

WABASH AT A GLANCE

Founded

1832

Type

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

Location

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

Endowment

As of May 1, 2011, the value of Wabash's endowment was approximately \$330 million, with a per-student endowment of about \$375,000. Wabash ranks near the top of all private colleges in the country.

Financial Aid

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

Tuition and Fees

For the 2011-2012 academic year, tuition is \$31,800. Room fees in College-owned housing are \$3,900 per year. Board plans vary by the number of meals per week. The 19-meal plan is \$4,600 per year and the 15-meal plan is \$4,200 per year. Mandatory fees for student activities fee and the Health Center are \$450 and \$200, respectively.

Campus

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

Students

Wabash's 872 male students come from 35 states and about 18 foreign countries. Seventy percent are from Indiana. Test scores range from the middle 50 percent of entering freshmen: SAT critical reading 510-615, SAT writing 490-610, and SAT math 540-660. Each year, approximately 250 freshmen and a few transfer students enroll.

Faculty

More than 98 percent of the 80 full-time faculty members at Wabash hold a Ph.D. or equivalent terminal degree. Wabash's special strength lies with a faculty dedicated to teaching undergraduate students.

Student/Faculty ratio

Wabash maintains a student/faculty ratio of 11/1.

Majors

Wabash offers 21 majors in the following areas: Art, Biology, Biochemistry, Chemistry, Classics, Economics, English, French, German, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Spanish, Speech, and Theater. Students may choose a double major; participate in the Business Leadership Program; or enroll in a 3-2 engineering program with Purdue University, Columbia University, or Washington University (St. Louis). Students interested in secondary education may participate in the Ninth Semester Teacher Education Program. These academic programs are augmented with on and off-campus internships;

collaborative research with faculty; off-campus externships; and Wabash's Summer Business Immersion Program.

Library Collections and Services

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

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

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

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

Computers

More than 380 systems are dedicated for students. Two public labs with Windows and MacOS computers are open 24 hours a day. Departmental computer labs include a language lab; two calculus labs; a molecular modeling lab; five mobile wireless computing labs for chemistry, biology, and physics; art and music labs; and a social sciences lab. The Chemistry Department has a 100-node parallel computer. A gigabit ethernet network links all campus systems, and a T3 lines provide high-speed Internet access. Wireless networking access is available campus-wide, including in dormitories and fraternities. Software includes Microsoft Office, Adobe CS 4, Mathematica, and SPSS. Students have network file storage and email accounts that can be accessed anywhere, anytime through the Internet.

Automobiles

There are no restrictions regarding student automobiles.

Housing

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

Sports

Wabash competes at the NCAA Division III level in 11 varsity sports—football, cross country, soccer, golf, basketball, indoor track and field, outdoor track and field, wrestling, tennis, swimming, and baseball—as a member of the North Coast Athletic Conference. 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 over 64 Student Senate-recognized clubs and organizations, such as student government; departmental clubs; political clubs; speech, music, and theater groups; various literary publications, a weekly newspaper, and yearbook; student-run radio; special interest groups; and religious groups.

Internships

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

Graduates

In 2010, Wabash grads took positions with Teach for America, Chase Bank, Valspar Leadership Development Program, Goldman Sachs, Edward Jones, AFLAC, Orr Entrepreneurial Fellowship, and Exact Target, among many others. Last year, about 40 percent of the graduating class went directly into graduate, medical, or law school, with many of them pursuing Ph.D. studies. Wabash men of the Class of 2010 are studying at graduate schools at the Duke University School of Medicine, Tufts University, University of Chicago, University of Notre Dame, Indiana University, King's College England, and Oxford University, to name only a few.

Address

For additional information, write to:

Wabash College

Admissions Office

P.O. Box 352

Crawfordsville, IN 47933-0352

Phone: 1-800-345-5385 or 765-361-6225

Fax: 765-361-6437

email: admissions@wabash.edu

website: <http://www.wabash.edu>

Accreditation

North Central Association of College and Schools

Commission on Institutions of Higher Education

30 North La Salle Street Suite 2400

Chicago, Illinois 60602

800-621-7470

ADMISSIONS INFORMATION

Wabash College, a college for men, 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 at Wabash for the fall semester in order to integrate fully into the academic atmosphere.

For application materials, contact the Wabash College Admissions Office:

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

E-Mail: admissions@wabash.edu

Website: www.wabash.edu/admissions

Fax: (765) 361-6437

Write: Wabash College Admissions Office

P.O. Box 352 Crawfordsville, IN 47933-0352

Secondary School Preparation

Each applicant 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 Educational Development) exam before enrolling at the College. Listed below are the minimum recommended high school courses; which should be completed:

4 years of English

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

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

2 years of one foreign language

2 years of social studies

Admission may be possible without all of the recommended courses; however, the applicant may be less competitive for admission and merit-based scholarships without these prerequisites. A satisfactory class rank, SAT/ACT scores, and counselor recommendation are also expected.

Application Procedures

Requirements:

1. Apply through our website: www.wabash.edu/admissions/apply or The Common Application website: www.commonapp.org.

2. Complete the Wabash College Application for Admission or The Common Application. The Common Application is acceptable in place of Wabash's application form, and it will be given equal consideration.

3. Give the High School Report to your high school counselor and ask him/her to return it to the Admissions Office with a written recommendation and an official high school transcript containing all courses, grades,

and class rank through at least the sixth semester. In some instances, a transcript containing seventh semester grades may be required before an admission decision can be made.

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. The optional ACT writing test is not required but is recommended.

Recommended:

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

Deadlines:

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

Application Calendar

Option	Deadline	Decision Mailed	Deposit Due
Early Decision	November 15	December 1	January 15
Early Action	December 1	December 21	May 1
Regular Application	January 15	February 3	May 1
Final Application	March 15	Two weeks after	May 1

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

Admissions Office Procedures

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

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

Readmission

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

Part-Time/Non-Degree Students

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

Transfer Students

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

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

Advanced Placement/Transfer Credits

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

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

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

International Students

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

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

Apply online at www.wabash.edu/admissions/apply or use The Common Application at www.commonapp.com

Questions about the application process should be directed to:

Coordinator of International Student Admissions

Wabash College

P.O. Box 352 Crawfordsville, IN 47933-0352, USA

Phone: (800) 345-5385 (if in the USA) or (765) 361-6225

E-Mail: admissions@wabash.edu

Fax: (765) 361-6437

www.wabash.edu/admissions/apply

International Application Requirements

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

1. A completed application with signature.
2. An official copy of academic transcripts from the last four years of education and the Secondary School Report.
3. An essay showcasing your ability to write well.
4. Standardized test scores (TOEFL/IELTS or SAT/ACT)
5. Two letters of recommendation
6. The International Finances Form with corresponding documentation or The College Board International Student Financial Aid Application and its corresponding documentation. Corresponding documentation must be original or attested copies and could consist of a bank account statement for designated funds, tax forms, indicating the value of designated property, or employer letters and pay stubs verifying employment. If a bank statement is used to verify funds, a letter is also required from the account holder stating that the designated funds have been set aside for the student's educational expense.
7. The Financial Aid application attached to the International Finances Form with corresponding documentation. See above for the description of corresponding documentation.

International Admission

Wabash offers admission only to international students who have proven that they will be able to meet their financial obligations. Each year, a limited number of merit-based and need-based awards are available. Applicants for financial assistance must have a complete file on record by February 1 and present outstanding academic records, high standardized test scores, and strong letters of recommendation.

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

Need-based awards are also available; however, **NO AWARD PACKAGE WILL COVER ALL EXPENSES**. Students are expected to provide complete financial information; so Wabash can best assess their financial needs. A typical financial aid package may consist of a combination of an offer of campus employment, loans, and a very limited number of grants in addition to any merit-based scholarships that may be awarded. International students must be aware that an aid award will not cover travel expenses, summer maintenance, and personal expenses.

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

Enrollment Deposit

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

Housing

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

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

FINANCIAL ASSISTANCE

Need-Based Awards

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

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

Renewal of Need-Based Awards

All need-based financial assistance is awarded on an annual basis. **Students must file a new FAFSA and CSS/PROFILE by February 15 each year they are in attendance at Wabash.** In addition to these forms, students and parents must submit any other forms required by the Wabash Financial Aid Office. Need-based financial aid awards will be recalculated each year based upon updated information on the family's financial situation. Students who do not meet the guidelines for satisfactory academic progress will not be eligible for federal, state, or institutional need-based assistance. Detailed information is available on the Financial Aid web site.

Merit-Based Awards

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

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

Expenses

The costs of attending Wabash during the 2011-2012 school year are as follows:

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

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

Adjustments of room and board budgets and financial aid will be by year or semester only (no pro-rata adjustments possible). 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 \$2,500 per year to cover the following expenses: Books and Supplies \$1,000 Personal Expenses \$1,500

The estimated “comprehensive” cost to attend Wabash during the 2011-2012 school year is, therefore, \$43,050. You should plan on some increase in charges each year.

In 2011-2012, each semester’s bill will include:

Tuition	\$15,900
Activities Fee	\$225
<i>(The Activities Fee covers admission to all home athletic contests, subscriptions to all student publications, and admission to all College drama productions and concerts—except certain SSAC-designated “National Acts.”)</i>	
Dormitory Room & Board	\$4,050
<i>(Board charges cover 15 meals per week.) All entering students will be billed this amount. If a student wishes to increase his meal plan to 19/week, an additional \$200 per semester will be billed to his account. Returning students living in fraternities will be billed by the College an amount which is set by their fraternity—not by the College.</i>	
Health Center Fee	\$100
<i>(The Health Center Fee covers expanded services provided by the Health Center, the Counseling Center and the Wellness Center)</i>	

Billing Information

New students will receive a credit on their first semester bill for their admission deposit.

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

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

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

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

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

Students enrolling in any of the off-campus study programs will be charged the current Wabash College tu-

ition for the semester as well as a \$1000 off-campus 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 1/3 of total tuition per semester per course.

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

Payment of Fees

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

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

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

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

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

Wabash College Withdrawal Policy Determining Official Date of Withdrawal

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

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

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

Return of Funds Policy/Return of Federal Title IV Funds

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

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

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

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

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

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

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

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

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

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

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

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

Notes

- The student may be required to repay all or some of his federal Title IV aid if he previously received a refund due to a credit balance on his account.
- The semester during which a student withdraws is considered to be a semester of aid received.

- Students considering withdrawing should consult with a Financial Aid Office staff member if he is concerned about the financial impact of withdrawing.
- The policies described herein apply to all students who withdraw during a semester for any reason.

Four-Year Guarantee

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

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

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

CALENDAR 2011-2012

FALL SEMESTER

Freshman Saturday	August 20
Classes Begin	August 25
Student Census & Registration	August 25-26
First Date to Add Classes	August 29
Final Date to Add First Half Semester Course	August 31
Final Date to Add Full Semester Course	September 2
Final Date to Drop First Half Semester Course or Declare Credit/ No Credit Option (without record)	September 8
Final Date to Drop Full Semester Course or Declare Credit/ No Credit Option (without record)	September 23
Final Date To Drop First Half Semester Course with "W"	September 29
Midsemester	October 12
Midsemester Break	October 13-16
Classes Resume	October 17
Second Half Semester Courses Begin	October 17
Final Date to Add Second Half Semester Course	October 21
Final Date to Drop Full Semester Course with "W"	October 28
Final Date to Drop Second Half Semester Course or Declare Credit/ No Credit Option (without record)	October 28
Pre-Registration for Spring Semester	November 10-17
Final Date to Drop Second Half Semester Course with "W"	November 18
Thanksgiving Recess	November 19-27
Classes Resume	November 28
Classes End	December 9
Final Exams	December 12-17
Christmas Recess – SENIORS	December 18 - January 8
Christmas Recess – UNDERCLASSMEN	December 18 - January 15

SPRING SEMESTER

Written Comprehensives for Seniors -Double Majors Only	January 5-6
Written Comprehensives for Seniors	January 9-10
Oral Comprehensive Exams for Seniors	January 11-13
Classes Begin	January 16
Student Census & Registration	January 16-17
First Date to Add Classes	January 18
Final Date to Add First Half Semester Course	January 20
Final Date to Add Full Semester Course	January 24
Final Date to Drop First Half Semester course or Declare Credit/ No Credit Option (without record)	January 27
Final Date to Drop Full Semester Course or Declare Credit/ No Credit Option (without record)	February 10
Final Date to Drop First Half Semester Course with "W"	February 17
Midsemester	March 2
Spring Recess	March 3-11
Classes Resume	March 12
Second Half Semester Courses Begin	March 12
Final Date to Add Second Half Semester Course	March 16
Final Date to Drop Full Semester Course with "W"	March 16
Pre-Registration for Fall Semester	March 22-29
Final Date to Drop Second Half Semester Course or Declare Credit/ No Credit Option (without record)	March 23
Final Date to Drop Second Half Semester Course with "W"	April 13
Classes End	April 27
Final Exams	April 30 - May 5
Commencement	May 13

FINAL EXAMINATION SCHEDULE 2011-2012 ACADEMIC YEAR

Classes not included in the schedule below will be examined during the final exam week under special arrangements made by the instructor. Exams are held in the same classrooms they met in during the semester.

FALL SEMESTER

Mon., December 12

9:00 A.M.

Classes meeting at 11:20 MWF

1:30 P.M.

Classes meeting at 1:10 MWF

Tues., December 13

9:00 A.M.

Classes meeting at 9:45 TTH

1:30 P.M.

Classes meeting at 2:10 & 3:10 MWF

Weds., December 14

9:00 A.M.

Classes meeting at 8:00MWF

1:30 P.M.

Classes meeting at 1:10 TTH

Thurs., December 15

9:00 A.M.

Classes meeting at 9:00 MWF

1:30 P.M.

Classes meeting at 8:00 TTH

Fri., December 16

9:00 A.M.

Classes meeting at 10:20 MWF

1:30 P.M.

Classes meeting at 2:40 TTH

Sat., December 17

9:00 A.M.

Multi-Section and other courses as

1:30 P.M.

assigned by the Registrar

SPRING SEMESTER

Mon., April 30

9:00 A.M.

Classes meeting at 10:20 MWF

1:30 P.M.

Classes meeting at 2:40 MWF

Tues., May 1

9:00 A.M.

Classes meeting at 9:00 MWF

1:30 P.M.

Classes meeting at 8:00 TTH

Weds., May 2

9:00 A.M.

Classes meeting at 11:20 MWF

1:30 P.M.

Classes meeting at 1:10 MWF

Thurs., May 3

9:00 A.M.

Classes meeting at 9:45 TTH

1:30 P.M.

Classes meeting at 2:10 & 3:10 MWF

Fri., May 4

9:00 A.M.

Classes meeting at 8:00 MWF

1:30 P.M.

Classes meeting at 1:10 TTH

Sat., May 5

9:00 A.M.

Multi-Section and other courses as

1:30 PM

assigned by the Registrar

Mission Statement

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

Founded in 1832, Wabash College is an independent, liberal arts college for men with an enrollment of 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 for their actions. Wabash provides for its students an unusually informal, egalitarian, and participatory environment which encourages young men to adopt a life of intellectual and creative growth, self-awareness, and physical activity. The College seeks to cultivate qualities of character and leadership in students by developing not only their analytic skills, but also sensitivity to values, and judgment and compassion required of citizens living in a difficult and uncertain world. We expect a Wabash education to bring joy in the life of the mind, to reveal the pleasures in the details of common experience, and to affirm the necessity for and rewards in helping others.

Our Core Values

A rigorous liberal arts education that fosters

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

A personal context to teaching and learning that encourages

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

Individual responsibility and trust that are

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

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

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

A tradition and philosophy of independence that

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

THE ORIGINS OF WABASH COLLEGE

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

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

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

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

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

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.

WABASH WRITING STATEMENT

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

As writers and writing teachers, we:

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

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

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

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

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

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

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

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

Course Numbers

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

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

100 – introductory courses

200 – introductory and intermediate courses

300 – advanced courses

400 – departmental capstone courses

Schedule of Classes

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

8:00-9:15 a.m.

9:45-11:00

1:10-2:25 p.m.

2:40-3:55

THE CURRICULUM

Requirements

The following requirements must be met for graduation:

1. Freshman Requirement:

a. Freshman Tutorial.

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

b. Enduring Questions

One course credit. *Enduring Questions* is a required freshman colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and fostering a sense of community. Each section of the course includes a small group (approximately 15) of students who consider together classic and contemporary works from multiple disciplines. In so doing, students confront what it means to be human and how we understand ourselves, our relationships, and our world.

The daily activity of the course most often involves discussion, and students complete multiple writing assignments for the course. As such, assessment of student performance emphasizes written and oral expression of ideas. In addition to regular class sessions, students are expected to attend affiliated speakers and programs both on and off-campus.

Students are assigned randomly to a section of the course. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

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

2. Language Studies:

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

Students who are not placed into English 101 but wish to study composition may request support from the English Department. All students will gain writing experience from their Freshman Tutorial classes and from visits to the Writing Center, where they will receive personalized attention from peer tutors. At any time during his Wabash career, a student with writing difficulties may be referred by an instructor to the Writing

Center. In these cases, it is assumed that the student will attain proficiency through regular work at the Center. If the student does not make satisfactory progress, the Writing Center Director will notify the referring instructor(s) and the student's advisor, who will then officially refer the student to the English Department. Students who are concerned about writing problems are urged to discuss them with their instructor, the Writing Center staff, and the English Department.

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

- Earn a passing grade for the elementary sequence (101 and 102, or Spanish 103) of any language that we offer (Chinese, French, German, Greek, Latin, or Spanish).
- Earn a passing grade for any single course beyond 102 (e.g. German 201 or French 301)

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

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

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

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

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

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

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

Students planning to take advanced work in the biological sciences should take Biology 111, 112 in the freshman year. Students planning to take advanced work in physics should take Physics 111, 113 in the freshman year. Students planning to take advanced work in chemistry should take Chemistry 111 and 211 in the freshman year.

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

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

From Division II: Philosophy 270

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

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

4. Major

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

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

5. Minor or Area Concentration

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

a. Minor

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

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

b. Area of Concentration

The area of concentration consists of five to eight course credits (in at least two departments), all outside the major (and minor if a student has both a minor and an area of concentration). Courses in the major or minor might relate to the concentration but cannot be counted toward the requirement. Unless otherwise specified, these courses may be used for distribution. Areas of concentration may be overseen by either an individualized or a standing committee. For an area of concentration, a student will discuss his plan with his advisor and work in consultation with a committee whose members have expertise in the proposed area. He will write a rationale for his concentration and develop a course plan. Both must be approved by his committee and reported to the Registrar. Working with the committee, he will also create a proposal for assessing his work in the area of concentration. (The proposed assessment might be based on such elements as a relevant capstone

course where available, a portfolio of his work, an independent study project at an advanced level, a reflective essay that brings together the diverse parts of his area of concentration, etc.). The committee will oversee this assessment. A member of his committee may serve as secondary field examiner on his senior oral examination.

Committees for Areas of Concentration: Several standing committees of the faculty oversee areas of concentration. These include committees for Areas of Concentration in Gender Studies, International Studies, Multicultural American 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.

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

6. Minimum of 34 Semester Courses and a 2.00 G.P.A.

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

7. Comprehensive Examination

Senior Written Examination

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

Senior Oral Examination

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

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

ACADEMIC POLICIES

Normal Course Loads

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

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

Credit/No Credit Option

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

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

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

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

Transfer Credit

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

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

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

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

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.

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 or on the Registrar's page- <http://www.wabash.edu/academics/registrar.cfm>.

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

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

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

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

Credit by Examination and Advanced Placement Credit

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

One to two course credits will be granted for an Advanced Placement exam score of 4 or 5 upon the completion of a second course in the department with a grade of B- or better. The exception being for 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 comparable course that covers the same material. 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.) In all cases the amount of credit awarded will be determined by the appropriate department.

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

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

AP Exam Equivalencies

Exam Title	Score	Equivalency		Requirement
Calculus AB	4	MAT 111	1	B- or better in MAT 112
Calculus AB	5	MAT 111	1	None
Calculus BC	4,5	MAT 111,112	2	None
English Lang/Comp	4,5	ENGL 98	1	B- or better in 200 level ENG Language
English Lit/Comp	4,5	ENGL 99	1	B- or better in 200 level ENG Literature
French Language	4,5	FRE 102	1	B- or better in FRE 201 based on placement
French Language	4,5	FRE 201	1	B- or better in FRE 202/301 based on placement

German Language	4,5	GER 102	1	B- or better in GER 201 based on placement
German Language	4,5	GER 201	1	B- or better in GER 202/301 based on placement
Spanish Language	4,5	SPA 102	1	B- or better in SPA 201 based on placement
Spanish Language	4,5	SPA 201	1	B- or better in SPA 202/301 based on placement
Statistics	5	MAT 103,104	½, ½	None
U. S. History	4,5	HIS 241 or 242	1	B- or better in 200 or 300 level U. S. History
European History	4,5	HIS 231 or 232	1	B- or better in 200 or 300 level European History
World History	4,5	HIS 101 or 102	1	B- or better in 200 or 300 level World History
Gov/Pol Sci U. S.	4,5	PSC 111	1	B- or better in 300 level U. S. PSC
Gov/Pol Sci Comparative	4,5	PSC 122	1	B- or better in 300 level Comparative PSC
Psychology	4,5	PSY 101	1	B- or better in 200 level PSY

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

Notes:

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

If a student takes a 200 or 300-level U.S. history course, he should receive credit for whichever half of the U.S. history survey he did not take at Wabash. For example, if a student took HIS 241 at Wabash College and completed it successfully, he would receive credit for HIS 242. The same rule would apply to European and World history (students get credit in either 231 or 232; 101 or 102). A student can receive no more than 2 Wabash history credits as a result of their AP credits (even if they received 4s or 5s on all three AP history exams). If a student takes BOTH halves of any history survey at Wabash, they forfeit the right to receive a Wabash history course as AP credit. For example, if they take HIS 241 and HIS 242 they cannot receive an AP credit.

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

Grades

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

The grades of A through D are passing grades and entitle a student to credit in that course. The grade of Satisfactory is used in an interim fashion, when the course continues into the next term, to indicate satisfactory progress. Grades of Incomplete and Condition are not passing but may be made so by procedures described

below. No credit is given for F work; the student must repeat the course with a passing grade to receive credit.

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

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

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

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

Grading System

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

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

Repeated Courses and Transcription of Grades

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

The course must be repeated at Wabash.

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

When a student withdraws from the College, all currently registered courses will receive a mark of WD. This will remain permanently on the student’s record.

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

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

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

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

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

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 course credits 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. The faculty has agreed that no exams will be given and no papers will be due the Wednesday to Sunday of the week prior to finals. No papers will be due during finals week unless there is not a final exam in the course, in which case the paper will be due at the end of the regularly scheduled exam time for that course.

Senior Requirements:

- a. to be in residence in the year immediately preceding the granting of the degree, unless specifically excused from this requirement by the Dean of the College;
- b. to successfully complete all academic work necessary for the degree and Senior Comprehensive Exams by Monday noon preceding Commencement, as verified by the Registrar;
- c. to clear all financial obligations to the College by Monday noon preceding Commencement or make satisfactory alternative arrangements with the Director of Student Accounts;
- d. to complete a check-out process by the 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 for the following semester and have it approved by his advisor. Approved course schedules must be submitted to the Registrar's Office during the pre registration period, noncompliance will result in a \$25 late fee. The late fee will only be waived in case of an emergency. Official registration must be confirmed by class attendance on the first two days of the semester or by reporting to the Registrar's Office on those days.

Full-credit courses may not be added after the seventh class day of the semester. 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 initial drop/add period

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

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

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

The above procedure requires signatures from both the academic advisor and the course instructor, and submission of a drop/add form through the Registrar's Office. The transcript entry of "W" holds no value in computing the students GPA.

A student with "extreme extenuating circumstances" may petition the Curriculum Appeals Committee to drop

a course without record on the academic transcript. In petitioning for this privilege, the student must obtain the endorsement of his academic advisor and the instructor of the course.

Changes in Major, Minor, or Area of Concentration

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

Petitions

A student may request special permission to deviate from prescribed academic 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 student must obtain a petition form in the Registrar's Office, complete the student portion, obtain recommendations from the faculty advisor, and, when appropriate other faculty members, and turn in the completed form to the Registrar's Office. A petition to take a course overload must be presented at the time of registration. The petition will be acted upon by the Curriculum Appeals Committee and the result relayed to the student, advisor and, when appropriate, course instructors.

Excused Absences

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

Continuance in College

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

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

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

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

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 acceptable providing they have a letter bearing the student's **handwritten** signature attached. 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.

Student Education Records

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

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

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

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

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

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

Rule of Conduct

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

*The Student is expected to conduct himself, at all times,
both on and off the campus, as a gentleman and a responsible citizen.
Adherence to this code of conduct is primarily a student's responsibility.
Enforcement of the rule lies with the Dean of Students.*

The Rule of Conduct and Academic Honesty

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

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

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

Faculty Statement of Principle Concerning Diversity

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

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 sup-

ported by our outstanding athletic facilities and a diversified program of intramural athletics which regularly involve as much as 80 percent of the student body.

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

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

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

We take pride in Wabash athletic records: 56 undefeated teams since 1866, 41 teams with NCAA top-20 finishes, 115 state championships, 92 All Americans (160 awards in all, with an additional 30 athletes receiving honorable mention), 48 Academic All-Americans (60 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.

DIVISION I

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

Faculty 2011-2012

Polley, L.D (chair)

Bost, A.

Brown, J.

Burton, P.

Dallinger, R.

Feller, S.***

Foote, R.

Hoopes, M.

Ingram, A.

Kinnaman, L.

Krause, D.***

Limmer, D.

Madsen, M.

McColgin, M.

McKinney, C.

Novak, W.

Poffald, E.

Porter, L.

Ransom, T.

Sparks-Thissen, R.

Taylor, A.

Thompson, P.**

Turner, W.

Westphal, C.***

Wetzel, E.

Wysocki, L.

**Sabbatical leave, fall semester*

***Sabbatical leave, spring semester*

****Sabbatical leave, full year*

Leave, fall semester

Leave, spring semester

Leave, full year

+ Administrative leave, fall

++ Administrative leave, spring

+++ Administrative leave, full year

^ Administrative appointment, fall

^^ Administrative appointment, spring

^^^ Administrative appointment, full year

~ Part-time

DEPARTMENT OF BIOLOGY

Faculty: E. Wetzel (chair), A. Bost, P. Burton, M. McColgin, A. Ingram, L.D. Polley, T. Ransom, R. Sparks-Thissen

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

We emphasize the process of biological science through course content, laboratory and field work, independent study, and summer research with faculty. The capstone course, 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 courses in the department.

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

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

Introductory Courses (two 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 should be completed during the sophomore year.

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

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

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

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

Senior Seminar (one course credit): Usually, 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 the Biology Curriculum: Biology majors must complete 2 additional course credits for a total

of nine course credits in biology. These credits may be compiled from the following: Biology 151, 221, 222, 224, 225, 226, 311, 313, 314, 315, 387, 388. Because some of these courses (Biology 221, 222, 224, 225, 226, 311, 313, 314, 315) 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 the Physics, Chemistry, and Mathematics/Computer Science Curricula: 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 110 or 111, Physics 112 or 113, and Chemistry 321 and 331 in their curriculum. Usually Chemistry 111, 211, and 331 are taken during the sophomore year; Physics 111 and 112 or 113 and Chemistry 221 and 321 are taken during the junior year. Mathematics 112, Computer Science 111, and a statistics course (Mathematics 217 or Division III 252) may be important support courses for some biology majors.

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

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

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

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the *Teacher Education* section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

BIO 101 Human Biology

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

Credits: 1

BIO 102 Plants and Human Affairs

This non-majors course will explore the interface between humankind and the plant world. Through lectures/discussion, ancillary readings, and 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. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2011 and 2013.

Prerequisite: Biology 101. Does not count toward the laboratory science distribution requirement.

Credits: 1

BIO 111 General Biology

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 biomolecules, cell biology, genetics, and evolution. Biology 112 covers animal and plant structure/functions, evolution, and ecology. Three lectures and one laboratory period weekly. One course credit, fall semester.

Credits: 1

BIO 112 General Biology

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 biomolecules, cell biology, genetics, and evolution. Biology 112 covers animal and plant structure/functions, evolution and ecology. Three lectures and one laboratory period weekly. This course is offered in the spring semester.

Prerequisite: Biology 111.

Credits: 1

BIO 151 Evolution

A general study of evolution. Lecture/discussion focuses on the processes of evolutionary change and the origin of life. Current topics in evolutionary biology and human evolution are considered. This course is typically offered in the spring semester.

Prerequisite: Biology 111 or 101.

Credits: 1

BIO 211 Genetics

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. Offered in the fall semester.

Prerequisite: Biology 112 or permission of the instructor. (This course should be taken during the sophomore year.)

Credits: 1

BIO 212 Cell Biology

The primary emphasis of this course is the structure and function of the eukaryotic cell. Lectures, readings,

and discussions will cover cellular organelles, types, metabolism, interactions, and regulation of activities. The laboratory focuses on cellular structure and function through the techniques of modern cell biology. Offered in the spring semester.

Prerequisite: Biology 211 or 213 or permission of the instructor. (This course should be taken during the sophomore year.)

Credits: 1

BIO 213 Ecology

An introduction to the interrelations of plants and animals with their environment. Terrestrial and aquatic ecosystems are considered. Some weekend field trips may be included. Offered in the fall semester.

Prerequisite: Biology 112, or 101 and permission of the instructor.

Credits: 1

BIO 221 Comparative Anatomy and Embryology of the Vertebrates

A course presenting a broad evolutionary theme of the vertebrates using the facts of comparative anatomy, embryology, and paleobiology. This course will be offered in alternate years beginning in the spring semester of 2013.

Prerequisite: Biology 101 or 112.

Credits: 1

BIO 222 Biology of the Invertebrates

A course designed to provide students with an introduction to the diversity of invertebrate organisms through lectures, reading and discussion of primary literature, student presentations, and laboratory work. Emphasis is placed on structure, functional morphology, physiology, ecology, and evolution. A field trip during spring break has been included in the past few years. This course is offered alternate years. Next anticipated offering is the spring semester of 2013.

Prerequisite: Biology 101 or 112.

Credits: 1

BIO 224 Biology of the Vascular Plants

An introduction to the science of botany. A strong emphasis will be placed on the evolutionary trends in the vascular plants, with additional coverage of plant biotechnology, developmental biology, and some of the physiological adaptations plants have evolved in the transition to life in terrestrial environments. The laboratories will be primarily observational, with a broad exposure to plant diversity and taxonomy; substantial field work is planned. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2012 and 2014.

Prerequisite: Biology 101 or 112.

Credits: 1

BIO 225 Microbiology

This course is designed to introduce the student to the lifestyles and impact of the smallest organisms known. Lecture/discussion will examine topics such as microbial cell structure and function, growth and nutrition, genetics, antibiotics and pathogenesis, and microbial diversity. The laboratory is organized around an investigative, discovery driven project. This course will be offered in alternate years in the fall semester beginning in 2011.

Prerequisite: Biology 111 and 112 or permission of instructor.

Credits: 1

BIO 226 Parasitology

A course designed to introduce students to the major groups of animal parasites. Emphasis in lectures and discussion of primary literature is placed on general principles, including diversity, morphology, transmission biology, and the ecology and evolution of the different parasite taxa. The laboratory work includes the de-

tailed consideration of particular parasite species as representatives of larger groups, as well as an independent research project on the parasites of a selected host species. This course is offered alternate years. Next anticipated offering is the fall semester of 2012.

Prerequisite: Biology 101 or Biology 112 or permission of instructor.

Credits: 1

BIO 311 Molecular Genetics

A course designed to explore in detail the molecular biology of the gene. Lecture/discussion will focus on areas of current interest and will include analysis of experimental evidence which underpins our understanding of gene structure and function. The laboratory is investigative in nature and provides primary experience with recombinant DNA technology, genomics, and bioinformatics. This course is offered alternate years. Next anticipated offering will be the spring semester of 2013.

Prerequisite: Biology 211.

Credits: 1

BIO 313 Advanced Ecology

This course emphasizes the investigative approach to ecology including experimental design and data analysis. Lectures/discussions focus on areas of current interest in ecosystem, community, and population ecology. Several field trips and an independent investigation are required. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2012 and 2014.

Prerequisite: Biology 213.

Credits: 1

BIO 314 Developmental Biology

Through lectures, current readings, and discussions, this course considers the principles of development with emphasis on experimental evidence for underlying mechanisms. The laboratory work includes molecular, cellular, and supracellular approaches to the investigation of developmental questions in animals and plants. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2012 and 2014.

Prerequisite: Biology 211.

Credits: 1

BIO 315 Organismal Physiology

The major physiological systems (nutrition, transport, gas exchange, elimination of wastes, coordination, and defense) are considered from the adaptational perspective. 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.

Credits: 1

BIO 371 Special Topics

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

Prerequisite: Permission of instructor

Credits: 1 or 1/2

BIO 387 Introduction to Research

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

Permission of instructor required.

Credits: 1/2

BIO 388 Introduction to Research

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

Permission of instructor required.

Credits: 1/2

BIO 401 Senior Seminar

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

Credits: 1

DEPARTMENT OF CHEMISTRY

Faculty: A. Taylor (chair), R. Dallinger, S. Feller***, M. Hoopes, W. Novak, L. Porter, L. Wysocki

*** *Sabbatical leave, full year*

The Wabash College Chemistry Department believes in a challenging curriculum which thoroughly investigates all areas of modern chemistry and in a significant hands-on 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 graduate school in chemistry/ biochemistry or to medical school immediately following graduation. Others have chosen to take jobs as chemists or to attend other professional schools (business, law, and physical therapy). We strive to provide chemistry minors and pre-medical students with the knowledge base they need to succeed in their chosen fields. We seek to involve all Wabash students in the study of chemistry through non-majors courses, Chemistry 101 and 102. We attempt to teach all chemistry students about the relationship between chemistry and the world around them.

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

The following courses are also required for chemistry majors: Mathematics 110 or 111 and 112, Physics 111 and Physics 112 (Chemistry/Physics double majors and Physics minors will take Physics 111, 113, and 114). The mathematics courses are best taken in the freshman year, and the physics sequence should be taken in the sophomore year, because physical chemistry (taken by all junior chemistry majors) has a two-course physics prerequisite. A student who places into Mathematics 010 should complete the Mathematics 010/110 sequence in the freshman year, and then begin Chemistry 111 in the sophomore year.

Suggested order of courses for the chemistry major:

Year	Fall Semester	Spring Semester
Freshman	Che 111 Math 111	Che 211 Math 112
Sophomore	Che 221 Physics 111	Che 321 Physics 112
Junior	Che 351	Che 331 Che 361
Senior	Che 441	

Plus one additional elective taken in the junior or senior year

Strongly Recommended Supporting Coursework:

Biology 111, 112
More Mathematics, particularly 223, 224, 225
More Physics, particularly 210 and 310
Computer Science 111

Biochemistry

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

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

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

Year	Fall Semester	Spring Semester	Fall Semester	Spring Semester
Freshman	Che 111 Math 111	Che 211 Math 112	Bio 111 Math 111	Bio 112 Math 112
Sophomore	Che 221 Physics 111 Bio 111	Che 321 Physics 112 Bio 112	Bio 211 Che 111 Physics 111	Bio 212 Che 211 Physics 112
Junior	Che 351 Bio 211	Che 361 Bio 212	Che 221 Che 351 or Bio choice	Che 321 Che 361
Senior	Che 461/462 Che or Bio choice	Che choice or Bio choice	Che 461/462 Che 351 or Che or Bio choice	Che choice or Bio choice

OR

Year	Fall Semester	Spring Semester	Fall Semester	Spring Semester
Freshman	Che 111 Bio 111 Math 111	Che 211 Bio 112 Math 112	Che 111 Bio 111 Math 111	Che 211 Bio 112 Math 112
Sophomore	Che 221 Bio 211 Physics 111	Che 321 Bio 212 Physics 112	Che 221 Bio 211	Che 321 Bio 212
Junior	Che 351 Bio choice	Che 361 Che or Bio choice	Bio choice or Che 351 Physics 111	Che 361 Physics 112
Senior	Che 461/462 Che choice or Bio choice	Che or Bio choice	Che 461/462 Che 351 or Bio choice or Che choice	Che choice and/or Bio choice

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

The **written comprehensive examination** for senior majors emphasizes both knowledge of basic chemical concepts and the ability to apply these concepts to new problems. One part of the exam involves reading and answering questions over several articles from the recent chemical literature; the second part of the exam involves answering questions from the core chemistry courses the student has taken. There is also a literature-based project and a laboratory practical.

Requirements for the Chemistry Minor: The following courses are required for the chemistry minor: Chemistry 111, 211, and 221. The student may select any other 2 course credits from the departmental offerings (except Chemistry 101 and 102) to complete the minor, provided the prerequisites for the courses are met. No more than one-half course credit of independent study (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 prior approval of the Department Chair to do so.

Requirements for Pre-meds: Pre-medical 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 pre-med chemistry requirement, Chemistry 111, 211, 221, and 321.

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.

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the *Teacher Education* section of the Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

CHE 101 Survey of Chemistry

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

Credits: 1

CHE 102 Topics in Chemistry

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

Credits: 1 or 1/2

CHE 111 General Chemistry

The introductory course for science concentrators. Topics include atomic theory, stoichiometry, thermo chemistry, equilibrium, gas laws, states of matter, solutions, atomic structure, and acid/base chemistry. The labora-

tory, which emphasizes the basic principles discussed in lecture, includes significant synthetic and analytical work. Three lectures and one laboratory each week. This course is offered in the fall semester.

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

Credits: 1

CHE 211 Chemical Structure and Reactivity

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

Prerequisite: Chemistry 111

Credits: 1

CHE 221 Organic Chemistry I

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

Prerequisite: Chemistry 111

Credits: 1

CHE 302 Electron Microscopy (PHY 302)

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

Prerequisite: Junior or senior major in chemistry/physics or permission of the instructor.

Credits: 1/2

CHE 321 Organic Chemistry II

Characteristic reactions and syntheses of organic molecules will be covered in this course. Spectroscopic techniques not covered in 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. This course is offered in the spring semester.

Prerequisite: Chemistry 221.

Credits: 1

CHE 331 Advanced Analytical Chemistry

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

Prerequisite: Chemistry 211.

Credits: 1

CHE 351 Physical Chemistry I

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

Prerequisites: Chemistry 211, Physics 112 or 113, Mathematics 112.

Credits: 1

CHE 361 Biochemistry

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

Prerequisites: Chemistry 321, 211, or with permission of the instructor.

Credits: 1

CHE 421 Advanced Topics in Organic Chemistry

Topics covered vary from year to year. Examples of recent topics include advanced synthesis, medicinal chemistry, and physical organic chemistry. This course may be offered in either semester.

Prerequisite: Chemistry 321.

Credits: 1/2

CHE 431 Advanced Laboratory

A laboratory-oriented presentation of various advanced concepts in chemical instrumentation. Experiments dealing with basic analog and digital electronics will stress measurement techniques and the construction and testing of simple, yet useful, circuits. The use of laboratory computers will be considered, with emphasis on data collection (interfacing) and manipulation. These topics 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. This course is offered in the fall semester.

Prerequisite: Chemistry 331 or permission of instructor.

Credits: 1/2

CHE 441 Advanced Inorganic Chemistry

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

Prerequisites: Chemistry 211 and 351.

Credits: 1

CHE 451 Physical Chemistry II

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

Prerequisite: Chemistry 351.

Credits: 1/2

CHE 452 Advanced Physical Chemistry

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

Prerequisite: Chemistry 451 or permission of instructor.

Credits: 1/2

CHE 461 Special Topics in Biochemistry

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

Credits: 1/2

CHE 462 Advanced Biochemistry

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

Prerequisite: Chemistry 361

Credits: 1/2

CHE 471 Special Topics in Chemistry

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

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

Credits: 1 or 1/2

CHE 487 Special Problems

Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students. Students must have prior consent of faculty member to enroll in this course. Offered either or both semesters.

Credits: 1 or 1/2

CHE 488 Special Problems

Individual laboratory or library research projects under the supervision of individual faculty on selected problems for qualified students. Students must have prior consent of faculty member to enroll in this course. Offered either or both semesters.

Credits: 1 or 1/2

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Faculty: R. Foote (chair), D. Limmer, C. McKinney, E. Poffald, P. Thompson*, W. Turner, C. Westphal***

* *Sabbatical leave, fall semester*

*** *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 our majors and minors an understanding of mathematics and computer science, their nature and uses; to prepare students to become effective users of mathematics and computer science in their careers;
- To prepare future high school teachers of mathematics;
- To give our students interested in continuing to graduate study in mathematics, statistics, or computer science an adequate preparation to succeed in that study.

Mathematics

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

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

Requirements for the Pure Mathematics Major:

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

Requirements for the Computational Mathematics Major:

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

Requirements for the Financial Mathematics Major:

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

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

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

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

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

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the *Teacher Education* section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

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

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 other Computer Science courses. The mathematics course must be Mathematics 108 or 219.

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

Advanced Placement

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

Course Descriptions

MAT 010 Pre-calculus with an Introduction to Calculus I

This course is intended solely for those students who wish to take calculus, but whose preparation makes a

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

Prerequisite: Admission by instructor permission only.

Credits: 1

MAT 103 Probability

Topics include a brief introduction to probability, conditional probability, and expected values as well as the application of probabilistic reasoning to interesting problems in the areas of medical testing, investing, insurance, retirement annuities, and the analysis of rare events. Mathematics 103 does not count toward the mathematics major or minor. This course is normally offered every semester; however, during the 2011-12 academic year, this course will not be offered in the fall. Spring semester offering is contingent on staffing.

Prerequisite: None

Credits: 1/2

MAT 104 Statistics

In this course, we present the classical approach to statistical reasoning, both the p -value argument to testing claims and the confidence interval approach to estimation. Other topics include correlation, prediction, and paradoxes involving averages. Mathematics 104 does not count toward the mathematics major or minor. This course is normally offered every semester; however, during the 2011-12 academic year, this course will not be offered in the fall. Spring semester offering is contingent on staffing.

Prerequisite: None (Mathematics 103 is not a prerequisite for Mathematics 104)

Credits: 1/2

MAT 106 Topics in Contemporary Mathematics

A reflective examination of basic mathematical ideas. Through participation and discovery, students will consider an articulation of mathematics that focuses on patterns, abstraction, and inquiry. Topics will vary, but could include logic, Euclidean geometry, algorithms, etc. This course does not count toward the major or minor in mathematics. This course is normally offered in the spring semester; however, during the 2011-12 academic year, this course will be offered in the fall. Spring semester offering is contingent on staffing.

Prerequisite: None

Credits: 1

MAT 108 Introduction to Discrete Structures

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

Prerequisite: None

Credits: 1

MAT 110 Calculus I with Pre-calculus Review

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

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

Prerequisite: Mathematics 010

Credits: 1

MAT 111 Calculus I

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

Prerequisite: departmental placement examination.

Credits: 1

MAT 112 Calculus II

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. This course is offered every semester.

Prerequisite: Mathematics 110 or 111, departmental placement examination, AP examination, or permission of the department.

Credits: 1

MAT 219 Combinatorics

This course is an introduction to combinatorial reasoning. Topics include graphs, circuits in graphs, graph coloring, trees, counting principles, generating functions, and recurrence relations. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2012 and 2014. Students may not present both Mathematics 108 and Mathematics 219 for credit towards graduation.

Prerequisite: Mathematics 223 or permission of the instructor.

Credits: 1

MAT 221 Foundations of Geometry

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

Prerequisite: Mathematics 112 or permission of the instructor.

Credits: 1

MAT 222 Theory of Numbers

A study of elementary number theory. Topics include divisibility, congruences, properties of prime numbers, number theoretic functions, diophantine equations, and additional selected topics. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2013 and 2015.

Prerequisite: Mathematics 112 or permission of the instructor.

Credits: 1

MAT 223 Elementary Linear Algebra

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

Prerequisites: Mathematics 112, departmental placement examination, AP examination, or permission of the department.

Credits: 1

MAT 224 Elementary Differential Equations

Introduction to ordinary differential equations. Special solution techniques and some theory for first-order

and linear equations including integrating factors, constant coefficients, undetermined coefficients, variation of parameters, power series solutions, Laplace transforms, and systems of differential equations applications. This course is offered in the spring semester.

Prerequisites: Mathematics 112 and 223.

Credits: 1

MAT 225 Multivariable Calculus

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

Prerequisites: Mathematics 112 and 223.

Credits: 1

MAT 226 Operations Research

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

Prerequisite: Mathematics 223 or permission of the instructor.

Credits: 1

MAT 251 Mathematical Finance

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

Prerequisite: Mathematics 112 (Calculus II)

Credits: 1/2

MAT 252 Mathematical Interest Theory

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

Prerequisite: Mathematics 112 (Calculus II)

Credits: 1/2

MAT 253 Probability Models

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

Prerequisite: Mathematics 112 (Calculus II)

Credits: 1/2

MAT 254 Statistical Models

This course gives an overview of confidence intervals, classical hypothesis testing procedures: z -tests, t -tests, F -tests, Chi-square tests, basic factorial, complete block, Latin square designs, and regression. An intuitive but mathematical treatment is given for all the distributions and procedures involved. This course is normally offered in the spring semester; however, during the 2011-12 academic year, this course will be offered in the fall and not the spring.

Prerequisite: Mathematics 112 (Calculus II)

Credits: 1/2

MAT 314 Modeling with Differential Equations

A course to develop the basic skills of formulation, simplification, and analysis of mathematical models for describing and predicting phenomena in the natural and social sciences, with special emphasis in modeling with differential equations. Topics may be taken from fields such as physics, chemistry, biology, psychology, economics, and political science. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

Prerequisite: Mathematics 224.

Credits: 1

MAT 323 Topics in Linear Algebra

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, which may include isomorphisms, duality, canonical forms, and applications of linear algebra. This course is offered irregularly.

Prerequisite: Mathematics 223 or permission of the instructor.

Credits: 1

MAT 324 Topics in Differential Equations

A second course in differential equations offering study of special topics in more depth or beyond those covered in Mathematics 224. Topics may include existence and uniqueness theory, stability theory, Green's functions, dynamical systems, partial differential equations, and applications of differential equations. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2011 and 2013.

Prerequisite: Mathematics 224 or permission of the instructor.

Credits: 1

MAT 331 Abstract Algebra I

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

Prerequisite: Mathematics 223 or permission of the instructor.

Credits: 1

MAT 332 Abstract Algebra II

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

Prerequisite: Mathematics 331.

Credits: 1

MAT 333 Introduction to Functions of a Real Variable I

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

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

Credits: 1

MAT 334 Introduction to Functions of a Real Variable II

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

Prerequisite: Mathematics 333.

Credits: 1

MAT 337 Introduction to Numerical Analysis (CSC 337)

This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

Prerequisite: Computer Science 111 (or permission of the instructor) and Mathematics 223.

Credits: 1

MAT 338 Topics in Computational Mathematics (CSC 338)

A course to develop mathematical and computational techniques in areas of mathematics or interdisciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2011 and 2013.

Prerequisite: Computer Science 111. Some topics may have additional prerequisites.

Credits: 1

MAT 341 Topology

A study of elementary topology. Topics discussed will include topologies, separation axioms, connectedness, compactness, continuity, and metric spaces. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2012 and 2014.

Prerequisite: Mathematics 223 or permission of the instructor.

Credits: 1

MAT 344 Complex Analysis

Analytic functions, mapping of elementary functions, integrals, residue theory, conformal mapping. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2013 and 2015.

Prerequisite: Mathematics 223 or permission of the instructor.

Credits: 1

MAT 353 Probability Models II

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

Prerequisite: Mathematics 253 (Probability Models)

Credits: 1/2

MAT 354 Mathematical Statistics

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

Prerequisite: Mathematics 253 (Probability Models) and Mathematics 254 (Statistical Models)

Credits: 1/2

MAT 355 Regression Models

This course takes a matrix-based look at regression (introduced in Mathematics 254, Statistical Models). We focus on the probabilistic reasoning behind regression, in particular the inferences we can make using linear combinations of normal random variables. We also look briefly at some time series models. This course is normally offered in the spring semester; however, during the 2011-12 academic year, this course will be offered in the fall and not the spring.

Prerequisite: Mathematics 223 (Linear Algebra), Mathematics 253 (Probability Models) and Mathematics 254 (Statistical Models)

Credits: 1/2

MAT 377 Special Topics in Mathematics

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

Credits: 1 or 1/2

MAT 387 Independent Study

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

Prerequisite: Permission of the department.

Credits: 1 or 1/2

MAT 388 Independent Study

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

Prerequisite: Permission of the department.

Credits: 1 or 1/2

MAT 400 Seminar

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

Credits: 1/2

Computer Science Courses

CSC 101 Introduction to Computer Science

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

Prerequisite: None.

Credits: 1

CSC 111 Introduction to Programming

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

Prerequisite: Computer Science 101 or permission of the instructor.

Credits: 1

CSC 112 Advanced Programming

A variety of topics that are important in developing large-scale software. Object oriented programming in a language such as C++. Dynamic data structures such as lists, queues, and stacks. An introduction to a rigorous analysis of the efficiency of an algorithm. Advanced algorithms such as Quicksort, mergesort, and the use of

hash tables. An introduction to using the Unix operating system and Unix tools for software development such as Make. This course is offered in the fall semester.

Prerequisite: Computer Science 111 or equivalent programming background.

Credits: 1

CSC 211 Introduction to Data Structure

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

Prerequisite: Computer Science 112.

Credits: 1

CSC 271 Special Topics in Computer Science

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

Credits: 1/2

CSC 311 Introduction to Machine Organization

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

Prerequisite: Computer Science 112.

Credits: 1

CSC 321 Programming Languages

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

Prerequisite: Computer Science 112.

Credits: 1

CSC 331 Analysis of Algorithms

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

Prerequisites: Computer Science 112 and Mathematics 108 or 219.

Credits: 1

CSC 337 Introduction to Numerical Analysis (MAT 337)

Advanced—This course will address topics such as numerical solution of non-linear equations in one variable, interpolation, approximation, differentiation, integration, difference equations, differential equations and their applications, boundary value problems, linear systems, matrices, and optimization. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

Prerequisite: Computer Science 111 (or permission of the instructor) and Mathematics 223.

Credits: 1

CSC 338 Topics in Computational Mathematics (MAT 338)

Advanced. A course to develop mathematical and computational techniques in areas of mathematics or inter-

disciplinary study in which computation plays a central and essential role. Topics vary by semester but may include computational geometry, computer algebra, scientific computing, and symbolic computation. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2011 and 2013.

Prerequisite: Computer Science 111. Some topics may have additional prerequisites.

Credits: 1

CSC 341 Introduction to Automata, Computability, and Formal Languages

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

Prerequisites: Computer Science 111 and Mathematics 108 or 219.

Credits: 1

CSC 387 Independent Study

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

Prerequisite: Permission of the instructor.

Credits: 1/2

CSC 388 Independent Study

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

Prerequisite: Permission of the instructor.

Credits: 1/2

DEPARTMENT OF PHYSICS

Faculty: J. Brown (chair), D. Krause***, M. Madsen, L. Kinnaman

****Sabbatical, full year*

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

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

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

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

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

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

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the *Teacher Education* section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

PHY 101 Astronomy: Fundamentals and Frontiers

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

Credits: 1

PHY 104 Special Topics

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

Prerequisites/co-requisites: Determined by the topic.

Credits: 1 or 1/2

PHY 105 Adventures in Physics

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

Credits: 1

PHY 111 General Physics I

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

Prerequisite: Mathematics 111 or 110 (or concurrent registration) or permission of instructor.

Credits: 1

PHY 112 General Physics II

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

Prerequisites: Physics 111.

Credits: 1

PHY 177 Special Topics

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

Prerequisites/co-requisites: Determined by the topic.

Credits: 1 or 1/2

PHY 178 Special Topics

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

Prerequisites/co-requisites: Determined by the topic.

Credits: 1 or 1/2

PHY 209 General Physics III

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

Prerequisites: Physics 112 and Mathematics 112 (or concurrent registration).

Credits: 1

PHY 210 Modern Physics

An introduction to quantum theory with applications to atomic, solid state, nuclear, and particle physics.

Three class periods and one laboratory each week. This course is offered in the spring semester.

Prerequisites: Physics 112 and Mathematics 223 (or concurrent registration or permission of the instructor).

Credits: 1

PHY 220 Electronics

Introduction to analog and digital electronics. Fundamentals of DC and AC circuits, transistors, and amplifiers will be covered. Includes one laboratory each week. This course is offered alternate years in the fall semester. Next anticipated offerings will be fall semesters of 2012 and 2014.

Prerequisite: Physics 112 (or 114 which has been discontinued) or permission of the instructor.

Credits: 1

PHY 230 Thermal Physics

Introduction to thermal and statistical physics. The laws of thermodynamics are studied from microscopic and macroscopic perspectives. Quantum statistical mechanics will be developed and applied to blackbody radiation, fermionic and bosonic systems. This course is offered alternate years in the fall semester. Next anticipated offerings will be fall semesters of 2011 and 2013.

Prerequisites: Physics 209 and 210.

Credits: 1

PHY 277 Special Topics

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

Prerequisite: To be determined by the topic.

Credits: 1 or 1/2

PHY 278 Special Topics

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

Prerequisite: To be determined by the topic.

Credits: 1 or 1/2

PHY 287 Independent Study

Independent Study. Offered in the fall semester.

Prerequisite: Permission of instructor.

Credits: 1 or 1/2

PHY 288 Independent Study

Independent Study. Offered in the spring semester.

Prerequisite: Permission of instructor.

Credits: 1 or 1/2

PHY 302 Electron Microscopy (CHE 302)

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

Prerequisite: Junior or senior major in physics/chemistry or permission of the instructor.

Credits: 1/2

PHY 310 Classical Mechanics

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

Prerequisites: Physics 111 (or permission of instructor) and Mathematics 224.

Credits: 1

PHY 314 Electrodynamics

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

Prerequisites: Physics 112 and Mathematics 224 and 225 (or permission of instructor).

Credits: 1

PHY 315 Quantum Mechanics

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

Prerequisites: Physics 210 and Mathematics 223 and 224 or permission of the instructor.

Credits: 1

PHY 377 Advanced Special Topics in Physics

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

Prerequisite: Physics 210 or permission of the instructor.

Credits: 1 or 1/2

PHY 378 Advanced Special Topics in Physics

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

Prerequisite: Physics 210 or permission of the instructor.

Credits: 1 or 1/2

PHY 381 Advanced Laboratory

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

Prerequisite: Physics 210.

Credits: 1/2

PHY 382 Advanced Laboratory

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

Prerequisite: Physics 381.

Credits: 1/2

PHY 387 Advanced Independent Study

Independent Study. Offered in the fall semester.

Prerequisite: Permission of instructor.

Credits: 1 or 1/2

PHY 388 Advanced Independent Study

Independent Study. Offered in the spring semester.

Prerequisite: Permission of instructor.

Credits: 1 or 1/2

DIVISION II

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

Faculty 2011-2012

Hughes, C. (chair)	Kubiak, D.
Abbott, J.	Lake, T.#
Abbott, M.	Lamberton, J.
Baer, J.	Makubuya, J.
Benedicks, C.	McDorman, T.
Blix, D.	Morton, E.
Bowen, R.	Pence, N. ^^^
Brouwer, M.	Phillips, G. ^^^
Calisch, D.	Pullen, Q.
Cherry, J.	Redding, G.
Chou, S.	Rocha, S.
Drury, S.	Rogers, D.***
Freeze, E.	Rosenberg, W.
Gómez, G.*	Rossi, S.
Gross, J.	Royalty, R.
Hardy, J.	Sears, M.
Hartnett, J.***	Stokes, T.
Helman, G.	Szczeszak-Brewer, A.
Herzog, T.**	Tucker, B.
Hudson, M.	Watson, D.
Hulen, P.	Webb, S.
Köster, I	White, P. ^^^
	Wilson, I.

**Sabbatical leave, fall semester*

***Sabbatical leave, spring semester*

****Sabbatical leave, full year*

Leave, fall semester

Leave, spring semester

Leave, full year

+ Administrative leave, fall

++ Administrative leave, spring

+++ Administrative leave, full year

^ Administrative appointment, fall

^^ Administrative appointment, spring

^^^ Administrative appointment, full year

~ Part-time

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

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

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

Credits: 1/2

HUM 121 Studies in Language: Language Variation and Change (ENG 122)

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

Credits: 1/2

HUM 196 Religion and Literature (REL 196)

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.

Credits: 1

HUM 277 Special Topics in Humanities: Literature

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

Prerequisite: None.

Credits: 1

HUM 278 Special Topics in Humanities: Language

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

Prerequisite: None

Credits: 1

HUM 296 Religion and Literature (REL 296)

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

Credits: 1 or 1/2

DEPARTMENT OF ART

Faculty: D. Calisch (chair), E. Morton, S. Rossi

The Curriculum

Course work takes place on three levels: Foundations (100 level), Intermediate (200 level), and Advanced (300 and 400 level). On all three levels, the student is asked to develop his ability to understand, and to assign ideas and emotions visual form. This progress is realized through improving technical control of particular media or deepening his understanding of visual expression. Both in studio courses and art history offerings, the art student studies the work of other artists, past and present, in order to understand the significance of visual culture. Whether doing studio work or art historical research, students are expected to widen their understanding of the visual world.

The purpose of art history courses is to develop a greater understanding of human creativity as manifested in the visual imagery 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 art making.

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 and/or art historian. He has realized that art making 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 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 be sufficiently able to arrive at insights that can be expressed through it 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 the choice within the art major of focusing in either Studio or Art History. Both “tracks” 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 20th Century Art History. 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 exam is structured to allow the student a choice of questions that best test their “track” within the major.

Requirements for a MAJOR: Studio Track

Foundation Level Courses:

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

120 2-D Art, one course credit.

121 3-D Art, one course credit.

123 Ceramics, one course credit.

Intermediate Level Courses:

Take both courses.

- 227 Sculpture, one course credit.
- 228. Painting, one course credit.

Advanced Level Courses:

Take one course credit.

- 330 and/or 331 Advanced Studio

Senior Studio:

Take one course credit.

- 432 and/or 433 Senior Studio

In addition, a student taking a studio track must take two Art History course credits including:

- 209. 20th Century Art History, one course credit.
- One additional course credit from 103, 104, 105, 207, 208, 210, 311, and 312

Recommended courses:

Students considering graduate school in art should meet early and often with departmental faculty to discuss future goals and course selection. Students anticipating graduate school should plan to take an eleven-course major including Art 120, 121, 122 and 312.

Requirements for a MAJOR: Art History Track

Seven courses from Art History offerings as follows:

Take three courses from the following:

Art 101 and at least one course must be taken in Classical or Non-Western Art History (ART 103, 104, 105).

- 101 History of Western Art, one course credit.
- 103 Greek Art and Archaeology [Same as CLA 103], one course credit.
- 104 Roman Art and Archaeology [Same as CLA 104], one course credit.
- 105 The Spirit Visualized: Ritual Objects and Native American Cultures, one course credit.
- 207 Renaissance and Baroque, one course credit.
- 208 19th Century Art, one course credit.

Take three course credits (all):

- 209 20th Century Art, one course credit.
- 210 Special Topics in Art History, one course credit.
- 311 Art Theory and Criticism, one-half course credit.
- 312 Post Modern Art and Culture, one-half course credit.

Take one course credit:

- 434/435 Senior Project in Art History, one course credit.

In addition, students will select two course credits from the following list of studio courses;

- 120 2-D Design, one course credit.
- 121 3-D Design, one course credit.
- 122 Life Drawing, one-half course credit.
- 123 Ceramics, one course credit.
- 124 Photography, one course credit.
- 225 Special Topics in Studio, one-half or one course credit.

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 broad 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 to take an eleven-course major and should also consider taking more than the recommended two years of foreign language. Minor in a foreign language is excellent preparation.

Requirements for an ART MINOR:

Note: An Art Minor will consist of the following three required courses: any Art History (*excluding 101*), 120, and 121 or 123, and two additional art courses, one of which must be at the 200 or 300 level.

Course Descriptions—Art History

ART 101 History of Western Art

This course will survey the history of Western art, from the end of the ancient world in the fourth century to the end of Modernism in the late 20th century and beyond. We will look at Medieval and Gothic art, the Renaissance and Baroque, Modernism and Postmodernism, taking note of the unity—and the ruptures—in this broad sweep of Western cultural production. We will examine the various media of physical and visual expression: architecture, sculpture, painting. We will inquire into the connections between the art of Western culture and the processes of historical change that affected that culture and its institutions. Along the way, we will acquaint ourselves with the methodologies of art history, and with the particular, established vocabularies of art description. The student will learn to articulate, verbally and in writing, the specifically visual qualities of works of art, as well as their many historical circumstances. This course is offered in the spring semester 2011-2012.

No prerequisite.

Credits: 1

ART 103 Greek Art and Archaeology (CLA 103)

A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age. This course is not offered in 2011-2012.

No prerequisite.

Credits: 1

ART 104 Roman Art and Archaeology (CLA 104)

A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome. This course is not offered in 2011-2012.

No prerequisite.

Credits: 1

ART 105 The Spirit Visualized: Ritual Objects and Native American Cultures

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 and artists, 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. This course is not offered in 2011-2012.

Prerequisite: None

Credits: 1

ART 207 Renaissance and Baroque

This course will survey 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 15th century to the papal courts of 16th-century Rome and the absolutist monarchies of 17th-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.

Prerequisite: None

Credits: 1

ART 208 19th Century Art

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

Prerequisite: None

Credits: 1

ART 209 20th Century Art

This course will survey the history of Modern art from the 1900s to the present, beginning in Paris, expanding to Europe, and eventually to New York and beyond. We will ask several questions about the works we look at: What is modern about modern art? Why does the way art looks change over time, and what directs that change? What is the relationship between art and the artists and societies that produce it? What is its relationship to our lives today? Is Modernism over? To answer these questions, we will look closely at the artworks themselves, as well as the writings of artists and critics, and the history of the society and culture that considered itself “modern.” This course is offered in the fall semester 2011-2012.

Prerequisite: None.

Credits: 1

ART 210 Special Topics in Art History

The objective of this class is to develop the student’s understanding of art history. Through the analysis of a particular theme or topic, students will gain a greater understanding of visual communication and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor’s approval. Examples of course topics: Building for the Spirit; Religious Architecture from Antiquity to the Present; Women in Art; The Image of Man; Monumentality; Introduction to African Art; African American Art; The Art of the Ancient Americas; and Latin American Art. This course is offered in the spring semester 2011-2012.

Prerequisite: Permission of the instructor.

Credits: 1

ART 311 Art Theory and Criticism

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

writing about visual art, between art and its criticism, and the ever narrowing gap between the two. Students should expect to do a significant amount of reading and writing. This course is offered the first half of the fall semester 2011-2012.

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

Credits: 1/2

ART 312 Post Modern Art and Culture

Modernism, as an art form and a historical/cultural condition, took many distinct forms and set out various contradictory goals. It has been said not only that the project of modernity is unfinished, but that every modernism has its own postmodernism. What does it mean to say that we are no longer modern, that the new is now old? Together we will discuss these questions from a variety of different angles, equipped with a variety of approaches. The course will concentrate on the relationships between art, culture, politics, and critical, theoretical writing. We will attempt to make sense out of what is often contentious, playful, contradictory, or even willfully obscure in contemporary art and criticism. This course is important for anyone wishing to participate in the contemporary public debates about the meaning and value of art and culture. This course is offered the second half of the fall semester, 2011-2012.

Prerequisite: Art 209 and junior or senior standing, or consent of instructor.

Credits: 1/2

ART 434 Senior Project in Art History

Fall semester.

Prerequisite: Senior standing.

Credits: 1

ART 435 Senior Project in Art History

Spring semester.

Prerequisite: Senior standing.

Credits: 1

Course Descriptions—Studio Art

ART 120 Introduction to Studio: 2-D Design

The course is designed to help the student learn to work with basic two-dimensional concepts and their vocabulary. The course investigates the elements of design, studies the interaction of color, and introduces students to freehand drawing. Projects will address conceptual and perceptual problems through a variety of media. This course is offered in the fall semester 2011-2012.

Prerequisite: None

Credits: 1

ART 121 Introduction to Studio: 3-D Design

This foundation course will expose the student to basic three-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 materials such as cardboard, wire, wood, clay, styro-foam, and plaster. This course is offered in the spring semester 2011-2012.

Prerequisite: None

Credits: 1

ART 122 Life Drawing

An investigation of the human figure as a means of expression, with emphasis on proportion, structure, line, value, and other aspects of composition. The student will pursue historical and contemporary approaches to the human figure through various media. Students who have successfully completed Art 122 and wish to

continue their work with the human figure should consult with the department chair. This course is offered the first half of the spring semester 2011-2012.

Prerequisite: None

Credits: 1/2

ART 123 Ceramics

An introduction to the basic techniques of clay. The course will investigate the methods and aesthetics of ceramics, both functional ware and sculptural form. The course will also explore the historical perception of pottery and the contemporary uses of clay as a sculptural medium. This course is offered in the fall semester 2011-2012.

Prerequisite: None

Credits: 1

ART 124 Photography

Students will first 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. The course will transition from wet darkroom techniques to computer-based image creation. (Each student must have his own 35-mm film camera with manual controls.) This course is offered in the spring semester 2011-2012.

Prerequisite: None

Credits: 1

ART 225 Special Topics in Studio

The objective of this class is to develop the student's ability to think visually. Through the analysis of a particular theme, topic, medium, or technique, students will gain a greater understanding of visual communication, creative expression, and its history. Since the content of this course varies from year to year, it may be repeated for credit upon the instructor's approval. This course is offered in the spring semester 2011-2012.

Credits: 1 or 1/2

Studies in Abstraction

This course will examine the various approaches used in the production and understanding of abstract art, ranging from analytical examination of the physical world to nonobjective invention. Students will explore how line, form, color, space, texture, emphasis, continuity, and balance can become the subject matter of abstract art. Students will also consider how one discusses critical issues of a work of art when that work is absent traditional subject matter. This course is offered the second half of the spring semester 2010-2011.

Prerequisite: Any one of the following courses: Art 120, 122, or 209.

Credits: 1/2

The Figure in Context

This course will focus on the dynamics of the human body in drawing and painting compositions. Through a variety of media, the student will explore how the human figure, as subject, is composed to establish the mood, drama, and emotion of the human experience. This course will also consider how artists, both past and present, have organized figure composition for maximum visual effect. This course is not offered in 2010-2011.

Prerequisite: Art 122, and for students wishing to investigate this topic through painting, Art 228 is also required.

Credits: 1/2

ART 227 Sculpture

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. This course is offered in the fall semester 2011-2012.

Prerequisite: Either Art 121 or 123.

Credits: 1

ART 228 Painting

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 paint. This course is offered in the fall semester 2011-2012.

Prerequisite: Art 120.

Credits: 1

ART 330 Advanced Studio

For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to materials, techniques, and concepts. This course is offered in the fall semester 2011-2012.

Prerequisite: Art 120 or 121 and one of the following: Art 122, 123, 124, 227 or 228.

Credits: 1 or 1/2

ART 331 Advanced Studio

For students wishing to continue serious pursuit of art making in any of the studio areas, including multi-media and other non-traditional means of expression. This course emphasizes greater independence in approach to materials, techniques, and concepts. This course is offered in the spring semester 2011-2012.

Prerequisite: Art 120 or 121 and one of the following: Art 122, 123, 124, 227 or 228.

Credits: 1 or 1/2

ART 387 Independent Study

Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a department member before registering for the course. This course may be offered in the fall semester 2011-2012.

Prerequisites: 2 previous art courses and permission of the instructor.

Credits: 1 or 1/2

ART 388 Independent Study

Individual research projects. The manner of study will be determined by the student in consultation with the instructor. Students must receive written approval of their project proposal from a department member before registering for the course. This course may be offered in the spring semester 2011-2012.

Prerequisite: 2 previous art courses and permission of the instructor.

Credits: 1 or 1/2

ART 432 Senior Studio

Art majors must examine a specific visual theme or concept, develop the idea through their selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or group exhibit, depending on the requirements of the project and the availability of exhibition space. This course is offered in the fall semester 2011-2012.

Prerequisite: Art 330 or 331 and senior standing.

Credits: 1 or 1/2

ART 433 Senior Studio

Art majors focusing in studio must examine a specific visual theme or concept, develop the idea through their selected mediums, and install an exhibition of the results of that study. The exhibition may be a one-man or

group exhibit, depending on the requirements of the project and the availability of exhibition space. This course is offered in the spring semester 2011-2012.

Prerequisite: Art 330 or 331 and senior standing.

Credits: 1 or 1/2

DEPARTMENT OF CLASSICAL LANGUAGES AND LITERATURES

Faculty: D. Kubiak (chair), J. Hartnett***, I. Köster, M. Sears

****Sabbatical 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 the ancient world more deeply, they can major or minor in any of three areas, Latin, Greek, and classical civilization, according to the schemes described below. The Classics Department encourages students interested in Greece and Rome to experience its physical remains directly through study abroad or immersion trips.

Courses in the Classics Department seek to help students to:

(in Latin and Greek courses)

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

(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 divinity, life and death, sexuality and gender, social and political justice, and the like
- Study the historical contexts out of which there developed such fundamental Western institutions as the Christian religion and representative democracy
- Learn skills of critical thinking such as reading and interpreting difficult texts, generating information about them through research, solving problems about them and answering questions they raise, and presenting their findings to others orally and in writing

A major concentration in Greek will normally consist of four Greek courses beyond the elementary (Greek 101, 102) level, two courses in Latin beyond the elementary (Latin 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, 103, 105, 111 (when applicable), 112 (when applicable), 113 (when applicable), 211 (when applicable), 212 (when applicable), 213 (when applicable), Philosophy 140, 249 (when applicable), Political Science 330 (when applicable), and Rhetoric 320.

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

A major concentration in Latin will normally consist of four Latin courses beyond the elementary (Latin 101, 102) level, two courses in Greek beyond the elementary (Greek 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, 111 (when applicable), 112 (when applicable), 113 (when applicable), 211 (when

applicable), 212(when applicable), 213/ (when applicable), Political Science 330 (when applicable), Rhetoric 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: five courses, at least one of which requires a prerequisite (Latin and Greek courses beyond the 102 level may count as part of the five courses); one course in Greek or Latin beyond the elementary (101, 102) level (this course does not count toward the five courses listed above); Classics 400; courses in ancient Greek and Roman Philosophy, Ancient Rhetoric (RHE 320) and Ancient Political Theory (PSC 330) (when applicable) also count toward the major.

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. Greek or Latin courses at the 102 level and above also count toward the minor.

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the *Teacher Education* section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions—Classical Civilization

CLA 101 Classical Mythology

An introduction to the content and form of the major ancient myths, chiefly Greek. The emphasis will be on interpretation, with topics to include myth, folk-tale, legend, myth and ritual, psychological uses of myth, and the structuralist school of Claude Lévi-Strauss. Particular attention will be paid to male/female archetypes, with secondary readings from Camille Paglia and Robert Bly. Comparison will also be made to several non-western mythologies. Counts toward Area of Concentration in Gender Studies. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

Credits: 1

CLA 103 Greek Art and Archaeology (ART 103)

A consideration of the art and architecture of Greece from an archaeological and art historical point of view. The course will cover material from the Bronze Age to the Hellenistic Age. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

Credits: 1

CLA 104 Roman Art and Archaeology (ART 104)

A consideration of the origin and development of Roman art and architecture from the Etruscans to late imperial Rome. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2013 and 2015.

Credits: 1

CLA 105 Greek Civilization (HIS 211)

A survey of Greek political, military, cultural, and literary 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.). A thematic focus will be the origins, evolution, and problems of the most important Greek political-social-cultural structure, the polis, or "city-state." This course is offered alternate years in the fall semester. Next anticipated offerings will be fall semesters of 2013 and 2015.

Credits: 1

CLA 106 Roman Civilization (HIS 212)

A survey of Roman political, military, cultural, and literary 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.). A thematic focus will be on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered alternate years in the spring semester. Next anticipated offerings will be spring semesters of 2014 and 2016.

Credits: 1

CLA 111 Special Topics in Literature and Culture

An introductory course that focuses on a specific topic in ancient literature or culture and requires no previous work. Course may be repeated as topic changes.

Credits: 1

CLA 112 Special Topics in Art and Archaeology

An introductory course that focuses on a specific topic in ancient art or archaeology and requires no previous work. Course may be repeated for credit as topic changes.

Credits: 1

CLA 113 Special Topics in Ancient History (HIS 210)

An introductory course that focuses on a specific topic in ancient history and requires no previous work. Course may be repeated as topic changes.

Prerequisite: permission of instructor.

Credits: 1

CLA 140 Philosophy of the Classical Period (PHI 140)

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

Credits: 1

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

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

Credits: 1

CLA 211 Special Topics in Literature and Culture

A more advanced course that focuses on a specific topic in ancient literature or culture and requires previous work. Course may be repeated as topic changes.

Prerequisite: dependent upon topic

Credits: 1

CLA 212 Special Topics in Art and Archaeology (ART 210, HIS 310)

A more advanced course that focuses on a specific topic in ancient art or archaeology and requires previous work. Course may be repeated for credit, since topic changes.

Credits: 1

CLA 213 Special Topics in Ancient History (HIS 210)

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

Prerequisite: permission of instructor.

Credits: 1

CLA 220 Classical Rhetoric (RHE 320)

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

Credits: 1

CLA 287 Independent Study

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

Prerequisite: Permission of the department chair is required.

Credits: 1 or 1/2

CLA 288 Independent Study

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

Prerequisite: Permission of the department chair is required.

Credits: 1 or 1/2

CLA 387 Independent Study

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

Prerequisite: Permission of the department chair is required.

Credits: 1 or 1/2

CLA 388 Independent Study

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

Prerequisite: Permission of the department chair is required.

Credits: 1 or 1/2

CLA 400 Focused Discussion of a Topic and Senior Reading

A seminar on a selected topic with a paper supervised by a member of the department-

Credits: 1

Greek

Course Descriptions—Language Studies

GRK 101 Beginning Greek

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four recitations each week. Greek 101 is taught in the fall semester; Greek 102 in the spring semester.

Credits: 1

GRK 102 Beginning Greek

This course includes the study of elementary grammar, the reading of selected pieces of Greek literature, and a general introduction to the literature and civilization of ancient Greece. Four recitations each week. Greek 101 is taught in the fall semester; Greek 102 in the spring semester.

Prerequisite: Successful completion of Greek 101.

Credits: 1

GRK 330 Greek Composition

A systematic review and study of fundamental Greek forms and constructions with practice in writing Greek sentences. This course is offered fall or spring semester by arrangement.

Prerequisites: Greek 101, 102.

Credits: 1 or 1/2

Course Descriptions—Literature and Fine Arts

GRK 201 Intermediate Greek

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

Prerequisites: Greek 101, 102.

Credits: 1

GRK 210 New Testament Greek

Selected readings in the New Testament. One-half or one course credit by arrangement. This course is offered on request. The material will be varied from year to year and the course may be elected more than once.

Prerequisites: Greek 101, 102.

Credits: 1 or 1/2

GRK 301 Advanced Greek: Poetry

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

Prerequisite: Greek 201.

Credits: 1

GRK 302 Advanced Greek: Prose

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

Prerequisite: Greek 201..

Credits: 1 or 1/2

GRK 303 Advanced Greek: Homer

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

Prerequisite: Greek 201.

Credits: 1

GRK 387 Independent Study

Students desiring to perform independent study in Greek (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. By arrangement.

Prerequisite: Permission of the department chair is required.

Credits: 1 or 1/2

GRK 388 Independent Study

Students desiring to perform independent study in Greek (specialized work in an author, period or genre) should plan this work with the instructor who will supervise the project. By arrangement.

Prerequisite: Permission of the department chair is required.

Credits: 1 or 1/2

GRK 400 Focused Discussion of a Topic and Senior Reading

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

Credits: 1

Latin**Course Descriptions—Language Studies****LAT 101 Beginning Latin**

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. *Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such students cannot take Latin 101 for credit, but Latin 102 may be taken for credit if they do not place into Latin 201.*

This course is offered in the fall semester.

Credits: 1

LAT 102 Beginning Latin

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. *Students with more than two years of high school Latin who wish to continue the language must take a placement exam. Such*

students cannot take Latin 101 for credit, but Latin 102 may be taken for credit if they do not place into Latin 201. This course is offered in the spring semester.

Prerequisite: Latin 101 or placement by exam

Credits: 1

LAT 330 Composition

A systematic review and study of fundamental Latin forms and constructions with practice in writing Latin sentences. This course is offered in the fall and spring semester by arrangement.

Prerequisites: Latin 101, 102, or their equivalent.

Credits: 1 or 1/2

Course Descriptions—Literature and Fine Arts

LAT 201 Intermediate Latin

This course is intended to satisfy the needs of two classes of students: (1) those with previous preparation in Latin (usually two years or more in high school) whose performance on the Placement Test shows that they need only a semester's work to reach the Basic Proficiency level; (2) students who have completed 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. *If a student who places into Latin 201 completes the course with a grade of B- or better, he will receive an additional course credit in Latin; this course credit does not count towards the major or minor.*

Credits: 1

LAT 210 Medieval Latin

Readings in Medieval Latin prose and poetry. Offered on request.

Prerequisites: Latin 101, 102, or equivalent preparation.

Credits: 1 or 1/2

LAT 301 Advanced Latin: Poetry

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

Prerequisite: Latin 201 or equivalent preparation.

Credits: 1

LAT 302 Advanced Latin: Prose

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

Prerequisite: Latin 201 or equivalent preparation.

Credits: 1

LAT 303 Advanced Latin: Vergil

Readings in Latin selected from the corpus of Vergil, with special emphasis on the Aeneid. This course is offered in alternate years in the spring semester.

Prerequisite: Latin 201 or equivalent preparation.

Credits: 1

LAT 387 Independent Study

Students desiring to perform independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. By arrangement.

Prerequisite: Permission of the department chair is required. Since course content varies, may be taken more than once.

Credits: 1 or 1/2

LAT 388 Independent Study

Students desiring to perform independent study in Latin (specialized work in an author, period, or genre) should plan this work with the instructor who will supervise the project. By arrangement.

Prerequisite: Permission of the department chair is required. Since course content varies, may be taken more than once.

Credits: 1 or 1/2

LAT 400 Focused Discussion of a Topic and Senior Reading

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

Credits: 1

DEPARTMENT OF ENGLISH

Faculty: M. Hudson (chair), T. Bambrey, C. Benedicks, E. Freeze, D. Herring~, T. Herzog**, T. Lake*, J. Lamberton, W. Rosenberg, A. Szczeszak-Brewer

* *Sabbatical leave, fall semester*

** *Sabbatical leave, spring semester*

~ *part-time*

The English Department faculty offers a wide range of courses in literature, creative and expository writing, and media studies. The course offerings are divided into introductory, intermediate, and advanced courses that meet the general and specialized needs of English majors and minors, as well as students throughout the college. The courses aim to develop careful readers and accomplished writers who possess skills of comprehension, analysis, interpretation, synthesis, and evaluation. The study of literature fosters a widening of the mind's horizons and a deepening of the heart. It enables us to make connections between our present historical moment and the past, thereby giving our vision depth and perspective. It gives us a sense of our common human journey as well as of our extraordinary possibilities. The poem, the play, the story, the essay: they are the best means we have for self-understanding, as individuals and as a species.

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

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

Requirements for the Major in Literature: Majors are required to take the following English courses: (1) three of the six core survey courses (English 214-220) (These three courses should be completed by the end of the junior year); (2) English 297 (preferably in the freshman or sophomore year); (3) four additional full courses (or their equivalent), including at least two full course credits labeled "Studies in..." and one "Seminar" course. 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 six courses should help him determine those critical approaches most appropriate to his literary interests.

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

The typical sequence for a student in the creative writing track would start with English 110, the multi-genre course (in fiction, poetry, and nonfiction). That would be followed by a 200 level intermediate course in a single genre, then a 300 level advanced course in that same genre. As a senior, the student would take English

497 and English 498/499 (two half-credit courses, in which the student develops a portfolio of work in his chosen genre).

For **Senior Comprehensives**, literature majors must pass two department examinations: (1) an analysis of an unfamiliar text; and (2) an essay on a comprehensive question. . . Creative Writing majors must pass two departmental examinations: (1), an analysis of an unfamiliar text; and (2), an essay on a question of literary craft or technique.

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

Requirements for the Minor: Five full-credit courses, not including 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. These proposals need to be submitted by the end of the first semester of the student's junior year.

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

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

Introductory Courses

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

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

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

Intermediate Courses

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

Advanced (Seminar) Courses

Two sections of English 497 are the two Advanced Courses offered every fall. These are seminars designed

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the *Teacher Education* section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

ENG 101 Composition

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

Credits: 1

Course Descriptions—Language Studies

ENG 110 Special Topics in Language: Introduction to Creative Writing

This is an introductory course in Creative Writing. English 190 will offer students an opportunity to read and write in several genres: fiction, poetry, and creative nonfiction. The course will focus on writing through the practice of various methods of generation used by established writers, designed to introduce students to issues of language, form, image, character, and structure. Students will also learn critical tools for assessing good writing and be introduced to the workshop model for discussing creative work. Students will acquire these tools through peer review, through close reading of contemporary texts, and through revision. The course is especially suited to students who would like to learn a variety of creative genres before committing themselves to genre-specific creative writing courses. This course is offered in the fall semester, 2011.

Credits: 1

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

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

Credits: 1/2

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

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

Credits: 1/2

Note: **ENG 122** and **ENG 121** are designed as a two course sequence, so students are advised to register for both.

ENG 202 Writing with Power and Grace

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

Credits: 1

ENG 210 Special Topics in Creative Writing

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

Prerequisite: English 110 or consent of the instructor.

Credits: 1

ENG 211 Creative Non-Fiction

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

Credits: 1

ENG 212 Creative Writing: Poetry

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

Credits: 1

ENG 213 Creative Writing: Short Fiction

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

Credits: 1

ENG 311 Advanced Workshop in Creative Nonfiction

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

Prerequisite: English 211

Credits: 1

ENG 312 Advanced Workshop in Poetry

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

Prerequisite: English 212

Credits: 1

ENG 313 Advanced Workshop in Fiction

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

Prerequisite: English 213

Credits: 1

ENG 387 Independent Study in Language

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

Prerequisites: Permission of the instructor and approval of the Department chair.

Credits: 1 or 1/2

ENG 410 Advanced Composition: Academic and Professional Writing

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

Prerequisite: Junior or senior standing or permission of the instructor.

Credits: 1

ENG 411 Advanced Composition: Business & Technical Writing

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

Prerequisite: Junior or senior standing or permission of the instructor.

Credits: 1

Eng 498/499 Creative Writing Capstone Portfolio Course

In these two half-credit courses, the student writes and revises a portfolio of his work in a single genre. The portfolio should include the author's best work, accompanied by an introductory aesthetic statement. During

the first semester in 498, the student will meet in workshop with other senior writers in their chosen genre. In the second semester in 499, the graduating writing concentrator will further develop and revise his portfolio, and give a reading of his work. The portfolio courses will provide workshops to help students in publication and in application to graduate programs. Readings in the courses will be varied; some will be guides for practical instruction, others will be theoretical or craft texts to help the student find formal coherence in his portfolio.

Prerequisites: 300-level workshop, majors only

Credits: 1/2

Course Descriptions—Literature

Introductory Courses

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

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

ENG 105 Introduction to Poetry

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

Credits: 1/2

ENG 106 Introduction to Short Fiction

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

Credits: 1/2

English 107 History and Drama: Science and Scientists

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

Offered second half, fall semester.

Credits: 1/2

ENG 109 World Literature in Translation

This course will focus on 20th-century literature in translation from South America, the Caribbean, Europe, Japan, China,

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

Credits: 1

ENG 160 Multicultural Literature in America

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

Credits: 1

ENG 214 Introduction to British Literature after 1900

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

Credits: 1

ENG 215 Introduction to Medieval and Renaissance Literature

The study of English literature from its beginnings to the end of the Renaissance. Readings will include *Beowulf*; selections from Chaucer's *Canterbury Tales*; Elizabethan poetry, drama and prose; and Milton's *Paradise Lost*. This course is offered in the spring semester.

Credits: 1

ENG 216 Introduction to Shakespeare

A study of the plays and sonnets of Shakespeare. Analyzing Shakespeare's dramatic and poetic techniques, we will examine some of the comedies, histories, and tragedies of the greatest dramatist in English. We will also look at the plays' major themes, styles, and sources. This course is offered in the fall semester.

Credits: 1

ENG 217 English Literature, 1660-1800

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

Credits: 1

ENG 218 Introduction to English Literature, 1800-1900

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

offered in the spring semester.

Credits: 1

ENG 219 Introduction to American Literature before 1900

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

Credits: 1

ENG 220 Introduction to American Literature after 1900

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

Credits: 1

ENG 260 Multi-Cultural Literatures

Introduction to Black Studies

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

Credits: 1

ENG 297 Introduction to the Study of Literature

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

Credits: 1

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. Typical courses include the following topics, which are generally repeated every two or three years (please note these are examples). Students should consult course listings for current offerings.

ENG 300 Studies in Historical Contexts

The Literature of the American 1920's

"Here was a generation," wrote F. Scott Fitzgerald in the aftermath of the Great War, "grown up to find all Gods dead, all wars fought, all faiths in mankind shaken." This course examines the literature and culture of the 1920's in America and, in passing, the American civilization that produced an extraordinary number of talented writers. We will focus upon major writers and significant texts of this decade—the Roaring Twenties, the jazz age, the great age of sport, the age of leisure, the plastic age. The 20's produced great literature and great literary figures. We will choose from among the best of the period. Writers may include Ernest Hemingway, F. Scott Fitzgerald, Willa Cather, Sherwood Anderson, Sinclair Lewis, Eugene O'Neill, T.S. Eliot, John Dos Passos, Robert Frost, William Faulkner (and perhaps others of lesser renown).

Credits: 1

King Arthur, Romance and Chivalry

What was the medieval chivalric code? How did it define the knight's relationship to his lord or his lady? How closely does Arthurian literature reflect actual medieval behavior? We will explore these kinds of questions by examining texts such as *The Art of Courtly Love*, *Sir Gawain and the Green Knight*, and Malory's *Morte D'Arthur*. Finally, this class will consider idealized codes for living embedded in contemporary culture to see how (and if) chivalry operates in the world today.

Credits: 1

Beat Poetry

Though Ginsberg is dead and Snyder is 80, 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 read Jack Kerouac's *On the Road*, but otherwise 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 50's. The course will include the class production of a performance of the famous Six Gallery Reading in which Ginsberg, Snyder, McClure, and others participated.

Credits: 1/2

ENG 310 Studies in Literary Genres

Science Fiction

In this course we will consider the development and variety of science fiction literature, both in America and abroad. We will begin with early classics, such as H.G. Wells' *The Time Machine*, but we will focus on modern American authors such as Philip K. Dick, Ursula LeGuin, and Dan Simmons; and some European and Japanese authors as well. I am particularly interested in the way this genre stretches our conceptions of literary form.

Credits: 1

American Nature Writing

Even in the 21st century, Americans remain haunted by the power and beauty of their landscapes

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

Credits: 1

Postmodern Fiction

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

Credits: 1

American Theater and Drama (THE 213)

This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include *The Contrast*, *Secret Service*, *Uncle Tom's Cabin*, *Long Day's Journey Into Night*, *A Moon for the Misbegotten*, *Awake and Sing!*, *The Little Foxes*, *Our Town*, *The Skin of Our Teeth*, *Mister Roberts*, *A Streetcar Named Desire*, *The Night of the Iquana*, *Death of a Salesman*, *The Crucible*, *A Raisin in the Sun*, *The Zoo Story*, *Who's Afraid of Virginia Woolf?*, *Glengarry Glen Ross*, *True West*, *Brighton Beach Memoirs*, *The Colored Museum*, *A Perfect Ganesh*, *Fences*, *Angels in America*, *How I Learned to Drive*, and *The America Play*. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States.

Students taking this course for credit toward the English major or minor must have taken at least one previous course in English or American literature. No more than one course taken outside the English Department will be counted toward the major or minor in English.

Credits: 1

ENG 320 Study in Literary Modes

American Modernism

This course explores the literature and culture of the United States in the early part of the 20th century, with its overlapping milieu of high modernists, Harlem Renaissance writers, young bohemians, and political radicals. We will examine the profound redefinitions of the self catalyzed by the rise of psychology, rapid urbanization and mechanization, and the Great War, and we'll discuss the public's response to the varied artistic movements of the period, from Primitivism's allure to the impersonal promise of Futurism. From painting to film, from Gertrude Stein's *Three Lives* to Langston Hughes's

poetry and Meridel Le Sueur's reportage, this course will examine a variety of texts that contributed to the literary experimentation and extraordinary achievement of the period. Other readings may include but are not limited to Sherwood Anderson's *Winesburg, Ohio*, Zona Gale's *Miss Lulu Bett*, T. S. Eliot's *The Waste Land and Other Poems*, Willa Cather's *The Professor's House*, Ernest Hemingway's *In Our Time*, William Faulkner's *The Sound and the Fury*, Nella Larsen's *Passing*, F. Scott Fitzgerald's *The Great Gatsby*, and poetry by Williams, Taggard, Stevens, Frost, Cummings, Moore, and Millay.

Credits: 1

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.

Credits: 1

ENG 330 Studies in Special Topics: Literature of War

Modern Literature of War

A character in Tim O'Brien's Vietnam Novel, *Going After Cacciato*, comments that "things may be viewed from many angles. From down below, or from inside out, you often discover entirely new understandings." This course will examine the age-old theme of conflict in general and war in particular (WWI and Vietnam) as viewed from various angles and presented in different literary and media forms (poetry, fiction, nonfiction, and film). We will also study the biographical, literary, historical and cultural contexts in which the various works are written. Through research, panels, readings, critical papers, films, slides, and discussion, our principal goal will be an in-depth assessment of the literary treatment of this major theme across time and genres. Writers and texts studied in this class will be Joseph Conrad, *Heart of Darkness*; Erich Maria Remarque, *All Quiet on the Western Front*; Ernest Hemingway, *A Farewell to Arms*; Graham Greene, *The Quiet American*; *World War One British Poets*; Bao Ninh, *The Sorrow of War*; Tim O'Brien, *Going After Cacciato*; Pat Barker, *Regeneration*; and Larry Heinemann, *Paco's Story*.

Credits: 1

ENG 340 Studies in Individual Authors

George Bernard Shaw

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

Credits: 1/2

Herman Melville

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

Credits: 1

(Post) Colonial Joyce

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

Prerequisite: Junior or Senior standing

Credits: 1

Two Kinsmen: William Butler Yeats and Ezra Pound

William Butler Yeats and Ezra Pound were close friends for a time, living a portion of each year in Stone Cottage in the Sussex countryside (1913-1916): Yeats, the already distinguished Irish poet, and Pound, 20 years Yeats' junior, the brash and brilliant American émigré. Together, they would become two of the principal architects of international Modernism. They shared a dream of poetry as a high and sacred calling and would produce some of the 20th century's most memorable verse. Their years together at Stone Cottage proved to be a crucible for Modernism, and helped move Pound from his rather dreamy-eyed Victorianism to a tougher and often satiric mode of poetry. Both poets continued to develop, and both would engage the broken history of the twentieth century more and more deeply. Yeats' poetry grew more vigorous and passionate as he aged, while Pound's grew more fractured, but no less ambitious. Pound became the greatest translator of poetry into English and the author of a vast, difficult epic, *The Cantos*. Yeats simply became the greatest poet in English of the past century. In this course, conceived in honor of the centennial of Pound's brief tenure at Wabash (1907-1908), we will trace the development of both poets' work and the formal and thematic connections between them.

Credits: 1

ENG 350 Studies in Media: Literature and Film

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

Credits: 1

ENG 360 Studies in Multicultural/National Literatures

African-American Literature: The Novel

African Americans have employed the novel form in a variety of ways. In this course we will sample this rich tradition in works by F.E.W. Harper, Charles Chesnut, 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. This course is offered in the fall semester.

Credits: 1

Jewish American Literature

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

Credits: 1/2

African-American Literature: Introduction

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

Credits: 1

Pen and Protest: Literature and Civil Rights

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

Credits: 1

ENG 370 Studies in Special Topics

Medieval/Modern Literature

Ezra Pound, James Joyce, and T.S. Eliot, arguably the greatest Modernists of 20th century literature in English, drew deep inspiration from the Middle Ages. C.S. Lewis, J.R.R. Tolkien, and Charles Williams, a literary group known as the Inklings, drew even more directly on the Middle Ages in their rich fantasies. In this course, we'll read and study some medieval texts—Beowulf, Chretien's romance, Yvain, some troubadour poetry—and consider their refractions in one major 20th century text, *Personae* (Pound), as well as in more popular works, such as Tolkien's *The Hobbit* and John Gardner's *Grendel*. In the process, we will examine the literary relations between the medieval world and modernism and the diverse medieval worlds "invented" by several interesting 20th century writers.

Credits: 1

African-American Immigration

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

Credits: 1

ENG 388 Independent Study in Literature

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

Prerequisites: Permission of the instructor and approval of the department chair.

Credits: 1 or 1/2

ENG 397 Studies in Critical Reading

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

Credits: 1

Advanced (Seminar) Courses

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

ENG 497 Seminar in English Literature

Fall, 2011 Courses:

Ecocriticism and American Nature Writing

In this senior seminar we will study several essential texts of American nature writing through the lens of ecocriticism, that branch of literary studies which examines the relations among writers, texts, and the biosphere. We will use Greg Garrard's excellent introduction, *Ecocriticism*, and begin our study with several chapters from Henry David Thoreau's *Walden*, that Ur-text of dwelling—living thoughtfully and with care on the land. With Aldo Leopold's *Sand County Almanac*, we'll examine the ethics of dwelling and then read several works that explore our vexed human relationship with nature, Snyder's 1969 book of poems, *Turtle Island*, Williams' memoir, *Refuge*, and Wendell Berry's novel, *Jayber Crow*. We will study some contemporary issues about agriculture and food by viewing the film, *Food, Inc.* and reading the recent novel by Ruth Ozeki, *All Over Creation*. The course will culminate in the writing and presentation of a critical essay on some literary question connected with the course's themes and texts.

Credits: 1

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 three decades. We will also look at gender criticism in relation to other critical currents like formalism, psychoanalysis, multiculturalism, new historicism, post-structuralism, gay studies, and cultural studies. During the first half of the semester we will read theoretical and critical essays, and study a range of works to create a common context for our discussions. We will also study other cultural representations of gender, including television, the web, political ads, and comics. If possible, we will interact with a gender studies course at DePauw. The second half of the semester will be devoted to individual research projects shared with the class.

Credits: 1

Fall 2012 Courses:

Sexualities, Textualities, & Queer Theory

In this course, we will explore the role of sexuality in literature and literary theory, with an emphasis on queer theory. How can paying attention to sexuality and sexual identity deepen our reading of literature? What makes a text “queer”? To what extent are the categories of “gay” or “straight” stable or useful lenses for examining ourselves or the books we read? We will ground our inquiry in the works of literary and cultural theorists such as Michel Foucault (*The History of Sexuality, Volume I*), Eve Kosofsky Sedgwick (*Between Men: English Literature and Male Homosocial Desire*) and Judith Butler (*Gender Trouble*). Our readings will span multiple genres and time periods: authors to be considered include Shakespeare, Tennyson, Gustave Flaubert, Jeanette Winterson, Jeffrey Eugenides, and others. Assignments include weekly reading responses, several mid-length papers, a presentation, and a substantial research paper.

Credits: 1

Literary Perspectives of American Soldier-Authors Fighting and Writing the Vietnam War

A character in Tim O’Brien’s Vietnam novel *Going After Cacciato* comments that “things may be viewed from many angles. From down below, or from inside out, you often discover entirely new understandings.” This course will examine the age-old theme of conflict in general and one war in particular (Vietnam) as viewed from various angles and presented in different literary and media forms (fiction, nonfiction, and film). We will also study the biographical, literary, historical, gender, political, and cultural contexts in which the various works are produced. These prize-winning and highly acclaimed readings will place characters within situations that include Vietnam in the early 1950s and 1960s, ground combat from 1965 to 1975, and the war’s aftermath for Americans and the Vietnamese. We will read texts by American soldier-authors Philip Caputo, Karl Marlantes, Tim O’Brien, Larry Heinemann, and Robert Olen Butler. Our principal goal will be to evaluate the literary treatment of this major historical event and its impact on some of the participants.

Credits: 1

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Faculty: D. Rogers** (chair), S. Chou, G. Gómez*, J. Hardy, Q. Pullen, G. Redding, T. Stokes, B. Tucker, I. Wilson

* *Sabbatical leave, fall semester*

** *Sabbatical leave, spring semester*

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

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

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

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

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

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

Placement: Students who wish to continue at Wabash with a language studied in high school must enroll at the level determined by the departmental placement policy. Students who have taken at least two years of a language in high school will begin at the 201 level or higher. Placement beyond the 201 level is determined by the Computerized Adaptive Placement Exam and reference to high school transcripts.

Any student may begin at the 101 level in a language that is new to him. For example, a student who is placed in Spanish 301 can choose to enroll in French or German 101 and complete the requirement with the elementary sequence.

Background Credit: A student who starts with the third semester course or higher (201 or 301 level) of a language and completes that course with a B-or better also receives one elective credit for the course im-

mediately preceding the one he has taken. **BACKGROUND CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN THE LANGUAGE.**

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

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

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

An Area of Concentration in Education and Middle and High School Teaching Licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the *Teacher Education* section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

FRENCH

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

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

GERMAN

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

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

RUSSIAN: Minor program not offered 2011-2012.

SPANISH

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

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

FRENCH

Course Descriptions—Language Studies

FRE 101 Elementary French

The student with little or no previous training in French will become grounded in the language and gain some understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. French 101 is taught in the fall semester; French 102 in the spring semester.

Credits: 1

FRE 102 Elementary French

The student with little or no previous training in French will continue building in the language and grow in their understanding of the culture. Successful completion of the course means that one will be able to understand and respond to common conversational situations, read straightforward prose, and write simple but correct French. French 101 is taught in the fall semester; French 102 in the spring semester.

Prerequisite: Successful completion of French 101.

Credits: 1

FRE 201 Intermediate French

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

Prerequisite: French 102 or placement by examination.

Credits: 1

FRE 202 French Language and Culture

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

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

Credits: 1

FRE 301 French Conversation and Composition

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

Prerequisite: French 202 or permission of the instructor and the department chair.

Credits: 1

Course Descriptions—Literature and Culture

FRE 302 Introduction to French Literature

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

Prerequisite: French 301 or permission of the instructor and the department chair.

Credits: 1

FRE 311 Studies in French Language

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

Prerequisite: French 301 or permission of chair.

Credits: 1

FRE 312 Studies in French Culture

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

Prerequisite: French 301 or permission of chair

Credits: 1

FRE 313 Studies in French Literature

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

FRE 314 Special Topics in French

Prerequisite: French 301 or permission of chair

Credits: 1

FRE 401 Senior Seminar in French

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

Prerequisite: Senior status.

Credits: 1

Course Description—Departmental**FRE 176 Special Topics in French Language**

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

Credits: 1 or 1/2

FRE 177 Special Topics in French Literature and Culture

These courses treat topics in French literature, or culture. Conducted in French.

Credits: 1 or 1/2

FRE 187 Independent Study in French

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

Prerequisite: permission of instructor and department chair.

Credits: 1 or 1/2

FRE 188 Independent Study in French

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

Prerequisite: approval of instructor and department chair.

Credits: 1 or 1/2

FRE 276 Special Topics in French Language

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

Credits: 1 or 1/2

FRE 277 Special Topics in French Literature and Culture

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

Credits: 1 or 1/2

FRE 287 Independent Study in French

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

Prerequisite: approval of instructor and department chair.

Credits: 1 or 1/2

FRE 288 Independent Study in French

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

Prerequisite: approval of instructor and department chair.

Credits: 1 or 1/2

FRE 376 Special Topics in French Language

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

Credits: 1 or 1/2

FRE 377 Special Topics in French Literature and Culture

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

Credits: 1 or 1/2

FRE 387 Independent Study in French

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

Prerequisite: approval of instructor and department chair.

Credits: 1 or 1/2

FRE 388 Independent Study in French

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

Prerequisite: approval of instructor and department chair.

Credits: 1 or 1/2

FRE 476 Special Topics in French Language

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

Credits: 1 or 1/2

FRE 477 Special Topics in French Literature and Culture

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

Credits: 1 or 1/2

FRE 487 Independent Study in French

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

Prerequisite: approval of instructor and department chair.

Credits: 1 or 1/2

FRE 488 Independent Study in French

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

Prerequisite: approval of instructor and department chair.

Credits: 1 or 1/2

GERMAN

Course Descriptions—Language Studies

GER 101 Elementary German

The student with little or no previous training in German will become grounded in the language and gain some understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. German 101 is taught in the fall semester; German 102 in the spring semester.

Credits: 1

GER 102 Elementary German

The student with little or no previous training in German will continue building in the language and gain more understanding of the culture of the German-speaking world. Successful completion of the course means that one will be able to understand and respond in common conversational situations, read straightforward prose, and write simple but correct German. German 101 is taught in the fall semester; German 102 in the spring semester.

Prerequisite: Completion of German 101.

Credits: 1

GER 201 Intermediate German

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

Prerequisite: German 102 or placement by examination.

Credits: 1

GER 202 German Language and Culture

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

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

Credits: 1

GER 301 German Conversation and Composition

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

Prerequisite: German 202 or permission of the instructor and the department chair.

Credits: 1

Course Descriptions—Literature and Culture

GER 302 Introduction to Literature

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

Prerequisite: German 301 or permission of the instructor and the department chair.

Credits: 1

GER 312 Studies in German Culture

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

Prerequisite: German 301 and 302 or permission of chair

Credits: 1

GER 313 Studies in German Literature

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

Prerequisite: German 301 and 302 or permission of chair

Credits: 1

GER 314 Topics in German: History of Literature and Culture

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

Prerequisite: German 301 and 302 or permission of chair

Credits: 1

GER 401 Senior Seminar in German

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

Prerequisite: Senior status.

Credits: 1

GER 402 History of German Literature and Culture through Sturm and Drang

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, the Enlightenment, and the Sturm und Drang.

Prerequisite: German 303 or permission of the instructor and department chair.

Credits: 1

GER 403 History of German Literature and Culture from Classicism through the 20th Century

A survey of literature in its historical and cultural contexts from Classicism through the 20th century through critical examination of representative works drawn from major periods and movements.

Prerequisite: German 303 or permission of the instructor and the department chair.

Credits: 1

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

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 177 Special Topics in German Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 187 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

GER 188 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

GER 276 Special Topics in German Language

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 277 Special Topics in German Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 287 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

GER 288 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

GER 376 Special Topics in German Language

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 377 Special Topics in German Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 387 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

GER 388 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

GER 476 Special Topics in German Language

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 477 Special Topics in German Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

GER 487 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

GER 488 Independent Study in German

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

Prerequisite: Approval of the instructor and department chair.

Credits: 1 or 1/2

RUSSIAN

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

SPANISH

Course Descriptions—Language Studies

SPA 101 Elementary Spanish

The student with little or no previous training in Spanish will become grounded in the language and gain some understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. Spanish 101 is taught in the fall semester; Spanish 102 in the spring semester.

Credits: 1

SPA 102 Elementary Spanish

The student with little or no previous training in Spanish will continue building in the language and gain further understanding of Hispanic cultures. Upon successful completion of the course students will understand and respond in common conversational situations, read straightforward prose, and write simple but correct Spanish. Spanish 101 is taught in the fall semester; Spanish 102 in the spring semester.

Prerequisite: Completion of Spanish 101

Credits: 1

SPA 103 Accelerated Introduction to Spanish

Accelerated Introduction to Spanish reviews the basic grammar elements and vocabulary for students with a limited background in High School Spanish. The course covers in one semester the material presented in SPA 101 and 102. Successful completion of the course satisfies the Wabash language requirement and prepares students to move on to SPA 201. Offered every semester.

Prerequisite: permission of the chair

Credits: 1

SPA 201 Intermediate Spanish

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

Prerequisite: Spanish 102 or placement by examination.

Credits: 1

SPA 202 Spanish Language and Hispanic Cultures

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

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

Credits: 1

SPA 301 Spanish Conversation and Composition

This course focuses on the continued development of the student's command of the Spanish language and his understanding of the cultures of the Spanish-speaking world, with an emphasis on speaking and writing. In this course students gain competence in writing and speaking. Selected readings of both Spanish and Spanish American fiction and nonfiction. This course is offered in the fall semester.

Prerequisite: Spanish 202 or permission of the instructor and the department chair.

Credits: 1

Course Descriptions—Literature and Culture

SPA 302 Introduction to Literature

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

Prerequisite: Spanish 301 or permission of the instructor and the department chair.

Credits: 1

SPA 311 Studies in Spanish Language

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

Prerequisite: Spanish 301 and 302 or permission of chair

Credits: 1

SPA 312 Studies in Hispanic Culture

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

Prerequisite: Spanish 301 and 302 or permission of chair

Credits: 1

SPA 313 Studies in Hispanic Literature

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

Prerequisite: Spanish 301 and 302 or permission of chair

Credits: 1

SPA 314 Special Topics in Spanish

Prerequisite: Spanish 301 and 302 or permission of chair

Credits: 1

SPA 401 Spanish Senior Seminar

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

Prerequisite: Permission of the instructor and the department chair

Credits: 1

Course Description—Departmental

SPA 176 Special Topics in Spanish Language

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 177 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 187 Independent Study in Spanish

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

Prerequisite: Approval of the instructor and the department chair.

Credits: 1 or 1/2

SPA 188 Independent Study in Spanish

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

Prerequisite: Approval of the instructor and the department chair.

Credits: 1 or 1/2

SPA 276 Special Topics in Spanish Language

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 277 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 287 Independent Study in Spanish

Topics in literature, language, or culture chosen in consultation with the instructor, discussed in tutorial ses-

sions. 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.

Credits: 1 or 1/2

SPA 288 Independent Study in Spanish

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

Prerequisite: Approval of the instructor and the department chair.

Credits: 1 or 1/2

SPA 376 Special Topics in Spanish Language

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 377 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 387 Independent Study in Spanish

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

Prerequisite: Approval of the instructor and the department chair.

Credits: 1 or 1/2

SPA 388 Independent Study in Spanish

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

Prerequisite: Approval of the instructor and the department chair.

Credits: 1 or 1/2

SPA 476 Special Topics in Spanish Language

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 477 Special Topics in Spanish Literature and Culture

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

Prerequisite: Permission of the instructor and the department chair.

Credits: 1 or 1/2

SPA 487 Independent Study in Spanish

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

Prerequisite: Approval of the instructor and the department chair.

Credits: 1 or 1/2

SPA 488 Independent Study in Spanish

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

Prerequisite: Approval of the instructor and the department chair.

Credits: 1 or ½

MLL 101 Elementary Modern Languages I

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

Prerequisite: Permission of instructor and department chair.

Credits: 1

MLL 102 Elementary Modern Languages II

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

Prerequisite: Permission of instructor and department chair.

Credits: 1

MLL 201 Intermediate Modern Languages

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

Prerequisite: Permission of instructor and department chair.

Credits: 1

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

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

Prerequisite: Permission of instructor and department chair.

Credits: 1

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

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

Prerequisite: Permission of instructor and department chair.

Credits: 1

DEPARTMENT OF MUSIC

Faculty: P. Hulen (chair), L. Bennett~, R. Bowen, J. Makubuya

~ *Part-time*

A. Abel, Director of Chamber Orchestra

R. Bowen, Director of Glee Club

S. Robinett, 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, 102, 104, and 105-06 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 102 is an introduction to world music apart from the Western classical art-music tradition. Music 105 and 106 are two half courses intended to introduce students to the rudiments of musical language (rhythm, scales, keys, triads); Music 105 assumes that the student has no prior experience with reading music, and Music 106 is a continuation of work completed in Music 105. Together these two half courses prepare students for the music theory sequence (Music 201, 301-02). Music 104 is a special-topics course open to all students; previous topics have included Bach, Jazz, and Music and Technology.

Intermediate courses include Music 201, 202, 217, 218, 219, 220, and 221. Music 201 (Theory I) assumes (and requires) that a student already has the minimum background provided by Music 106. Engaging the student with the vertical and broader horizontal aspects of music, it begins to illuminate the subtle richness of functional tonality. Music 217 through 220 focus upon discrete historical periods. Music 202 provides an introduction to a variety of world-music instrumental types as constructed and used by various cultures. Music 221 fosters creativity through work in electronic media; it is an introductory course, but is restricted to sophomores and above because of the considerable workload and time demands.

The advanced student is served by Music 287, 288, 301, 302, 313, 387, 388, and 401. Music 301 (Theory II) and 302 (Theory III) emphasize the linear and vertical aspects of diatonic and chromatic harmony, advanced ear-training, rhythm, and keyboard exercises. Music 313 is a special topics seminar created especially for music majors, minors, and those students with sufficient musical background. In Music 287, 288 the individual student pursues a special topic in depth; recent topics have included the operas of Tchaikovsky and the Chicago blues. Advanced music students who have completed the music theory sequence may take Composition, Music 387 or 388. Music 401 is a capstone course for senior music majors.

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: Music majors must complete at least nine course credits in music, including the following eight: Music 201, 301, and 302 (the music theory sequence); 220 plus two of the three courses numbered 217, 218, and 219 (the music history sequence, taken in any order); 261 and 361 (applied lessons, each 1/2 credit for a full year of study); and 401 (the senior seminar). Additional credit(s) may be taken in Music 102, 202, 221, 287/288, 313, and 387/388. Music 101, 104, and 105-06 do not count towards the major.

Majors are required to participate in ensembles a minimum of two full years. Ensembles are taken in addition to the 34 course credits required for graduation and the nine courses required for the major. Grades are assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. Majors must also complete a Senior Project in music.

Music majors are strongly encouraged to take courses in the following areas in fulfillment of their distribution coursework: Art History, Language Studies (Classical and Modern), Literature (and Culture), Philosophy (especially aesthetics), Psychology (especially perception), and General Physics (especially physics of sound).

For **Senior Comprehensives**, majors must pass a written departmental examination, which draws upon a broad knowledge and understanding of music history, theory, formal analysis, and musicianship. Majors must also pass a one-hour oral examination as part of the comprehensive examinations.

Requirements for the Minor: Five course credits, including Music 201, Music 261, and one course credit in Music History (217, 218, 219, or 220). Music 105 does not count toward the minor. Minors are required to participate in an ensemble a minimum of one full year. Ensembles are taken in addition to the 34 course credits required for graduation and the five courses required for the minor. Grades are assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts.

Music Lessons

The Department offers lessons in piano, voice, guitar, organ, or any standard orchestral instrument. Instruction is given by professional artists who teach at Wabash one or two days per week. Wabash students pay for lessons on a per-semester basis. Students who wish to take lessons for credit must audition and pass a music theory exam to receive departmental permission; the cost of lessons for students who enroll for credit is covered by tuition. For further details, see the course descriptions for Music 261 and 361.

Course Descriptions—Introductory Courses

MUS 101 Introduction to Music

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. Open to all students. This course is offered in the fall and spring semester.

Credits: 1

MUS 102 World Music

An introduction to the various world musical cultures and practices found outside the Western Classical Art tradition. The course gives an overview of music genres, instrumental types and resources, forms, and styles that originate from selected world music traditions in sub-Saharan Africa, Arabic Africa, Middle East, Near East, North America, South/Latin America, and the Caribbean region. Musical practices are studied in terms of structure, performance, aesthetic values, cross-cultural contacts, contextual function, and significance. Coursework includes weekly reading and listening assignments, musical demonstrations, and hands-on experience, as well as the acquisition and development of listening skills. Open to all students. This course is offered in the fall semester.

Credits: 1

MUS 104 Topics in Music

A class for all students, regardless of background. Previous topics have included the history of jazz, the symphony, music of Duke Ellington, music of J.S. Bach, music of Beethoven, and music and technology. A class for all students, regardless of background.

Credits: 1/2

MUS 107 Fundamentals of Music I

This course introduces students to the fundamental components of the language of music and how to read music. Topics include rhythm, pulse, pitch, meter, notation, the piano keyboard, major scales, major key signatures and intervals, minor scales, minor key signatures, other scales and modes, triads, tonality, cadences, chord progressions, melody harmonization, continued keyboard skills, and elementary ear-training. The goals of this course are to provide the student with a sound understanding of written musical notation, along with basic skills that promote further music study, performance, and composition.

This course is offered every semester. Open to all students.

Credits: 1

MUS 202 Instruments and Culture

An introduction to world-music instrumental cultures with an emphasis on organology. A wide selection of traditional instruments will provide a basis for the study of cultural, scientific, and artistic aspects of instrumental music. Specific cultures are illuminated by the examination of aesthetic principles valued by each tradition, the role of musical instruments in culture, the theory of each tradition, and the visual representation of the instrument as both a sound and an art object. The course culminates in a final project. For this project, students may choose to write a term paper, give a class paper presentation, perform on a traditional instrument, or design and build an instrument by constructing a replica of an existing instrument, modifying a traditional instrument, or creating a totally new musical instrument design. This course is offered in the spring semester.

Credits: 1

MUS 221 Introduction to Electronic Music

This course introduces you to the technical and creative aspects of electronic music, and explores the nature of music and musical experience. Students learn what others have done with electronic media, work in an electronic music studio to discover what is possible now, and discuss the benefits and pitfalls of this rich and flexible but easily abused medium. Topics include the Musical Instrument Digital Interface (MIDI), digital sequencing, audio editing, signal processing, music acoustics, synthesis, spatialization, multi-track recording and mixing, aesthetics of sonic art, psychology and reception of music, and composition with electronic media. To facilitate discovery, students are required to spend six hours a week in Electronic Music Studio (EMS) in addition to two regular class meetings each week. This course is offered in the fall semester.

Prerequisite: Open only to sophomores and above or by permission of the instructor.

Credits: 1

Course Descriptions—Ensembles and Music Lessons

Participation in performing ensembles may be taken in addition to the 34 course credits required for graduation. Students must participate in ensembles for a full year. Grades are assigned only on a credit/no credit basis and do not compute in the student's GPA; however, this information is listed on transcripts. These courses may be added to a student's normal load without special permission.

Does not count towards distribution.

MUS 051 Brass Ensemble

Credits: 1/2

MUS 052 Chamber Ensembles

Credits: 1/2

MUS 053 Glee Club

Credits: 1/2

MUS 055 Jazz Band

Credits: 1/2

MUS 056 Wamidan World Music Ensemble

Credits: 1/2

MUS 057 Woodwind Ensemble

Credits: 1/2

MUS 261 Individual Applied Instruction

Students earn one-half course credit for two contiguous 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 the full course consists of 24 half-hour lessons. The course may be repeated once, for a total of one credit (four semesters of study). Students may continue beyond a fourth semester, but additional semesters cannot be taken for credit. 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 will receive no additional credit, and must pay in full for the additional half-hour. 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. Students enrolled in Music 261/361 are expected to perform in at least one student recital during the academic year. 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 an entrance audition and a music theory exam offered during the first week of each semester. The usual semester sequence is Fall-Spring, but under unusual circumstances and with the permission of the Music Department, a student may begin lessons in the spring semester and complete them in the fall. Credits: 1/2

MUS 361 Individual Applied Instruction

Students earn one-half course credit for two contiguous 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 the full course consists of 24 half-hour lessons. The course may be repeated once, for a total of one credit (four semesters of study). Students may continue beyond a fourth semester, but additional semesters cannot be taken for credit. 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 will receive no additional credit, and must pay in full for the additional half-hour. 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. Students enrolled in Music 261/361 are expected to perform in at least one student recital during the academic year. 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 les-

sons are desired) before beginning instruction for credit. Eligibility for credit will be determined by the Music Department through an entrance audition and a music theory exam offered during the first week of each semester. The usual semester sequence is Fall-Spring, but under unusual circumstances and with the permission of the Music Department, a student may begin lessons in the spring semester and complete them in the fall. Credits: 1/2

Course Descriptions—Music History

MUS 217 Music in the Middle Ages, Renaissance, and Baroque Era (to 1750)

The rise of Western art music from religious and folk traditions; Gregorian chant and early polyphonic genres; the growth of polyphony in mass, motet, and madrigal; early instrumental music; European genres of the 17th and 18th centuries: opera, oratorio, cantata, concerto, suite, sonata, keyboard music. Some emphasis on the music of J.S. Bach. This course is not offered in 2011-2012.

Credits: 1

MUS 218 Classical Music

A study of the evolution of 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. This course is offered in the fall semester.

Credits: 1

MUS 219 Music in the Romantic Era

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. This course is offered in the spring semester.

Credits: 1

MUS 220 Music Since 1900

A survey of developments in Western art music from 1900 to the present, with emphasis on increasingly diverse cultural/aesthetic concerns and compositional techniques in the first half of the 20th century, and on experimental departures from European tradition after 1945. Topics include impressionism, expressionism, futurism, atonality, the twelve-tone system, neoclassicism, the influence of European folk music on classical composition, integral serialism, indeterminacy, textural music, pluralism, minimalism, music and language, and electronic music. This course is offered in the fall semester, 2011-2012.

Prerequisite: Music 101 or its equivalent.

Credits: 1

Course Descriptions—Music Theory Sequence

The Music Theory sequence is designed to develop your understanding of the rich grammar and syntax of common-practice functional tonality. This objective is approached through listening, analysis, and writing. Aural skills (the ability to perceive and reconstruct/represent musical events) and basic musicianship skills (sight-singing and basic keyboard performance) will be stressed throughout the course alongside analysis and conception, as any real understanding of music is inconceivable without such abilities. Each theory course requires weekly musicianship meetings in addition to the three weekly class sessions.

The three-semester sequence is required of, but not limited to, music majors. All students wishing to enroll in Theory I must either successfully complete Music 106 (Fundamentals of Music II) or pass an exam/audition to place them out of Music 106. Since the theory sequence is offered in a rotating schedule, starting over every fourth semester, interested students are encouraged to take the exam/audition (and, if deemed necessary, Music 105-106) early in their academic careers in order to be prepared when Theory I comes around in the

rotation.

MUS 201 Music Theory I

This course begins with a review of intervals and triads, followed by an examination of tonal music (consonance and dissonance; functional tonality; meter and tonal rhythm). From this study of functional tonal harmony in both its simultaneous and linear aspects, students move on to examine the notion of form, including: general melodic characteristics; tonality and harmonic implication in melody; tendency tones; melodic cadences; motives; phrases and periods; structure and embellishment in melody. This course is offered in the fall semester 2011-2012.

Prerequisite: Music 106 or exam.

Credits: 1

MUS 301 Music Theory II

This course is a continuation of elements of music theory acquired in MUS 201. Students will learn intermediate elements of harmony such as non-chord tones, diatonic and secondary chord functions, modulation, chromatic voice leading, and basic principles of musical form. This course is offered in the fall semester 2011-2012.

Prerequisite: Music 201.

Credits: 1

MUS 302 Music Theory III

This course is a continuation of elements of music theory acquired in MUS 301. Students will finish study of chromatic harmony; learn tonal harmony of the late nineteenth century; 20th century music theory; and classical sonata form. This is the third course of the three-course music theory sequence. This course is offered in the spring semester 2011-2012.

Prerequisite: Music 301.

Credits: 1

Course Descriptions—Advanced Courses

MUS 287 Independent Study

Permission for independent work must be granted before registering. Appropriate forms are available in the department chair's office. This course is offered in the fall and spring semesters.

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

MUS 288 Independent Study

Permission for independent work must be granted before registering. Appropriate forms are available in the department chair's office. This course is offered in the fall and spring semesters.

Prerequisite: Permission of the instructor.

Credits: 1 or 1/2

MUS 313 Special Topics

This is an advanced topics course, which changes from year to year. Previous topics have included Conducting, American Music, Choral Literature, and Major Figures of Jazz. This course may be repeated for credit when a different topic is offered. This course is offered in the fall and spring semesters.

Prerequisite: Music 201 or permission of the instructor.

Credits: 1

MUS 387 Independent Study in Composition

This course gives advanced students an opportunity to engage in deep analysis and compositional exploration.

Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course is offered in the fall and spring semesters.

Prerequisites: Music 302 and permission of the instructor.

Credits: 1 or 1/2

MUS 388 Independent Study in Composition

This course gives advanced students an opportunity to engage in deep analysis and compositional exploration. Students enrolling for a full-course credit will be given listening assignments and will be asked to analyze music related to their analysis or composition projects. This course is offered in the fall and spring semesters.

Prerequisites: Music 302 and permission of the instructor.

Credits: 1 or 1/2

MUS 401 Senior Seminar

A capstone course for music majors emphasizing connections between theory, history, and practice. Through an in-depth study of three seminal masterpieces (e.g., Mozart's *Jupiter Symphony* or Arnold Schoenberg's *Pierrot Lunaire*), this seminar considers the interrelations of analysis, historical and stylistic awareness, and performance practice. The course is offered every fall and is required of all music majors.

Open only to music majors.

Credits: 1

DEPARTMENT OF PHILOSOPHY

Faculty: G. Helman (chair), M. Brouwer, C. Hughes, S. Rocha, S. Webb

The Wabash philosophy department offers courses on a range of philosophical topics, with a diversity of points of view unusual in a small college department. Most of our courses are historically oriented, with an emphasis on looking at philosophical arguments. Students grow familiar with the classic texts of the Western philosophical tradition as they develop their own skills in reading difficult texts, writing, and thinking about philosophical issues.

We try to provide a variety of ways for interested students to sample the subject. All courses in the 100's are appropriate first courses in philosophy. Students with interests in a particular area can also begin with a course in the 200's, though the work there may be slightly more advanced. Philosophy 449 and 489 are normally taken by majors during their senior year.

Comprehensive Examinations: Students write for two days, three hours each day. The department has usually invited majors to submit a list of six books from a number of periods in the history of philosophy to serve as the basis for the questions on the first day. Second day questions usually explore broad philosophical issues, with students free to draw on any material in answering them. The department's goal is to give students the chance to tie their major together, reflect on this part of their education, and demonstrate their strengths in the field.

Requirements for the Major: Nine course credits (of which up to one credit may be from Political Science 330, 335, 336, or 338), including:

- The history of ancient and early modern philosophy (Philosophy 140 and Philosophy 242)
- Logic (Philosophy 270)
- Work in ethics, social, or political philosophy (at least one credit from among Philosophy 110, Philosophy 213, Philosophy 219, Philosophy 319, or Political Science 330, 335, 336, or 338)
- 20th century philosophy in the continental and analytic traditions (Philosophy 345 and Philosophy 346, each one-half credit.)
- Senior seminar (Philosophy 449)
- Senior research (Philosophy 489, one-half credit.)

Requirements for the Minor: Five course credits (of which up to one credit may be from Political Science 330, 335, 336, or 338), including:

- The history of ancient and early modern philosophy (Philosophy 140 and Philosophy 242)
- Work in ethics, social, or political philosophy (at least one credit from among Philosophy 110, Philosophy 213, Philosophy 219, Philosophy 319, or Political Science 330, 335, 336, or 338)
- At least one credit from courses in philosophy with a number of 300 or above.

Course Descriptions

PHI 109 Perspectives on Philosophy

A course in some selected philosophical topic or range of topics designed to provide an example of philosophical reflection and inquiry.

No prerequisite and not open to junior or senior majors without permission of the instructor.

Credits: 1 or 1/2

PHI 110 Philosophical Ethics

Thought about what is good, what is right, and what ought to be done pervades our lives. Philosophy can contribute to this thought by providing ways of organizing it and reflecting on it critically—which is done in this course using both historical and contemporary sources. This course is offered in the fall semester.

Credits: 1

PHI 140 Philosophy of the Classical Period

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

Credits: 1

PHI 144 Introduction to Existentialism

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, Camus, Sartre, de Beauvoir, and Jaspers.

Credits: 1

PHI 213 Philosophy of Law

An introduction to philosophical issues concerning the analysis of legal concepts and the moral justification of the law. Typical issues include the nature of law and its relation to morality, issues of moral justification arising in specific branches of the law (e.g., criminal, tort, or contract law), and the nature and justification of international law.

Credits: 1 or 1/2

PHI 219 Topics in Ethics and Social Philosophy

Seminar discussion of a topic or area in ethical theory, applied ethics, or social and political philosophy.

Prerequisite, if any, will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 220 Aesthetics

A survey of work in the philosophy of art both prior to and during the 20th century. Topics considered include the concept of art and a work of art, the relation between art and truth, the objectivity of aesthetic evaluation, the nature of representation, and issues concerning meaning and interpretation.

Credits: 1

PHI 242 Foundations of Modern Philosophy

Readings and discussion of the classical modern philosophers of the 17th and 18th centuries, focusing on questions such as scientific method and the possibility of knowledge, the nature of reality, ethics and the relation of the individual to society, and the existence of God. Readings from among Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, Kant, and Rousseau. This course is offered in the spring semester.

Credits: 1

PHI 249 Topics in the History of Philosophy

Seminar discussion of a historical period, figure or topic.

Prerequisite, if any, will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 269 Topics in Metaphysics and Epistemology

Seminar discussion of a topic or area in metaphysics or the theory of knowledge.

Prerequisite, if any, will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 270 Elementary Symbolic Logic

An introduction to the principles of deductive logic for connectives (“and,” “not,” “or,” “if”) and quantifiers (“all,” “some”). Attention is given to the logical structure of English sentences and its representation in symbolic notation and to formal proofs establishing the logical properties and relations of sentences.

Credits: 1

PHI 272 Philosophy of Science

An introduction to philosophical issues concerning the logical structure and historical development of natural science. Among the general issues considered will be the relations among theory, observation, and experiment; the reality of theoretical entities; and the significance of scientific revolutions. Some attention is usually given also to philosophical issues regarding specific sciences, principally biology and physics.

Credits: 1

PHI 279 Topics in Logic and the Philosophy of Science

Additional topics in formal or informal logic or the philosophical study of science and its historical development.

Prerequisite, if any, will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 287 Independent Study

Open to students with consent of the department chair. Independent Studies at a more advanced level will be numbered 387 or 388.

Credits: 1 or 1/2

PHI 288 Independent Study

Open to students with consent of the department chair. Independent Studies at a more advanced level will be numbered 387 or 388.

Credits: 1 or 1/2

PHI 299 Special Topics in Philosophy

A course in some selected philosophical topic.

Prerequisite, if any, will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 319 Seminar in Ethics and Social Philosophy

Seminar discussion at a more advanced level of a topic or area in ethical theory, applied ethics, or social and political philosophy.

Prerequisite, if any, will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 345 20th Century Continental Philosophy

A survey of phenomenology and existential philosophy and of the variety of contemporary European philoso-

phy that is heir to these trends. Primary texts will be selected from Husserl, Heidegger, Sartre, Merleau-Ponty, Marcuse, Derrida, Foucault, and others. Offered in the fall semester.

Prerequisites: Philosophy 140 and 242 or permission of the instructor.

Credits: 1/2

PHI 346 Analytic Philosophy

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. Offered in the spring semester.

Prerequisites: Philosophy 242 and 270 or permission of the instructor.

Credits: 1/2

PHI 349 Seminar in the History of Philosophy

Seminar discussion at a more advanced level of a historical period, figure or topic.

Prerequisite will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 369 Seminar in Metaphysics and Epistemology

Seminar discussion at a more advanced level of a topic or area in metaphysics or the theory of knowledge.

Prerequisite will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 379 Seminar in Logic and Philosophy of Science

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.

Credits: 1 or 1/2

PHI 387 Independent Study

Open to students with consent of the department chair. Independent studies at a less advanced level will be numbered 287 or 288.

Credits: 1 or 1/2

PHI 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.

Credits: 1 or 1/2

PHI 399 Proseminar

An advanced course in some selected philosophical topic.

Prerequisite will depend on the topic in a given year.

Credits: 1 or 1/2

PHI 449 Senior Seminar

A detailed study of a major philosopher or philosophical topic. Required of majors and open to other students. Normally taken in the senior year. This course is offered in the fall semester.

Credits: 1

PHI 489 Senior Research

An independent study based on previous work leading to a major paper that will be presented for public discussion. Normally taken in the spring semester of the senior year.

Credits: 1/2

DEPARTMENT OF RELIGION

Faculty: D. Blix (chair), J. Baer, R. Royalty, S. Webb

In keeping with the mission of Wabash College to educate men to “think critically, act responsibly, lead effectively, and live humanely,” the Religion Department promotes the academic study of religion as part of a rich, well-rounded liberal arts education. We recognize that learning how people have understood and practiced religion throughout history and around the globe is not only important for understanding our world, but also intellectually exciting and personally enriching. In our courses, we encourage broad and rigorous critical thinking about, and engagement with, religion and theology. We use lectures, discussions, and immersion learning, as well as a wide diversity of methods, including those of theology, philosophy, sociology, anthropology, literature and the arts, and history. We invite students to study everything from ancient texts to contemporary issues, from religious traditions that they likely know well to those that are new to them. As such, our courses are intended for all students, including believers, skeptics, and seekers of all kinds. They typically challenge and complicate students’ religious beliefs, while at the same time giving students the tools to broaden and deepen their beliefs. We thus prepare our graduates for success in graduate school, in religious vocations, as teachers of religion, and in all the career options open to liberal arts college graduates. As it has done for many years, the Religion Department also supports a variety of activities on campus, such as the annual Christmas service with the Music Department, the Muslim Students Association’s Ramadan Dinner, a Wednesday religious chapel in the Protestant Christian tradition, the Roman Catholic Newman Club, and other student religious activities.

We try to provide a large number of “entry points” for interested students. Courses numbered in the 100’s are typically lecture courses and are 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, focusing on the study of religion.

Requirements for the Major: A minimum of nine course credits including:

A. The history of Christianity, Religion 171 and 172

B. A total of two course credits from the following:

- Hebrew Bible—Religion 141, 240, or 340
- New Testament—Religion 162, 260, or 360
- History of Christianity—Religion 272 or 372
- Theology—Religion 173, 273, 370, or 373
- Ethics—Religion 270, 274, or 374
- American religion—Religion 181, 280, or 380
- Judaism—Religion 150, 250, or 350
- Independent Study—Religion 287 or 387

C. A total of two course credits from the following:

- Islam and South-Asian religions—Religion 103, 210, 220, 310, or 320
- East-Asian religions—Religion 104, 230, or 330
- Judaism—Religion 151, 251, or 351
- Independent Study—Religion 288 or 388

D. Religion 297 or 298 or 370, taken before the senior year

E. Senior Seminar, Religion 490

F. At least one course at the 200 level or above, apart from those listed under D and E

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

REL 103 Islam and the Religions of India

The first part of the course studies the history, beliefs, and practices of Islam in the Middle East from Muhammad to the present day. The second part of the course studies the history, beliefs, and practices of the ancient religions of India (Hinduism, Buddhism, and Jainism), down to the coming of Islam in the 8th century. The third part of the course deals with the religious developments in India resulting from the interaction of Islam and Hinduism in the modern period. Emphasis is upon readings in primary texts of these religions. This course is offered in the fall semester.

Credits: 1

REL 104 the Religions of China and Japan

A study of the indigenous beliefs of East Asia (Confucianism, Daoism, and Shinto) and the development of Buddhism in China and Japan. Readings will be from the works of Confucius, Laozi, and other Chinese and Japanese philosophers and religious figures. The last part of the course considers the ways traditional China and Japan have changed in the modern period. This course is offered in the spring semester.

Credits: 1

REL 141 Hebrew Bible

An introduction to the Tanakh, or Hebrew Bible. The format of this course will be reading and discussion of primary texts from the Torah, Prophets, and Writings of the Hebrew Bible. The emphasis will be reading for literary and narrative themes and theological issues in the text, with some discussion of historical context. This course is offered in the fall semester.

Credits: 1

REL 150 History of Judaism

This course will address, at the introductory level, various topics in Jewish history, such as Second Temple Judaism, Rabbinics, or Medieval Jewish thought. Topics will vary from year to year. (REL 150 applies to requirement B for the major.)

Credits: 1 or 1/2

REL 151 Studies in Judaism

This course will address, at the introductory level, various aspects of Jewish thought and theology, such as contemporary Jewish thought, Jewish-Christian dialogue, and responses to the Holocaust. Topics will vary from year to year. (REL 151 applies to requirement C for the major.)

Credits: 1 or 1/2

REL 162 History and Literature of the New Testament

An introduction to the social-historical study of the writings that came to be the New Testament of the Chris-

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

Credits: 1

REL 171 History of Christianity to the Reformation

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. This course is offered in the fall semester.

Credits: 1

REL 172 The Christian Church in the Modern Era

An introduction to the history of Christianity from the sixteenth-century Reformation to the present. The course focuses primarily on western church history, but also examines the global spread of Christianity. . Principal themes include theological movements, the challenges of modern thought, religious innovation and pluralism, missionary movements, and the ways social and cultural environments have shaped the development of Christianity. This course is offered in the spring semester.

Credits: 1

REL 173 Introductory Topics in Theology

An introductory course on Christian theology. Topics will vary from year to year. In some years the course may be offered for one-half credit.

Credits: 1 or 1/2

REL 181 Religion in America

An introduction to the religious history of America. This course will explore the historical development of the primary religious traditions in America, especially Protestantism, Catholicism, and Judaism, as well as the formative influence of religion among women, African Americans, and American Indians. Principal themes include pluralism, the impact of religious disestablishment, revivalism and reform, theological movements, and religious innovation. This course is offered in the fall semester.

Credits: 1

REL 195 Religions and the Arts

An examination of the arts of a particular period and place with a view to discovering the religious insights and attitudes that they embody.

Credits: 1 or 1/2

REL 196 Religion and Literature (HUM 196)

An examination of literary works dealing with religious themes. Authors covered will vary from year to year but usually include Flannery O'Connor, Graham Greene, C.S. Lewis, Anne Tyler, Marilynne Robinson, and others.

Credits: 1 or 1/2

REL 210 Topics in Islam

A seminar on some topic in Islamic thought or history. Recent topics have included Muhammad and the Qu'ran, and issues in contemporary Islam.

Prerequisite: Religion 103.

Credits: 1 or 1/2

REL 220 Topics in South Asian Religions

A seminar on some topic in the religions of South Asia.

Prerequisite: Religion 103.

Credits: 1 or 1/2

REL 230 Topics in East Asian Religions

A seminar on some topic in the religions of China and Japan. Recent topics have included Confucianism, Zen Buddhism, and Daoism.

Prerequisite: Religion 104.

Credits: 1 or 1/2

REL 240 Topics in Hebrew Bible

A seminar on some topic related to the history and literature of ancient Israel.

Prerequisite: Religion 141.

Credits: 1 or 1/2

REL 250 Topics in the History of Judaism

A seminar on Jewish history. Recent topics have included Qumran and the Dead Sea Scrolls, the Jewish War with Rome, and Second Temple Judaism. (REL 250 applies to requirement B for the major.)

Prerequisites, if any, will vary, depending on the topic.

Credits: 1 or 1/2

REL 251 Topics in the Study of Judaism

A seminar on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 251 applies to requirement C for the major.)

Prerequisites, if any, will vary, depending on the topic.

Credits: 1 or 1/2

REL 260 Topics in New Testament and Early Christianity

A seminar on some topic in the history and literature of the early Christian church. Recent topics have included apocalyptic, the letters of St. Paul, the Historical Jesus, and Jesus in cultural context (film, literature, the Greco-Roman world, etc.). This course is offered in the fall semester. (In some years Religion 360 may be offered instead.)

Prerequisites, if any, will vary, depending on the topic.

Credits: 1 or 1/2

REL 270 Theological Ethics

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. This course is offered in the spring semester.

Credits: 1

REL 272 Topics in the History of Christianity

A seminar on some figure or theme in the history of Christianity. Topics in recent years have included heretics and gnostics, Christian lives, and world Christianities.

Prerequisite: either Religion 171 or Religion 172, depending on the topic.

Credits: 1 or 1/2

REL 273 Topics in Theology

A seminar on some theme, figure, or movement in Christian theology. Topics in recent years have included Augustine and Aquinas, Dietrich Bonhoeffer, African Christianity, and the philosophy of religion.

Prerequisites, if any, will vary, depending on the topic.

Credits: 1 or 1/2

REL 274 Topics in Ethics

A seminar on some particular issue in contemporary ethics.

Credits: 1 or 1/2

REL 280 Topics in American Religion

A seminar on some theme or figure in American religion. Topics in recent years have included sects and cults in America, Puritanism, and African-American religious history.

Prerequisites, if any, will vary, depending on the topic.

Credits: 1 or 1/2

REL 287 Independent Study

Available to students with the consent of the department chair. (REL 287 applies to requirement B for the major. REL 288 applies to requirement C for the major.) Independent study for requirement B at a more advanced level will be numbered 387.

Credits: 1 or 1/2

REL 288 Independent Study

Available to students with the consent of the department chair. (REL 288 applies to requirement C for the major. REL 287 applies to requirement B for the major.) Independent study for requirement C at a more advanced level will be numbered 388.

Credits: 1 or 1/2

REL 295 Religion and the Arts

An examination of some topic in the arts with a view to religious implications.

Credits: 1 or 1/2

REL 296 Religion and Literature (HUM 296)

An examination of religious themes and theological issues in literary works and films. Most recently the course focused on Dante's *Divine Comedy*.

Credits: 1 or 1/2

REL 297 Anthropology of Religion

A seminar examining the various ways anthropology describes and interprets religious phenomena. The course investigates anthropological theories of religion, and examines how these theories apply to specific religions in diverse contexts. Particular attention is paid to the social and symbolic functions of beliefs and rituals and to the religious importance of myths, symbols, and cosmology.

Credits: 1

REL 298 Sociology of Religion

This course focuses on learning about sociology and social history as non-theological methods for studying problems in the study of religion. Recent topics have included the expansion of early Christianity; religious persecution and violence; conversion in colonial India; religious diversity in contemporary American society; and post-colonial approaches to the study of religion and society.

Credits: 1

REL 310 Seminar in Islam

An advanced seminar on some topic in Islamic thought or history.

Prerequisite: Religion 103.

Credits: 1 or 1/2

REL 320 Seminar in South Asian Religions

An advanced seminar on some topic in the religions of South Asia.

Prerequisite: Religion 103.

Credits: 1 or 1/2

REL 330 Seminar in East Asian Religions

An advanced seminar on some topic in the religions of China and Japan.

Prerequisite: Religion 104.

Credits: 1 or 1/2

REL 340 Seminar in Hebrew Bible

An advanced seminar on some topic related to the history and literature of ancient Israel.

Prerequisite: Religion 141.

Credits: 1 or 1/2

REL 350 Seminar in the History of Judaism

An advanced seminar on Jewish history, such as Second Temple Judaism, Rabbinics, or Medieval Jewish thought. (REL 350 applies to requirement B for the major.)

Prerequisites will vary, depending on the topic.

Credits: 1 or 1/2

REL 351 Seminar on Jewish Thought

An advanced seminar on Jewish thought and theology, such as contemporary Jewish thought, responses to the Holocaust, and the Jewish-Christian dialogue. (REL 351 applies to requirement C for the major.)

Prerequisites will vary, depending on the topic.

Credits: 1 or 1/2

REL 360 Seminar in New Testament and Early Christianity

An advanced seminar on the New Testament and early Christianity. Recent topics have included Apocalypse and apocalyptic, Gnostic writings, and the construction of orthodoxy and heresy. This course is offered in the fall semester. (In some years Religion 260 may be offered instead.)

Prerequisites will vary, depending on the topic.

Credits: 1 or 1/2

REL 370 Contemporary Theology

Seminar discussions of selected works of some significant theologians of the 20th and 21st centuries: Karl Barth, Paul Tillich, David Tracy, Sallie McFague, and others. Special attention will be given to the role of scripture, Jesus, human experience (including race and gender issues), our understandings of God, theologies of liberation, and theology's special contribution to contemporary issues. This course may be offered in either the fall or spring semester.

Prerequisite: Religion 172 or Philosophy 242 (old 142) or permission of the instructor.

Credits: 1

REL 372 Seminar in the History of Christianity

An advanced seminar on one significant individual, movement, or period in the history of Christianity.

Prerequisite: Religion 171 or 172, depending on the nature of the topic.

Credits: 1 or 1/2

REL 373 Seminar in Theology

An advanced seminar on an individual, theme, or movement in Christian theology.

Prerequisites will vary, depending on the topic.

Credits: 1 or 1/2

REL 374 Seminar in Ethics

An advanced seminar on an individual writer or topic in contemporary ethics.

Prerequisite: Religion 270 (Theological Ethics) or permission of instructor.

Credits: 1 or 1/2

REL 380 Seminar in American Religion

An advanced seminar on some theme or figure in American religion.

Prerequisites will vary, depending on the topic.

Credits: 1 or 1/2

REL 387 Independent Study

Available to students with the consent of the department chair. (REL 387 applies to requirement B for the major. REL 388 applies to requirement C for the major.) Independent study for requirement B at a less advanced level will be numbered REL 287.

Credits: 1 or 1/2

REL 388 Independent Study

Available to students with the consent of the department chair. (REL 388 applies to requirement C for the major. REL 387 applies to requirement B for the major.) Independent study for requirement C at a less advanced level will be numbered REL 288.

Credits: 1 or 1/2

REL 490 Senior Seminar: The Nature and Study of Religion

An examination of the different ways of understanding and studying the phenomenon of religion. Required of all religion majors, normally in their senior year, and open to other students with the consent of the instructor.

This course is offered in the fall semester.

Credits: 1

DEPARTMENT OF RHETORIC

Faculty: J. Abbott (chair), S. Drury, T. McDorman

The Rhetoric Department is dedicated to teaching the history, principles, and theories of rhetoric to students with intellectual curiosity and a desire to pry deeply into the workings of our symbolic universe. This means understanding one's role as an ethical actor, becoming an effective advocate, and critiquing the manner in which various media impact mass consciousness. This preparation leads students to productive careers in legal, political, professional, artistic, and academic contexts. The Rhetoric faculty uses their research interests to enhance the classroom experience. The department also sponsors co-curricular opportunities where students put the theoretical principles behind argumentation into practice. Students emerge from this program with enhanced critical sensibilities and the capacity to understand and challenge the institutional pressures that mark contemporary society.

Senior Comprehensive: Majors must pass two departmental examinations: (1) a three-hour written exam; and (2) a senior oral presentation.

Requirements for a Major: Rhetoric 101 (or 143/145), 201, 320, 350, 497, and four additional credits. Of these four additional credits, one must be a 300-level course. Students considering a Rhetoric Major should take Rhetoric 201 even if they are unable to enroll in Rhetoric 101. Students do not need to wait to take Rhetoric 320 or Rhetoric 350 until after taking Rhetoric 201. Rhetoric 370 (Special Topics) is recommended for all senior majors and minors.

Requirements for a Minor: Five courses, including Rhetoric 101 (or 143/145), 201, 320 or 350, and two additional credits.

Introductory Level Courses

Introductory courses in Rhetoric focus on the principles and practice of effective and responsible message creation and presentation in public contexts (RHE 101) and valid and ethical argumentation (RHE 143, RHE 145). Students become competent in a variety of effective communication techniques, learn to cope with communication apprehension, and develop and exercise skills in critical thinking, argument formation, and argument analysis.

Intermediate Level Courses

Intermediate level courses focus on mastery of the basic concepts and significant theories of persuasion, reasoning, and communication. This study will include the history, theoretical development, and pragmatic uses of the theories and concepts in a variety of settings. Students will develop the ability to evaluate, compare, and critique these theories from a variety of perspectives. Students will also utilize these theories and concepts for the purposes of analysis and application to rhetorical and communicative interactions.

Advanced Level Courses

Advanced level courses are characterized by original research and theorizing. Students will learn to engage primary source material in both theory and criticism, and to produce new insights into the texts that they select as artifacts for examination as well as contribute to the broader scholarship in rhetorical studies. Papers produced in these contexts will be of high quality, possess substantial literature reviews, utilize original theoretical approaches to texts, and illustrate an awareness of the role of rhetoric within the intellectual history. These classes will prepare students to excel in their comprehensive exams as well as possible graduate training by providing them with the knowledge to speak critically and to view themselves as part of a larger scholarly community with which they are in dialogue.

Course Descriptions

Introductory Level Courses: Introductory courses in Rhetoric focus on the principles and practice of effective and responsible message creation and presentation in public contexts (RHE 101) and valid and ethical argumentation (RHE 143, RHE 145). Students become competent in a variety of effective communication techniques, learn to cope with communication apprehension, and develop and exercise skills in critical thinking, argument formation, and argument analysis.

Introductory Courses—Language Studies

RHE 101 Public Speaking

This course covers the fundamentals of rhetoric composition and delivery. Students research, compose, and deliver informative and persuasive speeches, and they lead a small group of their peers in a deliberative discussion. In addition, students learn and employ introductory principles of reasoning, argumentation, and rhetorical criticism. Finally, they analyze the videotape recordings of their speeches and learn to use electronic media in public presentations. This course is offered each semester.

Credits: 1

RHE 143 Political Debate

This course applies the principles of debate theory and practice to argumentation in the political realm. Students will learn valid forms of reasoning and argumentation, common fallacies, argument analysis, clash, and rebuttal and how to apply this knowledge in the debate format. Students also participate in parliamentary debate as a mechanism for learning foundational skills in oral argumentation. Students then engage in political argumentation and advocacy in both written and oral form. A specific international, national, or local political issue is discussed and students conduct research on the issue and its history. This course is offered in the fall semester during the first half of the semester.

Credits: 1/2

RHE 145 Legal Debate

This course applies the principles of debate theory and practice to argumentation in the legal realm. Students will learn valid forms of reasoning and argumentation, common fallacies, argument analysis, clash, and rebuttal and how to apply this knowledge in the debate format. Students also participate in parliamentary debate as a mechanism for learning foundational skills in oral argumentation. Students then engage in legal argumentation and advocacy in both written and oral form. These debates follow the parameters and conventions of Moot Court style appellate oral argumentation. When possible, students will attend a live oral argument by the Indiana Court of Appeals or another appellate court. This course is offered in the spring semester during the first half of the semester.

Credits: 1/2

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

RHE 201 Reasoning and Advocacy

Rhetoric 201 focuses on the process of constructing, analyzing, and evaluating public arguments. This is a foundational rhetoric course because it focuses on the development and application of knowledge in critical thinking, argument analysis, reasoning, and advocacy. It emphasizes the nature and role of communication in public discussions and decision making. The course highlights the adaptation of logic and reasoning to hu-

man action in a democratic society. The class examines public argument in a variety of forms such as political debates, speeches, and editorials. Judicial argument is examined in the form of Supreme Court decisions. Finally, social argument is examined through an investigation of selected examples from popular culture. The course serves the purpose of exposing non-majors to the fundamentals of rhetoric and communication. It also prepares Rhetoric majors and minors for more advanced courses such as Classical Rhetoric and Contemporary Rhetorical Theory and Criticism. This course is offered in the spring semester.

Credits: 1

RHE 220 Persuasion

Students study the theory and practice of persuasion as part of decision making in a free society. The focus is on the individual's role as both persuadee and persuader with an examination of how to be critical, observant, responsible and ethical with regard to persuasive messages. The course examines persuasive language, propaganda, persuasive campaigns, and social movements. Students critically examine a variety of persuasive texts and participate in a campaign simulation.

Credits: 1

Intermediate Courses—Literature/Fine Arts

RHE 240 Communication Theory

This course pursues five related goals. First, it gives students the background necessary for further study of communication issues in a variety of contexts. The central communicative issues highlighted in Rhetoric 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.

Credits: 1

Advanced Level Courses: Advanced level courses are characterized by original research and theorizing. Students will learn to engage primary source material in both theory and criticism and to produce new insights into the texts that they select as artifacts for examination as well as contribute to the broader scholarship in rhetorical studies. Papers produced in these contexts will be of high quality, possess substantial literature reviews, utilize original theoretical approaches to texts, and illustrate an awareness of the role of rhetoric within the intellectual history. These classes will prepare students to excel in their comprehensive exams as well as possible graduate training by providing them with the knowledge to speak critically and to view themselves as part of a larger scholarly community with which they are in dialogue.

Advanced Courses—Literature/Fine Arts

RHE 320 Classical Rhetoric (CLA 220)

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

Platonic unity, through Plato's bifurcation, and finally to the attempts at reunification by Aristotle, Cicero, and Quintilian. This course is offered in the fall semester.

Credits: 1

RHE 350 Contemporary Rhetorical Theory and Criticism

Contemporary studies in rhetoric have broadened the conception of rhetoric beyond a narrow focus on public address to include the study of all symbols—verbal, audio, and visual—in diverse media. No longer simply interested in questions of persuasive effectiveness, contemporary rhetorical studies examine the role symbols can play in constructing or reflecting such elements as ideology, motive, and gender. This writing-intensive course highlights the growing complexity of the field by helping students to understand, use, and evaluate several of the most well-known theories and methods of rhetoric. In the process, students will learn how to interpret artifacts in several different ways and even to generate and apply their own rhetorical method. Consequently, the class is a methodological precursor to the senior project and should, ideally, be taken during the junior year. This course is offered in the fall semester.

Credits: 1

RHE 360 Gender and Communication

As a culture, we often we take gender for granted. Yet, we live in a culture where men and women are molded and shaped by communicative practices and mass-mediated representations that generate our ideals of masculinity and femininity. This class examines this process—providing a platform for students to reflect upon gender formation and develop a theoretical vocabulary for describing this process. Students will be afforded an opportunity to study gender communication at both the interpersonal and mass-mediated levels. By the end of the semester, class participants will develop a more sophisticated understanding of the manner in which gendered messages and practices have shaped perceptions of their symbolic universe.

Credits: 1

RHE 370 Special Topics—Literature/Fine Arts

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting.

Prerequisite: Sophomore standing or permission of the instructor.

Credits: 1

RHE 375 Legal Rhetoric

Legal Rhetoric examines the ways in which the legal sphere exerts social control and power through an exploration of the forms and function of rhetoric in shaping the law. Working from the belief that a legal ruling is the beginning, rather than the end, of the social life of the law, the course is also concerned with the social repercussions that result from Court decisions. Beginning with an examination of the classical connections between rhetorical theory and the practice of law, the course proceeds to discuss approximately a dozen significant Supreme Court cases and subsequent rhetorical analyses of these decisions. Students will develop an essay and presentation concerning the background and social importance of one of the cases under study. Additionally, students will engage in a semester-long project that culminates in an extensive rhetorical analysis on a case of their own choosing.

Credits: 1

RHE 387 Independent Study—Language Studies

Available to students with the permission of the instructor.

Credits: 1 or 1/2

RHE 388 Independent Study—Literature/Fine Arts

Available to students with the permission of the instructor.

Credits: 1 or 1/2

RHE 390 Special Topics—Language Studies

A variety of courses dealing with specific issues or sub-areas in the discipline are taught in a seminar setting.

Prerequisite: Sophomore standing or permission of the instructor.

Credits: 1

Capstone Course

RHE 497 Senior Seminar

The Senior Seminar is a capstone course for rhetoric majors. Rhetoric majors conduct an original and extended research project in a sub-area of the field. In the process, they read and discuss relevant texts and journal articles as a class. The course covers procedures for conducting each of the components of the project (i.e., discovery and refinement of a research question, selection of appropriate materials for study, selection of an appropriate method, literature review of appropriate scholarship, the analysis itself, and the preparation of the manuscript). This course also provides senior majors a forum for the investigation and discussion of the ethical issues and responsibilities they have as communicators. This course is offered in the fall semester.

Prerequisite: Students are encouraged to take Rhetoric 320 and Rhetoric 350 prior to taking 497.

Credits: 1

DEPARTMENT OF THEATER

Faculty: M. Abbott (chair), J. Cherry, J. Gross, D. Watson

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, and 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, 209, 210, 211, 212, 213, and 214) provide majors and minors (as well as non-majors) with various opportunities to expand their skills and to deepen their growing understanding and appreciation of theater. These courses will explore both the great works of the dramatic canon from all time periods and cultures, as well as important and challenging contemporary dramas. Majors and minors often pursue graduate study and careers in theater, film, and other allied fields, but for the non-major or minor, the study of theater provides a unique opportunity for the student to explore an extraordinary and timeless art form, to learn about the ways plays and productions are created, and, most importantly, to study theater as it reflects and tests moral, social, political, spiritual, and cross-cultural issues.

Senior Comprehensives: Majors must pass three departmental examinations: (1) a three-hour examination on the history, literature, and theory of theater or a project in those areas approved by the department chair; (2) a three-hour examination on the performance aspects of theater (acting, directing, design, playwriting) or a project in those areas approved by the department chair; and, (3) when pursuing the project option, a one-hour oral examination with the faculty of the Theater Department.

Requirements for the Major: Nine courses including Theater 102, 105, 207, 209, and 498; three courses from Theater 211, 212, 213, and 214; and one course credit from the remaining Theater Department offerings.

Requirements for the Minor: Five courses including Theater 102; one course credit from among Theater 211, 212, 213, and 214; one course credit from among Theater 105 and 206; one course credit from among Theater 209, 210, and 317; and one course credit from the remaining Theater Department offerings.

Productions: Theater majors and minors are strongly urged to participate in the annual season of theater productions staged by the department. The department feels strongly that the serious theater student should have numerous opportunities to test his creative abilities in the myriad facets of theater performance. It is hoped that during the student's four years at Wabash College he will have the opportunity to test in theatrical productions the many concepts he will encounter in his courses. The season of plays selected by the department is chosen with careful consideration of the unique opportunities for students offered by each play. The department expects that the student will work in a variety of performance areas including acting, stage managing, set and costume construction, lighting and sound, playwriting, and directing. Each year, during the second half of the fall semester, as part of the theater season, students will have the opportunity to produce workshop performances in the areas of acting, directing, design, playwriting, performance art, and, where appropriate, film. Students interested in knowing more about these opportunities should consult the department chair.

Course Descriptions

THE 101 Introduction to the Theater

Designed for the liberal arts student, this course explores many aspects of the theater: the audience, the actor, the visual elements, the role of the director, theater history, and selected dramatic literature. The goal is to heighten the student's appreciation and understanding of the art of the theater. Play readings may include *Oedipus Rex*, *MacBeth*, *Tartuffe*, *An Enemy of the People*, *The Government Inspector*, *Cat on a Hot Tin Roof*, *The Caucasian*, *Chalk Circle*, *Waiting for Godot*, *The Lieutenant of Inishmore*, *Topdog/Underdog*, and *Angels in America*. The student will be expected to attend and write critiques of the Wabash College Theater productions staged during the semester he is enrolled in the course. **This course is intended for the non-major/minor and is most appropriately taken by freshmen and sophomores.**

Credits: 1

THE 102 Introduction to Scenography

This beginning course traces the design and technical production of scenery as environments for theatrical performance from concept through opening night. Areas covered include set and lighting design, technical production, and costume design. This course will provide the liberal arts student with an exploration of the creative process. Lab arranged.

Credits: 1

THE 103 Seminars in Theater

Game On! Sports and Theater Art

Is there little difference between theater and sports, the play and the playbook, actors and athletes, an audience and spectators? Isn't all sport, at its core, a form of drama? Action and hubris? A cathartic experience? Spectacle? And isn't theater an act of physical exertion and skill? What about that moment or the peripeteia that leads to victory or defeat? There is ritual and aesthetics, the tragic downfall of a hero, the clock, the playing space, the ensemble—a deep affinity for pleasing patterns and a human search for meaningful action. In sports and theater, we construct narratives about conflict, competition, and collaboration that reflect our cultural identities and illustrate human desires. In this seminar, we will study playwrights and directors who have used sports to frame a theatrical performance. We will read essays by Joyce Carol Oates and Johan Huizinga, adaptations such as *The Shakespearean Baseball Game* and *Shakespeare's World Cup*, and plays by Tom Stoppard, Jason Miller, Richard Greenberg, among others. We will discuss great moments in sports. Game on!

Credits: ½

Great Filmmakers: Akira Kurosawa and Billy Wilder

The course will focus on the work of two of the most significant film directors of the 20th century: Akira Kurosawa and Billy Wilder. In films like *Seven Samurai* (1954), *Rashomon* (1950), and *Throne of Blood* (1957), Kurosawa reinterpreted canonical genres like the western, the crime drama, and Shakespearean tragedy. In doing so, he introduced Japanese cinema to the rest of the world. Billy Wilder is known primarily for the campy *Some Like It Hot* (1959), but in such films as *Double Indemnity* (1944) and *The Apartment* (1960), Wilder broke new ground in his use of film noir atmospherics and pointed social satire. In class, we will examine the work of these two directors in terms of narrative structure, cinematography, and style. Further, we will discuss how these filmmakers continue to influence directors today.

Credits: ½

THE 104 Introduction to Film

This course is intended to introduce students to film as an international art form and provide an historical survey of world cinema from its inception to the present. The course will focus on key films, filmmakers, and movements that have played a major role in pioneering and shaping film. Selected motion pictures will be

screened, studied, and discussed, with special emphasis placed on learning how to “read” a film in terms of its narrative structure, genre, and visual style. Specific filmic techniques such as mise en scene, montage, and cinematography will also be considered. Genre study, auteurism, and ideology will be explored in relation to specific films and filmmakers, as well as the practice of adaptation (from theater to film, and most recently, film to theater). This course is offered in the fall semester.

Credits: 1

THE 105 Introduction to Acting

This course provides an introduction to the fundamentals of acting through physical and vocal exercises, improvisation, preparation of scenes, and text and character analysis. Students will prepare scenes from modern plays for classroom and public presentation. Plays to be studied and presented include *Of Mice and Men*, *The Odd Couple*, *The Zoo Story*, and original one-act plays written by Wabash College playwriting students.

Credits: 1

THE 106 Stagecraft

This course introduces students to the fundamental concepts and practices of play production. Students develop a deeper awareness of technical production and acquire the vocabulary and skills needed to implement scenic design. These skills involve the proper use of tools and equipment common to the stage, technical lighting, sound design, scene painting, and prop building. Students will demonstrate skills in written and visual communication required to produce theater in a collaborative environment. The course will prepare the student to become an active part of a collaborative team responsible for implementing the scenic design elements of theatrical productions.

Credits: 1

THE 206 Intermediate Acting

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. This course is offered in the spring semester.

Prerequisite: Theater 105 or permission of instructor.

Credits: 1

THE 207 Directing

The history and practice of stage directing is studied in this course. Students will examine the theories and productions of major modern directors and, through in-class scene work, advance their skills in directing. The course will also involve directorial research and preparation for projects involving classical and modern plays. This course is offered in the fall semester.

Prerequisite: Theater 105 or permission of instructor.

Credits: 1

THE 209 Dramaturgy

This course is intended to bridge the gap between theater history/literature/theory and the performance areas of theater. Aimed primarily at the theater major and minor (though by no means excluding others), this course will focus on the process of textual and historical research/analysis and its collaborative impact on the creative process of the director (production concept), actor (characterization), playwright (play structure, narrative, and character development) and designers (scenic, lighting, and costume design). Dramaturgy includes a study of various historical approaches to classic texts, as well as the process or research and investigation of material for new plays. Ideally, students enrolled in the course could be given dramaturgical responsibilities on mainstage and student-directed projects. This course is offered in the spring semester.

Credits: 1

THE 210 Playwrighting

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. Selected plays from this course will be presented each fall semester as part of the Theater Department's Studio One-Acts production. This course is offered in the spring semester.

Credits: 1

THE 211 History and Literature of the Theater: Ancient Greece to the Spanish Golden Age

The study of major theatrical works written between the golden age of classical Greek drama and the plays of the Spanish Golden Age will provide the main focus of this course. Attention will be paid to the history of the theater in these periods, the stage conventions and practices prevalent in these eras, along with discussion of varying interpretations and production problems inherent in each play. Among the works to be read and discussed are *The Oresteia*, *Antigone*, *Medea*, *The Bacchae*, *The Eunuch*, *Dulcitus*, *The Second Shepherds' Pageant*, *Everyman*, *Lady Han*, *The Mandrake*, *Doctor Faustus*, *A Midsummer Night's Dream*, *Othello*, *Volpone*, *The Masque of Blackness*, and *Life is a Dream*. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2011 and 2013.

Credits: 1

THE 212 History and Literature of the Theater: The French Renaissance to the Rise of Realism

The class will study the history of theater and the diverse forms of drama written between 1660 and 1900. Representative plays from the era, as well as theoretical and critical response to the works, will be the major focus of the course. Attention will also be paid to theatrical conventions and practices, along with discussion of varying interpretations and production problems discovered in each play. The works to be studied include *The Misanthrope*, *Phédre*, *The Rover*, *The Way of the World*, *The London Merchant*, *The Love Suicides at Sonezaki*, *She Stoops to Conquer*, *The Dog of Montargis*, *Woyzek*, *A Doll House*, *The Master Builder*, *Miss Julie*, *The Ghost Sonata*, *A Flea in Her Ear*, and *Ubu Roi*. The plays will be discussed as instruments for theatrical production; as examples of dramatic structure, style, and genre; and, most importantly, as they reflect the moral, social, and political issues of their time. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2012 and 2014.

Credits: 1

THE 213 American Theater and Drama

This course will examine the rich dramatic heritage of the United States from the American Revolution to the present, with emphasis on the history of the U.S. stage and the work of major dramatists including Eugene O'Neill, Thornton Wilder, Tennessee Williams, Arthur Miller, and Edward Albee, among others. Plays to be studied include *The Contrast*, *Secret Service*, *Uncle Tom's Cabin*, *Long Day's Journey Into Night*, *A Moon for the Misbegotten*, *Awake and Sing!*, *The Little Foxes*, *Our Town*, *The Skin of Our Teeth*, *Mister Roberts*, *A Streetcar Named Desire*, *The Night of the Iquana*, *Death of a Salesman*, *The Crucible*, *A Raisin in the Sun*, *The Zoo Story*, *Who's Afraid of Virginia Woolf?*, *Glengarry Glen Ross*, *True West*, *Brighton Beach Memoirs*, *The Colored Museum*, *A Perfect Ganesh*, *Fences*, *Angels in America*, *How I Learned to Drive*, and *The America Play*. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect moral, social, and political issues throughout the history of the United States. This course is offered alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

Credits: 1

THE 214 Modern European Theater and Drama

This course will examine the history of the European stage, and significant dramatic literature, from 1870 to the present. Emphasis will be placed on an examination of the major theatrical movements of realism, ex-

pressionism, symbolism, epic theater, absurdism, and neo-realism, as well as on the work of major dramatists including Henrik Ibsen, Anton Chekhov, George Bernard Shaw, August Strindberg, Luigi Pirandello, Bertolt Brecht, and Samuel Beckett, among others. Plays to be studied include *An Enemy of the People*, *Rosmersholm*, *The Three Sisters*, *Mrs. Warren's Profession*, *Pygmalion*, *Heartbreak House*, *Miss Julie*, *A Dybbuk*, *Six Characters in Search of an Author*, *The Rules of the Game*, *The Good Person of Setzuan*, *Galileo*, *Waiting for Godot*, *Krapp's Last Tape*, *No Exit*, *The Visit*, *Look Back in Anger*, *Equus*, *Breaking the Code*, *Copenhagen*, *Mistero Buffo*, and *Accidental Death of an Anarchist*. The plays will be discussed as instruments for theatrical production; as examples of dramatic style, structure, and genre; and, most importantly, as they reflect the moral, social, and political issues in the 20th century and beyond. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2013 and 2015

Credits: 1

THE 317 Dramatic Theory and Criticism

This course will survey the significant ideas that have shaped the way we create and think about theater. The objective of the course is to examine the evolution of dramatic theory and criticism, and trace the influence of this evolution on the development of the theater. Ultimately, the student will form his own critical and aesthetic awareness of theater as a unique and socially significant art form. Among the important works to be read are Aristotle's *Poetics*, Peter Brook's *The Open Door*, Eric Bentley's *Thinking About the Playwright*, Tony Kushner's *Thinking About the Longstanding Problems of Virtue and Happiness*, Robert Brustein's *Reimagining the American Theater*, and Dario Fo's *The Tricks of the Trade*, as well as selected essays from numerous writers including Horace, Ben Jonson, William Butler Yeats, Constantin Stanislavski, Vsevolod Meyerhold, George Bernard Shaw, Bertolt Brecht, Walter Benjamin, Gertrude Stein, Antonin Artaud, Eugene Ionesco, Peter Schumann, Robert Wilson, Athol Fugard, Ariane Mnouchkine, Edward Bond, Augusto Boal, Guillermo Gómez-Peña, and Eugenio Barba. This course is offered in the fall semester.

Prerequisite: at least one course in theater history or permission of the instructor.

Credits: 1

THE 318 Performance and Design

Individual students will work with a faculty member to advance and present a performance or design project (scene, lighting, costume, stage properties), and complete assignments related to a Wabash stage production. The course is designed for majors and minors active in performance areas of design, acting, directing, dramaturgy, and playwriting. One-half course credit, first and/or second half, each semester.

Prerequisite: Theater 102 (for designers), Theater 105 (for actors), Theater 207 (for directors), Theater 209 (for dramaturgs), Theater 210 (for playwrights).

Credits: 1/2

THE 319 Production and Stage Management

Individual students will work with a faculty member and the production staff in the development and stage management of a Wabash stage production. Students will study the entire production process, develop a prompt book and production documentation, and complete all assignments related to the management of rehearsal and performance. Offered first and/or second half, each semester.

Prerequisite: Theater 102 or permission of instructor.

Credits: 1/2

THE 487 Independent Study

Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses. One-half or one course credit either semester.

Prerequisite: permission of theater department chair.

Credits: 1 or 1/2

THE 488 Independent Study

Any student may undertake an independent study project in theater after submission of a proposal to the department chair for approval. Students are urged to use this avenue to pursue creative ideas for academic credit outside the classroom or for topics not covered by existing courses. One-half or one course credit either semester.

Prerequisite: permission of theater department chair.

Credits: 1 or 1/2

THE 498 Senior Seminar

This course is designed as a capstone course for senior theater majors. Students will design and develop a major project in consultation with theater faculty. These projects will receive significant peer review and culminate in public presentations

Prerequisite: senior theater major status.

Credits: 1

DIVISION III

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

Faculty 2011-2012

Morillo, S. (chair)

Blaich, C.+++

Bost, P.

Burnette, J.

Butler, D.

Butler, M.##

Byun, C.

Gunther, K.

Hadley, D. *

Hatcher, J.~

Himsel, S.~

Hoerl, A.

Hollander, E.

Horton, R.

Horton, R.

Howland, F.

Marsh, K.

Mikek, P.*

Olofson, E.

Panda, B.

Pittard, M. **

Pullen, Q

Rhoades, M.

Rocha, S.

Salisbury, T.

Schmitzer-Torbert, N.

Warner, R.

Widdows, K.

**Sabbatical leave, fall semester*

***Sabbatical leave, spring semester*

****Sabbatical leave, full year*

Leave, fall semester

Leave, spring semester

Leave, full year

+ Administrative leave, fall

++ Administrative leave, spring

+++ Administrative leave, full year

^ Administrative appointment, fall

^^ Administrative appointment, spring

^^^ Administrative appointment, full year

~ Part-time

Division III Courses

DV3 252 Statistics for the Social Sciences

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

Credits: 1/2

DV3 402 Contemporary Issues in Social Science

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

Credits: 1/2

DEPARTMENT OF ECONOMICS

Faculty: F. Howland (chair), J. Burnette, C. Byun, J. Hatcher~, P. Mikek*, B. Panda, K. Widdows

~*Part-time*

**Sabbatical leave, fall 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 consists of an objective, standardized test that contains questions from every economics course offered at Wabash. The second day consists of an essay exam on a previously assigned article.

Requirements for the Major: Economics majors must complete at least nine course credits in Economics which must include Economics 291, 292, 251 (1/2 credit), Division III 252* (or its equivalent), Economics 253, and 401. **Please note that Division III 252 does not count toward the nine required economics credits. Also, please note that Economics 262 does not count toward the major in economics for students entering in the fall of 2007 or after.* In addition, the major must include at least two courses with a prerequisite of Economics 291 or Economics 292 (not including Economics 401). A course in statistics, either Division III 252 or a full-credit Mathematics Department Statistics course above the 100-level must be taken before enrolling in Economics 253. In addition, Mathematics 110 or 111, or an equivalent, is required for the major in economics. Mathematics 111 is best taken in the freshman year; students placed into Mathematics 010 should enroll in Economics 101 their freshman year and take Mathematics 010 the fall semester of their sophomore year, and Mathematics 110 in the spring semester of their sophomore year.

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

Although the above sequence is preferred, there can be flexibility in this basic pattern. The well-prepared first-year student might want to begin the study of economics in the first semester of the freshman year, while "late contractors" (students who decide to major in economics during their sophomore or even junior years) may choose a more tightly packed junior/senior year combination of economics courses. The prospective economics major should be careful in planning the theory/empirical sequence year. The sequence of Division III 252 in the FALL and Economics 253 in the SPRING is crucial. Economics 251 should be taken by the time the other courses in the theory/empirical sequence are completed. It is most convenient to take Economics 251 along with Division III 252 in the fall. Thus, if the economics major is planning to study off-campus as a second semester junior, it is absolutely imperative that he begin the empirical sequence and take Economics 253 as a sophomore.

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

Requirements for the Minor: Five course credits in economics. Economics 262 counts toward the minor, but

not toward the major (Division III 252 does not count toward the minor.).

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

ECO 101 Principles of Economics

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

Credits: 1

ECO 205 Development of Economic Thought (HIS 236)

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

Credits: 1

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

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

Prerequisite: Economics 101 or permission of the instructor.

Credits: 1

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

The purpose of this course is to study economic issues in European history. A substantial part of the course is devoted to the Industrial Revolution. What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? Other topics will vary, but may include: agriculture, demography, Poor Laws, the Great Depression, and the gold standard. This course is offered in the fall semester, alternate years.

Prerequisite: Economics 101 or permission of the instructor.

Credits: 1

ECO 222 Comparative Economic Systems

Focusing on East Asia and Eastern Europe, the class offers a critical comparative study of alternative approaches to establishing economic systems that will support growth, promote social cohesion, and facilitate

transition to a market economy. The class includes a brief discussion of varieties of economic systems within the developed world, comparing the U.S. to Western Europe. However, particular attention is paid to development in economic systems in fast-growing East Asia and Eastern Europe in transition. We examine various combinations of institutional framework, economic policies, and available resources that facilitated the transition and strong growth in these regions. This course is generally offered in the fall semester, alternate years. Currently not offered.

Prerequisite: Economics 101 or permission of the instructor.

Credits: 1

ECO 224 Economic and Political Development (PSC 324)

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

Prerequisite: Economics 101 or permission of the instructor.

Credits: 1

ECO 231 Law and Economics

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

Prerequisite: Economics 101 or permission of the instructor.

Credits: 1

ECO 251 The Economic Approach with Microsoft Excel®

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

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

Credits: 1/2

ECO 253 Introduction to Econometrics

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

Prerequisite: Division III 252.

Credits: 1

ECO 262 Financial Institutions and Markets

This course uses basic tools of economic theory to analyze modern financial institutions and markets. The financial instruments to be covered range from credit card loans to mortgages, stocks, bonds, futures, and options. The main questions of the course are: What roles do commercial banks, pension funds, insurance companies, investment banks, mutual funds, and the government play in financial markets? What determines the prices of stocks and bonds? How can individuals and institutions deal with risk and how is risk measured? What drives innovation in financial markets? The course concentrates on contemporary U.S. institutions, but offers some historical and international perspective. This course is offered in the spring semester. Note: Economics 262 does not count toward the major in economics for students entering in the fall of 2007 or after.

Prerequisite: Economics 101.

Credits: 1

ECO 277 Special Topics

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

Prerequisite: Economics 101 or permission of the instructor.

Credits: 1

ECO 287 Independent Study

Students who wish to take an independent study in Economics should plan their project with the instructor who is to supervise. Permission of the department chair is required. This course is offered in the fall semester.

Credits: 1 or 1/2

ECO 288 Independent Study

Students who wish to take an independent study in Economics should plan their project with the instructor who is to supervise. Permission of the department chair is required. This course is offered in the spring semester.

Credits: 1 or 1/2

ECO 291 Intermediate Microeconomic Theory

The course examines the development of the theories of the price mechanism under competitive and non-competitive market situations. The costs and revenue decisions of the firm are analyzed within the context of standard assumptions about economic behavior. The welfare implications of contemporary problems under partial and general equilibrium conditions are explored. This course is offered in the fall and spring semesters.

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

Credits: 1

ECO 292 Intermediate Macroeconomic Theory

This course examines the measurement, determination, and control of the level of economic activity. General equilibrium models are used to determine real output, employment, inflation, unemployment, and interest rates. We also study the determinants of long-run growth. The roles of fiscal and monetary policy are analyzed in their application to fluctuations in economic activity. This course is offered in the fall and spring semesters.

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

Credits: 1

ECO 321 International Trade

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

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

Credits: 1

ECO 322 International Finance

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

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

Credits: 1

ECO 331 Economics of the Public Sector

An examination of the economic role of the public sector in the United States. Some of the general questions addressed include: When do markets fail to bring about desirable outcomes in the absence of government intervention? Under what circumstances can governmental action improve economic outcomes? What are the main features and economic effects of current government tax and expenditure programs? By what principles should reform of these programs be guided?

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

Credits: 1

ECO 332 Labor Economics

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

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

Credits: 1

ECO 333 Industrial Organization and Control

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

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

Credits: 1

ECO 353 Topics in Econometrics

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

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

Credits: 1

ECO 361 Corporate Finance

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

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

Credits: 1

ECO 362 Money and Banking

The course provides an introduction to financial markets and the assets traded therein (such as bonds, stocks, and derivatives), with an emphasis on the role and function of commercial banks. This is complemented with analysis of the money market. Theories of money demand are combined with discussion of the role of the

banking system in the money supply process. We examine the central role of the Federal Reserve in executing monetary and credit policies. The course incorporates econometric techniques and spreadsheets in analyzing financial data and makes use of some standard data sources. This course is offered in the fall semester.

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

Credits: 1

ECO 363 Topics in Macroeconomics

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

Prerequisites: Economics 292, 253, and 251.

Credits: 1

ECO 364 Case Studies in Macroeconomics

Utilizing a case study approach, this course explores advanced issues in macroeconomic policy. Topics covered include the business cycle, international macro, and growth. Currently not offered.

Prerequisites: Economics 292, 253, and 251.

Credits: 1

ECO 377 Special Topics

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

Prerequisites: Economics 101, 253, 291 or 292; or permission of the instructor.

Credits: 1

ECO 387 Independent Study

Students who wish to do an independent study in Economics should plan their project with the instructor who is to supervise. Permission of the department chair is required. This course is offered in the fall semester.

Credits: 1 or 1/2

ECO 388 Independent Study

Students who wish to do an independent study in Economics should plan their project with the instructor who is to supervise. Permission of the department chair is required. This course is offered in the spring semester.

Credits: 1 or 1/2

ECO 401 Senior Seminar

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

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

Credits: 1

ECO 491 Advanced Microeconomic Theory

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

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

Credits: 1

ECO 492 Advanced Macroeconomic Theory

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

Prerequisites: Economics 292 and Mathematics 110 or 111.

Credits: 1

DEPARTMENT OF HISTORY

Faculty: M. Rhoades (chair), S. Morillo, Q. Pullen, T. Salisbury, R. Warner

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

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

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

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

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

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

Comprehensive Examinations: The Written Comprehensive Exam in History is a two-day exam that is designed to evaluate the students' mastery of the core goals of the department. For one day, students discuss some aspect of history, approach to historical studies, or theories of history with respect to those areas of history the student has studied. The other day generally asks students to act as historians using a selected set of primary and secondary source texts provided ahead of time.

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

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

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

Requirements for a Minor: A minimum of five courses including either History 101 or History 102, at least

two 300 level courses, and two other courses of the student's choice.

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

HIS 101 World History to 1500

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

Credits: 1

HIS 102 World History since 1500

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

Credits: 1

HIS 187 Independent Study

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

Credits: 1 or 1/2

HIS 188 Independent Study

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

Credits: 1 or 1/2

HIS 200 Topics in World and Comparative History

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

Credits: 1 or 1/2

HIS 201 The World from 1914–Present

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

Credits: 1

HIS 210 Topics in Ancient History (CLA 213)

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

Credits: 1 or 1/2

HIS 211 Ancient History: Greece (CLA 105)

A survey of Greek history from the end of the Bronze Age (ca. 1100 B.C.) to the time of the Roman conquest of the Greek world (first century B.C.). Emphasis is on the origin, evolution, and problems of the most important Greek political-social-cultural structure, the polis or “city-state.” This course is offered alternate years. Next anticipated offerings will be fall semesters of 2012 and 2014.

Credits: 1

HIS 212 Ancient History: Rome (CLA 106)

A survey of Roman history from the Etruscan period (6th and 5th centuries B.C.) to the transformation of the Roman world to the Medieval (4th and 5th centuries A.D.). Emphasis is on the origins, nature, effects, and evolution of imperialism in Roman politics, culture, and society. This course is offered alternate years. Next anticipated offerings will be spring semesters of 2013 and 2015.

Credits: 1

HIS 220 Topics in Medieval and Early Modern Europe

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

Credits: 1 or 1/2

HIS 221 Medieval Europe, 400–1400

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

Credits: 1

HIS 222 Early Modern Europe, 1400–1800

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

Credits: 1

HIS 230 Topics in Modern Europe

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

Credits: 1 or 1/2

HIS 231 19th Century Europe

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

Credits: 1

HIS 232 20th Century Europe

This survey will examine significant events in European history from 1900 to the end of the 20th century. The course will cover circumstances leading to World War I, the rise of fascism, and World War II. The survey ends with a discussion of the Cold War, its ultimate demise, and nuclear legacy. Since there was more to the 20th century than military history, the class will also consider how European societies reacted to war and will

focus on life on the home front, gender relations, cultural change, and consumerism. This course is offered some spring semesters.

Credits: 1

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

The purpose of this course is to study economic issues in European history. A substantial part of the course is devoted to the Industrial Revolution. What caused the Industrial Revolution and why did it occur in England? What effects did it have on living standards? Other topics will vary, but may include: agriculture, demography, Poor Laws, the Great Depression, and the gold standard. This course is offered in the fall semester, alternate years.

Credits: 1

HIS 236 History of Economic Thought (ECO 205)

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

Credits: 1

HIS 240 Topics in American History

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

Credits: 1 or 1/2

HIS 241 America to 1877

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

Credits: 1

HIS 242 America since 1877

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

Credits: 1

HIS 244 African American History

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

Credits: 1

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

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?

Credits: 1

HIS 250 Topics in Latin American History

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

Credits: 1 or 1/2

HIS 252 Peoples and Nations of Latin America

A survey of the history of Latin America from Pre-Columbian times through the Wars of Independence and the national period to the current day. This course will examine the various internal dynamics and external influences that have shaped the experiences of the countries of Latin America since independence. Emphasis on socioeconomic structures as the conditioning environment for political and cultural developments. A major focus will be historical analysis of scholarly monographs and primary source documents. This course is offered in some spring semesters.

Credits: 1

HIS 260 Topics in Asian History

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

Credits: 1 or 1/2

HIS 261 Classical and Imperial China to 1911

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

Credits: 1

HIS 262 Modern China from 1911 to the Present

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

Credits: 1

HIS 270 Topics in African History

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

Credits: 1 or 1/2

HIS 271 African History to 1885

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

Credits: 1

HIS 272 African History from 1885

The period from the European Partition of Africa in 1885 to Post-independence was one of the most significant and drastic eras of change for Africans, drawing them into a global wage labor economy, and seeing them

interact in new ways with migration, the World at War, and the Colonial Endeavor. This course is offered some spring semesters.

Credits: 1

HIS 287 Independent Study

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

Credits: 1 or 1/2

HIS 288 Independent Study

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

Credits: 1 or 1/2

HIS 300 Advanced Topics, World and Comparative History

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

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

Credits: 1 or 1/2

HIS 301 Craft and Theory of World History

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

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

Credits: 1

HIS 310 Advanced Topics, Ancient History (CLA 212)

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

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

Credits: 1 or 1/2

HIS 320 Advanced Topics, Medieval and Early Modern Europe

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

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

Credits: 1 or 1/2

HIS 330 Advanced Topics, Modern Europe

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

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

Credits: 1 or 1/2

HIS 340 Advanced Topics, American History

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

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

Credits: 1 or 1/2

HIS 350 Advanced Topics, Latin America

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

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

Credits: 1 or 1/2

HIS 360 Advanced Topics in Asian History

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

Prerequisite: Previous course work in Asian History or permission of the instructor.

Credits: 1 or 1/2

HIS 370 Advanced Topics in African History

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

Prerequisite: Previous course work in African History or permission of the instructor.

Credits: 1 or 1/2

HIS 387 Independent Study

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

Credits: 1 or 1/2

HIS 388 Independent Study

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

Credits: 1 or 1/2

HIS 497 Philosophy and Craft of History

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

Credits: 1

HIS 498 Research Seminar

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

Credits: 1

DEPARTMENT OF POLITICAL SCIENCE

Faculty: D. Hadley (chair, spring)*, M. Butler (chair, fall)**, S. Himsel~, A. Hoerl, E. Hollander, K. Marsh

* *Sabbatical Leave, fall semester*

** *Leave, spring semester*

~ *Part-time*

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

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

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

- Four introductory courses:

PSC 111—Introduction to American Politics

PSC 122—Introduction to Comparative Politics

PSC 231—Introduction to Political Theory (a fall semester course)

PSC 242—Introduction to International Politics (a spring semester course)

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

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

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

- **Collateral requirements:** Political Science majors are also required to take:
 - Economics 101
 - History 102.
 - Beginning with the Class of 2014, political science majors must **complete one full credit from among the following: PSC 261, Psych 202, Division III-252/Economics 253, or Mathematics 103 or 104.** (Note: Most political science majors will, in effect, fulfill their quantitative studies distribution requirement by taking one of the above courses to meet this collateral requirement.) Since these courses provide important background material that will enhance understanding of political science as a major field, students are strongly encouraged to complete them during their first two years of study.

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

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

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

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

PSC 111 Introduction to American Government and Politics

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

No prerequisite.

Credits: 1

PSC 122 Introduction to Comparative Politics

This class provides a general introduction to the study of political systems worldwide. The approach and many of the readings will be theoretical, but we will draw from real-world illustrations of these theoretical concepts. Thus, a *basic* understanding of world history, current events, and even the American political system will be assumed. This course is a requirement for all students who intend to major in political science and is a prerequisite for a number of other courses in the subfield of comparative politics. It is also a good choice for students wishing to satisfy a behavioral science distribution requirement. This course is offered both semesters.

Prerequisite: None

Credits: 1

PSC 226 Politics of the Middle East

This course surveys the politics of the major states and nations of the Middle East. Special attention will be given to a number of leading issues in the region, including the Arab-Israeli Conflict, oil, terrorism, nuclear proliferation, and US foreign policy in Afghanistan and Iraq. Attention will also be given to broader questions of economic and social development, human rights, democratization, and the role of women in the modern Middle East. Next offered spring semester 2012-2013.

Prerequisite: Political Science 122 or permission of the instructor.

Credits: 1

PSC 231 Introduction to Political Theory

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

Prerequisite: None

Credits: 1

PSC 242 Introduction to International Politics

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

Prerequisite: None

Credits: 1

PSC 261 Scope and Methods of Political Science

What do political scientists know and how do they know it? This course focuses on the nature of political science as a discipline, the range and kinds of questions it addresses, and the methods and techniques by which it seeks answers to those questions. We will use examples from U.S., comparative, and international politics to examine the scope of the political science discipline and the different approaches we take to answering important questions about how and why political systems work as they do. We will also survey some of the basic statistical techniques employed in systematic studies of politics and government. This course is strongly recommended for sophomores planning to major in political science. This course is offered in the fall semester 2011-2012. PSC 261 may require one lab session per week.

Prerequisite: One course in political science.

Credits: 1

PSC 287 Independent Study

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

Credits: 1 or 1/2

PSC 288 Independent Study

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

Credits: 1 or 1/2

PSC 311 Congress and the Executive

A study of the legislative and executive branches of the United States government. This course will involve analysis of each branch as an institution. Particular attention will be given to the interactions between and the interdependence of Congress and the Executive, and the effects of these interactions on the decisions and operations of the two branches of government. Counts as an advanced course in American Politics. This course

is offered in the spring semester alternate years and includes an immersion trip to Washington, DC (required).
Next offered spring 2012.

Prerequisite: Political Science 111 or permission of the instructor.

Credits: 1

PSC 312 Parties, Elections and Pressure Groups

A systematic look at mechanisms for popular control of American government. This course looks at the nature of public opinion and its translation into political action. Political parties and interest groups are investigated as mechanisms which link the citizen to the policy-making system. Attention will be given to elections and the bases upon which individuals make their decisions at the polls. We will also consider the conflicting arguments about the decline, decomposition, and realignment of parties, and the rise of the single-issue interest group in recent years. Counts as an advanced course in American politics. This course is next offered in the fall semester 2012-2013.

Prerequisite: Political Science 111 or permission of the instructor.

Credits: 1

PSC 313 Constitutional Law

The Supreme Court has accurately been described as a “Storm Center” of political controversy. This course examines the Court’s most potent power—to strike down as unconstitutional the actions of elected officials. We will focus on key Supreme Court decisions, including those dealing with abortion, affirmative action, gay marriage, the death penalty, the right to keep and bear arms, and the constitutionality of health care reform. What role should judges play in deciding such divisive and morally vexing issues? How should the Court apply such broadly worded constitutional guarantees as “equal protection” and “due process of law”? And what impact have the Court’s decisions had—on other branches of government and on American society in general? Counts as an advanced course in American politics. This course is offered in the fall semester 2011-2012.

Prerequisite: Political Science 111 or permission of the instructor.

Credits: 1

PSC 314 Topics in Constitutional Law

This course explores the nature of the Constitution and the role of the Court in enforcing it by focusing on a particular controversial topic in constitutional law. What role should the Court play in helping resolve our most difficult and searing conflicts? Is the Constitution adaptable to such challenges? Past topics have included Civil Liberties in War and Peace, which explored how we treat those we fear most—suspected criminals, alleged enemies of the state, and those who criticize the government during wartime. Counts as an advanced course in American politics. This course is offered in the spring semester 2012-2013.

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

Credits: 1

PSC 315/REL 280 Religious Freedom

May the United States Air Force Academy display a banner declaring “I am a member of Team Jesus Christ” in its football locker room? May the Indiana House of Representatives pray and sing a Christian song at the beginning of one of its sessions? Must employees be permitted to post at work biblical verses that condemn homosexuals? Must employees be permitted to pray multiple times during the work day? Should we prosecute Christian Scientist parents whose critically ill child dies because the only treatment he received was prayer? May public schools teach intelligent design in their science courses? The collision of religion, politics, and the law generates many sensitive questions. We will work through these kinds of questions to determine what our Constitution means when it forbids government from establishing religion and protects our right freely to exercise our many religions. We will also explore whether religion can play a productive role in politics without debasing itself or causing strife. Counts as an advanced course in American politics. This course is offered spring semester 2011-2012.

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

Credits: 1

PSC 316 Public Policy

In this course, which focuses on domestic policy, students will learn about two different ways of studying public policy: public policy analysis and the politics of the policy process. Students will learn about public policy analysis and how it is both similar to and different from other fields of study in political science. During this part of the course, students will practice skills such as memo writing and client consultation. Students will study the politics of the policy process by comparing different models of policy formation and analyzing the different institutions that help shape public policy (the legislature, interest groups, bureaucracy, etc.). Students will do exercises with case studies and also participate in an in-class simulation. Counts as an advanced course in American politics. Offered every other year, this course is offered fall semester 2011-2012.

Prerequisite: PSC 111 or permission of the instructor.

Credits: 1

PSC 317 State and Local Politics

A survey of the institutions, actors, and processes involved in the governing of states, cities, and other local jurisdictions. Attention is given to intergovernmental relations as well as to the analysis of individual units. Field work is required. Counts as an advanced course in American politics. This course is offered in the spring semester, alternate years. This course is next offered in the spring semester 2012-2013.

Prerequisite: Political Science 111 or permission of the instructor.

Credits: 1

PSC 322 Politics of the European Union (Previously offered as PSC 372, special topic)

This course will examine the politics of the European Union (EU). Attention will be given to the political institutions and dynamics of the Union itself, as well as to those of its member states, and to the process of EU expansion more generally. Special attention will be given to the possible effects of EU integration on national identity in contemporary Europe. Counts as an advanced course in comparative politics or international relations. This course requires concurrent enrollment in ECO 277 (Economics of the European Union) and includes an immersion trip over spring break. This course is offered in the spring semester 2012-2013.

Prerequisite: PSC 122 or permission of the instructor.

PSC 324 Economic and Political Development (ECO 224)

This deeply historical course examines the emergence of the sovereign state as the predominant organizational institution in politics around the world. Special attention will be given to the consolidation of states in modern industrialized society, as well as to the legacy of imperialism in Eastern Europe and the developing world. Key issues to be considered will include Europe's economic and military dominance in the modern era, the role of nationalism in the dissolution of early empires, and the legacy of colonialism for the economic and political development of Africa, Latin America and the Middle East. Special attention will also be given to an enduring question in comparative politics: Why are some countries rich and others poor? Not offered in 2011-2012.

Prerequisite: Political Science 122 or permission of the instructor.

Credits: 1

PSC 325 Politics of Latin America and the Caribbean Basin

An introduction to the politics of Latin America and the Caribbean Basin. Special attention will be given to political and economic development of the region, as well as to the unique role that the United States has played in this process. We will also examine the crucial impact that developments in this region have on domestic politics in the United States, especially with respect to such important issues as immigration and regional trade. May be offered in conjunction with courses in the Department of Modern Languages and cross-listed with studies of Hispanic language and culture. Counts as an advanced course in comparative politics. This course will not be offered in 2011-2012.

Prerequisite: PSC 122 or permission of instructor.

Credits: 1

PSC 327 Nationalism and Ethnic Conflict (Previously offered as PSC 372, special topic)

This class will provide a general introduction to the study of nationalism and ethnic conflict. In it, we will touch upon a wide range of cases of ethnic conflict and genocide, including the dissolution of Yugoslavia, the ‘troubles’ in Northern Ireland, genocide in Rwanda and the Holocaust, and current crises in the Middle East. With such a wide range of cases, the approach will be largely theoretical — focusing on the underlying causes of such conflicts and on the general conditions under which they might be remedied. Thus, a reliable foundation in the study of comparative politics and a reasonable familiarity with international current events will be expected. Counts as an advanced course in comparative politics or international relations. This course is offered fall semester 2011-2012.

Prerequisite: PSC 122 or permission of instructor.

Credits: 1

PSC 330/HIS 320 History of Political Thought: Ancient and Medieval

A series of half- or full-credit courses, each of which will focus a particular political theorist or group of theorists from classical antiquity or the medieval period. Specific offerings will vary from year to year. Counts as advanced course work in political theory. Next offered spring semester 2012-2013.

Prerequisite: Political Science 231 or permission of the instructor.

Credits: 1 or 1/2

PSC 335 History of Political Thought: Renaissance and Modern

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

In the spring semester 2011-2012, the full-credit course offered will be:

Machiavelli: In this course, students will gain exposure to a number of Machiavelli’s most important works, examine important scholarly controversies in the Machiavelli literature, and examine Machiavelli’s own references to public spaces in Florence. Students will analyze the effect of these spaces on Machiavelli’s conception of republicanism through a comparative examination of Florentine public spaces (on a required immersion trip) and local public spaces.

In the fall semester 2012-2013, the full-credit course offered will be:

Nietzsche

Prerequisite: Political Science 231 or permission of the instructor.

Credits: 1/2 or 1

PSC 336/HIS 340 History of Political Thought (formerly PSC 350)

American Political Thought. A broad survey of American political ideas as expressed in primary sources including classic texts, key public documents, and speeches. The course investigates themes of mission, means, and membership as recurrent issues in American political thought. Counts as an advanced course in political theory. This course offered in the fall semester 2011 under the number PSC 350.

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

Credits: 1

PSC 338 Contemporary Political Theory

Students will study the political theory of selected contemporary authors and movements, especially as these theories relate to the development of democratic political theory, the critique of democratic political theory, and the contemporary examination and/or redefinition of concepts like justice and equality. Counts as an advanced course in political theory. This course will be offered in spring semester 2012-2013.

Prerequisite: PSC 231 or permission of the instructor.

Credits: 1

PSC 343 Military Institutions in Domestic and International Politics (Previously offered as PSC 374, special topic)

In this course we examine one of the world's oldest political institutions: militaries. Armed forces are created primarily to defend states and their interests against other states and threatening actors, yet they can also play an important role in the domestic political affairs of the states that they are created to defend. The course intends to improve students' understanding of military actors and the various ways in which they are related to both international and domestic politics. Because an all-encompassing treatment of military affairs is impossible within the context of a single semester, this course emphasizes the role played by people (soldiers, officers and their civilian leaders) rather than machines (tanks, artillery pieces, small arms, etc.). Counts as an advanced course in international relations. This course will not be offered in 2011-2012.

Prerequisite: PSC 242 or permission of the instructor.

Credits: 1

PSC 344 Insurgency, Revolution and Terrorism (Previously offered as PSC 374, Special Topic)

What is terrorism? Is one man's freedom fighter another man's terrorist? What motivates a person to become a suicide bomber? What causes terrorism? How can states counter terrorism? How is terrorism different from an insurgency? Why has the United States experienced such difficulty in Iraq and Afghanistan? How can states counter and defeat insurgencies? These are all questions that have come to dominate much of the discussion in post 9/11 international relations. Although terrorism and insurgencies have existed in one form or another for hundreds, if not thousands, of years, these phenomena have become two of the more intractable and important problems in international relations. This course will address these and other questions from both global and U.S. perspectives. Counts as an advanced course in international relations. This course is offered in the fall semester 2011-2012.

Prerequisite: PSC 242 or permission of the instructor.

Credits: 1

PSC 346: American Foreign Policy

This course seeks to answer the questions of who makes American foreign policy, and what are the most important sources of and influences on it. The course focuses on the features and processes of American foreign policy making and the actors, influences, and issues involved in it. The goal of this course is to provide the student with the historical, institutional, procedural, and theoretical frameworks to understand how American foreign policy is made. Counts as an advanced course in International relations or American politics. This course is offered in the fall semester 2011-2012.

Prerequisites: PSC 111 or PSC 242 or permission of the instructor.

Credits: 1

PSC 347 Conflict, War, and Peace (Previously offered as PSC 374, special topic)

This course delves deeply into international relations theory focusing on issues of war and peace. We will explore in depth the logic behind variants of several theoretical perspectives, including, but not limited to, liberalism, realism, constructivism, and other important schools of thought. During the course, we will explore issues more narrowly related to topics such as the democratic peace, deterrence, terrorism and asymmetric warfare, along with issues of cooperation and global governance. Counts as an advanced course in international relations. This course will be offered fall semester 2012-2013.

Prerequisite: PSC 242 or permission of the instructor.

Credits: 1

PSC 348 International Organizations (Previously offered as PSC 374, special topic)

This course focuses on international organizations (IOs) and the role that they play in the international system. We consider the relationship between key theoretical perspectives and IOs, as well as how international organizations operate across a variety of issue areas from security and trade to human rights and development. We also cover a variety of truly global IOs, such as the United Nations, as well as IOs with a more regional focus such as the European Union. Counts as an advanced course in international relations. This course will

be taught fall semester, 2011-2012.

Prerequisite: PSC 242 or permission of the instructor.

Credits: 1

PSC 371 Special Topics: American Politics

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

Credits: 1 or 1/2

PSC 372 Topics in Comparative Politics

These courses focus at an advance level on a particular issue, concept, problem or question in comparative politics. Advanced level, special prerequisites may apply

PSC 373 Topics in Political Theory

This course will focus on an advanced topic, issue, concept, or problem in political theory. In the fall semester 2011-2012, the course offered will be:

Technology & Democracy I: Reputation

In this course, we will examine the evolution of reputation due to changing privacy standards associated with the rise of social media like Facebook and Twitter. We will also look at how this 'new' type of reputation might affect both electoral politics and democratic political theory. What are the consequences for elections when most candidates have embarrassing pictures on Facebook? Do citizens in a democracy have a right to reinvent themselves that might be curtailed by a 'permanent record' on the internet? How should liberty of expression be treated in a technologically advanced democratic society? Readings will be drawn from contemporary democratic theorists, the literature on elections, and literature on technology and privacy rights. PSC majors may count this course as either a Political Theory elective or an American politics elective.

Prerequisite: PSC 231 or permission of instructor.

PSC 374 Topics in International Relations

These courses will focus on a particular issue, concept, problem, or question in international relations. Advanced level; special prerequisites may apply.

PSC 387 Independent Study

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

Credits: 1 or 1/2

PSC 388 Independent Study

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

Credits: 1 or 1/2

PSC 487 Independent Study

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

Credits: 1 or 1/2

PSC 488 Independent Study

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

Credits: 1 or 1/2

PSC 497 Senior Seminar

Open only to senior political science majors. This is both a reading and a research seminar, organized around a general concept central to the discipline. Participants discuss common readings on the topic. They also prepare individual research papers which treat the general theme, but from the stance of their chosen emphases within the major. This course is offered in the fall semester 2011-2012.

Credits: 1

DEPARTMENT OF PSYCHOLOGY

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

^{^^} *Administrative Leave, full year*

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

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

Requirements for the Major:

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

2. Psychology 232: Sensation and Perception
3. Psychology 233: Behavioral Neuroscience
4. Psychology 235: Cognitive Neuropsychology

Note: Completion of any of the following sequences also fulfills the Experimental-Physiological requirement: PSY 231/331, PSY 232/332, PSY 233/333.

- **Senior Project:** Psychology 495/496

- **Additional courses** to bring total Psychology course-credits to a minimum of nine.

Note: Students planning to apply to graduate school are strongly urged to take the maximum of 11 courses, including a full credit of Independent Study (Psychology 387, 388).

- **Biology Course:** Psychology majors are required to take one of the following courses: Psychology 104, Biology 101, or Biology 111. This course should be taken by the end of the sophomore year.

- **Written Senior Comprehensive Examinations** in Psychology require majors to (1) organize and synthesize information to support their thoughts on questions of broad interest to psychologists, (2) to demonstrate knowledge across major content areas of Psychology, and (3) to demonstrate competence with the scientific method and statistics.

- **Faculty Advisors:** Majors are **strongly** urged to select an advisor from the Psychology Department when they declare their major.

Requirements for the Minor:

- **Introductory:** Introduction to Psychology (Psychology 101)

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

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

1. Child Development: Psychology 220
2. Social Psychology: Psychology 222
3. Cognition: Psychology 231
4. Sensation & Perception: Psychology 232
5. Behavioral Neuroscience: Psychology 233

- **Additional courses** to bring total Psychology course-credits to a minimum of five. Students are strongly encouraged to take one upper level course that follows one of the seven listed above.

Off-Campus Study: Psychology majors and minors considering taking courses at other campuses, or abroad, should be aware that it is difficult to meet our Psychology 201 and 202 requirements at other schools. Because both courses combine research methods and statistics, most off-campus statistics courses do not substitute for either requirement. This means you should plan to take Psychology 201 and 202 at Wabash. Permission to spend the junior year abroad requires completion of Psychology 201 and 202 prior to going off campus.

Advanced Placement credit: Students who have earned a score of 4 or above on the Psychology Advanced Placement exam may earn credit for PSY 101 by taking any 200-level Psychology course and completing it with a grade of B- or better. The department recommends against taking PSY 201 as a first course in Psychology; students wishing to earn this credit should consult the chair of the Psychology department for assistance in selecting an appropriate course. **SUCH PSY 101 CREDIT DOES NOT COUNT TOWARD A MAJOR OR MINOR IN PSYCHOLOGY.**

An Area of Concentration in Education and Middle and High School Teaching licensure (grades 5-12) with

this major is administered through the Teacher Education Program. For Education AOC and teaching licensure information, please see the Teacher Education section of the Academic Bulletin. Students are asked to consult with their academic advisor AND the Director of Teacher Education to learn more about course and licensure requirements.

Course Descriptions

PSY 101 Introduction to Psychology

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

Credits: 1

PSY 104 Introduction to Neuroscience

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

Prerequisite: None

Credits: 1

PSY 110 Introductory Special Topics

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

Credits: 1

PSY 201 Research Methods and Statistics I

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

Prerequisite: Psychology 101 (may be taken concurrently).

Credits: 1

PSY 202 Research Methods and Statistics II

A continuation of Research Methods and Statistics I, with a focus on more advanced research designs and statistical procedures. Students will conduct behavioral research projects. This course is normally offered in both fall and spring semesters.

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

Credits: 1

PSY 210 Intermediate Special Topics

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

Credits: 1

PSY 211 Cross-Cultural Psychology

This course explores the ethnic and cultural sources of psychological diversity and unity through cross-cultural investigation. Topics include human development, perceptual & cognitive processes, intelligence, motives, beliefs & values, and gender relations. This course is not offered in 2011-2012.

Prerequisite: Psychology 101.

Credits: 1

PSY 220 Child Development

This course explores the process of child development with particular emphases on cognitive and social development from infancy through early adolescence. We will discuss the development of observable behaviors such as language and aggression, the underlying mechanisms that guide and shape development, and empirically-grounded practical recommendations for fostering healthy development. Additional topics include the roles of nature and nurture in development, the formation of parent/child attachment, social cognition, autism, and peer relationships and their effect on social development. The methodologies used by researchers, and the appropriate interpretation of research findings, will be an emphasis throughout the course. Through weekly observations and naturalistic laboratory assignments in local preschools, students will learn and practice several of these research methodologies. This course is normally offered in the fall semester

Prerequisite: Psychology 101 recommended.

Credits: 1

PSY 222 Social Psychology

A survey of research findings and methodologies of social psychology. Topic coverage deals with social perception, attitude formation, attitude change, and the psychology of group processes and interactions. Students are encouraged to develop their own research ideas. This course is normally offered in the spring semester.

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

Credits: 1

PSY 223 Abnormal Psychology

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

Prerequisite: Psychology 101.

Credits: 1

PSY 231 Cognition

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

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

Credits: 1

PSY 232 Sensation and Perception

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

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

Credits: 1

PSY 233 Behavioral Neuroscience

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

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

Credits: 1

PSY 235 Cognitive Neuropsychology

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

Prerequisite: Psychology 101.

Credits: 1

PSY 287 Intermediate Research

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

Prerequisites: Psychology 201 (may be taken concurrently) and permission of the instructor

Credits: 1/2

PSY 288 Intermediate Research

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

Prerequisites: Psychology 201 (may be taken concurrently) and permission of the instructor

Credits: 1/2

PSY 301 Literature Review in Psychology

An introduction to the principles of searching for and reporting on published literature in psychology. Students will learn strategies for searching databases, identifying credible sources, and developing a theoretical background on a topic. This course features extensive training and practice in writing APA-style manuscripts, and is intended to prepare students for PSY 495/496, Senior Project. This course is offered in the fall and spring semesters 2011-2012.

Prerequisite: Psychology 201

Credits: 1/2

PSY 310 Special Topics

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

Credits: 1

PSY 320 Research in Developmental Psychology

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

Prerequisites: Psychology 202 (may be taken concurrently), Psychology 220

Credits: 1/2

PSY 322 Research In Social Psychology

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

ters. The course will cover primary research and theoretical works. A research proposal will be constructed, and students may carry out a research project in collaboration with the professor. This course is normally offered in the fall semester.

Prerequisites: Psychology 202 and Psychology 222

Credits: 1/2

PSY 331 Research In Cognitive Psychology

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

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

Credits: 1/2

PSY 332 Research In Sensation & Perception

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

Prerequisites: Psychology 201, Psychology 232.

Credits: 1/2

PSY 333 Research In Behavioral Neuroscience

Students in this course will become involved with research in an area of behavioral neuroscience. The topic covered will reflect contemporary research issues in the field and may differ in different years. Major course components will be discussion of primary literature in neuroscience and collaboration with the professor in conducting and writing up an experiment that is directed toward possible publication. Recent topics have focused on memory and drug addiction, and how neural recordings are used to understand how information is encoded by the brain. This course is normally offered in the fall semester.

Prerequisites: Psychology 201, Psychology 233.

Credits: 1/2

PSY 387 Advanced Research

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

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

Credits: 1 or 1/2

PSY 388 Advanced Research

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

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

Credits: 1 or 1/2

PSY 495/496 Senior Project

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

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

Prerequisite for PSY 496: Psychology 495.

Credits: 1/2 credit for each course

TEACHER EDUCATION PROGRAM

Faculty: M. Pittard**(Director/chair, fall), D. Butler (Director/chair, spring), S. Rocha

** *Sabbatical Leave, spring semester*

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

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

1. continually develop content knowledge in their major discipline fields and communicate their knowledge effectively.
2. understand the philosophical basis of education in the United States as well as the complex historic and contemporary theoretical foundations of middle and high school education in the United States.
3. understand developmental and learning theories, appreciate student diversity, and are able to work creatively and sensitively with diverse students within the complex social environment of the classroom to facilitate student learning.
4. conduct themselves as a moral and ethical professionals.
5. engage in critical reflection and collaboration for individual improvement and systematic educational change, and are creative problem-solvers in their approaches to teaching and learning.

Students planning to enter the Teacher Education Program should follow the general education and subject area (major) requirements for the academic year in which they enrolled. General education and subject area (major) requirements meet state and national standards and assessments and those described in this Academic Bulletin apply. All education classes now listed apply to those in the Teacher Education Program currently as well.

In order to be fully admitted to The Teacher Education Area of Concentration, a student must officially **apply** in the spring of the sophomore year and must have completed Education 101 to be eligible to apply. Students are advised to take EDU 201, Education 202, and Psychology 101, during the sophomore year. Admission to the Teacher Education Program requires the following by the end of the sophomore year:

1. Student must be a rising junior in good standing with the College, according to the Dean of Students.
2. Student must have attained an overall 2.50 GPA.
3. Student must maintain a grade of C or better in each course in the major that is required by the teaching program and in all education courses.
4. Student must submit and successfully pass the Admission Portfolio (and other program application materials) in the spring of the sophomore year.
5. Student must present acceptable SAT or ACT scores (cut scores set by the State of Indiana) OR pass the PPST (Praxis I) Test before the fall of his junior year.

To be retained in the Teacher Education Program in the junior year, the student must continue to meet the standards described in items 2, 3, 4, and 5 above, and submit and pass the Retention Portfolio by the end of the junior year. As well, he should have completed Education 201, EDU 202, (if not already taken) and EDU 302 by end of the junior year.

To be accepted for student teaching, a student must have completed Education 101, 201, 202, and 302 with a grade of C or better, and continued to maintain all preceding requirements along with completion of the Retention Portfolio.

To be retained in the Teacher Education Program in the senior year and in order to be eligible for licensure, students must successfully complete the appropriate subject-specific methods courses (EDU 401-407) and student teaching (EDU 420 & EDU 422), and continue to maintain all other Program requirements.

In order to complete the Education AOC, students must complete the following five courses: Psychology 101, Education 101, 201, 202, 302.

To become licensed to teach (grades 5-12), in addition to completing the AOC, students are required to complete the 400-level courses in Education. Specifically, EDU 420 and 422 are the courses required for student teaching and equal 3 credits. As well, students must complete an 11- week full-time student teaching experience during the spring semester of the senior year or in the 9th semester (post-graduation) in accordance with the Ninth Semester Program, or in the 10th semester in accordance with the Science Education 4+1 Program. Separate application requirements apply for the Ninth Semester Program and the Science 4+1 Program.

Additional requirements for licensure include: (1) completion of education and teaching major courses with the grade of C or better; (2) completion of student teaching with recommendations for licensure from the Director of Teacher Education; (3) successful passing of Praxis II tests at the level required by the State of Indiana (students should take content-specific Praxis II tests no later than the student teaching semester); (4) satisfactory completion of the Program Portfolio following student teaching; (5) satisfactory completion of the Classroom-Based Research and Verification of Student Learning project; (6) successful completion of the urban education field experience; (7) attainment of CPR certification..

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

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

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

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

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

General Education Requirements:

Candidates will meet the college distribution and graduation requirements. Within these distribution and graduation requirements, the candidate should take a course in oral communication (Rhetoric 101, or Theatre 105); and an additional writing course beyond English 101 in prose writing if he received below a C in Freshman Composition, if his SAT/ACT writing scores are below what the state requires, or if he did not pass the

writing section of the PRAXIS I exam on the first attempt.

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

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

Division I (Science and Mathematics)

According to state and national standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for Science and Mathematics (effective with the entering class of 2011):

Biology (Life Science)

- Fulfill departmental requirements to complete the major in biology
- Take the following additional courses:
 - PHY 111 (also required for the BIO major)
 - CHE 111 (also required for the BIO major)
 - Division I – 301 and 302* (earth space science)
- Recommended to take an additional course in chemistry and physics (if not already taking as part of biology major)

Chemistry

- Fulfill departmental requirements to complete the major in chemistry
- Take the following additional courses:
 - BIO 111 (also required for CHE major)
 - PHY 111 (also required for CHE major)
 - Division I – 302 and 302* (earth space science)
- Recommended to take an additional course in physics (if not already taking as part of chemistry major)

Physics

- Fulfill departmental requirements to complete the major in physics
- Take the following additional courses:

Physical Science

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

**Special note: DIV I 301 & 302 Earth Space Science is a survey of the fields of astronomy, geology, and meteorology designed for those preparing for the secondary teaching license in a scientific field. The work is typ-*

ically completed on an independent basis and both DIV I 301 and 302 must be taken to receive the full credit. Prerequisites include: must be major in a lab science, must be admitted to the Teacher Education Program or have permission of the Director, should have junior or senior standing and should have completed EDU 101, 201, 202, and 302. Offered in fall or spring semester as needed.

Mathematics

- Fulfill departmental requirements to complete the major in mathematics
- To include the following courses*:
 - MAT 111(unless the candidate has tested out)
 - MAT 112 (unless the candidate has tested out)
 - MAT 219(offered in alternating years)
 - MAT 221
 - MAT 222
 - MAT 223
 - MAT 254 (1/2 credit)
 - MAT 331 (recommended to take as a sophomore)
 - MAT 333 (may be taken as a senior)

**Special note: Eight and one-half credits are prescribed for the secondary teaching license in mathematics. Several of the courses are offered in the spring semester only, so scheduling is a challenge. Students are advised to meet regularly with the Chair of the Math Department if his advisor is not a faculty member in the Math Department. . Also, please note that math majors in Education will find that their required major courses fit under the pure math track.*

DIVISION II (Humanities)

According to state and national standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for English Language Arts, French, German, Latin, and Spanish (effective with the entering class of 2011, Wabash no longer offers licensure programs for Rhetoric or Theater majors):

English Language Arts (English literature majors)

- Fulfill departmental requirements to complete the major in English
- To include the following courses:
 - As part of the required three core survey courses (ENG 215-220), one should be in American literature.
 - A course in world literature (an intermediate course or colloquium)
 - A course in multicultural literature (introductory or intermediate course)
 - An additional course in composition beyond ENG 101 (expository or creative)
 - Linguistics requirement (ENG 121 and 122 or 123) – see Director of Teacher Education for alternative courses.
 - Mass communications requirement (ENG 150 or RHE 240)
 - Rhetoric requirements (RHE 101, RHE 143/145 or RHE 220), RHE 201 (or comparable courses agreed upon in consultation with the Chair of Rhetoric and the Director of Teacher Education)

NOTE: Students majoring in English/Creative Writing must take enough literature courses to meet state and national standards, and should consult with the Director of Teacher Education and the English Department Chair when selecting courses.

World Languages

Latin

- Fulfill departmental requirements to complete the major in Latin
- To include the following courses:
 - LAT 201
 - LAT 202
 - LAT 301
 - LAT 302
 - LAT 304
 - LAT 330
 - LAT 400
 - One course from LAT 210, 387, or 388
 - CLA 104 or 106 (recommended to take both)

French

- Fulfill departmental requirements to complete the major in French
- To include the following courses:
 - FRE 201
 - FRE 202
 - FRE 301
 - FRE 302
 - FRE 401
 - Four additional culture and literature courses

German

- Fulfill departmental requirements to complete the major in German
- To include the following courses:
 - GER 201
 - GER 202
 - GER 301
 - GER 302
 - GER 401
 - Four additional culture and literature courses

Spanish

- Fulfill departmental requirements to complete the major in Spanish
- To include the following courses:
 - SPA 201
 - SPA 202
 - SPA 301
 - SPA 302
 - SPA 401
 - Four additional culture and literature courses

NOTE: Students licensing in Spanish, French, or German will be required to take an oral proficiency exam at the expense of the student. Please consult with the Director of Education to make arrangements for this exam. It is suggested students take the exam during or just following student teaching.

DIVISION III (Social Sciences)

According to state and national standards, the following courses meet Indiana Secondary (grades 5-12) Teacher Licensure Requirements for social studies (majors in Economics, History, Political Science, and Psychology). Requirements state that candidates should major in an area for which he seeks licensure. Effective with the entering class of 2011, students may license in one area of the social sciences; however, they are advised to take course work to enable them to license in more than one area to better prepare for the job market.:

Economics Major

- Fulfill departmental requirements to complete the major in Economics
- At least ONE course in each of the other social science departments (History, Psychology, Political Science)
- If the student is interested in licensing in additional areas of the social sciences, the student should plan on a minor in the department and he is advised to meet with the Director of Teacher Education to discuss specific requirements for licensure.

History Major

- Fulfill departmental requirements to complete the major in History
- To include the following
 - Three courses in US history
 - One course in European history
 - Two additional (beyond 101 and 102) courses in world history
 - Recommended to take HIS 301 when it is offered as one of the world history courses
- At least ONE course in each of the other social science departments (Economics, Psychology, Political Science)
- If the student is interested in licensing in additional areas of the social sciences, the student should plan on a minor in the department and he is advised to meet with the Director of Teacher Education to discuss specific requirements for licensure.

Political Science Major (government and citizenship)

- Fulfill departmental requirements to complete the major in Political Science
- To include the following
 - One advanced course in US government
 - Two courses from PSC 311, 312, 313, 314, or 317
- At least ONE course in each of the other social science departments (History, Psychology, Economics). Students are recommended to take HIS 102 and ECO 101 as they will also fulfill collateral requirements for the PSC major. The psychology course selection should be discussed with the Director of Teacher Education.
- If the student is interested in licensing in additional areas of the social sciences, the student should plan on a minor in the department and he is advised to meet with the Director of Teacher Education to discuss specific requirements for licensure.

Psychology Major

- Fulfill departmental requirements to complete the major in Psychology

- At least ONE course in each of the other social science departments (History, Economics, Political Science)
- If the student is interested in licensing in additional areas of the social sciences, the student should plan on a minor in the department and he is advised to meet with the Director of Teacher Education to discuss specific requirements for licensure.
- Because Psychology is not a required course in most high schools, students are advised to consider an additional license in historical perspectives (enabling him to teach U.S. and World History), which will require additional course work (a minor) in history.

Post-Baccalaureate Programs for Licensure Completion

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

Ninth Semester Program

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

Science Education 4 + 1 Program

This program allows admitted teacher education students to return for two additional semesters immediately after graduation to complete their teacher education course work on a tuition-free basis (other administrative fees apply). This tuition-free program is available only to Wabash students in laboratory science majors. Students wishing to apply for this program should begin teacher education course work prior to or during their senior year at Wabash. To be eligible, students must be accepted, have graduated, have a major in a laboratory science and an academic minor. The tuition-free coursework applies only to teacher education courses taken in the 9th and 10th semester, the post-baccalaureate licensure year. Please see the Director of Teacher Education for details. 4+1 Program students must have taken EDU 101 to apply.

Transition to Teach Program

Individuals interested in the Wabash Transition to Teach program should contact the Director of Teacher Education for information on this program because requirements differ slightly from those listed in the current Academic Bulletin.

Course Descriptions

EDU 101 Introduction to Student Development

The course covers “child and adolescent development through a pedagogical perspective.” Students will be introduced to the task of field-based inquiry, collecting their observations and insights, and studying developmental concepts (including the notion of “development”). Students will compose an autobiography of themselves as an example of writing narrative inquiry. The technology thread required includes use of the computer to create word documents, manage electronic files, and use Moodle effectively. The field component is 24 hours at K-12 schools, and 12 hours in an informal setting.

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

No prerequisite.

Credits: 1

EDU 201 Philosophy of Education (PHI 219)

This class will examine foundational questions about education (e.g., What is education?) and will also investigate the philosophical implications of the history of schooling and compulsory schooling in the United States. We will read and watch texts that include literature, history, social criticism, and more. Students will also carry out observations in local schools or alternative educational settings. The historical and philosophical components will be integrated with a study of contemporary educational issues of school reform, and will include the history of schooling for diverse multicultural groups. A variety of contemporary issues driving the current schooling reform will be studied including: multicultural, bi-lingual, and special education reforms and their impact on the high school; curricular reform (including multidisciplinary, interdisciplinary curriculum); and issues around the reform of instruction and assessments in the education of high school students. The required technology thread includes use of the computer to create word documents, manage electronic files, and Moodle effectively. The field component contains working with special needs students (10 hours). Level: Open to any student; students interested in Teacher Education are encouraged to take EDU 201 in the sophomore year. Required of juniors admitted to the program. This course is offered in the fall and spring semesters. Course is cross-listed in Philosophy and can be counted as a History/Philosophy/ Religion distribution credit.

No prerequisite.

Credits: 1

EDU 202 Literacy in Middle School Curriculum and Instruction

This course has two primary foci: a study of the philosophy of and key curricular models and debates around the contemporary middle school in the United States, and the role of literacy in the teaching and learning of the content areas at the middle school level. Students will be introduced to the major philosophies and curricular theories behind the current middle level education movement along with theories of literacy learning and current research on adolescent literacy methods. In the context of teaching young adolescents and promoting their literacy levels at this important age, students are also introduced to Classroom-Based Research (CBR) and will complete a pilot study of their own questions on literacy development in young adolescents. Required field experience (20 hours) will culminate in a two-week team-teaching experience in a middle school setting. The course is required as part of the AOC in Education and for state licensure.

Level: Open to students not yet admitted to the Teacher Education Program; recommended students take this course in the sophomore year.

Prerequisite: EDU 101

Credits: 1

DV1 301 Earth Space Science

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

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

Credits: 1 or 1/2

DV1 302 Earth Space Science

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

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

Credits: 1 or 1/2

EDU 302 Diversity and Multicultural Education in High School Curriculum and Instruction

A high school general methods course taught in the context of multicultural education and diversity. Students are introduced to a variety of multicultural education models, learning theory, and the constructivist approach to teaching and learning. With an emphasis on student diversity (defined broadly to include developmental, motivational, gender, ethnic, cultural, and socioeconomic diversity), the course introduces students to a variety of planning and instructional methods consistent with constructivism. The course culminates in a two-week student teaching experience in a local high school.

As well, students who complete EDU 302 and who have met other Education Program requirements are eligible to participate in The Chicago Urban Education & Cultural Experience, a required part of the Education Program.

Level: Admitted students only, except by permission of the Director of Teacher Education. (Education students who are planning to study abroad would take the course in the senior year fall semester.) This course is offered in the fall semester.

Credits: 1

EDU 330 Special Topics Studies in Urban Education

This course is designed for students admitted in the Education Program who have taken EDU 302. Building on EDU 302, wherein students are introduced to Multicultural Education, this special topics course includes immersion and field work in the Chicago Public School system. In the course students study issues related to urban education. The course culminates with the Chicago Urban Education & Cultural Experience (CUECE) in May. During the fall semester, when students are taking EDU 302, students are paired with a teacher in a Chicago Public School and spend the week between finals and graduation immersed in the urban setting and teaching in Chicago Public Schools.

Level: Open to students who are taking or have completed EDU 302, or with the permission of the director of Teacher Education. Offered in the fall semester.

Credits: 1/2

EDU 387 Independent Study

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

Credits: 1 or 1/2

EDU 388 Independent Study

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

Credits: 1/2

EDU 401-406 Special Methods in the Content Areas

In this course, using their liberal arts education and previous experiences in education classes, students will examine the methods and pedagogy specific to their discipline for teaching grades 5-12. In addition, referring to Indiana and national content standards for secondary teachers, students will become familiar with the content and approaches to planning and instruction in middle and high school settings. Drawing on both classroom and field-based experiences, students will analyze, design, and implement curriculum for a diversity of secondary students in their content area, including attention to special needs students and English language learners. As well, the course asks students to explore differentiated instruction methods, the use of technology, and alternative assessments in the context of their content area. In addition, students will reflect on their beliefs and experiences with learning and teaching in their content area as they continue to develop their teaching philosophy and stance. Students are expected to complete a field experience in their content area, preferably with the cooperating teacher with whom they will be placed for student teaching, and are introduced to professional organizations in their content area.

401. Teaching of Language Arts (English)

402. Teaching of Mathematics

403. Teaching of Laboratory Sciences (Physics, Biology, Chemistry)

404. Teaching of Social Studies (Psychology, History, Economics, Political Science)

405. Teaching of Foreign Languages (Modern)

406. Teaching of Latin

Level: Admitted students only. This course is typically offered in the fall semester.

Prerequisites: PSY 101, EDU 101, EDU 201, 202, 302, , senior standing and admission to the Teacher Education Program or by permission of the instructor and Director of Teacher Education.

Credits: 1/2

EDU 420 Content Pedagogy Seminar

During the period on campus prior to the beginning of student teaching, and continuing through the semester in five afternoon and/or evening seminars, the student teacher will continue his study of pedagogy by examining themes shared across content areas such as classroom management models, classroom-based research, assessment, legal and ethical issues of the profession, and examination and exploration of the professional associations. Candidates will also further their abilities to make instructional plans for student teaching, and receive support from faculty and cooperating teachers to further develop the classroom-based research project to be conducted during student teaching. Students are expected to complete the Verification of Student Learning Project and the Senior Program Portfolio. Ten hours of field experience hours in the student teaching placement school are required. One-half course credit, with student teaching, fall or spring semester.

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

Credits: 1/2

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

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

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

Credits: 2

EDU 422 Student Teaching

The purpose of student teaching is to bridge the gap in teacher education between theory and practice. It will be an eleven week, full-time experience in classroom teaching at the secondary school level under the supervision of a public school teacher. At the end of the student teaching experience, the student teacher will devote time to reflection and consultation with field supervisors and education faculty as he finalizes his classroom based research project, program portfolio, and other program exit requirements. Two-and-one-half credits, spring or fall semesters (fall semester for Ninth Semester Program students only).

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

Credits: 2-1/2

EDU 487 Independent Study

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

Credits: 1 or 1/2

EDU 488 Independent Study

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

Credits: 1 or 1/2

NON-DIVISION COURSES

Accounting

ACC 201 Financial Accounting

An introduction to the theoretical framework of financial accounting, including assumptions, principles, and doctrines. The components of financial statements are analyzed and the preparation of those statements normally included for financial reporting purposes is emphasized. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the fall semester.

Credits: 1

ACC 202 Management Accounting

An introduction to cost accounting, cost-volume-profit analysis, and the influence of income taxes on business transactions. The understanding of financial statements developed in Accounting 201 is applied for managerial decision-making purposes. The student's performance is measured by his handling of accounting problems and cases. Recommended for sophomores and juniors. This course is offered in the spring semester.

Prerequisite: Accounting 201.

Credits: 1

Colloquium on Important Books

COL 401 Colloquium

Director: Agata Szczeszak-Brewer

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. Each semester is taken independently of the other.

Prerequisites: junior or senior standing and coordinator's permission to register.

Credits: 1

COL 402 Colloquium

Director: Agata Szczeszak-Brewer

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. Each semester is taken independently of the other.

Prerequisites: junior or senior standing and coordinator's permission to register.

Credits: 1

Freshman Tutorial

During the fall semester of his freshman year, every Wabash student enrolls in a Freshman Tutorial. This class, limited to fifteen members, introduces you to academic experiences characteristic of the liberal arts at Wabash College and emphasizes academic skills basic to your Wabash education. Instructors select topics of importance to them and ones they judge to be of interest to students.

You need not have had previous experience with the topic in order to enroll in a particular tutorial. Although the topics, often interdisciplinary and non-traditional, vary among the tutorials, all students engage in common intellectual experiences and practice both written and oral self-expression. Reading, speaking, research, and

writing assignments, of course, will vary with individual instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one's thoughts (orally and in writing) with precision and persuasion—all in terms of each tutorial's particular subject.

Nineteen tutorials will be offered in the Fall Semester, and all tutorials will meet on Tuesday-Thursday at 9:45 a.m. The schedule of your other classes will be set so as not to conflict with the tutorial. Tutorial Assignments are determined in the order of electronic selection (first respond-first assigned).

Tutorial Titles and Descriptions

FRESHMAN TUTORIALS – FALL 2011

In the fall, every freshman enrolls in a tutorial. This class, limited to fifteen members, encourages your participation in small-group discussions that will challenge you intellectually and suggest the kind and quality of educational experiences characteristic of the liberal arts at Wabash College. Instructors select topics of importance to them and ones they judge to be pertinent to student interests. You need not have had previous experience with the topic in order to sign up for a particular tutorial. Although the topics, often interdisciplinary and non-traditional, vary among the tutorials, all students engage in common intellectual experiences and practice both written and oral self-expression. Reading, speaking, research, and writing assignments, of course, will vary with individual instructors, but the goals of every tutorial remain the same: to read texts with sensitivity, to think with clarity, and to express one's thoughts with precision and persuasion--all in terms of each tutorial's particular subject.

FRT-11A-01 9/11 and American Culture

Crystal Benedicks, Department of English

This year marks the tenth anniversary of the attacks on the World Trade Center and the Pentagon on September 11, 2001. The worst terrorist incident to occur on American soil, the 9/11 attacks were a transformational event. They took the country into “The Global War on Terror,” land wars in Afghanistan and Iraq, and the curtailment of civil rights. The attacks brought new terminologies into our lexicon, like “Al-Qaeda,” “National Threat Level,” and “Homeland.” 9/11 is one of a select few moments in modern American history—the assassination of John F. Kennedy, Martin Luther King Jr., and the Challenger disaster are others—that is etched in our collective cultural memory, carved into our national soul. We still live today, as Art Spiegelman put it, “in the shadow of no towers.” In the aftermath, people sought to express their grief, rage, bewilderment, and love as people always have: through art. As a result, 9/11 has also had a seismic effect on our culture. In novels (Jonathan Safran Foer's *Extremely Loud and Incredibly Close*), films (*World Trade Center*, *United 93*), plays (Anne Nelson's *The Guys*, Neil LeBute's *The Mercy Seat*), graphic novels and media (Art Spiegelman's *In the Shadow of No Towers*, Sid Jacobson and Ernie Colón's *The 9/11 Report: A Graphic Adaptation*), and poetry, (Seamus Heaney's “Anything Can Happen”), artists and writers sought to make sense of an event that rendered even the idea of artistic representation problematic to some. Drawing on these texts, some of which were written while the towers still smoldered, we will also try to make sense of an event that transformed all of our lives, and confronts us with questions every day. How shall we commemorate the dead? How is the omnipresent threat of terrorism represented in culture? How do art, literature, and performance represent trauma? In this course we will ask: ten years later, what does 9/11 mean?

FRT-11B-01 The Economics of the Popular Music Industry

Christie Byun, Department of Economics

Music entertains us, influences us, and shapes our lives. From the message to the medium to the physical experience of listening to a live performance, music has charms to soothe the savage breast. Rock and roll used to be a way for people to stick it to the Man. Is that still possible in today's highly corporatized and profit maximizing world? Are musicians engaged in monopolistic competition? Is it worth it to go to music festivals? Does Ticketmaster facilitate easy and convenient ticket sales, or is it a corporate entity with excessive market power, charging exorbitant fees? From the Sony Walkman to its modern day equivalent the iPod, how have physical media and technology affected the way musicians create their work and how we experience it?

This class will study the popular music industry from an economics perspective. We will use economic theory to analyze how music is made, performed, and sold, study the management and industrial organization side of the music industry, and see how music media and technology, and musical venues shape and influence musical form and expression. We'll also look at the evolution of popular music from a historical, social, political, and multicultural context. Musical genres to be studied may include (but are not limited to) rock and roll, hip hop, punk, soul, R&B, grunge, blues, alternative, progressive, garage, metal, and industrial. We will also view a variety of music related films and documentaries. The class will take an overnight trip to the Rock and Roll Hall of Fame in Cleveland, Ohio during Fall Break, Oct. 13-14, 2011. The class will also attend one or two evening musical performances at local venues in West Lafayette or Bloomington, TBD.

FRT-11C-01 9/11 and American Culture

James Cherry, Department of Theater

This year marks the tenth anniversary of the attacks on the World Trade Center and the Pentagon on September 11, 2001. The worst terrorist incident to occur on American soil, the 9/11 attacks were a transformational event. They took the country into “The Global War on Terror,” land wars in Afghanistan and Iraq, and the curtailment of civil rights. The attacks brought new terminologies into our lexicon, like “Al-Qaeda,” “National Threat Level,” and “Homeland.” 9/11 is one of a select few moments in modern American history—the assassination of John F. Kennedy, Martin Luther King Jr., and the Challenger disaster are others—that is etched in our collective cultural memory, carved into our national soul. We still live today, as Art Spiegelman put it, “in the shadow of no towers.” In the aftermath, people sought to express their grief, rage, bewilderment, and love as people always have: through art. As a result, 9/11 has also had a seismic effect on our culture. In novels (Jonathan Safran Foer’s *Extremely Loud and Incredibly Close*), films (*World Trade Center*, *United 93*), plays (Anne Nelson’s *The Guys*, Neil LeBute’s *The Mercy Seat*), graphic novels and media (Art Spiegelman’s *In the Shadow of No Towers*, Sid Jacobson and Ernie Colón’s *The 9/11 Report: A Graphic Adaptation*), and poetry (Seamus Heaney’s “Anything Can Happen”), artists and writers sought to make sense of an event that rendered even the idea of artistic representation problematic to some. Drawing on these texts, some of which were written while the towers still smoldered, we will also try to make sense of an event that transformed all of our lives, and confronts us with questions every day. How shall we commemorate the dead? How is the omnipresent threat of terrorism represented in culture? How do art, literature, and performance represent trauma? In this course we will ask: ten years later, what does 9/11 mean?

FRT-11D-01 Science and Pseudoscience

Karen Gunther, Department of Psychology

What is science? What is pseudoscience? How do we know? One of Wabash’s core missions is to learn how to think critically. Do vaccines cause autism? Does aromatherapy work? How was Nostradamus so good with his predictions? Do polygraphs really uncover lies? How can we test these claims? What should we consider to be good evidence? We will examine these issues and more. This course includes a one-year subscription to *Skeptical Inquirer* magazine.

FRT-11E-01 Fly Fishing: The Liberal Art

David Hadley, Department of Political Science

For some, fly fishing is sport. For others, it is a diversion, a hobby, an art, something of a science, or even a religious experience. As Norman Maclean wrote in *A River Runs Through It*, “In our family, there was no clear line between religion and fly fishing.” For students in this Freshman Tutorial, fly fishing will begin an immersion, quite literally, a baptism of sorts, into the liberal arts and a liberal arts education. Beginning with what at Wabash we call an “immersion trip” to Bozeman, Montana the week before Freshman Orientation, this course will use fly fishing as an introduction to the liberal arts experience. In the rivers and streams around Bozeman, students will learn and practice the techniques of fly casting and fishing, enjoy the beauty of the fish and the environment they inhabit, and begin to ask and explore the myriad questions that can flow over and around them as they stand in the middle of a mountain stream waiting for a fish to rise to fly. Upon returning to Wabash, they will read some of the fine literature written about fly fishing; learn more about the biology and ecology of the sport, hobby, or religion; study aspects of its politics and economics; and consider

it from different philosophical and ethical perspectives. In this course the student will experience and examine fly fishing through the lenses of the humanist, the natural scientist, and the social scientist. He will develop skills of observation, careful and critical reading, analysis, and clear and creative communication. This course begins and ends with the premise that in the liberal art of fly fishing, to borrow words again from Norman Maclean, “all things merge into one, and a river runs through it.”

To enroll in this Freshman Tutorial, the student MUST be able to participate in the immersion trip.

Students will arrive at Wabash on Saturday, August 13, fly with the class to Bozeman on August 14 and return to campus on August 19. No fly fishing experience or equipment is required. Students will be responsible for paying for four or five evening meals, three or four lunches, and their own incidental expenditures. Travel, lodging, equipment rental, instruction, licenses, and admission fees will be paid for by Wabash College. (Students planning to participate in fall intercollegiate sports—football, soccer, cross-country—should check with their coach before registering for this tutorial to determine how being involved in this immersion trip will affect their position with the team.) Students enrolled in this tutorial will be required to be in good standing with the Business Office in regards to their fall tuition and fees before departing on the immersion trip.

FRT-11F-01 Winning World War II-Lessons of Character and Leadership from Franklin D. Roosevelt and Winston Churchill

Scott Himsel, Department of Political Science

December 1941. The Nazis are ruling Europe, starving England, and driving deeply into Russia; Japan has largely destroyed the US Pacific fleet; and the US Army is ranked 17th in the world. Despite these terrible odds, FDR and Churchill rallied their people to win the war and built the world’s most successful alliance. What lessons can we learn from them today? How do great leaders inspire us to achieve (and even exceed) our highest potential? How do they work together despite their towering egos and mistrust among their peoples? How do we decide when to cooperate with other nations and when to act alone? We’ll also explore darker moments when the alliance failed to follow its principles. When did the alliance depart from democratic principles to save lives on the battlefield, and should we do the same? How did the war expose and begin to stop discrimination against women, racial and religious minorities, and the disabled on the home front? We have much to learn. FDR and Churchill not only led their nations from defeat to victory; they overcame incredible personal difficulties that would have ended the careers of lesser men. They were also extremely colorful and entertaining characters who knew how to find moments of joy and fun that helped them bear the burdens of leadership.

FRT-11G-01 Science Fiction & Philosophy

Cheryl Hughes, Department of Philosophy

Science fiction is always a kind of thought experiment, inventing new worlds that are often inhabited by something alien or other, or extending our current science and technology into an imagined future full of tough moral dilemmas, or simply playing with some of our most challenging ideas such as the nature of space and time, the possibility of artificial intelligence, or the problems of personal identity and free will. Philosophy, too, often proceeds by using thought experiments to question what we might otherwise take for granted, to explore familiar problems in new ways, or to construct ideas and ideals and test their possibilities. Thus science fiction can be an excellent way to introduce philosophy. In this course, we will use science fiction novels, short stories, and films as well as philosophical essays to explore such topics as the limits of knowledge, relationships between appearance and reality, the nature of mind and intelligence, the paradoxes and logical problems in the idea of time-travel, problems of memory and personal identity, questions about gender and race and other social and moral issues.

FRT-11H-01 Get Up, Stand Up: Civil Rights in Text and on Screen

Jill Lambertson, Department of English

In their song “Get Up, Stand Up,” Bob Marley and the Wailers sing, “You can fool some people sometimes, but you can’t fool all the people all of the time. So now we see the light, we gonna stand up for our right.” But what exactly *are* our rights? And what does it mean to stand up for them? “Civil Rights” refer

to the rights of citizens, that is, the freedoms people are granted by their own governments. Yet while many believe that civil rights are *guaranteed* by governments, history repeatedly tells stories of citizens who needed to assert these rights in order to enjoy them. Our own country has frequently debated what types of freedoms civil rights encompass: the right to vote, the right to religious freedom, the right to speak freely, and what our own Declaration of Independence calls the God-given, “unalienable” rights of “life, liberty, and the pursuit of happiness.” In this course, we will examine different moments in the history where citizens of several countries have engaged in a struggle for civil rights. For example, we will begin with political documents that discuss the British revolution of 1688, the American Revolution that began in 1776, and the French Revolution that began in 1789. We will then turn to films, speeches, music, and literature from the American Civil Rights movement of the 1950s and 60s—spending most of the semester with authors such as James Baldwin, W.E.B. DuBois, Fannie Lou Hamer, Zora Neale Hurston, Martin Luther King, Jr., Richard Wright, and Malcolm X. Films and music in which artists have encouraged fellow citizens to “Keep Your Eyes on the Prize” of freedom—such as *The Long Walk Home* and the ballads of Billie Holiday and Nina Simone—will also shape our discussions. At the end of the course we will consider how current struggles for civil rights in our own countries and in the countries of Egypt and Tunisia compare to historical movements for freedom. Assignments in the course will emphasize the reading and writing skills necessary for college success, and there will also be one oral presentation. The summer reading for this course is the play *Fences*, by African American playwright August Wilson.

FRT-11I-01 The Lord of the Rings

Martin Madsen, Department of Physics

You are about to set foot on the road that will lead you through the most important quest of your life. J.R.R. Tolkien wrote, “It’s a dangerous business going out of your door. You step into the road, and if you don’t keep your feet, there is no knowing where you might be swept off to.” In this tutorial we will focus on what is arguably the best quest novel ever written: Tolkien’s *The Lord of the Rings*. We will explore major themes of brotherhood, courage, and loyalty that will be an important part of your quest at Wabash. We will examine some of the many unanswered questions Tolkien left both in and about the book. What did Tolkien mean when he called his book a “fundamentally religious and Catholic work”? What is the role of fate in the book? What is the meaning of the One Ring? There have been many contributions to the lore of Middle Earth since Tolkien wrote the book, most notably Peter Jackson’s film adaptation. How do the films and other scholarly essays enhance our understanding of the book? Special Note: Students that sign up for this Tutorial must be able to participate in the immersion trip during Fall Break, October 13-14. We will be taking an overnight trip to Marengo Cave and the Hoosier National Forest.

FRT-11J-01 Speaking in Tongues: A History of Human Language

Stephen Morillo, Department of History

What makes us human? One answer is the capacity to ask that question — not just to have the concepts, but to express them through arbitrary combinations of sound combined according to rules that give groups of those sounds meaning. This course will introduce students to the history of that capacity unique to our species, language. We will start with the evolutionary origins of language, including an attempt to figure out at what point in our evolutionary history we started talking the way we do now — that is, with separate words and syntax that lets us make up an infinite number of sentences from a finite number of words. What evidence do we have? What did language enable us to do? Is our language capacity connected to our capacity to make music? Where did language start? We will then look at the mechanics of language change, the basis of historical linguistics. Language change has created the thousands of languages spoken today, and continues to operate all the time. But how? Are languages getting simpler over time? The descendants of Latin have lost most of their case endings, for example, as did Anglo-Saxon as it became English. (And why do the French use a word for “today” that means “the day of this day of this day”?) On the other hand, if language keeps getting simpler, where did those endings come from in the first place, and why aren’t we all speaking in monosyllabic grunts by now? Historical linguistics leads us to language history, or the history of different languages globally. What have been the most widely-spoken languages in the world? How did they get that way? Will English remain the world’s most widely spoken language fifty years from now? This will also engage us in questions

about the link between language and culture — does how we speak affect how we think, for example? We will finish by considering language death in recent decades, as modern communications ties more people together into larger language groups. This process threatens to reduce the world's languages from thousands to hundreds in the next century. Do we lose unique knowledge when a language dies? Class will be conducted entirely with non-verbal vocalizations and gestures. (No, not really.) Acquaintance with at least one spoken language is necessary. Don't worry, English counts.

FRT-11K-01 Art and Religious Expression in World Culture

Elizabeth Morton, Department of Art

Throughout history, people have expressed their religious beliefs and values through architecture, monuments, sculptures, painting and other forms of art. In fact much of what we know about many past cultures is from the objects they left behind. In this Tutorial we will explore the many ways that religion has been conveyed through visual forms in the non-western world, from prehistoric days until present. To gain some insight we will read novels set in India, Egypt and Peru, which reimagine histories using visual objects and historic records. We will also visit museums in Indianapolis, Bloomington and Chicago to interact with objects from the cultures we study. In addition we will participate in a workshop with a Native American artist.

FRT-11L-01 Walking the Wasteland: Humanity and Civilization in a Post-Apocalyptic World

William Oprisko, Associate Dean of Students

It's the end of the world and you are one of the few people left on the planet. Modern civilization with all of its benefits has been wiped away leaving behind only a bleak hope for existence. The source responsible for this cataclysmic event remains a mystery, but its affects are ever present before your eyes. From what you can tell, everyone you ever knew or loved is gone and there is no one else around. Surrounded by a desolate world, you are left with figuring out what to do next. This course will explore what it would be like to live in a world devastated by plague, biological disaster, or nuclear war. In addition to examining prevalent themes of post-apocalyptic fiction, specific attention will be given to analyzing morality and human nature within a catastrophic environment. Students will read several short stories and novels depicting a variety of doomsday scenarios as well as different human responses to surviving the apocalypse. The readings will be supplemented with a series of movies selected to expand the motifs touched upon in the texts. Course assignments will primarily consist of reflective essays and journal entries. The final project will involve students taking on the perspective of person living in a ruined world by playing *Fallout 3* and presenting their experience to the class. Prior to their arrival on campus, students will read *Earth Abides* by George R. Stewart. Other books selected for this course will include, *The Machine Stops* by E. M. Forster, *A Canticle for Leibowitz* by Walter M. Miller Jr., and *The Road* by Cormac McCarthy. Lastly, a few of the movies students will watch are *Mad Max 2: The Road Warrior* (1981), *12 Monkeys* (1995), and *Last Night* (1998).

FRT-11M-01 Rebel without a Pulse: Life Lessons from the Undead

Lon Porter, Department of Chemistry

The undead have once again shambled into a prominent place in popular culture and contemporary fiction. This course will focus on the origins and evolution of the undead in folklore, literature, popular art, games, and film. Students will explore a number of readings and films that portray the undead in a variety of ways. We will uncover how undead fiction addresses the mystique, power, and fear associated with the supernatural, science, authority, disease, morality, sex, and violence. Critical discussion of these fictional works will reveal a great deal about ourselves and the hopes and fears of society. The course will challenge students to dig deep and use their Braaaaainss as they tackle engaging stories about zombies, vampires, ghouls, etc. Students will explore several examples of the undead in short stories, novels, films, and games in order to identify defining characteristics, while revealing and deconstructing the social commentary and themes central to each work. Course assignments and activities are aimed to help students develop critical reading, writing, discussion, and oral presentation skills that are essential to success at Wabash College. For example, students will form small peer reading and writing groups. In addition, the class will host an undead film festival in October, where small student groups introduce each film and moderate an audience discussion at its conclusion. As a final assignment, students will work to craft original short stories that will be compiled into a publication to share

with classmates. Other activities may include a field trip to Hanna Haunted Acres, located in Indianapolis, and a local Halloween haunted house community service project. Examples of undead fiction we will explore include, but are not limited to: (Readings) Richard Matheson's, *I am Legend*, Max Brooks', *World War Z: An Oral History of the Zombie War*, Bram Stoker's, *Dracula*, and various short stories; (Films/TV) *Daybreakers* (2010), *30 Days of Night* (2008), *Shaun of the Dead* (2004), *28 Days Later* (2003), and episodes of *The Walking Dead* (2010-2011) and *True Blood* (2009-2011); (Games) the *Dead Rising* series, *Left for Dead* series, and *Last Night on Earth*.

FRT-11N-01 Theory and Lore of Running

J. Gregory Redding, Department of Modern Languages

Human beings were born to run. That, at least, is the theory proposed by contemporary evolutionary scientists Dan Lieberman and Dennis Bramble, and it is the premise with which we will begin our liberal arts inquiry into the theory and lore of running. We will use tools from biology, anthropology, history, literature, film, coaching and more to understand how and why people run. And we will also run! We will supplement our classroom knowledge with actual running activities that are appropriate to our abilities, and we will write and discuss how our own running experiences inform our theoretical understanding of the subject. Today we are in the midst of an unprecedented recreational running boom. People are not just running in greater numbers than ever before, but they are also running farther. Nearly half a million people will complete a marathon this year in the USA, and twice that number will run a half marathon. We will attempt to understand this mania by participating in it. All students in this course will be challenged (but not required!) to complete a half or full marathon by running, jogging, or walking. Our target race will be the Veterans Marathon and Half Marathon in Columbia City IN, which allows 6 hours to finish the marathon and 4 hours for the half. Oprah Winfrey once completed a marathon in 4 hours and 29 minutes. If Oprah can do it, then so can you! Participants in this course will NOT be evaluated on running ability. Final grades will be based on written and oral work. Texts for the course will include *Born to Run* by Christopher McDougall, *Why We Run* by Bernd Heinrich, *The Four-Minute Mile* by Roger Bannister, and *Once a Runner* by John L. Parker. Films will include *Endurance*, *Without Limits*, *Saint Ralph*, and excerpts from documentaries.

FRT-11O-01 Me, My Self, and My Brain

Neil Schmitzer-Torbert, Department of Psychology

Imagine you've created a machine that is able to make an exact, physical copy of any object. However, the process of making the copy requires that the machine destroys the original. So, if you put your iPad in and turn on the machine, the iPad is instantly vaporized. But, in another compartment you find an exact duplicate of your device. Such a machine would be quite interesting, but we might imagine that it has little practical value. However, what happens if *you* step into the machine, and turn it on? You are instantly vaporized (and, let's assume painlessly!), and out of the second compartment steps your exact duplicate. Who is this duplicate? Does he think he is you? If he does, then are you actually dead? What if the machine malfunctions and you are not vaporized: are you and your duplicate both "you"? If you then kill your duplicate, was there in fact a murder? What if he kills you? In this class, we will take these types of thought experiments seriously, and use them to look carefully at the problem of self. We'll try to locate our "I", our sense of self, using a variety of sources, ranging from philosophical thought experiments, to stories about the lives of humans with brain damage, to science fiction writing and film. Some of the texts we will read include Ramachandran & Blakeslee's *Phantoms in the Brain*, selections from Rorty's *Philosophy and the Mirror of Nature*, Brok's *Into the Silent Land* and a number of short works of science fiction. We will also watch several films in the course, including *The Thirteenth Floor* and *The Prestige*.

FRT-11P-01 The Theology of C. S. Lewis

Stephen Webb, Departments of Religion and Philosophy

C. S. Lewis was one of the giants of twentieth century theology. He wrote many books in a variety of genres. He is probably best known for his *Chronicles of Narnia* series, but he was much more than a writer for children. He was a scholar of medieval literature, a novelist, a theologian, a philosopher, a linguist, and many other things as well. Above all, he was a great writer who tried to make sense of what it means to be a Christian in the modern world. Indeed, judging by book sales, he is one of the most popular writers in the world. Students will read *Perelandra*,

the second novel in his Space Trilogy, over the summer. *Perelandra* takes place in the distant future but it depicts a new Garden of Eden on the planet Venus as well as a new Adam and Eve and a new serpent figure. It raises the question of whether the fall of humanity into sin had to occur by imagining an Eve who successfully resists her tempter. We will read a range of his books, from arguments about miracles to discussions of love and meditations on sin, heaven, and education. We will also visit the Wade Museum at Wheaton College where many of Lewis's papers and artifacts are kept.

FRT-11Q-01 Global Health & Development

Eric Wetzel, Department of Biology

Even though we tend to think of it as how we are feeling, "health" is determined by a variety of factors including biology, income, education, social status, sex, and access to health services. Dramatic advances in improving health have been made over the last several decades, although it is clear that this progress has been very uneven as there exist huge disparities in health status both within and among different countries. In this tutorial we will examine global health as a liberal art, i.e., as a multi-faceted topic that involves problems, which cut across socioeconomics, politics, religion, ethics and the sciences. Through readings and a few films we'll consider HIV/AIDS and other communicable (as well as non-communicable) diseases that afflict hundreds of millions of people on the planet, particularly poorer people in low and middle-income countries who continue to get sick, become disabled or disfigured, or die from preventable illnesses. So what does it mean to "act responsibly" and to "live humanely" in the face of such problems?

FRT-11R-01 From BraSil to BraZil: Brazilian Carnival and Globalization

Ivette Wilson, Department of Modern Languages

This course will explore the cultural diversity of Brasil — the largest South American country and the only one in the Americas to have Portuguese as its official language. Brazil, as known internationally, is an emerging global economic powerhouse and the chosen site for two large-scale global events: The Olympics in 2012 and the World Cup in 2014. From soccer to carnival we are going to have a multifaceted cultural experience interrogating how Brazilian culture, as internationally marketed, affects current social issues within the country. We will explore the intersection of cultural and social issues through History, literature, cinema and music produced by and about Brazilians.

FRT-11S-01 American Values and American Sports

Tom Bambrey, Department of English

Many people would have a hard time listing the values Americans live by. They would perhaps have a harder time connecting those American values to American high school, collegiate, and professional sports. In this tutorial we will try to do both--define "American Values" as best we can, and discuss how these values are embedded (or not) in our sports' cultures. Our readings and discussions will focus on 1) the complexity of American values, given our nation's rich multiplicity of cultures, races, and religions (etc., etc.) 2) our nation's love affair with sports, and how values reveal themselves, are discovered (or disappear) in athletics 3) how each student's developing or already internalized personal values lead him to participate in, be a fan of, appreciate, be curious about, or ignore sports. So, what are the values we live by? How do we acquire them? How do values differ among peoples and individuals? How do they affect our behavior? How (and why) do sports play such a big part in American society? Do athletes live by the same or different values than the so-called "average" American or non-athlete? Because of the attention, adulation, and benefits they sometimes receive, do athletes' values change? These, and other, questions will occupy our time. Readings for the tutorial: *BLEACHERS*, John Grisham; *BANG THE DRUM SLOWLY*, Mark Harris; *HEAVEN IS A PLAYGROUND*, Rick Telander; *ONCE A RUNNER*, John Parker; *A RIVER RUNS THROUGH IT*, Norman Maclean; *NORTH DALLAS FORTY*, Peter Gent.

Enduring Questions

Enduring Questions is a required freshman colloquium offered during the spring semester. It is devoted to engaging students with fundamental questions of humanity from multiple perspectives and fostering a sense of community. Students are assigned randomly to a section of the course. Students may not withdraw from the course. All students must pass the course to graduate from Wabash.

FRC 011: Enduring Questions

Chairpersons: Bobby Horton & Bob Royalty

The course is devoted to engaging students with fundamental questions of humanity from multiple perspectives and to fostering a sense of community. As such, small groups of students consider together classic and contemporary works (or selections of works) from multiple disciplines that speak to basic questions such as, Who am I? and How do we live in the world? Assessment of student performance focuses on written and oral expression of ideas. In addition to regular class meetings, students attend a small number of affiliated speakers and programs on- and/or off-campus. The course is offered in the spring semester.

Prerequisites: None

Credits: 1

ATHLETICS AND PHYSICAL EDUCATION

Staff: J. Haklin (Athletic Director), B. Anderson, R. Busch, A. Carpenter, M. Colston, M. Elizondo, R. Giannini, J. Hoeg, J. Hutchison, C. Morgan, M. Petty, E. Raeburn, S. Rogers, C. Stevens

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.

- PE 030. Theory of Coaching Football
- PE 031. Theory of Coaching Soccer
- PE 032. Theory of Coaching Swimming
- PE 033. Theory of Coaching Basketball
- PE 034. Theory of Coaching Wrestling
- PE 035. Theory of Coaching Baseball
- PE 036. Theory of Coaching Track
- PE 037. Theory of Coaching Tennis

See Course Listings.

PE 020. Prevention and Care of Athletic Injuries

Study of the techniques and principles utilized in preventing injuries to athletes and the development of the necessary skills to care for an injured athlete until medical help can be obtained. Develop the understanding of the body, how it works, how to evaluate an injury, and how to develop a rehabilitation plan.

One course credit

General Elective Physical Education Activities

These non-credit activity courses meet on an arranged basis, and are offered to any student. Fees associated with activity classes are the responsibility of the student.

- PE O11. Advanced Fitness
- PE O12. Beginning Golf
- PE O13. Beginning Swimming
- PE O14. Beginning Tennis
- PE O15. Life Saving
- PE O16. Scuba Diving
- PE O17. Sports Officiating
- PE O18. Beginning Weight Training

See Course Listings.

PE 016. Scuba Diving

Scuba is taught by an outside group for a fee you will need to pay. If interested in the classes please go to Diver's Supply at 5501 West 86th Street, Suite J, Indianapolis IN 46268 to get your equipment and pay for the class. They are open on Tuesday-Friday 10am-7pm and on Saturday 10am-5pm. Their phone number is 317-297-2822. Be sure to tell the people at the shop that you are part of the **Wabash Class**. The class is taught over 2-3 Sunday afternoons and one open water dive to be deferred by the class, done at a local quarry over a weekend. If you have any questions please contact with Mark Colston.

PE 015. Life Saving

You will learn Adult CPR/AED and First Aid. There is an outside fee as well. This class is taught with the teacher education class at the end of every semester.

AREA OF CONCENTRATION

Gender Studies

Area of Concentration in Gender Studies

Wabash College is committed to preparing its students for leadership and service in a diverse and changing society. As part of that commitment, the Area of Concentration in Gender Studies affords students the opportunity to gain a firm grounding in an interdisciplinary field that investigates the social, cultural, and biological factors that constitute femininity, masculinity, and sexual identity. Gender Studies explores the similarities and differences between the experiences, perspectives, and voices of women and men by analyzing variations in gender roles that occur across cultures and over time, examining relationships between biological differences and social power, and investigating the complex interaction of gender with race, class, and culture. Gender Studies also involves a critical investigation of strategies that aim to transform unjust or coercive social systems based on gender. Through coursework and an independent senior project, students undertake a systematic and critical analysis of gender issues across academic disciplines. The program is administered by the Gender Issues Committee.

Career Opportunities

Wabash College students who participate in the Area of Concentration in Gender Studies will enhance their preparation for careers in a wide variety of areas. These include, but are not limited to, human services, law, government, teaching, the arts, clinical work, social work, public relations, advertising, and journalism. Some graduates with expertise in gender studies may also pursue further study of gender as graduate students in a wide range of academic fields.

Requirements

The requirements of the program include the following:

- Four and one-half courses designated as gender studies courses from at least two different departments outside the major and minor. Two of these courses must have gender studies as their major focus, while the other two and one-half courses must contain substantial relevant content. Students may not take courses in their major or minor and count them toward the Area of Concentration in Gender Studies, even if these courses are not being “double-counted.” The Gender Issues Committee will approve this set of courses as part of the application process.
- A half-credit capstone course in spring of the senior year. This may be either an independent study project that explores the student’s chosen focus in greater depth or, if enough students are completing concentrations, a seminar class in which students will explore their topics comparatively. These will be assigned as Humanities 487 Independent Study courses under the direction of the Committee Chair.
- Each student’s program will be approved and supervised by the Gender Issues Committee, and a member of this committee, or other faculty with relevant expertise, may serve as secondary field examiner on the senior oral examination.

Application

Students are encouraged to declare the area of concentration in Gender Studies by the end of their sophomore year (although they are free to declare any time before fall semester of their senior year). To declare, the student should submit a written proposal to the Gender Issues Committee, presenting a rationale for the courses selected for the area of concentration. Area of Concentration forms are available in the Registrar’s Office.

Courses

The following regularly offered courses focus primarily on gender and may be included in an area of concentration in Gender Studies, so long as they do not conflict with the student's major or minor:

The courses appropriate for satisfying this requirement will vary but may include such courses as the following:

English 360	Studies in Multicultural/National Literature: Feminism and African Literature
English 497	Seminar in English Literature: "Gender Criticism" or "The Body of the Other"
History 330	Advanced Topics, Modern Europe (Frequent Topics with a Primary Focus on Gender)
Philosophy 219	Ethics & Social Philosophy
Psychology 102	Human Sexual Behavior
Psychology 212	Sex, Gender, and Masculinity
Religion 273	Topics in Theology: Religion and Masculinity
Rhetoric 360	Gender and Communication
Theater 103	Seminars in Theater (Frequent Topics with Primary Focus on Gender)

Regularly offered courses with substantial relevant content include, but are not limited to the following:

Classics 101	Classical Mythology
English 214	British and Irish Lit. after 1900
English 219	Introduction to American Literature before 1900
English 220	Introduction to American Literature after 1900
English 397	Critical Reading
History 271	African History to 1885
History 272	African History from 1885
History 497	Philosophy and Craft of History
Philosophy 109	Perspectives on Philosophy: Friendship
Psychology 211	Cross-Cultural Psychology
Psychology 220	Child Development
Psychology 221	Adult Development
Religion 270	Theological Ethics
Religion 370	Contemporary Theology
Rhetoric 240	Communication Theory
Theater 213	American Theater and Drama
Theater 214	Modern European Theater and Drama

Occasional courses (Special Topics or other courses of particular relevance to Gender Studies) may also count toward this requirement with the approval of the Gender Issues Committee. Interested students should consult with a member of the Gender Issues Committee for advice regarding relevant courses and the frequency of offerings. Students should also consult the Academic Bulletin and semester-by-semester information from the Registrar's office regarding when courses are offered.

International Studies

Area of Concentration in International Studies

Wabash College is committed to preparing its students for leadership and service in a changing global society. As part of that commitment, the Program in International Studies affords students the opportunity to gain a firm grounding in either Latin American or European studies. Available to students majoring in any discipline,

the Program in International Studies encourages students to improve their language proficiency and learn about Latin American or European nations. Through coursework, off-campus study, and a summer internship, students in the Program in International Studies may obtain a coherent, well-rounded understanding of another culture. Successful completion of the Program satisfies the College requirement for an area of concentration. The Program is administered by the International Studies Committee.

Requirements. Students may contact the director of International Students and Off Campus Programs, Mr. Clapp, for further information. The requirements of the program include the following:

- Spanish, French, or German at the proficiency level associated with four semesters of college-level language study by the end of the sophomore year.
- Four courses outside the major designated as international studies courses. The International Studies Committee will approve this set of courses as part of the application process. At least two of the courses should be taken at Wabash before the off-campus experience. Students are encouraged to use relevant work done on off-campus study to help fulfill this requirement.
- Two half-credit seminars on international studies. Students will take the first in the 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 3.00 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. In consultation with IS committee members, students, shall list on their applications the names of their own committee members. The student's committee should be made up of individuals on the IS committee or who teach courses listed in the student's own IS area of concentration.

Courses

In addition to the two half-credit seminars, the 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

Art 101	History of the Western Art
Economics 321	International Trade
Economics 224/PSC 324	Economic and Political Development
Economics 222	Comparative Economic Systems
Economics 322	International Finance
English 109	World Literature in Translation
History 102	World History Since 1500
History 201	World History 1945 to present
Music 102	World Music
Music 202	Instruments and Culture
Political Science 122	Survey of Comparative Politics
Political Science 242	Survey of International Politics
Political Science 328	Comparative Non-Democratic Politics
Psychology 211	Cross Cultural Psychology

Courses with a European Focus

Art 207	Renaissance and Baroque
Art 208	19th Century Art
Art 209	20th Century Art
Economics 214	Topics in Economic History: Europe
Economics 277	Special Topics (if European focus)
English 109/IS 270	World Literature in Translation
History 222	Early Modern Europe
History 231	19th Century Europe
History 232	20th Century Europe
History 334	Russia, 1860-present
International Studies 270	Special Topics (if European focus)
Music 217	Music of Middle Ages Renaissance & Baroque
Music 218	Classical Music
Music 219	Music in the Romantic Era
Music 220	Music Since 1900
Philosophy 242	Foundations in Modern Philosophy
Philosophy 144	Existentialism
Philosophy 345	20th Century Continental Philosophy
Political Science 374	Special Topics International Politics
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 250, 252	Latin American History
History 350	Advanced Topics in Latin American History
International Studies 270	Special Topics (if Latin American focus)
Political Science 325	Latin American 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

296, 298, 496, 498. Seminar in International Studies

This half-semester course is taken twice by all international studies students, as sophomores and again as seniors. It meets once a week throughout the semester. The seminar is offered in two sections, one for those studying Europe (298, 498) and the other for those interested in Latin America (296, 496). The course allows students to explore contemporary issues in their region of interest and to enhance their language skills by performing research using materials from the countries of their off-campus study. Sophomores do background reading to enhance their experience abroad and begin to design projects to investigate while abroad. Seniors bring to their reading the perspective of those who have lived in the region of interest. They share what they have learned and complete the projects they began as sophomores. One-half course each time taken. Admission to the 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, an arranged class in which students will explore their minor topics comparatively as well as in greater depth. (These will be assigned as Divisional Independent Study courses under the direction of the Committee Chair.)
- Students who choose to complete the area of concentration in Multicultural American Studies may

wish to consider off-campus study programs such as the Philadelphia Urban Semester, the New York Arts Program, the Newberry Library Program in Chicago, and the Borders Program in El Paso. Students may wish to include relevant coursework during off campus study.

- A member of the area of concentration committee arranged by the student may serve as secondary field examiner on the senior oral committee.
- In general, students may not “double count” courses toward the concentration and toward a major or minor. Nor may they take more than 11 courses in their major field (of 34 needed for graduation) by counting some of these toward completion of an area of concentration.
- Students will usually declare the area of concentration by the end of their sophomore year. At that time the student will organize a faculty committee, work out a rationale and plan of study with that committee, and submit the proper form obtained from the Registrar’s Office. Each area of concentration will carry a descriptive title on the form, such as “Multicultural Studies: Native American,” or “Multicultural Studies: Immigrant Experiences,” or “Multicultural Studies: African-American.”
- Areas of Concentration will be forwarded to the Registrar’s Office by the faculty committee constructed by the student. The Area of Concentration will be supervised by the Multicultural Concerns Committee and all applications for these Areas of Concentration will be forwarded by the Registrar’s Office to that committee.

Courses

Courses appropriate for an Area of Concentration in Multicultural American Studies include the following:

Art 105	Ritual Objects and Native American Culture
Art 210	Special Topics in Art History: African American Art
English 160	Multicultural Literature
English 221	Studies in Language: American Dialects
English 260	Multicultural Literature: Intro. to Black Studies
English 360	African American Literature
History 244	African American History
History 250	Topics in Latin American History
History 252	Peoples and Nations of Latin America
History 340	Advanced Topics, American History
History 350	Advanced Topics Latin America
Music 102	World Music
Music 202	Instruments and Culture
Political Science 278	Special Topics
Political Science 325	Latin American Politics
Psychology 211	Culture and Psychology
Religion 181	Religion in America
Religion 280	Topics in American Religion: African American Religion
Religion 297	Anthropology of Religion
Spanish 303	Spanish American Literature
Rhetoric 370	Special Topics (e.g. African American Rhetoric)
Theater 103	Seminars in Theater: Multicultural Theater in America

The Department of Modern Languages and Literature offer a variety of courses that could be used for the Multicultural American Studies Area of Concentration. Please contact the Department Chair for additional information.

PRE-PROFESSIONAL

The Schroeder Center for Career Development (Career Services)

Career Services prepares students to make a successful transition to the world beyond Wabash. We create opportunities for students to explore and reach their individual career goals, regardless of what those goals may be. Whether you want to perform biotechnology research, teach English in Africa, conquer Wall Street, or work with a professional basketball team, we offer individualized programs and resources just for you. Stop by and see us – no appointment needed.

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- Individual career choice counseling
- Resume and cover letter guide and help
- Networking events, Chicago/ Indy/ NYC
- Off-campus career fairs
- Organizational and graduate school site visits
- On-campus recruiting and information sessions
- Graduate school test and application prep assistance
- Mock interviews, workshops, seminars, panels and speakers
- Job, internship/fellowship listings
- Online student and alumni networking system
- Targeted resume books online
- Online resources including: Wabash Works, Career Search, Vault, Going Global, Spotlight on Careers, Focus, Internships.com, Current jobs for Graduates
- Job/internship/graduate school search assistance
- 18 Peer Career Advisors

Preparation for Business

Business Sequence

Students interested in business should be aware that a high-quality liberal arts education provides excellent preparation for the business world. For those students who wish to incorporate into their academic program some specific preparation for a career in business, Wabash offers the Business Sequence, a collection of courses selected for their relevance to business careers. These courses consist of the following:

Economics 101 Principles of Economics	1 credit offered every semester
Economics 251 Economic Approach with Microsoft Excel	1/2 credit offered fall semester
Economics 262 Financial Institutions and Markets	1 credit offered spring semester (Note: Eco 262 does NOT count toward the Economics major. Majors should substitute Eco 361 or Eco 362.)
Accounting 201 Financial Accounting	1 credit offered fall semester
Accounting 202 Managerial Accounting	1 credit offered spring semester
English 411 Business and Technical Writing	1 credit offered spring semester (juniors and seniors only)
Rhetoric 101 Public Speaking	1 credit offered every semester (Note: This course is required only for students graduating in 2013 or later)

Please note that the Business Sequence does NOT substitute for a minor. As such, students should consider using two of the Economics courses and the English course to fulfill distribution requirements in Behavioral Science and Language Studies, respectively, or pursuing a minor in Economics.

Timing: Students should consider taking Economics 101 during the freshman or sophomore year, though this is not essential. Accounting should ideally be taken in the sophomore year in order to open up a wider array of internship possibilities and free up the junior year for overseas study opportunities. Should a course in the Business Sequence not be available, the student may petition the Business Committee to substitute a relevant course. However, students should be aware that any business courses other than the two accounting courses offered at Wabash will not be recognized by the Registrar as counting toward graduation requirements.

Certification on Transcript: Students who complete this sequence will be certified by the Registrar upon graduation. This certification will appear on the student's transcript upon graduation and may be included as an academic item on the student's resumé.

In addition to the Business Sequence, Wabash offers other types of programs and services designed to support students interested in business, including internships and co-curricular programs. Students interested in business should contact both the Business Committee Chair and the Schroeder Career Center early in their college careers so that they may be included in mailings about special events and programs.

Pre-Professional Preparation in the Health and Allied Sciences

The Pre-Health Professions Committee assists students with their pre-health programs, including preparation for medical, osteopathic, dental, optometry, veterinary, podiatry schools and other health professions. The committee also provides assistance with application materials and makes recommendations for students as they apply to professional schools. Any student who is considering the health professions should meet with Jill Rogers (rogersji@wabash.edu) the Pre-Health Advisor, as early as possible to discuss his plans. Pre-requisite coursework for various health professions can be found at www.wabash.edu/academics/medicine. Students should consider early on how prerequisite courses align with other coursework necessary for their major/minor, and Wabash graduation requirements.

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 Chair and 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 middle and high school level I Indiana and over 40 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. The Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and as reported for the most recent year for Title II requirements, candidates have a 100% pass rate on state-required Praxis I tests.

Note: Wabash College is approved to recommend for licensing at the middle and high school levels teachers in the following subjects: Biology, Chemistry, English (with Rhetoric), French, German, Latin, Mathematics,

Physics, Spanish, Theater, the latter being a license under Fine Arts, and Social Studies. History, Economics, Political Science, and Psychology majors are licensed under the Social Studies program. Please see the Teacher Education Program web site for more details.

Pre-Engineering Preparation

Wabash College offers joint programs (known as dual degree programs) with Purdue University, Columbia University and Washington University-St. Louis. In these programs, students may study the liberal arts at Wabash for three years and engineering or applied science at Purdue, Columbia or Washington, typically for two years. These programs lead to both the Bachelor of Arts degree from Wabash and the Bachelor of Science degree in engineering or applied science from Purdue, Columbia or Washington.

Wabash students who participate in the joint program may qualify for the A.B. degree by completing all of the Wabash requirements for graduation (listed in the curriculum section) other than the 34-course minimum, and by successfully completing the appropriate number of courses at Purdue, Columbia or Washington. Senior comprehensive and oral examinations may be taken during the junior year or during the first year of work at the engineering school, either on the Wabash campus or, under a program approved by the Wabash faculty, at the engineering school administered under supervision of the dean's office of the School of Engineering. If the oral exam is taken after the junior year, it must be taken on the Wabash campus sometime during the two years of engineering school.

Students not completing the requirements for the Wabash A.B. as outlined above may be accepted at the end of their junior year by Purdue, Columbia or Washington upon the recommendation of Wabash, even though no Wabash degree is granted.

In addition to the requirements for Wabash, certain courses in physics, chemistry, mathematics, and computer science must be taken at Wabash for admission into Purdue, Columbia or Washington. Each university also has a minimum GPA requirement. The exact requirements for the three schools differ somewhat, and the student should consult with his advisor and a member of the Pre-Engineering Committee. Completing the requirements for both degrees requires careful planning, and the student should begin taking the appropriate courses in his freshman year.

Students need not major in physics, chemistry, or mathematics to participate in the program. In particular, both Columbia and Washington seek 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.

In addition, a student finishing Wabash with a strong background in science and mathematics can be admitted to a number of engineering programs, not necessarily at Purdue, Columbia or Washington. Many Wabash graduates have pursued engineering degrees without participating in the dual degree program.

OFF-CAMPUS STUDY

Rationale

The preamble to the curriculum states that the Wabash graduate "...in the study of foreign civilizations and people, ...has found himself not only the creature of his time and place but a citizen of the world-wide human community" and that he will "...judge thoughtfully, act effectively, and live humanely in a difficult world."

It is the position of the faculty that the above objectives and others expressed in the preamble will be well served by enabling study off-campus, whether in a domestic program or in a program in another country, for as large a number of qualified students as possible. Off-campus experiences provide opportunities for learning and adapting to new environments.

In addition, off-campus study fosters critical thinking and offers students the opportunity to develop another perspective on learning and their lives. The benefits of off-campus study are not limited to those who actually study away from campus, but they accrue to the entire community. Students 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.

Process & Procedures

The Off-Campus Studies Committee's selection process and committee procedures are guided by the vote of the faculty in 1994. Qualified and interested students are encouraged to spend a semester in off-campus programs in the United States or abroad.

Students interested in off-campus study should begin planning the completion of their college requirements with their academic advisor during the freshman year, prior to any consideration of off-campus study. They should consult with their advisors and professors, program representatives listed, and the Director of International Students and Off-Campus Studies, David Clapp.

The application process to study off-campus is fully outlined at www.wabash.edu/international/ocs. This web site also provides extensive information regarding possible study abroad programs, the most up-to-date information about requirements, and deadlines. Students will make their application on line through this web site.

Only students approved by the Off-Campus Study Committee (OCSC) may apply Wabash financial aid towards the costs of their off-campus program and only for the committee-designated semester or semesters. To the greatest extent possible, the amount and distribution of credit must be discussed and determined in cooperation with the Off-Campus Study Office, Registrar, and the academic departments involved. There is a clearly outlined advising and application procedure for interested students to follow. With the exception of courses taken at American University (Washington, D.C.), grades from off-campus study programs do not transfer nor affect one's GPA.

Anyone who considers pursuing off-campus study without OCSC approval does so at his own risk, especially with regard to transfer credit and graduation requirements. In such a case, the student would be responsible for all of the costs of the program, and would not be eligible for any form of financial aid since there is no committee approval.

In selecting a program and planning a schedule, students may want to consider pursuing the interdisciplinary International Studies Area of Concentration. This area of concentration requires five courses drawn from a variety of disciplines. Over the years, many students have found that courses taken off campus can be particularly suitable for the concentration. Students are required to submit a proposal to the International Studies

Committee in which they outline the focus of their concentration, as well as the courses in which they plan to enroll. For additional information see the description of the International Studies Area of Concentration in the Special Programs section of this Bulletin, or contact Professor Butler in the Political Science Department, Professor Warner in the History Department, or Mr. Clapp.

Evaluation of Applications

The Off-Campus Study Committee evaluates applications according to the following:

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: A cumulative GPA of 3.00 is preferred, but attainment of a 3.00 cumulative GPA does not guarantee committee approval given the limited number of semesters off-campus allowed by the College.

Primary Considerations

The Committee expects the following of an applicant for off-campus study:

Demonstration that the proposed program enhances his 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

Students are encouraged to study off-campus in the fall semester. Only those with compelling reasons not to do so will be allowed to study in the spring. 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 such an advantage.

Students may apply for a wide variety of off-campus programs sponsored by Wabash or other organizations. See the off-campus studies web site for a listing of suggested off-campus studies programs. In addition to the campus liaisons listed, students should contact Mr. Clapp for further information.

Orientation and Reentry

The Committee conducts orientation programs to aid students in preparing for off-campus study. It also conducts "re-entry" programs to facilitate the readjustment/reintegration of students returning from off-campus study. Students who have been approved for off-campus study are required to attend these programs. The Committee also seeks to evaluate off-campus programs by having returning students fill out an evaluation questionnaire and discussing their experiences with a member of the Committee.

Some Other Guidelines

Wabash College expects the student to earn at least four (4) course credits and he may not transfer more than five (5) while on off-campus study. (Note: students on programs of less than a semester's duration will gener-

ally receive fewer credits than they would earn in a semester.) Credit will not be given for pre-professional courses (e.g., law, business).

Students must obtain at least a C- grade average to receive credit for courses taken while on off-campus study. Grades do not appear on the transcript and do not affect the students' GPA. Each course must be equal to or greater than three (3) semester hours in order to yield one full Wabash course credit.

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, and remain subject to the Gentlemen's Rule. Students are responsible for applying to the off-campus study program for which they seek approval, bearing in mind that in some cases program application deadlines may need to be met prior to a student's final approval of the OCSC.

Internship

Internships allow Wabash students, usually upperclassmen, to work and learn in a variety of off-campus organizations. Students have participated with a wide range of organizations. The purposes of the program vary with interests of individual students. Exploration of a possible career area, development of new skills (or recognition of established skills and abilities in a new setting), the challenge of confronting new ideas and problems, and the chance to make a contribution to our society are but a few of the uses Wabash students have found for the program. At the heart of the program is the idea that there are valuable things to be learned in and outside the classroom.

The internship is a non-divisional course worth the equivalent of one course credit that cannot be applied toward the 34 required for graduation. The course is recorded on the student's transcript, however, and is graded according to the standard 4-point grading system used in computing grade averages. The Credit/No Credit option is not available for the internship course. Application for this course is made directly to the faculty member whom the student wishes to 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.

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Deere & Company

G. Michael Dill '71
Retired Senior Vice President
American Funds Distributors, Inc.

John N. Fox, Jr. '64
Retired Vice Chairman
Deloitte Consulting

Robert T. Grand '78
Managing Partner
Barnes & Thornburg LLP – Indianapolis

Ted R. Grossnickle '73
Chairman and CEO
Johnson Grossnickle & Associates

Thomas A. Hays '55
Retired Deputy Chairman
The May Department Store Co.

Larry K. Hutchison '63
Retired Controller of Manufacturing
Eli Lilly and Company

Daryl E. Johnson '82
Business Development & Sales Manager
Guardian Relocation

Peter M. Kennedy III '68
Chairman and CEO
Eighteen Seventy Corporation

James J. Kilbane '84
Managing Director
Mesirow Financial Investment Management

Rade R. "Ray" Kljajic '78
Managing Director, Public Finance
Citigroup Global Markets

David P. Lewis '81
VP-Global Taxes, Chief Tax Executive
Assistant Treasurer
Eli Lilly & Co.

Harry F. "Mac" McNaught, Jr. '76
President
Denison Properties, Inc.

Alex A. Miller '71
Senior Vice President & General Manager
L-3 Communications

Kelly D. Pfladderer '96
President and CEO
Apparatus

Gary D. Reamey '77
Principal
Edward Jones

Fred W. Ruebeck '61
Retired Director, Investments
Eli Lilly & Co.
John C. Schroeder '69
President
Wabash Plastics, Inc.

David N. Shane '70
President and CEO
LDI, Ltd. LLC

K. Donald Shelbourne, M.D. '72
Orthopedic Surgeon
Shelbourne Knee Center

Walter S. Snodell III '68
Chairman and CEO
Peerless Industries, Inc.

Joseph E. Turk H'00
Retired Executive. Vice President
Inland Paperboard & Packaging

William J. Wheeler '83
Executive Vice President and CFO
MetLife Inc.

Patrick E. White
President
Wabash College

Frederick W. Wilson, Jr. '69
Retired Chairman and CEO
Saks Fifth Avenue Enterprises

Paul Woolls '75
Attorney
Woolls & Peer

ADMINISTRATION 2011-2012

President's Office

Patrick E. White, A.B., M.A., Ph.D.	President
Deborah Woods, B.M.E., M.M.	Sr. Administrative Assistant to the President
Gary A. Phillips, B.A., M.Div., Ph.D.	Dean of the College
Michael P. Raters, A.B., M.S.	Dean of Students
Joseph Emmick, A.B.	Dean for Advancement
Larry B. Griffith, B.S., M.S.	Chief Financial Officer and Treasurer of the College
Steven J. Klein, B.S., M.S.	Dean of Admissions and Financial Aid

Dean of the College's Office

Gary A. Phillips, B.A., M.Div., Ph.D.	Dean of the College
Julie A. Olsen, B.S., Ph.D.	Associate Dean of the College
Christina M. Duff	Sr. Administrative Assistant to the Dean of the College

Center for Academic Enrichment

Jerry L. Bowie, A.B.	Coordinator of Activities in Center for Academic Enrichment
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International Students & Off-Campus Studies

David Clapp, A.B., M.A.	Director of International Students and Off-Campus Studies
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Center of Inquiry in the Liberal Arts

Charles F. Blaich, B.S., M.S., Ph.D.	Director of Inquiries
Lissa Mason	Coordinator of Trippet Hall
Kelly McDorman, B.A., M.A.	Project Evaluation Manager
Libby Pinkerton, B.A., M.A.	Web/Communications Manager
Sally A. Thompson	Administrative Assistant for Trippet Hall
Kathleen Wise, B.A., M.B.A.	Associate Director of Inquiries

Departmental Administrative Assistants

Rachel Barclay, B.S.	Classics, English, Modern Languages and Literature
Janna Beecham, B.S.	Teacher Education, Philosophy, Religion
Eileen H. Bowen, B.S.	Art, Music, Rhetoric, Theater
Rochella L. Endicott	Biology, Chemistry, Physics
Pamela Sacco	Mathematics, Economics, History, Political Science, Psychology

Division/Departmental Staff

Maureen McColgin, B.S., Ph.D.	Biology Lab Manager/Preparator
Ransal Moxley, B.S.	Chemistry Lab Curator
Matthew Roark, B.A.	Systems Administrator and Biophysics Researcher

Information Technology

Adam R. Bowen, B.A.	Media Services Specialist
Quentin R. Dodd, A.B.	Network Administrator
Michael Heinold	Senior Systems Administrator
Alice D. Moore, B.S.	Manager of Administrative Systems Services
Andrew Parrish, A.B.	Help Desk Specialist
Jamie Ross	Office Manager
Kitty Rutledge	Client Services Manager

Mark Siegel, B.S. Senior Application Developer
Tamra Utterback..... Programmer/Analyst
Bradley K. Weaver, A.B..... Director of Information Technology Services
Scott Yeager Systems and Network Administrator

Lilly Library

John E. Lamborn, B.A., M.A., M.L.S..... College Librarian and Director of Lilly Library
Susan E. Albrecht, B.S., M.A..... Acquisitions Manager
Jeffrey A. Beck, B.A., M.A..... Reference Librarian
Brian C. McCafferty, B.A., M.L.S..... Catalog Librarian
Diane M. Norton, A.B., M.M., M.L.S..... Circulation and Music Collection Coordinator
Linda A. Petrie, B.S., M.L.S..... Government Documents Manager
Deborah M. Polley, B.A., M.L.S..... Interlibrary Loan Manager
Elizabeth F. Swift, B.S..... College Archivist
Laura L. Vogler, B.S..... Serials Manager

Malcolm X Institute

TBA..... Director

Registrar's Office

Julie A. Olsen, B.S., Ph.D. Registrar
Miriam C. Foster, A.A., B.B.A., M.A. Associate Registrar
Patricia Zorger..... Administrative Assistant

Research Associates

Patience Plummer Barnes, B.A..... Research Associate
Julie A. Olsen, B.S., Ph.D. Research Associate
Beverly O'Rourke, A.B..... Research Associate
Emory G. Simmons, A.B., A.M., Ph.D..... Research Associate

Dean of Students Office

Michael P. Raters, A.B., M.S. Dean of Students
G. Will Oprisko, B.A., M.S..... Associate Dean of Students
Sherry J. Ross..... Sr. Administrative Assistant to the Dean of Students
Heather Hines, B.S., M.A. Coordinator of Student Engagement and Retention
Elizabeth Knott, B.S., M.S..... Director of Business Immersion and Leadership Programs

Academic Support Services

Julia Rosenberg, B.A., M.Phil..... Director of Academic Support Services

Athletics and Physical Education Office

Joseph R. Haklin, A.B., M.A. Director of Athletics
Mark Colston, B.S., M.S..... Athletic Trainer
Mark Elizondo, B.S., M.S..... Assistant Athletic Trainer
Jason Hutchison, B.A..... Facilities Manager
Thomas Perkins, B.A. Equipment Manager
Deborah K. Starnes Administrative Assistant

Career Services

R. Scott Crawford, B.S., B.A., M.Ed..... Director of Schroeder Career Center

Angie Bridwell..... Administrative Assistant
TBA..... Assistant Director of Schroeder Career Center
Jill C. Rogers, B.A., M.S. Pre-Health Professions Advisor

Counseling Service

TBA..... Counselor

Safety and Security

Richard G. Woods, A.A., B.G.S..... Director

Student Health Service

Scott K. Douglas, A.B., M.D. College Physician
John R. Roberts, A.B., M.D. College Physician
Carol Lamb, R.N..... College Nurse

College Advancement Office

Joseph Emmick, A.B. Dean for Advancement
Karen J. Handley..... Sr. Administrative Assistant to the Dean for Advancement

Alumni and Parent Relations

Thomas G. Runge, A.B. Director of Alumni and Parent Relations
Heather Bazzani Administrative Assistant for Alumni and Parent Relations
Michele M. Tatar Coordinator of Alumni and Parent Communications
Michael A. Warren, A.B. Associate Director of Alumni and Parent Relations

Development

Douglas Brinkerhoff, B.S..... Coordinator of Advancement Services
Patricia Crabtree..... Phone-a-thon Coordinator
Alecia Franklin..... Administrative Assistant for Major Gifts
Lucius Hamilton, A.B. Alumni Career Officer
Stephen P. Hoffman, A.B. Senior Major Gifts Officer
Joseph R. Klen, A.B. Director of Annual Giving
Alison Kothe, B.A., M.B.A..... Director of Development
Rhonda L. Maynor Research Assistant
Marilyn R. Smith, B.A. Coordinator of Prospect Research
David C. Troutman, B.A. Senior Major and Planned Gifts Officer

Public Affairs

James L. Amidon, A.B. Director of Public Affairs and Marketing, Secretary of the College
Stephen D. Charles, B.A. Director of Publications
R. Brent Harris Director of Sports Information and Marketing
Howard H. Hewitt, B.A. Director of New Media/Web Editor
Kim Johnson, B.A., M.S Communications and Marketing Specialist

TREASURER/BUSINESS OFFICE

Larry B. Griffith, B.S., M.S. Chief Financial Officer and Treasurer of the College
Teresa L. Fyffe Cashier
Catherine A. Metz, B.S. Director of Human Resources
Nicole Mitchell Business Office Assistant
Cindy Snellenbarger, B.S..... Business Office Manager

Cathy VanArsdall, B.S. Director of Student Accounts

Bookstore/Purchasing

Thomas E. Keedy, A.B. Director of Purchasing and Bookstore
Linda Brooks Textbook Manager
Lana G. Burnau Bookstore Clothing and Gifts Buyer
Judith Wynne Trade Book Manager

Campus Services

David Morgan Director of Campus Services
Joe Hutson Operations Manager
Eva Legg Administrative Assistant
Joy McCammack Office Manager

Admissions Office

Steven J. Klein, B.S., M.S. Dean of Admissions and Financial Aid
Walter A. Blake, B.S., M.S.A. Senior Associate Director
Audra Abney Coordinator of Alumni Volunteers
Kevin Andrews, A.B. Admissions Counselor
William Arvin, A.B. Admissions Counselor
Leanah M. Brown Admissions Data Coordinator
Timothy Cheek, A.B. Admissions Counselor
John Holmes, A.B. Admissions Counselor
Trisha Mishler Admissions Secretary
Pamela M. Rager Prospect Management Support Specialist
Charles M. Timmons, A.B. Associate Director
Mary L. Towell Campus Visit Coordinator
Jamie Watson, B.F.A. Senior Assistant Director
Linda L. Weaver Sr. Administrative Assist to Dean of Admissions and Financial Aid
Marc Welch, A.B., M.A.T. Assistant Director

Financial Aid

R. Clint Gasaway, A.B. Director of Financial Aid
LaToshia M. Everson, B.A. Assistant Director of Financial Aid
Laura A. Frye, B.S. Assistant Director of Financial Aid
Sharon Hankins Administrative Assistant

Wabash Center for Teaching and Learning in Theology and Religion

Nadine S. Pence, B.A., M.Div., Ph.D. Director
Rita Arthur, B.S. Coordinator of Grants and Publications
Paul O. Myhre, B.A., M.Div., M.F.A., Ph.D. Associate Director
Patricia Overpeck Meeting Coordinator
Thomas Pearson, B.A., M.A., Ph.D. Associate Director
Beth Reffett Administrative Assistant to the Associate Directors
Sherry Wren, B.S., M.B.A. Communications Director

THE FACULTY 2011-2012

Jennifer L. Abbott (2002)

*Associate Professor of Rhetoric,
Department Chair*
B.A. (Cal Poly), M.A., Ph.D. (Penn State)

Michael Abbott (1994)

*Associate Professor of Theater,
Department Chair*
A.B. (Wabash), M.F.A. (Columbia)

Brian L. Anderson (2004)

*Head Wrestling Coach with Associated Faculty Rank
of
Assistant Professor*
B.S., M.A. (Manchester)

Jonathan R. Baer (2002)

Associate Professor of Religion
B.A. (Duke), M. Phil (Queens' College,
Cambridge), M.A., M. Phil., Ph.D. (Yale)

Thomas E. Bambrey (1997)

Visiting Assistant Professor of English
A.B. (Wabash), M.A., Ph.D. (Denver)

Jeffrey A. Beck (1995)

*Reference and Electronic Resources Librarian,
with Associated Faculty Rank of Associate Professor*
B.A., M.A. (Missouri)

Crystal Benedicks (2007)

Byron K. Trippet Assistant Professor of English
B.A. (New College of Florida), M.Phil.,
Ph.D., (The City Univ. of New York)

Lawrence E. Bennett (1995)

Visiting Professor of Music
B.A. (Carleton), M.A., Ph.D. (New York)

Charles F. Blaich (1991)

*Associate Professor of Psychology and
Coordinator of Inquiries at the Center of Inquiry
in the Liberal Arts*
B.A., M.A., Ph.D. (Connecticut)

David S. Blix (1996)

Associate Professor of Religion, Department Chair
A.B. (Wabash), M.A., Ph.D. (Chicago)

Anne B. Bost (2010)

*Visiting Assistant Professor of Biology,
Division I Research Associate*
B.S. (Rhodes), Ph.D. (Vanderbilt)

Preston R. Bost (2000)

*Associate Professor of Psychology,
Department Chair*
B.A. (Yale), M.A., Ph.D. (Vanderbilt)

Richard Bowen (2001)

*Director of Glee Club and Assistant Professor of
Music*
B.S., B.A. (Lebanon Valley), M.M.Ed. (West Ches-
ter), Ph.D. (Univ. of Cincinnati)

Mark R. Brouwer (2003)

Assistant Professor of Philosophy
B.A. (Grinnell), M.A., Ph.D. (Duchesne)

James A. Brown (2003)

*Associate Professor of Physics
Department Chair*
B.A. (Kalamazoo), M.A., Ph.D. (Michigan)

Joyce Burnette (1996)

Professor of Economics
B.A. (Valparaiso), Ph.D. (Northwestern)

Patrick M. Burton (2007)

Assistant Professor of Biology
B.A. (Williams), Ph.D. (Boston)

Deborah A. Butler (1985)

*Visiting Professor of Education,
Department Chair, spring*
B.A. (Christopher Newport), M.Ed., Ed.D. (Virginia)

Melissa A. Butler (1976)

*Professor of Political Science
Eugene N. and Marian C. Beesley Chair
Department Chair, fall*
B.A. (St. Francis), M.A., Ph.D. (Johns Hopkins)

Christie Byun (2007)

Assistant Professor of Economics
B.A. (UC-Berkeley), Ph.D. (UC-Riverside)

Douglas P. Calisch (1980)

Professor of Art, Department Chair
B.F.A. (Illinois), M.F.A. (Minnesota)

James M. Cherry (2007)

Assistant Professor of Theater
B.A. (Bates), M.A. (Villanova), Ph.D. (CUNY Graduate Center)

Ssu-Yu Chou (2010)

Visiting Instructor of Chinese
B.A. (Nat'l. Taipei Univ.)
M.A. (Nat'l. Chung Cheng Univ.)

Mark J. Colston (2003)

Athletic Trainer with Associated Faculty Rank of Instructor of Physical Education
B.A., M.A. (Eastern Illinois)

Richard F. Dallinger (1984)

Professor of Chemistry
B.A. (Bradley), M.A., Ph.D. (Princeton)

Sara A. M. Drury (2011)

Byron K. Trippet Assistant Professor of Rhetoric
B.A. (Boston), M.A., Ph.D. (Penn State)

Mark D. Elizondo (2006)

Assistant Athletic Trainer with Associated Faculty Rank of Instructor of Physical Education
B.S. (Weber State), M.S. (Indiana State)

Scott E. Feller (1998)

Lloyd B. Howell Professor of Chemistry
B.A. (Willamette), Ph.D. (California-Davis)
Sabbatical, year

Robert L. Foote (1989)

Professor of Mathematics, Department Chair
B.A. (Kalamazoo), M.A., Ph.D. (U. of Michigan)

Eric E. Freeze (2008)

Assistant Professor of English
B.A., M.A. (Brigham Young), Ph.D. (Ohio)

Roberto Giannini (2006)

Head Soccer Coach with Associated Faculty Rank of Assistant Professor
B.B.S. (Universidad Statale), M.S.S.A. (Valparaiso)

Massimiliano Giorgini (2011)

Visiting Instructor of Spanish

Gilberto Gómez (1990)

Professor of Spanish, Department Chair, spring
M.A., Ph.D. (Washington-St. Louis)
Sabbatical, fall

James Gross (1998)

Scene Designer/Technical Director with Associated Faculty Rank of Assistant Professor of Theater
B.F.A. (Longwood), M.F.A. (Wayne State)

Karen L. Gunther (2007)

Assistant Professor of Psychology
B.A. (Oberlin), M.A., Ph.D. (UC San Diego)

Joseph R. Haklin (2011)

Director of Athletics and Campus Wellness with Associated Faculty Rank
A.B. (Wabash), M.A. (Wayne State)

David J. Hadley (1969)

Professor of Political Science, Department Chair, spring
B.A., M.A., Ph.D. (Indiana)
Sabbatical, fall

Jane E. Hardy (2006)

Byron K. Trippet Assistant Professor of Spanish
B.A. (U. of Virginia), M.A., Ph.D. (Indiana)

Jeremy S. Hartnett (2004)

Associate Professor of Classics
A.B. (Wabash), M.A., Ph.D. (U. of Michigan)
Sabbatical, year

Glen Helman (1986)

Associate Professor of Philosophy, Department Chair
B.A. (Oakland), M.A., Ph.D. (Pittsburgh)

Tobey C. Herzog (1976)

Professor of English

B.A. (Illinois Wesleyan), M.A., Ph.D. (Purdue)
Sabbatical, spring

Scott D. Himsel (2003)

Visiting Assistant Professor of

Political Science (part-time) A.B. (Wabash),
J.D. (Northwestern)

Joshua L. Hoeg (2008)

*Assistant Football Coach with Associated
Faculty Rank of Assistant Professor*

B.S., M.A.T. (Coe)

Alexandra E. Hoerl (2009)

Assistant Professor of Political Science

B.A. (Univ. of North Carolina), Ph.D. (Rutgers)

Ethan J. Hollander (2008)

Assistant Professor of Political Science

B.A. (Wesleyan), M.A., Ph.D.
(Univ. of Calif., San Diego)

Michael D. Hoops (2011)

Visiting Assistant Professor of Chemistry

B.S. (Wheeling Jesuit), M.S. (Northwestern),
Ph.D. (Univ. of Cincinnati)

Robert S. Horton (2001)

Associate Professor of Psychology

*Daniel F. Evans Associate Professorship
in the Social Sciences*

B.A. (Richmond), M.A., Ph.D. (UNC-Chapel Hill)

Frank M. Howland (1988)

Professor of Economics,

Department Chair

B.A. (Harvard), Ph.D. (Stanford)

Marcus A. Hudson (1987)

Professor of English, Department Chair

B.A. (Georgetown), M.A., Ph.D. (Washington)

Cheryl L. Hughes (1992)

Professor of Philosophy

B.S. (Portland State), Ph.D. (Massachusetts)

Peter L. Hulen (2004)

Associate Professor of Music, Department Chair

B.A. (Tulsa), M.A. (Southwestern Baptist
Theological Seminary), Ph.D. (Michigan State)

Jason M. Hutchison (2004)

Head Tennis Coach, Allen Center Facilities

*Manager with Associated Faculty Rank of
Assistant Professor*

B.A. (Western Illinois)

Amanda L. Ingram (2004)

Associate Professor of Biology

B.A. (William & Mary), Ph.D. (Cornell)

Laura Kinnaman (2011)

Visiting Instructor of Physics

B.S. (Wittenberg)

Isabel Köster (2011)

Visiting Assistant Professor of Classics

B.A. (Smith), Ph.D. (Harvard)

Dennis E. Krause (1998)

Associate Professor of Physics

B.A. (St. Olaf), M.S. (U. of Wisconsin),
Ph.D. (Purdue)

Sabbatical, year

David P. Kubiak (1979)

Professor of Classics, Department Chair

A.B. (Loyola), A.M., Ph.D. (Harvard)

Timothy L. Lake (2004)

Associate Professor of English

B.A. (Ball State), M.A. (Howard & Notre
Dame), Ph.D. (Bowling Green)

Sabbatical, fall

Jill Lamberton (2009)

Visiting Assistant Professor of English

B.A. (Walla Walla), M.A. (Western
Washington), Ph.D. (Michigan)

John Lamborn (2006)

Director of the Lilly Library and Head

*Librarian with Associated Faculty Rank of
Associate Professor*

B.A. (Idaho), M.A. (Utah State), M.L.S. (Arizona)

Douglas Limmer (2008)
Visiting Assistant Professor of Mathematics
B.S. (Valparaiso), M.S., Ph.D. (Oregon State)

Martin J. Madsen (2006)
Assistant Professor of Physics
B.S. (Purdue), M.S., Ph.D. (Michigan)

James K. Makubuya (2000)
Associate Professor of Music
B.A. (Makarere), M.A. (Catholic U. of America), Ph.D. (California-Los Angeles)

Kevin P. Marsh (2011)
Visiting Assistant Professor of Political Science
B.A. (Marquette), M.A., Ph.D. (Northern Illinois)

Brian McCafferty (1989)
Catalog Librarian, with Associated Faculty Rank of Associate Professor
B.A., M.L.S. (Indiana)

Maureen E. McColgin (2005)
Biology Lab Manager/Preparator with Associated Faculty Rank of Assistant Professor of Biology
B.S. (Willamette), Ph.D. (Purdue)

Todd F. McDorman (1998)
Associate Professor of Rhetoric
B.A. (Butler), M.A. (Miami), Ph.D. (Indiana)

Colin B. P. McKinney (2011)
Byron K. Trippet Assistant Professor of Mathematics and Computer Science
B.S. (Univ of Texas at Dallas)
M.S., Ph.D. (Univ. of Iowa)

Peter Mikek (2004)
Associate Professor of Economics
B.A. (Maribor Slovenia), M.A., Ph.D. (Indiana)
Sabbatical, fall

Stephen R. Morillo (1989)
Professor of History, Division III Chair
A.B. (Harvard), D. Phil. (Oxford)

Elizabeth G. Morton (2007)
Assistant Professor of Art History
B.A. (Indiana), M.A. (Botswana), M.A., Ph.D. (Emory)

Walter R. Novak (2009)
Assistant Professor of Chemistry
B.A. (Southern Illinois), Ph.D. (Univ. of Calif., San Francisco)

Eric L. Olofson (2008)
Assistant Professor of Psychology
B.A. (Concordia), M.S., Ph.D. (Oregon)

Bibhudutta Panda (2010)
Visiting Assistant Professor of Economics
B.A. (Utkal), M.A. Gokhale Institute, M.Phil. (Delhi), M.S. (Louisiana State)

M. Michele Pittard (2002)
Associate Professor of Teacher Education, Department Chair, fall
B.A. (Butler), M.A., Ph.D. (Purdue)
Sabbatical, spring

Esteban I. Poffald (1985)
Associate Professor of Mathematics
B.S. (Catolica de Chile), M.S. (Tecnica del Estado, Chile) Ph.D. (Southern California)

L. David Polley (1978)
Professor of Biology, Division I Chair
B.A. (Miami-Ohio), Ph.D. (Yale)

Lon A. Porter, Jr. (2003)
Associate Professor of Chemistry
B.A. (Houston), Ph.D. (Purdue)

Qian Zhu Pullen (2011)
Instructor of Chinese Language and History
B.A., M.A. (Shandong)

Erik A. Raeburn (2008)
Head Football Coach with Associated Faculty Rank of Assistant Professor
B.S. (Mount Union)

Tami S. Ransom (2011)

Instructor of Biology

B.S. (Univ. of California, Davis),

M.S. (Univ. of Virginia)

J. Gregory Redding (2002)

Associate Professor of German

A.B. (Wabash), M.A., Ph.D. (Cincinnati)

Michele K. Rhoades (2002)

Jane and Frederic M. Hadley Chair in History

Department Chair

B.A. (Arizona), M.A., Ph.D. (Iowa)

Samuel D. Rocha (2010)

Owen Duston Visiting Assistant Professor of

Philosophy and Teacher Education

B.A. (Franciscan), M.S. (Univ. of St. Thomas and

Ohio State), Ph.D. (Ohio State)

Steven J. Rogers (2008)

Assistant Football & Track Coach with

Associated Faculty Rank of Assistant Professor

B.A. (Mt. Union), M.A. (Defiance)

V. Daniel Rogers (1998)

Associate Professor of Spanish,

Department Chair, fall

B.A. (Colorado), M.A., Ph.D. (Kansas)

Sabbatical, spring

Warren Rosenberg (1980)

Professor of English

B.A. (Brooklyn), M.A. (Michigan), Ph.D. (CUNY)

Stefani M. Rossi (2011)

Visiting Assistant Professor of Art

B.A. (Univ. of Puget Sound), M.F.A. (Colorado

State)

Robert M. Royalty, Jr. (1999)

Associate Professor of Religion

B.A. (UNC-Chapel Hill), M.Div., STM (Yale

Divinity), Ph.D. (Yale)

Tracey M. Salisbury (2007)

Assistant Professor of History

B.A. (Holy Cross), M.A. (Central Michigan)

Ph.D. (Univ. of North Carolina-Greensboro)

Neil Schmitzer-Torbert (2006)

Assistant Professor of Psychology

B.A. (Knox), Ph.D. (Minnesota)

Matthew A. Sears (2011)

Theodore Bedrick Visiting Assistant Professor of
Classics

B.A. (Univ. of New Brunswick), Ph.D. (Cornell)

Rebecca Sparks-Thissen (2006)

Assistant Professor of Biology

S.B. (Massachusetts Institute of Technology),

Ph.D. (Princeton)

Cory Stevens (2003)

Baseball Coach with Associated Faculty Rank of

Assistant Professor of Physical Education

B.A. (North Central College)

Thomas H. Stokes, Jr. (1990)

Associate Professor of French

B.A. (Davidson), M.A. (Texas-Austin),

Ph.D. (Arizona)

Agata Szczeszak-Brewer (2006)

Assistant Professor of English

B.A. (Warmia and Mazury), M.A. (Wrocław),

Ph.D. (South Carolina)

Ann T.S. Taylor (1998)

Associate Professor of Chemistry, Department Chair

William J. and Wilma M. Haines

Professorship and Chair in Biochemistry

B.A. (Concordia), Ph.D. (Purdue)

Peter M. Thompson (1998)

Associate Professor of Mathematics

B.S. (Minnesota), Ph.D. (Illinois)

Sabbatical, spring

Brian M. Tucker (2004)

Assistant Professor of German

A.B. (Wabash), M.A. (Indiana), Ph.D.

(Princeton)

William J. Turner (2002)

*Associate Professor of Mathematics and
Computer Science*

B.S., M.S. (Iowa State), Ph.D.

(North Carolina State)

Richard R. Warner, Jr. (1999)

Associate Professor of History

B.A. (Vermont), B.A., M.A., Ph.D.

(UC-Santa Cruz)

Dwight E. Watson (1981)

Professor of Theater

B.A. (North Carolina-Pembroke), M.F.A.

(North Carolina-Greensboro)

Stephen H. Webb (1987)

Professor of Religion and Philosophy

A.B. (Wabash), M.A., Ph.D. (Chicago)

Chad R. Westphal (2004)

*Associate Professor of Mathematics and
Computer Science*

B.A. (Oral Roberts), M.A. (Tulsa), Ph.D.

(Colorado)

Sabbatical, year

Eric Wetzel (1996)

Associate Professor of Biology

Norman Treves Professor of Biology

A.A. (Harrisburg), B.S. (Millersville), M.S.,

Ph.D. (Wake Forest)

Kealoha Widdows (1987)

*John H. Schroeder Interdisciplinary Chair
in Economics*

B.A. (Reed), M.A. (Chicago), Ph.D. (Purdue)

Ivette Wilson (2009)

Byron K. Trippet Assistant Professor of Spanish

B.A. (Universidade Federal do Pará), M.A.,

Ph.D. (Purdue)

Laura M. Wysocki (2011)

Byron K. Trippet Assistant Professor of Chemistry

B.A. (Northwestern), Ph.D. (Univ. of Wisconsin)

EMERITUS FACULTY

Thomas E. Bambrey (1997-2011)
*Athletic Director with Associated Rank of
Associate Professor of English*

Brenda M. Bankart (1973-2008)
Professor of Psychology

C. Peter Bankart (1971-2008)
Professor of Psychology

James J. Barnes (1962-2006)
Professor of History

Lawrence E. Bennett (1995-2010)
Professor of Music

Austin E. Brooks (1966-2004)
Professor of Biology

Deborah A. Butler (1985-2011)
Professor of Education

John Byrnes (1987-2009)
*Professor of Modern
Languages & Literatures*

Thomas P. Campbell III (1976-2011)
Professor of English

George H. Davis (1966-2003)
Professor of History

Joseph W. Day (1985)
Professor of Classics

Leslie P. Day (1985)
*Professor of Classics
Charles D. and Elizabeth S. LaFollette
Distinguished Professor of Humanities*

William N. Doemel (1970-2011)
Professor of Biology,

Vern Easterling (1962-2000)
Professor of Physics

John E. Fischer (1964-2004)
Professor of Classics

Peter J. Frederick (1969-2004)
Professor of History

Larry J. Frye (1980-2006)
Head Librarian with Associated Rank of Professor

Lester L. Hearson (1967-1998)
Professor of Biology

P. Donald Herring (1971-2007)
*Collett Professor of Rhetoric
(English)*

Gregory J. Huebner (1974-2011)
Professor of Art

Robert H. Johnson (1971-2008)
*Associated Rank of Professor of
Physical Education*

David T. Krohne (1979-2010)
Treves Professor of Biology

David E. Maharry (1979-2010)
Professor of Computer Science

Bernard E. Manker (1963-1998)
Associate Professor of Spanish

Edward B. McLean (1968-2003)
*Professor of Political Science
Eugene N. and Marian C. Beesley Chair*

Phillip D. Mikesell (1966-2009)
Professor of Political Science

Roy G. Miller (1982-1998)
Howell Professor of Chemistry

John W. Munford (1980)
Associate Professor of Biology

John A. Naylor (1981-2006)
Professor of Economics

Robert J. Olsen (1979-2011)
Professor of Chemistry

Joseph O'Rourke (1960-1997)
Professor of Speech

Gail M. Pebworth (1984-2002)
*Associated Rank of Professor of
Physical Education*

I. Hall Peebles (1958-1998)
Evans Professor of Religion

Malcolm L. Petty (1976-2011)
*Head Basketball Coach, with Associated Faculty
Rank of Professor of Physical Education*

David A. Phillips (1968-2004)
Professor of Chemistry

Victor M. Powell (1947-1989)
Professor of Speech

Max Servies (1960-2000)
*Associated Rank of Professor of
Physical Education*

Herbert J. Stern (1958-1997)
Milligan Professor of English

Richard R. Strawn (1951-1987)
Professor of French

Carl I. Thompson (1982-2006)
Professor of Psychology

Raymond B. Williams (1965-2002)
LaFollette Professor of Religion

David Wilson (1966-2000)
Professor of Mathematics

John F. Zimmerman (1963-2004)
Professor of Chemistry

ENDOWED CHAIRS AND PROFESSORSHIPS

The Eugene N. and Marian C. Beesley Chair is held by a distinguished member of the faculty whose teaching and counsel contribute to the preparation of young men for positions of leadership in the world of business. The Beesley Professor is to be a member of the faculty whose commitment to teaching, interest in students, and enthusiasm for learning may be expected to contribute significantly to the character and quality of the Wabash College community. Mr. Beesley was Wabash Class of 1929, retired president of Eli Lilly and Company, and served as a trustee of Wabash College from 1959-1976.

The John P. Collett Chair in Rhetoric appointment may be made in the departments of Rhetoric, English, or Philosophy to any professor whose special interest and competence are directed to the concern for effective expression and for standards of ethical persuasion. It is appointed for a five-year term and may be renewed at the discretion of the Dean of the College.

Lawrence E. DeVore Associate Professor of Economics. The DeVore Chair was established in 1972 through a bequest from Mabel K. DeVore, widow of Lawrence (Class of 1911), in which she and her husband hoped would serve to “build up and maintain a strong department which they had always considered an important part of the college curriculum.” The appointment is concurrent with the department chair’s appointment.

Owen Duston Visiting Assistant Professor supports a visiting professor in various disciplines. It was established in memory of Dr. C. Owen Duston, professor of English 1954-70.

The Daniel F. Evans Associate Professor in the Social Sciences was established by the Board of Trustees to honor Mr. Evans, Class of 1943, for his distinguished service to the College and his commitment to excellence in teaching and learning. He was treasurer 1975-88, vice president and investment officer 1988-992, and acting president 1992-1993. It recognizes individuals “whose teaching and scholarship are admirable and effective, and whose intellectual leadership promises to affect the quality of instruction in his or her disciplines and across the College.” The appointment is for three years.

Edgar H. Evans Professor of Bible and Christian Religion was established in 1946. It supports instruction in Bible and Christian religion. Mr. Evans was Wabash Class of 1892.

Jane and Frederic M. Hadley Chair in History is part of the endowed Hadley Fund. The chair is occupied by the history department chair; income from its endowment supports the chair’s salary and other departmental expenses. Mr. Hadley was Honorary Alumnus 1928, retired from Eli Lilly, and served Wabash as vice president for development and director of the Wabash Institute for Personal Development.

William J. and Wilma M. Haines Professor in Biochemistry was established in 2009 and is endowed by gifts to Wabash from William J. Haines ’40, who was the first Wabash graduate to earn a Ph.D. in biochemistry. The William J. and Wilma M. Haines Fund for the Study of Biochemistry has two broad mandates and purposes: the establishment of the endowed professorship, and to extend the work of the Haines Professor in Biochemistry through support for student research, public lectures and symposia, and other related activities.

Lloyd B. Howell Professor of Chemistry was established and funded through the generosity of former students and friends of “Doc” Howell, particularly Thomas W. Mastin (Class of 1938). Doc was long-time professor of chemistry and chair of the department at Wabash from 1912-13 and 1924-59. The appointment, which is for five years and may be renewed, helps defray salary, teaching, and research activities.

The Charles D. and Elizabeth S. LaFollette Distinguished Professor of Humanities Chair was established by Mr. LaFollette (Class of 1920). It was his desire “to perpetuate a lifelong interest in excellence of teaching and to affirm the importance of the disciplines traditionally known as the humanities.” The Distinguished Professor of Humanities Chair shall be held by individuals who over a period of years have exemplified distin-

guished teaching of undergraduates in any one of the fields of philosophy, literature, religion, or history.

Milligan Professor of English is awarded to a professor of English.

Sabin Foundation Chair of Presidency has endowed the position of President at Wabash College since 1889.

John H. Schroeder Interdisciplinary Chair in Economics was established in 2008 and honors John H. Schroeder '42, a beloved Evansville civic leader, successful businessman, and longtime trustee and benefactor of Wabash College. The faculty chair honors Mr. Schroeder's lifetime commitment to his community and Wabash College, and is endowed by a gift from his son, John C. Schroeder '69 and his wife, Diane.

Norman E. Treves Professor of Biology was established in 1964 from a bequest from the estate of Norman E. Treves, a native of Crawfordsville, Wabash Class of 1915, recipient of the M.D. degree from the Johns Hopkins University. From 1941 until his death in 1964, he taught future physicians at the Cornell University Medical School and the Sloan-Kettering Institute for Cancer Research. The Treves Professorship appointment is for an initial term of five years. It recognizes commitment to undergraduate science education and biology broadly construed, continuing research with Wabash students, and believes in the importance of science in a liberal art education.

Byron K. Trippet Assistant Professorships are awarded to beginning faculty for a two-year period, offering a competitive salary and stipend to begin a research program on campus for their first two summers. It allows them to develop a research program to compete effectively for research awards. They are awarded on a two-year basis, which allows the College to rotate the awards to continually attract outstanding faculty at the beginning level. Byron K. Trippet, President of Wabash College from 1955-196, is remembered by most alumni as the "ideal Wabash man."

**NATIONAL ASSOCIATION OF WABASH MEN
OFFICERS AND BOARD OF DIRECTORS**

Greg Castanias '87
President

Greg Estell '85
Vice President

Greg Redding '88
Recorder

Ross Dillard '07
Scott Medsker '03
Class Agent Representatives

Dan Susie '68
Keith Veal '92
Regional Association Representatives

Tyler Wade '12
Student Representative

Mark Dewart '74
Past President

Dan Rogers
Faculty Representative
Term Expires May 2012

Kip Chase '03
Terry Hamilton '89
Brad Johnson '71
Mike Rapier '87
Rick Strasser '02

Term Expires May 2013

Scott Himsel '85
Jim Kerr '92
Brad Maxwell '83
Scott Benedict '98
Khurram Tahir '01

Term Expires May 2014

Kenyatta Brame '92
Pat East '00
Art Howe '82
Rick Cavanaugh '76
Scott Smalstig '88

CLASS AGENTS

Classes of 1947 & 1948

Galan "Dutch" Freise

Class of 1949

Dale Milligan

Class of 1950

George Haerle

Class of 1951

Dick Griesser

Class of 1952

Bill Reinke

Class of 1953

Jack Engledow

Bob Miller

Fred Warbinton

Class of 1954

Bob Johnson

Class of 1955

Vaino Grayam

Vince Grogg

Dick Barger

Class of 1956

Paul D. Hawksworth

Class of 1957

John B. Yanko

Class of 1958

Gordon C. Colson

Class of 1959

Roger Billings.

Bob Wedgeworth

Class of 1960

Charlie Quillin

Class of 1961

JB Bachman

Class of 1962

Terry Fewell

Class of 1963

Thomas R. Billings

Bruce A. Polizotto

Alan C. Stanford

Class of 1964

Ronald R. Nichols

James R. Durham

Class of 1965

Peter Pactor

Jay Patterson

Class of 1966

Cal Black

Stan Walker

Class of 1967

Duane Hile

Earl Houck

Class of 1968

Jim Roper

Class of 1969

Currently no Class Agent

Class of 1970

David Ault

Class of 1971

Jon Pactor

Class of 1972

Rick Fobes

Class of 1973

Pete Allen

Class of 1974

Mark Dewart

Paul Tipps

Class of 1975

Joe Hockberger

Class of 1976

Fred Miller

Dick Sword

Class of 1977

Greg Birk

Herm Haffner

Class of 1978

Bob Grand

Mark Stuaan

Class of 1979

Jim Miner

Class of 1980

Jim Miller

Class of 1981

Stephen Pavy

Peter Wright

Class of 1982

Ned Broadwater

Class of 1983

Jim Dimos

Greg Miller

Dan Taylor

Class of 1984

Todd Glass

Bill Havlin

Jim Kilbane

Class of 1985

Kyle Carr

Michael Gilvary

Class of 1986

Tim Oakes

Eric Rowland

Class of 1987

Jim Amidon

Jay Herrmann.

Tom Seroczynski

Class of 1988

Scott Quick

Scott Smalstig

Greg Teague

Class of 1989

Matt Griffith
Chris Brown
Tony Lentych

Class of 1990

Michael Fulton
Keith Bickley
David Horvath

Class of 1991

Kip Aitken
Hugh Vandivier

Class of 1992

Peter Horvath

Class of 1993

Currently no class agents

Class of 1994

Tom Welch

Class of 1995

Currently no class agents

Class of 1996

Chris Carpenter
D. Andrew Reynolds

Class of 1997

Justin Castle
Parker Lyons
Craig Miller

Class of 1998

Beau Barrett
Kevin Gearheart
Jon Walsh

Class of 1999

Aman Brar
Craig Higgs

Class of 2000

Pat East
Tim Craft

Class of 2001

Davey Neal

Class of 2002

Ryan Daming
Eric Shreve
Rick Strasser

Class of 2003

Kip Chase
Karl Grimmer
Scott Medsker

Class of 2004

Jacob Pactor
Mark Shreve

Class of 2005

Beta: Sam Brotman, Michael
Ruffing
FIJI: Andrew McCoy
Independents: Beau Browning,
Matt Tanney
Kappa Sigma: Jason Cantu, Brock
Medsker
Lambda Chi: Nathaniel Dinger
Theta Delt: Mark Dietze

Class of 2006

Taylor Backs
Joe Martin

Class of 2007

Ross Dillard
Josh Owens

Class of 2008

Jesse James
Andy Deig

Class of 2009

Juan Carlos Venis
Erik Shaver
Stephen Iles
Stephen Egan

Class of 2010

Will Hoffman
Gary James

Class of 2011

Jake German
Cody Stipes

Honorary Class Agent

Michele Tatar

**The Chronicle
2011-12**

College Committees

Term of appointment in parentheses

Elected Representatives

Academic Honesty Appeals Committee

N. Schmitzer-Torbert (2011-12)
B. Royalty (2011-13)
W. Turner (2011-14)

Academic Policy Committee

G. Phillips, chair, e.o.
Div. I: L. Porter (2011-13)
P. Burton (2010-12)
Div. II: G. Redding (2010-12)
D. Blix (2011-13)
Div. III: P. Bost (2010-12)
F. Howland (2011-13)
At. Large R. Warner (2010-12)
M. Raters, e.o.
J. Olsen, e.o.
D. Polley, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

Curriculum Appeals Committee

J. Olsen, Registrar, chair, e.o.
M. Raters, e.o.
Div. I
Div. II
Div. III

Agenda Committee

Div. I
Div. II
Div. III

Budget Committee

L. Griffith, chair, e.o.
P. White, e.o.
G. Phillips, e.o.
F. Howland (2009-12)
G. Redding (2011-14)
J. Burnette (2010-13)

Committee on Committees (3 yrs.)

G. Phillips, e.o., co-chair
J. Brown (2010-13)
J. Abbott (2011-14)
C. Byun (2010-12)

Faculty Development Committee

M. Madsen (2009-12)
B. Royalty (2010-13)
J. Burnette (2011-14)
G. Phillips, e.o.
D. Polley, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

Faculty Secretary (5 yrs.)

R. Warner (2009-14)

Financial Aid Committee (3 yrs.)

S. Klein, chair, e.o.
G. Phillips, e.o.
P. Bost (2011-14)
M. Raters, e.o.
P. White, e.o.
C. Gasaway, e.o.
L. Griffith, e.o.

GLCA Academic Council

R. Warner (1 yr) (2011-12)
G. Gomez (2011-14)

Trustee Committee on College Life

E. Olofson (2011-12)
A. Hoerl (2011-13)
M. Raters, e.o.
G. Phillips, e.o.

Faculty Visitor to the Board of Trustees

M. Rhoades (2011-13)

Appointments by Committee on Committees

Admissions Committee

K. Gunther (2011-13)
T. McDorman (2011-13)
E. Wetzel (2011-12)
S. Klein, co-chair, e.o.

Athletics Committee

B. Tucker (2011-13)
 M. Colston (2010-12)
 R. Giannini (2011-13)
 D. Watson (1 yr.) (2011-12)
 T. Herzog , FAR e.o. (fall)
 J. Haklin, e.o.
 A. Carpenter , e.o.

Environmental Concerns Committee

M. Brouwer (2010-12)
 M. Hudson (2011-13)
 D. Calisch (2010-12)
 E. Wetzell (2011-13)
 D. Morgan, e.o.
 2 students

Gender Issues Committee

J. Cherry (2011-13)
 M. Brouwer (2010-12)
 A. Szczeszak-Brewer (2011-13)

Graduate Fellowships Committee

J. Abbott (2010-12)
 A. Hoerl (2010-12)
 E. Olofson (2011-13)

Lecture Series (Implementation)

J. Beck
 A. Hoerl
 J. Brown

Lecture Series (Planning)

J. Beck
 E. Hollander
 F. Howland

Multicultural Concerns Committee

E. Poffald (2010-12)
 B. McCafferty (2011-13)
 E. Morton (2011-13)
 J. Bowie (2010-12)
 J. Watson, e.o.
 S. Rocha, e.o.
 M. Brown, e.o.
 W. Oprisko, e.o.
 D. Clapp, e.o.

Off-Campus Study Committee

J. Bowie (2011-13)
 J. Hardy (2010-12)
 D. Blix (2010-12)

B. Foote (2011-13)
 P. Thompson, fall (2010-12)
 T. Stokes (2011-13)
 D. Clapp e.o.
 W. Oprisko, e.o.
 R. Warner, e.o.

Pre-Engineering Committee

J. Brown (2011-12)
 L. Porter (2011-12)

Pre-Health Sciences Committee

R. Dallinger (2010-12)
 N. Schmitzer-Torbert (2010-12)
 G. Helman (2010-12)
 W. Novak (2010-12)
 B. Sparks-Thissen (2011-13)
 C. Hughes (2011-13)
 J. Rogers, e.o.
 M. Raters, e.o.
 G. Phillips, e.o.

Pre-Law Committee

S. Crawford (2010-12)
 B. Tucker (2011-13)
 G. Helman (2010-12)
 S. Himsel (2011-13)
 S. Webb (2011-13)

Teacher Education Committee

M. Pittard, chair, fall
 M. McColgin
 D. Butler, chair, spring
 W. Rosenberg
 D. Limmer
 J. Hardy
 A. Carpenter
 S. Rocha
 T. Salisbury
 B. Horton
 H. Hudson
 J. Beecham, e.o.
 W. Oprisko, e.o.

Teaching and Learning Committee

R. Bowen (2011-13)
 N. Schmitzer-Torbert (2011-13)
 C. Benedicks (2010-12)
 E. Poffald (2010-12)

***Committees with Membership by
Administrative Appointment***

Animal Welfare Committee

M. McColgin (2011-13)
P. Burton (2010-12)
N. Schmitzer-Torbert (2011-13)
S. O'Dell-Keedy, DVM
D. Taylor, W 83, Atty

Accreditation Committee

J. Lamborn
B. Horton
J. Olsen
A. Taylor
T. McDorman

Business Sequence Committee

P. Thompson, fall only (2011-13)
K. Widdows (2011-13)
S. Klein, e.o.

College Film Committee

M. Abbott (2011-13)
E. Hollander (2011-13)
T. Pearson (2010-12)

Senior Colloquium Committee

A. Szczeszak-Brewer

Community Service Committee

J. Baer (2010-12)
C. Benedicks (2011-13)
J. Burnette (2011-13)
B. Knott, e.o.

Dill Internship Committee (3 yrs.)

J. Hardy (2010-13)
A. Ingram (2011-14)
P. Mikek (2009-12)
J. Olsen, e.o.

Enduring Questions Co-Chairs (3 yrs.)

B. Horton (2010-13)
B. Royalty (2010-13)

Faculty Athletic Representative (FAR) (5 yrs.)

T. Herzog (2007-2012)

Fine Arts Scholarship Committee

D. Calisch, chair
J. Cherry

M. Abbott
M. Hudson
J. Makubuya
E. Freeze
E. Morton
P. Hulen
C. Gasaway, e.o.
J. Watson, e.o.
C. Hughes, e.o.

Freshman Tutorial Co-Chairs

J. Cherry (2011-13)
L. Porter (2010-12)

Fringe Benefits Committee (3-yrs.)

A. Ingram (2011-14)
J. Ross (2010-13)
M. Rhoades (2011-14)
C. Duff (2011-14)
D. Phillips (2011-14)
C. Metz, chair
L. Griffith, e.o.

GLCA International Off-Campus Education

D. Clapp, e.o.

Honorary Degrees Committee

B. Foote (2011-13)
J. Baer (2010-12)
C. Byun (2011-13)
G. Phillips, e.o.
P. White, e.o.
D. Polley, e.o.
C. Hughes, e.o.
S. Morillo, e.o.

Ides of August Committee (3 yrs.)

B. Foote (2009-12)
M. Hudson (2009-12)
P. Mikek (2010-13)

Institutional Review Board

K. Gunther (2010-12)
M. Brouwer (2011-13)
B. Sparks-Thissen (2011-13)
J. Lamborn (2010-12)
T. Tanselle, MD

Integrated Marketing Committee

J. Amidon, co-chair
 C. Gasaway
 B. Harris
 H. Hewitt
 T. Keedy
 S. Klein, co-chair
 J. Klen
 C. Stevens
 T. Runge
 M. Siegel
 C. Timmons
 B. Weaver
 J. Abbott
 K. Widdows
 W. Turner

International Studies Program

K. Widdows (2011-13)
 M. Butler, fall (2011-13)
 E. Wetzel (2010-12)
 G. Gomez, spring (2010-12)
 I. Wilson (2011-13)
 D. Clapp, e.o.
 J. Olsen, e.o.

Lilly Scholarship Selection Committee (3 yrs.)

R. Dallinger (2011-12)
 C. Byun (2010-13)
 B. Royalty (2009-12)
 D. Kubiak (2010-13)
 W. Novak (2011-14)
 E. Olofson (2010-13)

McLain-McTurnan-Arnold Research Scholar (3 yrs.)

W. Turner (2009-12)
 J. Abbott (2011-14)
 J. Burnette (2011-14)

Off-Campus Program Liaisons

Africa
 Borders R. Warner
 China D. Blix
 Japan
 Latin America D. Rogers
 Newberry Library G. Gomez
 New York Arts D. Watson
 Oak Ridge D. Krause
 Philadelphia
 Russian Semester G. Redding
 Scotland

Washington (D.C) Semester
 (American University) D. Hadley

Radiation Safety Officer

J. Brown

Rogge Fund Committee (3 years)

W. Turner (2009-12)
 C. Byun (2011-14)
 F. Howland, e.o.
 S. Morillo, e.o.

Safety Committee

J. Olsen, e.o., co-chair
 W. Oprisko, e.o.
 R. Woods, e.o.
 T. Keedy, e.o.
 J. Brown, e.o.
 M. Madsen, co-chair
 C. Lamb
 J. Gross
 K. Gunther
 M. Colston
 D. Morgan
 M. McColgin
 R. Moxley
 D. Calisch
 W. Novak
 B. Anderson
 C. Metz
 B. Weaver
 M. Johnston
 J. Amidon

Scientific Integrity Committee

G. Phillips, e.o., chair
 C. Blach (2011-13)
 W. Turner (2011-13)
 T. Stokes (2011-13)

Student Insurance Committee

C. VanArsdall, e.o., chair
 C. Lamb, e.o.
 M. Raters, e.o.
 M. Colston, e.o.
 L. Griffith, e.o.
 J. Haklin, e.o.

Technology Advisory Committee

A. Moore (2010-13)
M. Abbott (2009-12)
M. Madsen (2011-14)
J. Lamborn (2010-13)
B. Swift (2010-13)
E. Olofson (2011-14)
J. Beck, e.o.
B. Weaver, e.o..

Undergraduate Research Committee (3 yrs.)

P. Bost (2011-14)
P. Hulen (2011-14)
D. Kubiak (2011-14)
J. Amidon (2011-14)
L. Porter, chair (2010-13)
J. Beck, e.o.
J. Bowie, e.o.

Visiting Artists Series Committee (Planning)

J. Bowie, co-chair
J. Makubuya, co-chair
E. Freeze
D. Watson
C. Hughes, e.o.

Visiting Artists Series Committee (Implementation)

M. Abbott
J. Bowie, co-chair
R. Bowen
D. Rogers
C. Hughes, e.o.

Wellness Committee

B. Anderson, chair
M. Colston
S. Webb (2010-12)
C. Metz
G. Phillips, e.o.

Degrees in Course

As Announced on Commencement Day, May 13, 2012

Bachelor of Arts

Andre Adepoju Adeyemi
Brandan Marcus Alford
Jason Craig Allen
Daniel Joseph Ambrosio
Dylan Hunter Andrew
Adam Joseph Andrews
Steven Lazos Apostolidis
Thomas Joseph Ballard
Jonathan Elton Barlow
Adam Benjamin Becerra
Robert Leland Beeler, III
John Joseph Bogucki
Joshua Michael Boyer
Paul Thomas Buescher
Tyler Robert Buresh
Neil Russell Burk
Kelvin Burzon
Aaron Josue Cantu
Collin Adam Carlucci
Drew Elliott Casey
Wesley Douglas Chamblee
Jeremy Michael Coons
Joshua Andrew Crayne
Christopher Joseph Daniel
Mark August DePrez
Kyle Joseph Dent
Krishna Mohan Devineni
Brandon Thomas Doebler
Colin Stuart Dunlap
Lucas Benjamin Evans
Shane Michael Evans
Logan Seth Falley
Ethan Paul Flater
Joseph Lee Fleenor, Jr.
Eric James Foust
Colten Luke Fowler
Bryan Anthony Gantner
Andrew Michael Goodman
Michael David Gough
Brian Patrick Graham
Clayton James Gum
Brady John Hagerty
Alexander Steven Hall
Zachary Edward Hampton
Blake Michael Harris
David James Hauck, Jr.
Michael Stanley Hegeman
Leo Helfer

Aaron Salomon Hirsch
John Robert Holm
Isaac Dillon Homburg
Jonathan Wyndham Horn
Win Myint Htun
Edgar Elliot Hudgins
Gregory O Huey
Tariq Husam Kanan
Michael Andrew Kays
Devin Michael Kelley
Ian Robert Kelly
James John Kennelly
Brian Martin Kested
Tyler Theodore Koch
Jonathan Edward Koerner
Daniel Edward Lesch
Blake Andrew Litmer
Thomas Henry Logan, II
Stephen Joseph Luke
Justin Howard Lyons
Seth Richard Marshall
Grant Thomas McCloskey
William Ransom McDonough
Cameron Allen McDougal
Christopher Lee McDougal
Matthew William Meyer
Adam DeVon Miller
Andrew Lawrence Miller
Jacob Robert Moore
John Anderson Murrell
O'Brian Tate Myers
Kyle Nicholas Najar
Jason Michael Nickel
Marc McClure Noll
Craig Patrick O'Connor
Olufemi Adetokunbo Oluyedun
Marc Eduard Parroquin
Andrew Alex Pearcy
Tomislav Pecar
John James Pennington
Jordan Malachi Plohr
William James Powers
Daniel Scott Ranschaert
Garrett Robert Redweik
Diamond Brooks Reese
Joseph Peter Reese, Jr.
Gregory Paul Rhoads
Robert Lloyd Richard Robson
Philip Case Rosborough

John Wallace Ruddy
Shaun Andrew Sahlhoff
Ian Kirkland Scales
Thomas Lee Schabel, III
Jacob Douglas Shaffer
Brian Kendrick Shelbourne
Brock Daniel Sibert
Samuel Austin Smith
Maycdon Lee Sprowl
Kevin Burrel Steagall, II
Reginald Nadjae Steele
Kyler James Stott
Grayson Owen Swaim
Allan Graeme Swan
Andrew M Swart
Dawit Kebede Tedla
Lewis Scott Towne
Scott Alexander Walker
Jordan Michael Ward
Patrick Michael West
Wesley DeWayne Williams-Ray
Stephen Wesley Woodruff
Casey E Wright
Brady Austin Young
Aaron Edward Zimmerman, II
Luke Sherrard Zinsmaster

Cum Laude

Derek Joseph Bailey
Jimmy Wendella Beasley, Jr.
Brett Daniel Birch
Garett Walter Bonk
Jacob J Brandewie
Jordan Blake Ferguson
Benjamin Joseph Foster
Patrick Charles Garrett
Samuel Matthew Glowinski
Scott Thomas Hornblower
John Richard Jurkash
Matthew James Levendoski
Yangnan Liu
Kevin D McCarthy
Geoffrey Edward McKinney
Ian Michael Muller
Charles John Niblick
Mark Isaac Osnowitz
Austin John Sanders
Stevan Stankovich
Samuel Lewis Starbuck
Terence Sean Sullivan, II
Jack Clark Swartout, II
Alan Richard Tom

Tyler James Wade
Dongxu Yan
Chen Yu
Christopher Thomas Zabriskie

Magna Cum Laude

Andrew Charles Alexander
Thomas Allen Ball
Evan Dale Bayless
Kyle Martin Bender
Anthony Alan Buell
Nicholas Curosh
Brian Walter David
Kenneth James Farris
Kaleb Joseph Hemmelgarn
Steven Thomas Henke
Madison Reed Hepburn
Kristofer John Klondaris
Zachary Allen Lowry
Zeyu Lu
Matthew James Schenkel, Jr.
Spencer Graham Sheridan
Nicholas Edward Smith
Jeffrey Michael Soller
Haoyuan Su
Michael Alan Trevino
Donavan Stuart White
Geoffrey Wayne Wright

Summa Cum Laude

Seth Andrew Bawel
Donovan Stuart Bisbee
Robert Anthony Cassady
Trevor Richard Counciller
Christopher Ryan Deig
Peter Westley Guiden
Peter Robert Gunderman
Andrew Carl Kunze
Bihui Liu
Timothy Allen Markey
Peter Brown Robbins
Zachary James Rohrbach
Yijun Tang
Anh Tuan Tran

Honorary Degrees

Doctor of Humane Letters

Stephen G. Miller '64

Doctor of Laws

Randall T. Shepard

Awards and Prizes

George Lewes Mackintosh Fellows

Donovan Stuart Bisbee
Robert Anthony Cassady
Peter Westley Guiden

Zeyu Lu
Peter Brown Robbins
Yijun Tang

Distinction in Comprehensive Examinations

Seth Andrew Bawel
Donovan Stuart Bisbee
Robert Anthony Cassady
Trevor Richard Counciller
Christopher Ryan Deig
Peter Westley Guiden
Peter Robert Gunderman
Andrew Carl Kunze

Bihui Liu
Timothy Allen Markey
Peter Brown Robbins
Zachary James Rohrbach
Nicholas Edward Smith
Samuel Austin Smith
Yijun Tang
Anh Tuan Tran

Membership in Phi Beta Kappa

From the Senior Class

Andrew Charles Alexander
Thomas Allen Ball
Seth Andrew Bawel
Evan Dale Bayless
Kyle Martin Bender
Donovan Stuart Bisbee
Robert Anthony Cassady
Trevor Richard Counciller
Nicholas Curosh
Christopher Ryan Deig
Kenneth James Farris
Peter Westley Guiden

Peter Robert Gunderman
Steven Thomas Henke
Kristofer John Klondaris
Andrew Carl Kunze
Bihui Liu
Zeyu Lu
Timothy Allen Markey
Peter Brown Robbins
Zachary James Rohrbach
Jeffrey Michael Soller
Yijun Tang
Anh Tuan Tran

Michael Alan Trevino

Membership in Phi Beta Kappa

From the Junior Class

Jordan Jeffrey Hoerr

Ronald Lee Sullivan

Lilly Scholars in the Class of 2012

Donovan Stuart Bisbee

Zachary James Rohrbach

John Maurice Butler Prize for Scholarship and Character

Peter Robert Gunderman

Dr. Frank H. Sparks Award for All-Around Student Achievement

Kevin D. McCarthy

Tyler James Wade

D. J. Angus-Sciencetech Educational Foundation Award

Cameron Allen McDougal

Baldwin Prize in Oratory

Ryan Adam Cloyd

Peter Robert Gunderman

Michael Page Witzcak

James E. Bingham Award

Kyle Martin Bender

Steven Thomas Henke

Edgar C. Britton Memorial Award in Chemistry

Seth Andrew Bawel

Ernest G. Carscallen Prize in Biology

Peter Westley Guiden

Michael Alan Trevino

George E. Carscallen Prize in Mathematics

Bihui Liu

Anh Tuan Tran

F. Michael Cassel Political Science Award

Kristofer John Klondaris

Louis Catuogno, Jr. Piano Prize

Christopher Thomas Zabriskie

The Ryan Champion Theater Performance Award

Geoffrey Edward McKinney

John F. Charles World History Prize

Allan Graeme Swan

Thomas A. Cole Biology Alumni Prize

Michael Ramon McKain '07

Community Service Award for Outstanding Work

Joseph Peter Reese, Jr.

Jacob Grant Scherb

J. Harry Cotton Philosophy Prize

Trevor Richard Counciller

Joseph J. Daniels Prize in Constitutional Law

Jeremy John McDonald

Matthew William Paul

Fred N. Daugherty Award

Peter John Santa Maria

Randolph H. Deer Prize For Outstanding and Continued Work in Art

Chase Edwards Tichenor

Distinguished Senior in Psychology

Brett Daniel Birch

Robert S. Edwards Creative Writing Award

Ian Michael Grant

Ruth Margaret Farber Award in English

Riley Harrison Floyd

Wyatt Spencer Lewis

Walter L. Fertig Prize in English

Donovan Stuart Bisbee

Timothy Allen Markey

Harold Q Fuller Prize in Physics

Christopher Henry Gorman

Glee Club Senior Award

Andrew Carl Kunze
Michael Alan Trevino

Jordan Malachi Plohr
Christopher Thomas Zabriskie

David B. Greene Distinguished Work in Art History Award

Evan Dale Bayless

Theodore G. Gronert History Award

John Richard Jurkash

Thomas Henry Logan II

Nicholas McCarty Harrison Essay Award

Donovan Stuart Bisbee

Wyatt Spencer Lewis

John Thomas Plaiss

Robert S. Harvey Outstanding Editor Award

Wesley Douglas Chamblee

Michael Jon Mondovics

Peter Brown Robbins

Robert S. Harvey Journalism Award

Brandan Marcus Alford
Ian Daniel Baumgardner
Robert Anthony Cassady
Wesley Douglas Chamblee
John Henry Dykstra
Kenneth James Farris

Riley Harrison Floyd
Sebastian Thomas Garren
Tyler Drakkor Griffin
Yangnan Liu
Michael Jon Mondovics
Alexander William Robbins

Peter Brown Robbins

Howell Chemistry Award

Anton John Crepinsek III
Weston Riley Kitley

Taylor Allen Neal
Peter John Santa Maria

Ronald Lee Sullivan

Dr. Paul T. Hurt Award for All-Around Freshman Achievement

David Joseph Gunderman

Paul J. Husting Art Award

Matthew James Levendoski

Indianapolis Alumni Student Athlete Award

Kevin D. McCarthy

Robert Augustus King German Prize

Kristofer John Klondaris

Kenneth W. Kloth Design & Technical Theater Award

Joseph Peter Reese, Jr.

Jim Leas Outstanding Student in Journalism

Brandan Marcus Alford

Annie Crim Leavenworth French Prize

Peter Brown Robbins

George A. Lipsky Memorial Award in Political Science

Steven Thomas Henke

George D. Lovell Award

Ricardo Javier Aguirre

Malcolm X Institute Merit Award

Kahlil Gabriel Carazo

Gregory O. Huey

Terrance Anthony Pignes

Reginald Nadjae Steele

McLain Classics Prize

Robert Anthony Cassady

McLain-McTurnan-Arnold Excellence in Teaching Award

James A. Brown

McLain-McTurnan-Arnold Research Scholar

Martin J. Madsen

Caleb Mills Teacher-in-Training Excellence Award

Joshua Carl Miracle

John N. Mills Fellowship in Religion

Andrew Carl Kunze

John N. Mills Prize in Religion

John Thomas Plaiss

Clinton Brandt Warner

R. Robert Mitchum Glee Club Award

Donovan Stuart Bisbee

John Joseph Bogucki

Joseph O'Rourke, Jr. Prize in Speech

Donovan Stuart Bisbee

Patterson-Goldberger Outstanding Freshman in Journalism Award

Jacob Levi Burnett

Tyler Jay Hardcastle

David W. Peck Medal

Timothy Allen Markey

Robert O. Petty Nature Writing Prize

Donovan Stuart Bisbee

Phi Beta Kappa Prize

Geoffrey Edward McKinney

Tuan Minh Nguyen

Physics Department Writing Prize

Zachary James Rohrbach

Benjamin A. Rogge Memorial Award

Trevor Richard Counciller

Nicholas Edward Smith

Lewis Salter Memorial Award

Riley Harrison Floyd

Stephen Schmutte Outstanding Paper in Economics Prize

Brian Patrick Graham

Senior Award of Merit

Tyler James Wade

N. Ryan Shaw II Political Science Award

Trevor Richard Counciller

Warren Wright Shearer Prize in Economics

Ryan Wesley Cronin

Jake Joseph Schild

Dean Stephens Award

Alejandro Maya

Stephens–Hall Senior Scholarship

Steven Thomas Henke

Waldo Stephens Scholarship

Jacob Austin Ahler

Norman E. Treves Science Award

Cameron Allen McDougal

Underwood Award in Chemistry

Shengshuang Zhu

The Pete Vaughan Outstanding Athlete Award

Kevin D. McCarthy

Wedgeworth Lilly Library Research, Scholarship and Creativity Awards

Kyle Martin Bender

John Anderson Murrell

Reginald Nadjae Steele

William Nelson White Scholarship Award

Thomas Allen Ball

Eliot Churchill Williams Undergraduate Prize in Biology

Tuan Minh Nguyen

Initiation in Phi Lambda Upsilon

Andrew Charles Alexander
Seth Andrew Bawel
Anton John Crepinsek III
Joseph Benjamin Granger
Peter Robert Gunderman

Jordan Jeffrey Hoerr
Zeyu Lu
Peter John Santa Maria
James Matthew Schenkel, Jr.
Alan Richard Tom

Initiation in Psi Chi

Steven Lazos Apostolidis

Tomislav Pecar

Brett Daniel Birch

Students

Seniors — Class of 2012

Andre A. Adeyemi	Washington DC	Benjamin J. Foster	Valparaiso IN
Andrew C. Alexander	Yorktown IN	Eric J. Foust	Miamisburg OH
Brandan M. Alford	West Lafayette IN	Colten L. Fowler	Columbus IN
Daniel J. Ambrosio	Apache Junction AZ	Bryan A. Gantner	Nineveh IN
Dylan H. Andrew	Columbus IN	Patrick C. Garrett	Crawfordsville IN
Adam J. Andrews	Noblesville IN	Samuel M. Glowinski	Indianapolis IN
Steven L. Apostolidis	Indianapolis IN	Andrew M. Goodman	Aurora IL
Derek J. Bailey	Bloomington IN	Michael D. Gough	Merrillville IN
Thomas J. Ballard	Indianapolis IN	Brian P. Graham	Fort Wayne IN
Thomas A. Ball	Glenview IL	Peter W. Guiden	Fond du Lac WI
Seth A. Bawel	Indianapolis IN	Clayton J. Gum	North Judson IN
Evan D. Bayless	Crawfordsville IN	Peter R. Gunderman	Zionsville IN
Jimmy W. Beasley, Jr.	Indianapolis IN	Brady J. Hagerty	Indianapolis IN
Adam B. Becerra	Highland IN	Alexander S. Hall	Carmel IN
Robert L. Beeler, III	Knightstown IN	Zachary E. Hampton	Jeffersonville IN
Kyle M. Bender	Delphi IN	Blake M. Harris	Crawfordsville IN
Brett D. Birch	Kalamazoo MI	David J. Hauck, Jr.	Indianapolis IN
Donovan S. Bisbee	Ridgefield WA	Michael S. Hegeman	Zionsville IN
Kameron L. Blake	Grand Rapids MI	Leo Helfer	Camby IN
Lucas P. Blakeslee	Milford IN	Kaleb J. Hemmelgarn	Portland IN
John J. Bogucki	North Liberty IN	Steven T. Henke	Indianapolis IN
Garett W. Bonk	Crown Point IN	Madison R. Hepburn	Crawfordsville IN
Joshua M. Boyer	Washington IL	Aaron S. Hirsch	Indianapolis IN
Jacob J. Brandewie	Valparaiso IN	John R. Holm	Naperville IL
Anthony A. Buell	Angola IN	Isaac D. Homburg	Logansport IN
Paul T. Buescher	Palos Verdes Estates CA	Scott T. Hornblower	Fort Wright KY
Tyler R. Buresh	Holland MI	Jonathan W. Horn	Carmel IN
Neil R. Burk	Crawfordsville IN	Win M. Htun	Yangon, Myanmar
Kelvin Burzon	Fort Wayne IN	Edgar E. Hudgins	New Harmony IN
Collin A. Carlucci	Plainfield IN	Gregory O. Huey	Chicago IL
Drew E. Casey	Portland OR	John R. Jurkash	Munster IN
Robert A. Cassidy	South Bend IN	Tariq H. Kanan	Laurel MS
Wesley D. Chamblee	South Bend IN	Michael A. Kays	Rochester IN
Jeremy M. Coons	Hobart IN	Devin M. Kelley	Carmel IN
Trevor R. Counciller	Columbus IN	Ian R. Kelly	Delphi IN
Joshua A. Crayne	Munster IN	James J. Kennelly	Kokomo IN
Nicholas Curosh	Whiting IN	Brian M. Kested	Johnstown NY
Christopher J. Daniel	Indianapolis IN	Kristofer J. Klondaris	Warsaw IN
Brian W. David	New Milford NJ	Tyler T. Koch	Muncie IN
Christopher R. Deig	Evansville IN	Andrew C. Kunze	Danville IL
Kyle J. Dent	Fort Wayne IN	Daniel E. Lesch	Indianapolis IN
Mark A. DePrez	Fort Wayne IN	Matthew J. Levendoski	LaPorte IN
Krishna M. Devineni	Germantown TN	Blake A. Litmer	Greensburg IN
Brandon T. Doebler	Pekin IN	Yangnan Liu	Chengdu, China
Colin S. Dunlap	Noblesville IN	Thomas H. Logan, II	Indianapolis IN
Nicholas P. Durm	Crawfordsville IN	Zachary A. Lowry	Indianapolis IN
Lucas B. Evans	Urbandale IA	Stephen J. Luke	Noblesville IN
Shane M. Evans	Delphi IN	Zeyu Lu	Jiangsu Province, China
Logan S. Falley	Lafayette IN	Justin H. Lyons	Hobart IN
Kenneth J. Farris	Indianapolis IN	Timothy A. Markey	Fort Wayne IN
Jordan B. Ferguson	Martinsville IN	Seth R. Marshall	Fountaintown IN
Ethan P. Flater	Lizton IN	Kevin D. McCarthy	Zionsville IN
Joseph L. Fleenor, Jr.	Kokomo IN	Grant T. McCloskey	Logansport IN
		William R. McDonough	Knoxville TN

Cameron A. McDougal	Fort Wayne IN	Yijun Tang.....	Changshu, Jiangsu, China
Christopher L. McDougal	Fort Wayne IN	Alan R. Tom.....	Fort Wayne IN
Geoffrey E. McKinney.....	Zionsville IN	Lewis S. Towne.....	Danville IL
Matthew W. Meyer.....	Valparaiso IN	Anh T. Tran	Ho Chi Minh City, Vietnam
Adam D. Miller.....	New Paris IN	Michael A. Trevino	San Antonio TX
Andrew L. Miller.....	Indianapolis IN	Tyler J. Wade.....	Greencastle IN
Joshua C. Miracle.....	Hobart IN	Scott A. Walker	Portland IN
Jacob R. Moore.....	Crawfordsville IN	Jordan M. Ward.....	Spencer IN
Ian M. Muller.....	Carroll IA	Patrick M. West.....	Danville IN
John A. Murrell.....	Browning MT	Donavan S. White	Indianapolis IN
O'Brian T. Myers.....	Wakarusa IN	Wesley D. Williams-Ray.....	Indianapolis IN
Kyle N. Najar.....	Griffith IN	Stephen W. Woodruff.....	Plainfield IN
Charles J. Niblick.....	Fort Wayne IN	Casey E. Wright	Columbus IN
Jason M. Nickel.....	Magnolia IL	Geoffrey W. Wright.....	Vernon IN
Marc M. Noll.....	Fort Wayne IN	Dongxu Yan.....	Nanjing, China
Craig P. O'Connor.....	Mooreville IN	Brady A. Young.....	Muncie IN
Olufemi A. Oluyedun.....	Westfield IN	Christopher T. Zabriskie	Indianapolis IN
Mark I. Osnowitz.....	Bloomington IL	Aaron E. Zinnerman, II.....	Indianapolis IN
Marc E. Parroquin.....	South Bend IN	Luke S. Zinsmaster	Logansport IN
Andrew A. Percy.....	Westfield IN		
Tomislav Pecar.....	Whitby, Ontario, Canada	Juniors — Class of 2013	
John J. Pennington	Indianapolis IN	Ricardo J. Aguirre	Carmel IN
Jordan M. Plohr.....	Fort Wayne IN	Jacob A. Ahler.....	Rensselaer IN
William J. Powers	Indianapolis IN	Daniel J. Allen.....	Indianapolis IN
Daniel S. Ranschaert.....	Mishawaka IN	Patrick D. Alston.....	Bronx NY
Garrett R. Redweik	Twelve Mile IN	Rudolph A. Altergott.....	Hinsdale IL
Diamond B. Reese	Cincinnati OH	Romario A. Amoa.....	Indianapolis IN
Joseph P. Reese, Jr.....	Crawfordsville IN	Kessler B. Armbruster.....	Long Beach CA
Gregory P. Rhoads	Hillsboro OH	Keaton E. Becher	Berne IN
Peter B. Robbins	Indianapolis IN	Alexander P. Beck.....	Richmond IN
Robert L. Robson.....	New Whiteland IN	Chase C. Belton	Dayton OH
Zachary J. Rohrbach	Indianapolis IN	Jeffrey B. Bohorquez	Woodland Hills CA
Philip C. Rosborough.....	Loveland OH	Nathaniel C. Borden.....	Crawfordsville IN
John W. Ruddy.....	Chicago IL	Kyle T. Bottos	Lowell IN
Shaun A. Sahlhoff.....	Bremen IN	Layton J. Brandenburg.....	Scipio IN
Austin J. Sanders.....	Kendallville IN	Austin R. Broadwater.....	Valparaiso IN
Ian K. Scales	St Charles IL	Michael A. Brown.....	Crawfordsville IN
Thomas L. Schabel, III.....	Greenwood IN	Quintin J. Burkett.....	Kokomo IN
Matthew J. Schenkel, Jr.	Fort Wayne IN	Tyler D. Burke	Kalamazoo MI
Jacob D. Shaffer.....	Terre Haute IN	Zachary A. Burnau	Fremont IN
Brian K. Shelbourne.....	Indianapolis IN	Jacob I. Byrne	Owasso OK
Spencer G. Sheridan.....	Indianapolis IN	Michael W. Carper	Indianapolis IN
Brock D. Sibert	Albion IN	Bradley P. Carver	Bunker Hill IN
Nicholas E. Smith	Fort Wayne IN	Julian J. Cernuda.....	Newton NC
Samuel A. Smith	Oswego IL	Ziyun Chen.....	Hehai Mansion, China
Jeffrey M. Soller	Indianapolis IN	David D. Chew.....	Clarks Hill IN
Maycedon L. Sprowl	Indianapolis IN	Patrick C. Clegg.....	Clarendon Hills IL
Stevan Stankovich.....	Carmel IN	William J. Costakis	Merrillville IN
Samuel L. Starbuck.....	Logansport IN	Anthony C. Couch	Greenwood IN
Reginald N. Steele	Moss Point MS	Colten D. Craigin.....	Pine Village IN
Kyler J. Stott	South Bend IN	Anton J. Crepinsek, III.....	Osceola IN
Haoyuan Su.....	Shenyang, China	Ryan W. Cronin.....	Carmi IL
Terence S. Sullivan, II.....	Carmel IN	Carl O. DeBard	Terre Haute IN
Grayson O. Swaim.....	Camby IN	Michael A. Demeter	Crawfordsville IN
Allan G. Swan.....	Carmel IN	Elliot M. Dewey.....	Warren OH
Andrew M. Swart.....	Crawfordsville IN	Michael J. DiLuia.....	Flossmoor IL
Jack C. Swartout, II.....	Westfield IN	David S. Direnfeld	Tucson AZ

Robert C. Dixon	Kokomo IN	Weston R. Kitley	Indianapolis IN
Willem A. Drews	Lafayette IN	William F. Kline	Terre Haute IN
Adrian D. Duerson	Indianapolis IN	Matthew A. Knox	Indianapolis IN
Jordan D. Dulaney	Yorktown IN	Jonathan M. Koop	Fontana CA
Hung M. Duong	Cau Giay District, Vietnam	Arjun G. Kumar	Schererville IN
John R. Dyer	Ellisville MO	Anh S. Le	Long Bien, Vietnam
John H. Dykstra	Crown Point IN	Ian R. Leonard	Bloomington IN
Bryan M. Elliott	Greenwood IN	Wyatt S. Lewis	Indianapolis IN
Edward J. Evans, Jr.	Gulfport MS	Haoyu Li	Wenzhou, China
Jason O. Farbstein	Falls Church VA	Kuangjie Li	Jiangxijie, China
Adam J. Fein	Naperville IL	Steven G. Livesay	Crawfordsville IN
Ryan J. Fier	Columbus IN	MacKenzie K. Lopp	Brookston IN
Jacob J. Fisher	Greenwood IN	Shimin I. Low	Damansara Petaling Jaya, Malaysia
Riley H. Floyd	Noblesville IN	Ryan L. Lutz	Sacramento CA
Joey E. Fogel	Philadelphia PA	Joseph S. Magura	Valparaiso IN
Conor J. Frame	Reelsville IN	Pedro L. Martinez	Salinas CA
Cleve J. Francoeur	Seymour IN	James R. Martin	Burlington WI
Logan T. Frederick	Lafayette IN	Blake E. Mattingly	New Palestine IN
Craig J. Fritch	Jasper IN	Alejandro Maya	Hammond IN
Derek R. Fritz	New Haven IN	Garrett L. McCarthy	St. Charles IL
Andrew H. Fuesler	Atascadero CA	Jeremy J. McDonald	Indianapolis IN
Clinton M. Garrison	Fishers IN	Kyle S. McLaughlin	Crawfordsville IN
Jebin Gautam	Tinkune, Nepal	Brandon J. Meixner	Indianapolis IN
Henry D. Giesel	Carmel IN	Raynor P. Mendoza	San Antonio TX
Alex R. Gillham	Greenwood IN	Kyle J. Mener	Naperville IL
Christopher H. Gorman	Decatur IN	Troy C. Meyers	Greenfield IN
James M. Gorman	Decatur IN	Joshua F. Mitchell	Bloomington IN
Joshua L. Grady	East Chicago IN	Michael J. Mondovics	Mishawaka IN
Joseph B. Granger	Celina OH	Adam R. Morris	Anderson IN
Ian M. Grant	Indianapolis IN	Benjamin J. Muensterman	Evansville IN
Tyler D. Griffin	Indianapolis IN	Muchohi Mwaura	Chicago IL
Evan S. Groninger	Pendleton IN	Patrick B. Neary	Brookston IN
Jackson T. Gruse	Neenah WI	Jacob E. Nettay	Batesville IN
Francisco A. Guzman	Fishers IN	Thanh X. Ngo	Hanoi, Vietnam
Jacob W. Haas	Veedersburg IN	Hoan T. Nguyen	Huyen Thong Nhat, Vietnam
John W. Haley	Terre Haute IN	Tuan M. Nguyen	Hanoi, Vietnam
Zachary B. Hall	Roachdale IN	Levi W. Noblitt	Bristol IN
Kenneth C. Harris	Indianapolis IN	Austin T. O'Neal	Griffith IN
Samuel L. Hatcher	Crawfordsville IN	Francisco J. Oliva	Chicago IL
Robert J. Hechinger	Brownsburg IN	James B. Omotosho	Bronx NY
Jose D. Herrera	Chicago IL	Matthew D. Page	Chicago IL
Charles E. Hintz	Gahanna OH	Kristijonas Paltanavicius	Jasiunu Sen., Lithuania
Michael L. Hodge	Dallas TX	Sean L. Parchman	Punta Gorda FL
Austin J. Hodges	Plymouth IN	Matthew W. Paul	Bloomington IN
Jordan J. Hoerr	Peoria IL	Garrett E. Payne	LaPorte IN
Michael J. Holmes	Williamsville NY	William J. Peacock	Crawfordsville IN
Paul M. Hudak	Whittier CA	Joshua D. Pedersen	Carol Stream IL
Vann A. Hunt	Buckeye AZ	Jonathan J. Peller	Valparaiso IN
Nicholas B. Hurt	Beech Grove IN	Grady E. Phillips	Indianapolis IN
Bryan C. Hutchens	Indianapolis IN	Michael P. Piggins	Saugatuck MI
Muhammad M. Iftikhar	Calvary Ground, Pakistan	John T. Plaiss	LaPorte IN
Austin D. Jennings	Noblesville IN	Theodore T. Plummer	Indianapolis IN
Evan R. Johnson	Orleans IN	Trevor R. Poe	Floyds Knobs IN
Matthew B. Kaczowski	San Francisco CA	Patrick M. Posthauer	Ladoga IN
Vincent M. Kenney	Indianapolis IN	Tyler S. Presley	Indianapolis IN
Jacob T. Kersey	Indianapolis IN	Logan C. Rice	Lafayette IN
James P. Kervan	Indianapolis IN	Corbin A. Richards	Avon IN

Benjamin T. Cook	Severna Park MD	Danyang D. Li	Andover MA
Theodore D. Coursen-Carr	Fort Wayne IN	Shangqing Li	Shenyang, China
Aaron J. Davis	Indianapolis IN	Robert D. Luke	Noblesville IN
Derek M. Dean	Fillmore IN	Joshua D. Lutton	Anderson IN
John S. Decker	LaPorte IN	Ian M. MacDougall	Westfield IN
Michael J. Del Busto	Carmel IN	Blaine A. Macius	Arlington Heights IL
Daniel Delgado	Whitestown IN	Joshua H. Manker	Harbor Springs MI
Jorge E. Diaz-Aguilar	South Bend IN	Nathan A. Manning	Wentzville MO
Kevin M. Downey	Michigan City IN	Patrick B. Marlatt	Rensselaer IN
Rodolfo Duarte	Santa Ana CA	Christopher A. McCloskey	Logansport IN
Dustin J. Durnell	Fort Wayne IN	Corey B. McFarland	Vevay IN
Marc A. Escobedo	Schererville IN	Evan R. McFarland	Cincinnati OH
Salvador Espino, Jr.	Fort Worth TX	Derrick J. McQuiston	Logansport IN
Joseph H. Etling	Terre Haute IN	Matthew A. Michaloski	Evansville IN
Gerald J. Fankhauser, III	West Lafayette IN	Clayton W. Mikesell	Centralia IL
Matthew J. Fehr	Crawfordsville IN	Jared T. Miller	Wildwood MO
Jordan S. Fenton	Findlay OH	Wade Miller	Crawfordsville IN
Andrew J. Fulton	Manassas VA	James S. Morrison	Merrillville IN
Sebastian T. Garren	Saint Louis MO	Aaron D. Morton-Wilson	Delaware OH
Connor Q. Geary	Jamestown NY	Matthew M. Murray	Chicago IL
Alexander D. Gianopolus	Dyer IN	David R. Myles	Terre Haute IN
Andrew C. Gibson	Avon IN	Taylor A. Neal	Yorktown IN
Zachary I. Goldberg	Champaign IL	Anh H. Nguyen	Tan Hiep Ward, Vietnam
Shijie Guo	Futian District, China	Anh L. Nguyen	Cau Giay St., Vietnam
Corey A. Hamilton	Pendleton IN	Peter J. Nicksic	Valparaiso IN
Aronno Haque	Dhanmondi, Bangladesh	Connor D. O'Rear	Granger IN
James M. Hartnett	Chicago IL	Fidel I. Ojimba	Bronx NY
Ross J. Hendrickson	Brownsburg IN	Jacob K. Owens	Indianapolis IN
John T. Henning	Henderson KY	Adam R. Pagryzinski	Leo IN
Seth L. Hensley	Indianapolis IN	Jonathon P. Pahud	Carmel IN
Sean M. Hildebrand	Fishers IN	John W. Penn	Chillicothe OH
Charles R. Hill	Colfax IN	Spencer M. Peters	Brookston IN
Alex R. Hirsch	Michigan City IN	Long B. Pham	Tam Hiep Ward, Vietnam
Tyler R. Holmes	Bluffton IN	David G. Phillips	Indianapolis IN
Luke D. Holm	Naperville IL	Douglas W. Pierce	Oakwood IL
Bradley E. Hopper	Harrison OH	Terrance A. Pignes	Memphis TN
Robert U. Horsey	Upper Darby PA	Jacob A. Ponton	Dyer IN
Xiaodong Hou	Beijing, China	Cahmelan R. Porter	Indianapolis IN
Cole J. Hruskovich	Lafayette IN	Bradley M. Pusateri	Crown Point IN
Francisco Huerta	Chicago IL	Aakash Rabbi	Dhaka, Bangladesh
Joseph L. Jackson	Indianapolis IN	Nicholas K. Reese	Crawfordsville IN
Matthew S. Jaeckle	Walnut Creek CA	Clarke E. Remmers	Whiting IN
Joshua M. Jones	LaPorte IN	Greyson T. Rieder	Aurora IL
Nikolas D. Jones	Galveston IN	Mark M. Riffle	Greenwood IN
Zeno L. Joyce	Flagstaff AZ	David S. Roaten	Sheridan IN
James G. Kallas	Hinsdale IL	Alexis A. Rodriguez	Santa Ana CA
Scott A. Kickbush	Valparaiso IN	Andrew W. Roop	Fort Wayne IN
Nathan A. Klopfenstein	Cicero IN	Luke M. Ryle	Greenwood IN
Nathanael C. Koelper	Fort Wayne IN	Joshua D. Sampson	Charlestown IN
Charles M. Kolisek	Indianapolis IN	Larry Savoy	Missouri City TX
Cory J. Kopitzke	North Vernon IN	Zachary O. Schenkel	Fort Wayne IN
Josh B. Kramer	Chalmers IN	Jacob G. Scherb	Carmel IN
James A. Kraus	North Judson IN	Andrew C. Schmutte	Indianapolis IN
Philip E. Kubisz	Highland IN	Richard A. Schrader	Lafayette IN
James F. LaRowe	Churubusco IN	Nathan S. Scola	Odenville AL
Brent A. Ledford	Indianapolis IN	Mark A. Shaylor	Saucier MS
Zachary T. Lee	Greenwood IN	Jacob W. Sheridan	Culver IN

Christopher E. Shimley	Crown Point IN	Tyler A. Andrews	Indianapolis IN
Casey J. Shipley	Kokomo IN	Ashish Baiju	Kathmandu, Nepal
Weijie Shi	Nanjing Jiangsu, China	Andrew J. Baker	Elkhart IN
Patrick W. Singleton	Indianapolis IN	Douglas S. Baker	Huntington IN
Michael W. Skinner	Saint John IN	Mackenzie W. Bartlett	Bedford IN
Nicholas S. Sladek	Crawfordsville IN	Stephen C. Batchelder	Orland CA
Harrison D. Slater	Bloomington IN	Oliver H. Bauer	New Palestine IN
Reid V. Smith	Indianapolis IN	Matthew M. Beard	Lebanon IN
Charles B. Smothers, IV	Jefferson GA	John F. Beardmore	Lafayette IN
Cameron M. Sobleski	Noblesville IN	Sean-Paige S. Best	Brookston IN
Drew S. Songer	Huntingburg IN	Aaron J. Betson	Nashville IN
Dalton M. Stanley	Strawberry Plains TN	Quinn D. Biddle	Grovertown IN
Ray A. Stark	Whiteland IN	Lorenze D. Billups	Indianapolis IN
Andrew J. Stegelmann	Goshen IN	Codie P. Blankenship	West Hamlin WV
Zachary M. Sticher	Braselton GA	Adam C. Boehm	Crawfordsville IN
Mark J. Stoops	Bloomington IN	Patrick M. Bondi	West Lafayette IN
Joshua O. Stowers	Michigantown IN	James R. Borchert	Shelbyville IN
Patrick S. Stroud	Noblesville IN	Zachary T. Boston	Elwood IN
Timothy Tan	Singapore	Andrew T. Bowman	Kokomo IN
Robert A. Thompson	Las Vegas NV	Matthew A. Bowman	Indianapolis IN
Nazir A. Tokhi	Garden Grove CA	Nicholas P. Boyce	Indianapolis IN
Ky T. Tran	Hanoi, Vietnam	Benjamin R. Bradshaw	Russaviille IN
Chet R. Turnbeaugh	DeMotte IN	Nathan J. Brock	Valparaiso IN
Jared A. Valentine	Portland IN	Austin R. Budell	Jasper IN
Isidro Vargas	Alamo TX	Matthew R. Bupp	Crawfordsville IN
Wesley A. Vassilo	Indianapolis IN	Logan B. Burdick	Clinton IN
Justin P. Vazquez	Chicago IL	Cody A. Buresh	Holland MI
Zachary J. Vega	Munster IN	Philip H. Burger	Crawfordsville IN
Cameron B. Waller	Evansville IN	Jacob L. Burnett	Mishawaka IN
Drew N. Walls	Lexington KY	John D. Burns	Danville IN
John A. Walsh	Clinton IN	Jared R. Burris	Indianapolis IN
Darius C. Ward	Memphis TN	Jonathan C. Bush	Flora IN
Brittian J. Warner	Lebanon IN	Jacob D. Caddick	Merrillville IN
Jeremy S. Wentzel	Morgantown IN	Jesse R. Caldwell	Lawrenceburg IN
Andrew J. Weyler	North Webster IN	Andrew C. Carpenter	Crown Point IN
Nathaniel A. Whisman	Atlanta IN	Zachary D. Cassel	Noblesville IN
Neil D. Wichlinski	Valparaiso IN	Eric T. Charles	Chicago IL
Charles E. Williams	New Albany IN	Aeknoor Cheema	Newburgh IN
David H. Wintczak	Mitchell IN	Jacob C. Childress	Pendleton IN
Bradley M. Wise	Monroe GA	Andrew R. Chorpenning	Indianapolis IN
Michael P. Witzczak	Indianapolis IN	Cody J. Christopher	Lafayette IN
Daniel J. Woodruff	Plainfield IN	Alejandro Cisneros	Santa Ana CA
Luke A. Wren	Crawfordsville IN	Arion Clanton	East Chicago IN
Joshua E. Wright	Crown Point IN	William A. Clauser	Crawfordsville IN
Trevor A. Young	Franklin IN	Daniel A. Collins	Darien IL
Jee Whan Youn	Diamond Bar CA	William B. Combs	Crawfordsville IN
Ye Yuan	Nanshan District, China	Joseph L. Conti	Newburgh IN
Weston B. Zimmerman	Kokomo IN	Charles S. Conway	Maryland Heights MO

Freshmen — Class of 2015

Carter D. Adams	Fairfield OH
Robert D. Adams	Centerville OH
Emiliano Aguilar	East Chicago IN
Akinfemiwa J. Akinribade	Indianapolis IN
Kyle B. Albertson	Metamora IL
Andrew R. Allen	Crawfordsville IN
Jacob R. Anderson	Griffith IN

Tyler A. Andrews	Indianapolis IN
Ashish Baiju	Kathmandu, Nepal
Andrew J. Baker	Elkhart IN
Douglas S. Baker	Huntington IN
Mackenzie W. Bartlett	Bedford IN
Stephen C. Batchelder	Orland CA
Oliver H. Bauer	New Palestine IN
Matthew M. Beard	Lebanon IN
John F. Beardmore	Lafayette IN
Sean-Paige S. Best	Brookston IN
Aaron J. Betson	Nashville IN
Quinn D. Biddle	Grovertown IN
Lorenze D. Billups	Indianapolis IN
Codie P. Blankenship	West Hamlin WV
Adam C. Boehm	Crawfordsville IN
Patrick M. Bondi	West Lafayette IN
James R. Borchert	Shelbyville IN
Zachary T. Boston	Elwood IN
Andrew T. Bowman	Kokomo IN
Matthew A. Bowman	Indianapolis IN
Nicholas P. Boyce	Indianapolis IN
Benjamin R. Bradshaw	Russaviille IN
Nathan J. Brock	Valparaiso IN
Austin R. Budell	Jasper IN
Matthew R. Bupp	Crawfordsville IN
Logan B. Burdick	Clinton IN
Cody A. Buresh	Holland MI
Philip H. Burger	Crawfordsville IN
Jacob L. Burnett	Mishawaka IN
John D. Burns	Danville IN
Jared R. Burris	Indianapolis IN
Jonathan C. Bush	Flora IN
Jacob D. Caddick	Merrillville IN
Jesse R. Caldwell	Lawrenceburg IN
Andrew C. Carpenter	Crown Point IN
Zachary D. Cassel	Noblesville IN
Eric T. Charles	Chicago IL
Aeknoor Cheema	Newburgh IN
Jacob C. Childress	Pendleton IN
Andrew R. Chorpenning	Indianapolis IN
Cody J. Christopher	Lafayette IN
Alejandro Cisneros	Santa Ana CA
Arion Clanton	East Chicago IN
William A. Clauser	Crawfordsville IN
Daniel A. Collins	Darien IL
William B. Combs	Crawfordsville IN
Joseph L. Conti	Newburgh IN
Charles S. Conway	Maryland Heights MO
Logan A. Cooper	Indianapolis IN
Alan R. Corey	Kingman IN
Evan F. Coudriet	Valparaiso IN
Frederick W. Coutchie, III	Ada MI
Colson R. Crowell	Ossian IN
Gaylord Z. Crozier	Madison IN
Adalid Cruz	Santa Ana CA
Christopher R. Dabbs	Gary IN
Anh T. Dao	Hanoi, Vietnam

Zachary J. Darabaris	Beecher IL	Kennedy C. Hill	Indianapolis IN
John W. Davis	Indianapolis IN	Mitchell R. Hoback	Eagle River AK
Carlos De La Cerda, Jr.	Edcouch TX	Houston T. Hodges	Plymouth IN
Derek L. De St. Jean	St. John IN	Shane M. Hoerbert	Greenview IL
Caleb B. Delk	Indianapolis IN	Adrian J. Holguin	Bedford IN
Ao Deng	Chengdu, China	Keaton M. Holsinger	Avon IN
Andrew D. Dettmer	Auburn IN	Todd A. Hoogland	Cincinnati OH
Wesley E. Diaz	Santa Ana CA	Daniel L. Hoover	Brownsburg IN
Justin A. Dickey	St. Peters MO	Jocelyn E. Hopkinson	Clinton IL
Joseph B. Dill	Indianapolis IN	Ryan M. Horner	Greentown IN
Michael W. Doebler	Pekin IN	Michael J. Hough	Hobart IN
Christopher J. Donahue	Oak Lawn IL	Christopher A. Hurst	Fillmore IN
Ethan B. Dove	Fishers IN	Zachary T. Huston	Peru IN
Colin O. Downey	Roanoke IN	Austin B. Jarrett	Washington IN
Eric A. Downing	Dayton OH	Jacob P. Jenkins	Haslett MI
Travis D. Draper	Atlanta GA	Blake M. Jennings	Noblesville IN
Timothy W. Dunkel	Fort Branch IN	Scott A. Johansen	Clinton IN
Jacob T. Eagan	Indianapolis IN	Robert E. Johnson	Rochester Hills MI
Corey J. Egler	Huntingburg IN	Patrick M. Jones	Indianapolis IN
Hezekiah T. Eibert	Virginia Beach VA	Taylor S. Jones	Gulf Breeze FL
Patrick D. Embree	Springville IN	Kalp S. Juthani	Fishers IN
Jordan L. Falls	Munster IN	Ian M. Kelton	Coshocton OH
Yang Fei	Chengdu, China	James D. Kennedy	Greenwich CT
Stephen P. Fenton, Jr.	Fort Branch IN	Taylor D. Kenyon	Zionsville IN
Benjamin C. Finley	Carmel IN	Andrew S. King	Grass Valley CA
Alex M. Fischer	Greensburg IN	Grant C. Klembara	Dallas TX
William W. Folsom	Lincoln NE	Trent A. Koch	Muncie IN
Matthew D. Fouts	Seymour IN	Daniel T. Kurth	La Porte IN
Peter J. Fouts	Valparaiso IN	Patrick J. Kvachkoff	Crown Point IN
Lucas T. Franz	Bloomington IN	David E. Lawhorn, II	Greenfield IN
Nickolas W. Freeman	Indianapolis IN	Justin I. Lee	Carmel IN
Brady S. Gilliam	Anderson IN	Clayton J. Lengerich	Monroe IN
Grayden J. Gilmore	Frankfort IN	Sean L. Lewis	Huntington IN
Collin J. Ginebaugh	Noblesville IN	Aaron D. Loar	Romney WV
Seton T. Goddard	De Pere WI	Garrett M. Lynette	Greenfield IN
Ruben Gonzalez	Alamo TX	Steven D. Magura	Valparaiso IN
Kyle J. Gooding	Walworth WI	Zachary J. Mahone	Indianapolis IN
Logan C. Goodrich	Huntertown IN	Terry D. Majors	Indianapolis IN
Nicholas A. Gray	Philadelphia PA	Adam D. Maksimovich	Crown Point IN
Ethan R. Groff	Royal Center IN	Ivaylo V. Mantchev	Zionsville IN
Ryan D. Guerretaz	Newburgh IN	Jesse C. Martin	Crawfordsville IN
David J. Gunderman	Zionsville IN	Brody S. Matthews	Denver CO
Victor A. Gutierrez	Salinas CA	James R. Maxwell	Terre Haute IN
Zachary C. Haltom	Bedford IN	Dylan J. McBride	Crawfordsville IN
Connor W. Hammerle	Lebanon IN	Caden R. McGaha	Columbus IN
Tyler A. Hampton	Brownsburg IN	Austin M. McCauley	Pittsboro IN
Tadhg C. Hannon	Stratford CT	Cody R. McKinnon	Largo FL
Tyler J. Harcastle	Carmel IN	Willard H. McLachlan	Mendota IL
Joseph S. Harris	Austin IN	William R. McManus	Fort Wayne IN
Yamato P. Hart	Bronx NY	Juan I. Meza	Mission TX
Scott T. Hastings	Warminster PA	Andrew S. Miles	Evansville IN
Wesley R. Hauser	De Soto MO	Daniel E. Miller	Indianapolis IN
Alexander N. Hawkins	Jasper IN	Miles C. Millott	Indianapolis IN
Austin T. Hawn	Delphi IN	Lawrence A. Milton	Indianapolis IN
Andrew J. Hensley	Sharpville IN	Jack B. Montgomery	Denver CO
Jose A. Herrera	Brownsville TX	Abram T. Morris	Anderson IN
Campbell B. Higbie	Lexington IN	Joseph M. Mount	Indianapolis IN

Nathan C. Mueller.....	LaOtto IN	Matthew J. Schramm	Cincinnati OH
Adam D. Neal	Wheaton MD	Jackson L. Schroeder	Rockville IN
Joseph H. Neal	Martinsville IN	Kyle C. Schwab	Cambridge City IN
Michael A. Nemeth	Pittsburgh PA	Clayton G. Seward	Grove City OH
Ivan N. Neshkov	Indianapolis IN	Dillon J. Shellman.....	Albion IN
David P. Newhart	Columbus IN	Daniel A. Skie	Evansville IN
Khuong N. Nguyen	Rockville, MD/Vietnam	Stephen M. Sklar.....	Omak WA
Truong X. Nguyen	Ho Chi Minh, Vietnam	Andrew D. Skowronski.....	Naperville IL
Kristofer D. Nickle.....	Rockville IN	Donald B. Smith.....	Plymouth IN
Han Nie	Shenzhen, China	Michael L. Smith	Mooreville IN
Daniel G. Niezer	Fort Wayne IN	Tyler B. Snodell	Johnsburg IL
Jacob L. Nigh.....	Tampa FL	Nicholas W. Sommer	Crawfordsville IN
Benjamin R. Niksch.....	Gary IN	Jingwei Song.....	Shanghai, China
Theodore A. Nilsson	Lexington KY	Jackson S. Stevens	Greenwood IN
David A. Nolan	Fort Wayne IN	Cameron R. Stewart.....	Anderson IN
Matthew L. O'Connor.....	Noblesville IN	Graham B. Stewart.....	Arlington Heights IL
Kasey C. Oetting.....	Fort Wayne IN	Matthew P. Stewart	Evansville IN
Ryan Ortega	Goodyear AZ	Lucas J. Stippler.....	Evansville IN
Marco A. Ortiz	Gulfport MS	Trevon G. Stovall.....	Anderson IN
Tyler G. Owensby	Brownsburg IN	Matiss Strods.....	Chicago IL
German Padilla.....	Chicago IL	James E. Stuckwisch.....	Columbus OH
Patrick D. Parham	Carmel IN	Joseph A. Sukup.....	South Haven MI
Steven M. Paris	Fort Wayne IN	Kelly M. Sullivan.....	Carmel IN
Glenn O. Patterson.....	Cleveland OH	Patrick C. Sullivan	Noblesville IN
Nicholas R. Peavey	Brookhaven MS	Xidian Sun	Heping District, China
Jake R. Pieruccini.....	Chicago IL	Jason M. Swartout.....	Westfield IN
Edward J. Pingel	South Bend IN	Brian S. Tanaka	Normal IL
Ronald V. Posthauer.....	Crawfordsville IN	Isaac H. Taylor	Wingate IN
Thomas S. Poynter.....	Auburn IN	Justin J. Taylor	Pike Road AL
Hank M. Pressley.....	Indianapolis IN	Michael B. Thompson.....	Clinton IN
Jace B. Pridgen.....	Greenfield IN	William C. Thompson.....	Carmel IN
Christopher J. Procacina	Evansville IN	Duc M. Trinh.....	Hanoi, Vietnam
Austin S. Puckett.....	Bargersville IN	Mark A. Troiano	Fishers IN
Jia Qi	Tangshan, China	Aaron L. Troyer	Middlebury IN
Christopher S. Rai.....	Birmingham MI	Jeffrey Pierce Velderman, II.....	Holland MI
Joseph B. Rangel.....	Alamo TX	George S. Vinihakis	Orland Park IL
William D. Reece	Arcola IL	Walker A. Vleck	Trafalgar IN
Jackson D. Reid	San Martin CA	John M. Vosel.....	Cincinnati OH
Patrick C. Rezek.....	Indianapolis IN	Jordan W. Wagner	Delphi IN
Lynden I. Richardson	Gary IN	John L. Walker	Wingate IN
Uziel Rivera	Chicago IL	James R. Walsdorf.....	Hobart IN
Andrew D. Rodgers	Noblesville IN	Von M. Wasson, II.....	New Castle IN
Erik A. Romo	Hammond IN	Tanner B. Watson	Noblesville IN
Jian Ruan.....	Yunnan, China	Ian R. Webb.....	Anderson IN
Ryne W. Ruddock	Terre Haute IN	Derek M. Wells	Elwood IN
Evan R. Rutter.....	Indianapolis IN	William T. Wattering.....	Greensburg IN
Alfred D. Sambo	Fleischmanns NY	Joel L. Whittington	Brazil IN
Jeffrey M. Samuel	Naperville IL	Richard H. Whittington, III.....	Trenton FL
Ryan A. Sandwith	Evansville IN	Cameron A. Wilbert	Saint Louis MO
Kaje E. Sanford.....	Saint Louis MO	Christopher J. Wiles	Indianapolis IN
Albert Y. Santana	Santa Ana CA	Denzel L. Wilkins	Richton Park IL
Joshua S. Santana.....	Sellersburg IN	Naeem Wilkinson.....	Lafayette IN
Alexander G. Sauza	Arlington TX	Hayden E. Williams	Franklin KY
Clint M. Scarborough.....	Salado TX	Adam E. Wilmes	Evansville IN
Samuel A. Schabel.....	Greenwood IN	Andrew J. Wilson.....	Zionsville IN
Nicholas A. Schenkel.....	Fort Wayne IN	Clark W. Wilson	Greencastle IN
Ryan D. Schilling.....	Indianapolis IN	Evan R. Wilson	Cedar Lake IN

Travis W. Wilson..... Noblesville IN
Thomas E. Witkowski..... Cleves OH
Zachary M. Woloshin..... Noblesville IN
John P. Wright.....Muncie IN
Yunan Wu..... Dengfeng Henon Province, China
Kevin C. Wynder.....Huntington IN
Abdul-Rashid K. Yakubu..... Cape Coast, Ghana
Hongli Yang Dazhou, China
Haopeng Yan..... Chengdu, China
Likai Yan..... Wuhan, China
Xiangya Yan..... Jinxin Garden, China
Tyler F. Yoder..... Indianapolis IN
Yang Yu..... Chengdu, China
Lucas S. Zromkoski Valparaiso IN