(1/2 credit), 241 (1/2 credit), 331, 351, 361, and 441. Students may complete the nine course requirement by selecting among the following electives: 421, 431, 451, 452, 471, 487, 488, 421 and 471 may be repeated when the topics change. No more than one-half course credit of independent study 487, 488 may be used to construct the minimum nine-course major.

The following courses are also required for chemistry majors—Mathematics 111 and 112, Physics 111, Physics 112 or 113. The mathematics courses should preferably be taken in the freshman year in preparation for sophomore courses with a calculus prerequisite. The physics sequence should be taken in the sophomore year, because physical chemistry (taken by all junior chemistry majors) has a two-course physics prerequisite.

The written **comprehensive examination** for senior majors emphasizes both knowledge of basic chemical concepts and the ability to apply these concepts to new problems. One part of the exam involves reading and answering questions concerning several articles from the recent primary chemical literature [the articles are distributed before the exam]; the second part of the exam involves answering questions (with choice) from the core chemistry courses the student has taken.

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

**Requirement for the Minor:** The following courses are required for the chemistry minor—Chemistry 111, 221, and 231 (1/2 course credit). The student may select any other 2 1/2 course credits from the departmental offerings (except Chemistry 101) to complete the minor, provided the prerequisites for the courses are met. No more than one-half course credit of independent study Chemistry 487, 488 may be used to construct the minimum five-course minor.

Chemistry minors who wish to transfer chemistry credits from another institution as part of their minor must have the prior approval of the department chair to do so.

**Requirements for Pre-meds:** Premedical students are required to take four courses in chemistry before the end of their junior year (when the MCAT examination is generally taken). Wabash pre-med students should take the following courses to meet the premed chemistry requirement—Chemistry 111, 221, 222, 231, (1/2 course credit) and 241 (1/2 course credit).

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

#### **Indiana Teacher Certification Requirements for the Science Major with Chemistry as the Primary Area:**

**Indiana Teacher Certification Requirements for the Minor:** To satisfy requirements for teaching chemistry as a minor, the following courses are taken: Chemistry 111, 221, 222, 231, 241; two course credits from Chemistry 331, 351, 361, 421, 441, 451, 471, 487, 488 (6 course credits)\*

*\*Please refer to **General Education Requirements** and to the section on **Preparation for Secondary Teaching** for liberal arts and professional education requirements.*

To meet the certification requirements formulated by the American Chemical Society Committee on Professional Training as a chemist and for adequate preparation for graduate school, additional classroom and laboratory work beyond the minimum major is required. The student should consult with the chair of the Chemistry Department concerning ways in which the remaining requirements may be fulfilled. The requirements formulated by the Committee on Professional Training include: (1) the equivalent of year-courses in analytical, inorganic, organic and physical chemistry; three-fourths of a year of advanced work which is based upon a physical chemistry prerequisite; (2) a year of physics; (3) calculus through partial derivatives and simple differential

equations; (4) 500 laboratory hours in chemistry. A reading knowledge of a foreign language, preferably German, is recommended. Advanced courses in physics and in differential equations are recommended. The satisfaction of the graduation requirements of the College meets the Committee requirements in English and the Humanities.

### **Suggested order of courses for the chemistry major:**

Freshman:

Chemistry 111, 221

Mathematics 111, 112 (prerequisite for Chemistry 231)

Sophomore:

Chemistry 222, 231, 241

Physics 111 and 112 or 113 (prerequisite for Chemistry 351)

Junior:

Chemistry 331, 351, 361

Chemistry 421\*, 487\*, 488\*

Senior:

Chemistry 441

Chemistry 421\*, 431\*, 451\*, 452\*, 471\*, 487\*, 488\*

Strongly Recommended Electives:

Biology 111, 112

German 101, 102

More Mathematics, particularly 223, 224, 225

More Physics, particularly 213/214 (311/312 for future theoretical chemists)

More Biology, for students interested in biochemistry and medicine

Computer Science 111

*\*May be included in the nine major courses required for graduation and may be needed for ACS certification.*

## **Course Descriptions**

### **101. Survey of Chemistry (Old Number CHE 01)**

A survey course designed for non-science concentrators which considers the historical and philosophical developments in chemistry, as well as the application of chemical principles to physical phenomena and social issues. Topics include the development of the atomic theory of matter, atomic structure, chemical bonding, thermodynamics, the chemistry of life (organic and biochemistry), and nuclear energy. Some elementary mathematics will be used. Three lectures and one laboratory each week. Partially fulfills the College laboratory science requirement. This course does not satisfy requirements for a chemistry major or minor.

One course credit, each semester.

**111. General Chemistry (Old Number CHE 03)**

The introductory course for science concentrators. Topics include atomic theory, stoichiometry, thermochemistry, equilibria, gas laws, states of matter, solutions, and atomic structure. The laboratory will emphasize the basic principles discussed in lecture. Three lectures and one laboratory each week.

One course credit, fall semester.

**221. Organic Chemistry I (Old Number CHE 05)**

A study of the structure and reactions of simple organic compounds. Included as topics are molecular conformations, stereochemistry, and a discussion of some types of modern spectroscopic techniques. The laboratory work emphasizes techniques frequently used by the organic chemist, including distillation, crystallization, sublimation, chromatography and spectroscopy. Three lectures and one laboratory each week. *Prerequisite: Chemistry 111.*

One course credit, spring semester.

**222. Organic Chemistry II (Old Number CHE 06)**

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

One course credit, fall semester.

**231. Quantitative Chemistry (Old Number CHE 08)**

Detailed consideration of chemical equilibrium, thermodynamics and redox processes. The laboratory will focus on quantitative methods of analysis and on measurement statistics. Personal computer software (such as graphics and spreadsheets) will be introduced and utilized. Three lectures and one laboratory each week for the first half of the semester. *Prerequisite: Chemistry 111, Mathematics 111.*

One-half course credit, spring semester.

**241. Descriptive Chemistry (Old Number CHE 10)**

A study of the bonding and reaction chemistry of inorganic species, reaction kinetics and radiochemistry. The laboratory will feature a multi-week project involving the synthesis, characterization and chemistry of an inorganic compound, as well as experiments in descriptive inorganic chemistry and chemical kinetics. Three lectures and one laboratory each week for the second- half of the semester. *Prerequisite: Chemistry 222.*

One-half course credit, spring semester.

**331. Advanced Analytical Chemistry (Old Number CHE 16)**

An integrated survey of the application of instrumental methods (chromatography, electrochemistry, and spectroscopy) to the analysis of chemical systems. Statistical methods of data analysis will also be covered. Extensive use is made of examples taken from the current literature. The laboratory emphasizes instrumental methods of separation and analysis. Three lectures and one laboratory each week. *Prerequisite: Chemistry 231.*

One course credit, spring semester.

**351. Physical Chemistry I (Old Number CHE 11)**

An introduction to thermodynamics, phase equilibria, and chemical dynamics. There will also be a number of laboratory experiments that will support material covered in lectures. *Prerequisite: Chemistry 231, Physics 112 or 113, Mathematics 112.*

One course credit, fall semester.

**361. Biochemistry (Old Number CHE 18)**

Basic chemical concepts such as intermolecular forces, equilibria, energetics, and reaction mechanisms will be used to study biological systems. The class will be divided into three major foci: biomolecular structures, metabolism, and information transfer. The laboratory will familiarize students with common biochemical techniques and will integrate current areas of biochemical research. Three lectures and one laboratory each week. *Prerequisite: Chemistry 222; 231 or concurrent registration in 231, or with permission of the instructor.*

One course credit, spring semester.

**421. Special Topics in Organic Chemistry (Old Number CHE 77)**

Topics covered vary from year to year. Examples of topics covered are advanced synthesis, physical organic chemistry, reaction mechanisms, and computational organic chemistry. The topic for the Fall 2000 semester will be "Mechanisms and Applications of Modern Synthetic Reactions." *Prerequisite: Chemistry 222.*

One-half course credit, fall semester.

**431. Advanced Laboratory (Old Number CHE 20)**

A laboratory-oriented presentation of various advanced concepts in chemical instrumentation. Experiments dealing with basic analog and digital electronics will stress measurement techniques and the construction and testing of simple, yet useful, circuits. The use of laboratory computers will be considered, with emphasis on data collection (interfacing) and manipulation. These topics are then integrated into discussion and experiments dealing with instrumental analysis (electrochemistry, spectroscopy). Individual projects will involve the construction/characterization of analytical instruments. One discussion and one laboratory each week. *Prerequisite: Chemistry 331.*

One-half course credit, fall semester.

**441. Advanced Inorganic Chemistry (Old Number CHE 13)**

A survey of the periodic table emphasizing the applications of modern structural principles, kinetics, and thermodynamics to inorganic systems. Descriptive treatment of selected elements and families included. Three lectures each week. Two laboratory experiments will stress the synthesis and characterization of air sensitive compounds. *Prerequisite: Chemistry 241 and 351.*

One course credit, fall semester.

**451. Physical Chemistry II (Old Number CHE 12)**

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

One course credit, spring semester.

**452. Advanced Physical Chemistry (Old Number CHE 19)**

This course offers further study of special topics beyond those discussed in Chemistry 351, 451. Examples of recent topics include chemical kinetics, molecular spectroscopy, computational quantum mechanics, and lasers. *Prerequisite: Chemistry 451 or permission of instructor.*

One-half course credit, spring semester.

**471. Special Topics in Chemistry (Old Number CHE 78)**

Focused study of topics of current chemical interest for advanced students; topics vary from year to year and are announced prior to registration for each semester. *Prerequisite: Vary with each individual topic.*

One half course credit, either or both semester.

**487, 488. Special Problems (Old Number CHE 87, 88)**

Individual library and/or laboratory research with individual faculty on selected problems for qualified students. Students must have prior consent of faculty member to enroll in this course.

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

## DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Faculty: R. Foote (chair), M. Axtell, D. Maharry, E. Poffald\*, P. Thompson

\**Sabbatical Leave, full year*

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

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

### Mathematics

**Requirements for the Major:** Nine courses, including Mathematics 111, 112, 223, 224, or 225 (or both), 331 or 333 (or both), and 400, and excluding Mathematics 003, 107, and 119. At least one of Mathematics 331 or 333 must be taken no later than the junior year. Students considering graduate work in mathematics should plan on taking most of the courses the department offers.

Each mathematics major must have a *contract* with the department describing his intended elected courses and a rationale for their selection. The contract may be chosen from a list of standard contracts or may be developed individually. Standard contracts include ones with emphasis in pure mathematics, applied mathematics, mathematics education, statistics, actuarial science, and in support of computer science. Individually developed contracts must be approved by the department. A student who intends to major in mathematics should discuss his plans with a member of the department and decide on a contract during the fall semester of his sophomore year before registration for classes for the following spring. A student who decides to major in mathematics after this time should meet with a member of the department as soon as possible. For more information on the contract, see the department web page.

In addition to the regular course offerings, the department provides additional opportunities for learning and mathematical stimulation through its colloquium series and problem-solving contests. Regular attendance by majors is expected.

The mathematics **comprehensive examination** has two main purposes. The first is assessment of retention of central concepts and techniques. The second is to cause the student to reflect on his mathematics education as a whole, making connections between the variety of concepts he has studied. The first day of senior comprehensive examinations in mathematics is devoted to the required core courses in mathematics, with both essay questions and shorter problems. The second day examines students over elective courses, with a choice of questions from a collection assembled to insure that each major will have sufficient questions from courses he has taken.

**Requirements for the Minor:** Five courses, including Mathematics 111, 112, 223, excluding Mathematics 003 and 107. (Mathematics 003 should not be used in an area concentration.)

**Indiana Teacher Certification Requirements for the Science Major with Mathematics as the Primary Area:**

**Indiana Teacher Certification Requirements for the Mathematics Major:** Mathematics 111, 112, 221, 222, 223, 224 or 225, 227, 333; and Computer Science 111, (9 course credits).\* Mathematics 331 is strongly recommended.

**Indiana Teacher Certification Requirements for the Mathematics Minor:** To satisfy the requirements for teaching mathematics as a minor subject, the following courses are taken: Mathematics 111, 112, 221, 223, 227, and 333 (6 course credits). Mathematics 222 and 331 are strongly recommended.

*\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.*

**Advanced Placement Credit:** Students should take the BC Advanced Placement exam (as opposed to the AB exam) if they have covered the appropriate material. If placed into Mathematics 112 on the basis of the Advanced Placement exam or the departmental exam, credit will be given for Mathematics 111 upon successful completion of Mathematics 112 with a grade of B- or better. If placed into a more advanced course, credit will be given for Mathematics 111 and 112 upon successful completion of Mathematics 224 or 225 with a grade of B- or better.

## Course Descriptions

### 003. Pre-calculus (Old Number MAT 03)

*not dist*

This course is intended solely for those students who wish to take calculus, but whose high school background is inadequate to do so immediately. Topics covered include review of algebra (solving equations and inequalities, simplification of algebraic expressions) and properties of elementary functions (polynomials, rational, exponential, logarithmic and trigonometric functions) with special emphasis on graphing these functions. For students who desire a distribution credit in mathematics but do not wish to take calculus, Mathematics 107, 109, and 119 are recommended. Mathematics 003 can not be used for distribution. *Admission to Mathematics 003 is by permission of the department chair only.*

One course credit, each semester. Introductory.

### 107. Statistics: Concepts and Controversies (Old Number MAT 11)

The course introduces statistics as a liberal arts discipline. It focuses on statistical ideas and their relevance to public policy and to the sciences, from medicine to sociology. The emphasis is on statistical reasoning, rather than statistical theory. The course covers reliable data generation, data summarization, and the classical approach to drawing conclusions from data (statistical inference). This course does not count towards the major or minor in mathematics. Students who have taken calculus are encouraged to take Mathematics 217 or Mathematics 227 instead of Mathematics 107.

One course credit, fall semester. Introductory.

### 109. Principles of Finite Mathematics (Old Number MAT 12)

This course is intended for the general student of the liberal arts and for the prospective social scientist. Topics include the elementary principles of forming mathematical models, probability, game theory, linear algebra and linear programming, and simplex method.

One course credit, each semester. Introductory.

### 111. Calculus I (Old Number MAT 13)

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

One course credit, each semester. Introductory.

**112. Calculus II (Old Number MAT 14)**

A continuation of Mathematics 111. Numerical and symbolic techniques of integration, applications of integration, an introduction to partial derivatives and multiple integrals, sequences and series, and Taylor's Theorem. *Prerequisite: Mathematics 111, departmental placement examination, AP examination, or permission of the department.*

One course credit, each semester. Introductory.

**119. Introduction to Discrete Structures (Old Number MAT 19)**

Areas of mathematics tend to fall into one of two general categories, the discrete or the continuous, although there is also considerable interweaving of the two. The integers are discrete, the real numbers continuous. This course is an introduction to the discrete side of mathematics for students not planning to major in mathematics. Topics include sets and logic, proof methods, counting arguments, recurrence relations, graphs, and trees. This course may be part of a mathematics minor, and may be used to meet the mathematics requirement for the computer science minor. However, it does not count toward the mathematics major. Students may not present both Mathematics 119 and Mathematics 319 for credit toward graduation. *Prerequisite: Good background in high school mathematics.*

One course credit, fall semester. Introductory.

**217. Introduction to Statistics (Old Number MAT 17)**

A first course in statistics that covers techniques for summarizing data probability, random variables, confidence intervals, and the classical approach to the testing of hypotheses, including z-tests on means and proportions for one and two groups, t-tests on means for one and two groups, F-tests on means for several groups, chi square goodness-of-fit tests, and some other nonparametric tests. A mathematical treatment is given for all the distributions involved in these standard tests. This course counts towards the mathematics minor and is particularly appropriate for students majoring in the natural or social sciences. It does not count towards the mathematics major. Mathematics majors interested in statistics should take Mathematics 227, possibly followed by Mathematics 228. *Prerequisite: Mathematics 111 or equivalent.*

One course credit, spring semester. Intermediate.

**221. Foundations of Geometry (Old Number MAT 21)**

A development of Euclidean and non-Euclidean geometries from a modern viewpoint. *Prerequisite: Mathematics 112.*

One course credit, fall semester. Intermediate.

**222. Theory of Numbers (Old Number MAT 22)**

A study of elementary number theory. Topics include divisibility, congruences, properties of prime numbers, number theoretic functions, diophantine equations, and additional selected topics. *Prerequisite: Mathematics 112 or consent of the instructor.*

One course credit, spring semester. Intermediate.

**223. Elementary Linear Algebra (Old Number MAT 23)**

An introduction to linear mathematics. Linear systems of equations, matrices, determinants, vector spaces, bases and dimension, function spaces, linear transformations, eigenvalues and eigenvectors, inner products, and applications. An important aspect of the course is to introduce the student to abstract thinking and proofs. *Prerequisite: Mathematics 112, departmental placement examination, AP examination, or permission of the department.*

One course credit, each semester. Intermediate.

**224. Elementary Differential Equations (Old Number MAT 24)**

Introduction to ordinary differential equations. Special solution techniques and some theory for first-order and linear equations including integrating factors, constant coefficients, undetermined coefficients, variation of parameters, power series solutions, Laplace transforms, and systems of differential equations, applications. *Prerequisite: Mathematics 112 and 223.*

One course credit, spring semester. Intermediate.

**225. Multivariable Calculus (Old Number MAT 25)**

Calculus in higher dimensions. Limits, continuity, differentiability, directional derivatives, constrained and unconstrained optimization, geometry of curves, multiple integrals, general coordinate systems, path and surface integrals, vector calculus, theorems of Green and Stokes, applications. *Prerequisite: Mathematics 112 and 223.*

One course credit, fall semester. Intermediate.

**226. Operations Research (Old Number MAT 26)**

Linear and nonlinear optimization, linear programming, integer programming, duality, combinatorics, the simplex method and related algorithms, game theory, Markov chains, queuing theory. *Prerequisite: Mathematics 109 and 111 or consent of the instructor.*

One course credit, spring semester, 2000-2001 and alternate years. Intermediate.

**227, 228. Probability and Statistics (Old Number MAT 27,28)**

General theory and application of probability and statistics, including probability for finite sample spaces, discrete and continuous distributions, marginal and conditional distributions, mathematical expectation, variance, moment-generating functions, functions of random variables, the Central Limit Theorem, sampling distributions, the methods of estimation and their application, hypothesis testing, regression and correlation. *Prerequisite: Mathematics 112.*

One course credit, Mathematics 227 (fall semester), Mathematics 228 (spring semester). Intermediate.

**319. Combinatorics (Old Number MAT 30)**

This course is an introduction to combinatorial reasoning. Topics include graphs, circuits in graphs, graph coloring, trees, counting principles, generating functions, and recurrence relations. *Prerequisite: Mathematics 223 or consent of instructor.* Students may not present both Mathematics 119 and Mathematics 319 for credit towards graduation.

One course credit, spring semester, 2001–2002 and alternate years. Advanced.

**323. Topics in Linear Algebra (Old Number MAT 35)**

An in-depth study of some of the topics covered in Mathematics 223, including the theory of vector spaces, linear transformations, and Euclidean spaces, together with some additional topics, may include which isomorphisms, duality, canonical forms, and applications of linear algebra. *Prerequisite: Mathematics 223 or consent of the instructor.*

One course credit, fall semester 2001–2002 and alternate years. Advanced.

**324. Topics in Differential Equations (Old Number MAT 36)**

A second course in differential equations, offering study of special topics in more depth or beyond those covered in Mathematics 224. Topics may include existence and uniqueness theory, stability theory, Green's functions, dynamical systems, partial differential equations, and applications of differential equations. *Prerequisite: Mathematics 224 or consent of the instructor.*

One course credit, spring semester. Advanced.

**331, 332. Abstract Algebra (Old Number MAT 31, 32)**

A first course in higher abstract mathematics. Emphasis is placed on writing proofs. Topics in Mathematics 331 include groups (motivated by permutation groups), rings, fields (motivated by number theory), and homomorphisms, and applications. Topics in Mathematics 332 include the above and ideals, integral domains, order, algebraic properties of integers, polynomials over algebraic structures, vector spaces and modules. *Prerequisite: Mathematics 223 or consent of the instructor.*

One course credit. Mathematics 331 fall semester. Mathematics 332 offered spring semester in 2001–2002 and alternate years. Advanced.

**333, 334. Introduction to Functions of a Real Variable (Old Number MAT 33, 34)**

A first course in the foundations of modern analysis. Topics include set theory, the real numbers, the topology of cartesian spaces, convergence, continuous functions, sequences of continuous functions, the Stone-Weierstrass approximation theorem, differentiation, integration, and infinite series. *Prerequisite: Mathematics 224 or 225 or consent of the instructor.*

One course credit. Mathematics 333 fall semester. Mathematics 334 offered spring semester in 2000-2001 and alternate years. Advanced.

**337. Introduction to Numerical Analysis (Old Number MAT 37)**

This course will address topics such as solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. *Prerequisite: Mathematics 224 or consent of instructor.*

One course credit, fall semester, 2000-2001 and alternate years. Advanced

**341. Topology (Old Number MAT 41)**

A study of elementary topology. Topics discussed will include topologies, separation axioms, connectedness, compactness, continuity, and metric spaces. *Prerequisite: Mathematics 223 or consent of the instructor.*

One course credit, spring semester, 2001-2002 and alternate years. Advanced.

**344. Complex Analysis (Old Number MAT 44)**

Analytic functions, mapping of elementary functions, integrals, residue theory, conformal mapping. *Prerequisite: Mathematics 223 or consent of the instructor.*

One course credit, spring semester, 2000-2001 and alternate years. Advanced.

**377. Special Topics in Mathematics (Old Number MAT 77)**

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

One-half or one credit available each semester it is offered; offered irregularly. *Level varies, will be announced with course description the semester it is offered.*

**387, 388. Independent Study (Old Number MAT 87, 88)**

Directed reading and research on special topics for qualified students. May be repeated for credit. *Prerequisite: Permission of the department.* Credit will be based upon results as judged by the department chair.

One-half or one credit available each semester. *Level varies (intermediate or advanced), determined in consultation with instructor.*

#### **400. Seminar (Old Number MAT 97)**

Topics in the history and foundations of mathematics, the special emphasis varying from year to year. Every student will be expected to write a term paper. Usually taken by mathematics majors in the fall semester of the senior year. Admission in other cases is by permission of the department chair.

One-half course credit, fall semester. Advanced.

### **Computer Science**

**No major is offered.**

**Requirements for the minor:** The requirements for a minor in computer science are five courses in computer science and one course in mathematics. The computer science courses must be: Computer Science 111 and 112 and three others chosen from Computer Science 211, 311, 321, 331 and 341. The mathematics course must be Mathematics 119 or 319.

### **Course Descriptions**

#### **111. Introduction to Computer Science (Old Number CSC 01)**

An introduction to programming in a higher-level, general purpose language (currently Java), and to fundamental concepts in computer science. Programming topics include primitive data types, simple data types such as arrays, program constructs such as conditionals, loops and procedures, in an object-oriented context. Applications are chosen from areas such as graphics, simulation, and file processing. Other topics include algorithms for sorting, searching and text parsing, general algorithm design and efficiency, data representation, computer architecture, and issues of computability. *Prerequisite: None.*

One course credit. Offered every semester. Distribution in Mathematics and Natural Science. (Note: Computer Science 111 does not count as a laboratory science.)

#### **112. Advanced Programming Science (Old Number CSC 02)**

A variety of topics that are important in developing large-scale software. Object oriented programming in a language such as C++. Dynamic data structures such as lists, queues, and stacks. An introduction to a rigorous analysis of the efficiency of an algorithm. Advanced algorithms such as Quicksort, mergesort, and the use of hash tables. An introduction to using the Unix operating system and Unix tools for software development such as Make. *Prerequisite: Computer Science 111 or equivalent programming background.*

One course credit, fall semester.

**211. Introduction to Data Structures Science (Old Number CSC 03)**

An introduction to more advanced abstract data types such as lists, sets, trees, including balanced trees, and graphs. Algorithms for traversing, searching, determining connectivity, and so forth. An in-depth study of, and analysis of, the algorithms used to implement these structures. *Prerequisite: Computer Science 112.*

One course credit, spring semester.

**271. Special Topics in Computer Science (Old Number CSC 77, 78)**

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

One-half or one credit available each semester it is offered: offered irregularly.

**311. Introduction to Machine Organization Science (Old Number CSC 04)**

A study of the various layers at which a machine can be studied, including higher-level languages, assembly language, machine language, and digital circuits. Data representation. A comparison of RISC and CISC architectures. Some programming in a representative assembly language. Issues of cross-language programming. *Prerequisite: Computer Science 112.*

One course credit, fall semester, 2000-2001 and alternate years.

**321. Programming Languages Science (Old Number CSC 05)**

A study of the paradigms of programming languages, including procedural languages such as Pascal or 'C', object-oriented languages such as C++ or Smalltalk, functional languages such as ML or Scheme, logic-oriented languages such as Prolog, and concurrency such as in Ada. Consideration of how concepts are implemented, such as modules, parameter passing, function evaluation, data types and type checking, memory management, exception handling, and threads. *Prerequisite: Computer Science 112.*

One course credit, spring semester, 2000-2001 and alternate years.

**331. Analysis of Algorithms Science (Old Number CSC 06)**

Advanced topics and problems in analyzing algorithms. Algorithms involving structures such as sequences, sets, and graphs, and topics such as geometric and numeric algorithms. An introduction to the question of P=NP and NP-Complete problems. Parallel algorithms. *Prerequisite: Computer Science 112 and Mathematics 119 or 319.*

One course credit, spring semester, 2001-2002 and alternate years.

**341. Introduction to Automata, Computability, and Formal Languages. Science (Old Number CSC 07)**

An introduction to theoretical computer science. Finite state machines and regular expressions. Context—free languages and push-down automata. Turing machines, effective computability, and the Halting Problem. *Prerequisite: Computer Science 111 and Mathematics 119 or 319.*

One course credit, fall semester, 2001-2002 and alternate years.

**387, 388. Independent Study Science (Old Number CSC 87, 88)**

Directed study on special topics for qualified students. May be repeated for credit. *Prerequisite: Permission of the instructor.*

One or one-half course credit each semester.

## DEPARTMENT OF PHYSICS

Faculty: S. Bever (chair), V. Easterling\*, D. Krause

\* *Retiring January 2001*

The physics curriculum is designed to assist a student in developing an understanding of physics through theoretical and experimental investigations. A majority of the courses in the department (Physics 111, 101, 113, 112, 213, 214, 215, 216, 217, and 313) require participation in laboratory exercises in addition to classroom instruction. Many physics students say that the laboratory setting breathes life into textbook theory.

Physics majors and minors are required to master valuable analysis and problem solving skills. By integrating these skills with their liberal arts experiences, physics majors and minors are prepared for a vast spectrum of careers. Recent graduates have gone on to work in physics research, engineering, computer programming, teaching, environmental research, law, and other fields.

For **Senior Comprehensives**, majors must pass two written examinations: (1) a three hour examination during which the major must write a detailed essay on a physics topic selected by the department. Several weeks before the examination, majors are given a list of five possible essay topics from which the examination topic is selected; (2) a three-hour examination requiring the solution of several groups of problems/questions.

**Requirements for a Major:** Eight courses in Physics, Chemistry 111, and Computer Science 111.

In addition to the mathematics courses listed as prerequisites for the various physics courses, Mathematics 323, 324, and 337 are generally supportive of a physics major, and Mathematics 344 is recommended for students going on to graduate work in physics. Pre-engineering students should consider taking Mathematics 227, 228, 324, and 337.

Students planning to major in physics should take Physics 111 and 113 and Computer Science 111 in the freshman year. Computer Science 111 should be completed by the end of the sophomore year. (However, in some cases, it may be necessary to postpone Computer Science 111 until the junior year to avoid scheduling conflicts.) Those planning to go on to graduate work in physics should take at least 11 courses in physics. Physics 101 does **NOT** count toward the major.

**Requirements for a Minor:** Five courses, including Physics 111, 113, 211, 212, 213, 214, and one more full course or its equivalent (excluding Physics 101 and 112).

## **Indiana Teacher Certification Requirements for the Science Major with Physics as the Primary Area.**

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching physics as a minor subject, the following courses are taken: Physics 111, 113, 211, 212, 213, 214, 215, 216, and one credit from Physics 311, 313, 314 (6 course credits).\*

\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.

### **Course Descriptions**

#### **101. Astronomy: Fundamentals and Frontiers (Old Number PHY 01A)**

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

One course credit, spring semester.

#### **111. General Physics (Old Number PHY 01)**

Introduction to particle kinematics and dynamics, waves, sound and light. Three class periods and one laboratory each week. *Prerequisite: Mathematics 111.*

One course credit, fall semester.

#### **112. General Physics (Old Number PHY 02B)**

Selected topics in mechanics, heat, sound, light, electricity and magnetism, and atomic and nuclear physics, with emphasis on applications to biological systems. Designed primarily for those not planning to take additional courses in the department. *Prerequisite: Physics 111.*

One course credit, spring semester.

IF BOTH PHYSICS 112 AND 113 ARE TAKEN, ONLY ONE WILL COUNT TOWARD THE MAJOR.

#### **113. General Physics (Old Number PHY 02A)**

Introduction to rigid body dynamics, thermodynamics and electricity and magnetism. Designed primarily for those planning to take additional courses in the department. Laboratory work is designed to emphasize the analysis of experimental error. Three class periods and one laboratory each week. *Prerequisite: Physics 111 and Mathematics 111.*

One course credit, spring semester.

**211. Electricity and Magnetism (Old Number PHY 03A)**

An extension of the treatment of electricity and magnetism begun in Physics 113; electrostatics, Ampere's law, Faraday's law of induction, leading up to Maxwell's equations. Three class periods each week. *Prerequisite: Physics 113 and Mathematics 112.*

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

**212. Introduction to Special Relativity (Old Number PHY 03B)**

The course will begin with a discussion of the historical development of Einstein's theory of special relativity and will cover the Lorentz transformations, Minkowski diagrams, the twin paradox, equivalence of mass and energy, and the momentum-energy four-vector. Experimental evidence supporting the relativity theory will be discussed throughout the course. Three class periods each week. *Prerequisite: Physics 111 and Mathematics 112.*

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

**213. Atomic Physics (Old Number PHY 04A)**

Elementary wave mechanics, extra-nuclear structure of atoms, interaction of electromagnetic radiation and matter. Three class periods and one laboratory each week. *Prerequisite: Physics 113 or consent of the instructor, and Mathematics 223 (or current registration).*

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

**214. Nuclear Physics (Old Number PHY 04B)**

Radioactivity, nuclear reactions, nuclear energy sources, and fundamental particles. Three class periods and one laboratory each week. *Prerequisite: Physics 213 or consent of the instructor, and Mathematics 232.*

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

**215. Electrical Measurements (Old Number PHY 05A)**

Fundamentals of AC and DC circuits and their application to basic electrical measurements. Theory of semiconductors and diodes with application to the design of power supplies. Two lectures and one laboratory each week. *Prerequisite: Physics 113 or consent of the instructor.*

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

**216. Electronics (Old Number PHY 05B)**

Theory of bipolar and field-effect transistors. Design of voltage regulators, amplifiers, feedback networks, and oscillators. Two lectures and one laboratory each week. *Prerequisite: Physics 215 or consent of the instructor.*

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

**217. Advanced Topics in Electronics (Old Number PHY 05C)**

Operational amplifiers, nonlinear devices, digital electronics, and other topics of common interest to the students and the instructor. Two lectures and one laboratory each week. *Prerequisite: Physics 216 or consent of the instructor.*

One-half course credit, spring semester.

**277, 278. Special Topics (Old Number PHY 77,78)**

Special interest course.

One or one-half course credit each semester.

**287, 288. Independent Study (Old Number PHY 87,88)**

Independent Study. *Prerequisite: Consent of Instructor.*

One or one-half course credit each semester.

**311. Vector Newtonian Mechanics (Old Number PHY 07)**

Kinematics and dynamics of particles and rigid bodies, making full use of the methods of vector analysis. *Prerequisite: Physics 113 and Mathematics 224.*

One course credit, fall semester.

**312. Theoretical Physics (Old Number PHY 08)**

Lagrangian and Hamiltonian mechanics and other selected topics in theoretical physics. *Prerequisite: Physics 311, Mathematics 224. Mathematics 323 is recommended.*

One course credit, spring semester.

**313. Optics (Old Number PHY 09)**

Geometrical, physical (wave) and quantum optics. Wave optics will be expanded to cover portions of the electromagnetic spectrum on both sides of the visible (ultraviolet, infrared, and radio waves). Special emphasis will be given to recent developments such as fiber optics, lasers, and holography. Three class periods and one laboratory each week. *Prerequisite: Physics 211, 213, and Mathematics 224.*

One course credit, fall semester.

**314. Electromagnetic Theory (Old Number PHY 10)**

A development of electromagnetic theory through the application of Maxwell's equations. Topics may include potential theory, the electromagnetic waves, antennas, wave guides, and the electromagnetic field tensor. *Prerequisite: Physics 211 and Mathematics 224. Mathematics 323 is recommended.*

One course credit, fall semester.

**315. Quantum Mechanics I (Old Number PHY 11)**

A systematic treatment of the fundamentals of quantum mechanics with applications in atomic and nuclear physics. *Prerequisite: Physics 213, 214, 312, 314; Mathematics 224. Mathematics 323 is recommended.*

One course credit, fall semester.

**316. Quantum Mechanics II (Old Number PHY 12)**

Continuation of topics begun in Physics 315. *Prerequisite: Physics 315.*

## DIVISION II

This division includes the Departments of Art, Classical Languages and Literatures, English, Modern Languages and Literatures, Music, Philosophy and Religion, Speech, and Theater.

### Faculty 2000-2001

Herzog, T. (chair)  
Abbott, M.\*\*  
Bambry, T.  
Bennett, L.  
Blix, D.  
Butler, D.  
Byrnes, J.  
Calisch, D.\*\*\*  
Campbell, T.  
Castro, J.  
Collins, F.  
Danby, J.  
Day, J.\*\*\*\*  
Day, L.\*\*\*\*  
Fischer, J.  
Fisher, J.  
Fulmer, J.  
Gertz, A.  
Gómez, G.  
Grimm, C.  
Gross, J.  
Harwell, X.  
Helman, G.

Herring, P.D.  
Hofstra, S.  
Hudson, M.\*  
Huebner, G.  
Hughes, C.\*  
Kubiak, D.  
Lynch, R.  
Mackenzie, M.  
Makubuya, J.  
McDorman, T.  
Mikesell, P.  
Placher, W.  
Rogers, D.  
Rosenberg, W.  
Rouillard, L.  
Royalty, R.  
Stokes, T.  
Timmerman, D.  
Vaughn, T.  
Watson, D.  
Webb, S.  
West, L.\*\*\*\*\*  
Williams, R.

*\*Sabbatical leave, full year*

*\*\*Sabbatical leave, fall semester*

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

*\*\*\*\*Sabbatical leave, full year*

*\*\*\*\*\*Fall semester*

### Concentration In Division II

The requirements for departmental majors and minors in the Division are listed by individual departments.

In addition to departmental majors, the Division offers a Joint Major in the Humanities and Fine Arts, which the student should declare by the end of the sophomore year. The Division Chair will appoint a committee to supervise the Humanities major, taking into consideration the student's suggestions for membership. In the first semester of his junior year, the student must submit

to his committee a written proposal for a project in the Humanities and Fine Arts, which will be completed, along with his course of study, by the end of the first semester of the senior year. A full statement of this program is available from the Division Chair.

**121, 122. Introduction to Language (Old Number HUM 8A, 8B)**

The first half of the semester will be an introduction to Linguistics, with an eye towards acquiring the vocabulary and concepts needed for the second half, which will focus on the history of the English Language, from its earliest forms until the present. Since English has become a world language, and since there is such variety even within American English, we will be especially interested in contemporary politics of language.

Two half course credits, fall semester.

**196. Religion and Literature [Same as REL 196] (Old Number HUM 16)**

A study of religious themes and theological issues in diverse literary works. Each week will focus on a single text. Authors represent various religious traditions (like Protestantism, Roman Catholicism, Buddhism, Judaism, and Hinduism) and raise particular religious questions (like the problem of evil, the question of atheism, the role of tradition, and the nature of redemption). Enrollment limited to 15 students.

One course credit, fall semester.

**296. Religion and Literature [Same as REL 296] (Old Number HUM 16)**

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

One course credit.

## DEPARTMENT OF ART

Faculty: D. Calisch\* (chair), J. Fulmer, G. Huebner, M. Mackenzie

*\*Sabbatical leave, spring semester*

**The Curriculum.** The studio course work takes place on three levels: Foundations (Art 121 through 124), Intermediate (Art 225 through 228), and Advanced (Art 330 through 434). On all three levels, the student is asked to develop his ability to give his ideas and emotions visual form. This progress is realized through improving his technical control of particular media and understanding more clearly the ideas or emotions that are being communicated visually. On all three levels, the art student studies the work of other artists, both past and present, in order to improve his understanding of theoretical and technical possibilities and to widen the range of options for treating particular themes.

The purposes of art history courses are to develop a greater understanding of human creativity as manifested in the visual imagery of all societies across time. The student develops analytical, research, writing, and verbal skills as well as a descriptive vocabulary as he investigates the artistic achievements of diverse societies, historical periods and styles, and critical theories and methodologies. Art history courses support the studio by offering the student a wide range of creative solutions to the various technical and intellectual problems that are presented in the studio. Studio courses, in turn, support the work in art history by providing the student with the opportunity to experience the creative process first hand and to become personally aware of the potential and the limitations of artmaking.

**Goals of the Department.** By the end of the senior year, the student majoring in art has pursued those discoveries, made first in the foundations and intermediate-level courses that seem most important to him. He has discovered for himself what it is to work in a disciplined way as an artist or scholar. He has realized that artmaking or art historical study is an individual process, which usually involves testing new areas of thought, methods, and/or materials. He has developed a critical engagement with the past, especially with historical questions and experiments, and he has begun to evaluate the present. Benefiting from discourse with colleagues and faculty, the student has also begun to set his own problems and his own path for finding possible solutions to them. He also has accepted responsibility for evaluating these solutions. He is expected to have sufficient control of his chosen field and to be sufficiently able to arrive at insights that can be expressed through it, so that he can produce work worthy to be included in a capstone course taken by all senior majors. (For studio students this would be an exhibition of their work and for art history students this would be a semester long research project.) In the case of the best student, this experience is also able to challenge all of us to think and see differently.

Students will have choice within the major of focusing in either Studio or Art History. Both "tracks" would require students to select from a group of entry-level courses, taking a minimum of four, creating a common early experience for all art majors. In addition, all majors will take a course in Modern Art History and a half course in Theory and Criticism. The two tracks have specific requirements above these common courses that build a focused experience for either the art history student or the studio art student. Although the two tracks move students in different directions, art majors (from either track) continue to share additional experiences through the exhibition program, shared field trips, and a small "tight" department. The written comprehensive would be restructured to allow the student a choice of questions that best test their "track" within the major.

### Requirements for a MAJOR: Studio Track

#### Entry Level Courses:

Take two courses (one course from 120 or 122, and one course from 121 or 123).

- ✓ 120. 2-D Art Foundation (Old Number ART 10), one course credit.
- ✓ 121. 3-D Art Foundation (Old Number ART 11), one course credit.
- ✓ 122. Drawing (Old Number ART 12, 16), one course credit.
- ✓ 123. Ceramics (Old Number ART 13), one course credit.

#### Intermediate Level Courses:

Take both courses.

- 227. Sculpture (Old Number ART 17), one course credit.
- ✓ 228. Painting (Old Number ART 18), one course credit.

#### Advanced Level Courses:

Take one course credit.

- ① 330. Advanced Studio (Old Number ART 20), one-half or one course credit, fall semester.
- 331. Advanced Studio (Old Number ART 21), one-half or one course credit, spring semester.

#### Senior Studio:

Take one course credit.

- ① 432. Senior Studio (Old Number ART 22), one-half or one course credit, fall semester.
- 433. Senior Studio (Old Number ART 23), one-half or one course credit, spring semester.

**In addition, a student taking a studio track must take 2.5 Art History courses including:**

- 1 - 209. Modern Art (Old Number ART 07, 08), one course credit.
- 1 - 311. Art Theory and Criticism (New Course), one-half course credit.

**The additional one course can be selected from:**

- 101. History of Western Art-Foundation (Old Number ART 06H), one course credit.
- 103. Greek Art and Archaeology [Same as CLA 103] (Old Number ART 03), one course credit.
- 104. Roman Art and Archaeology [Same as CLA 104] (Old Number ART 04), one course credit.
- 105. The Spirit Visualized: Ritual Objects and Native American Cultures (Old Number ART 06D), one course credit.
- 106. Medieval Art (New Course), one course credit.
- 107. Renaissance and Baroque (Old Number ART 06B), one course credit.
- 108. Neoclassical, Romanticism, and Realism 1750-1863 (Old Number ART 06N), one course credit.
- 210. Special Topics in Art History (New Course), one course credit.
- 311. Art Theory and Criticism (New Course), one-half course credit.
- 312. Post Modern Art and Culture (New Course), one-half course credit.

**Recommended courses:**

- Philosophy 220. Aesthetics (Old Number PHI 08), one course credit.

Students considering graduate school in art should meet early and often with departmental faculty to discuss future goals and course selection. Students anticipating graduate school should plan on taking an 11 course major including Art 120, 121, and 122.

**Requirements for a MAJOR: Art History Track**

Seven courses from Art History offerings as follows:

**Take three courses from the following:**

- One course must be taken in Classical or Non-Western Art History (ART 103, 104, 105).
- 101. History of Western Art-Foundations (Old Number ART 06H), one course credit.
- 103. Greek Art and Archaeology [Same as CLA 103] (Old Number ART 03), one course credit.

104. Roman Art and Archaeology [Same as CLA 104] (Old Number ART 04), one course credit.
105. The Spirit Visualized: Ritual Objects and Native American Cultures (Old Number ART 06D), one course credit.
106. Medieval Art (New Course), one course credit.
107. Renaissance and Baroque (Old Number ART 06B), one course credit.
108. Neoclassical through Realism (Old Number ART 06N), one course credit.

**Take three course credits (all):**

209. Modern Art (Old Number ART 07, 08), one course credit.
210. Special Topics in Art History (Old Number ART 06A, B, etc), one course credit.
311. Art Theory and Criticism (New Course), one-half course credit.
312. Post Modern Art and Culture (New Course), one-half course credit.

**Take one course credit:**

434. Senior Project in Art History (New Course), one-half or one course credit, fall semester.
435. Senior Project in Art History (New Course) One-half or one course credit, spring semester.

**In addition students will select two courses from the following list of studio courses. One selected from Art 120 or 122, and one selected from Art 121 or 123:**

120. 2-D Art Foundation (Old Number ART 10), one course credit.
121. 3-D Art Foundation (Old Number ART 11), one course credit.
122. Drawing (Old Number ART 12, 16), one course credit.
123. Ceramics (Old Number ART 13), one course credit.

**Recommended courses:**

- Philosophy 220. Aesthetics (Old Number PHI 08), one course credit.

**Two years or the equivalency in a foreign language.**

All students considering the art history track of the art major are required to meet with their advisor, in order to construct a program that is a logical extension of the student's interests. With a wide selection of possible allied courses (History, Classics, Religion, Philosophy, Literature, Language) it is important that students take advantage of building a broader cultural context for their major. Students considering graduate school in art history should meet with departmental faculty to discuss future goals and course

selection. Students anticipating graduate school should plan on taking an 11 course major and should also consider taking more than the recommended two years of foreign language. Minorng in a foreign language is an excellent preparation.

**Requirements for an Art Minor:**

An Art Minor will consist of one 3-D course (ART 121,123), one 2-D course (ART 120, 122, 124), one Art History Course (ART 101, 103, 104, 105, 106, 107, 108,) and two additional Art Department courses.

**Course Descriptions—Art History**

**101. History of Western Art-Foundations (Old Number ART 06H)**

This course will survey the history of Western art, from the end of the Ancient world in the Fourth Century to the end of Modernism in the late Twentieth Century and beyond. We will look at Medieval and Gothic art, the Renaissance and Baroque, Modernism and Postmodernism, taking note of the unity—and the ruptures—in this broad sweep of Western cultural production. We will examine the various media of physical and visual expression: architecture; sculpture; painting. And we will inquire into the connections between the art of Western culture and the processes of historical change that affected that culture and its institutions. Along the way, we will acquaint ourselves with the methodologies of art history, and with the particular, established vocabularies of art description. The student will learn to articulate, verbally and in writing, the specifically visual qualities of works of art, as well as their many historical circumstances. *No Prerequisite.*

One course credit, fall semester, 2000-2001.

**103. Greek Art and Archaeology [Same as CLA 103] (Old Number ART 03)**

A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age. *No Prerequisite.*

One course credit, not offered in 2000-2001.

**104. Roman Art and Archaeology [Same as CLA 104] (Old Number ART 04)**

A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome. *No Prerequisite.*

One course credit, not offered in 2000-2001.

**105. The Spirit Visualized: Ritual Objects and Native American Cultures (Old Number ART 06D)**

The course will study the very rich and diverse cultures of the indigenous peoples of North America through an examination of their ritual objects. Through slide presentations, videos, readings, field trips and visits by Native American spiritual leaders, we will discover the interdependence of the ritual object and dance, music, prayer songs, creation stories and healing ceremonies. Although the course will concentrate on traditional Native American Culture, the class will conclude with an examination of the work of selected contemporary Native American artists. In these sessions we will discuss how traditional visual images and ideas have been reworked by these artists to communicate contemporary political, economic and environmental issues. *No Prerequisite.*

One course credit, not offered in 2000-2001.

**106. Medieval Art**

This course will examine the development of art forms (sculpture, architecture, manuscript illumination and small objects of private and public devotion) in Europe from the 9th through the 13th centuries. We will pay particular attention to the ways in which objects and images gave formal expression to the cultural and religious concerns of the three main groups of medieval society: those who worked (peasants); those who fought (the aristocracy); and those who prayed (monks). *No Prerequisite.*

One course credit, not offered in 2000-2001.

**107. Renaissance and Baroque (Old Number ART 06B)**

This course will be a survey of painting, sculpture, and architecture in Europe between 1400 and 1750. We will follow the development of a visual expression which valorized the human figure as a basic unit of meaning, and created a unified pictorial space in which figures could be placed in significant relation with one another, and which grew increasingly ambitious in its scale and effect. We will examine patterns of patronage as they shift from the newly wealthy merchant class of the fifteenth century to the papal courts of sixteenth century Rome and the absolutist monarchies of seventeenth century Northern Europe. We will examine the relationship between art and political and other cultural events of the period. The course will cover the artistic centers of Northern Europe as well as the Italian cities of Florence, Rome and Venice. The vigor of the Renaissance and the visual complexities of the Baroque will offer us a challenging opportunity to exercise our powers of description and aesthetic analysis. *No Prerequisite.*

One course credit, not offered in 2000-2001.

**108. Neoclassicism, Romanticism, Realism: Art From 1750 to 1863 (Old Number ART 06N)**

This course will examine the major trends in painting and sculpture between the end of the Baroque age and the beginning of Modernism, an era characterized by philosophical Enlightenment, political revolution, and scientific discovery. The art of this turbulent period was often in conflict with tradition and the established structures of artistic training, production and patronage; much of our contemporary understanding of the nature and role of artists and their work was formed in the crucible of this fascinating period. The dramatically shifting styles of this century of art history will offer us rich opportunities to develop our tools of formal, descriptive analysis, and to articulate the connections between visual styles and the cultural conflicts which produce them. *No Prerequisite.*

One course credit, spring semester, 2000-2001.

**209. Modern Art (Old Number ART 07, 08)**

This course will survey the history of Modern art from the 1860s to the present, beginning in Paris, expanding to Europe, and eventually to New York and beyond. We will ask several questions about the works we look at: What is modern about modern art? Why does the way art looks change over time, and what directs that change? What is the relationship between art and the artists and societies that produce it? What is its relationship to our lives today? Is Modernism over? To answer these questions, we will look closely at the artworks themselves, as well as the writings of artists and critics, and the history of the society and culture that considered itself "modern." *No Prerequisite.*

One course credit, fall semester, 2000-2001.

**210. Special Topics in Art History (Old Number ART 06)**

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

**Art of the Indian Subcontinent and of Southeast Asia**

This course will examine the art and architecture of the Indian subcontinent and of Southeast Asia (Cambodia, Thailand, and Vietnam). It will concentrate primarily on sculpture and architecture produced for a sacred context (Buddhism, Hinduism, Jainism), as well as some painting. The course will cover the time period between roughly 250 BC and the colonial period, although we will also examine modern (postcolonial) and contemporary art and architecture.

One course credit, fall semester, 2000-2001.

**311. Art Theory and Criticism**

This course will explore the major currents in the theories of meaning in and aesthetic response to works of visual art. What is the origin of the category "art"? Does it have universal validity? Are judgments about art merely subjective, or can they expect universal consensus? These are only some of the questions which will open the course; we will go on to consider the central problems of modern and postmodern art, and their role in our lives today. We will locate the roots of the issues of modern art criticism and theory in the Western philosophical tradition. We will pay particular attention to the relationship between visual expression and writing about visual art, between art and its criticism, and the ever narrowing gap between the two. Students should expect to do a significant amount of reading and writing. *Prerequisite: Junior or Senior Standing.*

One-half course credit, spring semester, 2000-2001.

**312. Post Modern Art and Culture**

Modernism, as an art form and a historical, cultural condition, took many distinct forms and set out various contradictory goals. It has been said not only that the project of modernity is unfinished, but that every modernism has its own postmodernism. What does it mean to say that we are no longer modern, that the new is now old? Together we will discuss these questions from a variety of different angles, equipped with a variety of approaches. The course will concentrate on the relationships between art, culture, politics, and critical, theoretical writing. We will attempt to make sense out of what is often contentious, playful, contradictory, or even willfully obscure in contemporary art and criticism. This course is a prerequisite for anyone wishing to participate in the contemporary public debates about the meaning and value of art and culture. *Prerequisite: Art 311 or Art 209 and junior or senior standing.*

One-half course credit.

**434. Senior Project in Art History**

*Prerequisite: Senior standing.*

One-half or one course credit, fall semester, 2000-2001.

**435. Senior Project in Art History**

*Prerequisite: Senior standing.*

One-half or one course credit, spring semester, 2000-2001.

## Course Descriptions—Studio Art

### **120. Introduction to Studio: 2-D Art Foundations (Old Number ART 10)**

The course is designed to help the student learn to work with basic 2 dimensional concepts and their vocabulary. The course investigates the elements of design, studies the interaction of color, and introduces the students to freehand drawing. Projects will address conceptual and perceptual problems through a variety of media. *No Prerequisite.*

One course credit, fall semester, 2000-2001.

### **121. Introduction to Studio: 3-D Art Foundations (Old Number ART 11)**

This foundation course will expose the student to basic 3-dimensional concepts and materials. Through the use of the elements of art and principles of design, students will create a series of basic sculptural projects. Inherent in this process is the development of communication skills in a visual language. Projects will address conceptual and perceptual problems through the use of cardboard, wire, wood, clay, styrofoam, and plaster. *No Prerequisite.*

One course credit, spring semester, 2000-2001.

### **122. Drawing (Old Number ART 12, 16, 06S)**

This multi-media drawing course will investigate numerous approaches to creating a two-dimensional image. The course will explore both the historical and current concepts and materials of drawing, as well as develop a vocabulary that reflects these issues. The course will also investigate the human figure as a means of expression with emphasis on proportion, structure, line, value and other aspects of composition as they relate to drawing. Through experience in handling several diverse media and exposure to non-western as well as western art forms, the student will be expected to discover and develop his own capabilities and powers of observation and execution. *No Prerequisite.*

One course credit, spring semester, 2000-2001.

### **123. Ceramics (Old Number ART 13)**

An introduction to the basic techniques of clay. The course will investigate the methods and aesthetics of ceramics, both functional ware and sculptural form. The course will also explore the historical perception of pottery and the contemporary uses of clay as a sculptural medium. *No Prerequisite.*

One course credit, spring semester, 2000-2001.

### **124. Photography (Old Number ART 14)**

Students will be introduced to darkroom techniques and a sensitivity to B/W photography as a means of visual expression. The principles of design as a means of visual communication will be an emphasis in the course. The projects deal with texture, light, and space, with emphasis on the development of personal ideas. Some photographic history will be discussed, as well as current issues in art and photography. (Each student must have his own 35-mm camera with manual controls.)

In 2000-2001 the photography course will be (in part) a field study course traveling for three weeks in the late summer into the American West. Students interested should watch for special organizational meetings prior to registration. *No Prerequisite.*

One course credit, fall semester, 2000-2001.

### **225. Special Topics in Studio**

The objective of this class is to develop the student's ability to think visually. Through the analysis of a particular theme, topic, medium, or technique students will gain a greater understanding of visual communication, creative expression, and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. *No Prerequisite.*

One half or one course credit, (Not offered in 2000-2001).

### **227. Sculpture (Old Number ART 17)**

✓ An investigation of techniques, procedures, and vocabulary necessary for three-dimensional visual expression. Three-dimensional design concepts, both traditional and contemporary, will be explored through applied problems. Media: plaster, clay, wood, and steel. *Prerequisite: Either Art 121 or 123, or with the consent of the instructor after having taken either Art 120 or 122.*

One course credit, fall semester, 2000-2001.

### **228. Painting (Old Number ART 18)**

A continuation of the concerns of Art 120 in exploring and developing the organization of the two-dimensional surface as it relates to drawing and design. Media: acrylic and oil pigments. *Prerequisite: Art 120 or Art 122 with consent of instructor.*

One course credit, spring semester, 2000-2001.

### **330. Advanced Studio (Old Number ART 20)**

For students wishing to continue in ceramics, drawing, painting, photography, and sculpture. Emphasis on greater independence in approach to materials, techniques, and concepts. *Prerequisite: Art 120 or 121 & one of the following: Art 122, 123, 124, 227 or 228.*

One-half or one course credit, fall semester, 2000-2001.

### **331. Advanced Studio (Old Number ART 21)**

For students wishing to continue in ceramics, drawing, painting, photography, and sculpture. Emphasis on greater independence in approach to materials, techniques, and concepts. *Prerequisite: Art 120 or 121 & one of the following: Art 122, 123, 124, 227 or 228.*

One-half or one course credit, spring semester, 2000-2001.

**387, 388 Independent Study (Old Number ART 87, 88)**

Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a department member before registering for the course. *Prerequisite: 2 previous art courses and consent of instructor.*

One-half or one course credit, each semester, 2000-2001.

**432. Senior Studio (Old Number ART 22)**

Art majors must examine a specific visual theme or concept, develop the idea through his selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or group exhibit, depending on the requirements of the project and the availability of exhibition space. *Prerequisite: Art 330 or 331 and senior standing.*

One-half or one course credit, fall semester, 2000-2001.

**433. Senior Studio (Old Number ART 23)**

Art majors focusing in studio must examine a specific visual theme or concept, develop the idea through his selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or group exhibit, depending on the requirements of the project and the availability of exhibition space. *Prerequisite: Art 330 or 331 and senior standing*

One-half or one course credit, spring semester, 2000-2001.

## DEPARTMENT OF CLASSICAL LANGUAGES AND LITERATURES

Faculty: J. Fischer (Acting Chair), J. Day\*, L. Day\*, S. Hofstra, D. Kubiak

*\*Leave, full year*

The Classics Department offers students two approaches to the study of the ancient world. First, students can emphasize the study of Greek or Latin language and literature. Second, students can explore Greece and Rome in non-language courses falling into the broad categories of ancient literature, ancient history, and art & archaeology. If students wish to pursue their studies of this ancient world more deeply, they can major or minor in any of three areas, Latin, Greek, and classical civilization, according to the schemes described below.

Courses in the Classics Department seek to help students to

### **(in Latin and Greek courses)**

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

### **(in all courses)**

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

A major concentration in Greek will normally consist of at least six Greek courses beyond the elementary (101,102) level plus Greek 400. Majors in Greek should also consider taking some of the following related courses: History 211, 310 (when applicable), Classics 101, 102, 103, 105, 211/311, 212/312, 213/313 (when applicable), Philosophy 140, 249 (when applicable), Political Science 330, Speech 320.

**Requirements for the Greek minor:** Four courses beyond the Greek 101,102 level.

**A major concentration in Latin** will normally consist of eight Latin courses beyond the elementary (101,102) level plus Latin 400. All majors in Latin should also consider choosing some of the following related courses: History 212, 310 (when applicable), Classics 104, 106, 211/311, 212/312, 213/313 (when applicable), Speech 320.

**Requirements for the Latin minor:** Four courses beyond the Latin 101,102 level.

**A major in Classical Civilization** emphasizes the study of Greek and Roman civilizations and requires appreciably less work in language. Students choosing this major might focus on Art and Archaeology, Ancient History, Greek and Roman Literature, or Philosophy. Requirements for the major are: 1) eight courses, at least two of which require a prerequisite; 2) Classics 400; 3) Latin 101,102 or Greek 101,102 or the equivalent.

**Requirements for the minor are:** Five courses, at least one of which requires a prerequisite. Minors in Classics should consult with the department chair as soon as possible to discuss the coherence of their minor.

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

**Indiana Teacher Certification Requirements for the Major:** To satisfy the requirements to teaching Latin as a major subject, the following courses are to be taken: Latin 201, 202, 301, 302, 303, 304, 330, 400, and one course from Latin 210, 287, 288, or 387, 388 (9 course credits).\*

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching Latin as a minor subject, the following courses are to be taken: Latin 201, 202, and three courses from Latin 210, 301, 302, 303, 304, and Latin 330, and one-half to one course credit from Latin 287, 288, 387, 388, or one of the above which has not been already taken (6 to 6 1/2 course credits)\*

*\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.*

## **Course Descriptions—Language Studies**

### **Greek**

#### **101, 102. Beginning Greek (Old Number GRK 01, 02)**

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four recitations each week.

One course credit. Greek 101 is taught in the fall semester; Greek 102 in the spring semester. *Successful completion of Greek 101 is a prerequisite for Greek 102.*

**330. Greek Composition (Old Number GRK 27)**

A systematic review and study of fundamental Greek forms and constructions with practice in writing Greek sentences. Two recitations each week. *Prerequisite: Greek 101, 102.*

One-half course credit. Offered fall or spring semester by arrangement.

**Latin**

**101, 102. Beginning Latin (Old Number LAT 01, 02)**

For students who have had little or no preparation in Latin. The course is primarily concerned with the fundamentals of the language. Its aim is to prepare students to read Latin literature, to improve their command of the English language by studying the close relations (historic and linguistic) between English, Latin and the Romance Languages, and to gain exposure to Roman culture. Four recitations each week. **LATIN 101 MUST BE TAKEN CREDIT/NO CREDIT BY ANYONE WITH MORE THAN TWO YEARS OF HIGH SCHOOL LATIN.**

One course credit. Latin 101 is taught in the fall semester; Latin 102 in the spring semester. *Successful completion of Latin 101 is a prerequisite for Latin 102.*

**201. Intermediate Latin (Old Number LAT 11)**

This course is intended to satisfy the needs of two classes of students: 1) those with previous preparation in Latin (usually two years or more in high school) whose performance on the Placement Test shows that they need only a semester's work to reach Basic Proficiency level; 2) students who have completed Latin 101, 102 and desire to continue their study of the language. The emphasis will be on developing facility in reading Latin. We will read selections from classical poetry and prose. Since there is a great deal of Latin Prose Composition in Latin 201, it may be counted as a course either in the Language Studies area or in Literatures and Fine Arts.

One course credit.

**330. Composition (Old Number LAT 33)**

A systematic review and study of fundamental Latin forms and constructions with practice in writing Latin sentences. *Prerequisite: Latin 101, 102, or their equivalent.*

One-half to one course credit. Offered fall or spring semester by arrangement.

## Course Descriptions—Literature and Fine Arts

### Greek

#### **201. Intermediate Greek (Old Number GRK 11)**

The choice of readings is adapted to the needs and the desires of the class. We will read selections from Plato's *Apology* or *Crito*. The emphasis will be on developing facility in reading Greek. *Prerequisite: Greek 101, 102.*

One course credit, fall semester.

#### **202. Intermediate Greek (Old Number GRK 12)**

The aim of the course is to continue developing facility in reading Greek. We will read selections from Homer's *Iliad* or *Odyssey*. *Prerequisite: Greek 201.*

One course credit, spring semester.

#### **210. New Testament Greek (Old Number GRK 16)**

Selected readings in the New Testament. *Prerequisite: Greek 101, 102.*

One-half or one course credit by arrangement. Offered on request.

#### **301, 302. Advanced Greek Reading (Old Numbers GRK 21, 22)**

Selections to suit the needs and interests of the class will be made from the Greek poets, historians, and philosophers. The material will be varied from year to year and the course may be elected more than once. *Prerequisite: Greek 201, 202.*

One-half or one course credit each semester.

#### **387, 388. Independent Study (Old Numbers GRK 87, 88)**

Students desiring to perform independent study in Greek (specialized work in an author, period or genre) should plan this work with an instructor who will supervise the project. Consent of the department chair is required.

One-half or one course credit by arrangement.

#### **400. Senior Reading (Old Number GRK 97)**

A research project and a long paper directed by a member of the department. The paper is to be presented at a Classics Colloquium during the senior year.

One course credit, fall semester.

### Latin

#### **201, 202. Intermediate Latin (Old Numbers LAT 11, 12)**

These courses are intended to satisfy the needs of two classes of students: (1) those with previous preparation in Latin (usually two years or more in high school) whose performance on the Placement Test shows that they need only a semester's work to reach the Basic Proficiency level; (2) stu-

dents who have completed Latin 101, 102 and desire to continue their study of the language. The emphasis will be on developing facility in reading Latin. Since there is a great deal of Latin Prose Composition in Latin 201, it also may be counted as a course in the Language Studies area. Latin 201 will read selections from classical poetry and prose; Latin 202 will read selections from Vergil's *Aeneid*.

One course credit each semester.

**210. Medieval Latin (Old Number LAT 16)**

Readings in Medieval Latin prose and poetry. *Prerequisite: Latin 101, 102 or equivalent preparation.*

One-half to one course credit. Offered on request.

**301. The Age of Caesar (Old Number LAT 21)**

Readings in Latin selected from Lucretius, Roman lyric poetry, Cicero, and Julius Caesar. Additional readings in English from Plutarch, Suetonius, Cicero, Lucan, and modern studies. *Prerequisite: Latin 201, 202 or equivalent preparation.*

One course credit, fall semester. (Offered in 2000-2001).

**302. The Age of Augustus (Old Number LAT 22)**

Readings in Latin selected from Horace, Roman Elegy, Vergil's *Aeneid*, and Livy. Additional readings in English from Cassius Dio, Plutarch, Suetonius, and modern studies. *Prerequisite: Latin 201, 202 or equivalent preparation.*

One course credit, spring semester. (Offered in 2000-2001).

**303. The Age of Nero (Old Number LAT 23)**

Readings in Latin selected from Tacitus, Petronius, and Seneca. Additional readings in English from Suetonius and Seneca and modern studies. *Prerequisite: Latin 201, 202 or equivalent preparation.*

One course credit, fall semester. (Offered in 2001-2002).

**304. The Age of the Flavians (Old Number LAT 24)**

Readings in Latin selected from Tacitus, Martial, Pliny the Younger, and Juvenal. Additional readings in English from Quintilian, Suetonius, Tacitus, and modern studies. *Prerequisite: Latin 201, 202 or equivalent preparation.*

One course credit, spring semester. (Offered in 2001-2002).

**387, 388. Independent Study (Old Numbers LAT 87, 88)**

Students desiring to perform independent study in Latin (specialized work in an author, period or genre) should plan this work with an instructor who will supervise the project. Consent of the department chair is required. Since course content varies, may be taken more than once.

One-half or one course credit by arrangement.

**400. Senior Reading (Old Number LAT 97)**

A research project and a long paper directed by a member of the department. The paper is to be presented at a Classics Colloquium during the senior year.

One course credit, fall semester.

**Classical Civilization**

**101. Classical Mythology (Old Number CLA 01)**

An introduction to the content and form of the major ancient myths, chiefly Greek. The emphasis will be on interpretation, with topics to include myth, folk-tale, and legend, myth and ritual, psychological uses of myth, and the structuralist school of Claude Lévi-Strauss. Particular attention will be paid to male/female archetypes, with secondary readings from Camille Paglia and Robert Bly. Comparison will also be made to several non-western mythologies.

One course credit, fall semester, 2000-2001 and alternate years.

**102. Greek Drama (Old Number CLA 02)**

This course will deal with a large part of the corpus of Greek tragedy. The student will explore in depth the stage conventions of the Greeks, the genesis of drama, and most particularly, the thematic and literary interconnections among the dramatists.

One course credit, spring semester, 2000-2001 and alternate years.

**103. Greek Art and Archaeology [Same as ART 103] (Old Number CLA 03)**

A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age.

One course credit, fall semester, 2001-2002 and alternate years.

**104. Roman Art and Archaeology [Same as ART 104] (Old Number CLA 04)**

A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome.

One course credit, spring semester, 2001-2002 and alternate years.

**105. Ancient Greece [Same as HIS 211] (Old Number CLA 05)**

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 (1st century B.C.). Emphasis will be on the origin, evolution, and problems of the most important Greek political-social-cultural structure, the polis or "city state."

One course credit, fall semester, 2000-2001 and alternate years.

**106. Ancient Rome [Same as HIS 212] (Old Number CLA 06)**

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, spring semester, 2000-2001 and alternate years.

**211/311. Special Topics in Literature and Culture (Old Number CLA 21)**

A more advanced course that focuses on a specific topic in ancient literature or culture and requires previous work. The course may be offered at the 200 or 300 level, depending on topic and approach.

One course credit.

Course may be repeated for credit, since the topic changes.

**212/312. Special Topics in Art and Archaeology (Old Number CLA 22)**

A more advanced course that focuses on a specific topic in ancient art or archaeology. The course may be offered at the 200 or 300 level, depending on topic and approach.

One course credit, fall semester 2000.

Course may be repeated for credit, since topic changes.

**213/313. Special Topics in Ancient History [Same as HIS 320] (Old Number CLA 23)**

A more advanced course that focuses on a specific topic in ancient history. The course may be offered at the 200 or 300 level, depending on topic and approach.

One course credit, spring semester 2001.

**287, 288/387, 388. Independent Study (Old Number 87,88)**

Students desiring to perform independent study in Classical Civilization should plan their project with the instructor who is to supervise. Consent of the department chair is required.

One-half to one course credit.

**400. Senior Reading (Old Number CLA 97)**

An advanced project undertaken with a member of the department. The paper is to be presented at a Classics Colloquium during the senior year.

One course credit by arrangement.

## DEPARTMENT OF ENGLISH

Faculty: W. Rosenberg (chair), T. Bambrey, D. Butler, T. Campbell, J. Castro, F. Collins, P. D. Herring, T. Herzog, M. Hudson\*

\**Sabbatical, full year*

The English Department's experienced faculty offers a wide range of courses in English and American literature, creative and expository writing, and language/media studies. The course offerings, as described in the following section, are divided into introductory, intermediate, and advanced courses that meet the general and specialized needs of English majors and minors, as well as students throughout the college. The courses, in addition to presenting in-depth studies of particular content, have common goals of developing students' skills in reading, writing, speaking, and critical thinking. Class size is limited to a maximum enrollment of 35 students, so that the study of literature and language can be personal and informal. Most classes average 15 to 20 students.

All students are invited to consider English 102-221 to fulfill distribution requirements in Language Studies and Literature and Fine Arts. These courses are introductory in nature and, except for English 150, have no prerequisites.

Courses numbered above English 221 usually have a prerequisite of any one English literature course at Wabash. These courses are labeled as **Intermediate** (titled "Studies in . . ." and numbered from 300) or **Advanced** (titled "Seminars in . . ." and numbered from 400). The Intermediate courses will be structured according to various approaches to literary studies, the second digit indicating one of several approaches: **Historical contexts** (300); **literary genres** (310); **literary modes** (320); **themes and topics** (330); **authors** (340); **media** (350); **multicultural and national literatures** (360); **special topics** (370). Not all will be offered each year. Occasionally the content of the course will be altered (partly in response to student requests), but the critical approach will remain the same. Advanced courses in literature will usually be reserved for English majors and minors.

① **Majors are required to take the following English courses:** (1) four of the six core survey courses (English 215-220), one of which must be in American literature (these four courses should be completed by the end of the junior year); (2) English 397 (preferably in the sophomore or junior year); (3) four additional full courses (or their equivalent), including at least one full course credit in Intermediate ("Studies in . . .") courses and one Advanced ("Seminar in . . .") course. English 101 does NOT count toward the major and no more than two Language Studies courses in English may be included in the required nine. The core survey courses should give the major a broad understanding of English and American literary periods; the additional five courses should help him determine those critical approaches most appropriate to his literary interests.

For **Senior Comprehensives**, majors must pass three department examinations: (1) analysis of an unfamiliar text; (2) an essay on a comprehensive question, and (3) a one-hour oral presentation.

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

**Requirements for the Minor:** Five full-credit courses, not including English 101. Ordinarily students will choose to concentrate along one of the following lines, but a student may, by presenting a written proposal that receives Departmental approval, construct an alternate minor that better suits his needs.

**The minor in literature** consists of two core survey courses (one of them in American literature) and three additional courses in literature.

**The minor in language** consists of English 121, 122, 221 and 150, plus two and one-half additional courses selected from English 201, 215-220, 410 or 411, 414.

**The minor in creative writing** consists of English 201, 212, 213, and 412 or 413, plus one and one-half courses in writing or literature. Theater 210 (Playwriting) may also be taken for the minor.

**Indiana Teacher Certification Requirements for the Major:** In addition to the general and professional requirements in education (including English 101 or Freshman Tutorial, English 414, 201 or 410 or 411), and including those required for a departmental major, the following courses are taken for secondary education certification in English: Language Studies (English 121, 122, and 150); Creative Writing (English 212 or 213); World Literature (English 107 or 108 or 109 or Colloquium 401 or 402); Multicultural Literature (English 160 or 360); four course credits from English 215-220, including at least one course from English 215 or 216 and English 219 or 220; one course credit from Intermediate Courses (English 300's); one course credit from Advanced Courses (English 497 or 498), and English 397.\*

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching English as a minor subject, the following courses are taken: English 150, 121 and 122, 212 or 213, 107, 108, or 109, or Colloquium 401 or 402, 160 or 360, 215 or 216, 219 or 220. (7 course credits)\*

*\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.*

## Course Descriptions

### 101. Composition (Old Number ENG 01)

Nine sections will be offered in the fall semester. Each section is limited to fifteen students. While instructors may use different approaches, all are concerned with developing every student's use of clear and appropriate English prose in course papers and on examinations. All instructors have the common goal of encouraging the student to write with accuracy of expression, as well as with logical and coherent organization. Students will be responsible for writing at least one in-class essay and a series of longer, out-of-class essays. In both full-course and half-course versions, students must develop an awareness of the strengths and weaknesses in their writing and must acquire the necessary skill to revise and rewrite what they thought were final drafts of essays. They must, in other words, become editors of their own writing. Past experience has shown the Department and the College that writing well in high school does not necessarily assure the same in college. On the basis of the English proficiency examination performance, the Department will require some first-year students to register for this course. (Three of the fall semester half-courses begin mid-semester. Students who have experienced difficulty in writing during the first several weeks may wish to consider late registration in these sections.) English 101 is NOT a remedial writing course. Special tutorial help within the department and at the Writing Center is available for students with radical problems in writing.

One-half or one course credit, fall semester.

### Course Descriptions—Language Studies

Language Studies courses in English include both writing (English 101, 102, 212, 213, 410, 411, 412, 413) and language (English 121, 122, 150, 221). Students with an interest in Creative Writing might wish to speak with Professors Hudson or Castro about appropriate course selections.

### 121. Introduction to Language: "Language Diversity as Reflected in Literature." (Old Number ENG 14A)

Readings in the history and culture of English through historical texts in Anglo-Saxon, Middle and Early Modern English, and American English, with particular attention to the diversity of our language.

One half course credit, first half fall semester.

### 122. Introduction to Language: "Modern Linguistics." (Old Number ENG 14B)

An introduction to the basic principles and methods of linguistic analysis, with emphasis on Modern English grammar.

One-half course credit, second half fall semester.

**150. Introduction to Mass Communication (Old Number ENG 13)**

An undergraduate introduction to the print and electronic media (communication theory, advertising, newsgathering, media effects, and investigative journalism) in which students analyze the special languages of the media, examine the economics of the communications industry, and evaluate the media as a reflection of the ideas and preoccupations of society. The goal of the course is to develop students into informed and discriminating listeners, readers, and viewers.

One course credit, fall semester. (Not offered 2000-2001).

**201. Composition: The Essay (Old Number ENG 02)**

English 201 concentrates exclusively upon the essay as a vehicle of prose communication. Students will read the works of several modern essayists (for example, E.M. Forster, George Orwell, Alice Walker, Lewis Thomas, Joan Didion) and write essays based upon thematic and rhetorical methods discovered in the texts. Limited enrollment.

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

**212. Creative Writing: Poetry (Old Number ENG 03)**

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

One course credit, fall semester.

**213. Creative Writing: Short Fiction (Old Number ENG 04)**

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

One course credit, fall semester.

**221. Studies in Language: Multicultural Dialects (Old Number ENG 21)**

An introduction to the study of dialects in America, with a particular focus on the diversity of American speech as reflected in its many cultural variations. Students will read about the varieties of American Speech, study their historical, sociological, and linguistic background, and conduct original research in describing a cultural dialect.

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

**387, 388. Independent Study in Language (Old Number ENG 87, 88)**

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

*Prerequisite: Consent of the instructor and approval of the Department chair.*

One-half or one course credit each semester.

**410. Advanced Composition: Academic and Professional Writing (Old Number ENG 31)**

The goal of this course is for the student to gain greater awareness and control over his writing for a variety of academic and professional purposes. Students who wish to improve their college writing and those who plan to attend law or graduate school, teach, or write professionally would be well served by the course. We will focus in particular on clarity in writing, argumentative techniques, the demands of different genres, and developing a personal voice. Limited Enrollment. *Prerequisite: Junior or senior standing or permission of the instructor.*

One course credit, spring semester.

**411. Advanced Composition: Business and Technical Writing (Old Number ENG 32)**

The emphasis in this course will be on technical, business, and other forms of career-oriented writing. Topics include audience analysis, style analysis, grammar, punctuation, and research. Assignments adapted to fit the background and interests of each student include business correspondence, mechanism description, process description, formal proposal, magazine article, and formal report. Limited enrollment. *Prerequisite: Junior or senior standing or permission of the instructor.*

One course credit, spring semester.

STUDENTS MAY TAKE EITHER ENGLISH 410 OR 411, BUT NOT BOTH.

**412. Advanced Creative Writing: Poetry (Old Number ENG 40)**

This course will be conducted as a workshop. Besides writing steadily and much, the student will be expected to read carefully and criticize his peers' work.

One course credit, spring semester.

**413. Advanced Creative Writing: Fiction (Old Number ENG 40)**

This course will be conducted as a workshop. Besides writing steadily and much, the student will be expected to read carefully and criticize his peers' work.

One course credit, spring semester. (Not offered 2000-2001).

**414. Theories of Reading (Old Number ENG 12)**

This course is designed primarily for all teacher education students and should be taken during a student's senior year. (Other students must have permission of the instructor.) The course is divided into three major sections: an introduction to major theories of reading and writing, including methodology on the developmental, corrective, and remedial levels; a study of methods and research in teaching content-area reading and writing in secondary schools; laboratory experiences in diagnosing and correcting reading difficulties and in organizing reading and writing programs within the content areas

One course credit, fall semester.

**Course Descriptions—Literature**

**Introductory Courses**

Introductory courses, those numbered 105-160, offer initial experience in several approaches to English, American, and World literature in translation. Two half-semester courses, English 105 and 106, introduce students to the ways of reading poetry and short stories. English 107 and 108 emphasize an historical approach to literature. English 109 and 160 focus on world and multicultural literature.

**105. Introduction to Poetry (Old Number ENG 05)**

This course introduces students to the study of poetry. The approach will be mainly formalist—close readings of a wide range of poetry, from the sixteenth century through the contemporary. Students will study essential aspects of the poem—image, symbol, diction, syntax, meter, rhythm, and form. Writing assignments for the course will focus on the explication of particular poems.

One-half course credit, first half, fall semester. (Not offered 2000-2001).

**106. Introduction to Short Story (Old Number ENG 06)**

This course introduces students to the rich fascination of a literary form that combines the narrative delight of fiction with the compressed organic power of poetry.

One-half course credit, first half, spring semester. (Not offered 2000-2001).

**The Short Story: Women in Fiction (Old Number ENG 06B)**

This course examines the various ways in which important British and American women writers have depicted the roles, issues, struggles, triumphs, and pleasures of women in the twentieth century. Exploring such

issues as work, voice, gender, power, and sexuality, we will read short fiction by such writers as Virginia Woolf, Katherine Mansfield, Edith Wharton, Zora Neale Hurston, Tillie Olsen, Angela Carter, A. S. Byatt, Louise Erdrich, and Sandra Cisneros and explore theoretical texts by Cixous, Kristeva, Spivak, and others.

One-half course credit, second half, spring semester. (Not offered 2000-2001).

**107. History in Drama (Old Number ENG 07)**

An introduction to drama itself, with conversations about the disadvantages and advantages of reading what is usually intended for live performance only. We will also note the varieties of ways British and European authors use history, with special emphasis on playwrights' manipulation and education of audiences and the "truth" created by merging fact with fiction. Texts include Shakespeare and Ionesco's plays about Macbeth, Gibson and Bond's different dramatic assessments of Shakespeare, Shaw and Brecht's approaches to the Joan of Arc story, and various modern presentations of the dilemmas faced by scientist (including Brecht's Galileo and Kipphardt's J. Robert Oppenheimer).

One course credit, fall semester.

**108. History and the Novel (Old Number ENG 08)**

An introduction to the novel itself in which we try to sustain the joy of first readings, while we attempt to figure out and evaluate how authors invite us to co-create this "other world." How historical events and individuals (and our knowledge or ignorance) are a part of this creative process helps us to understand ourselves as readers and to state persuasively what authors' intentions must be. Our texts may range in length from Conrad's *The Heart of Darkness* to Tolstoy's *War and Peace*, include 19th century British classics like Scott's *Quentin Durward* and Dickens' *Tale of Two Cities*, narratives of war like Shaara's *Killer Angels* and Barker's *Regeneration*, and novels that include debates about historical sources like Kenealley's *Schindler's List* and Yourcenour's *The Memoirs of Hadrian*. Sections from Latin American novelist like Azuela, Garcia Marques, Fuentes, and Vargas Llosa will help us understand why the historical novel has been such a prominent literary mode in Central and South America.

One course credit, spring semester.

**109. World Literature in Translation (Old Number ENG 09)**

The course will focus on literature in translation from Europe, Latin America, India, or Africa, depending on the interest and expertise of the instructor.

One course credit, spring semester. (Not offered in 2000-2001).

**160. Multicultural Literature in America (Old Number ENG 10)**

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

One course credit, spring semester.

**English 215-220**, offered yearly, are designated "Core" courses because they are central to our conception of an English major. They introduce the student to basic literary and cultural history, to significant writers, works, and themes, and to useful critical modes. Students will be expected to participate in classroom discussion and write several short papers. These courses also serve as the foundation for more advanced literary study.

**215. Introduction to Medieval and Renaissance Literature (Old Number ENG 15)**

The study of English literature from its beginnings to the end of the Renaissance. Readings will include *Beowulf*; selections from Chaucer's *Canterbury Tales*; Elizabethan poetry, drama and prose; and Milton's *Paradise Lost*.

One course credit, spring semester.

**216. Introduction to Shakespeare (Old Number ENG 16)**

A study of the plays and sonnets of Shakespeare. Analyzing Shakespeare's dramatic and poetic techniques, we will examine some of the comedies, histories, and tragedies of the greatest dramatist in English. We will also look at the plays' major themes, styles, and sources.

One course credit, fall semester.

✓ **217. English Literature, 1660-1800 (Old Number ENG 17)**

This course examines works by some of the best-known poets, essayists, and novelists from the Restoration and Eighteenth Century periods. The responses of different authors to ongoing cultural conflicts will help structure our survey. Rhetorical technique and the development of genres over time will be ongoing concerns.

One course credit, fall semester.

**218. Introduction to English Literature, 1800-1900 (Old Number ENG 18)**

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

One course credit, spring semester.

**219. Introduction to American Literature before 1900 (Old Number ENG 19)**

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

One course credit, fall semester.

**220. Introduction to American Literature after 1900 (Old Number ENG 20)**

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

One course credit, spring semester.

**Intermediate Courses**

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

**300. Studies in Historical Contexts****Beat Poetry (Old Number ENG 23)**

Though Ginsberg is dead and Snyder is approaching seventy, the Beat movement still has a charisma and a living energy. Its writers professed the ecstatic moment and the revolt of the imagination against the chafing strictures of Eisenhower's America. We'll use a pair of Kerouac novels—*On the Road* and *Dharma Bums*—as book ends of the course, but mostly stay with the remarkable poetry of several key writers—Allen Ginsberg, Gary Snyder, Michael McClure, Lawrence Ferlinghetti, and Greg Corso. Our focus will be the poetry itself—its techniques and themes of liberation and transcendence—and its relationship to American culture of the Fifties.

One-half course credit, second half, fall semester. (Not offered 2000-2001).

**310. Studies in Literary Genres****British Drama: Medieval and Tudor (Old Number ENG 27A)**

A survey of early English drama from the first plays in the English church through the medieval mystery, morality, and miracle dramas, to the early Renaissance entertainments and histories. In addition to reading the texts of plays, we will also look at the contexts in which they were presented and the sources of their success.

One-half course credit, first half, spring semester. (Not offered 2000-2001).

**Drama: Elizabethan and Jacobean (Old Number ENG 27B)**

A survey of non-Shakespearean drama of the English Renaissance, through the reigns of Elizabeth and James I. We will read tragedies, histories, and comedies by several of Shakespeare's contemporaries, including Christopher Marlowe, Ben Jonson, Thomas Dekker, and John Webster. We will also consider the actual conditions of acting, producing, and audience reception for early English drama plays.

One-half course credit, second half, spring semester (Not offered 2000-2001).

**Science Fiction (Old Number ENG 37)**

In this course we will consider the development and variety of science fiction literature, particularly as it has reflected concurrent societal anxieties. We will begin with early classics, such as H.G. Well's *The Time Machine* and Ray Bradbury's *R is for Rocket*, as well as works from more contemporary authors such as Phillip K. Dick, Ursula LeGuin, Harlan Ellison, and Dan Simmons. Since any study of science fiction is incomplete without films, readings will be coordinated with public screenings of important science fiction films.

One course credit, spring semester. (Not offered 2000-2001).

### 320. Studies in Literary Modes:

#### English Romanticism

Romanticism in all of its aspects and manifestations roared across Europe and America in the latter years of the 18th and first half of the 19th centuries. This course examines the poetry and prose of the major English Romantic writers and the development and elaboration of the romantic movement in England roughly during the years 1790 to 1840. We will read widely in the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats with some attention to the shift from neo-classic to romantic poetic forms and critical premises and particular emphasis on the romantic imagination and its legacy, including its relevance to the contemporary world.

One course credit, fall semester.

#### American Modernism (Old Number ENG 38)

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

One course credit, fall semester. (Not offered 2000-2001).

#### British Modernism

In this course we will explore the production of British fiction from the turn of the twentieth century to World War II. Our attention will focus on the relationship between the disintegration of tradition moral, social, and intellectual values and the development of new literary forms. We will read and discuss works that illustrate a variety of cultural concerns, paying particular attention to those texts which use experimental, audience challenging, and language-focused narrative strategies to foreground the relationship of individuals to economic, political, and cultural forces. We will explore various traditions and innovations in literature as they reflect and incorporate shifting attitudes toward love, marriage, family, social institutions, nature, technology, and war. The metaphor of voyage, of travel

to the unknown—whether to a physical, a social, or a psychological wilderness—will provide a unifying point of reference for our discussions of the texts by Conrad, Forster, Joyce, Lawrence, Mansfield, Rhys and Woolf.

One course credit, spring semester.

### **330. Studies in Special Topics:**

#### **Modern Literature of War (Old Number ENG 33)**

A character in Tim O'Brien's Vietnam Novel, *Going After Cacciato*, observes that "things may be viewed from many angles. From down below, or from inside out, you often discover entirely new understandings." This course will examine the theme of conflict in general and war in particular (American Civil War, WWI, WWII, and Vietnam) as viewed from various angles and presented in different literary forms (poetry, fiction, and nonfiction). We will also study the historical and social contexts in which the various works are written. Through research, panels, readings, critical papers, films, slides, and discussion, our principal goal will be to assess the literary treatment of this major theme across time and genres. Authors read will include Crane, Owen, Hemingway, Jones, Mailer, Heller, O'Brien, and Mason.

One course credit, spring semester. (Not offered 2000-2001).

### **340. Studies in Individual Authors (Old Number ENG 34)**

#### **Herman Melville (Old Number ENG 30)**

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

One course credit, spring semester. (Not offered 2000-2001).

#### **George Bernard Shaw**

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

One-half course credit, spring semester.

**Joseph Conrad**

In this half-course, we will read short stories and novels by Conrad (1857-1924) that illustrate how his central figures cope with, but seldom overcome challenges to their individual identities and their social and moral values. Texts include five short stories, three short novels, and Conrad's most popular work during his lifetime, the novel with the ironic title, *Victory*.

One-half course credit, spring semester.

**350. Studies in Media (Old Number ENG 35)**

**Literature and Film**

Is the novel always better than its film adaptation? After an introduction to the art of film and a theoretical consideration of the similarities and differences between fiction and film, we will compare four or five novels with their film adaptations. To add a thematic component to the course, we will focus on novels and films that concern male/female relations.

One course credit, spring semester, 2001 and alternate years.

**360. Studies in Multicultural/National Literatures**

**African-American Literature: Introduction (Old Number ENG 26)**

A survey of African-American Literature from its beginnings to the present. We will study slave narratives, poetry, plays, fiction, music, and film to explore what makes this tradition a distinctive yet integral part of American culture.

One course credit, fall semester.

**African-American Literature: The Novel (Old Number ENG 26)**

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

One course credit, fall semester. (Not offered 2000-2001).

**Jewish American Literature (Old Number ENG 39)**

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

One-half course credit. (Not offered 2000-2001).

**370. Studies in Special Topics: The Literature of the American West: Myths and Realities (Old Number ENG 39)**

A study of the American West as revealed through its literature. We will read texts about the West, written by authors who in their complexity of background, experience, and outlook bring the real, diverse West to life. Readings will include works by Edward Abbey, Rudolfo Anaya, Willa Cather, Norman Maclean, N. Scott Momaday, Cormac McCarthy, Leslie Marmon Silko, Wallace Stegner, Frank Waters, Walter VanTilburg Clark, and Owen Wister.

One course credit, fall semester. (Not offered 2000-2001).

**387, 388. Independent Study in Literature (Old Number's ENG 87, 88)**

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

One-half or one course credit each semester.

**397. Studies in Critical Reading (Old Number ENG 97)**

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

One course credit, fall semester.

**Advanced (Seminar) Courses**

English 497 (Fall) and English 498 (Spring) are the two Advanced Courses offered every year. These are seminars designed primarily for English majors (although occasionally English minors enroll in them). The topics vary depending upon the research and teaching interests of the faculty. They demand a high level of student involvement in research and discussion. Several short papers and a long critical essay are required.

**497. Seminar in English: (Old Number ENG 41)**

**Twentieth-Century U.S. Ethnic Literature: Contemporary Asian-American and Latino/a Fiction**

Examining such topics as cultural identification, celebrations and rituals, stylistic innovations, and the roles of writers as individuals and as members of their communities, this seminar will explore some of the important Asian American and Latino/a literature of the past two decades. We will consider such matters as the politics of passing, the problems of identity and dual identity, the role of the oral tradition and its transmission and transformation in written works, the question of assimilation versus cultural separatism, and the commodification of ethnic identity in U.S. publishing. Focusing on fiction, we will develop critical understandings of the works and their relation to particularized American experiences as well as to U.S. culture in general. Reading selections from postcolonial critical theorists such as Homi Bhabha, Gayatri Spivak, Trinh Minh-ha, and others to help us approach issues of alterity and hybridity, we will read texts that may include but will not be limited to such Asian-American works as Lan Chang's *Hunger*, Bharati Mukherjee's *Leave It to Me*, Maxine Hong Kingston's *Woman Warrior*, Padma Hejmadi's *Room to Fly*, and Chang-rae Lee's *Native Speaker*; and such Latino/a works as Oscar Hijuelos' *The Mambo Kings Sing Songs of Love*, Dagoberto Gilb's *The Magic of Blood*, Ana Veciana-Suarez's *The Chin Kiss King*, Sandra Cisneros' *The House on Mango Street*, George Angel's *The Fifth Season*, and Gloria Anzaldua's *Borderlands/La Frontera*.

One course credit, fall semester.

**498. Seminar in English: (Old Number ENG 42)**

**Gender Criticism**

In what ways do conceptions of "masculinity" and "femininity" shape the way we create and respond to texts? In this seminar, we will consider this question, one that has been central to literary study for the past two decades. We will also look at gender criticism in relation to other critical currents like formalism, psychoanalysis, multiculturalism, new historicism, gay studies, and cultural studies. During the first half of the semester we will read and view a range of works to create a common context for our discussions. (Writers and filmmakers might be chosen from among Shakespeare, Austen, Melville, Dickinson, Cather, Hemingway, E.M. Forster, John Ford, Richard Wright, Anne Sexton, Russell Banks, Jane Campion, Toni Morrison). The second half of the semester will be devoted to individual research projects shared with the class.

One course credit, spring semester.

## DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Faculty: P. Mikesell (chair), J. Byrnes, A. Gertz, G. Gómez, C. Grimm, X. Harwell, D. Rogers, L. Rouillard, T. Stokes

The Department of Modern Languages and Literatures offers a program of courses with a twofold goal: to assure that the student becomes increasingly proficient in the language being studied and to inculcate a knowledge and appreciation of the culture and literature of the societies that express themselves in that language. In the best liberal arts tradition, the study of a modern language helps one to grasp and appreciate cultural pluralism and be a citizen of the worldwide human community.

**Placement:** If placed in a third-semester language course (e.g. French 201, German 201, Russian 201, or Spanish 201) on the basis of the department placement examination, a student will receive credit for the second-semester language course in that language (e.g. French 102, German 102, Russian 102, or Spanish 102) upon completion of the third-semester course with a grade of B- or better.

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

**Study Abroad:** It is encouraged, but not required that as juniors, Modern Language concentrators will spend a semester or a year studying abroad. Prospective majors in Modern Languages are urged to consult early in their college careers with a member of the language faculty about their ultimate aims so that the most appropriate plan of study may be developed.

**Requirements for the Major:** Nine courses, (or equivalent preparation) not including French 101, 102; German 101, 102; or Spanish 101, 102. A major is not offered in Russian.

**Requirements for the Minor:** Five courses (or equivalent preparation) not including the first semester of the respective elementary course. Specific course requirements for minors in French, German, Russian, and Spanish follow.

### French

**Requirements for a Major:** Nine courses (or equivalent preparation) beyond French 101, 102. French 202, 302, and 401 are required.

**Requirements for a Minor:** Five courses (or equivalent preparation) beyond French 101.

**Indiana Teacher Certification Requirements for the Major:** To satisfy the requirements for teaching French as a major subject, the following courses are taken: French 201, 202, 302, 401 and five course credits from 301, 303, 304, 305, 306, 307, 477, and 487 or 488. (9 course credits)\*

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching French as a minor subject, the following courses are taken: French 201, 202, 302, 401 and two course credits from 102, 301, 303, 304, 305, 306, 307, 477, 487 and 488. (6 course credits)\*

\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.

### Course Descriptions—Language Studies

#### 101, 102. Elementary French (Old Number FRE 01, 02)

The student with little or no previous training in French will get a grounding in the language and some understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. *Successful completion of French 101 is a prerequisite for French 102.*

One course credit. French 101 is taught in the fall semester; French 102 in the spring semester.

#### 201. Intermediate French (Old Number FRE 03)

A review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read French texts that will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in French beyond the rudimentary level. *Prerequisite: French 102 or placement by examination.*

One course credit, fall semester.

#### 202. French Language and Culture (Old Number FRE 25)

This course focuses on the active use of French. Its goals are to develop the student's command of French through guided practice in the use of the language and to increase his understanding of Francophone culture as reflected in the French language and life in the Francophone world. *Prerequisite: French 201 or consent of the instructor and the department chair.*

One course credit, spring semester.

**301. French Conversation and Composition (Old Number FRE 05)**

This course focuses on the continued development of the student's command of the French language and his understanding of Francophone culture, with an emphasis on speaking and writing. The course may include materials both written and spoken from a variety of sources. *Prerequisite: French 202 or consent of the instructor and the department chair.*

One course credit, fall semester.

**Course Descriptions—Literature and Culture**

**302. Introduction to Literature (Old Number FRE 31)**

This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. Introduction to the lexicon of literary criticism and the principles of literary theory. Required of majors. *Prerequisite: French 301 or consent of the instructor and the department chair.*

One course credit, spring semester.

**303. Studies in French Literature (Old Number FRE 32)**

A study of shorter prose works of moderate difficulty, drama, and poetry, of representative of French speaking authors from the 18th through the 20th century. *Prerequisite: French 302 or consent of the instructor and the department chair.*

One course credit, fall semester.

**304. History of French Literature and Culture: Middle Ages and Renaissance (Old Number FRE 8A)**

A survey of French literature of the Middle Ages and the Renaissance, with particular emphasis on the Chanson de Roland, medieval poetry, and such authors as Rabelais, the Pléiade poets, and Montaigne. Texts will be read in modernized French versions where appropriate. *Prerequisite: French 303 or consent of the instructor and the department chair.*

One or one-half course credit.

**305. History of French Literature and Culture: Classicism (Old Number FRE 8B)**

A survey of French literature of the Classical period (Seventeenth Century), emphasizing such authors as Racine, Corneille, Molière, La Fontaine, and Madame de LaFayette. *Prerequisite: French 303 or consent of the instructor and the department chair.*

One or one-half course credit.

**306. History of French Literature and Culture: Enlightenment and Romanticism (Old Number FRE 8C)**

French literature of the Enlightenment and of French Romanticism, emphasizing such authors as Voltaire, Diderot, Rousseau, the Romantic poets, Constant, Nerval, Hugo, and Balzac. *Prerequisite: French 303 or consent of the instructor and the department chair.*

One or one-half course credit.

**307. History of French Literature and Culture: French Literature Since 1850 (Old Number FRE 8D)**

French literature since 1850, emphasizing such authors as Flaubert, Maupassant, Baudelaire, Mallarmé, Gide, Proust, Sartre and Camus. *Prerequisite: French 303 or consent of the instructor and the department chair.*

One or one-half course credit.

**401. Senior Seminar in French (Old Number FRE 40)**

Special written and oral work for seniors returning from study in a French-speaking country and for those seniors with a comparable level of preparation. Vocabulary-building and refinement of oral and written expression. This course assumes a background in literary analysis and interpretation, as well as a good command of spoken and written French. *Prerequisite: Senior status.*

One course credit, fall semester.

**178, 278, 378, 478. Special Topics in French (Old Number FRE 78)**

These courses treat topics in French language, literature, or culture. Conducted in French. *Prerequisite: French 302 or consent of the instructor.*

One-half or one course credit.

**187, 287, 387, 487, 188, 288, 388, 488. Independent Study in French (Old Numbers FRE 87, 88)**

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

One-half or one course credit each semester. Each course may be taken independently of the other.

## German

**Requirements for a Major:** Nine courses (or equivalent preparation) beyond German 101 and 102. German 302 and 401 are required.

**Requirements for a Minor:** Five courses (or equivalent preparation) beyond German 101.

**Indiana Teacher Certification Requirements for the Major:** To satisfy the requirements for teaching German as a major subject, the following courses are taken: German 201, 202, 302, 401; five courses from 301, 303, 402, 403, 478, 487, 488. (9 course credits)\*

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching German as a minor subject, the following courses are taken: German 201, 202, 302; three course credits from 102, 301, 303, 402, 403, 478, 487, 488. (6 course credits)\*

\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.

### Course Descriptions—Language Studies

#### 101, 102. Elementary German (Old Number GER 01,02)

The student with little or no previous training in German will get a grounding in the language and some understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. *Successful completion of German 101 is a prerequisite for German 102.*

One course credit. German 101 is taught in the fall semester; German 102 in the spring semester.

#### 201. Intermediate German (Old Number GER 03)

A review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read German texts which will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in German beyond the rudimentary level. *Prerequisite: German 102 or placement by examination.*

One course credit, fall semester.

#### 202. German Language and Culture (Old Number GER 25)

This course focuses on the active use of German. Its goals are to develop the student's command of German through guided practice in the use of the language and to increase his understanding of German culture as reflected in the German language and life in the German-speaking world. *Prerequisite: German 201 or consent of the instructor and the department chair.*

One course credit, spring semester.

**301. German Conversation and Composition (Old Number GER 05)**

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

*Prerequisite: German 202 or consent of the instructor and the department chair.*

One course credit, fall semester.

**Course Descriptions—Literature and Culture**

**302. Introduction to Literature (Old Number GER 31)**

This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. Introduction to the lexicon of literary criticism and the principles of literary theory. Required of majors. *Prerequisite: German 301 or consent of the instructor and the department chair.*

One course credit, spring semester.

**303. Studies in German Literature (Old Number GER 32)**

A study of shorter prose works of moderate difficulty, drama, and poetry, of representative of German speaking authors from the 18th through the 20th century. *Prerequisite: German 302 or consent of the instructor and the department chair.*

One course credit, fall semester.

**401. Senior Seminar in German (Old Number GER 40)**

Special written and oral work for seniors returning from study in a German-speaking country and for those seniors with a comparable level of preparation. Vocabulary-building and refinement of oral and written expression. This course assumes a background in literary analysis and interpretation, as well as a good command of spoken and written German. *Prerequisite: Senior status.*

One course credit, fall semester.

**402. History of German Literature and Culture to Sturm und Drang (Old Number GER 42)**

A survey of the development of German Literature in its historical and cultural contexts from the beginnings to approximately 1770 through critical examination of representative works from the Medieval Period, the Renaissance, the Baroque Era, and the Enlightenment. *Prerequisite: German 303 or consent of the instructor and department chair.*

One course credit.

**403. History of German Literature and Culture from Sturm und Drang to the 20th Century (Old Number GER 43)**

A survey of literature in its historical and cultural contexts from the Sturm und Drang to the beginning of the 20th century through critical examination of representative works drawn from major periods and movements: Sturm und Drang, Classicism, Romanticism, das Junge Deutschland, Poetic Realism, Naturalism, Symbolism. *Prerequisite: German 303 or consent of the instructor and the department chair.*

One course credit.

**178, 278, 378, 478. Special Topics in German (Old Number GER 78)**

These courses treat topics in German language, literature, or culture. Conducted in German. *Prerequisite: Consent of the instructor and the department chair.*

One-half or one course credit.

**187, 287, 387, 487, 188, 288, 388, 488. Independent Study in German (Old Number GER 87,88)**

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

One-half or one course credit.

**Russian**

**Requirements for a minor:** Five courses beyond Russian 101. No major offered.

**Course Descriptions—Language Studies**

**101, 102. Elementary Russian (Old Number RUS 01, 02)**

The student with little or no previous training in Russian will get a grounding in the language and some understanding of the culture. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct Russian. Russian 101 is taught in the fall semester, Russian 102 in the spring semester. *Successful completion of Russian 101 is a prerequisite for Russian 102.*

One course credit each semester.

**201. Intermediate Russian (Old Number RUS 03)**

A review of the fundamentals of the language. Concentration will be on continued growth in the active use of the language: speaking, listening, reading, and writing. Students will read Russian texts which will reinforce the study of the language and the observation of the culture. Particular attention will be given to improving self-expression in Russian beyond the rudimentary level. *Prerequisite: Russian 102 or placement by examination.*

One course credit, fall semester.

**202. Russian Language and Culture (Old Number RUS 25)**

This course focuses on the active use of Russian. Its goals are to develop the student's command of Russian through guided practice in the use of the language and to increase his understanding of Russian culture as reflected in the Russian language and life in the Russian-speaking world. *Prerequisite: Russian 201 or consent of the instructor and the department chair.*

One course credit, spring semester.

**301. Russian Conversation and Composition (Old Number RUS 05)**

This course focuses on the continued development of the student's command of the Russian language and his understanding of the culture of the Russian-speaking world, with an emphasis on speaking and writing. *Prerequisite: Russian 202 or consent of the instructor and the department chair.*

One course credit, fall semester.

**Course Descriptions—Literature or Language Studies**

**178, 278, 378, 478. Special Topics in Russian (Old Number RUS 78)**

These courses treat topics in Russian language, literature or culture. Conducted in Russian. *Prerequisite: Consent of the instructor and the department chair.*

One-half or one course credit.

**187, 287, 387, 487, 188, 288, 388, 488. Independent Study in Russian (Old Number RUS 87,88)**

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

One-half or one course credit.

## Spanish

**Requirements for a Major:** Nine courses (or equivalent preparation) beyond Spanish 101 and 102. Spanish 302, one course in Peninsular literature and one course in Spanish American literature, and Spanish 401 is required.

**Requirements for a Minor:** Five courses (or equivalent preparation) beyond Spanish 101.

**Indiana Teacher Certification Requirements for the Major:** To satisfy the requirements for teaching Spanish as a major subject, the following courses are taken: Spanish 201, 202, 302, 401, and five course credits from 301, 402, 403, 303, 304, 478, and 487 or 488. (9 course credits)\*

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching Spanish as a minor subject, the following courses are taken: Spanish 201, 202, 302, 401, and two course credits from 301, 402, 403, 303, 304, 478, and 487 or 488. (6 course credits)\*

\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.

### Course Descriptions—Language Studies

#### 101, 102. Elementary Spanish (Old Number SPA 01,02)

The student with little or no previous training in Spanish will get a grounding in the language and some understanding of Hispanic cultures. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. *Successful completion of Spanish 101 is a prerequisite for Spanish 102.*

One course credit. Spanish 101 is taught in the fall semester; Spanish 102 in the spring semester.

#### 201. Intermediate Spanish (Old Number SPA 03)

A review of the fundamentals of the language. Concentration will be on continued growth and the active use of the language in order to develop communication skills: speaking, listening, and writing. Students will also read Spanish texts which will reinforce the study of the language and the observation of Hispanic cultures. Particular attention will be given to improving self-expression in Spanish beyond the rudimentary level. *Prerequisite: Spanish 102 or placement by examination.*

One course credit, fall semester.

**202. Spanish Language and Hispanic Cultures (Old Number SPA 25)**

This course focuses on the active use of Spanish. Its goals are to develop the student's command of Spanish through guided practice in the use of the language and to increase his understanding of Hispanic cultures as reflected in the Spanish language and life in the Spanish-speaking world. *Prerequisite: Spanish 201 or consent of the instructor and the department chair.*

One course credit, spring semester.

**301. Spanish Conversation and Composition (Old Number SPA 05)**

This course focuses on the continued development of the student's command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. In this course students gain competence in writing and speaking. Selected readings of both Spanish and Spanish American fiction and nonfiction. *Prerequisite: Spanish 202 or consent of the instructor and the department chair.*

One course credit, fall semester.

**Course Descriptions—Literature**

**302. Introduction to Literature (Old Number SPA 31)**

This first course in the study of literature examines the workings of literature: style, form, structure, genre, symbolism, allusion, and metaphor. Introduction to the lexicon of literary criticism and the principles of literary theory. Required of majors. *Prerequisite: Spanish 301 or consent of the instructor and the department chair.*

One course credit, spring semester.

**303. Spanish Survey of Spanish American Literature (Old Number SPA 41)**

A survey of Spanish American literature from the conquest to the post-boom, with emphasis on narrative and poetry of the 19th and 20th centuries. Students will become familiar with the principal literary movements and the interaction between literature and the socio-political realities of Spanish America. *Prerequisite: Spanish 302 or consent of the instructor.*

One course credit. Taught in the fall semester in alternate years.

**304. Spanish Survey of Peninsular Literature (Old Number SPA 42)**

An introduction to the main authors and works of Spain from the Middle Ages to the present. Through the study of fiction, drama, and poetry, students will become familiar with the principal literary movements and the interaction between literature and the socio-political reality of Spain. *Prerequisite: Spanish 302 or consent of the instructor.*

One course credit. Taught in the fall semester in alternate years.

**401. Spanish Senior Seminar (Old Number SPA 40)**

A seminar on genres and writers from Spanish America and/or Spain. Students will engage in an in-depth literary analysis of texts central to Spanish letters, and will produce original interpretive work and/or an original research project. *Prerequisite: Spanish 402 or 403 or consent of instructor.*

One course credit, fall semester.

**402. Spanish Studies in Peninsular Literary Genres (Old Number SPA 8A)**

This course examines the development of a specific literary genre: novel, poetry, drama, or essay. Students read and analyze Peninsular Spanish texts to better understand the dialog between literary genres and historical, political, and social realities. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. *Prerequisite: Spanish 304 or consent of the instructor.*

One-half or one course credit. Taught in the spring semester in alternate years.

**403. Spanish Studies in Spanish American Literary Genres (Old Number SPA 8B)**

This course examines the development of a specific literary genre: novel, poetry, drama, or essay. Students read and analyze Spanish American texts to better understand the dialog between literary genres and historical, political, and social realities. Students will develop the analytical tools and language specific to the interpretation of a particular genre and demonstrate those skills in interpretative essays and class discussion. *Prerequisite: Spanish 303 or consent of the instructor.*

One-half or one course credit. Taught in the spring semester in alternate years.

**178, 278, 378, 478. Special Topics in Spanish (Old Number SPA 78)**

These courses treat topics in Spanish language, literature, or culture. Conducted in Spanish. *Prerequisite: Consent of the instructor and the department chair.*

One-half or one course credit.

**187, 287, 387, 487, 188, 288, 388, 488. Independent Study in Spanish (Old Number SPA 87, 88)**

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

One-half or one course credit.

## DEPARTMENT OF MUSIC

Faculty: L. Bennett (chair), J. Danby, J. Makubuya,  
J. Hill, Director of Jazz Band

The music curriculum is designed to serve students from a variety of backgrounds. Students choose courses to satisfy distribution requirements, to enrich their ensemble experience, or to pursue a music major or minor. The department offers courses at all levels in the theoretical, historical, and creative aspects of music.

If a student is unsure about his preparation for a given course, he should consult a member of the music faculty. In general, however, Music 101, 103, and 104 are designed for the student with little or no musical background. Music 101 introduces students to musical ideas, styles, and language and enables the listener to become more sophisticated and articulate. Music 103 introduces students to the rudiments of musical language (rhythm, scales, keys, triads) and offers solid preparation for Music 201. Music 104 is a special-topics course open to all students; previous topics have included Bach and jazz.

Intermediate courses include Music 201, 211, 212, 213, 214, 215, 216, and 221. Music 211 through 216 focus upon discrete historical periods. Music majors and minors take these courses, with individual projects geared to the student's own interest. Music 201 assumes that a student already has the minimum background provided by Music 103. Engaging the student with substantive harmonic and contrapuntal techniques, it begins to illuminate the subtle richness of tonal music. Music 221 fosters creative work in electronic media; it is an introductory course, but is generally recommended for sophomores and above because of the demands upon time.

The advanced student is served by Music 287, 288, 301, 302, 313, and 387, 388. Music 301 and 302 emphasize the linear and vertical aspects of diatonic and chromatic harmony, advanced ear-training, rhythm, and keyboard exercises. Music 313 is a seminar created especially for music majors, minors, and those students with sufficient musical background. In Music 287, 288 the student pursues a special topic in depth; recent topics have included choral conducting and the music of India. Advanced students of composition may take Music 387, 388.

Music students participating in the New York Arts Program, a special semester-long internship program in New York, apprentice themselves to professional musicians or arts managers. The Institute of European Studies in Vienna broadens and strengthens some music majors, particularly in vocal and instrumental instruction. A program in the humanities at the Newberry Library in Chicago offers opportunities to students of musicology.

**Requirements for the Major:** Nine course credits including Music 201, 301, 302; three course credits selected from Music 211, 212, 213, 214, 215, 216;

Music 261, 361; two additional course credits other than 101, 103 or 104; and a senior project. Majors are encouraged to take the theory sequence (201, 301, 302) early in their undergraduate careers, as these courses form a foundation for other work in the department. They are also encouraged to begin Music 261-361 not later than their sophomore year. Majors are also expected to develop their musicianship skills; the senior comprehensive examination includes dictation and keyboard harmony components.

**Requirements for the Minor:** Five course credits including Music 201, Music 261, and one course credit in Music History (211, 212, 213, 214, 215, 216 ).

Music majors and minors are expected to participate in the Department's ensemble programs.

### **Music Lessons**

The Department offers lessons in piano, voice, guitar, or any standard orchestral instrument. Instruction is given by professional artists who teach at Wabash one day per week. Students pay for lessons on a semester basis; the Department has some funds available for subsidizing lessons. Qualified students who wish to take lessons for credit must audition to receive departmental permission; the cost of lessons for students who enroll for credit is covered by tuition. For further details, see the course description for Music 261, 361.

### **Course Descriptions**

#### **101. Introduction to Music (Old Number MUS 01)**

Elements of music and the art of educated listening for students with little or no musical training. The class covers works from the major style periods of Western music, as well as some examples from non-Western traditions, both as examples of their genres and as expressions of the societies that produce them. Students attend and review Music Department concerts, and also learn basic music reading skills.

One course credit each semester.

#### **103. Fundamentals of Music (Old Number MUS 01C)**

This course introduces students to the fundamental components of musical language and provides a foundation for further work in composition and theory. Topics will include rhythm, meter, scales, keys, intervals, triads, and musicianship skills. Open to all students.

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

#### **104. Topics in Music (Old Number MUS 02A)**

A class for all students, regardless of background. Previous topics have included the history of jazz, the symphony, music of Duke Ellington, music of J.S. Bach, and music of Beethoven.

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

### **Medieval, Renaissance, and Baroque Music**

Music 211, 212 covers the history of music from 900 to 1750 A.D., and focuses in part on the changing place of music in society and upon the relevance of "early" music to the experiences of the modern listener.

#### **211. Music in the Middle Ages and the Renaissance (Old Number MUS 03A)**

The rise of Western art music from religious and folk traditions; the development of musical notation, Gregorian chant, and early polyphonic genres. The growth of polyphony in the mass, motet, and madrigal; keyboard and dance music.

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

#### **212. Baroque Music (Old Number MUS 03B)**

European musical genres of the 17th and early 18th centuries; opera, concerto, independent instrumental and keyboard music; sacred music. Some emphasis on the music of J. S. Bach.

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

#### **213. Classical Music (Old Number MUS 04)**

A study of the evolution of musical styles and genres from the mid-18th to the early 19th centuries, with a special focus on the music of Haydn, Mozart, and Beethoven. The course will consider these composers' transformations of musical language in the sonata, symphony, concerto, opera, chamber music, and sacred music.

One course credit, spring semester.

#### **214. Music in the Romantic Era (Old Number MUS 05)**

A study of Romanticism and its relation to music, as expressed in absolute music, program music, music drama, and other forms. The course covers major works and significant styles ranging from Schubert to Mahler.

One course credit. (Not offered 2000-2001).

#### **215. Twentieth-Century Music to 1945 (Old Number MUS 06A)**

A survey of developments in Western art music between 1900 and 1945, with emphasis on the connections between increasingly diverse cultural/aesthetic concerns and compositional techniques. Composers and related cultural phenomena to be studied include Debussy (French Symbolist poetry), Ives (Emersonian transcendentalism), Varèse (Cubism, geometry), Stravinsky (Russian folk music), Schoenberg (German Expressionism), and Bartók (Eastern European folk music). *Prerequisite: Music 101 or its equivalent.*

One-half course credit. (Not offered 2000-2001).

**216. Music Since 1945 (Old Number MUS 06B)**

A survey of developments in Western art music from 1945 to the present, with emphasis on experimental departures from European tradition. Composers and related aesthetic concerns to be studied include John Cage (Zen Buddhism and indeterminacy), Karlheinz Stockhausen (electronic music), Milton Babbitt (super-rationalist extensions of 12-tone music), Luciano Berio (cultural pluralism in a post-modern society), and Steve Reich (minimalism). *Prerequisite: Music 101 or its equivalent. Recommended prerequisite: Music 215.*

One-half course credit. (Not offered 2000-2001).

**Music Theory I, II, III**

The Music Theory sequence aims to cultivate an understanding of the rich grammar of tonal music. The three courses integrate several complementary disciplines, including a study of harmony (chords and their functions), counterpoint (harmonic relationships among intersecting lines), and, most importantly, the dynamic interplay of harmonic, contrapuntal, and other musical materials.

Each of these courses also includes an aural skills and a keyboard harmony component: students develop sight-singing, melodic dictation, and rudimentary keyboard harmony skills as important complements to their theory studies. No prior keyboard experience is necessary; piano lessons are encouraged.

Students with strong music backgrounds are encouraged to enroll in Music 201 (Music Theory I). Students should meet with the instructor before enrolling. Students without significant experience should take Music 103 (Fundamentals of Music) before taking Music 201.

**201. Music Theory I (Old Number MUS 07)**

This course investigates chords and their functions in the tonal harmonic system. Many examples of Baroque and Classic music are examined, in particular, J. S. Bach's 4-part chorales as models of harmonic clarity and contrapuntal richness. *Prerequisite: Music 103 or permission of the instructor.*

One course credit, fall semester.

**301. Music Theory II (Old Number MUS 08)**

This course studies ways in which the tonal harmonic palette became enriched through the introduction of secondary harmonies and modulation. Formal prototypes for phrase and movement structures in the music of the Baroque and Classical Eras. A short intensive study of counterpoint is undertaken, using models of Fux and Schoenberg as guides. *Prerequisite: Music 201.*

One course credit, spring semester.

**302. Music Theory III (Old Number MUS 09)**

An introduction to chromatic harmony, with a focus upon the ways in which Schubert, Schumann, Chopin, Liszt, and others exploited chordal ambiguities discovered by their predecessors and contemporaries. Study of this harmonic richness will complement more probing consideration of the formal innovations of these composers. *Prerequisite: Music 301.*

One course credit. (Not offered 2000-2001).

**221. Introduction to Electronic Music (Old Number MUS 14)**

A course fostering creative work in electronic media. A study of sound production and manipulation techniques with analog machines (microphones, reel-to-reel tape decks) and digital equipment (computer software, effects processors, digital audio tape decks) will be complemented by a consideration of the history of the development of these techniques. We will examine the tremendously diverse ways in which composers have adapted these techniques in their creative work, and we will explore the aesthetic implications of that work. Three weekly class meetings and independent work in the laboratory. *Open only to sophomores and above or by permission of the instructor.*

One course credit, fall semester.

**313. Seminar in Music History (Old Number MUS 13)**

This is an advanced topics course, which changes from year to year. Previous topics have included American Music, Choral Literature, and Major Figures of Jazz. This course may be repeated for credit when a different topic is offered. *Prerequisite: Music 201 or permission of the instructor.*

One course credit, fall semester.

**Ensembles (Old Number MUS 15)**

Students participating in the performing groups may elect to receive credit for this work. This course may not be counted among the 34 course credits required for graduation and will be given on a credit/no credit basis. May be taken repeatedly. The following ensembles are currently offered and more than one may be taken concurrently:

- 051. Brass Ensemble (Old Number MUS 15B)
- 052. Chamber Ensembles (Old Number MUS 15E)
- 053. Glee Club (Old Number MUS 15G)
- 054. Jazz Improvisation Combo (Old Number MUS 15I)
- 055. Jazz Band (Old Number MUS 15J)

One-half course credit per year.

**261, 361. Individual Applied Instruction (Old Number MUS 17, 18)**

Students earn one-half course credit for two semesters of individual instruction in voice, piano, guitar, or one of the standard instruments of the orchestra. The student receives twelve half-hour lessons in each semester, and thus one year's study consists of 24 half hour lessons. The course may be repeated for a total of one credit for two years of study. Students may continue for a third and even a fourth year of study, but these years will not be granted additional credit toward graduation or the major. Students taking lessons for credit are tested and graded at the end of each semester; the final grade is assigned after the completion of two semesters of study. Music 261 and 361 are not given on a credit/no credit basis. Students who opt to take one-hour lessons must pay in full for the additional half-hour, but will receive no additional credit. For any student who signs up for one-hour lessons, there will be an increased expectation both in preparation and in testing.

In Music 261 and 361, students will go beyond the purely technical aspects of singing or playing an instrument. They will be expected to master a variety of repertoire, and to understand historical, cultural, analytic, and stylistic aspects of works studied in applied instruction. Music majors are required to take individual instruction for two years. The two year course counts as one of the nine credits toward the major. Music minors are required to take individual instruction for one year. The one-year course counts as one-half credit toward the minor.

All students who wish to receive individual instruction for credit, including majors, minors, and non-majors, must show minimal proficiency, both in reading music and in playing the instrument of choice (or in matching pitch if voice lessons are desired), before beginning instruction for credit. Eligibility for credit will be determined by the Music Department through entrance auditions at the beginning of each academic year. Students who do not qualify for credit at first because of a weakness in fundamentals of reading music or a technical deficiency may begin lessons without credit, but may subsequently be granted credit after completion of Music 103 and a successful audition. A student of guitar or any standard orchestral instrument must own or have access to the instrument for daily practice before beginning lessons.

**287, 288. Independent Study (Old Number MUS 87, 88)**

Permission for independent work must be granted before registering. Appropriate forms are available in the department chair's office. *Prerequisite: Permission of the instructor.*

One-half or one course credit each semester.

**387, 388. Independent Study in Composition (Old Number MUS 87A, 88A)**

This course gives advanced students an opportunity to engage in creative exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their composition projects. *Prerequisite: Music 301 or permission of the instructor.*

One-half or one course credit each semester.

## DEPARTMENT OF PHILOSOPHY

Faculty: W. Placher (chair), G. Helman, C. Hughes\*, R. Lynch, S. Webb

*\*On leave, full year*

The Wabash philosophy department offers courses on a range of philosophical topics, with a diversity of points of view unusual in a small college department. Most of our courses are historically oriented, with emphasis on looking at philosophical arguments. Students grow familiar with the classic texts of the Western philosophical tradition as they develop their own skills in reading difficult texts, writing, and thinking about philosophical issues.

We try to provide a variety of ways for interested students to sample the subject. All courses in the 100's are appropriate first courses in philosophy. Students with interests in a particular area can also begin with a course in the 200's, though the work there may be slightly more advanced. Philosophy 449 and 490 are normally taken by majors during their senior year.

**Comprehensive Examinations:** Students write for two days, three hours each day. The department has usually invited majors to submit a list of six books from a number of periods in the history of philosophy to serve as the basis for the questions on the first day. Second day questions usually explore broad philosophical issues, with students free to draw on any material in answering them. The department's goal is to give students the chance to tie their major together, reflect on this part of their education, and demonstrate their strengths in the field.

**Requirements for the Major:** Nine course credits, including:

- The History of Ancient and Early Modern Philosophy (Philosophy 140 and Philosophy 142)
- Logic (Philosophy 270)
- Work in ethics, social, or political philosophy (at least one credit from among Philosophy 110, Philosophy 213, Philosophy 219, or Philosophy 319)
- 20th Century Philosophy in the Continental and Analytic Traditions (Philosophy 345 and Philosophy 346)
- A seminar on a single philosopher (Philosophy 449)
- Seminar discussion of recent philosophical literature and the presentation of student research (Philosophy 490)

**Requirements for the Minor:** Five course credits, including:

- The History of Ancient and Early Modern Philosophy (Philosophy 140 and Philosophy 142)
- Work in ethics, social, or political philosophy (at least one credit from among Philosophy 110, Philosophy 213, Philosophy 219, or Philosophy 319)
- At least one credit from courses with a first digit 3 or 4 or a last digit 9

## Course Descriptions

### **110. Philosophical Ethics (Old Number PHI 07)**

Thought about what is good, what is right, and what ought to be done pervades our lives. Philosophy can contribute to this thought by providing ways of organizing it and reflecting on it critically—approached in this course from both historical and contemporary sources.

One course credit, fall semester.

### **140. Philosophy of the Classical Period (Old Number PHI 05)**

A survey of the pre-Socratics, Aristotle, the Stoics, the Epicureans, and a fairly detailed study of some of Plato's dialogues. Topics include the Greek understanding of the nature of the universe, the possibilities of human reason, and the relation of individual and society. Lectures provide some historical background but concentrate on analysis of assigned readings.

One course credit, fall semester.

### **142. Foundations of Modern Philosophy (Old Number PHI 06)**

Readings and discussion of the classical modern philosophers of the 17th and 18th centuries, focusing on questions such as scientific method and the possibility of knowledge, the nature of reality, ethics and the relation of the individual to society, and the existence of God. Readings from Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant, Rousseau, and Wollstonecraft.

One course credit, spring semester.

### **144. Introduction to Existentialism (Old Number PHI 11)**

An introduction to some of the primary existentialist texts of the 19th and 20th centuries, including works of fiction, philosophy, and psychology from such writers as Kierkegaard, Dostoyevski, Nietzsche, Freud, Sartre, and Bataille.

One course credit, spring semester.

### **213. Philosophy of Law (Old Number PHI 12)**

An introduction to philosophical issues concerning the analysis of legal concepts and the moral justification of the law. Typical issues include the nature of law and its relation to morality, the grounds for criminalization, the justification of punishment, and the moral basis of liability rules.

One-half or one course credit, spring semester.

### **219. Seminar in Ethics and Social Philosophy (Old Number PHI 17)**

Seminar discussion at a more advanced level of a topic or area in ethical theory, applied ethics, or social and political philosophy. *Prerequisite, if any, will depend on the topic in a given year.*

One-half or one course credit.

**220. Aesthetics (Old Number PHI 08)**

A survey of work in the philosophy of art both prior to and during the 20th century. Topics considered include the concept of art and a work of art, the relation between art and truth, the objectivity of aesthetic evaluation, the nature of representation, and issues concerning meaning and interpretation. Primary emphasis is on the visual arts, but attention is given also to issues concerning the other arts.

One course credit, spring semester.

**249. Topics in the History of Philosophy (Old Number PHI 15)**

Seminar discussion of a historical period, figure or topic. *Prerequisite, if any, will depend on the topic in a given year.*

One-half or one course credit.

**269. Topics in Metaphysics and Epistemology (Old Number PHI 16)**

Seminar discussion of a topic or area in metaphysics or the theory of knowledge. *Prerequisite, if any, will depend on the topic in a given year.*

One-half or one course credit.

**270. Elementary Symbolic Logic (Old Number PHI 03)**

An introduction to the principles of deductive logic for connectives ("and", "not," "or," "if") and quantifiers ("all," "some"). Attention is given to the logical structure of English sentences and its representation in symbolic notation and to formal proofs establishing the logical properties and relations of sentences. (Students interested in trying a course in philosophy should note that the study of logic is different in character from other work in the discipline.)

One course credit, fall semester.

**272. Philosophy of Science (Old Number PHI 13)**

An introduction to philosophical issues concerning the logical structure and historical development of natural science. Among the issues considered will be the relations among theory, observation, and experiment; the reality of theoretical entities; and the significance of scientific revolutions.

One course credit, fall semester.

**279. Topics in Logic and the Philosophy of Science (Old Number PHI 18)**

Additional topics in formal or informal logic or the philosophical study of science and its historical development. *Prerequisite, if any, will depend on the topic in a given year.*

One-half or one course credit.

**287, 288. Independent Study (Old Number PHI 87, 88)**

Open to students with consent of the department chair. Independent Studies at a more advanced level will be numbered 387 or 388.

One-half or one course credit.

**299. Special Topics in Philosophy (Old Number PHI 19)**

A course in some selected philosophical topic. *Prerequisite, if any, will depend on the topic in a given year.*

One-half or one course credit.

**319. Seminar in Ethics and Social Philosophy (Old Number PHI 17)**

Seminar discussion at a more advanced level of a topic or area in ethical theory, applied ethics, or social and political philosophy. *Prerequisite, if any, will depend on the topic in a given year.*

One-half or one course credit.

**345. 20th Century Continental Philosophy (Old Number PHI 21)**

A survey of phenomenology and existential philosophy and of the variety of contemporary European philosophy that is heir to these trends. Primary texts will be selected from Husserl, Heidegger, Sartre, Merleau-Ponty, Marcuse, Derrida, Foucault, and others. *Prerequisite: Philosophy 140 and 142 or consent of the instructor.*

One course credit, fall semester.

**346. Analytic Philosophy (Old Number PHI 22)**

A survey of 20th century philosophy in the analytic tradition. Readings from figures and schools such as Russell, Wittgenstein, logical positivism, ordinary language philosophy, Quine, and Kripke. *Prerequisite: Philosophy 142 and 270 or consent of the instructor.*

One course credit, spring semester.

**349. Seminar in the History of Philosophy (Old Number PHI 15)**

Seminar discussion at a more advanced level of a historical period, figure or topic. *Prerequisite will depend on the topic in a given year.*

One-half or one course credit.

**369. Seminar in Metaphysics and Epistemology (Old Number PHI 16)**

Seminar discussion at a more advanced level of a topic or area in metaphysics or the theory of knowledge. *Prerequisite will depend on the topic in a given year.*

One-half or one course credit.

**379. Seminar in Logic and Philosophy of Science (Old Number PHI 18)**

Additional topics in formal or informal logic of the philosophical study of science and its historical development offered at a more advanced level.

*Prerequisite will depend on the topic in a given year.*

One-half to one course credit.

**387, 388. Independent Study**

Open to students with consent of the department chair. Independent studies at a less advanced level will be numbered 287 or 288.

One-half or one course credit.

**399. Proseminar (Old Number PHI 19)**

An advanced course in some selected philosophical topic. *Prerequisite will depend on the topic in a given year.*

One-half or one course credit.

**449. Seminar on a Single Philosopher (Old Number PHI 41)**

A detailed study of a major philosopher. Required of majors and open to other students. Normally taken in the fall of the senior year.

One course credit, fall semester.

**490. Departmental Seminar (Old Number PHI 42)**

The first part of this course is devoted to reading and discussion of a sample of recent work in philosophy. Students also pursue independent research and prepare papers to be presented to departmental faculty and other senior majors during the second part of the course. Required of senior majors and open to others by consent of the department chair.

One course credit, spring semester.

## DEPARTMENT OF RELIGION

Faculty: W. Placher (chair), D. Blix, R. Royalty, S. Webb, R. Williams

While most of its courses focus on the Christian tradition, the Wabash religion department also has particular strengths in Asian religions, and in recent years we have had Jewish, Muslim, Sikh, and Hindu religion majors as well as majors from a Christian background and students with an intellectual interest in religion who are themselves skeptics. The department seeks to ground its students in a variety of religious traditions while also helping them reflect on the different methods that can be used to study religion. Indeed, a religion major often provides undergraduates a useful way of developing, in effect, an interdisciplinary major with work in everything from anthropology to biblical studies.

We try to provide a large number of "entry points" for interested students. Courses numbered in the 100's are lecture courses appropriate to take as a first course in religion. Courses numbered in the 200's without a prerequisite listed are also appropriate to take as a first course but will be smaller discussion classes. Courses numbered in the 300's are more advanced and have prerequisites as indicated. Religion 490 is usually taken by majors in their senior year.

**Comprehensive Examinations:** Students write for two days, three hours each day. The usual pattern has been to write on two questions the first day. There is a wide range of questions from which to choose, and questions characteristically draw on material from more than one course. The second day has usually involved writing on one question, which invites reflection on the shape of the major as a whole. The department's goal is to give students the chance to tie their major together and demonstrate their strengths in the field.

**Requirements for the Major:** A minimum of nine course credits including:

- A. The History of Christianity, Religion 171 and 172
- B. Two course credit on Bible or Christian thought—from among Religion 141, 162, 240, 260, 270, 271, 272, 340, 360, 370 or 372
- C. Two course credits in Islam, Asian religions, or anthropology or sociology of religion—from among Religion 103, 104, 210, 220, 230, 297, 298, 310, 320, or 330
- D. Senior Seminar, Religion 490
- E. Courses in Judaism (Religion 150, 250, 350 and independent study courses Religion 287, 288, 387, 388) will count in either B or C depending on their particular topic

**Requirements for the Minor:** a minimum of five course credits, including at least one of the following sequences:

Religion 103 and 104

Religion 141 and 162

Religion 171 and 172

And at least one credit from Religion courses numbered 200 or above.

### **Course Descriptions**

#### **103. Islam and the Religions of India (Old Number REL 03)**

The course introduces the ancient religions of India (Hinduism, Buddhism, and Jainism) and the religious situation until the introduction of Islam to the Indian subcontinent. The origin, growth, and practice of Islam are traced to demonstrate how it spread to the Indian subcontinent and beyond. The final portion of the course deals with modern challenges and developments in Islamic countries and in India. Emphasis is upon readings in primary texts of these religions.

One course credit, fall semester.

#### **104. The Religions of China and Japan (Old Number REL 04)**

A study of the indigenous beliefs of East Asia (Confucianism, Taoism, and Shinto) and the development of Buddhism in China and Japan. Readings will be from the works of Confucius, Lao Tzu, and other Chinese and Japanese philosophers/theologians. The last part of the course considers the ways traditional China and Japan have changed in the modern period.

One course credit, spring semester.

#### **141. Hebrew Bible (Old Number REL 01)**

The readings are the most interesting and important parts of the Hebrew Bible. Lectures will attempt to relate the readings to their social and historical context. The organization of the course is historical. Within this framework the course examines the basic themes of Hebrew religion, such as the nature of God, the concept of election, covenant, law, justice, prophecy, and eschatology.

One course credit, fall semester.

#### **150. Studies in Judaism (Old Number REL 05)**

This course will address, at the introductory level, various topics in Jewish history, contemporary Jewish thought, Jewish-Christian dialogue, and responses to the Holocaust. Topics will vary from year to year.

One course credit, spring semester in alternate years, beginning in 2001-2002. (In some years the course may be offered for one-half credit).

**162. History and Literature of the New Testament (Old Number REL 02)**

The course is a survey of the political, social, and religious situation of the Hellenistic world of the first century, the life of Jesus, and the origin and growth of the Christian church. Each writing of the New Testament is studied to learn its place in the development of the thought and practice of the early church.

One course credit, spring semester.

**171. History of Christianity to the Reformation (Old Number REL 09)**

An historical survey of the origins of Christianity, the development and meaning of orthodox Christian beliefs, the social environment of the Christian Church, the great age of Medieval thought, and the background of the Reformation.

One course credit, fall semester.

**172. The Christian Church in the Modern Era (Old Number REL 10)**

Lectures and discussions on the expansion of Christianity in the Reformation and post-Reformation period. Some emphasis is placed on the role of Christianity in the American experience.

One course credit, spring semester.

**195. Religions and the Arts (Old Number REL 15)**

An examination of the arts of a particular period and place with a view to discovering the religious insights and attitudes that they embody. Most recently, the course involved a close reading of Dante's *Divine Comedy*.

One course credit, spring semester. (In some years the course may be offered for one-half credit).

**196. Religion and Literature [Same as HUM 196] (Old Number REL 16)**

A study of religious themes and theological issues in diverse literary works. Each week will focus on a single text. Authors represent various religious traditions (like Protestantism, Roman Catholicism, Judaism, and Hinduism) and raise particular religious questions (like the problem of evil, the question of atheism, the place of tradition, and the nature of redemption). Enrollment limited to 15 students.

One course credit, fall semester.

**210. Topics in Islam (Old Number REL 28)**

A seminar on some topic in Islamic history or thought. Recent topics have included approaches to reading in the Q'u'ran and Sufi mysticism. *Prerequisite: Religion 103*

One course credit. (In some years the course may be offered for one-half credit).

**220. Topics in South Asian Religions (Old Number REL 27)**

A seminar on some topic in the religion of South Asia. *Prerequisite: Religion 103.*

One course credit. (In some years the course may be offered for one-half credit)

**230. Topics in East Asian Religion (Old Number REL 27)**

A seminar on some topic in the religion of China and Japan. Recent topics have included Confucius and Zen Buddhism. *Prerequisite: Religion 104.*

One course credit. (In some years the course may be offered for one-half credit).

**240. Topics in Hebrew Bible (Old Number REL 25)**

A seminar on some topic related to the history and literature of ancient Israel. *Prerequisite: Religion 141.*

One course credit, spring semester. (In some years the course may be offered for one-half credit).

**250. Topics in Judaism (Old Number REL 05)**

A seminar on some topic related to post-biblical Judaism. Recent topics have included second-Temple Judaism and Jewish responses to the Holocaust. *Prerequisite, if any, will vary depending on the topic.*

One course credit. (In some years the course may be offered for one-half credit).

**260. Topics in New Testament and Early Christianity (Old Number REL 25)**

A seminar on some topic in the history and literature of the early Christian church. Recent topics have included apocalyptic, and the letters of St. Paul. *Prerequisite, if any, will vary depending on the topic.*

One course credit, first semester. (In some years the course may be offered for one-half credit).

**270. Theological Ethics (Old Number REL 18)**

The course examines the relationship between religion and ethics from many different perspectives, beginning with theological models of talking about God, the self, and ethical goods and ending with discussions of specific ethical problems. American realism, Latin American liberation theology, Roman Catholic natural law theory, and environmental theology will be covered. Issues discussed include medical ethics, theology and economics, the problem of war, the role of the church in social change, and the nature of sin. Enrollment limited to 20 students.

One course credit, spring semester.

**271. Religion in America (Old Number REL 23)**

A seminar will consider some aspect of the role of religion in American social and intellectual history. Possible topics: early Puritanism, religious thought in 19th century America, African-American religion.

One course credit. (In some years the course may be offered for one-half credit).

**272. Topics in Church History (Old Number REL 29)**

A seminar will consider some topic or figure in the history of Christianity. *Prerequisite: either Religion 171 or Religion 172 depending on the topic.*

One course credit. (In some years the course may be offered for one-half credit).

**287, 288. Independent Study (Old Number REL 87, 88)**

Available to students with consent of the department chair. Independent study at a more advanced level will be numbered 387 or 388.

**295. Religion and the Arts (Old Number REL 15)**

An examination of some topic in the arts with a view to religious implications. The course may be offered for one half or one course credit.

**296. Religion and Literature [Same as HUM 296] (Old Number REL 16)**

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

One course credit.

**297. Anthropology of Religion: Africa (Old Number REL 07)**

The history and methods of social anthropology as applied to the study of religion will be the subject of investigation early in the course. Then we will turn to examples of African religion as studied by anthropologists.

One course credit, fall semester.

**298. Sociology of Religion (Old Number REL 08)**

Sociological analysis of religion in America and the role of immigrants in shaping American religion is the focus of this course. The first half deals with theoretical works in the sociology of religion. The second half involves readings and research projects on the religions of African-Americans or the "new ethnics" who have entered the United States since 1965 and their impact on American religion and society.

One course credit, spring semester.

**310. Seminar in Islam (Old Number REL 28)**

An advanced seminar on some topic in Islamic history or thought. Topic for 2000-2001: The Q<sup>u</sup>ran. *Prerequisite: Religion 103.*

One course credit. (In some years the course may be offered for one-half credit).

**320. Seminar in South Asian Religions (Old Number REL 27)**

An advanced seminar on some topic in the religions of South Asia. *Prerequisite: Religion 103.*

One course credit. (In some years the course may be offered for one-half credit).

**330. Seminar in East Asian Religions (Old Number REL 27)**

An advanced seminar on some topic in the religion of China and Japan. *Prerequisite: Religion 104.*

One course credit. (In some years two half-credit courses may be offered).

**340. Seminar in Hebrew Bible (Old Number REL 25)**

An advanced seminar on some topic related to the history and literature of ancient Israel. *Prerequisite: Religion 141.*

One course credit, spring semester. (In some years the course may be offered for one-half credit).

**350. Seminar in Judaism**

An advanced seminar on some topic related to post-biblical Judaism. *Prerequisite will vary depending on the topic.*

**360. Seminar in New Testament and Early Christianity (Old Number REL 25)**

A seminar on some topic in the history and literature of the early Christian Church. *Prerequisite will vary depending on the topic.*

One course credit, fall semester. (In some years the course may be offered for one-half credit).

**370. Contemporary Theology (Old Number REL 22)**

Seminar discussions of selected works of some significant theologians of the 20th century: Barth, Tillich, Niebuhr, Ricoeur, von Balthasar, and others. Special attention will be given to issues raised by feminism and theologies of liberation and to theology's special contribution to contemporary issues. *Prerequisite: Religion 172 or Philosophy 142 or consent of the instructor.*

One course credit, spring semester.

**372. Seminar on Church History (Old Number REL 29)**

Advanced seminar discussions of one significant individual, movement, or period in the history of Christianity. *Prerequisite: Religion 171 or 172, depending on the nature of the topic.*

One course credit. (In some years two half-credit courses may be offered.)

**387, 388. Independent Study (Old Number REL 87, 88)**

Available to students with consent of the department chair. Independent

**490. Seminar: The Nature of Religion (Old Number REL 41)**

An examination of the different ways of studying the phenomenon of religion. Required of all religion majors, normally in their senior year, and open to other students with consent of the instructor.

One course credit, fall semester.

## DEPARTMENT OF SPEECH

Faculty: D. Timmerman (chair), T. McDorman, T. Vaughn

The Wabash College Speech Department has a long and illustrious history in teaching the principles and practice of speech communication to generations of Wabash men. The curriculum prepares students to play an active role in the public sphere through its focus on valid reasoning, responsible and ethical argumentation, and effective presentation. This preparation leads students into productive careers in legal, professional, and academic contexts. The faculty are committed to teaching as their primary task while remaining active and productive in their areas of scholarly endeavor. The department's committed faculty, excellent facilities, and co-curricular opportunities make Wabash an outstanding place to study speech communication.

**Senior Comprehensive:** Majors must pass two departmental examinations: (1) a three-hour written exam; and (2) a senior oral presentation.

**Requirements for a Major:** Speech 101, 201, 320, 350, 497 and <sup>144</sup>four additional courses. Students considering a Speech Major should take Speech 201 even if they are unable to enroll in Speech 101. Speech 370 (Special Topics) is recommended for all senior majors and minors. Majors are encouraged to take History 101, 102, or 141, 142, English 150 and Philosophy 140, 142.

**Requirements for a Minor:** 5 courses, including Speech 101 or 142, 144, 201, 320 or 350, and two additional courses.

**NOTE:** Speech 201 (Reasoning and Advocacy) is a prerequisite for Speech 320 (Classical Rhetoric) and Speech 350 (Contemporary Rhetorical Theory and Criticism). Speech majors are encouraged to take Speech 320 and 350 prior to taking Speech 497 (Senior Seminar).

**Indiana Teacher Certification Requirements for the Major:** Speech 130; Speech 142, 144; Speech 387 (Independent Study in Voice and Phonetics); 187 (Independent Study in Radio/Television); 387 (Independent Study in Speech Science and Connection); Theater 102, 105, 211 or 212; English 150; and one course credit from Speech 220, 201 or 320, 240; Theater 101, 103, 104, 206, 207, 318, 319, 210, 213, 214, 317, 498.

**Indiana Teacher Certification Requirements for the Minor:** Speech 130; 142, 144; Speech 387 (Voice and Phonetics); Theater 102, 105; English 150.

**NOTE:** All graduates from the class of 2003 and on must check with the Director of Teacher Education and the Department Chair of Speech if interested in pursuing a teaching area in Speech due to significant upcoming changes in the license structure for this teaching area.

*\*These requirements are currently being revised by the State of Indiana. Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements.*

## Introductory Level Courses

Introductory courses in speech focus on the principles and practice of effective and responsible message creation and presentation in public contexts (SPE 101), task groups (SPE 130), and valid and ethical argumentation (SPE 142, SPE 144). Students become competent in a variety of effective communication techniques, learn to cope with communication apprehension, and develop and exercise skills in critical thinking, argument formation, and argument analysis.

## Introductory Courses—Language Studies

### 101. Fundamentals of Speech (Old Number SPE 01)

This course covers the fundamentals of speech composition and delivery. Students research, compose, and deliver informative and persuasive speeches. In addition, they learn and employ introductory principles of reasoning, argumentation, and rhetorical criticism. Finally, students analyze the videotape recordings of their speeches and learn to use electronic media in public presentations.

One course credit, every semester.

### 142. Argumentation and Fact/Value Debate (Old Number SPE 4A)

The primary goal of the course is to learn effective and ethical advocacy for issues and causes in the public forum. Students learn argument and debate theory and practice. Propositions of inference and value are addressed. Students engage in several class debates and are required to present a public argument on campus in a parliamentary debate forum. Additional participation in Parliamentary Union and/or the debate team is encouraged but not required. *Prerequisite: Speech 101 or permission of instructor.*

One-half course credit, fall semester.

### 144. Argumentation and Policy Debate (Old Number SPE 4B)

The primary goal of the course is to learn effective and ethical advocacy for issues and causes in the public forum. Students learn argument and debate theory and practice. Propositions of policy are addressed. Students engage in several class debates and are required to present a public argument on campus in a parliamentary debate forum. Further participation in Parliamentary Union and/or the debate team is encouraged but not required. *Prerequisite: Speech 101 or permission of instructor.*

One-half course credit, spring semester.

**Intermediate Level Courses:** Intermediate level courses focus on mastery of the basic concepts and significant theories of persuasion, reasoning, and communication. This study will include the history, theoretical development, and pragmatic uses of the theories and concepts in a variety of settings. Students will develop the ability to evaluate, compare, and critique these

theories from a variety of perspectives. Students will also utilize these theories and concepts for the purposes of analysis and application to rhetorical and communicative interactions.

### **Intermediate Courses—Language Studies**

#### **201. Reasoning and Advocacy (Old Number SPE 11)**

Speech 201 focuses on the process of constructing, analyzing, and evaluating public arguments. This is a foundational speech course because it focuses on the development and application of knowledge in critical thinking, argument analysis, reasoning, and advocacy. It emphasizes the nature and role of communication in public discussions and decision making. The course highlights the adaptation of logic and reasoning to human action in a democratic society. The class examines public argument in a variety of forms such as political debates, speeches, editorials, and talk radio programs. Judicial argument is examined in the form of specific civil and criminal case studies and Supreme Court decisions. Finally, social argument is examined through an investigation of selected examples from popular media such as television, film, and music. The course serves the purpose of exposing non-majors to the fundamentals of rhetoric and communication. It also prepares Speech majors and minors for more advanced courses such as Classical Rhetoric and Contemporary Rhetorical Theory and Criticism.

One course credit, fall semester.

#### **220. Persuasion (Old Number SPE 02)**

Students study the theory and practice of persuasion as part of decision making in a free society. The focus is on the individual's role as both persuadee and persuader with an examination of how to be critical, observant, responsible and ethical with regard to persuasive messages. The course examines persuasive language, propaganda, persuasive campaigns, and social movements. Students critically examine a variety of persuasive texts and participate in a campaign simulation. *Prerequisite: Speech 101 or consent of the instructor.*

One course credit, spring semester.

### **Intermediate Courses—Literature/Fine Arts**

#### **240. Communication Theory (Old Number SPE 09)**

This course pursues five related goals. First, it gives students the background necessary for further study of communication issues in a variety of contexts. The central communicative issues highlighted in Speech 240 include language, meaning, information, interaction, and influence. Second, this course gives students a grounding in the two dominant perspectives that inform communication research: the humanistic and social scientific research paradigms. Third, the course introduces students to the parameters and chief areas of concern in the field of communication and its

relationship to other disciplines such as English, Psychology, and Political Science. Fourth, the course discusses the philosophical assumptions that serve as the foundations for theories and the ethical issues that arise in the process of such scholarly endeavor. Finally, this course focuses on application and develops student competencies in using theories to analyze communicative events.

**Advanced Level Courses:** Advanced level courses are characterized by original research and theorizing. Students will learn to engage primary source material in both theory and criticism and to produce new insights into the texts that they select as artifacts for examination as well as contribute to the broader scholarship in rhetorical studies. Papers produced in these contexts will be of high quality, possess substantial literature reviews, utilize original theoretical approaches to texts, and illustrate an awareness of the role of rhetoric within intellectual history. These classes will prepare students to excel in their comprehensive exams as well as possible graduate training by providing them with the knowledge to speak critically and to view themselves as part of a larger scholarly community with which they are in dialogue.

#### **Advanced Courses—Literature/Fine Arts**

##### **320. Classical Rhetoric (Old Number SPE 06)**

This course focuses on the origin and development of rhetoric and rhetorical theory during the classical period. The course begins in the pre disciplinary stage of Homer and the Sophists and examines such works as Homer's *Iliad*, Gorgias' *Encomium of Helen*, and Isocrates' *Antidosis*. The course then moves to Plato's *Gorgias* and *Phaedrus* and the "disciplinizing" efforts of Aristotle (*On Rhetoric*). Finally, the course examines the efforts of Cicero (*On Invention*, *Orator*, and *On the Orator*), Quintilian (*Institutes of Oratory*), and Augustine (*On Christian Doctrine*) to reunite philosophy and rhetoric and include ethics within the realm of rhetoric. Students learn how rhetorical theories are generated out of the specific needs of particular political and social contexts. In addition, students examine the influence of literacy on human interaction and the study of rhetoric in particular. Finally, students trace the relationship between rhetoric and philosophy from pre-Platonic unity, through Plato's bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintilian. *Prerequisite: Speech 201.*

One course credit, fall semester.

**350. Contemporary Rhetorical Theory and Criticism (Old Number SPE 35)**

Contemporary studies in rhetoric have shifted away from the public address to focus on rhetoric more broadly conceived while maintaining a clear connection with the rhetorical tradition that stretches back to the classical period. In what has been termed the "rhetorical turn," contemporary scholars and intellectuals from the fields of philosophy, English, anthropology, history, and other disciplines have revised this classical debate in a number of productive ways. Rhetoric, whether implicitly or explicitly, has become a focus of discussion throughout the modern academy. Beginning with traditional theories of rhetorical criticism, the class highlights the growing complexity of the field, proceeding from the idea that communication and media shape the culture in which we live. The class is a methodological precursor to the senior project in that students are required to read contemporary rhetorical theorists with understanding and utilize their theories and perspectives in the practice of rhetorical criticism. *Prerequisite: Speech 201.*

One-half course credit, fall semester.

**370. Special Topics (Old Number SPE 08)**

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting. Courses include Contemporary Rhetorical Theory and Criticism, Gender and Communication, Intercultural Communication, and Political Communication. These courses may fall in either the Language Studies or Literature/Fine arts categories; check with the instructor. *Prerequisite: Sophomore standing or consent of the instructor.*

**387/388. Independent Study (Old Number SPE 87, 88)**

Available to students with the consent of the instructor.

One-half or one course credit.

**Capstone Course**

**497. Senior Seminar (Old Number SPE 10)**

The Senior Seminar is a capstone course for speech majors. Speech majors conduct an original and extended research project in a sub-area of the field. In the process, they read and discuss relevant texts and journal articles as a class. The course covers procedures for conducting each of the components of the project (i.e., discovery and refinement of a research question, selection of appropriate materials for study, selection of an appropriate method, literature review of appropriate scholarship, the analysis itself and the preparation of the manuscript). This course also provides senior majors a forum for the investigation and discussion of the ethical issues and responsibilities they have as communicators. *Prerequisite: Speech 320 and Speech 350.*

One course credit, fall semester.

## DEPARTMENT OF THEATER

Faculty: D. Watson (chair), M. Abbott\*, J. Fisher, J. Gross, L. West\*\*

\**Sabbatical leave, fall semester*

\*\**Fall semester*

The Theater Department curriculum aims to develop the student's understanding of theater through courses in the theory and practice of performance, the study of theater history and dramatic literature, film, and playwriting. The development of practical skills for theater majors and minors as actors, directors, designers, technicians, and playwrights in actual stage production work is carefully structured by the department staff to coincide with course work in these areas. For the non-major or minor, the curriculum provides several courses at the introductory level (Theater 101, 102, 103, 104, 105). These are aimed at developing the student's understanding and appreciation of theater as an art form. Courses on the intermediate level (Theater 206, 207, 210, 211, 212, 213, 214, 309, 317, 318, 319) provide non-majors and minors with various opportunities to deepen their growing understanding and appreciation of theater. They will explore both the great works of the dramatic canon from all time periods and cultures, as well as acclaimed contemporary dramas. Majors and minors often pursue careers in theater, film, and other allied fields, but for the non-major or minor the study of theater provides a unique opportunity for the student to explore an extraordinary and timeless art form, to learn about the way plays and productions are created, and, most importantly, to study the theater as it reflects and tests moral, social, political, spiritual, and cross-cultural issues.

**Senior Comprehensives:** Majors must pass three departmental examinations: (1) a three-hour examination on the history, literature, and theory of theater or a project in those areas approved by the department chair; (2) a three-hour examination on the performance aspects of theater (acting, directing, design, playwriting) or a project in those areas approved by the department chair; (3) a one-hour oral examination with the faculty of the Theater Department.

**Requirements for the Major:** Nine courses including Theater 102, 105, 498; one course credit from Theater 206, 207, 318, 319; three course credits from Theater 103, 211, 212, 213, 214 (with at least two course credits from pre-1900); one course credit from Theater 210, 309, 317; and one course credit from the remaining Theater Department offerings, Classics 102, English 216, and ancient or modern language courses emphasizing the study of drama subject to the approval of the department chair.

**Requirements for the Minor:** Five courses including Theater 102; one course credit from among Theater 103, 211, 212, 213, 214; one course credit from among Theater 105, 206; one course credit from among Theater 210, 309, 317; and one course credit from the remaining Theater Department offerings, Classics 102, English 216, and ancient or modern language courses emphasizing the study of drama subject to the approval of the department chair.

**Production Requirement:** Theater majors and minors are required to participate in the annual season of theater productions staged by the department. The department feels strongly that the serious theater student should have numerous opportunities to test his creative abilities in the myriad facets of theater performance. It is hoped that during the student's four years at Wabash College he will have the opportunity to test in theatrical productions the many concepts he will encounter in his courses. The season of plays selected by the department is chosen with careful consideration of the unique opportunities for students offered by each play. The department expects that the student will work in a variety of performance areas including acting, stage managing, set and costume construction, lighting and sound, playwriting, and directing. Each year, during the second half of the fall semester, as part of the theater season, students will have the opportunity to produce workshop performances in the areas of acting, directing, design, playwriting, and performance art. Students interested in knowing more about these opportunities should consult the department chair.

**Indiana Teacher Certification Requirements for the Major:** To satisfy the requirements for teaching theater as a major subject, the following courses are taken: Speech 130, 142, 144, 387 (Independent Study in Voice and Phonetics), 387 (Independent Study in Radio and/or Television), 387 (Independent Study in Speech Science and Correction); Theater 102, 105, 211 or 212; English 150; and one full course credit from Theater 101, 103, 104, 206, 207, 210, 213, 214, 317, 318, 319, 498 or from Speech 220, 240, 320. (9 course credits).\*

**Indiana Teacher Certification Requirements for the Minor:** To satisfy the requirements for teaching theater as a minor subject, the following courses are taken: Theater 102, 105; Speech 130, 142, 144, 387 (Independent Study in Voice and Phonetics); English 150 (6 course credits).\*

\*Please refer to **General Education Requirements** and to the section **Preparation for Secondary Teaching** for liberal arts and professional education requirements. Theater teaching majors in the class of 2003 on are asked to see the Director of Teacher Education when preparing for this teaching area.

## Course Descriptions

### 101. Introduction to the Theater (Old Number THE 01)

Designed for the liberal arts student, this course explores many aspects of the theater, the audience, the actor, the visual elements, the role of the director, theater history, and selected dramatic literature. The goal is to heighten the student's appreciation and understanding of the art of the theater. Play readings include *Antigone*, *A Midsummer Night's Dream*, *Hamlet*, *The Misanthrope*, *A Doll House*, *Major Barbara*, *Desire Under the Elms*, *Galileo*, *The Glass Menagerie*, *Death of a Salesman*, *Endgame*, *A Raisin in the Sun*, *Master Harold and the Boys*, and *Fences*. The student will also be expected to attend and write critiques of the Wabash College Theater productions staged during the semester he is enrolled in the course.

**This course is intended for the non-major/minor and is most appropriately taken by freshman and sophomores.**

One course credit each semester.

**102. Introduction to Scenography (Old Number THE 02)**

This beginning course traces the design and technical production of sets as environments for theatrical performance from concept through opening night. Areas covered include set and lighting design, technical production, and costume design. This course will provide the liberal arts student with an exploration of the creative process. Lab arranged.

One course credit each semester.

**103. Seminars in Theater (Old Number THE 03 A-D)**

This annual set of four special topic half-courses provides tightly focused studies of the works of particular playwrights, genres, movements, and historical developments in theater and film, as well as practical aspects of performance. Each year, a new set of four courses will be offered. The courses are open to the liberal arts student and have no prerequisite.

**“The Theatrical Metaphor: A Study of Plays About Plays and Players”**

The theater—and the artists of the stage—as theme and content for dramatic, comic and musical theater, from Shakespeare to the present, will be the subject of this course. The stage as a mirror of life has long been the subject of many theoretical and critical writings. Over the centuries, many dramatists have used the idea of theater and the lives of artists to serve as human symbols in examining the great questions of existence. Students will read or see plays that use theater to explore themes, reveal character, and inspire thought, and will write critical papers on the works studied. Among the plays to be read or viewed by the class are William Shakespeare's *Hamlet*, Molière's *The Rehearsal at Versailles*, Pierre Corneille's *The Illusion*, Anton Chekhov's *The Sea Gull*, Edmond Rostand's *Cyrano de Bergerac*, George S. Kaufman and Edna Ferber's *The Royal Family*, Tom Stoppard's *The Real Inspector Hound*, Ronald Harwood's *The Dresser*, Neil Simon's *The Sunshine Boys*, David Mamet's *A Life in the Theater*, Michael Frayn's *Noises Off*, and Arthur Laurents, Jule Styne, and Stephen Sondheim's *Gypsy*.

One-half course credit, fall (first half of semester).

**“The Theater of Tony Kushner: Living Past Hope”**

Pulitzer Prize-winning dramatist Tony Kushner rose to international fame in the early 1990s with his epic drama, *Angels in America*, which brought critical acclaim as well as controversy for its challenging themes. As an overtly socio-political dramatist, Kushner is a comparative rarity in the American theater. Earlier U.S. dramatists with political aims, like Clifford Odets and Arthur Miller, seem to have had little direct influence on Kushner, who descends more directly from Henrik Ibsen, George Bernard Shaw, and especially Bertolt Brecht, whom he greatly admires. Kushner believes that “All theater is political” and that he “cannot be a playwright without having some temptation to let audiences know what I think when I read the newspaper in the morning. What I find is that the things that make you the most uncomfortable are the best things to write plays about.” His plays frequently borrow on important historical transition periods, but the themes examined through them are always current. The class will read and

see several of Kushner's plays including *Millennium Approaches* and *Perestroika*, the two plays making up *Angels in America*, as well as *A Bright Room Called Day*, *Hydriotaphia*, or *The Death of Dr. Browne*, *Slavs! Thinking About the Longstanding Problems of Virtue and Happiness*, as well as a few of his one-acts and his critically acclaimed adaptations of Pierre Corneille's *The Illusion*, S. Ansky's *A Dybbuk*, and Bertolt Brecht's *The Good Person of Setzuan*.

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

#### **"Futurism and Virtuality in Film"**

In 1902 Georges Melies made *A Trip to the Moon*, the first narrative film in cinema history. Since then, filmmakers have continued to use the language of the cinema to explore and depict a future world. This course will survey some of the major films of the "futurist" genre—from Fritz Lang's *Metropolis* to the Wachowski brothers' *The Matrix*. Special attention will be paid to the recurring theme of human identity in an increasingly virtual world.

One-half course credit, spring (first half of semester).

#### **"A Trip Abroad: A Journey from Text to Performance"**

The farce, *A Trip Abroad (Le Voyage de Monsieur Perrichon)* by Eugène Labiche and Edouard Martin, was first produced in France in 1860. In the spring semester of 2001, the Wabash theater department will present this classic example of French farce, and the students enrolled in this seminar will study and observe the production "journey" from text to performance, from directorial, design, and actor interpretation to the audience reaction on opening night. Students will also read companion plays to *A Trip Abroad*, and representative works from late 19th and early 20th century French farce (including works by Georges Feydeau and Georges Courteline), discuss the mechanics of farce, and study essays on laughter and the rhythm of comedy.

One-half course credit, spring (second half of semester).

#### **104. Introduction to Film (Old Number THE 04)**

This course is intended to introduce students to film as an international art form and provide a historical survey of world cinema from its inception to the present. The course will focus on key films, filmmakers, and movements that have played a major role in pioneering and shaping film. Selected motion pictures will be screened, studied, and discussed with special emphasis placed on learning how to "read" a film in terms of its narrative structure, genre, and visual style. Specific filmic principles such as montage, mise en scene, and editing will also be studied. Genre study, auteurism, and ideology will be explored in relation to specific films and filmmakers, as well as the practice of adaptation (from theater to film, and most recently, film to theater).

One course credit, fall semester.

**105. Introduction to Acting (Old Number THE 05)**

This course provides an introduction to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes from modern plays for classroom presentation and write acting critiques of live and filmed performances.

One course credit, fall semester.

**206. Intermediate Acting (Old Number THE 06)**

The process of acting, its history, theory, and practice, are examined through classroom exercises, text analysis, and scoring. Students will explore various problems in acting styles and perform scenes from the extant works of Greek tragedy, Renaissance drama, commedia dell'arte, Neoclassical comedy, and modern and contemporary drama. *Prerequisite: Theater 105 or consent of instructor.*

One course credit, spring semester.

**207. Directing (Old Number THE 07)**

The history and practice of stage directing is studied in this course. Students will examine the theories and productions of major modern directors and, through in-class scene work, advance their skills in directing. The course will also involve directorial research and preparation for projects involving classical and modern plays. *Prerequisite: Theater 105 or consent of instructor.*

One course credit, fall semester.

**210. Playwriting (Old Number THE 10)**

Principles of dramatic construction are explored through the practice of playwriting and the study of representative one-act plays. Students will have various creative writing assignments including monologues and short plays and they will engage in classroom-staged readings and discussion of scripts generated by other writers in the class.

One course credit, spring semester.

**211. History and Literature of the Theater: Ancient Greece to the Restoration. (Old Number THE 11)**

The study of major dramas and comedies written between the golden age of 5th century B.C. Greek theater and the Restoration will provide the main focus for this course. Attention will be paid to the theatrical conventions and practices typical of each major era, along with discussion of varying interpretations and production problems discovered in each play. Among the works to be read and discussed are the *Oresteia*, *Antigone*, *Oedipus the King*, *The Bacchae*, *Lysistrata*, *The Grouch*, *Miles Gloriosus*, *The Twin Menaechmi*, *The Self-Tormentor*, *Everyman*, *Ruzzante Returns from the Wars*, *The Mandrake*, selected scenarios of the commedia dell'arte, *Life Is a Dream*, *Fuente Ovejuna*, *King Lear*, *The Merchant of Venice*, *A Midsummer Night's*

*Dream, Twelfth Night, and The Country Wife.*

One course credit, fall semester, 2001-2002 and alternate years.

**212. History and Literature of the Theater: 1640 to 1920 (Old Number THE 12)**

The class will study various forms of theater and drama between 1640 and 1920. Representative plays from these eras, as well as theoretical and critical response to the works, will be the major focus of the course. Attention will also be paid to the theatrical conventions and practices typical of each major era, along with discussion of varying interpretations and production problems discovered in each play. Among the works to be studied are *Tartuffe, The Misanthrope, The Doctor In Spite of Himself, The Imaginary Invalid, The Illusion, The Rivals, The Servant of Two Masters, The King Stag, Mary Stuart, Uncle Tom's Cabin, Sherlock Holmes, The Importance of Being Earnest, Cyrano de Bergerac, A Doll's House, Hedda Gabler, Uncle Vanya, Arms and the Man, and Pygmalion.*

One course credit, spring semester, 2001-2002 and alternate years.

**213. American Theater and Drama (Old Number THE 13)**

This course will examine the dramatic heritage and the plays and playwrights of theater in the United States. Lecture and discussion will cover major movements and developments in the American theater, particularly the plays of Eugene O'Neill (*The Emperor Jones, A Moon for the Misbegotten, Hughie*), Thornton Wilder (*The Skin of Our Teeth*), Tennessee Williams (*The Glass Menagerie*), and Arthur Miller (*All My Sons, The Crucible*), and such plays as *The Octoroon, Margaret Fleming, You Can't Take It With You, The Little Foxes, Mister Roberts, Who's Afraid of Virginia Woolf?, A Raisin in the Sun, Fifth of July, Sister Mary Ignatius Explains It All For You, Ma Rainey's Black Bottom, Crimes of the Heart, Biloxi Blues, True West, and Angels in America, Part 1: Millennium Approaches.*

One course credit, fall semester, 2000-2001 and alternate years.

**214. Modern European Theater and Drama (Old Number THE 14)**

Students will be offered a concentrated study of the significant dramatic literature of the European stage from the beginning of the twentieth century, along with examination of the major theatrical movements of realism, expressionism, symbolism, epic theater, absurdism, and neo realism. Plays to be studied include *A Doll's House, An Enemy of the People, The Seagull, The Cherry Orchard, Mrs. Warren's Profession, Heartbreak House, Six Characters in Search of an Author, Henry IV, Galileo, Waiting for Godot, Exit the King, No Exit, The Visit, Amadeus, Equus, Accidental Death of an Anarchist, and Breaking the Code.* The plays will be discussed as instruments for production, as examples of forms, and most importantly as they reflect moral, social, and political issues in the twentieth century.

One course credit, spring semester, 2000-2001 and alternate years.

**309. Dramaturgy (Old Number THE 09)**

This course is intended to bridge the gap between the history/literature/theory and the performance areas of theater. Aimed primarily at the theater major and minor (though by no means excluding others), this course will focus on the process of textual and historical research/analysis and its collaborative impact on the creative process of the director (production concept), actor (characterization), playwright (play structure, narrative and character development) and designers (scenic, lighting, and costume design). Dramaturgy includes a study of various historical approaches to classic texts, as well as the process of research and investigation of material for new plays. Ideally, students enrolled in the course could be given dramaturgical responsibilities on mainstage and student-directed projects. *Prerequisite: At least one course in theater history and one in performance, or permission of instructor.*

One course credit, spring semester.

**317. Dramatic Theory and Criticism (Old Number THE 17)**

This course will survey the significant ideas that have shaped the way we create and think about theater. The objective of the course is to examine the evolution of dramatic theory and criticism and trace the influence of this evolution on the development of the theater. Ultimately the student will form his own critical and aesthetic awareness of theater as a unique and socially significant art form. Among the important works to be read are: Aristotle's *Poetics*, Peter Brook's *The Open Door*, Eric Bentley's *Thinking About the Playwright*, Tony Kushner's *Thinking About the Longstanding Problems of Virtue and Happiness*, Robert Brustein's *Reimagining the American Theater*, and Dario Fo's *The Tricks of the Trade*, and selected essays from numerous writers including Horace, Ben Jonson, William Butler Yeats, August Strindberg, Gordon Craig, Adolphe Appia, Constantin Stanislavski, Vsevolod Meyerhold, George Bernard Shaw, Bertolt Brecht, Gertrude Stein, Antonin Artaud, Eugene Ionesco, Peter Schumann, Robert Wilson, Athol Fugard, Ariane Mnouchkine, Edward Bond, Augusto Boal, Guillermo Gómez-Peña, and Eugenio Barba. *Prerequisite: at least one course in theater history or consent of the instructor.*

One course credit, fall semester.

**318. Performance and Design (Old Number THE 08A)**

Individual students will work with a faculty member to advance and present a performance or design project (scene, lighting, costume, stage properties), and complete assignments related to a Wabash stage production. The course is designed for majors and minors active in performance areas of design, acting, directing, dramaturgy, and playwrighting. *Prerequisite: Theater 102 (for designers), Theater 105 (for actors), Theater 207 (for directors), Theater 309 (for dramaturgs), Theater 210 (for playwrights).*

One-half course credit, first and/or second half, each semester.

**319. Production and Stage Management (Old Number THE 08B)**

Individual students will work with a faculty member and the production staff in the development and stage management of a Wabash stage production. Students will study the entire production process, develop a prompt book and production documentation, and complete all assignments related to the management of rehearsal and performance. *Prerequisite: Theater 102 or permission of instructor.*

One-half course credit, first and/or second half, each semester.

**487, 488. Independent Study (Old Number THE 87, 88)**

Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom. *Prerequisite: consent of the Theater Department chair.*

One-half or one course credit either semester.

**498. Special Topics (Old Number THE 98)**

This course, designed as a capstone experience for serious theater students, will focus on an examination of great works of the drama, as well as theoretical and critical studies emphasizing the connections among all of the arts, multicultural and gender perspectives, and issues of aesthetics. A particular theme will be announced annually. Topic for the spring 2001 semester: "The Subversive Stage: Politics and the Theater." *Prerequisite: consent of the instructor or juniors or seniors who have completed at least one course each in the areas of (a) acting or directing, (b) theater history and dramatic literature, and (c) play analysis and writing/dramaturgy, theory and criticism.*

One course credit, spring semester.

## DIVISION III

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

### Faculty 2000-2001

Butler, M. (chair)	Frederick, P.
Bankart, B.	Hadley, D.
Bankart, C.P.	Howland, F.
Barboza, G.	McLean, E.
Barnes, J.	Mikesell, P.
Barreto, H.	Morillo, S.
Blaich, C.	Naylor, J.**
Bost, P.	Perlwitz, M.
Burnette, J.	Pierce, L.
Butler, D.	Thompson, C.
Collier, J.	Warner, R.
Davis, G.*	Widdows, K.

\**Sabbatical leave, full year*

\*\**Sabbatical leave, spring semester*

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

### **Indiana Teacher Certification Requirements for the Social Studies Major:**

Candidates for this teaching major must select one Primary Teaching Area, two Supporting Areas, and take two and one-half to three courses from Diversified Social Studies courses not from the Primary or Supporting Areas.

### **Primary Teaching Area Requirements:**

**Economics:** Economics 101, 291, 292 and two course credits from 331, 213, 214, 321, 333, 491, 362, 222, 401. (5 course credits)

**Government:** Political Science 111, 122 or 242, 317; 356 or 313; and one course credit from 231, 353, 122, 242, 311, 312, 330, 335, 346, 178, 497, or 356 or 313 (if not taken above). (5 course credits)

**Psychology:** Psychology 220, 222, 231 and one course from 102, 223, 232, 233, or 241; and one course from 310, 322, 333, 325, or 334. (5 course credits)

**United States History:** History 141, 142, 244, 240 or 340, 498 (5 course credits)

**World Civilization:** Cultures and Traditions 201, 202; one course credit from History 101, 211, 212, 221, 222, 310, 320; one course credit from History 102, 201, 231, 232, 233, 334, 330; and History 498. (5 course credits)

**Supporting Area Course Requirements:**

**Economics:** Economics 101, 291, 292. (3 course credits)

**Government:** Political Science 111, 122 or 242, 317. (3 course credits)

**Psychology:** Psychology 222; 220 or 231; one from 223, 232, or 233. (3 course credits)

**United States History:** History 141, 142, and one course credit from 244 or 340 (3 course credits)

**World Civilization:** Cultures and Traditions 201; one course credit from History 101, 211, 212, 221, 222; and one course credit from History 102, 201, 231, 232, 233. (3 course credits)

**Diversified Social Studies:**

Two and one-half to three course credits in areas other than the Primary or Supporting Areas:

Any Economics course

Any Political Science course

Any Psychology course (except Psychology 101)

Any History course

Cultures and Traditions 201, 202; Classics 103, 104; Colloquium 401, 402. Philosophy 140, 142, 110, 213, 272, 249, Religion 141, 142, 103, 104, 297, 298, 171, 172

**Indiana Teacher Certification Requirements for the Social Studies Minor:**

Candidates for this teaching minor complete the requirements for a teaching major, select a minor area and complete the requirements listed, and take two course credits from Diversified Social Studies in areas other than the minor area.

**Minor Area Course Requirements:**

**Economics:** Economics 101, 291, 292, and one course credit from 331, 332, 213, 214, 333, 321, 205, 492, 224, 491, 361, 222, 362, 253, 353, 387, 401. (4 course credits)

**Government:** Political Science 111, 122, 242, 317, and one course credit from 231, 353, 122 or 242, 356, 313, 311, 312, 330, 335, 346, 387, 497. (4 course credits)

**Psychology:** Psychology 222, 220 or 231; one course credit from 223, 232, or 233; one course credit from 310, 322, 323, 333, 334, 335, 387, 388 or 497. (4 course credits)

**United States History:** History 141, 142, 340 and one course credit from 244, 498 or 340 (different from above), 287, 288, 387 or 388. (4 course credits)

## DEPARTMENT OF ECONOMICS

Faculty: H. Barreto (chair), G. Barbosa, J. Burnette, J. Collier, F. Howland, J. Naylor\*, K. Widdows

*\*Sabbatical leave, spring semester*

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 is an objective, standardized test that contains questions from every economics course offered at Wabash and a computer-based quantitative component. The second day is an essay exam composed of 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, Division III 252 (or its equivalent), Economics 253 (1/2 credit), and 401. In addition, the major (a) must include at least one course with a prerequisite of Economics 291 (Economics 321, 331, 332, 333, 361, or 491) and (b) must include at least one course with a prerequisite of Economics 292 (Economics 322, 362, 363, 364, or 492).

In addition, Mathematics 111 or its equivalent is required for the major in economics. Mathematics 111 is best taken by the end of the freshman year.

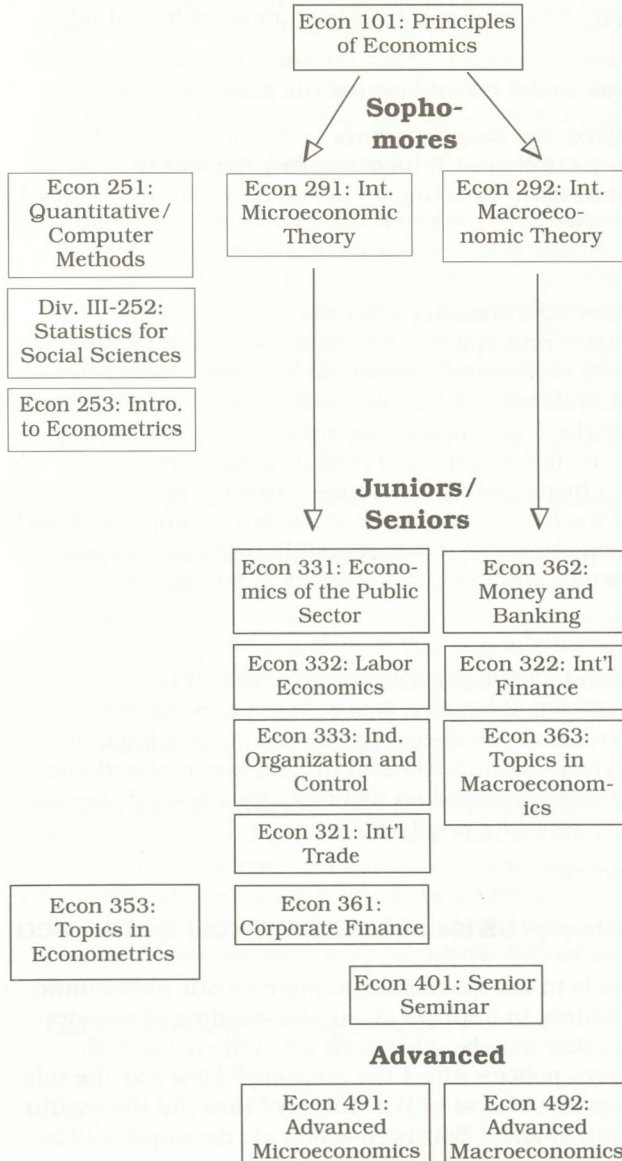
**Recommended Sequence of Courses:** The "typical" economics major takes Principles of Economics (ECO 101) in the second semester of his freshman year, the theory/empirical sequence (ECO 251, DV3 252, ECO 253, ECO 291, and ECO 292) during the sophomore year, electives during the junior year, and, finally, Senior Seminar (ECO 401) and electives during the senior year.

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

## Economics Department Course Sequences

### For Economics Majors



### For All College

(Prerequisite: Econ 101 or consent of instructor)

Econ 262: Financial Institutions

Econ 213, 214: Economic History

Econ 205: History of Economic Thought

Econ 224: Economic and Political Development

Econ 222: Comparative Economic Systems

Econ 231: Law and Economics

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 Economics 291 and 292.

Course credits for internships do not count towards the major or minor.

*\*For Indiana Teacher Certification Requirements in Social Studies, please refer to Division III requirements, General Education Requirements, and to the section Preparation for Secondary Teaching for liberal arts and professional education requirements.*

## Course Descriptions

### 101. Principles of Economics (Old Number ECO 01)

This course surveys the basic principles of economic theory with a special emphasis on applications of economics to practical problems. Extensive use of supply and demand analysis will enable the student to better understand how the market system works. The study of macroeconomics (including such issues as inflation, unemployment, government policy tools, and international trade) form a major part of the course. This course is not only the gateway to the rest of the Economics curriculum, but an important part of a well-rounded education. As such, it is designed to provide a foundation for further study in economics and to meet the needs of non-majors.

One course credit, each semester.

### 205. Development of Economic Thought (Old Number ECO 11)

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.

### 213. Topics in Economic History: US [Same as HIS 235] (Old Number ECO 8A)

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.

**214. Topics in Economic History: European [Same as HIS 245] (Old Number ECO 8B)**

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.

**222. Comparative Economic Systems (Old Number ECO 18)**

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.

**224. Economic and Political Development [Same as PSC 324] (Old Number ECO 14)**

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 (Old Number ECO 24)**

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® (Old Number ECO 75)**

An introduction to optimization, equilibrium, and comparative statics via Microsoft Excel®. This course emphasizes numerical problems while illustrating the essential logic of economics. Economics majors are strongly encouraged to take this course in the sophomore year. *Prerequisite: Mathematics 111, concurrent registration in Mathematics 111, or consent of the instructors.*

One-half course credit, both semesters.

**253. Introduction to Econometrics (Old Number ECO 31)**

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 (Old Number ECO 02)**

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 (Old Number ECO 03)**

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 or consent of the department chair.*

One course credit, each semester.

**292. Intermediate Macroeconomic Theory (Old Number ECO 04)**

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 or consent of the department chair.*

One course credit, each semester.

**321. International Trade (Old Number ECO 10)**

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.

**322. International Finance (Old Number ECO 77)**

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 (Old Number ECO 05)**

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 (Old Number ECO 06)**

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 (Old Number ECO 09)**

Extends Economics 291 by examining the latest empirical analysis of the organization of firms and industries. 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 (Old Number ECO 32)**

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 (Old Number ECO 23)**

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 and Economics 291.*

One course credit, spring semester.

**362. Money and Banking (Old Number ECO 16)**

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 (Old Number ECO 78)**

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, fall semester.

**364. Case Studies in Macroeconomics (Old Number ECO 78A)**

Utilizing a case study approach, this course explores advanced issues in macroeconomic policy. Topics covered include the business cycle, international macro, and growth. *Prerequisite: Economics 292, 253, and 251.*

One course credit, fall semester.

**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 (Old Number ECO 97)**

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 (Old Number ECO 15)**

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 (Old Number ECO 13)**

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 (Old Number ECO 87,88)**

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), J. Barnes, G. Davis\*, P. Frederick, L. Pierce, R. Warner

*\*Sabbatical leave, full year*

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

**A. CONTENT:** to acquire a degree of mastery of both factual and conceptual (or thematic) 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.

**C. HISTORICAL THINKING:** to develop habits of thinking like an historian, which means: 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 and confident in the oral and written skills needed to speak and write about historical questions with facility and sensitivity.

**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 six hour exam spread over two days that is designed to evaluate the students' mastery of the core goals of the department. The first day generally consists of an essay that 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 texts provided ahead of time.

**Requirements for a Major:** Students majoring in history must complete three courses (at least one of which must be at the 300 level) in two of the following areas, and at least one course in another of the following areas:

World (second digit 0)

Ancient, Medieval, Early Modern Europe (second digit 1 or 2)

Modern Europe (second digit 3)

United States (second digit 4)

Latin American, Asian, African (second digit 5, 6, 7)

Advanced (300 level) courses may include independent studies.

In addition, majors must take History 497 and 498, and 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.

Majors are encouraged to explore historically oriented courses in other departments. These might include: [Classics 101, 102, 103, 104, 213; Art 209; English 108, 109, 160, 217-220; Music 211, 212, 213, 214; 215, 216 Philosophy 140, 142, 349; Religion 141, 162, 103, 104, 297, 171, 172; Speech 310; Theater 211, 212, 213; Economics 213, 214, Political Science 353, 313, 330, 335, 346, 371; and Psychology 497].

**Requirements for a Minor:** A minimum of five courses to be distributed over at least two of the five areas offered by the department.

\*For **Indiana Teacher Certification Requirements in Social Studies**, please refer to Division III requirements **General Education Requirements** and the section **Preparation for Secondary Teaching** for liberal arts and professional educational requirements.

### Course Descriptions—World and Comparative

#### 101. World History to 1500 (Old Number HIS 01)

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, 141 and 142, and 151 and 152, 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 (Old Number HIS 02)

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 rise to dominance of European civilization in the world community and the reactions this dominance has created across the globe. This course, along with History 101, 141 and 142, and 151 and 152, is especially recommended to those students planning to take their first college-level history course.

One course credit, spring semester.

#### 200. Topics in World and Comparative History

One-half or one course credit.

**201. The World from 1945-present (Old Number HIS 04)**

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 atomic war.

One course credit, spring semester, 2000-2001 and alternate years.

**300. Advanced Topics, World and Comparative History (Old Number HIS 07)**

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, either semester.

**Course Descriptions—Ancient Europe****210. Topics in Ancient History**

One-half or one course credit.

**211. Ancient History; Greece [Same as CLA 105] (Old Number HIS 11)**

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, fall semester, 2000-2001 and alternate years.

**212. Ancient History; Rome [Same as CLA 106] (Old Number HIS 12)**

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, spring semester, 2000-2001 and alternate years.

**310. Advanced Topics, Ancient History (Old Number HIS 17)**

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, either semester.

### **Course Descriptions—Medieval and Early Modern Europe**

#### **220. Topics in Medieval and Early Modern Europe**

One-half or one course credit.

#### **221. Medieval Europe, 400-1400 (Old Number HIS 21)**

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 economic, institutional, and social structures, and on the historical context of medieval cultural production.

One course credit, fall semester, 2001-2002 and alternate years.

#### **222. Early Modern Europe, 1400-1800 (Old Number HIS 22)**

Europe from the breakup of the medieval world to the dawn of the modern age. The course traces the transformational effect of the rise of merchant capitalism on all aspects of European life: economic organization, state structures, religious institutions and sentiments, and intellectual outlooks. Examination of how the foundations of the modern world were laid in the context of a still traditional society.

One course credit, fall semester, 2000-2001 and alternate years.

#### **320. Advanced Topics, Medieval and Early Modern Europe (Old Number HIS 27)**

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, either semester.

### **Course Descriptions—Modern Europe**

#### **230. Topics in Modern Europe**

One-half or one course credit.

#### **231. Nationalism and Revolution: Europe, 1799-1871 (Old Number HIS 31)**

The course begins with the rise of Napoleon to power, the meteoric rise and subsequent fall of his empire, and the efforts of European statesmen to restore the old balance of power. Revolutions of 1830 and 1848 showed just how unstable this balance was, as did the later efforts of Italy and Germany to achieve national unification.

One course credit, fall semester, 2001-2002 and alternate years.

**232. Imperialism and War: Europe, 1871-1918 (Old Number HIS 32)**

While the attention of some Europeans was diverted to accelerated colonial activity overseas, others fearfully pondered the implications of an arms race and a rise in international tensions. When it came, the dreaded World War helped to topple four ruling dynasties and irrevocably alter the lives of people throughout the Continent.

One course credit, spring semester, 2001-2002 and alternate years.

**233. Europe, 1918-1945 (Old Number HIS 33)**

Europeans found it agonizing to contemplate another war so soon after World War I, but the machinations of Italian Fascism, German Nazism, and Russian Communism made conflict appear almost inevitable. Few could have anticipated the profound changes which the war would produce, changes that still very much affect our lives today.

One course credit, fall semester, 2000-2001 and alternate years.

**330. Advanced Topics, Modern Europe (Old Number HIS 37)**

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, either semester.

**334. Russia, 1860-present (Old Number HIS 34)**

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—The Americas****141. America to 1877 (Old Number HIS 41)**

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 Puritanism, the American Revolution, the New Nation, expansionism, slavery, reform, Civil War and Reconstruction. The course focuses on significant landmark political events, as well as on the everyday experiences and social history of women, minorities, and other underrepresented groups. This course, along with History 101, 102, 142, 151 and 152 is especially recommended to those students planning to take their first college-level history course.

One course credit, fall semester.

**142. America since 1877 (Old Number HIS 42)**

The emphasis is upon some of the major issues in American politics and society since 1877: the growth of big business; changes in the lives of farmers, workers, and immigrants; the rise of the city; reform movements among rural and urban labor and among minority groups. In addition to studying national history and the emergence of America as a world power, students will have an opportunity to investigate their own family histories. This course, along with History 101, 102, 141, 151 and 152 is especially recommended to those students planning to take their first college-level history course.

One course credit, spring semester.

**151. Latin America to 1800 (Old Number HIS 51)**

A survey of the history of Latin America from the initial encounters between Spanish conquistadors and native peoples to the synthetic and syncretic development of a new civilization with roots in the Americas, Europe, and Africa. Emphasis on the interplay of colonial administration with local (American) interests, and the varieties of racial, class, and gender differences shaping that interplay and the working out of new cultures.

One course credit, fall semester.

**152. Latin America since 1800 (Old Number HIS 52)**

A survey of the history of Latin America from the Wars of Independence through 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.

One course credit, spring semester.

**240. Topics in America History**

One-half or one course credit.

**244. African-American History (Old Number HIS 44)**

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 black texts by Douglass, Turner, Washington, DuBois, Wright, Angelou, Moody, Walker, Malcolm X, King, Baldwin, Gates, and others.

One course credit, spring semester.

**250. Topics in Latin American History**

One-half or one course credit.

**260. Topics in Asian History**

One-half or one course credit.

**340. Advanced Topics, American History (Old Number HIS 47,48)**

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 either semester.

**350. Advanced Topics, Latin America (Old Number HIS 57)**

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, either semester.

**Course Descriptions—Departmental**

**187, 188, 287, 288, 387, 388. Independent Study (Old Number HIS 87,88)**

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 (Old Number HIS 97)**

This course is required of all majors in history and should be taken in the fall semester of 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 semester.

**498. Research Seminar (Old Number HIS 98)**

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. In recent years there has been a tendency to undertake investigations into aspects of local history, culminating in a final seminar paper.

One course credit, fall semester.

## DEPARTMENT OF POLITICAL SCIENCE

Faculty: D. Hadley (chair), M. Butler, E. McLean, P. Mikesell

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.

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, History 102, and either History 141 or 142. Since these courses provide important background material which 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.

**Requirements for the Minor:** Minors in Political Science are required to take three of the four survey courses listed above and two advanced courses in one of those areas.

*For Indiana Teacher Certification Requirements in Social Studies, please refer to Division III requirements, General Education requirements and to the section Preparation for Secondary Teaching for liberal arts and professional education requirements.*

### Course Descriptions

Four courses marked "introductory" assume no prior knowledge of the subject matter. Those marked "advanced" may seek to build on the specific introductory course cited as a prerequisite.

#### 111. Survey of American Government and Politics (Old Number PSC 02)

An introduction to the institutions, powers, processes, and relationships of American government and politics. Topics covered include: Federal Convention and the Constitution it produced, the federal relationship, the three branches of government, political parties, campaigns and elections, Interest group processes, civil rights and civil liberties, and policy making processes. The course seeks to put these topics into theoretical perspective and to introduce the student to basic social science data analysis.

One course credit, fall semester. Introductory.

#### 122. Survey of Comparative Politics (Old Number PSC 05)

Description and analysis of the major contemporary political institutions and processes. Attention is given to both advanced industrial democracies and to other nations. Analysis emphasizes the historical and social bases of different types of political systems, as well their current operation and the issues, and challenges characteristic of them.

One course credit, spring semester. Introductory.

**178, 278. Special Topics (Old Numbers PSC 77, 78)**

These courses will focus on a particular issue, concept, problem or question at an introductory level. There are no prerequisites for these courses. For 2000-2001 the department will offer the following special topics course:

**The Politics of Cyberspace**

Is electronic democracy possible? Is it desirable? How has the spread of the World Wide Web affected political life? This half-credit course explores political issues raised by the Internet and other new electronic technologies. Topics for consideration include: "virtual" community, the internet and "the new news," the internet as a tool of political organization by "mainstream" and "fringe" groups, efforts to control cyberspace (e.g., the Communications Decency Act, limits on encryption). The course will include class discussions as well as a "hands-on" computer lab component. Distribution of this course within political science will depend on the student's chosen paper topic. *No prerequisite.*

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

**231. Survey of Political Theory (Old Number PSC 01)**

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. Introductory.

**242. Survey of International Politics (Old Number PSC 09)**

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. Introductory.

**261. Statistical Methods for the Political Scientist (Old Number PSC 31)**

A focus on statistical techniques particularly useful for political science data analysis. Among topics discussed will be cross-classification of bivariate data, measures of association of nominal and ordinal data and multiple regression.

One course credit, spring semester.

**287, 288, 387, 388, 487, 488. Independent Study (Old Numbers PSC 87, 88)**

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.

**311. Congress and the Executive (Old Number PSC 11)**

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, fall semester. Advanced.

**312. Parties, Elections and Pressure Groups (Old Number PSC 12)**

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 groups. Counts as an advanced course in American Politics. *Prerequisite: Political Science 111 or consent of the instructor.*

One course credit, spring semester. Advanced.

**313. Constitutional Law (Old Number PSC 07)**

This semester of constitutional law will deal with selected major areas of constitutional legal development. Attention will focus on such topics as the development of the Bill of Rights, Protection of Civil Liberties, the Equal Protection of the Law Section of the Fourteenth Amendment, and the Interstate Commerce Clause. Unlike Constitutionalism (Political Science 356), this course will focus most particularly on case-by-case development in the areas under consideration. (Political Science 356 is not a prerequisite for Political Science 313.) Counts as an advanced course in American Politics. *Prerequisite: Political Science 111 or consent of the instructor.*

One course credit, spring semester. Advanced.

**317. State and Local Politics (Old Number PSC 17)**

A survey of the institutions, actors, and processes involved in the governing of states, cities, and other local jurisdictions. Attention is given to inter-governmental relations as well as to the analysis of individual units. Field work is required. Counts as an advanced course in American Politics. Not offered in 2000-2001. *Prerequisite: Political Science 111 or consent of the instructor.*

One course credit, spring semester, even-numbered years. Advanced.

**324. Economic and Political Development [Same as ECO 224] (Old Number PSC 04)**

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. Advanced.

**325. Latin American Politics (Old Number PSC 25)**

A survey of the governments and politics of the major nations of Latin America, including Mexico, Brazil, Argentina, and Chile. Emphasis on historical antecedents of current regimes and comparison of national policies for development. Some attention paid to contemporary issues. Counts as an advanced course in Comparative Politics. *Prerequisite: Political Science 122 or consent of the instructor.*

One course credit, fall semester. Advanced.

**326. Politics of the Middle East (Old Number PSC 16)**

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. Advanced.

**328. Comparative Non-Democratic Politics (Old Number PSC 18)**

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. *No prerequisite.*

One course credit, fall semester. Advanced.

**330. History of Political Thought: Plato to Machiavelli (Old Number PSC 13)**

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.*

For 2000-2001 the department will offer the following: Ancient: Plato. This half-credit course will examine Plato's work including the *Apology*, *Crito*, *Gorgias*, *Republic* and *The Laws*.

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

**335. History of Political Thought: Hobbes to the 20th Century (Old Number PSC 14)**

A series of half-courses, each of which will focus on a particular political theorist from the modern period. Specific offerings will vary from year to year. Counts as advanced course work in Political Theory. *Prerequisite: Political Science 231 or consent of the instructor.*

One-half course credit. Advanced.

**346. American Foreign Policy (Old Number PSC 26)**

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. Advanced.

**350. History of Political Thought: Contemporary Political Thought (Old Number PSC 15)**

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. Advanced.

**353. History and Philosophy of Law (Old Number PSC 03)**

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, fall semester. Advanced.

**356. Constitutionalism (Old Number PSC 06)**

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, spring semester. Advanced.

**378. Special Topics (Old Numbers PSC 77, 78)**

These courses will focus on a particular issue, concept, problem or question at an advanced level with specified prerequisites. For 2000-2001 these courses will include:

**Democracy and Development in Central America.**

An examination of the course of postwar politics and economic growth in Central America. This course compares the five nations from Guatemala to Panama. It looks at theories and data which help us to understand why some countries in the region have prospered while others have languished. Counts as an advanced course. International Politics. *Prerequisite: Political Science 122 or 325.*

One or one-half course credit, spring semester. Advanced.

**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 or one-half course credit, spring semester. Advanced.

**497. Senior Seminar (Old Number PSC 97)**

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 (recent topics have been "participation" and "democracy"). 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, C. Thompson

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 goals of the Psychology Department are:

- to give students a sense of the nature of psychology and its place in society;
- to familiarize our majors and minors with some of the major content areas of psychology;
- to equip our majors and minors with an understanding of the scientific method and an ability to apply it in a variety of psychological contexts;
- to provide our majors with a sense of the historical background of modern psychology;
- to give students interested in graduate study an adequate preparation to succeed in that study.

### Requirements for the Major:

- **Group I—Introductory:** General Psychology: Psychology 101
- **Group II—Research Methods:** Research Methods & Statistics I and II: Psychology 201 and 203
- **Group III—Core Content:** Three 220's and 230's courses with at least one course each from courses numbered 220's or 230's
- **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.
- **Biology Course:** Beginning with the Class of 2001, 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, and (2) to demonstrate competence with the scientific method and statistics.

### **Requirements for the Minor:**

**Note:** Psychology minors from the Classes of 2001 and 2002 may choose either the current requirements or those for the Class of 2003 and beyond (see below).

#### **Current Requirements**

- **Group I—Introductory:** General Psychology—Psychology 101
- **Group II—Research & Methods:** Research Methods & Statistics I—Psychology 201
- **Group III—Core Content:** Two courses, one each from courses numbered 220s and 230s
- **Additional courses** to bring total Psychology course-credits to a minimum of 5

#### **Requirements Beginning with the Class of 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 course-credit each from courses numbered 220s and 230s.
- **Additional courses** to bring total psychology course-credits (not counting Psych 201) to a minimum of 5.

**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, an off-campus statistics course does 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.

*\*For Indiana Teacher Certification Requirements in Social Studies, please refer to Division III requirements, General Education Requirements and please refer to the section Preparation for Secondary Teaching for liberal arts and professional education requirements.*

## **Course Descriptions—100's Introductory Level**

### **101. General Psychology (Old Number PSY 01)**

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.*

One course credit, each semester.

### **102. Human Sexual Behavior (Old Number PSY 11)**

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 (Old Number PSY 02)**

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, fall semester.

### **202. Research Methods and Statistics II (Old Number PSY 03)**

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. *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, spring semester.

**220. Child Development (Old Number PSY 20)**

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 101.* Psychology 201, Mathematics 107, or Mathematics 217 might be especially helpful to the student, although not required.

One course credit, fall semester.

**221. Adult Development (Old Number PSY 21)**

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 or Psychology 102.*

One course credit, spring semester.

**222. Social Psychology (Old Number PSY 22)**

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 101 or Psychology 102.*

One course credit, spring semester.

**223. Abnormal Psychology (Old Number PSY 23)**

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 or Psychology 102.*

One course credit, spring semester.

**231. Learning and Cognition (Old Number PSY 31)**

In this course we will cover two basic approaches that psychologists use to understand behavior-learning theory and cognitive psychology. Relative emphasis on the two areas will vary from year to year. *Prerequisite: Psychology 101.*

One course credit, fall semester.

**232. Sensation and Perception (Old Number PSY 32)**

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 111 or 101 (may be taken concurrently).*

One course credit, fall semester.

**233. Physiological Psychology (Old Number PSY 33)**

An introduction to the biological bases of behavior. Examination of nervous system structure and function is followed by an examination of the neuro-physiological foundations of motor ability, sexual behavior, ingestive behavior, sleep and arousal, learning and memory, reinforcement, and language. *Prerequisite: Psychology 101, plus either Biology 111 or 101 (may be taken concurrently).*

One course credit, spring semester.

**287, 288. Intermediate Research (Old Number PSY 47, 48)**

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: Culture and Psychology (Old Number PSY 77A)**

The aim of this seminar is to examine ethnic and cultural sources of psychological diversity. Students will become conversant with the developing theory of the emerging interdisciplinary field of cultural psychology, will critique selections from the primary research literature, and will apply their knowledge to the understanding of self in culture. One goal of our inquiry will be to understand why so many generalizations about the psychological functioning of one particular population have not traveled well to other cultures. The particular topics to be examined will vary from year to year but may include social behavior, social cognition, mental health, cultural values, gender roles, conceptions of self, perceptual processes, motivation and emotion, human attachment, and learning. *Prerequisite: Mathematics 107, Mathematics 217 or Psychology 102, plus any Psychology 220's or 230's course.*

One course credit, spring semester.

**322. Advanced Topic, Social (Old Number PSY 80)**

Students will cover a particular area of research in social psychology in more depth than is possible in a survey course. The topic covered will reflect contemporary issues in the field and possible in a survey course. The topic 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. (Not offered in 2000-2001).

**323. Human Change Processes (Old Number PSY 84)**

The mystery of how, when, and why people change has been investigated by a wide range of psychologist. This seminar will be of particular interest to students with some background in developmental, biological, cultural, cognitive and/or interpersonal influences in the process of human adaptation and change. The overall focus will be on therapeutic change, especially as a consequence of various forms of psychotherapy. *Prerequisite: Psychology 101, plus any Psychology 220's or 230's course.*

One course credit, spring semester.

**333. Advanced Topic, Physiological (Old Number PSY 81)**

Students in this course will cover a particular area of research in physiological psychology in more depth than is possible in a survey course. The topic covered will reflect contemporary issues in the field and may differ in different semesters. Primary research and theoretical works will be considered. *Prerequisite: Any Psychology 230s course, or permission of the instructor.*

One course credit, spring semester.

**334. Animal Behavior (Old Number PSY 83)**

Students in this course will review the basic principles that guide the evolution of social behavior. Students will read and discuss primary sources. The topics covered include kin selection, parent-offspring conflict, reciprocal altruism, and ecological constraints on vocal communication. Students will learn how to perform observational and bioacoustical research in the laboratory section. *Prerequisite: Psychology 202 and junior/senior standing, or permission of instructor.*

One course credit, spring semester.

STUDENTS

Killian, Justin Lee ..... Magnolia, TX  
 King, Ryan Michael ..... Evansville, IN  
 Kirk, Timothy John ..... Fishers, IN  
 Klippel, Kristopher Lee ..... Lafayette, IN  
 Knoblauch, Jeremy James ..... Pontiac, IL  
 Knoll, Christopher Thomas ..... Evansville, IN  
 Knott, Jacob McDonald ..... Lafayette, IN  
 Krasnodembski, Michael F. ... Westerville, OH  
 Krouse, Andrew James ..... Fort Wayne, IN  
 Kuba, Connor W ..... Westfield, IN  
 Kuhne, Logan Parsons ..... Fort Wayne, IN

LaCasse, Aaron Edwin ..... Muncie, IN  
 Laguna, Christopher John ..... Phoenix, AZ  
 Latham, Aaron John ..... Schererville, IN  
 Latowski, Matthew James .... South Bend, IN  
 Lawlor, Brian P ..... Crown Point, IN  
 Ledford, Garrick David ..... Evansville, IN  
 Leffler, Kyle Douglas ..... Covington, KY  
 Lemler, Jason Lee ..... Bourbon, IN  
 Lewis, Daniel Scott ..... Highland, IN  
 Lingg, Ryan D ..... Connersville, IN  
 Lipp, Joseph Michael ..... Westerville, OH  
 Long, Benjamin Joseph ..... Zionsville, IN  
 Longoria, Leonel ..... Donna, TX  
 Lonnemann, Joseph D. .... Indianapolis, IN  
 Lowry, Kevin James ..... Francesville, IN  
 Lucio, Jose Xavier ..... Casper, WY

Manchak, Mark William ..... Granger, IN  
 Martin, Jayson Conrad ..... Milroy, IN  
 Matz, Daniel Owen ..... Frankfort, IN  
 Maynard, Jacob L ..... Indianapolis, IN  
 Medsker, Robert Scott ..... Sullivan, IN  
 Meeker, Thomas G ..... Pendleton, IN  
 Melshen, Andrew John ..... Sheridan, IN  
 Mercer, Matthew Foster ..... Carmel, IN  
 Meyers, David Matthew ..... Lafayette, IN  
 Milberger, George Franklin ..... Zionsville, IN  
 Miller, Brian Cottrell ..... Fort Wayne, IN  
 Miller, Craig Thomas ..... Muncie, IN  
 Miller, David Scott ..... Lafayette, IN  
 Miller, Rhett Matthew ..... Logansport, IN  
 Miltenberger, Christopher R. ....  
 ..... West Chester, OH  
 Mixon, David Shawn ..... Nashville, TN  
 Moffat, George Thomas ..... Mooresville, IN  
 Montes De Oca, Ray ..... Edinburg, TX  
 Moore, Bradley Ryan ..... Indianapolis, IN  
 Morales, Jason Allen George ..... Gary, IN  
 Moser, Adam Thomas ..... Bluffton, IN  
 Mputubwele, Nsayel ..... West Lafayette, IN  
 Myers, James Daniel ..... Elkhart, IN

Nair, Deleep ..... Queens Village, NY  
 Nash, Koron Pierre ..... Chicago, IL  
 Nielsen, Christopher Jon ..... Fort Wayne, IN  
 Nowak, Adam Hendricks .... North Vernon, IN

O'Hara, Brendan Scott ..... Indianapolis, IN  
 Oster, Jody Steven ..... Saint John, IN

Palin, Jason A ..... Indianapolis, IN  
 Palin, Jeremy Allan ..... Indianapolis, IN

Paramoure, Scottie Lenier ..... Logansport, IN  
 Paridaen, Josef Kyle ..... Fort Branch, IN  
 Parks, Aaron Philip ..... Wabash, IN  
 Parmer, Nathan Michael ..... Indianapolis, IN  
 Payne, Joshua Joseph, Jr. .... Houston, TX  
 Peters, Andrew Blair ..... Indianapolis, IN  
 Phelps, Matthew Thomas ..... Lafayette, IN  
 Philippe, Jeffrey Michael ..... Oswego, IL  
 Piechocki, Matthew Michael ..... Evansville, IN  
 Pittman, Rodney Harrison .... Indianapolis, IN  
 Poelstra, Joshua David ..... Lafayette, IN  
 Prunier, Phillip Michael ..... Vernon Hills, IL

Quick, Ryan Matthew ..... Carmel, IN

Raycroft, Maurice Thomas ..... Whiting, IN  
 Ream, William Ryan ..... Sheridan, IN  
 Renie, Charles Thomas ..... Indianapolis, IN  
 Richey, Joshua Paul ..... Michigantown, IN  
 Rieger, Tavis Eugene ..... Charlestown, IN  
 Roberts, Charles Kibler ..... Cincinnati, OH  
 Robinson, Robert O. .... Crawfordsville, IN  
 Robles, Jose Guadalupe ..... Chicago, IL  
 Robol, Thomas Coke ..... Worthington, OH  
 Roersma, Nicholas Adam ... Grand Rapids, MI  
 Rogers, David E ..... Carmel, IN  
 Rosenberger, Kenneth H. .... Indianapolis, IN  
 Ross, J. David ..... Indianapolis, IN  
 Rowan, Eric Michael ..... Fort Wayne, IN  
 Rowe, Marc Donald ..... West Point, IN  
 Russell, John Robert ..... Lafayette, IN

Salai, Sean Michael ..... Cedar Lake, IN  
 Sarver, Todd Russell ..... Marshall, IN  
 Scanlon, Joseph David ..... Lafayette, IN  
 Scheiderer, Jason Garrett ..... Granville, OH  
 Scherschel, Brian Joseph ..... Fort Wayne, IN  
 Schiff, Adam Douglas ..... Indianapolis, IN  
 Schlie, Austin Randall ..... Grabill, IN  
 Scott, Jeffery Dale, Jr. .... Lowell, IN  
 Sermersheim, Daniel Louis ..... Jasper, IN  
 Sessa, John Francesco ..... Schererville, IN  
 Shefter, Andrew Jacob ..... Flat Rock, NC  
 Shelton, Andrew C ..... Indianapolis, IN  
 Shephard, Winston Elliot ..... Memphis, TN  
 Sherer, Mark Edwin ..... Valparaiso, IN  
 Shipp, Brandon Lee ..... Indianapolis, IN  
 Short, Ryan Andrew ..... Indianapolis, IN  
 Shrode, Charles Willard ..... Evansville, IN  
 Skiba, Frank A ..... Whiting, IN  
 Smith, Daniel Coy ..... Frankfort, IN  
 Smith, Glenn Edward IV ..... Hobart, IN  
 Smith, Micah Warren ..... Crown Point, IN  
 Smith, Ryan Nicholas ..... Sandusky, OH  
 Smithka, Andrew Philip ..... Crawfordsville, IN  
 Snodgrass, Brad Elias ..... Lake Station, IN  
 Soverly, Jonathan Edward ..... Griffith, IN  
 Speziale, Peter Matthew ..... Indianapolis, IN  
 Spillson, Marcus Shane ..... Fort Wayne, IN  
 Spoor, Eric O ..... Logansport, IN  
 Springer, Chad Eric ..... Bringhurst, IN  
 Stanton, Joshua Daniel ..... Mooresville, IN  
 Stark, Michael Dillard ..... Columbus, IN  
 Steinkamp, Barry Allen ..... Evansville, IN

**335. Cognitive Neuropsychology (Old Number PSY 86)**

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

One course credit, fall semester. (Not offered 2000-2001).

**387, 388. Advanced Research (Old Number 87, 88)**

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 believe 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 and permission of the instructor.*

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

## Course Descriptions—400's Senior Level

### 497. History of Psychology (Old Number PSY 97)

#### **History of Personality Theory and Psychotherapy (Old Number PSY 97B)**

This seminar examines four principal traditions of psychological thinking about human nature as they define the relation of the individual to society, the meaning of mental health, and the nature of psychotherapy. The course begins with a study of psychoanalysis and the "discovery" of the unconscious, follows the development of American pragmatism into radical behaviorism, explores the similarities and differences between humanistic and existential psychologies, and concludes with a discussion of non-Western approaches to psychology, especially those based on Zen Buddhism. *Prerequisite: Senior standing as a psychology major or minor, or permission of instructor.*

One course credit, fall semester.

#### **History of Experimental Psychology (Old Number PSY 97A)**

From the Mind-Body Problem to a consideration of American psychology's social agenda: this course considers the historical and cultural contexts, the pioneers, and some of the more contemporary contributors who have shaped the history of modern psychology. The focus of this course will be on psychology since the beginning of the laboratory movement in Germany in the late 19th century including considerations of structuralism, functionalism, behaviorism, neobehaviorism, psychoanalysis, Gestalt Psychology, and applied psychology. *Prerequisite: Senior standing as a psychology major or minor, or permission of the instructor.*

One course credit, fall semester

## TEACHER EDUCATION PROGRAM

Faculty: D. Butler, Director; M. Perlwitz

### **Indiana Teacher Licensing Requirements for the Secondary License (Grades 9-12):**

The mission of the teaching program reflects the College mission. The program is designed to encourage reflection about teaching. 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 the liberally educated professionals in education.

A student who is fully admitted to Teacher Education should have completed Educational Psychology, PSY 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 and 301, 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. To be retained during his senior year, he must (1) complete English 414; (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 NTE tests at the level required by the State of Indiana; (4) completed satisfactorily a program portfolio (5) maintained all preceding requirements.

(Students entering Teacher Education should also be aware that various performance assessments on state teaching standards will be developed and implemented over the next several semesters.) Since over the course of the next few years, the State of Indiana will be changing its license rules, entering freshmen beginning with the class of 2002 should check with the director to evaluate continually any new teacher education requirements.

A student taking Education 101 must list the director as his co-advisor during preregistration of the same semester. A student seeking admission to Teacher Education during the spring of his sophomore year must list the director as his co-advisor.

For more detailed information, students should see the director of Teacher Education.

Indiana teacher licensing requirements for the various teaching fields are listed by divisions and departments elsewhere in this Bulletin. In addition to these requirements, Indiana specifies a number of General and Professional Education courses (Psychology/Education 101, Education 201, 301, 302, 401-7 (one course), and English 414, 421, 387, 388, 487, 488). Students complete a ten-week, full-time practice teaching program during the spring semester of the senior year, unless completing requirements under the Ninth Semester option.

### **General Education**

**Humanities:** English 101 or Freshman Tutorial, English 201 or 410, or 411, Speech 101, or 130, and three electives from three of the following areas (total: 6 courses):

English 105, 106, 108, 160, 150, 121, 122, 215, 216, 217, 218, 219, 220.

French 101, 102, 201, 202; German 101, 102, 201, 202; Greek 101, 102, 201, 202.; Latin 101, 102, 201, 202; Russian 101, 102; Spanish 101, 102, 201, 202.

Music 101, 103, 104, 213, 214 (211, 212, 215, OR 216, OR 201) may be taken if the student has a strong interest or background in music in those areas.)

Art 101, 103, 104, 105, 107, 108, 209, 120, 121, 122, 123, 124.

Speech 220, 142, 144, 320.

Theater 101, 103, 105.

Philosophy 270, 140, 142, 110, 220, 144, 213, 272, 249.

Religion 141, 142, 103, 104, 297, 298, 171, 172, 195, 196, 220.

Cultures and Traditions 201.

Classics 101, 102, 103, 104, 105, 106.

**Life and Physical Sciences:** Biology 101 or 112, and one course credit from Math 109, 111, 112, 119, Physics 101, 111, Chemistry 101, 111 (total: 2 courses).

**Social and Behavioral Sciences:** Cultures and Traditions II, and two course credits from two of the following areas (total: 3 courses).

History 101, 102, 201, 211, 212, 221, 222, 231, 232, 233, 141, 142.

Economics 101, 291, 292.

Political Science 231, 111, 122, 356.

Psychology 102, 220, 231.

**Professional Education:** Psychology 101 (Psychology/Education 101), Education 201, 301, 302, 401-7 (one course), 387, 388, 487, 488 (Education Observation), and English 414, 421. (Completion of these courses counts as an Area Concentration in Teacher Education).

Subject Matter Concentration: (See requirements listed by division and/or department).

**Note:** English teaching majors and minors may cross-list English 110, 410, 411 as Education 110, 410, or 411. They may also cross-list English 414 as Education 414.

## Course Descriptions

### 101. Educational Psychology (Old Number PSY 01, EDU 01)

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, and personality growth. Also included is study of the learner as a growing and developing individual from early adolescence through adolescence. Laboratory field experiences in the elementary, middle schools, and high schools are required.

One course credit each semester.

### 201. The Social History of American Education (Old Number EDU 3A)

An exploration of the historical origins and social implications of the American education system with an emphasis on the educational experiences of dominated cultures in the United States including African Americans, Hispanic peoples, Native Americans, and Asian Americans. Students will study education from its common school roots to the current bureaucratic structure. Particular attention is given to social, economic, and political forces that influence schooling, including race, class, and gender. Teacher education students will have required field experiences with diverse populations in high school programs in conjunction with the course.

Required of admitted teacher education students at the junior level; open to any student by permission of instructor.

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

**301. Foundations and Philosophy of American Education (Old Number EDU 3B)**

An investigation of the educational theories and practices that form the foundation of the American educational system as we know it today. Emphasis will be placed on the study of educational reform including the education of students with exceptional needs. Additionally, students will become familiar with the philosophical foundations of our educational system and the educational theories of the modern era which underlie reform movements. Laboratory field experiences with diverse populations in high school programs are required. *Prerequisite: Education 201, admission to the Teacher Education Program, or permission of the Director and the Teacher Education Committee..*

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

**302. Principles and Methods of American Secondary Education (Old Number 04)**

A study of the principles of adolescent development, learning, and secondary curriculum development. Attention is also given to cultural influences on the individual learner. Additional course time is spent on developing a variety of instructional methods which actively involve all learners in a variety of classroom contexts, including individualized and interdisciplinary instruction. Specific attention is given to media and computer techniques. Stress is given to the application of these principles and methods in planning, organizing, managing, and evaluating learning as one teaches in secondary classrooms. Laboratory field experiences in rural and urban high school programs are required. *Prerequisite: Educational Psychology 101, Education 201, 301, and admission to the Teacher Education Program.*

One course credit, spring semester.

**370. Special Topics**

**401-407. Special Methods (Old Number EDU 06)**

In each special methods course, the student examines the methods and procedures utilized in high school courses in the specific discipline area(s). Laboratory experiences at the secondary level are required.

- 401. Teaching of Language Arts (English or Speech/Theater)
- 405. Teaching of Foreign Languages (Modern Or Latin)
- 404. Teaching of Social Studies
- 403. Teaching of Laboratory Sciences
- 402. Teaching of Mathematics
- 406. Teaching of Latin
- 407. Teaching in Speech/Theatre

*Prerequisite: Educational Psychology 101, Education 201, 301, 302 senior standing and admission to the Teacher Education Program.*

One-half course credit, spring semester.

**388, 488. Independent Study (Old Number EDU 87, 88)**

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.

**421. Student Teaching (Old Number EDU 11)**

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. *Prerequisite: Educational Psychology 101, 201, 301, 302, 401-407, English 414, and senior standing as well as admission to the Teacher Education Program.*

Two course credits, spring semester.

**230, 330, 430. Special Topics in the Study of Education (Old Number EDU 87, 88)**

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

One-half to one course credit.

## NON-DIVISIONAL COURSES

### Accounting

Faculty: J. Collier

#### **201. Financial Accounting (Old Number ACC 01)**

An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors.

One course credit, fall semester.

#### **202. Management Accounting (Old Number ACC 02)**

An introduction to cost accounting, cost-volume-profit analysis, and the influence of income taxes on business transactions. The understanding of financial statements developed in Accounting 1 is applied for managerial decision-making purposes. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. *Prerequisite: Accounting 201.*

One course credit, spring semester.

ACCOUNTING COURSES CANNOT BE USED FOR DISTRIBUTION OR FOR CREDIT TOWARD A MAJOR IN ECONOMICS.

### Colloquium on Important Books

#### **401, 402. Colloquium (Old Number COL 01, 02)**

Director: T. Stokes

Students read and discuss a dozen or more historically influential books (or parts of books), led by professors from various departments. The class meets one evening each week; grade is based solely on participation in class discussion, and enrollment is limited to 15. Counts toward distribution requirements in Literature/Fine Arts or History/Philosophy/Religion. Fall semester discusses classical and medieval texts; spring semester texts are from the modern period. *Prerequisite: junior or senior standing and coordinator's permission to register.* Each semester is taken independently of the other.

One course credit each semester.

#### **201, 202. Cultures and Traditions (Old Number C&T 01, 02)**

Co-chairs: J. Fischer, T. Stokes

*See page 29.*

**100. Freshman Tutorials (Old Number FRT 99)**

Co-chairs: D. Kubiak, K. Widdows

**Fall Semester****Myth And Reality of Autobiography (Old Number FRT 00A)**

*J. Barnes 10:45 TuTh*

Why is it that we are often fascinated by the lives of others when revealed in the pages of their autobiographies? Even though such writers may have lived in very different times and places from us, we nevertheless want to share in their experiences. What was life like for them when they were growing up? How did they cope with adolescence? How did they deal with their more mature years, their careers, their marriages, and their impending deaths? Our tutorial will seek to ponder these and other questions. We will share in the lives of earlier or contemporary Americans, Europeans, Asians, and Africans. Perhaps we shall gain insight into their very different cultures. Yet we may also recognize how much they and we have in common. Studying another person's life may also throw light on our own upbringing. In fact, our tutorial will ask you, from time to time, to consider your own background and express your thoughts about your own past in writing or in oral presentation. Finally, we will keep asking ourselves: How much of the lives of other people can we believe? Are their accounts reliable or meant to deceive? Does it matter if there is more myth than reality to their stories? Are we always sure about our own lives, or do things look different from our later perspective?

**Science, Superstition, and the Paranormal (Old Number FRT 00B)**

*C. Blach 10:45 TuTh*

Despite the fact that we live in a technologically and scientifically advanced society, many people continue to believe in alien abduction, ESP, and a variety of other paranormal and supernatural phenomena. The purpose of this tutorial is to explore the issue of why so many people find such seemingly irrational concepts and events to be plausible. We will review scientific evidence on the paranormal and supernatural, and research on the factors that influence our judgments about these phenomena. Our readings will include original scientific research papers on the paranormal and accounts devoted to it in the popular press. Finally, we will design and conduct a research project on extra-normal experiences.

**Images of the Physician in Literature and Film (Old Number FRT 00C)**

*A. Brooks 10:45 TuTh*

In the course of their evolution from tribal shaman to country doctor to the modern health care professional, healers have been presented in literature and films in many different images. In this tutorial, studying a variety of genres including fiction, nonfiction, poetry, drama, cinema, television and cartoons, we will examine the many images of the doctor. We will read, among others, selections by Lewis Thomas, William May, H.G. Wells, Ernest Hemingway, Robin Cook, Richard Selzer, Dylan Thomas, George Bernard Shaw, Anton Chekhov and Ronald Glasser. Class work will include several short papers, viewing assignments, oral reports, class discussion, a collaborative WWW exercise and a semester project.

**Baseball and American Culture (Old Number FRT 00D)**

*M. Butler 10:45 TuTh*

Baseball, once called "the national pastime," has been part of American culture from the earliest days of our nation. This tutorial will explore the role of baseball in our culture by studying various aspects of the sport—history, literature, economics, aesthetics, rules, rites and rituals of baseball. We'll read many excellent books and essays about baseball including *Men at Work* and *The Natural*. We'll study documentary film, such as Ken Burns' *Baseball*. In this course we'll ask what, if anything, baseball reveals about us as Americans. We'll also look briefly at baseball as it has been transplanted elsewhere, including Latin America and Japan. The course also includes a Wrigley Field trip to watch the Cubs finish their home season.

**Eastern Europe Through Cinema: 1925-1990 (Old Number FRT 00E)**

*L. Davis 2:40 TuTh*

This tutorial will examine Central and Eastern European (Polish, Czechoslovak, Hungarian, Yugoslav) cinema against the background of the historical, political, social, ideological, and artistic factors that helped shape it. The course spans the communist period in these four countries from the end of World War II in 1945, to the protests and revolutions of the '50s, '60s and '80s, to the fall of the Berlin Wall and the radical changes that took place in 1989 and 1990. It will provide students with a general historical knowledge of the region during communism, and will focus on the following themes which occupy a central place in the films of these countries: WW II, the Stalinist purges as reflected in the cinema of the post-Stalinist period, censorship, images of women and family life, and moral anxiety and the loss of ideals at the end of the socialist era. The course covers the works of several major directors: Andrzej Wajda, Krzysztof Kieslowski, Milos Forman, Jiri Menzel, Péter Bacsó, Márta Mészáros, Dusan Makavejev, Emir Kusturica. Films by these directors and others will be viewed, analyzed, and discussed both with respect to their intrinsic artistic value, and to the cultural trends and socio-political events of the period and country. Weekly readings of history, essays, and fiction from and about the region will provide background for the films and additional insight into life in Eastern Europe during this period.

**Quarks, Chaos and Christianity: Questions to Science and Religion (Old Number FRT 00F)***V. Easterling 10:45 TuTh*

What is the place of religion in an age of science? What view of God is consistent with the scientific understanding of the world? In what ways should our ideas about human nature be affected by the findings of contemporary science? How can the search for meaning and purpose in life be fulfilled in the kind of world disclosed by science? Through readings, class discussions, and writing, students in this tutorial will begin to formulate their own answers to such questions.

**Great Expectations (Old Number FRT 00G)***P. D. Herring 10:45 TuTh*

Charles Dickens' 1861 novel, *Great Expectations*, is the central text for this tutorial. The story of a young boy's growing up in mid-nineteenth century England, the novel has never been out of print since it appeared in weekly installments in *All the Year Round*, and it has been adapted many times to stage and screen. We'll look at the book in the context of the 1860s, using our library's rich resources, noting especially how Dickens' contemporaries received the novel. Then we will view at least six television or film adaptations (from 1934 to 1999), noting what aspects of the original particularly appealed to each director, how these were translated into film, and what viewers (including us) thought of the results. While we will consider a number of interpretations of the novel since 1861, I have great expectations that each member of the tutorial will persuasively define his own response by the end of the semester.

**American Domestic Architecture: A Projection of Self and Society (Old Number FRT 00H)***G. Huebner 10:45 TuTh*

This course will examine American domestic architecture as a cultural statement from traditional Native American dwellings to present day "trophy houses." We shall seek to answer the following questions: How does domestic architecture in America project individual and community identity, and how has the shifting nature of those identities been expressed in the changing styles of the houses we have built? How did the design and construction of Native American dwellings respond to the harsh demands of the environment as well as to the spiritual needs of their builders' culture? What impact did women have on the development of the American house? How has the development of materials and technology over the years affected its design and function? Does geographic location create/dictate a regional architectural style, and if so, how is this regionalism reflected in the attitudes of a population? What impact has the increasing ethnic diversity of America had on its domestic architecture? Class activities will include discussions of readings and research, journal entries, short essays, research of local houses with important architectural history, visits to significant buildings, as well as a design project.

**Roman Catholic Teachings on Politics, Society, Economy, and Family  
(Old Number FRT 001)**

*E. McLean TuTh 10:45*

This course will examine select papal encyclicals and the information they provide about the values and principles organizing Christian social life. Essay writing and discussion provide the techniques to be employed in the course.

**Great Discoveries in Science (Old Number FRT 00J)**

*R. Olsen 1:10 TuTh*

In this course we will examine some of the great discoveries in science, focusing on the experiments and observations which led up to them. We will try to answer such questions as: What was really discovered? Who discovered it and why? What was so great about the discovery? What difference did the discovery make in the development of science? Where possible we will go into the laboratory and try to repeat the work ourselves. Class work will include papers, oral reports and laboratory work. No background in science or mathematics beyond that required for Wabash admission is needed. Enrollment will, however, be taken as a sign of willingness to experiment.

**A Cross-Cultural Introduction to Japan (Old Number FRT 00K)**

*K. Widdows 10:45 TuTh*

Using various methods and media, this tutorial provides a look at contemporary Japan through both Japanese and American eyes. Main topics include the Japanese economy, sports, society and performing arts. Among specific works to be studied are Ridley Scott's atmospheric thriller *Black Rain*; the 20<sup>th</sup> century masterpiece by Tanakazi *The Makioka Sisters*; Arthur Golden's *Memorirs of a Geisha*; John Hershey's *Hiroshima*; and Robert Whiting's classic on Japanese baseball, *You Gotta Have Wa*. Students will be expected to produce four to five short papers, participate in group discussions, and collaborate on common projects, culminating in a final presentation to the class.

**Spring Semester**

**The Image of the Teacher in Text, Film, and Reality (Old Number FRT 00L)**

*D. Butler*

Education, and especially those who teach young people, have always played important and complex roles in society. In this course, we will read a variety of fiction and non-fiction texts, and view a variety of films, all of which focus on the image of the teacher as this role has evolved and changed across the 20th century. Through examining texts such as Jesse Stuart's *The Thread that Runs so True*, John McPhee's *The Headmaster*, Muriel Spark's *The Prime of Ms. Jean Brodie*, Pat Conroy's *The Water is Wide*, Jay Mathews' *Escalante*, and K. Reed's *The Rookie*, and viewing films like *Dead Poet's Society* and *Dangerous Minds*, we will examine the complex imagery of teachers and teaching across past, present, and future, and across urban, rural, elementary, and secondary

teaching situations. We will also balance our study of fiction, film, memoir, and biography with observing, interviewing, and writing ethnographies of teachers who are currently educating K-12 students.

### **American History in Literature and Film (Old Number FRT 00M)**

*J. Fisher*

This tutorial will explore novels, plays, and films that depict, in both fictive and documentary styles, aspects of American history. Discussion will center on the ways in which the authors and filmmakers make use of transition periods of U.S. history, both to bring those eras to life and to reflect on contemporary events and issues. In discussions and in frequent written assignments, the class will also compare the literary sources with their various film adaptations to debate the choices made by the filmmakers and to consider what is gained or lost in the transfer from page to screen. Readings will include James Fenimore Cooper's *The Last of the Mohicans*, Stephen Crane's *The Red Badge of Courage*, E. L. Doctorow's *Ragtime*, Alice Walker's *The Color Purple*, and John Steinbeck's *The Grapes of Wrath*, among others. The class will also view film versions of some of these, as well as the films *Citizen Kane*, *Apocalypse Now*, *Roger and Me*, and *And the Band Played On*.

### **Vietnam War Stories: Innocence Lost (Old Number FRT 00N)**

*T. Herzog*

Although the American combat role in Vietnam had terminated two years earlier, the Vietnam War did not end until April 30, 1975, with the fall of Saigon (Ho Chi Minh City), South Vietnam. After a few years of silence in the mid and late '70s, Americans have been talking and writing ever since about the "national trauma" of American involvement in Vietnam. Thus, 25 years after the end of "America's Longest War," this conflict remains a dominant moral, political, military, and artistic touchstone in the American cultural consciousness. In this tutorial taught by a Vietnam veteran, we will not focus on the politics of the war but on the experiences of the participants: veterans, anti-war protesters, supporters of the war, families of soldiers serving in Vietnam, POWs, and others. Our sources of information will be a short history of the war, documentaries, films, and literature. Some of the texts we will read will be Philip Caputo's *A Rumor of War*, James Webb's *Fields of Fire*, Tim O'Brien's *In the Lake of the Woods*, and Larry Heinemann's *Paco's Story*. Films will include *The Green Berets*, *The Deer Hunter*, *Platoon*, and *Coming Home*. Class work will involve readings, viewing assignments, oral reports, in-class written responses, short papers, and a semester project.

### **The Life and Art of Richard Wagner (Old Number FRT 00O)**

*D. Kubiak*

The course of western music was profoundly and permanently altered by the operas of Richard Wagner (1813-1883)—conservatory students were forbidden to listen to the opening of *Tristan and Isolde* for fear of their being corrupted by its harmonic dissonance, while moralists objected both to the subject matter of the operas and to the personal life of their creator, which defied all

the standards of nineteenth century propriety. In this tutorial we will study Wagner's complicated genius, through listening to the music and watching videos of Wagnerian productions. In addition we will read from the composer's own extensive writing on music, drama, and society; there is also the possibility of attending a performance of *The Flying Dutchman* in Chicago. Special attention will be given to the monumental tetralogy *The Ring of the Nibelung*; topics will also include Wagnerian anti-Semitism, the composer's stormy relationship with the philosopher Friedrich Nietzsche, and the special heroic voice-types necessary to sing this repertoire successfully. The tutorial will thus involve combined attention to music, history, and literature, and will give students the opportunity to discover and examine critically a powerful dramatic world of human emotion and expression.

### **Music in the Context of Folk Societies (Old Number FRT 00P)**

*J. Makubuya*

In folk societies, what is considered music extends far beyond the vocal and instrumental sounds that most people are familiar with in post-industrial cultures. Through examining the practices of various peoples from around the globe, this tutorial will search for the defining characteristics of music as it appears among traditional groups. We will explore similarities and differences in how various societies employ folk music as an essential ingredient in their lives. We will not be making music ourselves, but with the use of video and audio illustrations we will examine how other people perform and use it for a number of individual and communal purposes.

### **Christianity in the New Millennium (Old Number FRT 00Q)**

*S. Webb*

How will Christianity fare in the coming century? What are the social, cultural, and political trends that will help to shape and change Christianity? How is the very nature of religion changing when more people are attracted to New Age spirituality and are less loyal to institutional forms of religion, as represented by various church denominations? We will explore the different pressures that face the Christian church and the ways in which Americans are adapting their faith to meet the challenges of the new millennium. We will look at generation X and how young people are changing the shape of religious belief. Moreover, we will do some polling of our own, so that we can test the generalizations of scholars against our own experiences and the experiences of our fellow Wabash students. Will the new world of computers, virtual reality, and the Internet fundamentally change Christian faith? Finally, we will look at some recent legal battles over the role of religion in America. What does the Supreme Court say about religious expression and the value of faith? Will the future of America be more or less friendly toward those with traditional and conservative beliefs?

## PHYSICAL EDUCATION

Staff: V. Mummert (Athletic Director), G. Pebworth (Assistant Athletic Director), J. Mansfield (Director of Physical Education), G. Carlson, N. Cronk, T. Flynn, R. Johnson, S. Kimpel, G. Perry, M. Petty, P. Van Wie

Physical Education courses are taken *in addition* to the 34 course credits required for graduation. Grades assigned do not compute in the student's GPA; however, courses and grades are listed on transcripts. These courses may be added to a student's normal load without special permission.

### Course Descriptions

#### Theory of Coaching

Study of the organization and practice techniques utilized in the development of the skills and techniques of these sports. Additional consideration is given to problems and expectations of the coach in the community as well as conditioning for injury prevention.

- PEO 30. Theory of Coaching Football
- PEO 31. Theory of Coaching Soccer
- PEO 32. Theory of Coaching Swimming
- PEO 33. Theory of Coaching Basketball
- PEO 34. Theory of Coaching Wrestling
- PEO 35. Theory of Coaching Baseball
- PEO 36. Theory of Coaching Track
- PEO 37. Theory of Coaching Tennis

One course credit. Football, Baseball and Wrestling are taught only in the spring semester. Swimming is taught only in the fall semester.

#### PEO20. Prevention and Care of Athletic Injuries

Study of the techniques and principles utilized in preventing injuries to athletes and the development of the necessary skills to care for an injured athlete until medical help can be obtained.

One course credit, fall semester.

#### General Elective Physical Education Activities

These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student.

- PEO11. Advanced Fitness
- PEO12. Beginning Golf
- PEO13. Beginning Swimming
- PEO14. Beginning Tennis
- PEO15. Life Saving
- PEO16. Scuba Diving
- PEO17. Sports Officiating
- PEO18. Beginning Weight Training

Beginning Golf and Beginning Weight Training are taught only in the spring semester.

## AREA OF CONCENTRATION

### Area of Concentration in Business

The Business Area of Concentration (BAC) combines the essential skills gained in a liberal arts education with more specialized skills related to the operation of markets and organizations. The BAC will prove useful to a wide variety of students, including those who wish to enter business immediately after graduation, those preparing for Master's level professional programs related to business, those pursuing a doctorate in business for a career in teaching and research, and those who want business basic skills to supplement their primary professional education in law, medicine, or other fields. The student may combine any of the majors of the college with a BAC. Students are strongly encouraged to obtain a summer internship in order to obtain practical business experience. The BAC is administered by the Business Committee.

In many cases students are best served by not choosing a Business Area of Concentration. For example, students interested in a career in international business should take advantage of the International Studies area concentration. Students contemplating a career in finance ought to consider majoring in Economics. Other students may find a Psychology, Mathematics, Speech, or Computer Science minor an attractive alternative. The Business Committee stands ready to advise students on their best course of study and what business-related courses could usefully supplement a more traditional minor.

### Requirements

The requirements of the Business area of concentration include the following:

- Background preparation, including Economics 101 and Mathematics 111. Both courses should be taken by the end of the sophomore year. These courses are not counted toward the 5-8 courses in the BAC.
- One semester of Accounting. Economics majors must take both semesters of Accounting for the BAC. (Students are encouraged to take both semesters if possible.) Most students should take Accounting during the sophomore year, as this skill is very useful for summer internships.
- A course in Statistics, which typically would be one of the following: Mathematics 107, Mathematics 217, or Division III 252.
- Economics 251 (Computer and Quantitative Methods), a half-credit course.
- A course in communications, which typically would be one of the following: English 150 (Mass Communication), English 410 or English 411 (courses in Advanced Composition), Speech 220 (Persuasion), or Speech 130 (Group Discussion).

- A half-credit seminar on business, which the student would normally take in the senior year. It is anticipated that Division III-402 (Contemporary Issues in Social Science) will fill this role.
- At least one additional credit from a list of courses approved by the Business Committee (see Courses below).

In general, students may not "double-count" courses toward the BAC and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of the BAC.

### Application

Students should declare the Business Area of Concentration their sophomore year. A student must fill out an application, which must be approved by the Business Committee in order for the student to be able to declare the Business Area of Concentration. The application will include a rationale for the BAC and a list of courses the student proposes to take to complete the area of concentration. Applications forms will be available from the Business Committee. Students are strongly encouraged to attend meetings describing the BAC and to obtain advice from Business Committee members on designing an appropriate program to meet their academic needs. Any changes in the list of courses to be submitted for the BAC must be approved by the Business Committee and the Registrar.

### Courses

Additional courses which are approved for credit in the BAC include:

Computer Science 111	Introduction to Computer Science
Computer Science 112	Advanced Programming
Economics 262	Financial Marketing and Institutions
Economics 333*	Industrial Organization
Economics 321*	International Trade
Economics 224	Economic and Political Development
Economics 362*	Money and Banking
Economics 222	Comparative Economic Systems
Economics 361*	Corporate Finance
Economics 231	Law and Economics
Economics 322*	International Finance
Psychology 201**	Research Methods and Statistics I
Psychology 202**	Research Methods and Statistics II
Psychology 222	Social Psychology
Psychology 231	Learning and Cognition

## AREA OF CONCENTRATION

The Business Committee may approve other courses, including courses taken off-campus, for inclusion in particular Business Area of Concentration programs. Students should plan their program in consultation with the Business Committee.

\*Students considering taking these advanced courses are strongly advised to consider a minor or major in Economics instead of a Business Area of Concentration.

\*\*Psychology 201 and 202, taken together, satisfy the statistics requirements of the BAC.

### **Area of Concentration in Gender Studies**

Wabash College is committed to preparing its students for leadership and service in a diverse and changing society. As part of that commitment, the Area of Concentration in Gender Studies affords students the opportunity to gain a firm grounding in an interdisciplinary field that investigates the social, cultural, and biological factors that constitute femininity, masculinity, and sexual identity. Gender Studies explores the similarities and differences between the experiences, perspectives, and voices of women and men by analyzing variations in gender roles that occur across cultures and over time, examining relationships between biological differences and social power, and investigating the complex interaction of gender with race, class, and culture. Gender Studies also involves a critical investigation of strategies that aim to transform unjust or coercive social systems based on gender. Through coursework and an independent senior project, students undertake a systematic and critical analysis of gender issues across academic disciplines. The program is administered by the Gender Issues Committee.

### **Requirements**

The requirements of the program include the following:

- Four and a half courses designated as gender studies courses from at least two different departments outside the major. Three of these courses will focus exclusively on gender studies. The two additional courses will contain substantial relevant content. The Gender Issues Committee will approve this set of courses as part of the application process.
- A half-credit capstone course in the senior year. This may be either an independent study project that explores the student's chosen focus in greater depth or, if enough students are completing concentrations, a seminar class in which students will explore their topics comparatively. These will be assigned as Division Independent Study courses under the direction of the Committee Chair.
- Each student's program will be approved and supervised by the Gender Issues Committee, and a member of this committee, or other faculty with relevant expertise, may serve as secondary field examiner on the senior oral examination.

Students may be encouraged to participate in selected off-campus study programs abroad and in the United States, such as the Philadelphia Urban Semester, the New York Arts Program, the Borders Program in El Paso, and the Newberry Library Program in Chicago.

### Application

We encourage students to declare the area of concentration by the end of their sophomore year. At that time the student will submit a written proposal to the administering committee, presenting a rationale for the courses selected for the area of concentration. Area of Concentration forms are available in the Registrar's Office.

### Courses

In addition to the half-credit capstone course in the senior year, the Area of Concentration in Gender studies requires students to take four and a half additional courses related to gender studies.

These courses must be outside the student's major (and any other minor). In general, students may not "double-count" courses toward the Area of Concentration in Gender Studies and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of the Area of Concentration in Gender Studies.

The courses appropriate for satisfying this requirement will vary but may include such courses as the following:

Speech 370	Gender and Communication
Psychology 102	Human Sexual Behavior
English 497	Seminar in Gender Criticism

Regularly offered courses with substantial relevant content include, but are not limited to the following:

Philosophy 319	Topics in Ethics and Social Philosophy: Feminist Philosophy
Religion 270	Theological Ethics
English 219	Introduction to American Literature before 1900
English 220	Introduction to American Literature after 1900
History 141	America to 1877

Other courses (e.g., freshman tutorials, special topics courses, or other courses of particular relevance to gender studies) can also count toward this requirement.

## AREA OF CONCENTRATION

Students should consult with a member of the Gender Issues Committee for a more complete list of appropriate current course offerings.

### **Area of Concentration in International Studies**

Wabash College is committed to preparing its students for leadership and service in a changing global society. As part of that commitment, the Program in International Studies affords students the opportunity to gain a firm grounding in either Latin American or European studies. Available to students majoring in any discipline, the Program in International Studies encourages students to improve their language proficiency and learn about Latin American or European nations. Through coursework, off campus study, and a summer internship, students in the Program in International Studies may obtain a coherent, well-rounded understanding of another culture. Successful completion of the Program satisfies the College requirement for an area of concentration. The Program is administered by the International Studies Committee.

### **Requirements**

The requirements of the program include the following:

- Spanish, French, German, or Russian at the proficiency level associated with four semesters of college -level language study by the end of the sophomore year.
- Four courses outside the major designated as international studies courses. The International Studies Committee will approve this set of courses as part of the application process. At least two of the courses should be taken at Wabash before the off-campus experience. Students are encouraged to use relevant work done on off-campus study to help fulfill this requirement.
- Two half-credit seminars on international studies. Students will take the first in the spring semester of the sophomore year and the second in spring semester of the senior year.
- At least one semester (normally spring semester junior year) of off-campus study in a European or Latin American country where students can practice their newly acquired language skills.
- A summer internship, where possible, related to a student's major field of study, after his off-campus study period, in the country where he studied.

### **Application**

Students apply for admission to the Program in International Studies in the Fall of their sophomore year. Applicants are expected to meet the basic requirements for off-campus study (including a 2.70 GPA). They must be on track to complete four semesters of college-level language by the following spring semester. They will be asked to furnish information about their interest in international studies and provide information needed on the off-campus study application, including material about the off-campus

program(s) in which they propose to enroll. For the Class of 2002, the application deadline for the Program in International Studies will be Friday, November 5.

### Courses

In addition to the two half-credit seminars, the Program in International Studies requires students to take four additional courses related to international studies in general or to the student's area of study within the Program, i.e., Europe or Latin America. These courses must be outside the student's major (and any other minor). At least two of these should be taken at Wabash before studying off-campus. The courses appropriate for satisfying this requirement will vary, depending on the student's major (and any other minor). In general, students may not "double-count" courses toward the Program in International Studies and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of the Program in International Studies.

The list of courses below is not intended to be exhaustive. Students may use other courses to satisfy this requirement (e.g., special topics courses, freshman tutorials, or other courses of particular relevance to the planned study abroad). A student who wishes to use a course not listed below should explain his reasons for doing so to the International Studies Committee and obtain the Committee's approval.

### General Courses

Economics 321	International Trade
Economics 224	Economic and Political Development (=PS 4)
Economics 222	Comparative Economic Systems
Economics 322	International Finance
History 102	World History Since 1500
History 201	World History 1945 to present
Political Science 122	Survey of Comparative Politics
Political Science 242	Survey of International Politics
Political Science 328	Comparative Non-Democratic Politics
Psychology 371	Culture and Psychology

### Courses with a European Focus

Economics 214	Topics in Economic History: Europe
English 109	European Literature in Translation
History 222	Early Modern Europe

AREA OF CONCENTRATION

History 231	Nationalism and Revolution: Europe, 1799-1871
History 232	Imperialism and War: Europe, 1871-1918
History 233	Europe, 1918-1945
History 334	Russia, 1860-present
Music 212	Baroque Music
Music 213	Classical Music
Music 214	Music in the Romantic Era
Music 215	Twentieth Century Music to 1945
Philosophy 142	Modern Philosophy
Philosophy 144	Existentialism
Philosophy 345	20th Century Continental Philosophy
Political Science 178	Politics of the European Community
Religion 172	Christianity in the Modern Era
Theater 214	Modern European Theater

Plus intermediate or advanced courses in the Modern Language Department emphasizing European languages/literature. These courses must be in addition to those needed to meet Program proficiency requirements.

**Courses with a Latin American Focus**

History 151, 152	Latin American History
History 350	Advanced Topics in Latin American History
International Studies 270	Latin American Film
Political Science 325	Latin American Politics
Political Science 177, 277, 377	Ethnicity, Race and Politics

Plus intermediate or advanced courses in the Modern Language Department emphasizing Latin American languages/literature. These courses must be in addition to those needed to meet Program proficiency requirements.

## Course Descriptions

### 270. Special Topics (Old Number IS 77, 78)

#### **Nationalism and Europe's Little Nations (Old Number IS 78A)**

This course will explore definitions and theories of nationalism and apply them to the cases of several eastern and western European nations and nationalities without their own representative sovereign states (such as Scotland, Catalonia, Transylvania, South Tyrol, Kosovo). Special attention will be paid to the concepts of nation, nation-state and nationality. The course will be interdisciplinary and comparative in nature with an in-depth exploration of ethnic, linguistic, cultural, historical, and political approaches to nationalism. A segment of symbolic forms of nationalism (anthems, epics, dance, art, and other forms of material culture) will have students look at the symbolic forms in the two nations and the nations they are researching for their papers. Students will be required to write a comparative research paper on a stateless European nation of their choice.

#### **Latin American Film (Old Number IS 78B)**

This course will survey cinematic depictions of Latin America. Specifically, it will study films that illustrate aspects of Latin American history and society. The course will examine the aesthetic, social, and political dimensions of those representations of Latin America in film. Issues of identity, race, culture, gender, and social class will be studied. Special attention will be paid to learning how to "read" a film in order to assess both its artistic and technical values.

One course credit, spring semester.

### 296, 298, 496, 498. Seminar in International Studies (Old Number IS 98)

This half-semester course is taken twice by all international studies students, as sophomores and again as seniors. It meets once a week throughout the semester. The seminar is offered in two sections, one for those studying Europe and the other for those interested in Latin America. The course allows students to explore contemporary issues in their region of interest and to enhance their language skills by performing research using materials from the countries of their off campus study. Sophomores do background reading to enhance their experience abroad and begin to design projects to investigate while abroad. Seniors bring to their reading the perspective of those who have lived in the region of interest. They share what they have learned and complete the projects they began as sophomores. One-half course each time taken. Admission to the Program in International Studies or consent of the instructor required.

Spring semester. Introductory for sophomores; Advanced for seniors.

### **Area of Concentration in Multicultural American Studies**

Multicultural American Studies focuses on the plural, multi-group character of the composition of the United States, a nation formed by diverse ethnic, racial, and religious groups from all over the world. Increasingly we recognize that communities—from localities to entire nation-states—are not socially homogenous and uniform, but are composed of a variety of groups. In the United States, such groups as Hispanics, African Americans, Asian Americans, Native Americans, and White ethnics like the Irish, Italians, and Jews have made unique contributions to a country that has historically defined itself as White, Protestant, and English. The multicultural perspective analyzes how the United States, like other nations, is shaped by the interaction of groups with each other and with prevailing definitions of the nation's character and culture. It explores, across disciplines, the ways various groups represent themselves and are represented by others and themes such as cultural encounters and blending (syncretism), identity (how a group represents itself and is seen by others), family, the arts, rituals and other manifestations of cultural and community life. Through course work and possibly a related off campus study experience, students who complete an area of concentration in Multicultural American Studies may gain an increased understanding of this perspective. The program is administered by the Multicultural Concerns Committee of the Wabash Faculty.

#### **Requirements**

The requirements of the area of concentration include the following:

- Four and one-half courses, from at least two different departments outside the student's major that focus on aspects of Multicultural America. (A list of suggested courses is given below and is updated yearly.) This set of courses is compiled by the student and must focus on some aspect of the American multicultural experience. This plan of study is constructed under the direction of a faculty committee arranged by the student. (Students may include one or two relevant courses that consider multiculturalism outside the United States.)
- A half-credit capstone course taken during the senior year. This may either be an independent study project under the direction of one of the faculty committee members or, if enough students are completing areas of concentration in a given year, a arranged class in which students will explore their minor topics comparatively as well as in greater dept. (These will be assigned as Divisional Independent Study courses under the direction of the Committee Chair.)
- Students who choose to complete the area of concentration in Multicultural American Studies may wish to consider off-campus study programs such as the Philadelphia Urban Semester, the New York Arts Program, the Newberry Library Program in Chicago, and the Borders Program in El Paso. Students may wish to include relevant coursework during off campus study.

- A member of the area of concentration committee arranged by the student may serve as secondary field examiner on the senior oral committee.
- In general, students may not "double count" courses toward the concentration and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of an area of concentration.
- Students will usually declare the area of concentration by the end of their sophomore year. At that time the student will organize a faculty committee, work out a rationale and plan of study with that committee, and submit the proper form obtained from the Registrar's Office. Each area of concentration will carry a descriptive title on the form, such as "Multicultural Studies: Native American," or "Multicultural Studies: Immigrant Experiences," or "Multicultural Studies: African-American."
- Areas of Concentration will be forwarded to the Registrar's Office by the faculty committee constructed by the student. The area of concentration will be supervised by the Multicultural Concerns Committee and all applications for these Areas of Concentration will be forwarded by the Registrar's Office to that committee.

### Courses

Courses appropriate for an Area of Concentration in Multicultural American Studies include the following:

Art 210	Ritual Objects and Native American Culture
English 160	Multicultural Literature
English 221	Studies in Language: Multicultural Dialects
English 360	Studies in Multicultural/National Literatures
History 244	African American History
History 340	Native American History
History 151	Latin America to 1800
History 152	Latin America Since 1800
History 350	Advanced Topics Latin America
Psychology 310	Culture and Psychology
Religion 297	Anthropology of Religion: Africa
Religion 271	Religion in America

(The Teacher Education Area Concentration can be found with Division III departments).

## PRE-PROFESSIONAL

### Office of Career Services

The Office of Career Services assists students in career exploration and planning, in locating internships and part-time work, and in job search and placement activities. The services include group meetings, workshops, individual counseling, resumé preparation materials, career assessment instruments, and interview training. We also supplement faculty committees with assistance in graduate and professional school exploration and applications. An extensive library of reference materials, video and audio tapes, and software is maintained to help a student develop an individual job search using a variety of opportunities in on-campus interviewing, job fairs, the internet, alumni networks, and individual referrals.

Several paid and unpaid internship opportunities are also available to students. These include alumni sponsored positions as well as positions subsidized by a recently awarded Lilly Higher Education Initiative grant. Certain prerequisites are required for internships. Contact the OCS for more info.

### Pre-Professional Preparation in the Health and Allied Sciences

The Pre-Health Professions Committee assists students with their pre-health programs, including preparation for medical, dental, optometry, veterinary, osteopathic, and podiatry schools and other health professions. The committee also provides assistance with application materials and makes recommendations for students as they apply to professional schools. The chair of the committee serves as the pre-health advisor, and any student who is considering the health professions should meet with the advisor as early as possible to discuss his plans.

### Pre-Law Preparation

The Pre-Law Committee works in close conjunction with the Pre-Law Society in sponsoring programs which enable students to familiarize themselves with the diverse opportunities available in the practice of law. These programs include a Moot Court competition with alumni attorneys serving as tutors and judges, an LSAT practice test, and trips to visit Indiana Law Schools. Members of the Pre-Law Committee also meet with students, mainly during their senior year, to discuss their plans for attendance at law school. Any student who is considering the study of law might be well advised to discuss his plans with one of the members of the Pre-Law Committee.

## Preparation for Secondary Teaching

The Director of Teacher Education, in cooperation with academic departments, provides guidance and course work for students wishing to fulfill the licensing requirements to teach in the high schools of Indiana and over 30 other states. If a student begins the teacher education program no later than the first semester of the sophomore year, he can usually fulfill the requirements for the degree and licensing by the end of the senior year.

(Note: Wabash College is approved to recommend for licensing high school teachers in the following subjects: Biology, Chemistry, English, French, German, Latin, Mathematics, Physics, Spanish, Speech/Theater, and Social Studies. History, Economics, Political Science, and Psychology majors are licensed under the Social Studies program.

(Please see "Teacher Education Program" on p.187)

## Pre-Engineering Preparation

Wabash College offers joint programs (known as "3-2" programs) with Columbia University and Washington University-St. Louis in which students may study the liberal arts at Wabash for three years and engineering or applied science at Columbia or Washington for two years. These five-year programs lead to both the Bachelor of Arts degree from Wabash and the Bachelor of Science degree in engineering or applied science from Columbia or Washington.

Wabash students who participate in the joint program may qualify for the A.B. degree by completing all of the Wabash requirements for graduation (listed in the curriculum section of this *Bulletin*) other than the 34-course minimum, and by successfully completing the appropriate number of courses at Columbia or Washington. Senior comprehensive and oral examinations may be taken during the junior year or during the first year of work at the engineering school, either on the Wabash campus or, under a program approved by the Wabash faculty, at the engineering school administered under supervision of the dean's office of the School of Engineering. If the oral exam is taken after the junior year, it must be taken on the Wabash campus sometime during the two years of engineering school.

Students not completing the requirements for the Wabash A.B. as outlined above may be accepted at the end of their junior year by Columbia or Washington upon the recommendation of Wabash, even though no Wabash degree is granted.

In addition to the requirements for Wabash, certain courses in physics, chemistry, mathematics, and computer science must be taken at Wabash for admission into Columbia or Washington. The exact requirements for the two schools differ somewhat, and the student should consult with his advisor and a member of the Pre-Engineering Committee. Completing the requirements for both degrees requires careful planning, and the student should begin taking the appropriate courses in his freshman year.

Students need not major in physics, chemistry, or mathematics to participate in the program. In particular, both Columbia and Washington seek out applicants who major in non-technical fields, feeling that the technical depth of an engineering degree and the breadth of a liberal arts degree make a valuable combination.

Columbia and Washington also offer "4-2" programs in which the student spends four years at Wabash, completing the Wabash and pre-engineering requirements, and then two years at Columbia or Washington, completing a bachelor's or master's degree in engineering or applied science.

In addition, a student finishing Wabash with a strong background in science and mathematics can be admitted to a number of engineering programs, not necessarily at Columbia or Washington. Many Wabash graduates have pursued engineering degrees without participating in the 3-2 program.

## OFF-CAMPUS STUDY

### Rationale

The preamble to the curriculum states that the Wabash graduate "...in the study of foreign civilizations and people, ...has found himself not only the creature of his time and place but a citizen of the world-wide human community" and that he will "...judge thoughtfully, act effectively, and live humanely in a difficult world."

It is the position of the faculty that the above objectives and others expressed in the preamble will be well served by enabling study off campus, whether in a domestic program or in a program in another country, for as large a number of qualified students as possible. Off-campus experiences provide opportunities for learning and adapting to new environments.

In addition, off-campus study fosters critical thinking and offers students the opportunity to develop another perspective on learning and their lives. The benefits of off-campus study are not limited to those who actually study away from campus, but they accrue to the entire community. Students return from off campus to rejoin this community and contribute to it in the classroom and informally among their peers who learn more about other cultures and their own culture in conversation. In addition to contributing to our students' education in the general ways suggested, appropriate programs of off-campus study enhance the education of certain students in their specific fields.

In short, off-campus study is an integral part of our educational offerings.

Qualified and interested students are encouraged to spend one or possibly two semesters in off campus programs in the United States or abroad.

Through the member institutions of the Great Lakes Colleges Association (GLCA) and the Associated Colleges of the Midwest (ACM), a number of domestic and foreign programs are available. In addition, students may also apply to a wide range of independent programs or directly to foreign universities. In recent years Wabash students have successfully completed work in over 50 programs, in some 45 cities, in the United States and such countries as Austria, China, Colombia, England, Ecuador, France, Germany, Greece, Hungary, Ireland, Italy, Japan, Kenya, Scotland, Senegal, Sweden, and Switzerland.

Students interested in off-campus study should begin planning the completion of their college requirements well in advance. They should consult with their advisors and professors, the program representatives listed hereafter, and the International Studies Coordinator, Ms. Lesley Davis. They should also watch for the publication of the Off-Campus Study Handbook in September of each year and Off-Campus Study Fair held in October.

Only students approved for off-campus study by the Off-Campus Study Committee (OCSC) may apply for Wabash financial aid towards the costs of their off-campus programs and only for the committee-designated semester or semesters. The amount and distribution of credit must be determined in consultation with the Registrar and the academic departments involved. With the exception of courses taken at American University (Washington, D.C.), grades from off-campus study programs do not transfer.

In selecting their program and planning their schedule, students may want to consider pursuing the interdisciplinary International Studies Area of Concentration. This area of concentration requires five courses drawn from a variety of disciplines. Over the years, many students have found that courses taken off campus can be particularly suitable for the concentration. Students are required to submit a proposal to the International Studies Committee in which they outline the focus of their concentration, as well as the courses in which they plan to enroll. For additional information see the description of the International Studies Area of Concentration in the Special Program section of this *Bulletin*, or contact Ms. Butler in the Political Science Department or Ms. Davis. Students who pursue off-campus study without the OCSC approval do so at their own risk, especially with regard to transfer credit and graduation requirements, and are responsible for the full financial costs of their programs. They must clarify issues about transfer credit with the Registrar and the academic departments involved before they begin their programs.

The OCSC is guided by procedures passed by the vote of the Faculty in 1994.

### **Administration**

#### **Dissemination of Information**

In the fall of the academic year the Committee sponsors a fair at which program liaisons provide information and answer questions from students. All sophomores are invited to attend. Additional visits from program representatives are scheduled throughout the fall and spring semesters.

There is a resource library in Detchon 120 with up-to-date information on programs which students can examine. The Off-Campus Study web site, which can be accessed through the Wabash College homepage, also contains continuously updated information about off-campus study.

#### **Advising**

Ms. Davis and members of the Committee assist students in their planning, although we ask that they consult their advisors first to see where the proposed program(s) fit into their course of study. Student initiative is key to identifying the appropriate program.

### **Evaluation of Applications**

The Off-Campus Study Committee evaluates applications according to the following:

#### **Prerequisites**

Junior Status: no freshman or sophomore is permitted to go; and a first semester senior can be considered only if special circumstances warrant it. The committee generally does not approve a course of study that would delay graduation.

Sufficient academic record: students with less than a 2.70 GPA will not be considered, unless there are compelling reasons to do so.

### **Primary Considerations**

The Committee expects the following of an applicant for off-campus study:

Demonstration that the proposed program enhances the student's academic career, especially his major.

Indication of the extent to which the proposed program and ancillary experiences will contribute to the student's personal and cultural growth or long-term career plans.

Demonstration in his application that he has the appropriate motivation and preparation for the chosen program and that the program and experience themselves are right for him.

Evidence during the application process of the student's seriousness, maturity, readiness, and ability to profit from the program.

A good academic record.

### **Secondary Considerations**

Since the number of applications from qualified students has exceeded and probably will continue to exceed the number that can be funded from the financial resources allocated to off-campus study, the Off-Campus Study Committee uses the following secondary considerations to discern between otherwise qualified students for the purpose of meeting the cap:

Preference is given to students who have never had significant international educational experience or educational experience at other domestic institutions as compared to students who have had the advantage of such experience.

Preference, where appropriate, for GLCA-recognized programs, especially The Scotland Program.

Length of the proposed experience. Students who propose to go for two semesters may be limited to one semester to allow for students who propose only one semester. Students who apply exclusively for two semesters without a one-semester alternative risk not going at all. On the other hand, one-semester proposals will not be given *a priori* preference.

### **Orientation and Reentry**

The Committee conducts orientation programs to aid students in preparing for off-campus study. It also conducts "reentry" programs to facilitate the readjustment of students returning from off-campus study. Students who have been approved for off-campus study are required to attend these programs.

### **Evaluation of Programs**

The Committee also seeks to evaluate off-campus programs by having returning students fill out an evaluation questionnaire and discuss their experience with a member of the Committee.

### Some Other Guidelines

Application for off-campus study must be made in writing on forms available from Ms. Davis' office (Detchon 124). Completed applications should be turned in to Ms. Davis' office by *February 2, 2001*. Applicants may also be interviewed by the Off-Campus Study Committee, which may reject any application it considers insufficiently justified, regardless of the student's grade point average. Students will be notified of their status in March, in time for fall semester registration. In addition, students should be aware that many off-campus programs have special requirements (e.g., requiring GPAs of 3.0 or higher or a certain level of language proficiency). The student is responsible for making himself aware of such requirements.

No more than five course credits per semester may be earned while on off-campus study. (*Note: students on programs of less than a semester's duration will generally receive fewer credits than they would earn in a semester.*) Credit will not be given for pre-professional courses (e.g., law, business).

Students must obtain at least a C- grade average to receive credit for courses taken while on off-campus study.

The Wabash College Off-Campus Study Committee approves student proposals for off-campus study and approves the programs in which students may participate. Acceptable programs must be equivalent to the Wabash curriculum in their academic rigor. Students are responsible for their personal conduct. Students are responsible for obtaining an application and applying to the off-campus study programs for which they seek approval, bearing in mind that in some cases program application deadlines may need to be met prior to a student's final approval from the OCSC.

The following is a list of GLCA-recognized off-campus study programs. Students may also apply for a wide variety of off-campus programs sponsored by other organizations. In addition to the campus liaisons listed, students should contact Ms. Lesley Davis for information about any of the programs listed here.

#### GLCA-recognized International Programs:

- The Scotland Program at the University of Aberdeen, Scotland (either semester/year) *Campus liaisons: Mr. Placher, Ms. Dallinger*
- The Border Studies Program in El Paso, Texas/Ciudad Juarez, Mexico (fall semester) *Campus liaisons: Mr. Rogers, Mr. Gomez*
- The Central European Studies Program at Palacky University in Olomouc, Czech Republic (fall semester) *Campus liaison: Ms. Davis*
- The India Studies Program in Pune, India (year program beginning fall semester) *Campus liaison: Mr. Williams*
- Japan Study Program at Waseda University in Tokyo, Japan (year) *Campus liaison: Ms. Widdows*
- Studies in Nairobi, Kenya or Dakar, Sénégal (year) *Campus liaison: Mr. Mikesell*

- Russian Program in Krasnodar, Russia (fall semester) *Campus liaison: Ms. Harwell*
- CIEE: China programs in Beijing, Nanjing, and Taipei, Taiwan (either semester/year) *Campus liaison: Ms. Davis*
- UW: India/Nepal—choice of four university centers in India and one in Nepal, administered by the University of Wisconsin-Madison (year) *Campus liaison: Ms. Davis*

### **GLCA-recognized Domestic Programs**

- The New York Arts Program (fall or spring semester) *Campus liaison: Mr. Watson*
- Newberry Library Program in the Humanities (fall semester) *Campus liaison: Mr. Frye*
- Oak Ridge Science Semester (fall semester) *Campus liaison: Mr. Easterling*
- The Philadelphia Center (fall or spring semester) *Campus liaison: Ms. Davis*
- The American University Washington Semester (fall or spring semester) *Campus liaison: Mr. Hadley*

### **Other Programs**

The following is a partial list of off-campus study programs for which students are eligible to apply:

- Butler University Institute for Study Abroad programs in the UK, Ireland, Australia, and New Zealand
- Beaver College Center for Education Abroad programs in the UK, Ireland, Australia, Latin America, and Europe
- IES programs in Europe, Latin America, and Asia
- CIEE programs in Europe, Latin America, and Asia
- SIT programs in Latin America, Africa, and Asia
- Central College programs in Europe
- Associated Colleges of the Midwest programs in Africa, Asia, Europe, and Central America
- Lexia International programs in Africa, Asia, Europe, and Latin America
- Duke ICCS program in Rome
- College Year in Athens program
- Denmark's International Study Program

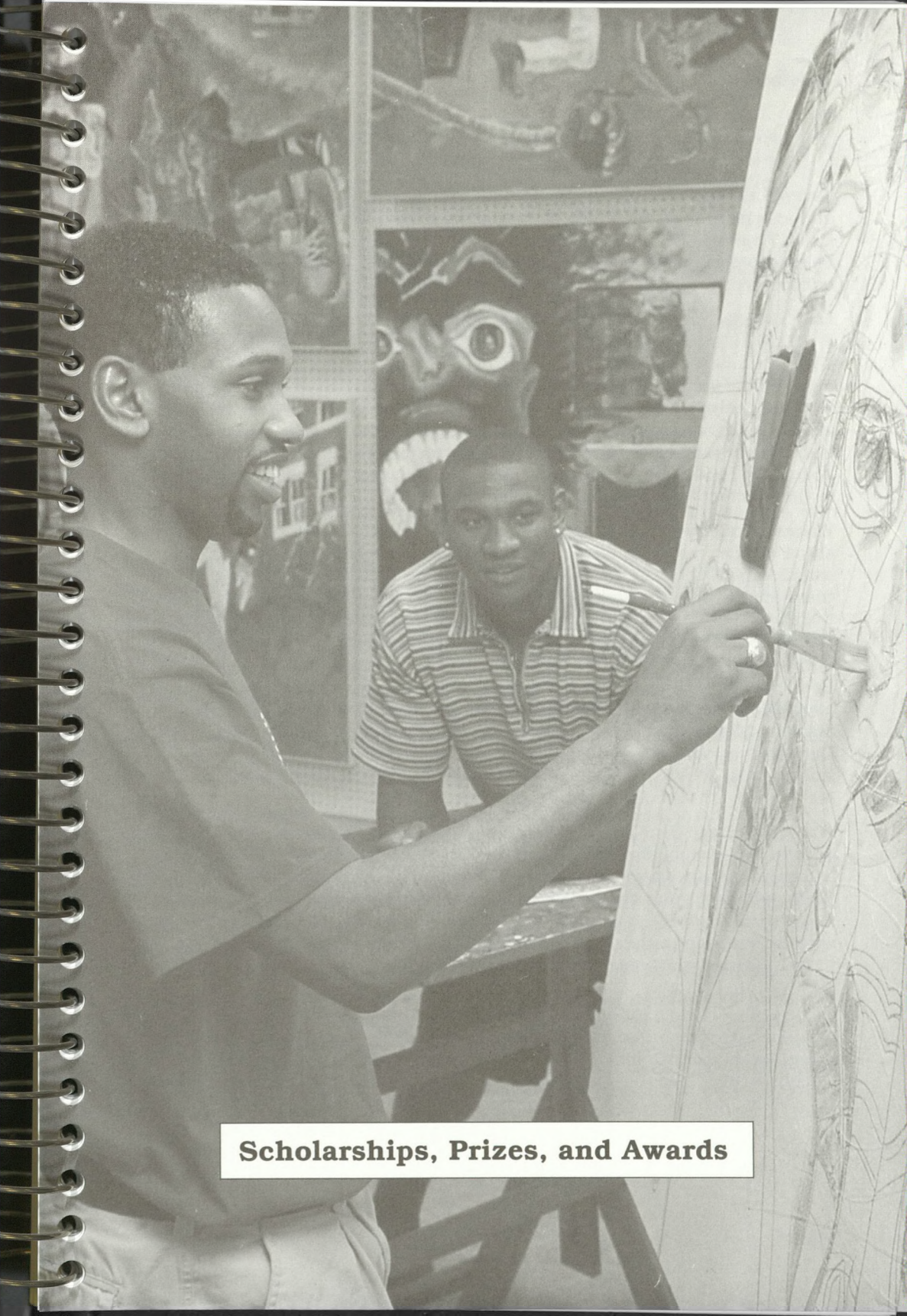
*Please consult Ms. Davis, the Off-Campus Study Resource Library, and the Off-Campus Study web site for further information about these and other programs.*

### **Internship Course**

Internships allow Wabash students, usually upperclassmen, to work and learn in a variety of off-campus organizations. Students have participated with a wide range of organizations. The purposes of the program vary with interests of individual students. Exploration of a possible career area, development of new skills (or recognition of established skills and abilities in a new setting), the challenge of confronting new ideas and problems, and the chance to make a contribution to our society are but a few of the uses Wabash students have found for the program. At the heart of the program is the idea that there are valuable things to be learned in a non-academic setting while an intellectual perspective is required.

The internship is a non-divisional course worth the equivalent of one course credit which cannot be applied toward the 34 required for graduation. The course is recorded on the student's transcript, however, and is graded according to the standard 4-point grading system used in computing grade averages. The Credit/No Credit option is not available for the internship course. Application for this course is made directly to the faculty member whom the student wishes to supervise the internship. Internship applications are available from the Registrar's Office. After approval by the student's sponsor and advisor, the form should be submitted to the Registrar's Office for approval. The student, faculty sponsor, and advisor will be notified of the approval or disapproval.

Students will not be allowed to advance register or register in an internship course until approval is granted.



**Scholarships, Prizes, and Awards**

## SCHOLARSHIPS

Every Wabash student and admitted applicant is automatically considered for all the scholarships for which he is eligible. Except for the Lilly Awards Program, Fine Arts Fellowship Program and the Honor Scholarships described below, no particular application is required, although scholarship winners are often expected to write their thanks to the donors.

**Lilly Awards Program at Wabash College.** The Wabash College Lilly Awards Program, named to honor the Lilly family of Indiana, was established by the Wabash College Board of Trustees in 1974. Each year this program recognizes outstanding young men who show high potential and future promise—men who are likely to have an impact not only on Wabash, but on their community and thus on our world. The Lilly Award, the College's most prestigious scholarship, is renewable annually and covers the recipient's tuition, fees, room and board; the student may also apply for a \$1,000 travel or study grant to be used in the summer before his junior or senior year.

**Wabash College Honor Scholarships.** Wabash annually offers Honor Scholarships without regard to financial need. The scholarships are based on written examinations taken on the campus. Included in these Honor Scholarships are those endowed by the generous bequest to the College of Frederic M. Hadley, the McLain-McTurnan-Arnold Honor Scholarship endowed by the generosity of Mr. and Mrs. Reid McLain and Mr. Kent Arnold, the Buren Fund Honor Scholarship administered by the National City Bank of Lebanon, Indiana, the George S. Olive III and E.W. Olive Honor Scholarship endowed by Mr. and Mrs. Scott Olive, the McVie Honor Scholarships endowed by Mr. and Mrs. A. Malcolm McVie, the Louis J. Nardine Award established by Mrs. Gretchen N. Doris in memory of her father, Class of 1906, and the A. Malcolm '41 and Robert L. '37 McVie Honor Scholarship endowed by the estate of A. Malcolm McVie, Mrs. A. Malcolm McVie and friends of A. Malcolm McVie.

**Wabash College Fine Arts Fellowships.** The Fine Arts Fellowship Program at Wabash was established in 1987 to encourage the development of the fine arts within a rigorous liberal arts context. Based upon competition during Fine Arts Weekend on campus, the Fellowships are offered each year to students with demonstrated ability in one or more of the following: visual arts, creative writing, music, and theater. Fine Arts Fellows receive tuition grants worth up to \$11,000 per year, regardless of financial need.

**President's Scholarships,** ranging from \$1,000 to \$10,000, are awarded for outstanding achievement in high school. Every admitted applicant is automatically considered for a President's Scholarship. President's Scholarships are supported by gifts from the Arthur Vining Davis Foundation. Wabash is a college sponsor of National Merit Scholarships.

Wabash College **merit scholarships** are renewable annually provided the student attains the cumulative grade point average and number of course credits required at the end of each academic year in order to make normal progress toward graduation.

### **Restricted Scholarships**

These scholarships are awarded automatically by the College to students with demonstrated financial need. Applications are not required.

**William D. Backman, Sr., Scholarship**, established by William D. Backman, Jr., Class of 1953, in memory of his father, a former trustee of the College and a member of the Class of 1924. The income is designated for financial aid to a student residing in Indiana.

**The Bank One Scholarship**, established by Bank One, Indianapolis, N.A., is given to a deserving high school graduate from the State of Indiana who is also a resident of Indiana.

**Merle L. Bartoo Scholarship**, established to help a non-fraternity student with financial need who is a speech and/or English major.

**Thomas R. Bauman Scholarship**, established in memory of Thomas R. Bauman, Class of 1985, by his family and friends. The income is used for a scholarship with preference to a graduate of Zionsville Community High School who best exemplifies Thomas R. Bauman's extra-curricular high school activities and rank.

**Theodore Bedrick Scholarship Fund**, established in memory of Dr. Bedrick by his family, friends, students, and colleagues as a fitting memorial to a devoted teacher and colleague which will allow his work at the College to continue long into the future. The scholarship is made to juniors majoring in a field in the humanities who expect to enter teaching at the secondary or college level.

**Gordon G. and Julia Gregg Beemer Memorial Scholarship**, established by their sons, Michael Gregg Beemer and Charles Gordon Beemer, and by their grandchildren, Leslie Beemer Wegner, Kathleen Beemer Filardi, Robert Michael Beemer, Jeffrey Marshall Beemer, and Jennifer Lynn Beemer, to honor Gordon G. Beemer and Julia Gregg Beemer. As the only presently living descendants of Caleb Mills, first principal and only teacher at the founding of Wabash College and founder of the Indiana Public School System, they wish to honor him and his deceased descendants and other ancestors of the donors who had a close relationship with Wabash College. A candidate should be, or be capable of becoming, a young man of vision, integrity, and leadership as exemplified by Caleb Mills and the Founding Fathers of Wabash and continued by the fiercely loyal members of the National Association of Wabash Men. Special consideration is given to any student in the Teacher Education Program and to any student interested in archival or biographical research.

## SCHOLARSHIPS

**Helen Oppy Binns Scholarship Fund**, established by Helen Oppy Binns in memory of her parents, Thomas Franklin Oppy and Anna Gertrude Oppy, to assist deserving students with financial need, preference to be given to students from Coal Creek Township, Montgomery County, Indiana, and then to other such students from elsewhere in Indiana.

**Black-Vrooman Scholarship**, established by Mrs. M. Lewis Marsh, Jr., in memory of her grandfather (John Charles Black, Class of 1862), her great uncle, (William Perkins Black, Class of 1864), and her cousin (John Black Vrooman, Class of 1921). The income is used for deserving students.

**Brian Bosler Overseas Memorial Scholarship Fund**, established by the alumni, the parents of members, and the members of Phi Delta Theta in memory of Brian Bosler, Class of 1987. The scholarship, with a \$1,000 stipend for appropriate expenses, is awarded to a student, preference given to a member of Phi Delta Theta, planning on studying abroad the spring semester of his junior year. Selection is based on overall accumulative grade point average with some consideration to campus involvement and personal character.

**Ralph M. and Harry M. Bounnell Scholarships in Law and/or Medicine**, established by Mrs. Jewell I. Bounnell in memory of her husband, Ralph M. Bounnell, Class of 1930, who practiced law in Crawfordsville from 1933 until his death in 1980, and of his father, Harry M. Bounnell, M.D., who practiced medicine in Waynetown and vicinity for more than 50 years. Awarded to members of the junior and senior classes who plan to study law or medicine, these scholarships may be continued for limited periods of graduate study in those fields. Awards are made on the basis of moral character, financial need, and other factors giving evidence of probable success in the respective professions. Preference is given to residents of Montgomery County, Indiana.

**John Bowerman Scholarship** is awarded to the junior history major with the highest grade point average.

**Austin H. Brown Scholarship Fund** will be administered outside the traditional financial aid program. It will be able to meet special needs and provide a special recognition for Wabash students.

**William Penn Bullock Scholarship**, established in honor of William Penn Bullock, '40 by his daughter Joanne B. O'Neal and friends. Awarded to a junior or senior in the Economics Department with a high grade point average.

**Albert M. and Virginia B. Campbell Memorial Scholarship Fund** provides awards to needy juniors and seniors majoring in economics, who want to increase their understanding of the market economy, or to such students majoring in political science, who want to increase their understanding of a limited, decentralized federal form of government.

**The Greater Chicago Area Alumni Award of Merit Scholarship**, established in 1994 by the Chicago Area Alumni Association for outstanding high school students from the Chicago area. Candidates are judged on the following criteria: citizenship, academic record, and contributions in the high school and the community.

**Class of 1936 Scholarship Fund**, income from which is available to a junior or a senior who has financial need, is in the upper half of his class and has demonstrated his capacity for leadership by effective participation in extra-curricular activities.

**Class of 1937 Scholarship** was established by members of the Class of 1937 upon the occasion of the fiftieth anniversary of their graduation.

**Class of 1938 Scholarship** was established by members of the Class of 1938 upon the occasion of the fiftieth anniversary of their graduation.

**Class of 1940 Merit Scholarship** to be awarded to a sophomore, junior, or senior of distinction who did not as an entering freshman receive a merit scholarship or who has lost his financial support but whose performance since then deserves recognition.

**Class of 1941 Scholarship** was established by the members of the Class of 1941 for young men showing intellectual, academic, artistic, athletic promise, or some combination of those qualities.

**Class of 1943 Memorial Scholarship**, was established in May, 1998, at the 55th anniversary of the Class of 1943. The scholarship honors the members of the class who have passed away and will be awarded to qualified and needy students.

**Clauser Family Scholarship** established by Allan D. Clauser, Class of 1950, supported by his wife, son, Allan Jr. '81, and friends for the benefit of a student from Montgomery County, Indiana.

**Albert M. Cole Scholarship**, endowed by a bequest from Mr. Cole is given to students desiring to enter the teaching profession.

**Jeanne C. and W. Dale Compton Scholarships Fund**, endowed by gifts from Dr. and Mrs. Compton and the Ford Motor Company, supports scholarships for students who plan majors in Division I (Science/Math).

**Crabbs-Shaw Family Fund**, established in honor and memory of four Wabash generations of the Crabbs-Shaw family to be used for faculty salaries or student scholarships.

**The Arthur D. Cunningham and Ernest A. Cunningham Scholarships**, bequeathed by Alida M. Cunningham, to provide aid to worthy junior and senior science students.

**Fred and Elizabeth Daugherty Scholarship Fund** provides income for needy prospective students.

**Paul U. and Elizabeth K. Deer Scholarship** established in memory of Paul U. and Elizabeth K. Deer to provide support for black students at Wabash College with a preference for men who intend to pursue careers in business.

## SCHOLARSHIPS

**Mary Louise Denney Woodwind Scholarship.** Mary Louise Denney, wife of Professor Paul T. Mielke, participated in College musical organizations between 1957 and 1985, as principal flute in the concert band and chamber orchestra and as a member of a baroque quartet. This scholarship is established in recognition of her service to the College. It is awarded each year to a flutist who is active in Wabash musical organizations, with maintenance for four years depending upon continued music participation and progress toward a degree in course. Failing a flutist, preference will be given in order to performers on oboe, bassoon, clarinet, or French horn. Selection of the Denney Scholar is vested in the Dean's Office, with consultation of the Music Department.

**The Victor A. DeRose "Legacy of Philanthropy" Scholarship,** established in 1990, provides assistance to sophomore, junior or senior students of good character. The goal of the Fund is to assist as many qualified students by selecting students who are of good character and stand in the top third of the class. Importance is placed on student interest in pursuing an M.B.A; majoring in economics or science; fluency in foreign language and demonstrated leadership.

**Lee Detchon—Beta Theta Pi Scholarship Fund,** established by the will of Lee Detchon, Class of 1923. Income from the fund to be given each year to a member of Tau Chapter of Beta Theta Pi Fraternity.

**Paul Logan DeVerter, Sr. Memorial Scholarship Fund** for Chemistry established by Ruth Hendricks DeVerter in memory of her husband Paul, Class of 1915. The income from the fund is awarded to an outstanding native Indiana upper classman, who is most likely to pursue a career in chemistry or chemical engineering upon graduation.

**The Lucinda Diddie Memorial Scholarship** was established in 1987 by Dr. and Mrs. Kenneth Diddie to honor and memorialize Dr. Diddie's mother. Lucinda Diddie was a very enthusiastic supporter of Wabash, and the scholarship is awarded to a graduate from the Crown Point area high schools. The selection will be made on the basis of scholarship, character and participation in high school activities.

**The Donald M. DuShane Memorial Scholarship** provides scholarship support with preference for a student in political science.

**Luther E. Ellis Memorial Scholarship,** established by his widow, is awarded annually to a senior with financial need who demonstrates the high intelligence, citizenship, and integrity characteristic of Mr. Ellis.

**Isaac C. Elston, Jr., Scholarship Fund,** established by Mrs. Florence Elston-Beemer to provide a scholarship each spring to an outstanding and worthy junior entering his senior year the next fall.

**Foster-Ames Scholarship**, maintained by funds given in 1946 and 1982 by families, friends, and members of the wire-bound box industry in memory of E. E. Ames, Class of 1903, and Thomas I. Foster, Class of 1914. The student qualifying for this scholarship must be able to do satisfactory college work, but academic excellence is less important than character, qualities of leadership, and need for financial assistance. Preference is given to sons and grandsons of employees' families of the wire-bound box industry. If no such candidate from the industry qualifies, Wabash College may grant this scholarship to any student meeting the qualifications with demonstrated need.

**Albert M. Gavit Scholarship**, established by his widow, Mrs. Ann Gavit, awarded to a Wabash student entering the sophomore year whose freshman record shows the greatest potential for original and creative work in the humanities.

**Joe and Mary Genung Scholarship** supports all or part of the tuition for students who have financial need and are from the Roachdale, Indiana, area and/or are concentrators in Religion.

**Gilbert Memorial Scholarship**, established in 1943 in memory of Major George A. Gilbert, Class of 1939, who was killed in an accident May 23, 1943, while serving with the Army Air Force. Following the death in 1958 of Major Gilbert's brother, Oscar M. Gilbert, Jr., Class of 1938, the Gilbert family asked that the scholarship memorialize both men.

**Givens Endowed Scholarship**, established by Mr. and Mrs. David W. Givens '56, may be awarded annually. The Scholarship(s) is applicable to the cost of tuition, housing, transportation, and books for a semester of study in Europe. A student with a declared major, minor, or area of concentration under the Department of Art, Division II will not be eligible as a candidate for the Scholarship. The Scholar(s) are to enroll in a program, approved by the Off-campus Study Committee, at a European Institution. The Scholar(s) must include one or more courses in the history of Western Art. The Scholarship(s) will be awarded without regard to need.

**The Richard G. Gohman Scholarship Fund** established by Richard G. Gohman '39, provides a scholarship to a senior graduating from Crawfordsville High School who is in the top 20 percent of his class.

**P. G. Goodrich Memorial Fund** is endowed by Mr. Goodrich's sister, Elizabeth G. Terry.

**John B. Goodrich Charitable Trust.** The income from the Trust is used to maintain two separate financial aid and scholarship programs, which taken together provide support for the kinds of students Mr. John B. Goodrich wished to help.

**John B. Goodrich Grants in Aid** are need-based grants providing financial aid to students who show promise of contributing, in one or several of a wide variety of ways, to the life of Wabash College.

## SCHOLARSHIPS

**John B. Goodrich Scholarships** are awarded without regard to need and on the basis of capacity for both leadership and academic achievement. The stipend for a Goodrich Scholarship is \$3,500 per year.

**Lucy Moore Grave Bequest.** Wabash College, Earlham College and DePauw University share the income from a bequest made by Lucy Moore Grave, the wife of Dr. Benjamin Grave, who was a faculty member at Wabash College from 1920 to 1928. The funds are available as scholarships for study at a marine biological laboratory with priority being given to the Marine Biological Laboratory at Woods Hole, Massachusetts.

**Hays Scholarship Fund,** established in 1946 by Will H. Hays, Wabash 1900, the income to be used for scholarships for handicapped students. Should the income of the fund exceed the amount needed to support the scholarships for all eligible handicapped students, the excess will be used to provide scholarships for upperclassmen interested in a career in public service.

### **The Martha and Thomas Hays Family Scholarships**

**Oren and Gertrude Hays, Dorwin and Lenore Pearson Memorial Scholarships,** primarily for Wabash County recipients. But if not used, then for other awardees.

**Thomas Hays/The May Department Stores Company Scholarships,** primarily for Metropolitan St. Louis, MO, residents. But if not used, then for other awardees.

**Charles Maurice Hegarty Fund,** established by Dr. W. Harvey Hegarty, in memory of his father, Class of 1931, used for the financial needs of a worthy student, with preference given to men from Vermillion County, Indiana.

**Thomas Corwin Hood Memorial Scholarship Fund,** established by the will of Thomas S. Hood in memory of his father, Thomas Corwin Hood, Wabash 1881. In granting scholarships created by the Hood Scholarship Fund, preference is given to applicants who are sophomores, juniors, or seniors and who have indicated their intention to attend medical school following their graduation.

**James H. Howard Memorial Scholarship,** established by Mr. and Mrs. Vesper Howard in memory of their son James, Class of 1986. The scholarship is awarded on the basis of need to the member of Phi Kappa Psi Fraternity who best personifies the personal characteristics of James Howard.

**The Lawrence F. and Ruth Hunter Memorial Scholarship Fund,** established by the wills of Lawrence F. Hunter, Class of 1929, and Ruth Hunter. Scholarships to be awarded to needy members of the junior and senior classes majoring in economics who want to increase their understanding of the market economy and its great benefits; and to juniors and seniors majoring in political science who want to increase their understanding of the salutary effect of a limited, decentralized, federal form of government on freedom.

**The Journal-Review Scholarship** was established by the Crawfordsville *Journal-Review* for one or two Wabash men with a keen interest in the newspaper field. This might include students with an interest in investigative reporting, photography, public affairs writing, scientific journalism, or any other field directly related to newspaper journalism.

**The George M. Lee Scholarship**, established by his widow, Elizabeth C. Lee, provides scholarship assistance to worthy students from Madison County, Indiana.

**The Mastin Foundation Scholarship Program** provides scholarships to students who are finalists or semi-finalists in the National Merit Scholarship Program who major at Wabash in the natural sciences such as chemistry, biology, math, or physics.

**Sarah F. McCanliss Scholarship Fund** honors a pioneer resident of Parke County, Indiana, Sarah F. McCanliss, mother of Lee McCanliss, Class of 1907.

**The Mefford Scholarship** for Political Science was established by a bequest from Gordon Mefford.

**Paul Mielke Scholarship Fund** is awarded to a student with financial need with an interest in mathematics, who has demonstrated progress in mathematics courses in high school.

**R. Robert Mitchum Memorial Fund** provides a scholarship on the basis of financial need for a "B" student who is active in the extracurricular life of the College.

**The R. Robert Mitchum—Thomas D. Marchando Scholarship** is awarded to Western Pennsylvania students who reflect the high ideals that were manifested in the lives of Bob Mitchum and Tom Marchando.

**Montgomery County Scholarships**, initiated by gifts from the Board of Commissioners of Montgomery County, Indiana, provide an amount equal to full tuition and continue throughout the student's course, provided that he maintains a satisfactory college record. Candidates are nominated by the Montgomery County Commissioners.

**The LaVerne Noyes Scholarship Foundation** provides scholarships for the direct descendants of American veterans of World War I.

**Plumley Family of Tennessee Scholarship Fund**, established to award an annual scholarship to a student from Tennessee.

**Byron and Priscilla Alden Price Scholarship Fund**, established by Byron Price to endow scholarships.

**John Charles Rafferty Scholarship Fund**, established by Joan Rafferty Harrington and Edwin Harrington, is named in honor of John Rafferty, Class of 1954, and is given to an upperclassman with financial need and in the upper half of his class. Preference is given to students from Fountain and Montgomery Counties in Indiana, and then to other students from elsewhere in Indiana.

**Dr. James Harvey Ransom Scholarship Fund**, used for worthy and needy students majoring in chemistry.

**The Alice L. and Benjamin A. Rogge Scholarship Fund** was established in 1999 to honor longtime Wabash professor of economics and Dean of the College Ben Rogge and his wife Alice. The Rogge Scholarship Fund has as its guiding principle significant financial support for young men who have demonstrated leadership skills, academic achievement, and concern for others. Further, preference will be given to those young men who have met the guiding principles but might not be able to attend Wabash without financial assistance. The scholarship will be a minimum of full tuition, and may not be used for off-campus study if awarded to an international student.

**George S. Sando Scholarship**, established by George S. Sando, Wabash 1922, to be used by scholars who are inquiring into Causes of Freedom and Liberty, or maintaining high minded theories of liberty.

**Adeline and Bonnie Smith Scholarship Fund** was created by Atwood Smith, Class of 1934, to honor his wife and daughter who shared his love for Wabash College. The fund provides a need-based scholarship to students who live in Calumet City, East Chicago, or Hammond, Indiana. If no students from these three cities are eligible, then scholarships may be awarded to eligible students from Lake County or Porter County. If no students from Lake County or Porter County are eligible, then scholarships may be awarded to eligible students from anywhere in Indiana.

**Smith Family Scholarship Fund**, established by Mr. and Mrs. Donald E. Smith, Class of 1959. The income from the fund provides assistance to an outstanding high school graduate regardless of financial need. Each scholarship is awarded for four years and is conditional on satisfactory progress towards graduation.

**The Frank H. and Abbie M. Sparks Memorial Scholarship Fund** established by the Sparkses and their friends to help meet the scholarship needs of young men attending Wabash College. The scholarship awards are made on the basis of academic achievement and financial need. Consideration is given first to applicants from Marshall County, Ind., Dr. Sparks' boyhood area, and then to residents of Indiana. Preference is given to students with high personal character and community service.

**Waldo E. Stephens Scholarship**, established in memory of Dr. Waldo E. Stephens by his wife, Doris, awarded annually to a junior who plans a career of government service. When possible, preference will be given to students whose special interest is in international relations or international law.

**Tannenbaum Scholarship** covers an amount equal to full tuition cost for four years, provided that the student maintains a good college record. Selection is made on the basis of promise as a scholar and as a person, and on the basis of financial need. The scholarship was established by Mr. Ferdinand Tannenbaum of New York City, and is now supported by Mr. and Mrs. Eugene Ratliff of Indianapolis.

**The Trippet Family Scholarship Fund**, established by C. Kightly Trippet '36 honoring former President Byron K. Trippet '30, C. Kightly Trippet and their parents, Sanford and Edith K. Trippet, who during the 20th century have sought to set an example that encourages young people to pursue higher education. Preference given to men who are majoring in some form of communications.

**Peter Valentine Scholarship**, established by Merrilee D. Valentine in honor of her son, Peter, Class of 1982. The scholarship is given to an incoming first-year student or upperclassman from the State of Illinois and preferably to those from Peoria County, Illinois. The student must be outstanding in character, scholarship, personality, and leadership. The financial need of the student is taken into consideration.

**Dr. L. John and Margaret K. Vogel Endowed Scholarship Fund**, established by Dr. and Mrs. Stanley J. Vogel '66 and Dr. and Mrs. Gordon A. Vogel '72 in honor of their parents. Provides financial assistance to an entering freshman with high-quality academic achievement.

**Mary E. Wilson Memorial Scholarship Fund**, established by Frederick W. Wilson, Jr., Class of 1969, in honor his mother.

**Andrew Yount Scholarship**, established in honor of Andrew S. Yount, Class of 1911, by his daughter Mrs. Bernice Moor. Scholarship is to be awarded to a needy student in chemistry.

### **Scholarship And Tuition Awards From Endowment**

Besides the scholarships previously described, which are assigned on the basis of terms set forth in the supporting funds, the College offers a number of scholarships financed from endowment. These are available to assist students of unusual promise who otherwise would be unable to attend Wabash. To establish eligibility students must file Financial Aid applications with the College Scholarship Service each year. Awards vary in number and value from year to year and are related always to the need of the individual. These awards may continue throughout the student's college course, provided that he maintains a satisfactory college record and that his need for assistance continues. In granting these scholarships and tuition awards, the Financial Aid Committee takes into consideration four principal criteria:

1. The extent of need.
2. Academic record.
3. Personality, character, and qualities of leadership.
4. Excellence in student activities.

The income from the following funds contributes to the support of the program described in the preceding paragraph:

**Byron Randolph Russell and Edward Payson Ames Scholarship Fund**, established by Elsie R. Ames in memory of her father, Byron Randolph Russell, and her husband, Edward Payson Ames.

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**Georgia F. Arnkens Memorial Fund**, established in memory of Conrad Arnkens, Class of 1953, by his widow, to be used for poor, needy and deserving students.

**Ruth M. Asbury Scholarship Fund**, established by the wills of Max Asbury, Class of 1931, and his wife Ruth.

**Athens City Scholarship Fund** established by members of the Crawfordsville Wabash Club.

**George M. Baldwin Fund**, established by Colonel George M. Frazor to be used for the financial needs of a worthy student.

**The Dr. Rudolph C. Bambas Scholarship Fund** was established by his wife, Frieda Bambas, in honor of Dr. Bambas, Class of 1937. He had an outstanding academic life as a professor of English and was a loyal alumnus all his life. The Bambas Fund is a permanent part of the Endowment Fund.

**Robert J. Beck Memorial Scholarship**, established in memory of Robert J. Beck, Class of 1920, by his friends and by his associates in Thomson McKinnon Securities, Inc.

**Barry Bone Scholarship Fund** established by Phi Gamma Delta fraternity brothers and friends of Barry P. Bone, Class of 1983.

### **Ruth McB. Brown Scholarship Fund**

**R. D. Brown Memorial Scholarships** established by Jean Brown Hendricks.

**The Howard Buenzow Scholarship Fund**, the income of which is to be used for student financial assistance with preference to students from Lane Technical High School in Chicago.

**Edward Buesking Scholarship Fund**, to be used for scholarships for worthy students who are residents of the State of Indiana.

**The Cynthia Campbell Byrne Memorial Scholarship Fund** established by Virginia B. Campbell.

**Joseph E. Cain Memorial Scholarship Fund**, a tribute to the memory of Joseph E. Cain who was from 1946 to 1960 President and from 1960 to 1963 co-chairman of the Board of P. R. Mallory and Company, Inc., and for many years a civic leader in Indianapolis and Indiana. The fund is made possible by an initial grant from the P. R. Mallory Company Foundation, Inc., supplemented by gifts from numerous friends and business associates of Mr. Cain. Both academic ability and financial need are taken into consideration in awarding this scholarship, but these considerations are less important than the character, personality, and leadership potential of the candidates.

**Martha A. Caperton Scholarship Fund** established by a bequest from Mrs. Caperton.

**Central Newspapers, Inc., Scholarship Fund** provides scholarship support with preference for students interested in journalism.

**The Class of 1907 Memorial Fund** established by members of the class upon the fifteenth anniversary of their graduation.

**McMannomy and Elizabeth Coffing Educational Foundation**, established in 1949 by the late McMannomy Coffing, Class of 1913, is used to help meet the financial needs of worthy and qualified students. Special consideration is given to residents of Fountain County, Indiana.

**Wayne M. and Katherine G. Cory Scholarship Fund**. Income from this fund is used for scholarship purposes.

**Edward Daniels Scholarship Fund**, established by Parke Daniels in memory of his brother Edward, Class of 1875, a trustee of the College from 1896 to 1918.

**William H. Diddel and Helen C. Diddel Scholarship Fund**

**Joseph Foster Memorial Scholarship**, established by Russell Foster Abdill in memory of his grandfather, Joseph Foster.

**Theodore C. Frazer Scholarship**, supported by a fund bequeathed to Wabash by Ada W. Frazer of Warsaw, Indiana, in memory of her husband, Theodore C. Frazer, who graduated from Wabash in 1903. The income from the fund provides scholarships for students selected by the scholarship committee of the College on the basis of academic record, citizenship, and the need for financial assistance. Preference is given to applicants who are residents of Kosciusko County.

**Donald C. Frist Scholarships**, established by Enid F. Lemstra in memory of her brother.

**Ira D. Goss Scholarship Fund** provides scholarships to deserving students who need assistance to attend Wabash College with favorable consideration being given to men from Fulton County, Indiana.

**Theodore G. Gronert Scholarship**, established in memory of Professor Gronert by his former students, particularly those from the Class of 1935, granted at the start of each academic year to a freshman selected by the Dean of the College and the Director of Financial Aid. Such factors as personal character, financial circumstances, interest in history, leadership in high school, and community service are considered.

**William H. and Margaret R. Hamlin Scholarship Fund** endowed by a bequest from Mrs. Hamlin.

**Frederick Rich Henshaw, Jr. Fund** was given by his father.

**Hollett Family Scholarship Fund**, established in memory of John E. Hollett, Jr., Class of 1928, by his sons, John E. Hollett III and Thomas S. Hollett, and by his brother, Byron P. Hollett. The income from the fund is granted to a needy student who combines above average academic achievement with high promise of achievement in extracurricular activities.

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**Inland Container Corporation Scholarship**, established by the Inland Container Corporation Foundation, Inc. Income supports the College's general scholarship fund.

**George and Yvonne Kendall Fund for Scholarship Aid** established by a bequest from Mrs. Kendall. George Kendall was Dean of the College (1923-1940) and Dean of the Faculty (1944-1957).

**Frederick W. and Lois G. Lowey Scholarship Fund**, established by Mr. and Mrs. Lowey.

**Roy Massena Scholarship Fund**, established through the will of Mrs. Mabel Massena to honor her husband, Roy, Class of 1902.

**Mary McCallister Scholarship**, established by the will of Mary McCallister, the income shall be used to provide scholarships for students who without the assistance of the scholarship would be unable to attend Wabash College.

**Anne Darby McCann Scholarship**, established by the will of Mrs. McCann in 1964 in memory of her father, O.V. Darby.

### **The Thomas G. McCormick Scholarship Fund**

**C. Raymond Miller Memorial Scholarship Fund**, established by the Board of Trustees to honor C. Raymond Miller, a member of the Class of 1921 and former Eli Lilly and Company executive.

**William S. and Catherine G. Miller Scholarship**. Scholarship grants are made and continued on the basis of both financial and academic achievement.

**Caleb Mills Scholarships** honor Caleb Mills, first professor of Wabash College and founder of the public school system in Indiana. They were made possible by the generous bequest of Helen Condit, granddaughter of Caleb Mills. These awards are made to Indiana students who show extensive financial need and who have outstanding personal characteristics and good academic potential. Preference is given to students from rural areas and small communities. Each scholarship is for four years.

**The Dean Norman C. Moore Student Fund**. Established in 1998 by the Moore children in honor of Dean Moore's 70th birthday and generously supported by many other Wabash alumni and their families, the Dean Norman C. Moore Student Fund honors the long-time Wabash College Dean of Students (1959-1984). To be administered at the discretion of the Dean of Students, the income from this endowed fund is used to assist students with personal financial situations that might preclude them from continuing or finishing their Wabash education.

### **Nicholas H. Noyes, Jr. Memorial Foundation Scholarships.**

**William Pearlman Scholarship**, bequeathed to Wabash College by Charlotte S. Pearlman in memory of her husband who was a business leader in Crawfordsville for many years.

**The Byron and Pauline Prunk Scholarship**, established by Ms. Helen L. Prunk in honor of her parents, Dr. Byron F. Prunk, Wabash 1892, and Pauline D. Prunk.

**Russell E. Ragan Scholarship Fund**, established by his daughter, Peggy Ragan Hughes, and his son, Robert R. Ragan, Class of 1949, is expended annually for a deserving student selected by the Dean of the College.

**Reader's Digest Foundation Scholarship**, established in 1965.

**Robbins Brothers Memorial Fund**, created by members of the Robbins family, honors Virgil Robbins, Class of 1924, and his brother, Ananias Robbins, Class of 1928.

**Schultz Family Scholarship Endowment**, established by Florence Schultz whose family was in business in Crawfordsville over fifty years.

**Theodore Schweitzer Scholarship Fund** established by a bequest from Mr. Schweitzer.

**Frances Scott Bequest.**

**Melvin Simon and Associates, Inc. Scholarship Fund.** Income from this fund is used for scholarship purposes.

**Lester Sommer Scholarship** established by friends of Lester Sommer on the occasion of his 90<sup>th</sup> birthday.

**Harriet Benefiel Stokes Memorial Fund**, established by Merle B. Stokes, Class of 1905, in memory of his mother.

**David Russell Stone Scholarship Fund** established by Mr. and Mrs. Charles T. Stone in honor of their son, David, Class of 1991.

**Michael Swank Scholarship Fund** established by a bequest from Mr. Swank, Class of 1961.

**Robert Alden Trimmer Memorial Scholarship Fund**, established by his parents in memory of Robert Alden Trimmer, Class of 1966. The scholarship is awarded to any Wabash student, preferably a physically handicapped student, who is interested in the building of a better world.

**Wolcott Memorial Scholarship.** From funds made available by friends of the late Roger G. Wolcott, a member of the Class of 1915, who served as a member of the Board of Trustees of the College from 1953 until his death in 1958.

**In addition to the annual scholarships listed above, a varying number of special single gifts are available each year for awards.**

## College Loan Funds

The College has funds from which students in need of assistance may borrow money to apply to their educational costs or to meet emergency situations. Eligibility and application for this support is administered through the Financial Aid Office. The principal funds which support loans to students are:

**Finch Fellowship**, established in 1923 by the will of Alice Finch, in memory of her father, Fabius M. Finch, and her brother, John A. Finch.

**James M. Hains Fund**, established in 1867 by a gift from James M. Hains, a trustee of the College (1876-1893).

**Cyrus Knouff Loan Fund**, endowed by Cyrus W. & June D. Knouff, provides loans to assist worthy students in acquiring an education.

**Walter H. Acheson Revolving Loan Fund**, established in memory of Walter H. Acheson of the Class of 1923 by his family and many personal friends and business associates.

**Ray Barnes Family Loan Fund**, established in 1955 by Mr. and Mrs. Ray Barnes and family, newspaper publishers of Elwood, Indiana.

**Ray Bently Loan Fund**, established in 1957 by Mr. E. Ray Bently of Boston, Massachusetts, for needy students.

**M. Rudolph Campbell Memorial Loan Fund**, established by Mrs. M. Rudolph Campbell in memory of her husband, Class of 1906.

**Ellis Carson Loan Fund**, established in 1946 by a gift from William Carson, father of Ellis Carson, Class of 1931, of Evansville, Indiana.

**Bing Crosby Youth Fund Student Loan**, to be used for loans to students who have satisfactorily completed their freshman year and are in need of financial help.

**Don Gordon Evans Loan Fund**, established by Mr. and Mrs. Dale V. Evans in memory of Don Gordon Evans of the Class of 1968.

**Albert M. Gavit Memorial Loan Fund**, established by friends of Mr. Gavit.

**A. H. Gisler Loan Fund**, established in 1954 by Mr. A. H. Gisler, Class of 1913, for students in financial distress of any kind.

**Leland S. Hanicker Memorial Loan Fund**, established by Mrs. Hanicker and her daughter, Ruth Hanicker, in memory of Leland S. Hanicker, Class of 1918.

**Ralph G. Hesler Memorial Loan Fund**, established in 1975 by the family and friends of Mr. Hesler, Class of 1943.

**Holt and Olive Loan Fund**, established by Mr. Henry Holt and Mr. George S. Olive of Indianapolis.

**C. Ted and Thelma L. Johnson Fund**, established in 1970 by Mr. and Mrs. C. Ted Johnson of Indianapolis. The principal and interest may be used for loans for deserving and needy students of average scholastic ability.

**William B. Johnston Loan Fund**

**George Valentine and Yvonne Kendall Loan Fund**, established by Dean Kendall's sister, Alice Rosamond Kendall. For many years Dean Kendall was an outstanding faculty member and the Dean of the College. For one year in 1940-41 he served as Acting President of the College and then as Dean of the Faculty until his retirement in June 1957.

**Edward H. and Austin W. Knight Student Aid Revolving Loan Fund**, the principal and interest to be used in making loans and administered by the Board of Trustees of Wabash College or under its direction. The cash in this Fund may be commingled with other Wabash College loan funds. Preference shall be given to the initiated members, if any, of the Indiana Chapter of Phi Kappa Psi fraternity.

**Mrs. Edward H. Knight Memorial Fund**, established by gifts received by the College in Mrs. Knight's memory.

**Herbert G. Larsh Student Loan Fund**, established by his wife and daughter.

**Richard H. Lovell Memorial Loan Fund**, established in memory of Richard H. Lovell by his family and friends. Its purpose is to provide temporary financial assistance to students.

**Marshall Pipin Loan Fund**, established by contributions to the College by friends of Marshall Pipin, former trustee of the College.

**Donald Reddick Loan Fund**

**Rohrman International Student Loan Fund**, established in 1994 by Mr. and Mrs. Robert Rohrman. Provides seed money to needy international students.

**Ronald Bruce Shearer Revolving Loan Fund**, established in memory of Ronald Bruce Shearer, Class of 1968, outstanding athlete and football co-captain. The fund has been established by his family, Delta Tau Delta fraternity brothers, and classmates and friends.

**Byron L. Stewart Memorial Loan Fund**, established in 1966 by Mrs. Byron L. Stewart and friends in memory of Byron L. Stewart, Class of 1926, trustee of the College (1963-66).

**Jean Van Dolah Memorial Revolving Loan Fund**, established by Harry J. Van Dolah and H. James Van Dolah, Class of 1966, in memory of their wife and mother. The fund, supported by family and friends, is to be used by students majoring in chemistry or in a pre-medical curriculum.

**Louis Wiley Loan Fund**, established in 1935 by a bequest from Louis Wiley, Wabash, L.L.D. (1927).

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**The American Institute of Chemists Foundation** sponsors an annual award which goes to a senior chemistry major in recognition of the student's academic ability, leadership, and professional promise.

**The Angus Sciencetech Award** made by the DJ Angus-Sciencetech Education Foundation in recognition of excellence in science, mathematics, or social sciences goes to a student who has shown exceptional improvement in academic performance over the last year.

**Baldwin Prize in Oratory.** The late D. P. Baldwin, L.L.D., gave the College a sum, the interest from which is awarded annually to the three students who "compose and pronounce the best orations."

**James E. Bingham Award**, established by members of the law firm of Bingham Summers Welsh & Spilman, in memory of James E. Bingham, Class of 1911, given each year to one or more distinguished seniors who will enroll in an A.B.A.-accredited law school for the next academic year. The cash award is presented at the Peck Award Banquet each spring with a member of Mr. Bingham's law firm participating in the selection process.

**W. N. Brigance Speakers Bureau Award**, established by May and James Ching, Class of 1951, in honor of W. N. Brigance, long-time chairman of the Speech Department and founder of the Speakers Bureau. It provides a cash award for the student who has done the most for the Speakers Bureau during his college career.

**Edgar C. Britton Award**, a cash award given annually to a senior chemistry major selected by the Chemistry Department faculty for his promise in graduate study. The award was established in memory of Edgar C. Britton who attended Wabash as a member of the Class of 1915.

**John Maurice Butler Prize for Scholarship and Character**, a cash prize established by Mrs. Alpheus Henry Snow in 1923 in memory of her brother, John Maurice Butler, Class of 1887. It is awarded to "the senior having the best standing in scholarship and character."

**Ernest G. Carscallen Prize in Biology**, given in memory of Ernest G. Carscallen, son of Professor and Mrs. George C. Carscallen. The income from the fund is awarded to an outstanding major in the senior class.

**George E. Carscallen Prize in Mathematics**, given in memory of Professor Carscallen, who taught mathematics at Wabash nearly 40 years. Income from the fund provides an annual prize to a senior mathematics major selected for his outstanding achievement.

**F. Michael Cassel Fund** provides awards to political science majors of great promise. Scholarship awards are made to seniors for graduate study in political science. Project awards are made to juniors to promote independent research.

**Louis Catuogno Prize in Piano**, made possible by a gift from Mrs. Edward

McLean in memory of her brother who was chairman of the Department of Piano at Texas Technological University at Lubbock, Texas, awarded to that student who, in the estimation of the chair of the Music Department at Wabash College, demonstrates ability and appreciation of piano as a medium of musical expression.

**John F. Charles World History Prize**, awarded annually to the senior history major who is considered most outstanding in a field or fields of history other than American. It is presented by the History Department of the College in memory of their friend and colleague, John F. Charles.

**Thomas A. Cole Alumni Prize in Biology**. In 1998, following the death of Thomas A. Cole, Class of '58 and long-time Norman E. Treves Professor of Biology at the College, the Eliot Churchill Williams alumnus prize was re-named the Thomas A. Cole Alumni Prize in Biology. This prize is in memory of Professor Cole and his encouragement of research by Wabash graduates. The income from this prize will be awarded to a graduate who is involved in further study in the area(s) of biology, environmental science, or medicine.

**J. Harry Cotton Prize in Philosophy**, given to that student judged by the Philosophy Department to have done the best work in philosophy during the year.

**Joseph Johnston Daniels Awards in Philosophy of Law and Constitutional Law**, established in 1974 by Katherine D. Kane in memory of her father, Joseph Johnston Daniels, Class of 1911. The Daniels Award for the best paper in philosophy of law is given to the student whose paper most effectively provides understanding and evaluation of the philosophical bases on which the Anglo-American legal order was constructed. In constitutional law, the Daniels Award is given to the student whose paper most effectively evaluates the effect of the United States Constitution by a decision of the Supreme Court of the United States.

**Fred N. Daugherty Award**, established by the Directors of H-C Industries, made, at least once every four years, to a student from Montgomery County who has shown significant intellectual and social growth and achievement as a result of the Wabash experience.

**Robert S. Edwards Creative Writing Award**, a memorial to Robert S. Edwards, Class of 1943, in recognition of his deep faith in the power of language—especially the written word. This cash gift is given annually to that member of the junior or senior class who demonstrates the greatest skill and originality in creative writing in a course offered by the English Department.

**Ruth Margaret Farber Award in English**, made each year from a fund established by John Farber, Class of 1915, of New York in honor of his mother, whose keen intellect, sound judgement, and generous hospitality made her home in Mills Place a beloved second home for students and faculty. The award goes to that member of the junior class who has shown the most promise as a student of English or American literature.

**Walter L. Fertig Prize in English**, given annually to a member of the senior class who, in the judgment of the English Department, has accomplished

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distinguished work in his study of English and American literature. It takes the form of a cash award derived from a memorial fund established in 1977 by Mrs. Catharine Fertig, Paul Fertig (Class of 1941), and their families with monies contributed by the friends of Walter L. Fertig (Class of 1938), long-time Milligan Professor of English Literature and chairman of the English Department.

**Walter L. Fertig Prizes in Freshman Writing**, given annually to three members of the freshman class for distinguished pieces of expository or creative writing nominated by the members of the faculty and judged by the English Department. First prize is a partial scholarship applicable the sophomore year, supplemented by a cash award. Second and third prizes are cash awards. They are derived from a memorial fund established in 1977 by Mrs. Catharine Fertig, Paul Fertig (Class of 1941), and their families with monies contributed by the friends of Walter L. Fertig (Class of 1938), long-time Milligan Professor of English Literature and chairman of the English Department.

**Harold Q Fuller Prize in Physics**, presented annually to the junior physics major who is judged by the Physics Department to be most worthy. The award was established in 1979 by Harold Q Fuller, Class of 1928.

**Glee Club Senior Award**, awarded annually to those seniors who have made the most valuable contributions of effort and talent to the Glee Club while at Wabash. Selection is made by the active membership of the Glee Club.

**Theodore G. Gronert Award**, given annually to a senior who has demonstrated excellence in the study of United States history and government. It is presented by Byron Cox Post No. 72, the American Legion, in memory of Theodore G. Gronert, a long-time professor of history at Wabash College and a former commander of the post.

**Nicholas McCarty Harrison Essay Award**, made each year from a fund established in 1944 by Mrs. Nancy E. Harrison in memory of her husband, Nicholas McCarty Harrison, Class of 1895. Income from the fund is to be used for awards to students who submit the best essays in the field of American studies.

**Robert S. Harvey Journalism Award**, presented annually, on the vote of the Board of Publications, to the chair of the Board of Publications and the editors of the member publications. This award recognizes the fact that the editors, above all others, had to make a sacrifice to make the publications successful.

**The Hockenberry Summer Internship** is offered annually to that junior who has demonstrated excellence in fiction writing and outstanding dedication to his craft. The award was established in 2000 by writer Dan Simmons '70, H'95, to honor the memory of his classmate Duane Hockenberry.

**Lloyd B. and Ione Howell Scholarship Endowment for Chemistry Majors**, established in 1948 by former students of Dr. L. B. Howell and his wife. The Scholarship is awarded to an upperclass chemistry major.

**Dr. Paul T. Hurt Award**, made by his family in memory of the late Paul T. Hurt, M.D., Class of 1909. The award is in the form of a cash gift to be given in April of each year to a deserving freshman student in recognition of all-around achievement in his first year at Wabash College. Selection of the winner of this

award is made by the Dean of Students from among nominations submitted by all living units.

**Paul J. Husting Award for Outstanding Work in Art**, a cash award given annually to the art major who, in the judgment of the Art Department, has accomplished distinguished work in art. The award was established in 1983 in memory of Paul Husting, Class of 1937, by his daughters Betsy Husting and Suzanne (Husting) Phillips and friends of Paul Husting.

**Indianapolis Alumni Student-Athlete Award**, given annually to a Wabash senior who has made a significant contribution to athletics at Wabash and who has achieved a respectable grade point average.

**Robert Augustus King Prize in German**, consisting of the income from an endowment given by Mrs. R. A. King, awarded each year to a student of the graduating class who has an exceptionally fine record in German and who will continue his education after graduation from Wabash College. This prize is established to honor the memory of Professor King, who as teacher and registrar served the College from 1881 to 1919.

**The Kenneth W. Kloth Design and Technical Theater Award**, presented annually to a Wabash student for outstanding achievement in the area of scenic, lighting, costume, prop, and sound design and/or technical theater. This award in memory of Kenneth W. Kloth (1952-1995), Wabash College Scene Designer from 1979-1984, has been endowed by members of the Theater Department staff and Ken Kloth's family, friends, and former students.

**Jack Kudlaty Endowment Fund**, established to honor and extend Professor Jack Kudlaty's life-long commitment to teaching and scholarship in Spanish language and literature. The specific uses of the Kudlaty endowment Fund shall be: to honor the outstanding senior Spanish major at Wabash College with a prize to be known as the Kudlaty Prize for the Outstanding Senior Spanish Major; to fund the acquisition of books of literature and poetry (or other teaching materials), originally written in Spanish, for the permanent collection of the Lilly Library at Wabash College; and to fund a portion of the salary and expenses of interns from the Institute for International Studies (or similar outside agencies) who come to Wabash College to assist in the teaching of Spanish language courses.

**Jim Leas Outstanding Student-in-Journalism Award**, endowed by the Crawfordsville *Journal-Review*, is a cash award given to that student who, in the judgment of the Wabash College Board of Publications, best exemplifies those standards of journalistic excellence which Jim Leas demonstrated in his 20 years of sports writing. The name of the recipient will be inscribed on a plaque to be permanently placed in the College gymnasium.

**Erminie C. Leonardis Theater History Award**, presented annually to a student who, in the estimation of the Theater Department faculty, has done outstanding work in the study of theater history, dramatic literature or criticism. The award has been established in memory of Erminie C. Leonardis (1915-1994) by her cousins, Lucille Gentile and Lucille Fraumeni, and her life-long friend, James Fisher, Wabash College Professor of Theater.

**George A. Lipsky Memorial Award**, designed to recognize that student who most closely represents the characteristics of excellence that were possessed by George A. Lipsky, chair of the Political Science Department from 1967 through 1971. The award will be predicated on the student's breadth of learning, not merely in the field of political science, but in the disciplines within the liberal arts curriculum as well; the student's commitment to humane and civilized values; and the student's ability to analyze and evaluate contemporary social issues.

**George D. Lovell Award**, presented annually to a junior or senior who has exhibited significant academic achievement in social studies. This award is provided by income from a fund established in 1986 by family, friends, colleagues, and former students of Dr. Lovell, long-time chairman of Division III, chairman of the Psychology Department, and Beesley Distinguished Professor. The recipient is chosen by the Chair of Division III and the Dean of Students, with preference, when appropriate, a minority student with financial need.

**Mackintosh Scholarship Award**. In making its selections the committee considers the nominees' academic performance and potential for graduate or professional study.

**George Lewes Mackintosh Memorial Fund**, established by the late James Putnam Goodrich in memory of the sixth president of the College, provides scholarships to six graduating seniors each year, without regard to need, who will be going on to graduate or professional schools. The recipients of the scholarships are designated as Mackintosh Fellows. Selection is made by a committee of the College upon departmental recommendations.

**Malcolm X Institute Merit Award**, given annually to those seniors who, in the judgement of the Director, have made significant contributions to the Malcolm X Institute during their tenure at Wabash College.

**McLain Prize in Classics**, endowed in 1965 by a gift from an anonymous friend of the College and of the Classics, provides an annual cash award to the member of the senior class whose achievement in Greek and Latin or in the Classics has been the most distinguished. The prize honors the memory of Henry Zwingli McLain, a professor of Greek and Secretary of the Faculty, 1874-1907.

**Caleb Mills Teacher-in-Training Excellence Award**, honoring the memory of the founder of the public school system, Caleb Mills, awarded annually to a member of the graduating class whose achievement and contribution to teacher education and student teaching have been the most distinguished. The recipient is usually committed to public school teaching.

**John N. Mills Prize in Religion**, in honor of her husband, John N. Mills, Class of 1878, Mrs. Mabel M. Mills established a fund, the income from which is to be awarded to the three students of the junior class who rank highest in an examination of the English Bible. Now the awards are given to those who have done excellent work in religion courses, including courses on the Bible, in the Department of Religion.

**John N. Mills Fellowship**, an award to be used for graduate study, made to a senior who has done excellent work in the Department of Religion.

**R. Robert Mitchum Glee Club Leadership Award**, an annual award to a member of the Glee Club who, in the judgment of the Director, demonstrates leadership qualities in the efforts of the Glee Club. The award is derived from the R. Robert Mitchum Glee Club Endowment established by former Glee Club members to remember his great contributions to the Wabash Glee Club. Robert Mitchum served as Director of the Glee Club for twenty-two years starting in 1947.

**Joseph O'Rourke, Jr. Prize in Speech** recognizes the best senior project as determined by the faculty of the Speech Department. The senior project program was initiated by Professor O'Rourke in the 1970s, and the prize, funded by members of the O'Rourke family and friends, honors this program and other contributions by Professor O'Rourke to teaching and learning during his 37 years of service to Wabash College.

**Patterson-Goldberger Freshman Journalism Award**, established by Professor of English Thomas P. Campbell and his family, is presented to the member of the freshman class who, in the opinion of the Board of Publications, has contributed most significantly to journalism in his first year at Wabash College. The prize honors Thomas McDonald Patterson, 1865, who owned Denver's *Rocky Mountain News*, and Alexander Goldberger, 1925, who as chairman of the Board of Publications while a student at Wabash established the College as a member of Pi Delta Epsilon national journalism society.

**David W. Peck Medal**, awarded each year by the President of the College to a Wabash senior and to a practicing attorney to recognize "promise or eminence in the law." The Peck Medal is made possible by a gift of John P. Collett in recognition of Mr. Peck's distinguished career as lawyer and judge.

**Robert O. Petty Prize** in nature writing is an annual competition instituted by Dr. W. Franklin Harris (Class of 1964), to honor the essay or poem which, in the view of the judges, best preserves the cogent clarity of Petty's quest.

**Phi Beta Kappa Prize**, established to encourage original work of high creative and scholarly merit, as distinct from proficiency in normal course work. It is a cash prize given annually by the Wabash chapter of Phi Beta Kappa to that undergraduate who is judged to have produced the most original and meritorious piece of work, whether artistic or analytical. Nominations of student contributions are made by the members of the entire teaching faculty, and the entries are judged by a special committee of the Chapter.

**The J. Crawford Polley Prize in Mathematics** is offered annually by the mathematics department for meritorious work by a student in mathematical writing and problem solving. The prize honors J. Crawford Polley, who was professor of mathematics at Wabash from 1929 to 1966. Work considered for the prize includes short articles and interesting problems with elegant solutions. Entries are judged on their mathematical content and expository style.

## PRIZES AND AWARDS

**Distinguished Senior in Psychology Award**, given to the senior Psychology major who best represents the department's ideal for outstanding research, scholarship, and service.

**Eugene C. Pulliam Memorial Scholarship**, established by the Board of Directors of Central Newspapers Foundations, awarded annually to a junior for use during the senior year. The award goes to a student who has shown a particular aptitude toward writing and possible interest in a newspaper career.

**Richard O. Ristine Law Award**, presented each year at the Peck Awards Banquet to one or more individuals in recognition of their contributions to Wabash and the practice of the Law. The Award is named in honor of a man whose service to both Wabash and the Law are inspiring. Ristine graduated from Wabash, *summa cum laude* and Phi Beta Kappa, in 1941. He attended the Columbia University Law School and received his degree in 1943. The recipients of the Richard O. Ristine Law Award shall be honored for a love for the Law and a love for Wabash that Richard O. Ristine has spent a lifetime upholding.

**Benjamin A. Rogge Memorial Award**, an award to that academically outstanding member of the senior class who best articulates the free-market philosophy and ideals of Ben Rogge. The winner is selected by the Economics Department and the Rogge Memorial Committee.

**Lewis Salter Memorial Award**, established by the Class of 1990, the award is given to that member of the junior class who best exemplifies the characteristics of scholarship, character, leadership, and service Dr. Lewis Salter embodied as a Wabash faculty member and as Wabash's twelfth president.

**Stephen Schmutte Prize**, awarded for the outstanding student paper in economics. The prize shall be awarded each year to the student paper which, in the judgment of the department, best reflects the qualities of cogent analysis and clarity of exposition which were the hallmarks of Stephen Schmutte, a dedicated and very effective teacher in the department since 1968.

**Senior Award of Merit** is awarded annually by the Student Senate in conjunction with the National Association of Wabash Men to the senior who, throughout his years at Wabash College, has demonstrated outstanding achievement in scholarship, service, and extracurricular activities. The award is particularly meaningful in that the entire nominating process and final selection of the recipient are performed solely by Wabash students. The honor is truly a reflection of the beliefs of the recipient's peers.

**N. Ryan Shaw II Award**, a Wabash captain's chair, presented annually to the senior chosen by the Political Science Department as the Department's outstanding major. The award is given by Virginia J. Shaw in memory of her husband, Class of 1953.

**Warren Wright Shearer Prize in Economics**, presented annually to that student who, by vote of the faculty of the Economics Department, has the best command of economic theory. This prize is established to recognize the contributions made by Warren Wright Shearer in his long years of service to Wabash College. As an economist and a teacher of economics, he demanded of

himself and his students a thorough mastery of the analytical tools of the economist.

**Frank H. Sparks Award**, given annually to a senior "who has done much during the past year to promote the true spirit and purpose of Wabash College." Selection is made by the Dean of Students and the Dean of the College. Such factors as general attitude, participation in extracurricular activities and athletics, scholarship, and all-around personal achievement are considered.

**Dean Stephens Award**, a memorial to Dean Stephens, a member of the Wabash College coaching staff who was killed in an airplane accident in October 1958, given annually to that member of the junior class who best reflects the broad intellectual and personal interests, the high moral courage, and the humane concerns of Dean Stephens himself.

**Stephens-Hall Senior Scholarship**, established in memory of Waldo Stephens and Scott Keith and Andrew David Hall, presented each spring to a deserving senior of demonstrated worth who plans to continue his education.

**Theater Performance Prize**, an award given to that student who, in the judgement of the Theater Department staff, has shown exceptional merit in his onstage production work. The criteria for this award are: energy and commitment to high standards throughout the rehearsal process, artistic growth, and excellence in performance. This award may be based upon a single role or upon several taken together in the course of a season.

**Norman E. Treves Science Award**, an annual award to a member of the senior class concentrating in Division I, selected by the faculty of that division, who has shown the greatest progress academically and as an individual during his junior year. It was established by Dr. Norman E. Treves, Class of 1915.

**Underwood Award**, presented annually to the junior student majoring in chemistry who, in the opinion of the department, is most deserving. The cash award was established by Mr. J. E. Underwood, Jr., and is in memory of his mother and of his father, Class of 1911.

**Pete Vaughan Award**, presented annually by the National Association of Wabash Men to the outstanding athlete of the year. This award recognizes the thirty years of distinguished service that Robert E. (Pete) Vaughan gave to Wabash College as a coach and athletic director.

**Wall Street Journal Award**, given annually to the senior economics major who has exhibited the best analytical ability in his major field. The recipient is selected by vote of the Economics Department faculty. The award consists of a one-year subscription to the *Wall Street Journal* plus an appropriate engraved paperweight.

**William Nelson White Scholarship Award**, established in 1998 by Luke White '34 and W.N. White Farms Inc. to honor the memory of Luke's father, William Nelson White, a lawyer in Covington, Ind. The recipient of the scholarship shall be a senior selected by the College on the basis of scholarship, personal integrity, and an understanding of the professional requirements of the practice of law.

**Eliot Churchill Williams Fund** is an endowed fund established by family and friends in memory of Professor Williams who served the College and the Biology Department from 1948 to 1983. The endowment supports the Eliot Churchill Williams Undergraduate Prize, awarded to an undergraduate student who is majoring in biology.

### **Honorary Societies**

**Alpha Psi Omega**, a national honorary fraternity for students who work in college theater. The Wabash College chapter, the Scarlet Masque, was established in 1955.

**Delta Phi Alpha**, a national honorary society for outstanding students of German. Eligibility depends upon the completion of four semesters of German with a grade of B+ or better and evidence of continued interest in the German language and culture. The Gamma Alpha chapter at Wabash was founded in 1947.

**Delta Sigma Rho-Tau Kappa Alpha** is a national intercollegiate forensic organization. Its purpose is to recognize excellence in public speaking and to promote interest in forensics.

**Eta Sigma Phi**, a national classical honorary fraternity which recognizes outstanding students of Latin and Greek and promotes interest in classical study. The Wabash College chapter was established in 1954.

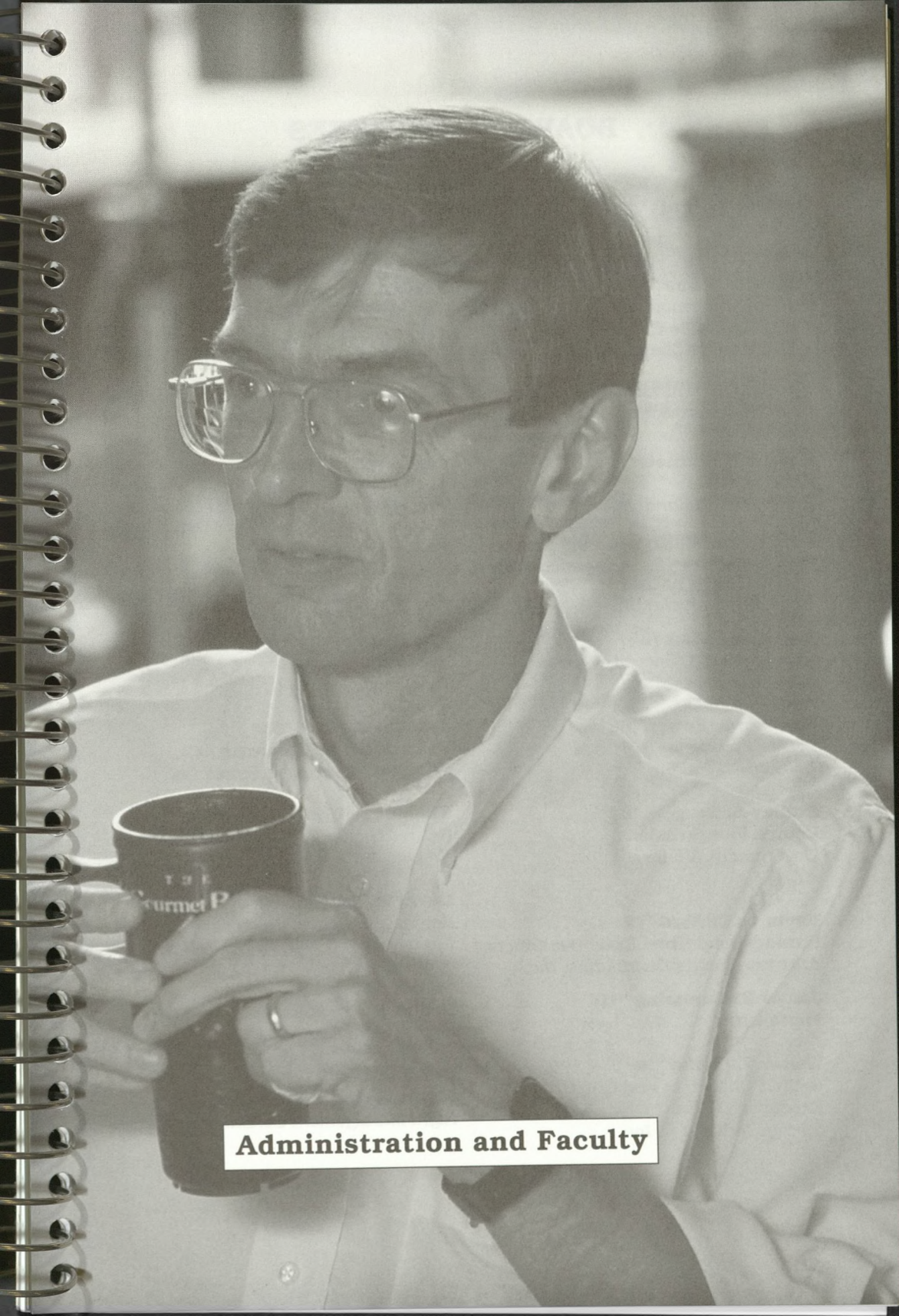
**Phi Beta Kappa**, the oldest American fraternity was founded at the College of William and Mary in 1776. The Wabash chapter was established in 1898. See page 38.

**Phi Lambda Upsilon**, a national chemistry honorary fraternity. The DePauw-Wabash chapter was installed in 1985.

**Phi Sigma Iota**, an honorary society for students interested in classical and modern languages. The Wabash chapter was founded in 1979. Students are initiated into the society based upon excellence and evidence of continued interest in classical or modern language.

**Psi Chi**, a national honorary society whose purpose is to stimulate and encourage scholarship in psychology. Academic excellence in psychology and in other subjects is required for election to membership.

**Sigma Xi Club**. The DePauw-Wabash Sigma Xi Club was established in 1944 under the auspices of The Society of Sigma Xi, a national graduate honorary scientific society. Its regular membership is composed of Wabash College and DePauw University faculty members who are members of the national society. The club may elect to local membership college graduates of the community whose training has been in the field of science, and elect to local student membership a limited number of senior science students of outstanding scholarship.



**Administration and Faculty**

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*\*Member of the Executive Committee*  
*†Alumni Representative*

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## ADMINISTRATION 2000-2001

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T. Duane Clements .....	Equipment Manager
Gail Pebworth, B.S., M.A.T. ....	Assistant Director of Athletics
Jack Mansfield, B.S., M.S. ....	Trainer

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Marcia Labbe, B.A. ....	Division I, Chemistry, Mathematics, Computer Science & Teacher Ed
Rochella Endicott .....	Division I, Biology, Physics
Judith Oswalt .....	Division III, Economics, History, Political Science, Psychology & Teacher Ed
Sharon Metcalf .....	Division II Modern Languages
Debbie Wagers .....	Division II, Classics, English, Philosophy, Religion

ADMINISTRATION

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Patricia Barker, B.A. .... Curator, Goodrich Hall  
Laura Conners, B.F.A. .... Costumer, Theater  
Cynthia Munford, B.A., M.S. .... Biology Lab Preparator

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Sharon Lawton .... Associate Registrar  
Linda Wilson .... Secretary

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Julie A. Olsen, B.S., Ph.D. .... Research Associate  
Beverly O'Rourke, A.B. .... Research Associate  
Emory Simmons, A.B., A.M., Ph.D. .... Research Associate

**Scotland Program**

Edith Dallinger, B.A. .... Director of GLCA Scotland Program

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Rosalind Lister .... Assist. Dir. of Career Services/Internship  
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Toni McKinney .... Secretary

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C. Peter Bankart, A.B., Ph.D. .... Co-Director

**Malcolm X Institute**

Horace Turner, B.S. .... Director

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Connie Harris, B.S. .... Assistant Dean for College Advancement

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Marilyn Smith, B.A. .... Administrative Assistant to the Assistant Deans

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Michele Tatar .... Administrative Assistant for Alumni Affairs

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Ann Endicott .... Switchboard Operator and Receptionist

Karen Handley .... Editorial Assistant

Brent Harris .... Sports Information Director

Kathy Marshall .... Switchboard Operator and Receptionist

ADMINISTRATION

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Stephen House, B.S., M.A. .... Guidance Counselor for Lilly Initiative  
Jamie Watson, B.F.A. .... L.I.F.E. Partnership Director  
Jennifer White ..... Program Asst. Lilly Initiative in Higher Ed.

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Sandra Booher ..... Payroll Clerk  
John B. Culley, Jr., A.B., M.B.A. .... Comptroller  
Teresa L. Fyffe ..... Customer Service/Accounts Receivable  
Kathy Gregory ..... Accounts Payable Clerk  
Thomas E. Keedy, A.B. .... Director of Purchasing  
June Taylor, B.A., M.B.A. .... Coord. of Human Resources & Payroll  
Sally Thompson ..... Secretary  
Cathy Van Arsdall, B.S. .... Assistant to Comptroller

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Linda Brooks ..... Text Book Mgr.  
Laura Carlson ..... Soft Goods Buyer  
Judy Macey ..... Cashier  
Judith Wynne ..... Cashier

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John Bir ..... Assistant Director of Campus Services  
Eva Legg ..... Secretary  
Joy McCammack ..... Secretary  
Duane Peters, B.S. .... Fraternity Construction Manager

**Stenographic Office**

Debra Bourff ..... Printing and Reservations  
Marcia Caldwell, A.B., M.S. .... Manager

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Walter A. Blake, B.S., M.S.A. .... Associate Director  
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Pamela Rager ..... Secretary  
Mary L. Skelton ..... Secretary  
Charles M. Timmons, A.B. .... Assistant Director

## THE FACULTY 2000-2001

**MICHAEL ABBOTT** (1994)

*Associate Professor of Theater*  
A.B. (Wabash), M.F.A. (Columbia)  
*Sabbatical/Spring*

**MICHAEL AXTELL** (2000)

*Byron K. Trippet Assistant Professor of Mathematics*  
B.A. (Wisc.-LaCrosse), Ph.D. (Iowa)

**BRENDA B. BANKART** (1973)

*Professor of Psychology, Dept. Chair*  
*Co-Director, Counseling Center*  
B.A. (Toronto), Ph.D. (Dartmouth)

**C. PETER BANKART** (1971)

*Professor of Psychology,*  
*Co-Director, Counseling Center*  
A.B., Ph.D. (Dartmouth)

**GUSTAVO A. BARBOZA** (2000)

*Visiting Assistant Professor of Economics*  
B.A. (Costa Rica), M.A., Ph.D. (Oklahoma State)

**JAMES J. BARNES** (1962)

*Professor of History,*  
B.A. (Amherst), B.A., M.A. (Oxon),  
Ph.D. (Harvard), L.H.D. (Wooster)

**HUMBERTO BARRETO** (1985)

*Devore Associate Professor of Economics, Chair of Economics Department*  
B.A. (New College), Ph.D. (North Carolina)

**JEFFREY A. BECK** (1995)

*Reference and Electronic Resources Librarian, with the associated faculty rank of assistant professor*  
B.A., M.A. (Missouri)

**LAWRENCE E. BENNETT** (1995)

*Professor of Music,*  
*Chair of Music Department*  
B.A. (Carleton), M.A., Ph.D. (New York)

**JOSEPH BEVELHIMER** (1997)

*Head Golf Coach/Asst. Football Coach, with associated rank of Assistant Professor of Physical Education*  
B.A. (Wabash), M.S. (Western Maryland)

**STEVEN J. BEVER** (1989)

*Associate Professor of Physics, Chair of Physics Department*  
B.S. (Manchester), M.S.E.E., Ph.D. (Purdue)

**CHARLES F. BLAICH** (1991)

*Daniel F. Evans Associate Professor of Social Sciences (Psychology)*  
B.A., M.A., Ph.D. (Connecticut)

**DAVID S. BLIX** (1996)

*Byron K. Trippet Assistant Professor of Religion*  
A.B. (Wabash), M.A., Ph.D. (Chicago)

**PRESTON R. BOST** (2000)

*Byron K. Trippet Assistant Professor of Psychology*  
B.A. (Yale), M.A., Ph.D. (Vanderbilt)

**AUSTIN E. BROOKS** (1966)

*Norman E. Treves Professor of Biology*  
A.B. (Wabash), Ph.D. (Indiana)

**JOYCE BURNETTE** (1996)

*Assistant Professor of Economics*  
B.A. (Valparaiso), Ph.D. (Northwestern)

FACULTY

**DEBORAH A. BUTLER** (1985)

*Professor of Education,  
Director of Teacher Education  
Secretary to the Faculty*  
B.A. (Christopher Newport), M.Ed.,  
Ed.D. (Virginia)

**MELISSA A. BUTLER** (1976)

*Professor of Political Science,  
Chair Div. III*  
B.A. (St. Francis), M.A., Ph.D.  
(Johns Hopkins)

**JOHN BYRNES** (1987)

*Professor of Modern Languages &  
Literatures*  
B.A. (St. Peter's), M.A., Ph.D. (Johns  
Hopkins)

**DOUGLAS P. CALISCH** (1980)

*Professor of Art,  
Chair of Art Department*  
B.F.A. (Illinois), M.F.A. (Minnesota)  
*Sabbatical/Spring*

**THOMAS P. CAMPBELL III** (1976)

*Professor of English*  
B.A. (Stanford), Ph.D. (Indiana)

**GREGORY A. CARLSON** (1980)

*Head Football Coach, with  
associated faculty rank of Associate  
Professor of Physical Education*  
B.S. (Wisconsin), M.Ed. (Oklahoma)

**ELIZABETH JOY CASTRO** (1997)

*Assistant Professor of English*  
B.A. (Trinity), M.A., Ph.D. (Texas  
A&M)

**JAMES D. COLLIER** (1980)

*Assistant Professor of Accounting*  
B.S., J.D., M.B.A. (Indiana)

**FLOYD COLLINS** (2000)

*Visiting Assistant Professor of  
English*  
B.A. (Memphis), M.A., Ph.D. (U. of  
Arkansas)

**NICKLAUS CRONK** (1999)

*Assistant Football coach and  
Strength Coordinator with associated  
faculty rank of Assistant Professor of  
Physical Education*  
B.A. (Wabash), M.A. (Indiana), M.A.  
(Edinboro U.)

**RICHARD F. DALLINGER** (1984)

*Lloyd B. Howell Professor of  
Chemistry, Chair of Chemistry  
Department*  
B.A. (Bradley), M.A., Ph.D.  
(Princeton)

**JUDD DANBY** (1999)

*Byron K. Trippet Assistant Professor  
of Music*  
B.M. (Rutgers), M.Mus, Mus.D. (U.  
of Illinois)

**GEORGE H. DAVIS** (1966)

*Professor of History*  
B.A. (Bowdoin), M.A.T., Ph.D.  
(Chicago)  
*Sabbatical/Year*

**JOSEPH W. DAY** (1985)

*Professor of Classics*  
B.A. (Gonzaga), M.A., Ph.D.  
(Stanford)  
*Leave of absence*

**LESLIE P. DAY** (1985)

*Professor of Classics*  
A.B. (Bryn Mawr), M.A., Ph.D.  
(Cincinnati)  
*Leave of absence*

**WILLIAM N. DOEMEL** (1970)

*Professor of Biology,  
Director, Cragwell Computer Center*  
B.S. (Heidelberg), Ph.D. (Indiana)

**VERNON J. EASTERLING** (1962)

*Professor of Physics, fall only*  
B.A. (Eastern Michigan), M.A., Ph.D.  
(Wayne State)

Todd I. Glass '84  
James J. Kilbane '84  
John R. Ohmer '84  
Kyle A. Carr '85  
Scott D. Himsel '85  
Timothy W. Oakes '86  
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P. David Hawksworth III '88  
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Anthony Lentych '89  
Andrew R. Hecker '90  
John C. Riddle '90  
Brian A. Shepherd '90  
Kip A. Aitken '91  
Michael E. Cunningham, Jr. '91  
Hugh E. Vandivier '91  
Ronald J. Dostal, Jr. '92  
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Peter F. Horvath '92  
V. Eric Verduin '93  
Michael P. Wells '93  
Charles K. Bowles II '94  
Andrew J. Dorrel '94  
David C. Henthorn '95  
Daniel P. Schenk '95  
Roy E. Sexton '95  
Christopher D. Carpenter '96  
Jon C. Graf '96  
Klinton R. Krouse '96  
Grant M. Comer '97  
Matthew P. McDermitt '97  
Craig A. Miller '97  
Andrew M. Cougill '98  
Eric M. Jaryszak '98  
Michael A. Vance '98

Aman D. Brar '99  
Craig L.A. Higgs '99  
Ethan A. Olberding '99  
Robert R. Vass '99  
Michael A. Biberstine '00  
Patrick M. East '00  
Timothy R. Craft '00

**SCOTT E. FELLER** (1998)

*Assistant Professor of Chemistry*  
B.A. (Willamette), Ph.D. (California-Davis)

**JOHN E. FISCHER** (1964)

*Professor of Classics, Acting Chair*  
B.A. (Drew), M.A. (Brown)

**A. JAMES FISHER** (1978)

*Professor of Theater*  
B.A. (Monmouth), M.F.A. (North Carolina-Greensboro)

**ROBERT L. FOOTE** (1989)

*Associate Professor of Mathematics, Chair of Mathematics/Computer Science*  
B.A. (Kalamazoo), M.A., Ph.D. (U. of Michigan)

**THOMAS P. FLYNN, JR.** (2000)

*Baseball Coach, intramural and athletic camps director, with associate faculty rank of Assistant Professor of Physical Education*  
B.A. (Wooster), M.A. (Furman)

**PETER J. FREDERICK** (1969)

*Jane and Frederic M. Hadley Chair Emeritus in History*  
B.A. (Harvard), M.A. (Michigan), Ph.D. (California-Berkeley), D.H.L. (Albion)

**LARRY J. FRYE** (1980)

*Head Librarian, with associated faculty rank of Associate Professor*  
B.A. (Bethany), M.L.S. (Rutgers)

**JEFFREY A. FULMER** (2001)

*Visiting Assistant Professor of Art (Spring, 2001)*  
A.B. (Wabash), M.A. (Nevada)

**AUDREY R. GERTZ** (1998)

*Assistant Professor of Modern Languages & Literatures*  
B.A. (Washington-St. Louis), M.A., Ph.D. (Kansas)

**GILBERTO GOMEZ** (1990)

*Associate Professor of Modern Languages & Literatures*  
M.A., Ph.D. (Washington-St. Louis)

**CATHERINE C. B. GRIMM** (1999)

*Visiting Assistant Professor of Modern Languages & Literatures*  
B.A., M.A. (U. of Massachusetts-Amherst), Ph.D. (Northwestern)

**JAMES GROSS** (1998)

*Scene Designer/Technical Director*  
B.F.A. (Longwood), M.F.A. (Wayne State)

**DAVID J. HADLEY** (1969)

*Professor of Political Science, Chair of Political Science*  
B.A., M.A., Ph.D. (Indiana)

**XENIA S. HARWELL** (1998)

*Visiting Assistant Professor of Modern Languages & Literatures*  
A.B. (Barnard), M.A. (Vanderbilt), Ph.D. (U. of Tennessee), B.S.N. (E. Tennessee State)

**GLEN HELMAN** (1986)

*Associate Professor of Philosophy*  
B.A. (Oakland), M.A., Ph.D. (Pittsburgh)

**P. DONALD HERRING** (1971)

*Collett Professor of Rhetoric (English), Dean of the College Emeritus*  
A.B. (North Carolina), M.A., Ph.D. (Chicago)

**TOBEY C. HERZOG** (1976)

*Professor of English, Chair of Division II*  
B.A. (Illinois Wesleyan), M.A., Ph.D. (Purdue)

**SUSANNE U. HOFSTRA** (2000)

*Visiting Assistant Professor of Classics*  
B.A. (Stanford), M.A., Ph.D. (Texas)

FACULTY

**FRANK M. HOWLAND** (1988)  
*Associate Professor of Economics*  
B.A. (Harvard), Ph.D. (Stanford)

**MARCUS A. HUDSON** (1987)  
*Associate Professor of English*  
B.A. (Georgetown), M.A., Ph.D.  
(Washington)  
*Sabbatical/Year*

**GREGORY J. HUEBNER** (1974)  
*Professor of Art, Acting Chair, 2nd  
semester*  
B.A. (St. Benedict's), M.F.A.  
(Southern Illinois)

**CHERYL LYNNE HUGHES** (1992)  
*Associate Professor of Philosophy*  
B.S. (Portland State), Ph.D.  
(Massachusetts)  
*Sabbatical/Year*

**SARWAR JAHANGIR** (2000)  
*Visiting Assistant Professor of  
Biology*  
B.A. (Bangladesh), M.A. (Cochin),  
Ph.D. (CUNY)

**ROBERT H. JOHNSON** (1971)  
*Coach of Track and Cross Country,  
with associated faculty rank of  
Professor of Physical Education*  
B.S. (Idaho), M.S. (Purdue)

**STEVEN S. KIMPEL** (2000)  
*Wrestling Coach, strength &  
conditioning coordinator, with  
associate faculty rank of Assistant  
Professor of Physical Education*  
B.A. (Colorado), M.S. (Fort Hays),  
Ph.D. (Idaho)

**DENNIS KRAUSE** (1998)  
*Assistant Professor of Physics*  
B.A. (St. Olaf), M.S. (U. of  
Wisconsin), Ph.D. (Purdue)

**DAVID T. KROHNE** (1979)  
*Professor of Biology, Acting Chair of  
Biology Department*  
B.A. (Knox), Ph.D. (California-  
Berkeley)

**DAVID P. KUBIAK** (1979)  
*Professor of Classics*  
A.B. (Loyola), A.M., Ph.D. (Harvard)

**RICHARD A. LYNCH** (2000)  
*Visiting Assistant Professor of  
Philosophy*  
B.A. (Texas-Austin), M.A.  
(Northwestern), Ph.D. (Boston)

**MICHAEL P. MACKENZIE** (1999)  
*Byron K. Trippet Assistant Professor  
of Art*  
BFA (U. of Illinois), M.A. (Chicago)

**DAVID E. MAHARRY** (1979)  
*Professor of Computer Science,  
Chair of Division I*  
B.S. (Muskingum), M.S., Ph.D.  
(Kansas)

**JAMES K. MAKUBUYA** (2000)  
*Associate Professor of Music*  
B.A. (Makarere), M.A. (Catholic  
Univ. of America), Ph.D. (California-  
Los Angeles)

**JACK W. MANSFIELD** (1984)  
*Head Trainer and Director of  
Physical Education, with associated  
faculty rank of Associate Professor of  
Physical Education*  
B.S. (Ball State), M.S. (Florida)

**BRIAN MCCAFFERTY** (1989)  
*Catalog Librarian, with associated  
faculty rank of assistant professor*  
B.A., M.L.S. (Indiana)

**TODD F. MCDORMAN** (1998)  
*Assistant Professor of Speech*  
B.A. (Butler), M.A. (Miami), Ph.D.  
(Indiana)

**PAUL C. MCKINNEY** (1956)  
*Professor of Chemistry,  
 Dean of the College Emeritus*  
 A.B. (Wabash), Ph.D. (Northwestern)

**EDWARD B. MCLEAN** (1968)  
*Professor of Political Science,  
 Eugene N. and Marian C. Beesley  
 Chair*  
 A.B., M.A., Ph.D., J.D. (Indiana)

**PHILLIP D. MIKESELL** (1966)  
*Professor of Political Science,  
 Acting Chair of Modern Languages*  
 A.B. (Wabash), M.A., Ph.D.  
 (Vanderbilt)

**STEPHEN R. MORILLO** (1989)  
*Jane & Frederic M. Hadley Associate  
 Professor of History, Chair of History  
 Department*  
 A.B. (Harvard), D. Phil. (Oxford)

**VERNON MUMMERT** (1998)  
*Athletic Director, with associated  
 rank of Associate Professor of  
 Physical Education*  
 B.S., M.Ed. (Western Maryland)

**JOHN W. MUNFORD** (1980)  
*Associate Professor of Biology*  
 B.A. (New Hampshire), M.S., Ph.D.  
 (Ohio State)

**JOHN A. NAYLOR** (1981)  
*Professor of Economics,  
 Devore Chair Emeritus*  
 A.B. (Carthage), M.A., Ph.D. (Illinois)  
*Sabbatical/Spring*

**RICHARD W. NELSON, JR.** (1999)  
*Byron K. Trippet Professor of Biology*  
 B.S. (Furman), Ph.D. (Case Western  
 Reserve)

**ROBERT J. OLSEN** (1979)  
*Professor of Chemistry*  
 B.S. (Wisconsin-Superior), Ph.D.  
 (Iowa)

**GAIL M. PEBWORTH** (1984)  
*Swimming Coach and Aquatics  
 Director, with associated faculty rank  
 of Professor of Physical Education,  
 Assistant Director of Athletics*  
 B.S., M.A.T. (Indiana)

**MARCELA D. PERLWITZ** (2000)  
*Byron K. Trippet Assistant Professor  
 of Teacher Education*  
 B.A. (Iowa), M.A. (USC), Ph.D.  
 (Purdue)

**GEORGE PERRY** (2000)  
*Head Soccer Coach, Allen Center  
 facilities Manager, with associated  
 faculty rank of Assistant Professor*  
 B.A., M.A. (Indiana)

**MALCOLM L. PETTY** (1976)  
*Head Basketball Coach, with  
 associated faculty rank of Associate  
 Professor of Physical Education*  
 B.S. (Tennessee)

**DAVID A. PHILLIPS** (1968)  
*Professor of Chemistry*  
 B.S. (Redlands), Ph.D. (Washington)  
*Sabbatical/Year*  
 McLain-McTurnan-Arnold

**LORI A. PIERCE** (2000)  
*Owen Duston Visiting Assistant  
 Professor of History*  
 B.A. (Lake Forest), M.A. (MTS)  
 Harvard Divinity), Ph.D. (Hawaii)

**WILLIAM C. PLACHER** (1974)  
*Professor of Philosophy and Religion,  
 Chair of Philosophy/Religion  
 Departments*  
 A.B. (Wabash), M.Phil., Ph.D. (Yale)

FACULTY

**ESTEBAN I. POFFALD** (1985)  
*Associate Professor of Mathematics*  
B.S. (Catolica de Chile), M.S.  
(Tecnica del Estado, Chile) Ph.D.  
(Southern California)  
*Sabbatical/Year*

**L. DAVID POLLEY** (1978)  
*Professor of Biology*  
B.A. (Miami-Ohio), Ph.D. (Yale)  
*Sabbatical/year*

**V. DANIEL ROGERS** (1998)  
*Assistant Professor of Modern  
Languages & Literatures*  
B.A. (Colorado), M.A., Ph.D.  
(Kansas)

**WARREN ROSENBERG** (1980)  
*Professor of English,  
Chair of English Department*  
B.A. (Brooklyn), M.A. (Michigan),  
Ph.D. (CUNY)

**LINDA M. ROUILLARD** (1998)  
*Visiting Assistant Professor of  
Modern Languages & Literatures*  
B.A., M.A.T. (Vermont), Ph.D.  
(Pittsburgh)

**ROBERT M. ROYALTY, JR.** (1999)  
*Byron K. Trippet Assistant Professor  
of Religion*  
B.A. (UNC-Chapel Hill), M.Div., STM  
(Yale Divinity), Ph.D. (Yale)

**STEPHEN J. SCHMUTTE** (1968)  
*Professor of Economics,  
Disability Leave*  
A.B. (Wabash), M.S., Ph.D. (Purdue)

**SHIVI SELVARATNAM** (1999)  
*Byron K. Trippet Professor of Biology*  
B.S. (St. Joseph's-India), B.A.  
(Monmouth), Ph.D. (Drexel)

**THOMAS H. STOKES, JR.** (1990)  
*Associate Professor of French*  
B.A. (Davidson), M.A. (Texas-  
Austin), Ph.D. (Arizona)

**NORMAN STRAX** (1980)  
*Associate Professor of Physics,  
Disability Leave*  
B.A. (Princeton), M.S., Ph.D.  
(Harvard)

**ANN T.S. TAYLOR** (1998)  
*Assistant Professor of Chemistry*  
B.A. (Concordia), Ph.D. (Purdue)

**CARL I. THOMPSON** (1982)  
*Professor of Psychology*  
B.A. (Taylor), M.A. (Ohio), Ph.D.  
(Wisconsin)

**PETER M. THOMPSON** (1998)  
*Assistant Professor of Mathematics*  
B.S. (Minnesota), Ph.D. (Illinois)

**DAVID M. TIMMERMAN** (1994)  
*Assistant Professor of Speech,  
Chair of Speech Department*  
B.A. (UCLA), M.Div. (Denver  
Seminary), Ph.D. (Purdue)

**PAUL R. VAN WIE** (1998)  
*Assistant Football/Baseball Coach,  
with associate faculty rank of  
Assistant Professor of Physical  
Education*  
B.S. (Arizona State), M.A. (Eastern  
Kentucky)

**THOMAS VAUGHN** (1997)  
*Assistant Professor of Speech*  
B.A., M.A. (Arkansas), Ph.D.  
(Indiana)

**RICHARD R. WARNER, JR.** (1999)  
*Visiting Assistant Professor of History*  
B.A. (Vermont), B.A., M.A., Ph.D.  
(UC-Santa Cruz)

**DWIGHT E. WATSON** (1981)  
*Professor of Theater,  
Chair of Theater Department*  
B.A. (North Carolina-Pembroke),  
M.F.A. (North Carolina-Greensboro)

**STEPHEN H. WEBB (1987)**

*Associate Professor of Religion and  
Philosophy*

A.B. (Wabash), M.A., Ph.D.  
(Chicago)

**LARRY L. WEST (1999)**

*Visiting Assistant Professor of  
Theater, Fall only*

B.S. (Weber State), M.F.A. (Oregon)

**ERIC WETZEL (1996)**

*Assistant Professor of Biology*

A.A. (Harrisburg), B.S. (Millersville),  
M.S., Ph.D. (Wake Forest)

**KEALOHA WIDDOWS (1987)**

*Associate Professor of Economics*

B.A. (Reed), M.A. (Chicago), Ph.D.  
(Purdue)

**RAYMOND B. WILLIAMS (1965)**

*Professor of Religion,  
Director of Wabash Center for  
Teaching and Learning in Theology  
and Religion, Chas. D. & Elizabeth  
S. Lafollette Distinguished Professor  
in Humanities*

B.A., M.Div. (Phillips), M.A., Ph.D.  
(Chicago)

**JOHN F. ZIMMERMAN (1963)**

*Professor of Chemistry,*

B.S. (Iowa), Ph.D. (Kansas)  
Sabbatical/Spring

## EMERITUS FACULTY

**DONALD W. BAKER** (1953-1987)  
*Professor of English*

**ROBERT L. COOLEY** (1962-1999)  
*Professor of Mathematics*

**LESTER L. HEARSON** (1967-1998)  
*Professor of Biology*

**ROBERT L. HENRY** (1956-1989)  
*Professor of Physics*

**JOHN LAWRIE** (1964-1994)  
*Professor of Psychology*

**BERNARD E. MANKER** (1963-1998)  
*Associate Professor of Spanish*

**PAUL T. MIELKE** (1946-1985)  
*Professor of Mathematics*

**ROY G. MILLER** (1982-1998)  
*Howell Professor of Chemistry*

**JOSEPH O'ROURKE** (1960-1997)  
*Professor of Speech*

**I. HALL PEEBLES** (1958-1998)  
*Evans Professor of Religion*

**VICTOR M. POWELL** (1947-1989)  
*Professor of Speech*

**MAX SERVIES** (1960-2000)  
*Associate rank of Professor of Physical Education*

**PETERIS M. SILINS** (1960-1995)  
*Associate Professor of German & Russian*

**HERBERT J. STERN** (1958-1997)  
*Milligan Professor of English*

**RICHARD R. STRAWN** (1951-1987)  
*Professor of French*

**WILLIAM C. SWIFT** (1963-1990)  
*Professor of Mathematics*

**DAVID WILSON** (1966-2000)  
*Professor of Mathematics*

## NATIONAL ASSOCIATION OF WABASH MEN OFFICERS AND BOARD OF DIRECTORS

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*Faculty Alumnus Representative*

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*Past President*

**Stanley L. Walker '66**

*Alumni Director*

***Term Expires May 2001***

Duane L. Axel '59

James Dimos '83

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Robert F. McVicker '69

Peter C. Wilson '84

***Term Expires May 2002***

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Sherman G. Franz '59

Joseph C. Mimms '76

E. Squier Neal '66

John R. Roberts '83

***Term Expires May 2003***

R. Morris Adams '65

James A. Davlin '85

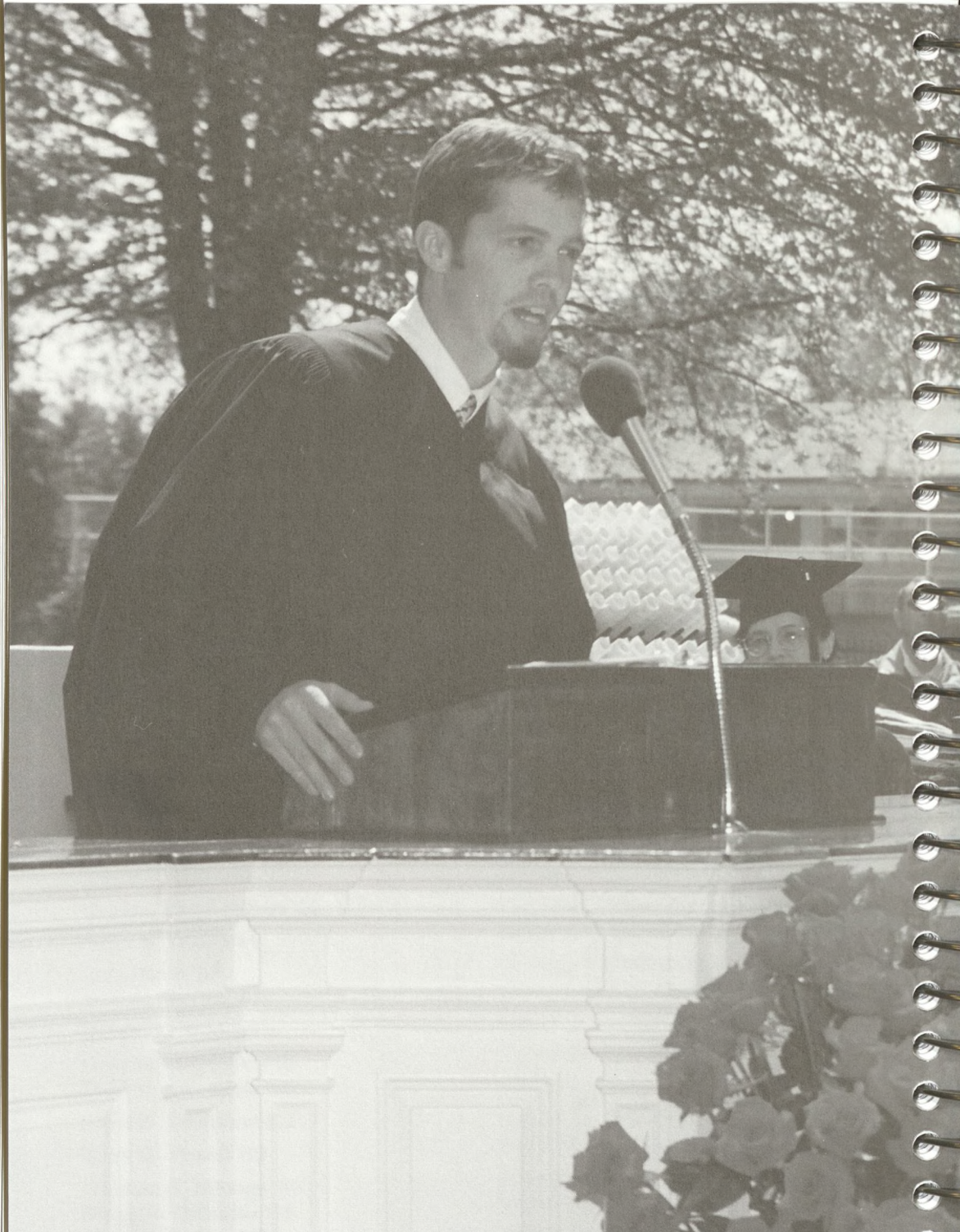
Mark A. Dewart '74

Rade R. Kljajic '78

Fred L. LaCosse '56

## CLASS AGENTS

- Cleon H. Foust '28  
 David C. Gerard '31  
 James M. Kirtley '32  
 William F. Cassel '33  
 Charles H. Klamer '37  
 William L. Starr '37  
 Earl L. Johnson '38  
 Joseph A. Mayberry '39  
 Ned Rickett '40  
 Thomas R. McConnell '41  
 Paul T. Mielke '42  
 Dorman L. Hughes '43  
 Gerald R. Dreyer '44  
 Thomas B. Jennings '47  
 Dale C. Milligan '49  
 Alfred L. Moss '50  
 Richard H. Griesser '51  
 William J. Reinke '52  
 Frank A. Mullen '53  
 Robert E. Johnson '54  
 Vaino D. Grayam '55  
 Paul D. Hawksworth '56  
 John B. Yanko '57  
 Sam Paich '58  
 Max E. Servies '58  
 Robert K. Wild '59  
 Charles R. Quillin '60  
 Frederick C. Scott '60  
 John B. Bachman '61  
 Terry G. Fewell '62  
 Thomas R. Billings '63  
 Bruce A. Polizotto '63  
 Alan C. Stanford '63  
 Lawrence F. Cummings '64  
 Ronald R. Nichols '64  
 Peter A. Pactor '65  
 James M. Patterson, Jr. '65  
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 Edward Squier Neal '66  
 Paul M. Cunningham, Jr. '67  
 Duane L. Hile '67  
 John V. Schlechte '68  
 R. William VanderHaar, Jr. '68  
 John C. Buford '69  
 Robert S. Gorham, Jr. '69  
 David A. Ault '70  
 Jon R. Pactor '71  
 Richard W. Fobes '72  
 Thomas H. Ristine '72  
 M. Lee Clark '73  
 John W. Lowe '73  
 Mark A. Dewart '74  
 Paul D. Tipps '74  
 Bradford B. Boyd '75  
 Robert P. Chamness '75  
 Charles F. Miller Jr. '76  
 Richard M. Sword '76  
 Kevin G. Clifford '77  
 Herman G. Haffner '77  
 Robert T. Grand '78  
 Briane M. House '79  
 James E. Miller '80  
 Stephen H. Pavy '81  
 Philip M. Purcell '81  
 John M. Clymer '82  
 Michael J. Lewinski '82  
 James Dimos '83  
 Gregory H. Miller '83  
 Daniel L. Taylor '83



**1999-00 Chronicle**

## COMMITTEES OF THE COLLEGE 1999-2000

**Committee on Committees:** M. Ditzler, *e.o.*, chair; C. Thompson (1997-00), E. Poffald (1998-01), J. Fischer (1999-02).

**Academic Policy:** M. Ditzler, *e.o.*, chair; T. Bambrey, *e.o.*; T. Herzog, *e.o.*; D. Maharry, *e.o.*; P. Mikesell, *e.o.*; Div. I: E. Wetzel (1999-01), J. Zimmerman (1998-00); Div. II: D. Calisch (1999-01), T. Vaughn, Sec. (1999-00); Div. III: D. Hadley (1999-01), F. Howland (1998-00).

**Curriculum Appeals:** J. Olsen, *e.o.*, chair; T. Bambrey, *e.o.*; Div. I: J. Zimmerman V. Easterling; Div. II: D. Calisch; Div. III: D. Hadley.

**Agenda:** Div. I: E. Wetzel; Div. II: T. Vaughn; Div. III: F. Howland.

**Admissions:** G. Huebner, co-chair; S. Klein, *e.o.*, co-chair; C. Blaich, Larry Frye, E. Poffald, D. Watson.

**Athletics:** D. Calisch, chair; R. Dallinger, V. Mummert, *e.o.*, M. Petty, D. Phillips, *e.o.*, P. Van Wie, D. Wilson.

**Budget:** D. McCormick, *e.o.*, chair; A. Ford, *e.o.*, M. Ditzler, *e.o.*, R. Olsen (1997-00), F. Howland (1998-01).

**Faculty Development:** C. Hughes, chair, (1998-00); M. Butler (1999-01); J. Zimmerman (1998-00); M. Ditzler, *e.o.*; T. Herzog, *e.o.*; P. Mikesell, *e.o.*

**Financial Aid:** T. Bambrey, chair, *e.o.*; B. Barreto (1997-00), M. Ditzler, *e.o.*, A. Ford, *e.o.*, C. Gasaway, *e.o.*, S. Klein, *e.o.*, D. McCormick, *e.o.*

**Gender Issues:** B. McCafferty, chair; J. Burnette, J. Castro, C. Hughes, *e.o.*, D. Rogers, T. Vaughn, R. Warner.

**Graduate Fellowships:** P. Mikesell, chair; H. Barreto, M. Ditzler, *e.o.*, X. Harwell, D. Kubiak, S. Morillo.

**GLCA Academic Council:** D. Hadley (1998-01), T. McDorman (1999-02).

**Honorary Degrees:** A. Brooks (secretary, campus chair); M. Butler, M. Ditzler, *e.o.*, A. Ford, *e.o.*, T. Herzog, *e.o.*, D. Maharry, *e.o.*, P. Mikesell, *e.o.*, P. Pribbenow, *e.o.*, R. Williams.

**Lecture Series (Implementation):** J. Beck, chair; J. Day, G. Gomez, C. Hughes.

**Lecture Series (Planning):** J. Barnes, chair; J. Beck, T. Vaughn, P. Thompson.

**Multicultural Concerns:** D. Timmerman, co-chair; M. Abbott, T. Bambrey, *e.o.*, W. Blake, *e.o.*, R. Johnson, E. Poffald, L. Rouillard, H. Turner, *e.o.*

**Off-Campus Study:** G. Davis, chair; J. Brynes, G. Carlson, T. Chase, *e.o.*, E. Dallinger, *e.o.*, L. Davis, L. Day, A. Fye, W. Placher, P. Thompson, T. Stokes.

**Pre-Engineering:** S. Bever, chair; B. Foote, D. Krause, J. Naylor.

**Pre-Health Sciences:** J. Munford, chair; T. Bambrey, *e.o.*, R. Dallinger, M. Ditzler, *e.o.*, S. Feller, C. Thompson, R. Williams.

COLLEGE COMMITTEES

**Pre-Law:** D. Timmerman, chair; E. McLean, J. Bevelhimer, C. Hughes, T. McDorman.

**Teacher Education:** D. Butler, chair; D. Cappella, J. Zimmerman, assoc. chair; L. Bennett, C. Blaich, T. Chase, *e.o.*, J. Fischer, R. Foote, A. Gertz, D. Hadley, M. Hudson, M. Petty.

**Teaching and Learning:** M. Abbott, co-chair; J. Beck, D. Hadley, G. Helman, A. Taylor, E. Wetzel.

**Trustee Committee on College Life:** J. Castro (1998-01), M. Abbott (1999-02), T. Bambrey, *e.o.*, M. Ditzler, *e.o.*

**Visitor to the Board of Trustees:** C. Hughes (1999-01).

The President and the Dean of the College are *e.o.* members of all committees.

## AD HOC ADMINISTRATIVE COMMITTEES AND OTHER ASSIGNMENTS

**Animal Welfare:** C. Thompson, chair; E. Wetzel, S. O'Dell-Keedy, DVM, D. Taylor '83, atty., R. Williams.

**Business Committee:** R. Pebworth, *e.o.*, chair; D. Hadley, F. Howland, S. Klein, *e.o.*, W. Rosenberg.

**College Film Series:** B. McCafferty, chair; M. Abbott, G. Gómez, W. Rosenberg.

**Colloquium:** T. Stokes, chair (1999-00).

**Computer Advisory:** S. Bever (1997-00), B. Bankart (1998-01), J. Culley (1999-02), B. Doemel, Larry Frye (1997-00), C. Gasaway (1998-01), G. Helman (1998-00), R. Herzog (1999-02), J. Beck, *e.o.*, G. Bohm, *e.o.*, R. House, *e.o.*, A. Moore, *e.o.*, P. Ralston, *e.o.*, B. Weaver, *e.o.*

**Cultures & Traditions:** C. Blaich, co-chair (1/98-1/00); J. Fischer, co-chair (6/99-6/01).

**Faculty Athletic Representative:** D. Phillips (1997-02).

**Faculty Relations/National Assoc. of Wabash Men:** P. McKinney, chair; D. Hadley, C. Hughes.

**Fine Arts Fellowship Selection (Planning):** T. Herzog, *e.o.*, chair; M. Abbott, K. Baty, L. Bennett, D. Calisch, J. Castro, J. Danby, C. Gasaway, *e.o.*, M. Hudson, G. Huebner, D. Watson, T. Weston.

**Freshman Tutorials:** T. Herzog, acting chair (1999-00); D. Kubiak, co-chair (2000-02); K. Widdows, co-chair (2000-02).

**Fringe Benefits:** D. McCormick, chair; C. Blaich, J. Castro, C. Goff, A. Morgan.

**GLCA International & Off Campus Education:** G. Davis, *e.o.*

**Human Research:** D. Butler, *e.o.*, D. Hadley, L. Sherburne, T. Tanselle, M.D.

**Ides of August:** J. Castro, chair (1998-00); H. Barreto (1999-00), P. Thompson (1999-02).

**International Studies Program:** M. Butler, chair; G. Davis, *e.o.*, L. Davis, *e.o.*, P. Mikesell, J. Byrnes, J. Olsen, *e.o.*

**Library Advisory:** P. Mikesell, chair; Larry Frye, *e.o.*, M. Ditzler, *e.o.*, Debbie Polley, T. Stokes, E. Wetzel.

**Life Sports Center:** T. Bambrey, chair; C. Bell, D. Calisch, M. Ditzler, A. Ford, D. McCormick, V. Mummert, G. Pebworth, M. Servies.

**Lilly Scholarship Selection:** B. Bankart (1997-00), L. Bennett (1999-02), A. Brooks (1997-00), J. Day (1998-01), P. McKinney (1997-00), E. McLean (1998-01).

**McLain-McTurnan-Arnold Research Scholar:** C. Thompson, chair (1998-01); G. Helman (1999-02), R. Olsen (1997-00).

**Off-Campus Program Liaisons:** P. Mikesell (Africa), G. Gómez (Borders), P. Mikesell (CICALS), P. Bankart (Japan), G. Gómez (Latin America), Larry Frye (Newberry Library), D. Watson (New York Arts), V. Easterling (Oak Ridge), P. Bankart (Philadelphia), X. Harwell (Russian Semester), E. Dallinger & B. Placher (Scotland), D. Hadley (Washington, D.C. Semester), J. Castro & C. Hughes (GLCA Women's Studies).

**Radiation Safety Officer:** David Polley.

**Safety:** J. Olsen, *e.o.*, co-chair; V. Easterling, co-chair; T. Bambrey, *e.o.*, P. Barker, J. Bir, D. Boodt, D. Calisch, J. Gross, T. Keedy, *e.o.*, S. Lindley, J. Mansfield, C. Munford, R. Olsen, G. Pebworth, David Polley, L. Sherburne, D. Wonders.

**Science & Math Facilities:** D. Phillips, chair; S. Bever, R. Dallinger, M. Ditzler, B. Foote, A. Ford, D. Krohne, D. Maharry, D. McCormick, E. Poffald.

**Scientific Integrity:** M. Ditzler, *e.o.*, chair; L. Bennett, S. Feller, J. Naylor.

**Student Insurance:** J. Culley, *e.o.*, chair; M. Ditzler, *e.o.*, S. Lindley, *e.o.*, J. Mansfield, *e.o.*, D. McCormick, *e.o.*, V. Mummert, *e.o.*, R. Pebworth, *e.o.*

**Visiting Artists Series—Implementation:** M. Abbott, chair; J. Danby, R. Foote, T. Herzog, *e.o.*

**Visiting Artists Series—Planning:** D. Watson, chair; L. Bennett, T. Herzog, *e.o.*, W. Rosenberg.

## DEGREES IN COURSE

(As announced on Commencement Day, May 14, 2000)

### Bachelor of Arts

Jajad Shiraz Abdulla	Chester Warren Casper
Jonathon Christopher Allen	Gregory Marshall Charnes II
Jason Todd Androff	Clinton Samuel Childress
Benjamin Jay Anthony	Matthew David Clark
Joseph Patrick Armentano	Chad Andrew Cleaver
Michael Wayne Arnold	Andrew Joel Closser
Gregory Michael Augspurger	Louis Douglas Cogswell
Michael J. Babcock	Joshua Louis Cohen
Franklin Joseph Bader	Nicholas David Conway
Thomas Louis Bailey	John Charles Cox
Michael Leyman Baker	Timothy Rutledge Craft
Seth Benjamin Banks	Jeremiah Wayne Crouch
Corey Dean Barnard	Douglas Ford Dallmeyer
Todd Darin Barton	Michael George Danielewicz
Matthew W. Baughn	Andrew J. Davis
Scott Greg Berger	Jonathan Coldren Davis
Michael Andrew Biberstine	Marshall Scott Davis
Jeremiah Charles Bird	Christopher Lawrence Deufel
David Joseph Bisbee	Matthew Jay Dickerson
Isaac Hayford Kojo-Nyame	Michael Charles Dickerson
Bonney	Robert Michael Dirks
Adam Rodney Boushie	Ryan Anthony Dombkowski
Andrew Richard Boushie	Derek Martees Dotson
Graham Fletcher Boyd	Conor James Dwyer
William Fletcher Boyd, Jr.	Patrick Michael East
Roosevelt Theodore Boykins	Joshua Philip Estelle
Kevin Thomas Brechting	Trevor James Fanning
Jonathan Paul Bryant	Jeffrey William Ferrand
Justin James Burdick	Antonio Robert Ferraro
Matthew Schmidt Busse	David Andrew Fish
Sokol Cano	John Francis William Fleming
Wesley Ryan Cardwell	Mark S. Fryman, Jr.
Kenneth William Carlson	Ousman S. Gajigo
Antoine Keith Carpenter	James Matthew Garten

Jonathan Burroughs Gaskill  
Joseph Douglas Gerber  
Ian Michael Gerdon  
Tyree Lamont Givens  
Anthony Wren Goodwyn  
Kyle Macy Hall  
James Dirk Hamstra  
Thomas Franklin Harmon II  
Jason Daniel Harvey  
Jonathan Ray Haug  
Jeremy Daniel Heidenreich  
Bradley Franklin Herrick  
David Alan Hirt  
Joshua Robert Hogan  
Terry Dean Hollowell  
Thomas David Hollowell  
Michael Thomas Howard  
Christopher James Huffer  
Nathan Douglass Huffer  
Wesley Carr Hunt  
Bryan James Jackson  
Craig Edward Jernagan  
Isaiah Richard Kalinowski  
Noel Jacob Kammermann  
John Anthony Kaschins  
David Charles Kent  
Michael Thor Kessinger  
Thomas Michael Kimbler  
Nicholas Raymond Kotter  
Ben Harrison Krakowska  
Matthew Anthony Kriech  
Brian Matthew Latham  
Seth Thompson Little  
Scott Charles Long  
Eric David Magnussen  
Jason Anthony Marini  
Marietto Vinodh Massillamany  
Patrick Daniel McGinley

Matthew Alan McGuire  
Timothy John McHugh  
Eric Brandon Miller  
Patrick Alexander Miller  
Ryan Edward Mills  
Scott E. Mimms  
Benjamin Luke Morgan  
Joshua Michael Munson  
Joshua Clay Neff  
Daniel Timothy Nicksic  
Stephen Andrew Oler  
Han Chuan Ong  
Jeremy Wayne Overton  
Donald Wright Owens  
Adam Frederick Packer  
Carson Barrett Patchell  
Valentin Olegovich Petenko  
Brad Allen Prather  
Nathaniel Wayne Pulley  
Nathaniel Mary Quinn  
Eric Gerard Ramos  
Matthew Alexander Rarey  
Mark Benjamin Ratner  
Andrew Joseph Reitz  
Jeffrey Joseph Rice  
Cary Justin Richey  
Brady James Rife  
Peter Zachary Riordan  
Christopher Jay Roberts  
Daniel James Ross  
Charles August Roy  
Charles Nicholas Rutan  
Jereamy Wayne Warren Saxon  
Nicholas Joseph Schmidt  
Bradley Wade Schmitt  
Gregory Scott Schnarr  
Michael Jason Schneider  
Kristoffer Stephen Schnur

DEGREES IN COURSE

Michael Courtney Shannon  
David Michael Sharp  
Michael David Shelbourne  
Christopher Daniel Short  
Sean William Simmons  
Pipulendu Narayan Singh  
Scott Marshall Snell  
Robert Larry Solloway  
Shawn Christopher Spear  
Omar Alejandro Spechar  
Dustin David Stohler  
Stephen Travis Derek Storey  
Lee Michael Sutton  
Jason Tryone Switt  
Terrance Thomas Tharpe  
Alex Mark Thatcher  
Gregory Michael Thomas  
Eric Michael Thompson  
Joshua Edward Thompson  
Ryan Paul Tipps  
Ansley Reginald Valentine  
Michael Ryan Vaughn  
Michael William Vega  
Aaron Vela  
Steven Joshua Wagner  
Kristopher Shane Walker  
David Warren Wallick  
Andrew Kyle Watters  
Benjamin David Webster  
David Owen Weck  
Barry Nathan Weliver  
Matthew Garner Whitmire  
Todd Francis Witte  
Bastian Thomas Wonschik  
Michael J. L. Zickler  
David Edward Zobrist

**Cum Laude**

Michael Leyman Baker  
Seth Benjamin Banks  
Corey Dean Barnard  
Todd Darin Barton  
David Joseph Bisbee  
Justin James Burdick  
Chad Andrew Cleaver  
Trevor James Fanning  
Antonio Robert Ferraro  
John Francis William Fleming  
James Dirk Hamstra  
David Alan Hirt  
Nicholas Raymond Kotter  
Brad Allen Prather  
Nathaniel Mary Quinn  
Bradley Wade Schmitt  
Michael Jason Schneider  
Michael David Shelbourne  
Stephen Travis Derek Storey  
Alex Mark Thatcher  
Michael ryan Vaughn  
Barry Nathan Weliver

**Magna Cum Laude**

Benjamin Jay Anthony  
Matthew Schmidt Busse  
Sokol Cano  
Nicholas David Conway  
John Charles Cox  
Michael George Danielewicz  
David Andrew Fish  
Joseph Douglas Gerber  
Ian Michael Gerdon  
Tyree Lamont Givens  
Kyle Macy Hall

Jonathan Ray Haug  
Isaiah Richard Kalinowski  
Michael Thor Kessinger  
Benjamin Luke Morgan  
Adam Frederick Packer  
Andrew Joseph Reitz  
Brady James Rife  
Daniel James Ross  
Pipulendu Narayan Singh  
Scott Marshall Snell  
Shawn Christopher Spear  
Omar Alejandro Spechar  
Andrew Kyle Watters  
Todd Francis Witte  
Bastian Thomas Wonschik

**Summa Cum Laude**

Sajad Shiraz Abudlla  
Jeremiah Charles Bird  
Christopher Lawrence Deufel  
Robert Michael Dirks  
Ryan Anthony Dombkowski  
Jeremy Daniel Heidenreich  
Christopher James Huffer  
Stephen Andrew Oler  
Matthew Alexander Rarey

**Honorary Degrees****Doctor of Humane Letters**

John McCormick Buchanan

**Doctor of Laws**

George Fleming Jones

**Doctor of Humane Letters**

Martha Craven Nussbaum

## HONORS, AWARDS, AND PRIZES

### **John Maurice Butler Prize for Scholarship and Character**

Christopher Lawrence Deufel

### **Dr. Frank H. Sparks Awards for All-Around Student Achievement**

Christopher James Huffer

### **Senior Award of Merit**

Christopher Lawrence Deufel

### **George Lewes Mackintosh Fellows**

Jeremiah Charles Bird  
Nicholas David Conway  
Christopher Lawrence Deufel

Robert Michael Dirks  
Trevor James Fanning  
Shawn Christopher Spear

### **Distinction in Comprehensive Examinations**

Sajad Shirza Abdulla  
Jeremiah Charles Bird  
Douglas Ford Dallmeyer  
Christopher Lawrence Deufel  
Robert Michael Dirks  
Ryan Anthony Dombkowski  
Ian Michael Gerdon  
Kyle Macy Hall

Jonathan Ray Haug  
Jeremy Daniel Heidenreich  
Christopher James Huffer  
Stephen Andrew Oler  
Matthew Alexander Rarey  
Daniel James Ross  
Michael Ryan Vaughn  
Barry Nathan Weliver

### **Membership in Phi Beta Kappa From the Senior Class**

Sajad Shiraz Abdulla  
Jeremiah Charles Bird  
Matthew Schmidt Busse  
Nicholas David Conway  
John Charles Cox  
Michael George Danielewicz  
Christopher Lawrence Deufel  
Robert Michael Dirks  
Ryan Anthony Dombkowski  
Joseph Douglas Gerber  
Tyree Lamont Givens  
Jeremy Daniel Heidenreich

Christopher James Huffer  
Benjamin Luke Morgan  
Stephen Andrew Oler  
Adam Frederick Packer  
Matthew Alexander Rarey  
Andrew Joseph Reitz  
Brady James Rife  
Bipulendu Narayan Singh  
Scott Marshall Snell  
Shawn Christopher Spear  
Omar Alejandro Spechar  
Todd Francis Witte

### **From the Junior Class**

Walimunidevage S. K. Karunatilake

**American Institute of Chemists Award**

Matthew Anthony Kriech

**Angus-Sciencetech Educational Award**

Matthew Anthony Kriech

**Baldwin Prize in Oratory**

Christopher Lawrence Deufel, 1st

Johnny Clifford Warren, Jr., 2nd

Andrew Joseph Reitz, 3rd

**James E. Bingham Award**

John Francis William Fleming

Adam Frederick Packer

**Edgar C. Britton Memorial Award in Chemistry**

Robert Michael Dirks

**Ernest G. Carscallen Prize in Biology**

Matthew Schmidt Busse

**George E. Carscallen Prize in Mathematics**

Robert Michael Dirks

**John F. Charles World History Prize**

Daniel James Ross

**Thomas A. Cole Alumni Prize in Biology**

Gregory Alan Hoch '94

**J. Harry Cotton Prize in Philosophy**

Ian Michael Gerdon

**Daniels Award in Philosophy of Law**

Michael Thor Kessinger

**Fred N. Daugherty Award**

Todd Darin Barton

**Distinguished Senior in Psychology**

Tyree Lamont Givens

Benjamin Luke Morgan

**Robert S. Edwards Award in Creative Writing**

Ryan D. Martin

**Ruth Margaret Farber Award in English**

Chad Lee Harris

Ryan D. Martin

**Walter L. Fertig Prize in English**

Stephen Andrew Oler  
Matthew Alexander Rarey

**Walter L. Fertig Prize in Freshman Writing**

Walter Joseph Keeley, 1st  
Barry Allen Steinkamp, 2nd  
Adam David Christensen, 3rd

**Harold G Fuller Prize in Physics**

Walimunidevage S. K. Karunatillake

**Glee Club Senior Award**

Ian Michael Gerdon  
Han Chuan Ong

**Theodore G. Gronert Award**

Stephen Andrew Oler

**Nicholas Harrison Essay Award**

Kyle Macy Hall, 1st  
Jeremiah Charles Bird, Phillip W. Nelson, 2nd  
Douglas Ford Dallmeyer, 3rd

**Robert S. Harvey Journalism Award**

James Michael Abercrombie  
Adam David Christensen  
Ian Michael Gerdon  
Chad Lee Harris  
Gregory W. Holt  
Christopher James Huffer  
Isaiah Richard Kalinowski  
Shiv Karunakaran

Michael Dominick Loprete  
Stephen Andrew Oler  
Andrew Joseph Reitz  
Jason Tyrone Switt  
Gregory Michael Thomas  
Ryan Paul Tipps  
Robert Matthew Warner  
Todd Francis Witte

**Robert S. Harvey Outstanding Editor Award**

Ian Michael Gerdon

**Howell Chemistry Award**

Christopher Alan Brown  
Matthew Craig Ralstin  
Jared Peters Smit  
Joseph Paul Trebley

**Dr. Paul T. Hurt Award for All-Around Freshman Achievement**

Nicholas Adam Roersma

**Paul J. Husting Award in Art**

Nathaniel Mary Quinn

**Kenneth W. Kloth Design & Technical Theater Award**

George Edward Belmore

**Jim Leas Outstanding Student-in-Journalism Award**

Jeremiah Charles Bird

Ryan Paul Tipps

**George A. Lipsky Memorial Award in Political Science**

Michael Thor Kessinger

**George D. Lovell Award**

Ryan Thomas Freeman

**McLain Prize in Classics**

Isaiah Richard Kalinowski

**McLain-McTurnan-Arnold Excellence in Teaching Award**

John Edward Fischer

**Caleb Mills Teacher-in-Training Excellence Award**

Thomas David Sarver '99

Jeremy Daniel Heidenreich '00

**John N. Mills Fellowship in Religion**

Benjamin Jay Anthony

Jeremiah Charles Bird

Ian Michael Gerdon

Kyle Macy Hall

Jeremy Daniel Heidenreich

Charles August Roy

**John N. Mills Prize in Religion**

Adam Howard Fronczek, 1st

Zachary Andrew Hoover, 1st

Nicholas Lee Nussbaum, 2nd

Benjamin Jordan Robinson, 2nd

**R. Robert Mitchum Glee Club Leadership Award**

Han Chuan Ong

**Joseph O'Rourke, Jr. Award in Speech**

Douglas Ford Dallmeyer

**David W. Peck Medal**

Andrew Joseph Reitz

**Robert O. Petty Prize**

John Edward Essex III

**Phi Beta Kappa Prize**

Nathaniel Mary Quinn

**Pi Delta Epsilon Freshmen Journalism Award**

Adam David Christensen

Ryan Nicholas Smith

**J. Crawford Polley Prize in Mathematical Writing**

Chad Andrew Cleaver

Robert Michael Dirks

**Eugene C. Pulliam Memorial Scholarship**

James Michael Burress

**Benjamin A. Rogge Memorial Award**

Sajad Shiraz Abdulla

**Lewis Salter Memorial Award**

Zachary Andrew Hoover

**Steven Schmutte Award for Outstanding Paper in Economics**

Abu Ishaque Mahboob Jalal

**N. Ryan Shaw II Political Science Award**

Nicholas David Conway

**Warren Wright Shearer Prize in Economics**

Ryan Thomas Freeman

**Dean Stephens Award**

Ryan Thomas Freeman

**Stephens-Hall Senior Scholarship**

Christopher Lawrence Deufel

**Waldo Stephens Scholarship**

Desislav Ivanov Mihailov

Jared Joseph Sonnicksen

**Theater Performance Prize**

Aaron Philip Parks

Johnny Clifford Warren, Jr.

**Norman E. Treves Science Award**

Matthew Anthony Kriech

**Underwood Award in Chemistry**

Amish Ashwin Patel

**Wall Street Journal Award**

Jonathan Ray Haug

**William Nelson White Scholarship Award**

Michael Thor Kessinger

**Eliot Churchill Williams Undergraduate Prize in Biology**

Nicholas J. Negovetich

**Academic All-America for Div. III Cross Country**

Kyle Macy Hall

**NCAA All-American Recognition**

Zachary Hevron Dodd

Joshua Philip Estelle

Ryan Thomas Freeman

Momodou Jagne

David Charles Kent

Robert Joe McDowell, Jr.

Ryan Edward Mills

Michael Oliver Schroeder

**N.S.C.A.A. Academic All-American**

Robert J. Morgan

**Initiation in Delta Sigma Rho-Tau Kappa Alpha**

Douglas Ford Dallmeyer

**Initiation in Eta Sigma Phi**

Joseph Michael Lipp

Drew Patrick McCallister

David Matthew Meyers

Christopher Ray Miltenberger

Jeremy John Ott

**Initiation in Phi Lambda Upsilon**

Jonathon Christopher Allen

Michael Jason Schneider

**Initiation in Psi Chi**

Tyree Lamont Givens

Abu Ishaque Mahboob Jalal

Michael Thor Kessinger

Justin Cabot Lowell-Bellew

Jeremy John Ott

Chad Eric Seib

Robert Matthew Warner

## STUDENTS

## Class of 2000

Abdulla, Sajad Shiraz ..... Nairobi, Kenya  
 Allen, Jonathan C ..... Peru, IN  
 Androff, Jason Todd ..... Saint John, IN  
 Anthony, Benjamin Jay ..... Kokomo, IN  
 Armentano, Joseph Patrick ..... Evansville, IN  
 Arnold, Michael Wayne ..... Osceola, IN  
 Augspurger, Gregory Michael ... Louisville, KY

Babcock, Michael J. .... Mishawaka, IN  
 Bader, Franklin Joseph ..... Fort Wayne, IN  
 Bailey, Thomas Louis ..... Williamsport, IN  
 Baker, Michael Leyman ..... Marion, IN  
 Banks, Seth Benjamin ..... Marion, IN  
 Barnard, Corey Dean ..... Delphi, IN  
 Barton, Todd Darin ..... Crawfordsville, IN  
 Baughn, Matthew W ..... Indianapolis, IN  
 Berger, Scott Greg ..... Schererville, IN  
 Biberstine, Michael Andrew ..... Ossian, IN  
 Bird, Jeremiah Charles ..... Fenton, MO  
 Bisbee, David Joseph ..... Griffith, IN  
 Bonney, Isaac Hayford ..... Gary, IN  
 Boushie, Adam Rodney ..... Crawfordsville, IN  
 Boushie, Andrew Richard ... Crawfordsville, IN  
 Boyd, Graham Fletcher ..... Cicero, IN  
 Boykins, Roosevelt T. .... Crawfordsville, IN  
 Brechting, Kevin T. .... Comstock Park, MI  
 Bryant, Jonathan Paul ..... Richland, IN  
 Burdick, Justin James ..... Phoenix, AZ  
 Busse, Matthew Schmidt ..... Valparaiso, IN

Cano, Sokol ..... Tirana, Albania  
 Cardwell, Wesley Ryan ..... La Porte, IN  
 Carlson, Kenneth William ..... Attica, IN  
 Carpenter, Antoine Keith ..... Indianapolis, IN  
 Casper, Chester Warren ..... Greenwood, IN  
 Charnes, Gregory Marshall II ... Evansville, IN  
 Childress, Clinton Samuel ..... Pendleton, IN  
 Clark, Matthew David ..... Indianapolis, IN  
 Cleaver, Chad Andrew ..... Lafayette, IN  
 Closser, Andrew JoelSt ..... Paul, IN  
 Cogswell, Louis Douglas ..... Elkhart, IN  
 Conway, Nicholas David ..... Indianapolis, IN  
 Cox, John C ..... Indianapolis, IN  
 Craft, Timothy Rutledge ..... Carmel, IN  
 Crouch, Jeremiah Wayne ..... North Salem, IN

Dallmeyer, Douglas Ford ..... Dunlap, IL  
 Danielewicz, Michael George ..... Mokena, IL  
 Davis, Andrew J. .... Bloomington, IN  
 Davis, Jonathan Coldren ..... Barrington, IL  
 Davis, Marshall Scott ..... Kokomo, IN  
 Deufel, Christopher Lawrence ..... Austin, MN  
 Dickerson, Matthew Jay ..... Brownsburg, IN  
 Dickerson, Michael C. .... Crown Point, IN  
 Dirks, Robert Michael ..... Spokane, WA  
 Dobbs, Ryan Matthew ..... Hebron, MD  
 Dombkowski, Ryan Anthony ..... La Porte, IN  
 Dotson, Derek Martees ..... Gary, IN  
 Dwyer, Conor James ..... Chesterton, IN

East, Patrick M. .... Martinsville, IN  
 Estelle, Joshua Philip ..... New Castle, IN

Ferrand, Jeffrey William ..... Greenwood, IN  
 Fish, David Andrew ..... Rensselaer, IN  
 Fleming, John Francis William .... Danville, IN  
 Fryman, Mark S., Jr. .... Greenwood, IN

Gajigo, Ousman ..... Banjul, The Gambia  
 Garrard, Chad Eric ..... Valparaiso, IN  
 Garten, James Matthew ..... Indianapolis, IN  
 Gaskill, Jonathan Burroughs ..... Culver, IN  
 Gerber, Joseph Douglas ..... Bluffton, IN  
 Gerdon, Ian Michael ..... Huntingburg, IN  
 Givens, Tyree Lamont ..... Indianapolis, IN  
 Goodwyn, Anthony Wren ..... Houston, TX

Hall, Kyle Macy ..... Louisville, KY  
 Hamstra, James Dirk ..... Indianapolis, IN  
 Harmon, Thomas Franklin II ..... Avon, IN  
 Harvey, Jason Daniel ..... Greenville, IN  
 Haug, Jonathan Ray ..... Frankfort, IN  
 Heidenreich, Jeremy Daniel .... Fort Wayne, IN  
 Herrick, Bradley Franklin ..... Tucson, AZ  
 Hirt, David Alan ..... Celina, OH  
 Hollowell, Terry D ..... Perrysville, IN  
 Hollowell, Thomas David ..... Perrysville, IN  
 Howard, Michael Thomas .. Grand Rapids, MI  
 Huffer, Christopher J. .... Bringhurst, IN  
 Hunt, Wesley Carr ..... Heyworth, IL

Jackson, Bryan James ..... Bluffton, IN  
 Jernagan, Craig Edward ..... Galveston, IN

Kalinowski, Isaiah Richard ..... Port Byron, NY  
 Kammermann, Noel Jacob ..... Charlevoix, MI  
 Kent, David Charles ..... Indianapolis, IN  
 Kessinger, Michael Thor ..... Orofino, ID  
 Kimbler, Thomas Michael ..... Chicago, IL  
 Kotter, Nicholas Raymond ..... Vincennes, IN  
 Krakowka, Ben H ..... Columbus, OH  
 Kriech, Matthew Anthony ..... Indianapolis, IN

Latham, Brian Matthew ..... Connersville, IN  
 Long, Scott Charles ..... Indianapolis, IN

Magnussen, Eric David ..... Greenfield, IN  
 Massillamany, Marietto V. .... Indianapolis, IN  
 McGinley, Patrick Daniel ..... Indianapolis, IN  
 McGuire, Matthew Alan ..... Carmel, IN  
 McHugh, Timothy John ..... Oak Forest, IL  
 Miller, Eric Brandon ..... Clive, IA  
 Miller, Patrick A. .... Ft. Meade, MD  
 Mills, Ryan Edward ..... Evansville, IN  
 Mimmis, Scott E ..... Indianapolis, IN  
 Morgan, Benjamin Luke ..... Indianapolis, IN  
 Munson, Joshua Michael ..... Albion, IN

Neff, Joshua Clay ..... Elkhart, IN  
 Nicksic, Daniel Timothy ..... Highland, IN

Oler, Stephen Andrew ..... Economy, IN  
 Ong, Han Chuan ..... Penang, Malaysia  
 Overton, Jeremy W. .... Wadesville, IN  
 Owens, Donald Wright ..... Indianapolis, IN

Packer, Adam Frederick ..... Newburgh, IN  
 Patchell, Carson Barrett ..... Kalamazoo, MI  
 Petenko, Valentin ..... Olegovich, Sweden  
 Prather, Brad Allen ..... Indianapolis, IN  
 Primetica, Branko .... Middleburg Heights, OH  
 Pulley, Nathaniel Wayne .... Westminster, MD

Quinn, Nathaniel M. .... Chicago, IL

Ramos, Eric Gerard ..... Zillah, WA  
 Rarey, Matthew A. .... Franklin Park, IL  
 Ratner, Mark B. .... Indianapolis, IN  
 Reitz, Andrew Joseph ..... Portland, IN  
 Rice, Jeffrey Joseph ..... Mishawaka, IN  
 Richey, Cary Justin ..... Greenwood, IN  
 Rife, Brady James ..... Waldron, IN  
 Riordan, Peter Zachary ..... South Bend, IN  
 Roberts, Christopher Jay ..... Indianapolis, IN  
 Ross, Daniel James ..... Richmond, IN  
 Roy, Charles August ..... Fort Wayne, IN  
 Rutan, Charles Nicholas .... Grosse Pointe, MI

Saxon, Jereamy Wayne ..... Indianapolis, IN  
 Schmidt, Nicholas Joseph .... Indianapolis, IN  
 Schmitt, Bradley Wade ..... Poseyville, IN  
 Schnarr, Gregory Scott ..... Jasper, IN  
 Schneider, Michael Jason ..... Louisville, KY  
 Schnur, Kristoffer Stephen ..... Evansville, IN  
 Shannon, Michael Courtney ..... Plainfield, IN  
 Shelbourne, Michael D. .... Indianapolis, IN  
 Short, Christopher D. .... Ladoga, IN  
 Simmons, Sean William ..... Plainfield, IN  
 Singh, Bipulendu N. .... Kathmandu, Nepal  
 Solloway, Robert L. .... Greenfield, IN  
 Spear, Shawn Christopher ..... Haubstadt, IN  
 Spechar, Omar A. .... Santa Cruz, Bolivia  
 Storey, Stephen Travis ..... Avon, IN  
 Sutton, Lee Michael ..... New Castle, IN  
 Switt, Jason Tyrone ..... San Pierre, IN

Tharpe, Terrance Thomas .... Indianapolis, IN  
 Thatcher, Alex Mark ..... Indianapolis, IN  
 Thomas, Gregory M. .... Klamath Falls, OR  
 Thompson, Eric Michael ..... Indianapolis, IN  
 Thompson, Joshua E. .... Crawfordsville, IN  
 Tipps, Ryan Paul ..... South Bend, IN

Vaughn, Michael Ryan ..... Indianapolis, IN  
 Vega, Michael William ..... Lake Station, IN  
 Vela, Aaron ..... Schererville, IN

Wagner, Steven Joshua ..... Poneto, IN  
 Walker, Kristopher Shane ..... Richmond, IN  
 Wallick, David Warren ..... Lincoln, NE  
 Watters, Andrew Kyle ..... Nashville, IN  
 Webster, Benjamin David ..... Union City, IN  
 Weck, David Owen ..... Munster, IN  
 Weliver, Barry Nathan ..... Crawfordsville, IN

Wilhelm, Matthew David ..... Wabash, IN  
 Witte, Todd Francis ..... Grand Rapids, MI  
 Wonschik, Bastian T. .... Gelsenkirchen,  
 ..... Germany

Zickler, Michael J. L. .... Fishers, IN  
 Zobrist, David Edward ..... Hamilton, OH

### Class of 2001

Adams, Kenneth Scott ..... Avon, IN  
 Adhikari, Rajendra ..... Kathmandu, Nepal  
 Allmand, Zachary David ..... Williamsport, IN  
 Ashbaugh, Jason Earl ..... Grand Rapids, MI

Bacone, John C. .... Indianapolis, IN  
 Baehl, Kevin Paul ..... Evansville, IN  
 Bailey, Bryan Eric ..... Waveland, IN  
 Baumgartner, Garrett Ian ..... Marysville, WA  
 Belmore, George Edward ..... Kingman, IN  
 Beyer, Robert Joseph ..... Brownsburg, IN  
 Biehn, John-Paul Edward .... Indianapolis, IN  
 Boothby, Travis Mark ..... Wichita Falls, TX  
 Bradley, Jacob Vincent ..... New Haven, IN  
 Brannon, Scott Michael ..... Lake Station, IN  
 Braswell, Melvin Levesa, Jr. .... Frederick, MD  
 Bridge, Andrew Thomas .... West Lafayette, IN  
 Brown, Christopher Alan ..... Wenatchee, WA  
 Brown, Michael Barton ..... Fort Wayne, IN  
 Brown, Thomas E., Jr. .... Granger, IN  
 Brugh, Joshua Alex ..... Rochester, IN  
 Buehler, Aaron Rance ..... Barrington, IL  
 Buell, Edward Hancock ..... Northbrook, IL  
 Bunton, Herbert Lee III ..... Burton, SC  
 Burress, James Michael ..... Louisville, KY  
 Butler, Arthur Louis ..... Evansville, IN

Campbell, Ian M. .... Croton-on-Hudson, NY  
 Castle, Christopher Brian ..... Frankfort, IN  
 Christian, Scott Daniel ..... Sheridan, IN  
 Claxton, Ryan J. .... Shelbyville, IN  
 Claycomb, Donald Michael ..... Ladoga, IN  
 Coffey, Michael Lewis ..... Greenwood, IN  
 Confer, Brian David ..... Indianapolis, IN  
 Conkright, Jonathan C. .... Crawfordsville, IN  
 Crockett, William John ..... Chesterton, IN

Deener, Jamey Lee ..... Bloomingdale, IN  
 Dodd, Zachary Hevron ..... Evansville, IN  
 Doll, Aaron Daniel ..... Vincennes, IN  
 Dowling, Loran Ezra ..... Cumberland, IN  
 Dunigan, Shane Michael ..... Glenwood, IN

Ehsan, Imran M. .... Dhaka, Bangladesh  
 Elderkin, S. Andrew ..... Valparaiso, IN  
 Erdel, William Bradley ..... Indianapolis, IN  
 Evans, Michael David ..... Fort Wayne, IN

Flanagan, James Patrick ..... Lyons, IL  
 Flanagan, Matthew Thomas . McCordsville, IN  
 Fletcher, Alex Hossein ..... San Antonio, TX  
 Flynn, Jay Dee ..... Crawfordsville, IN  
 Foster, Michael Christopher ..... Anderson, IN  
 Frame, Benjamin Edward ..... Martinsville, IN

STUDENTS

Free, Nathan Andrew ..... Lebanon, IN  
 Freeman, Ryan Thomas ..... Lafayette, IN  
 French, Scott Bryan ..... Indianapolis, IN  
 Fronczek, Adam Howard ..... Indianapolis, IN  
 Fruth, Alex Alan ..... La Porte, IN  
 Fulmer, Eric C. .... New Palestine, IN

Gale, Richard John ..... Indianapolis, IN  
 Gearhardt, Joshua Paul ..... Casstown, OH  
 Gigli, Anthony Francis ..... Lawrence, IN  
 Gilbert, Keon Lamount ..... Indianapolis, IN  
 Goldstein, Seth B. .... Indianapolis, IN  
 Gomez, Jose Edgar ..... Robstown, TX  
 Graber, Arden Brent ..... Kokomo, IN  
 Gracia, Jehu Thomas ..... Corpus Christi, TX  
 Greene, David Cameron ..... Indianapolis, IN  
 Greer, Timothy Martin ..... Berne, IN  
 Grigsby, Jared Donald ..... Owensville, IN

Haidari, Mohammed A. .. Islamabad, Pakistan  
 Hammer, William Jennings ..... Carmel, IN  
 Handsfield, Robert G. .... Morehead City, NC  
 Harris, Chad Lee ..... Rapid City, SD  
 Harter, Daniel Jeffrey ..... Warsaw, IN  
 Helms, Eric Michael ..... Evansville, IN  
 Holmes, Thomas James ..... Billings, MT  
 Hoover, Zachary Andrew ..... Plainfield, IN  
 Hughes, Logan Courtney ..... Carmel, IN

Iwamoto, Kristopher Yuji ..... Indianapolis, IN

Jagne, Momodou L. .... Banjul, The Gambia  
 Jalal, Abu Ishaque Mahboob ..... Dhaka, Bangladesh  
 Johnson, Evan Grier ..... Missoula, MT  
 Johnson, Lewis Jeremy ..... Claremore, OK  
 Jurich, Michael Stephen ..... Chicago, IL

Karunatillake, Walimunidevage S. K. ....  
 ..... Kadawatha, Sri Lanka  
 Kesler, Darrel Phillip ..... Champaign, IL  
 Khrichtchatyi, Mikhail V. .... Almaty, Kazakhstan  
 Klatt, Nathan Robert ..... Portland, IN  
 Knapp, Brian Allan ..... Evansville, IN  
 Kobilarov, Sava Bojidarov ..... Schiller Park, IL  
 Kokusho, Taiji ..... Toride Ibaraki, Japan  
 Kowalski, Douglas Michael ..... Laporte, IN  
 Kwon, Sang Hun ..... Indianapolis, IN

Langer, Nathan E. .... Bloomfield, IN  
 Latowski, Stephen Frank ..... South Bend, IN  
 Lisher, James Richard ..... Shelbyville, IN  
 Loesch, Mathew Martin ..... Greenwood, IN  
 Lovelace, John Austin ..... Kokomo, IN  
 Lucas, Paul Geoffrey ..... Crawfordsville, IN

Manker, Alexander N. .... Grand Rapids, MI  
 Mansfield, Jack Winn, Jr. .... Waveland, IN  
 Martin, Ryan D ..... Claypool, IN  
 Masur, Kevin John ..... Warsaw, IN  
 May, Carlos Andrew ..... Zionsville, IN  
 McBride, Scott Ryan ..... Evansville, IN  
 McCaulay, Phillip Niles ..... Fort Wayne, IN

McClelland, Hugh H. IV ..... Jacksonville, FL  
 McConnell, Mark C. .... Oaklandon, IN  
 McDowell, Robert Joe, Jr. .... Elkhart, IN  
 Medler, Zachary Michael ..... Noblesville, IN  
 Meyer, Paul Benjamin ..... Indianapolis, IN  
 Mihailov, Desislav I. ... Stara Zagora, Bulgaria  
 Miller, Jason Lee ..... Shelbyville, IN  
 Mineart, Gary Leroy ..... Noblesville, IN  
 Miyazaki, Atsushi ..... Osaka, Japan  
 Montana, Daniel Alfonso ..... Indianapolis, IN  
 Mouser, Brian Anthony ..... Avon, IN  
 Mueller, Adam Christopher ..... Zionsville, IN  
 Munson, Robert Michael, Jr. .... Albion, IN  
 Murariu, Lorin ..... Aurora, IL

Navarro, Andre Anthony ..... Torrance, CA  
 Neal, N. Davey Squier ..... Indianapolis, IN  
 Negovetich, Nicholas J ..... Highland, IN  
 Nelson, Phillip W ..... Munster, IN  
 Nelson, Steven David ..... Rockford, IL  
 Norman, William Thomas ..... Indianapolis, IN  
 Nussbaum, Nicholas Lee ..... Berne, IN

O'Neil, John Carl ..... Fort Wayne, IN  
 Ohmer, Nicholas David ..... Carmel, IN

Parks, Tywain R ..... Hammond, IN  
 Patel, Amish Ashwin ..... Indianapolis, IN  
 Ping, Leland Russell ..... Plainfield, IN  
 Pope, Nathaniel Nelson ..... Milwaukee, WI  
 Prifogle, Luke Alan ..... Portland, IN  
 Pryor, Dante DelRio ..... Gary, IN

Ralph, Adam Kenneth ..... Orleans, IN  
 Ratekin, Patrick Ryan ..... Rushville, IN  
 Rauniyar, Rahul ..... Birgunj, Nepal  
 Reeser, Kyle J ..... Indianapolis, IN  
 Reichner, Brian David ..... Evansville, IN  
 Rich, David Matthew ..... Bogart, GA  
 Richey, Derek Michael ..... Greenwood, IN  
 Robertson, Christopher Allen ..... Laurel, IN  
 Robinson, Benjamin J. .... Indianapolis, IN  
 Rogers, Joseph L. Song ..... Battle Ground, IN  
 Ross, Curtis Avery ..... Anderson, IN

Sajan, Abdulsamin A. .... Dar-Es-Salaam, Tanzania  
 Salinas, Raul Steven ..... Munster, IN  
 Sanchez, Jesse Kyle ..... Hammond, IN  
 Schroeder, Michael Oliver ..... Evansville, IN  
 Schwenk, Clint Matthew ..... Jasper, IN  
 Seib, Chad Eric ..... Cynthia, IN  
 Shane, Matthew Joseph ..... Kirkwood, MO  
 Short, David Carlos II ..... Fort Thomas, KY  
 Siddons, Brian D ..... Cloverdale, IN  
 Singh, Harsh ..... Indianapolis, IN  
 Slone, Justin Michael ..... New Palestine, IN  
 Smith, Andrew Aaron ..... Wabash, IN  
 Smith, Christopher M. .... Bullhead City, AZ  
 Soard, Ryan Christopher ..... Mooresville, IN  
 Sonnicksen, Jared Joseph ..... Hobart, IN  
 Spencer, John David ..... Valparaiso, IN  
 Spitulski, Nicholas M. .... Toledo, OH  
 Spreen, Cory Angelo ..... Columbia City, IN

Springer, Douglas LeOllen ..... Brighthurst, IN  
 Staggs, Tyler Joseph ..... Haubstadt, IN  
 Steed, Brian Thomas ..... Jeffersonville, IN  
 Stines, Jeffrey Eric ..... Summitt, NJ  
 Stoutner, Joseph Andrew ..... Greenwood, IN  
 Strzynski, Adam Joseph ..... Aurora, IN  
 Stuart, Glen Alan ..... Lemont, PA  
 Sturm, Jonathan Craig ..... Crawfordsville, IN  
 Summers, Robert Lealon ..... Indianapolis, IN

Tahir, Mohammad K. .... Samanabad, Lahore,  
 Pakistan  
 Thompson, Roger A. .... Crawfordsville, IN  
 Torres, Oscar ..... McAllen, TX  
 Trebley, Joseph Paul ..... Glenwood, IN  
 Troglia, Gerald R. .... Merrionette Park, IL

Upkes, Treven Duane ..... Puyallup, WA

Van Matre, Adam Christian ..... Delphi, IN  
 Vilares, Marcelo de Castro .... Indianapolis, IN  
 Vonderheide, Joshua K. .... Huntingburg, IN

Wallace, Scott David ..... Noblesville, IN  
 Wallis, Charles Mark ..... Evansville, IN  
 Warner, Robert Matthew ..... Brownsburg, IN  
 Whetsline, William Joseph .... Bargersville, IN  
 Whistler, Nicholas Shawn ..... Attica, IN  
 Will, Matthew Arthur ..... Indianapolis, IN  
 Williams, Dennis James ..... Muncie, IN  
 Williams, Derrick Allen ..... Muncie, IN  
 Woessner, David Curd ..... Evansville, IN  
 Woolsley, Nicholas Steven ..... Stafford, VA  
 Wright, John Cole ..... Williamsport, IN

Yang, Zhenyu ..... Shanghai, People's  
 Republic of China  
 Yemofio, Godfred N. .... Tema-Accra, Ghana

Zilz, Christopher Scott ..... Dyer, IN

### Class of 2002

Abercrombie, James Michael ..... Munster, IN  
 Akin, Andrew MacDonald ..... Pike Road, AL  
 Alexander, Christopher R. .... Indianapolis, IN  
 Altman, Daniel Baxter ..... Monticello, IN  
 Amin, Kunal Vijay ..... Anderson, IN  
 Apple, Patrick Edward ..... South Bend, IN  
 Arnold, Jacob Andrew ..... Indianapolis, IN  
 Ashton, John Maurice ..... Corydon, IN

Banerjee, Vasabjit ..... Calcutta, India  
 Banks, Joshua Michael .... Columbia City, IN  
 Baylor, Adam Clinton ..... Evansville, IN  
 Beguhn, Andrew Jerald ..... New Castle, IN  
 Benson, Jason James ..... Union City, IN  
 Berkemeier, Bradley Aaron ..... Homer, IN  
 Bhasker, Sanjeev ..... Brookpark, OH  
 Boukal, Chad Alan ..... Greenwood, IN  
 Bower, Todd M ..... Speedway, IN  
 Bowersock, Scott Thomas ..... Darlington, IN  
 Brooks, Scott Hugh ..... Maple Grove, MN  
 Brown, David Jonathan ..... Wenatchee, WA  
 Brown, Justin D ..... Gary, IN

Bryan, John A. .... Washington Ct House, OH  
 Burke, Daniel Alan ..... Munster, IN  
 Butler, Nathan Eugene ..... Mt. Vernon, IN  
 Buxton, John Edward ..... Greenwood, IN

Cannon, Brooks Louis ..... Indianapolis, IN  
 Casper, Kurt Michael ..... Greenwood, IN  
 Caviglia, Joseph Charles ..... Spotsylvania, VA  
 Chandler, Kerrance Dewayne ... Memphis, TN  
 Chapman, Jason Ira ..... Carthage, IN  
 Charbonneau, Charles M. .... Valparaiso, IN  
 Childress, Aaron Leigh ..... Hanover, IN  
 Christman, Adam B ..... Indianapolis, IN  
 Claybourn, James Parker ..... Evansville, IN  
 Clinger, Allen Arthur ..... Logansport, IN  
 Clougherty, Ryan Kevin ..... Manchester, NH  
 Clouse, George Chauncey ..... Evansville, IN  
 Collins, Adam Wesley ..... West Lafayette, IN  
 Congdon, Adam Winsor ..... Fort Wayne, IN  
 Cristea, Nicolae Nicolae .... Chisinau, Moldova  
 Cummings, James Robert W. .. San Diego, CA

Daming, Ryan Michael ..... Indianapolis, IN  
 Daugherty, Travis Paul ..... Elwood, IN  
 DeSmet, Jonathan Paul ..... Crawfordsville, IN  
 Demaree, Craig William ..... Merrillville, IN  
 Diallo, Mamadou C. .... Conakry, Republic of  
 Guinea  
 Duarte, Gabriel Eugene ..... Robstown, TX

Enriques, Albert ..... Robstown, TX  
 Erick, Evan Shawn ..... Indianapolis, IN  
 Esau, Schuyler D. .... Terre Haute, IN  
 Espino, Jeffrey Lee ..... Mission, TX

Fabina, Christopher A. .... Michigan City, IN  
 Ferguson, Pleas A ..... Indianapolis, IN  
 Fimbel, Shane Michael ..... Zionsville, IN  
 Finn, Douglas Edward ..... Carmel, IN  
 Flater, Michael Lee ..... Pittsboro, IN  
 Ford, James Robert ..... Whiting, IN  
 Fuerst, Joseph Edward ..... Cincinnati, OH  
 Futscher, Christopher A. .... Montgomery, OH

Galic, Dusan Danny ..... Merrillville, IN  
 Garcia, Andrew Joseph ..... Frederick, MD  
 Garrett, Phillip Andrew ..... LaPorte, IN  
 Glova, Bryan Michael ..... Warsaw, IN  
 Goshorn, Grant Fiedler ..... Columbus, IN  
 Green, Darren Jermaine ..... Mesquite, TX  
 Greene, Ryan A ..... Gary, IN  
 Grogg, Jeremy Ryan ..... Huntington, IN  
 Gullion, David Wayne ..... Lafayette, IN  
 Gunn, Kristopher Harper ..... Evansville, IN  
 Guzik, Nicholas John ..... Munster, IN

Hannum, Desson Ray ..... Dugger, IN  
 Harness, Blake Adam ..... Lucerne, IN  
 Hayes, Coryn Jerome ..... Youngstown, OH  
 Hedge, Brian Thomas ..... Indianapolis, IN  
 Heffner, Jerad Jay ..... Brazil, IN  
 Hendrickson, Peter Alan ..... Forest, IN  
 Herrmann, Jeremy Louis ..... Evansville, IN  
 Hetrick, Christopher Alan .... Williamsport, IN

STUDENTS

Hisch, Joseph Norman ..... Wadesville, IN  
 Holt, Gregory W ..... Evansville, IN  
 Hottel, Jeremy Wayne ..... Somerville, IN  
 Hoyer, Scott Wilson ..... West Lafayette, IN  
 Hudson, Chad Michael ..... Burnettsville, IN  
 Huggins, Jason Henry ..... Indianapolis, IN  
 Hunt, Joel Thomas ..... Crawfordsville, IN

Jackson, Lance Allen ..... Lexington, KY  
 Jancha, Daniel Paul ..... South Bend, IN  
 Janelsins, Eriks Eduards ... New Palestine, IN  
 Jha, Anand ..... Janakpurdham, Nepal  
 Johnson, James Anthony ..... Lanesville, IN  
 Johnson, Merrell Austin ..... Gary, IN  
 Jones, Derek Ryan ..... Crawfordsville, IN

Kaiser, Andrew John ..... Cincinnati, OH  
 Karry, Robert John, Jr. .... Waukegan, IL  
 Karunakaran, Shiv ..... Cochin, Kerala, India  
 Kennedy, Paul Joeseeph ..... Munster, IN  
 Kesling, Benjamin Parks ..... Lexington, KY  
 Kieffer, Theodore William ..... Indianapolis, IN  
 Kiesel, Joseph Ray ..... Haubstadt, IN  
 King, Daniel W. .... New Castle, IN  
 King, Todd Barclay ..... Toms River, NJ  
 Kowalski, Ian Joseph ..... Laporte, IN  
 Kramer, Raymond L. III ..... Monticello, IN  
 Krumberger, Jack David ..... Fort Wayne, IN

Lafata, Dane Vincent ..... Chesterton, IN  
 Law, Bradley Scott ..... Bradfordwoods, PA  
 LoPrete, Michael Dominick ..... Evansville, IN  
 Logan, Aaron Jennings ..... Indianapolis, IN  
 Long, Christopher Everett ..... Kokomo, IN  
 Lowell-Bellew, Justin Cabot ..... Deerfield, IL  
 Lukins, Douglas Edward ..... Indianapolis, IN

Manker, Bernard E IV ..... Grand Rapids, MI  
 Martinez, Allan Daniel ..... Frederick, MD  
 McAfee, Daniel Townsend ..... Indianapolis, IN  
 McAllister, Drew Patrick ..... Ferguson, MO  
 McCourt, William Robinson .... Greenwood, IN  
 McGinley, Sean Andrew ..... Indianapolis, IN  
 McMahan, Benjamin James ..... Mansfield, TX  
 McMullen, Matthew Don ..... Brazil, IN  
 Mills, Joseph Daniel ..... Lafayette, IN  
 Moore, Ryan Bradley ..... Burlington, IN  
 Morgan, James R ..... West Lafayette, IN  
 Morgan, Robert Joseph ..... Indianapolis, IN  
 Morris, Shawn Matthew ..... Portland, IN

Nelson, Thomas Allan ..... New Castle, IN  
 Nunoo, Nigel Walter ..... Accra North, Ghana

O'Neil, David Gerald ..... Fort Wayne, IN  
 Olan, David Kendrick ..... Dallas, TX  
 Olsen, Philip N ..... Rochester Hills, MI  
 Orozco, Jose Luis, Jr. .... Raymondville, TX  
 Osborne, Marion Clayton ..... Covington, IN  
 Ott, Jeremy John ..... Indianapolis, IN  
 Owens, Michael F. .... Fort Wayne, IN

Ping, Adam Scott ..... Owensville, IN  
 Price, Jon-Myckle David ..... Logansport, IN

Prickel, Benjamin Jacob ..... Lafayette, IN  
 Pugh, Michael Ryan ..... Lucerne, IN

Ralstin, Matthew Craig ..... Fortville, IN  
 Renbarger, Bryson Todd ..... Converse, IN  
 Renfro, Stephen Kyle ..... Indianapolis, IN  
 Richardson, Matthew Ryan ..... Evansville, IN  
 Robinson, Peter C. .... Chicago, IL  
 Roy, Daniel Mark ..... Noblesville, IN  
 Russell, John Wesley ..... Shelbyna, MO

Schwier, Jonathan Richard ... Brownsburg, IN  
 Seabeck, David Julian ..... Laramie, WY  
 Seib, Benjamin James ..... Newburgh, IN  
 Shinkan, Scott Robert ..... Munster, IN  
 Shively, Jacob Brandon ..... Shelbyville, IN  
 Short, Samuel James ..... Fort Thomas, KY  
 Shreve, Eric William ..... Cincinnati, OH  
 Shrivastava, Deepak ..... Floral Park, NY  
 Smit, Jared Peters ..... Lafayette, IN  
 Sorokin, Maxim A. .... Riazan, Russia  
 Spence, John Wesley ..... Fayetteville, NY  
 Spreen, Aron Patrik ..... Columbia City, IN  
 Stepleton, Luke Matthew ..... Sidney, OH  
 Sterling, Dylan Bradley ..... Martinez, GA  
 Strader, Matthew Lee ..... Fishers, IN  
 Strasser, Richard Kenneth ..... Delphi, IN

Tahir, Usman Ahmad ..... Indianapolis, IN  
 Taphorn, Bradley Edward ..... Indianapolis, IN  
 Thompson, Joshua T. .... Indianapolis, IN

Van Ham, John Arthur ..... Louisville, KY  
 VanNess, Curtis Michael ..... Evansville, IN  
 Vaughn, Jeremy Fitzgerald ..... Springfield, IL  
 Vaughn, Jordan Tanner ..... Lafayette, IN  
 Vidic, Benjamin Thomas ..... Elkhart, IN

Wagner, Benjamin Carroll ..... Poneto, IN  
 Wales, Matthew Jackson ..... Wilkinson, IN  
 Weitzel, Christopher Shawn ..... Bringham, IN  
 West, Daniel Philip ..... Cochabamba, Bolivia  
 West, Michael Casey ..... Crawfordsville, IN  
 White, Nicholas Lawrence ..... Petoskey, MI  
 Widener, Randall Eric ..... Danville, IN  
 Willett, Jeremy Walter ..... Dyer, IN  
 Wishart, Scott W ..... Greenfield, IN  
 Woodward, William Adam ..... Lexington, NC

Young, Justin Tonchie ..... Evansville, IN

Zachary, Julian Blake ..... Ladoga, IN  
 Zeno, Daniel W. .... Monroe, LA

**Class of 2003**

Aguirre, Carlos Julian ..... Indianapolis, IN  
 Alexander, Constantine P. .... Kokomo, IN  
 Allen, Benjamin Francis ..... Indianapolis, IN  
 Alson, Garrett Mathew ..... Rensselaer, IN

Bailey, Graham Harrison ..... Evansville, IN  
 Balawender, Mark Stanislaus ..... Laporte, IN  
 Barry, Christopher Michael..... W. Lafayette, IN

- Belayachi, Karim Ouled ..... Tangier, Morocco  
 Benge, Justin Terry ..... Gary, IN  
 Bernhardt, Greg Thomas ..... Evansville, IN  
 Berry, Adam Harper ..... Evansville, IN  
 Bertrand, Todd E. .... Floyds Knobs, IN  
 Bethay, Jason Kyle ..... Hanna, IN  
 Bhattacharya, Aurpon ..... Calcutta WB, India  
 Binder, Jason S. .... South Bend, IN  
 Bleau, Geoffrey Albert ..... Bay City, MI  
 Bombagetti, Joseph G. III .... Crown Point, IN  
 Bopp, Jamie Lee ..... Fort Wayne, IN  
 Boria, Damon Stefano ..... Hammond, IN  
 Boulais, Nathan Marc ..... Indianapolis, IN  
 Bowers, Roger Dennis ..... Seymour, IN  
 Boyce, Seamus Patrick ..... Indianapolis, IN  
 Bramfeld, John K. .... Champaign, IL  
 Bridwell, Brent Allen ..... Crawfordsville, IN  
 Brown, Freeman Todd, Jr. .... Hammond, IN  
 Brown, Jeffrey Adam ..... Salem, OR  
 Buck, Eric Thomas ..... Indianapolis, IN  
 Buehner, Timothy Kyle ..... Newburgh, IN  
 Burek, Mark ..... Munster, IN  
 Buresh, Christopher ..... LaPorte, IN  
 Burgess, Jesse J ..... Camby, IN  
 Burke, Michael Thomas ..... Munster, IN  
 Burleigh, Daniel Garber ..... Great Falls, MT  
 Busenbark, Derick Ray ..... Crawfordsville, IN
- Campos, Jesus ..... Pharr, TX  
 Carl, Damon Ryan ..... Wadesville, IN  
 Carlson, Matthew Riley ..... Crawfordsville, IN  
 Castor, Joshua Ryan ..... Monticello, IN  
 Chase, Matthew Kip ..... Bedford, IN  
 Christensen, Adam David ..... Delphi, IN  
 Clark, Nathan Drew ..... Oreana, IL  
 Claxton, Brady J. .... Shelbyville, IN  
 Cloud, James Matthew ..... Ladoga, IN  
 Coleman, Ryan Keith ..... Indianapolis, IN  
 Collins, Nicholas Clark ..... Michigantown, IN  
 Conway, Andrew Ryan ..... Indianapolis, IN  
 Cooley, Richard Alan ..... Griggsville, IL  
 Cortez, Andrew ..... San Benito, TX  
 Crabtree, Leonard Joseph ..... Frankfort, IN  
 Crick, Bryan J. .... Evansville, IN  
 Crumpacker, John Elias ..... Crawfordsville, IN  
 Curts, Christopher Marvin ..... Noblesville, IN
- Dado, Martin John ..... Whiting, IN  
 Dangler, Mason Robert ..... Indianapolis, IN  
 Daruwala, Jimmy Parvez ..... Indianapolis, IN  
 DeYoung, Peter Andrew ..... Evansville, IN  
 Dean, Gregory Ryan ..... Greencastle, IN  
 Denman, Aaron ..... Connorsville, IN  
 DesJean, Joseph Andrew ..... Indianapolis, IN  
 Dilley, Jonathan O'Neal ..... Greenwood, IN  
 Dilworth, Benjamin Keith ..... Richmond, IN  
 Dimitrov, Peter Borisov ..... Sofia, Bulgaria  
 Dirig, Justin Michael ..... Fort Wayne, IN  
 Dodd, Gentry Charles ..... Evansville, IN  
 Dragoo, Brent Christopher ..... Carmel, IN  
 Drwecki, Brian Blake ..... Portage, IN
- Eaton, Brian Christopher ..... Lafayette, IN  
 Eck, Aaron John ..... Walkerton, IN
- Endress, Matthew A ..... Evansville, IN  
 Essex, John Edward III ..... Plainfield, IN
- Fackenthal, Jeremy David .... Indianapolis, IN  
 Faraone, Bernard Anthony ..... Haubstadt, IN  
 Fawcett, Steven R ..... North Manchester, IN  
 Felix, Erik ..... Brownsville, TX  
 Finch, Dennis James, Jr. .... Coatesville, IN  
 Fischer, Seth Richard ..... Bluffton, IN  
 Fontanez, Eliu ..... Lake Station, IN  
 Foster, Steven G. .... Mooresville, IN  
 Froedge, Seth Michael ..... Crawfordsville, IN  
 Futscher, Adam Michael ..... Cincinnati, OH
- Gadbury, Matthan Joseph ..... Lebanon, IN  
 Gier, Christopher T. .... Ft. Wayne Wright, KY  
 Gioielli, Casey Joseph ..... Cincinnati, OH  
 Glick, Emmanuel Lynn ..... Roanoke, IN  
 Goldstein, Jacob Walter ..... Indianapolis, IN  
 Goldstein, Philip Jon ..... Indianapolis, IN  
 Gonterman, Ryan Michael ..... Evansville, IN  
 Gonzalez, Bryan Christopher ..... Fishers, IN  
 Gonzalez, Melecio ..... Raymondville, TX  
 Gonzalez, Ramon IV ..... Hammond, IN  
 Goodfellow, Adam Scott ..... Logansport, IN  
 Gorr, Samuel Dennis ..... Allegan, MI  
 Gravenstreter, Jeffrey S. .... Indianapolis, IN  
 Griffith, Jeremy Michael ..... Indianapolis, IN  
 Grimmer, Karl M ..... Griffith, IN
- Hall, Trevor Andrew ..... Mission, TX  
 Hanas, Roger D ..... Valparaiso, IN  
 Hannaford, Mark ..... Muncie, IN  
 Haskin, Ryan Alan ..... Indianapolis, IN  
 Heck, Lonnie James ..... LaFontaine, IN  
 Helderman, Michael T ..... Lafayette, IN  
 Hemmerich, Ryan Albert ..... Anderson, IN  
 Hoke, Jonathan Todd ..... West Lafayette, IN  
 Holston, Christopher M. .... Dale City, VA  
 Holtsclaw, Byron Lee ..... Switz City, IN  
 Honegger, Abraham Louis ..... Lafayette, IN  
 Hoover, David Martin ..... Whiting, IN  
 Hoover, Michael James ..... Whiting, IN  
 Hopper, Jason Patrick ..... Peru, IN  
 Hoyer, Reed William ..... West Lafayette, IN  
 Huber, David Ralph ..... Crown Point, IN  
 Hunt, Jordan William ..... Evansville, IN
- Ianev, Bogdan ..... Indianapolis, IN  
 Ilic, Thomas Michael ..... Valparaiso, IN  
 Ishman, Caleb David ..... Gary, IN  
 Ivancevich, Nikolas M. .... Indianapolis, IN  
 Ivanov, Milen Rusev ..... Bulgaria
- Jernagan, Jared Matthew .... Williamsport, IN  
 Jones, Clayton James ..... Crawfordsville, IN
- Keeley, Walter Joseph ..... Syracuse, NY  
 Kelsey, Ronald Victor ..... Fort Wayne, IN  
 Ket, Wesley Alan ..... Dayton, IN  
 Khan, Ibrahim Ali ..... Indianapolis, IN  
 Khan, Maroof Hassan ..... Dhaka, Bangladesh  
 Khan, Mohammed Ali ..... Woodland Hills, CA  
 Kierzek, Adam John ..... Lowell, IN

Stiener, Blake Robert ..... Lowell, IN  
 Stockwell, David William ..... Libertyville, IL  
 Stout, Andrew David ..... Wabash, IN  
 Stowell, Jonathan Michael ..... Austin, MN  
 Straub, Michael James ..... Allison Park, PA  
 Sturman, Richard S ..... Astoria, NY  
 Summers, Thomas Paul II ..... Munster, IN  
 Sutherland, Cleo Ray ..... Boggsstown, IN

Tarr-Turner, Dale C. .... Bluffton, IN  
 Tatum, Joshua Stephen ..... Indianapolis, IN  
 Teeters, Jaymes Harvey ..... Alexandria, IN  
 Tokgoz, Donem ..... Bursa, Turkey  
 Totten, John Ephraim III ..... Brunswick, GA  
 Tsui, Keng-shen ..... Crawfordsville, IN  
 Tyll, James Theodore ..... Valparaiso, IN

Unfried, David Anthony ..... Evansville, IN

Vanscoy, Jeremy Scott ..... Indianapolis, IN

Wailles, John Eric ..... Indianapolis, IN  
 Warner, Jonathan Burke ..... Brownsburg, IN  
 Warren, Johnny C., Jr. .... Fort Wayne, IN  
 Waters, Joshua Aaron ..... Muncie, IN  
 Waters, Terry W., Jr. .... Ludlow, KY  
 Webeck, Sean Patrick ..... West Lafayette, IN  
 Weglarz, David M. .... Noblesville, IN  
 Wells, Justin Thomas ..... Carmel, IN  
 West, John Alan ..... Yorktown, IN  
 White, Justin Edward ..... Georgetown, TN  
 Wilder, Derek Lee ..... Columbus, IN  
 Wilkinson, Joseph David ..... Schererville, IN  
 Willing, Andrew Nicholas ..... Indianapolis, IN  
 Wilson, Joshua Lee ..... Fort Branch, IN  
 Woods, Gregory Peter ..... Orlando, FL  
 Wyatt, James Michael ..... Valparaiso, IN

Yankey, Edward ..... Tema, Ghana  
 Yates, Matthew Dalton ..... Thornton, CO  
 Yates, Ryan Michael ..... Providence, UT  
 Youmans, Edward Austin ..... Newport, IN

#### Unclassified Students

Burleigh, David Gail ..... Great Falls, MT  
 Charef, Nordine ..... Unieux  
 Gutierrez, Alejandro ..... Guadalajara Jalisco

#### Total Enrollment 1999-2000

Class of 2000 .....	169
Class of 2001 .....	193
Class of 2002 .....	181
Class of 2003 .....	292
Unclassified .....	3
<b>TOTAL .....</b>	<b>838</b>

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**Wabash College**

**P.O. Box 352**

**Crawfordsville, IN 47933-0352**