

# ***THE DEANERY***

ALBION COLLEGE  
ACADEMIC NEWSLETTER

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**ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE APRIL 6, 2012.**

## **I. ANNOUNCEMENTS FROM COMMITTEES**

### Curriculum & Resources Committee:

C&RC has approved the following policy change that will appear in the 2012-13 Academic Catalog:

#### **Incomplete Grade Policy**

~~I--incomplete. Incomplete grades are given only because of illness or other unavoidable circumstances as approved~~ **defined** by the Committee on Academic Status and Petitions. A grade of incomplete ~~from the first semester of the academic year must be removed by the end of the second week of the second semester. A grade of incomplete from the second semester of the academic year must be removed within four weeks of the end of the semester~~ **must be removed within seven weeks of the end of the term which the incomplete was given.** ~~The requirements for the removal of incomplete grades from Summer College may be obtained from the Registrar's Office.~~ At the end of the specified time period, the faculty member will assign a grade based on the amount of work satisfactorily completed. **The grade of "I" carries no quality points.**

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C&RC has approved the elimination of the subject identifier PHED in the Catalog and in the Banner database system. The physical education program has ended, and there are no more students who need to take physical education courses to complete their major/minor. The College will continue to offer activity courses for students and the subject identifier of WELL (Wellness) will be used for all activity courses in the Catalog and in Banner.

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C&RC has approved the following changes to the Catalog copy in Biology for 2012-2013:

**Majors and Minors** changes in blue and underlined for additions, strikethrough for deletions

### Requirements for major:

- Eight units in biology, of which at least six must include a laboratory.  
Biol 195: Ecology, Evolution and Biodiversity  
Biol 210: Cell and Molecular Biology (requires Chemistry 121 as a prerequisite or corequisite)  
[Biol 300: Genetics](#)

At least one course from each of the following three lists:

#### LIST I

Biol 215: Aquatic Botany  
Biol 216: Vascular Plants  
Biol 225: Invertebrate Zoology  
Biol 227: Vertebrate Zoology  
Biol 237: Ecology  
Biol 248: Ornithology

#### LIST III

Biol 362: Molecular Biology  
Biol 365: Environmental Microbiology  
Biol 366: Medical Endocrinology  
Biol 367: Virology  
Biol 368: Behavioral Ecology  
Biol 369: Population Genetics  
Biol 401 or 402: Seminar

#### LIST II

Biol 301: Cell Biology  
Biol 310: Evolution  
[Biol 312: Advanced Genetics Laboratory \(0.5 unit\)](#)  
Biol 314: Comparative Anatomy  
~~[Biol 317: Genetics](#)~~  
Biol 321: Medical Microanatomy  
Biol 324: Developmental Biology  
Biol 332: Microbiology  
Biol 341: General Physiology

- Two units of chemistry unless a substitution is approved in advance by the staff. The biology faculty strongly recommends that Chemistry 121 and 211 be taken to satisfy this requirement. Chemistry 101, 107, and 200 do not fulfill this requirement. Further study in chemistry, physics, geology and mathematics is recommended and encouraged.
- All biology and cognate courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than one unit of internship credit (391, 392) can count towards the major. No more than one unit of seminar (401, 402) and one unit of directed study (411, 412) can count towards the major.
- Neither Biology 111 nor Biology 190 (given for AP credit) can count towards the major.
- A senior examination must be taken for assessment purposes.
- It is expected that six of the eight units in biology must be taken at Albion College. Other arrangements will be made for bona fide transfer students and students in approved off-campus programs.

## Information on minors

- The minor in cell and molecular biology and the minor in environmental biology are not open to biology majors.
- Students may not choose more than one minor in the Biology Department.
- All courses for a biology minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- Neither Biology 111 nor Biology 190 (given only for AP credit) can count toward any minor in biology.
- A senior examination must be taken for assessment purposes.

## Requirements for Minor in Cell and Molecular Biology

- Five units in biology, including the following: Biology 195, 210 (requires Chemistry 121 as prerequisite or corequisite), [300](#). Any ~~three~~ [two](#) of the following, of which at least ~~two~~ [one](#) must include a laboratory: 301, ~~317~~, 321, 324, 332, 337 (may be taken as Chemistry 337), 341, 362, 365, 367

## Requirements for Minor in Environmental Biology

- Five units in biology, including the following:  
Biology 195  
Four of the following, including:  
At least two from 215, 216, 225, 227, 248  
At least one from 206, 210 (requires Chemistry 121 as prerequisite or co-requisite), 237, 365, 368 (365 and 368 require Biology ~~210~~ [300](#) or permission of instructor as prerequisite)

## Requirements for Interdisciplinary Major in Integrated Science with Elementary Education Certification

Students interested in pursuing elementary education certification may wish to consider an interdisciplinary major in integrated science. The integrated science major is primarily intended for students seeking a broad, cross-disciplinary understanding of the natural sciences. Students completing a major in integrated science are required to take courses in all the natural sciences and also to choose a minor in biology, chemistry, geology or physics. The [detailed requirements for the major](#) are provided in this catalog or are available from the Education Department.

## Requirements for Major in Biology with Secondary Education Certification

- Eight units in biology, including the following: 195, 210, [300](#); one unit (200-level or higher) "animal" course; one unit (200-level or higher) "plant" course. Of the latter two courses, one must be from List I. In addition, one unit in the major must be from List II. At least six of these courses must include a laboratory.
- Two units in chemistry unless a substitution is approved in advance by the staff. The biology faculty strongly recommends that Chemistry 121 and Chemistry 211 be taken to satisfy this requirement. Chemistry 101, 107, and 200 do not fulfill this requirement.
- One unit chosen from the following laboratory cognates: Geology 101 (lab required), 103 (lab required), Physics 115 (lab required).

- Completion of all other requirements for teacher certification. Students will design their program of study in consultation with the biology faculty and must obtain written approval of the Biology Department chair, preferably no later than the beginning of the second semester of the junior year.

### **Requirements for Minor with Secondary Education Certification**

- Five units in biology, including the following:  
Biology 195, 210 (requires Chemistry 121 as prerequisite), [300](#)  
One of the following: 215, 216  
One of the following: 225, 227, 248, 314  
~~One unit (200-level or higher, with laboratory) selected in consultation with the biology faculty and with written approval of the Biology Department chair.~~
- Completion of all other requirements for teacher certification.

### **Biology Courses**

The courses listed below count toward the biology major or minors unless otherwise noted. Some courses in the department are offered in alternate years and are so designated below. Please consult with the instructor or with the Class Schedule, available online or at the Registrar's Office, to determine when a course will next be offered.

#### **111 First-Year Colloquium in Biology (1/4)**

Prerequisites: First-year standing and invitation of instructor.

Seminar in which selected topics and research papers are reviewed and discussed. Offered on credit/no credit basis. Does not count toward the biology major or minors. Two-hour discussion. *Staff.*

#### **187, 188, 189 Selected Topics (1/4, 1/2, 1)**

An examination of subjects or areas not included in other courses. *Staff.*

#### **195 Ecology, Evolution and Biodiversity (1)**

Focuses on whole organisms and their evolutionary and ecological relationships. Evolutionary processes, biological diversity, conservation biology and human impacts on ecology and biodiversity are major themes. Skills introduced are hypothesis testing, experimental design, use of primary literature in writing assignments and basic statistics. Lecture and laboratory. *Staff.*

#### **206 Tropical Forest and Reef Biology (1)**

Prerequisites: Biology 195 and permission of instructors.

An introduction to rain forests, mangrove islands and coral reefs of the neotropics. Students meet weekly throughout the semester and must spend spring break in Belize, Central America, where intensive field trips and individual projects are conducted. Counts as an elective toward the biology major, but does not satisfy the field work or seminar requirements. Lecture/discussion. Offered in alternate years. *Team-taught.*

#### **207 Biology of Subtropical Florida (1)**

Prerequisite: Biology 195 and permission of instructors.

An introduction to the ecosystems of subtropical Florida. Students meet weekly throughout the

semester and must spend spring break in Florida, where intensive field trips and individual projects are conducted. Counts as an elective toward the biology major, but does not satisfy the field work or seminar requirements. Lecture/discussion. Offered in alternate years. *Team-taught.*

### **210 Cell and Molecular Biology (1)**

Prerequisite: Biology 195. Prerequisite or corequisite: Chemistry 121.

Focuses on organisms at the cellular and molecular levels, including biological chemistry, bioenergetics and metabolism, Mendelian and molecular genetics, cellular communication and the molecular control of the cell cycle. Builds upon skills from Biology 195 to expand abilities in hypothesis testing and experimental design to produce an individual research paper, and to carry out more advanced statistical analyses. Lecture and laboratory. *Staff.*

### **211 Sophomore Research (1/2)**

Prerequisites: Sophomore standing and invitation of instructor.

Independent research projects for invited sophomores. *Staff.*

### **215 Aquatic Botany (1)**

Prerequisite: Biology 195.

A study of representative algae, aquatic fungi and bryophytes, emphasizing the relationships of structure and function. Reproductive strategies and environmental physiology are discussed. Taxonomy is based upon current hypotheses of evolutionary relationships. Lecture and laboratory. Offered in alternate years. *Schmitter.*

### **216 Vascular Plants (1)**

Prerequisite: Biology 195.

Morphology, taxonomy and distribution of vascular plants. Representatives of local flora receive special attention in laboratory and field studies. Lecture and laboratory. *Skean.*

### **225 Invertebrate Zoology (1)**

Prerequisite: Biology 195.

Field-oriented course emphasizing evolution, classification, ecology, behavior and natural history of invertebrate animals. Class involves field trips and use of the Whitehouse Nature Center. Lecture and laboratory. *McCurdy.*

### **227 Vertebrate Zoology (1)**

Prerequisite: Biology 195.

Classification, behavior, ecology and evolution of the vertebrates. Mammals and birds are emphasized more than other groups. Lecture and laboratory. *Kennedy.*

### **236 Ecology for K-8 Pre-service Teachers (1)**

Prerequisite: Admission to the elementary teacher certification program.

A field-based ecology course on topics including ecosystems, energy flow, evolution, population dynamics, community ecology and human impacts on the environment. Specific focus on the Michigan Science Curriculum Standards and Benchmarks. Taught at the Pierce Cedar Creek Institute near Hastings, Michigan. Lecture/discussion and laboratory. *Skean.*

### **237 Ecology (1)**

Prerequisite: Biology 195.

A study of interactions between organisms and their environment including adaptation, competition, parasitism, population and community dynamics and the ecosystem concept. Class involves field trips and use of the Whitehouse Nature Center. Lecture and laboratory. *Lyons-Sobaski*.

### **240 Conservation Biology (1)**

Prerequisite: [Biology 195](#).

Presents concepts and issues concerning the causes and consequences of the loss of biodiversity. Emphasizes the science of conservation biology including the evolutionary potential of populations and species, as well as the history of the field, international efforts to conserve species, and the current status of policies such as the U.S. Endangered Species Act. Includes a conservation-related outreach project. *Lyons-Sobaski*.

### **248 Ornithology (1)**

Prerequisite: Biology 195.

The biology of birds with emphasis on evolution, behavior, ecology and conservation. Field experience in identification, population studies, bird banding, song recording and analysis, and carrying out a research project. Students will learn to critically evaluate the ornithological literature. Lecture and laboratory. *Kennedy*.

### **282 Pathophysiology (1)**

Prerequisites: Biology 210, Chemistry 121; Chemistry 211 recommended.

Develops an understanding of the physiological basis of disease. Relates changes in function that contribute to disease states in otherwise normally functioning physiological systems. Presents the functional anatomy and physiological basis of "healthy" human systems in a normal state, and then examines compromises that result from disease states. Intended for students planning to pursue post-graduate studies in programs such as nursing, physician assistant, physical therapy, and medicine. *Rabquer*.

### **287, 288, 289 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Biology 195.

An examination of subjects or areas not included in other courses. *Staff*.

### **[300 Genetics \(1\)](#)**

Prerequisite: [Biology 210](#). [Not open to students who have completed Biology 317](#).

Mechanisms of inheritance, and of gene structure and function in living organisms. Both classical and molecular genetics are considered as they relate to function. *Staff*.

### **301 Cell Biology (1)**

Prerequisite: Biology ~~210~~ [300](#) or [permission of instructor](#).

An in-depth investigation of biological systems at the cellular, subcellular and molecular levels. Studies of a variety of cell types and energy relations within cells. Lecture emphasizes metabolism, metabolic regulation and cellular diversity. Laboratory emphasizes measurement and analysis of subcellular features. Offered in alternate years. *Schmitter*.

### **309 Vertebrate Paleontology (1)**

Prerequisite: Geology 103 or Biology 195.

Must be taken as Biology 309 for credit toward the major. Lecture and laboratory. Same as Geology 309. *Bartels.*

### **310 Evolution (1)**

Prerequisite: Biology ~~210~~ 300 or permission of instructor.

A study of the course and processes of organic evolution. Topics include the history of ideas of evolution, population genetics, population ecology, speciation, adaptation, coevolution, evolutionary rates, evolutionary convergences, mass extinctions and biogeography. Lecture and laboratory. Offered in alternate years. *McCurdy.*

### **312 Advanced Genetics Laboratory (1/2)**

Prerequisite: Biology 300 or permission of instructor; Chemistry 211 recommended. Not open to students who have completed Biology 317.

Project-based laboratory course that will introduce students to general techniques in genetics. Under faculty guidance, students will design and carry out their own experiments, read primary literature, and present results in written and oral format. *Staff.*

### **314 Comparative Anatomy (1)**

Prerequisite: Biology ~~210~~ 300 or permission of instructor.

Comparative anatomical study of vertebrate organ systems, their development and evolution. Lecture and laboratory. *Kennedy.*

### **317 Genetics (1)**

~~Prerequisite: Biology 210; Chemistry 211 recommended.~~

~~Mechanisms of inheritance, and of gene structure and function in living organisms. Both classical and molecular genetics are considered as they relate to function. Lecture and laboratory. *Staff.*~~

### **321 Medical Microanatomy (1)**

Prerequisite: Biology ~~210~~ 300 or permission of instructor.

Microanatomy of primate cells and tissues as depicted by light and electron microscopy. Relationships of structure and function are stressed, as are medical conditions resulting from cell or tissue damage. Lecture and laboratory. *Schmitter.*

### **324 Developmental Biology (1)**

Prerequisite: Biology ~~210~~ 300 or permission of instructor.

The genetic, molecular and cellular mechanisms underlying early development of multicellular organisms. Potential topics include fertilization and early development, gene regulation during development, neural pathfinding, cell signaling, cell division and growth, organogenesis, limb development, metamorphosis, regeneration, sex determination, the evolution of development, genomics, and stem cell research. Lecture and laboratory. *Albertson.*

### **332 Microbiology (1)**

Prerequisite: Biology ~~210~~ 300 or permission of instructor; Chemistry 211 recommended.

Introduction to the microbial world. Explores the morphology, physiology, genetics and diversity of microorganisms. Stresses the relationships among microbes and other organisms, including humans. Lecture and laboratory. *Olapade*.

### **337 Biochemistry (1)**

Prerequisites: Chemistry 211; [and Biology 300 or Chemistry 212](#); or permission of instructor. Same as Chemistry 337. Must be taken as Biology 337 for credit toward the major. Lecture. *Rohlman*.

### **341 General Physiology (1)**

Prerequisites: Biology ~~240~~ [300 or permission of instructor](#); Chemistry 211 ~~is strongly~~ recommended.

The processes which contribute to the maintenance of dynamic equilibria of cells and how those processes relate to the organismal level of plants and animals. Lecture and laboratory. *Rabquer*.

### **362 Molecular Biology (1)**

Prerequisite: ~~One of the following – Biology 301, 317, 332 or 337.~~ [Biology 300 or permission of instructor; Chemistry 211 recommended.](#)

The theory and practice of modern molecular genetics will be explored. Techniques potentially considered include: DNA cloning, DNA hybridization, the polymerase chain reaction, DNA sequencing, and the expression of cloned genes in bacteria. Lecture/discussion and laboratory. Offered in alternate years. *Saville*.

### **365 Environmental Microbiology (1)**

Prerequisite: Biology ~~240~~ [300 or permission of instructor](#).

Microbes in action: bioremediation, biodegradation, cycling of nutrients and energy flow, biopesticides and phytopathogens, spread of antibiotic resistance, molecular ecology of infectious diseases, microbial symbionts and extremophiles. Explores these and other topics through discussions, field trips and experimental work. Lecture and laboratory. Offered in alternate years. *Olapade*.

### **366 Medical Endocrinology (1)**

Prerequisites: Biology ~~240~~ [300 or permission of instructor](#); Chemistry 211 [recommended](#); ~~Biology 341 or Chemistry 337 strongly recommended.~~

Examination of the evolution of endocrinological systems, and the modes of action, mechanisms of control, and interactions of selected human hormonal systems under normal and compromised (disease) states. Offered in alternate years. *Staff*.

### **367 Virology (1)**

Prerequisite: Biology ~~240~~ [300 or permission of instructor](#).

Are viruses living organisms or not? Addresses this and many more questions in molecular architecture, replication strategies, transmission modes, pathogenicity, carcinogenicity and usefulness of viruses. Lecture and discussion. lecture and laboratory. Offered in alternate years. *Olapade*.

### **368 Behavioral Ecology (1)**

Prerequisite: Biology ~~210~~ [300](#) or [permission of instructor](#).

Patterns and functions of behavior examined from an ecological-evolutionary perspective. Topics include history of animal behavior, behavioral genetics, habitat selection, foraging, antipredator behavior, cooperation and altruism, communication, sexual selection, mating systems, parental behavior and optimality models. Independent field studies of living animals. Lecture and laboratory. Offered in alternate years. *McCurdy*.

### **369 Population Genetics (1)**

Prerequisites: Biology ~~195, 210~~ [300](#) or [permission of instructor](#).

An introduction to population genetics, the study of gene frequencies and selection pressures within natural or managed populations. Topics include understanding concepts of genetic variation, recombination, linkage disequilibrium, selection, gene flow, genetic drift and mutation, as well as quantitative genetics. *Lyons-Sobaski*.

### **387, 388, 389 Selected Topics (1/4, 1/2, 1)**

Prerequisites: Biology ~~210~~ [300](#); or permission of instructor ~~and other as indicated~~.

An examination of subjects or areas not included in other courses. *Staff*.

### **391, 392 Internships (1/2, 1)**

Prerequisites: Junior or senior standing and permission of department.

No more than one unit may be counted toward the major. Offered on a credit/no credit basis. *Staff*.

### **401, 402 Seminar (1/2, 1)**

Prerequisites: Biology ~~210~~ [300](#); and junior or senior standing- or permission of instructor ~~and others as indicated~~.

Topics in diverse areas of biology. Recent topics have included genes and cancer, literature and medicine, conservation biology, and biology of sharks and their relatives. Discussion. *Staff*.

### **411, 412 Directed Study (1/2, 1)**

Prerequisites: Junior or senior standing and approval by both the faculty sponsor and department chair of a research proposal prior to registration.

Independent research by an individual student under the direction of a staff member. A detailed summary research paper or other appropriate evidence is required at the end of the work. *Staff*.

\* \* \*

C&RC has approved a new track in the Communication Studies major – Professional Communication and Production.

The Communication Studies Department proposes to add a track (emphasis) within the major for students interested in combining careers in communication studies and journalism.

Many students at visit days ask about combining Comm Studies and journalism. 50% of prospective students who apply for our freshman scholarship have yearbook and school newspaper experience that they think is a big part of the Comm Studies degree here (even though currently it

is not). If we could advertise this track we may be able to get more seniors to apply for our Lomas grant that is for incoming freshman interested in Comm Studies as a major.

The proposed track would draw partly from the general track of the major and the mass communication track. Together these account for 87% of existing Comm Studies majors.

Here is a list of GLCA schools indicating relevant/similar programs. The list makes it clear that while some similar programs exist, the proposed addition to Albion’s curriculum is both innovative (we would have the only program to emphasize the multimedia aspect of journalism and to combine journalism with professional writing) and unique (we would be the only program to deliberately combine Communication Studies and English).

	<b>Courses in journalism or professional writing</b>	<b>Majors</b>	<b>Minors etc.</b>
Oberlin	√ journalism		
Ohio Wesleyan	√ journalism	journalism, non-fiction writing	
Allegheny	√ journalism	English Major with an emphasis in Journalism	
Earlham	√ journalism, non-fiction writing		journalism
DePauw	√ journalism	Writing	
Denison	√ journalism		professional writing is part of Comm Studies major
Hope	√ print media production		
Kalamazoo	√ journalism	English Major with an emphasis in Writing	
Kenyon			
Wabash	√ professional writing, business and technical writing		
Wooster	√ non-fictional writing, news writing		

**Catalog Copy:**

## **Majors and Minors**

### **Requirements for Communication Studies Major**

The curriculum in the Communication Studies Department is designed around two components— 1) a common core of three fundamental courses, and 2) a variety of specific courses covering the three primary emphasis areas of Interpersonal Communication, Organizational Communication, and Mass Communication/Media. All majors must complete the Common Core, which consists

of:

Communication Studies 101: Introduction to Human Communication  
Communication Studies 241: Public Speaking  
Communication Studies 322: Communication Theory and Research

Beyond the core, each major must choose from one of five tracks. These tracks include the General Track, Interpersonal Track, Organizational Track, Mass Communication/Media Track, and Professional Communications and Production Track. The track chosen determines the required breakdown of a student's remaining six units, and those breakdowns are listed below. The specific courses counting for each emphasis area are also listed below.

**General Track Requirements:**

Common Core of 101, 241, 322  
1 course each from List 1, List 2, and List 3  
3 additional departmental electives (ANY course within the department)

**Interpersonal Track Requirements:**

Common Core of 101, 241, 322  
2 courses from List 1  
1 course each from List 2 and List 3  
2 additional departmental electives (ANY course within the department)

**Organizational Track Requirements:**

Common Core of 101, 241, 322  
2 courses from List 2  
1 course each from List 1 and List 3  
2 additional departmental electives (ANY course within the department)

**Mass Communication/Media Track Requirements:**

Common Core of 101, 241, 322  
2 courses from List 3  
1 course each from List 1 and List 2  
2 additional departmental electives (ANY course within the department)

**Professional Communication and Production Track Requirements:**

Common Core of 101, 241, 322  
3 courses from 205,306,351, 365, Internship off-campus,  
3 courses from English: ENGL 207, ENGL 208, ENGL 306, ENGL 308, ENGL 309,  
ENGL 310, ENGL 311, ENGL 312, ENGL 313.

**List 1: Interpersonal Communication Courses**

202: Interpersonal and Family Communication  
207: Communicating Gender  
313: Intercultural Communication  
314: The Other Side of Interpersonal Communication

**List 2: Organizational Communication Courses**

203: Small Group and Organizational Communication  
303: Organizational Culture and Communication  
306: Public Relations  
351: Persuasion

**List 3: Mass Communication/Media Courses**

205: Mass Communication  
306: Public Relations  
311: Environmental Communication  
365: Media Theory

All 287-289 and 387-389 courses (Selected Topics courses) offered will be accepted as electives toward the major. Students may complete multiple Selected Topics courses and count them toward the major, but may not complete the same course more than once. In addition, internships (391, 392) and directed studies (411, 412) may be counted toward the major if they are approved by the department in advance and are taken within the Communication Studies Department (as COMM 391, 392, 411, or 412).

**Requirements for Communication Studies Minor**

The minor requires a minimum of six units including:

- Common Core of 101, 241, 322
- 1 course each from List 1, List 2, and List 3

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C&RC approved a new track in the English major – English with Professional Writing Emphasis:

The English Department proposes to add a track (emphasis) within the major for students interested in careers in professional writing.

**Rationale**

Approximately 20 - 30 % of our current English majors presently go on to careers in professional writing of some kind (including aspects of marketing, public relations, journalism, technical writing, editing, and publishing). Prospective students inquire most frequently about our offerings in creative writing and journalism. Until recently, some of these needs were answered through our offerings in multimedia journalism and through the separate journalism minor, while others used the existing English major as preparation. Given the discontinuance of the journalism minor and the currently ad-hoc nature of our offerings in professional writing, students lack a coherent program for in-depth study in this area. It will also contribute another curricular component specifically dedicated to the portion of the College's mission to turn "thought into action." The new track within the major will answer these needs, potentially recruiting more students to the college and attracting students to the English major.

## **Requirements for English Major with Professional Writing Emphasis**

(New courses are in **boldface** type.)

9 units from the following courses:

- English 203 (Expository Writing)
- **English 208 (Professional Writing)**
- One of the following:
  - English 206 (Writing in Place);
  - English 207 (Multimedia Journalism)
  - English 223 (Introductory Creative Nonfiction);
- Two of the following:
  - English 306 (Magazine Writing)
  - English 308 (Advanced Multimedia Journalism);
  - English 309-312 (Multimedia Editing I, II)
  - English 313 (Magazine Editing)
- **English 314 (Practical Persuasion)**
- English 348 (English Language)
- *Either* Communication Studies 306 (Public Relations) *or* Communication Studies 365 (Media Theory)
- Two English courses that qualify for the Textual Analysis mode.
- Two additional English literature courses, at least one of which is 300-level or above.

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### **Major in English with Professional Writing Emphasis**

9 units including

- English 203 and English 208
- One of the following: English 206, English 207, English 223
- Two of the following: English 306, English 308, English 309-312, English 313, English 314, either Comm 306 or Comm 365
- Two English courses that satisfy the Textual Analysis Mode
- Two additional English literature courses, at least one at the 300-level or above.

### **Outcomes for proposed English major in Professional Writing**

Students will be able to

- a. write persuasively and cogently for particular audiences and in specific genres.
- b. understand the ethical, civic, and political dimensions of writing in a public or organizational setting.
- c. work collaboratively in planning, drafting, revising, and editing large professional writing tasks.
- d. understand and apply the principles of visual and auditory argument as they support the the message of a written text, where appropriate.
- e. identify and articulate the meanings of written texts and the strategies by which such texts achieve those meanings.
- f. understand the history and theoretical principles of language in both written and oral forms.

\* \* \*

C&RC approved the following changes to the Modern Languages & Cultures section of the Academic Catalog:

Deletions in ~~strikethrough and red~~.

Additions in **bold and green**.

Changes that are being sent to Course Change Committee in **yellow highlight**.

## **Majors and Minors**

### ~~Requirements~~ **Requirements for Major**

In most cases a major may be earned in French, German or Spanish by completing a minimum of eight units of study at the 201-level or higher, including the courses specified in the sections on each language (see below for specific details on the different major tracks in each language). Only one unit of Advanced Placement credit can count toward a major or minor. Students considering a major in a modern language are urged to consult with a faculty member in the department early in the freshman or sophomore year. Off-campus study in an approved study abroad program is either required or highly recommended for all majors and minors, depending on which major or minor track is chosen. If individual situations prevent this, it is recommended that the student speak with the department chair.

**Prior to second language study at Albion College, students are placed in the level most appropriate for their experience. Students will start at the level in which they are placed and no retro-active credit toward major or minor programs will be awarded.**

It is required that all majors have **at least one semester**, preferably a year, of **residence in language-learning housing and credit for Modern Languages and Cultures 110** (~~only one-quarter unit counts toward major requirements~~). If circumstances prevent a student from living in language-learning housing, then the student must consult with the department chair.

It is recommended that all majors take cognate courses, for example in English, history, anthropology and sociology, relating to their language of study. Double majors are also encouraged.

## **Modern Languages and Cultures Courses**

### **Modern Languages and Cultures 105 Intercultural Understanding and Global Issues (1)**

Explores theoretical models of how cultures are derived and what it means to interact across cultural boundaries. Applies these theoretical models to selected global issues in order to demonstrate the potentialities and hazards of negotiation of global issues across borders. Useful for preprofessional students who want to attain the skills and knowledge to effectively function in an international/intercultural context. Taught in English. *Myers*.

### **107 "Our Americas": Crossing Borders, Cultures and Histories (1)**

Serves as a conceptual foundation for the TransAmerican Latino Studies track. An introduction to the cultural dynamics between North and South America, focusing on the interconnectedness of the Western Hemisphere in terms of space, cultures and histories. Taught in English. *Pérez Abreu*.

### **110 Language-Learning Residency and Participation in Programs (1/4)**

Includes residency in language-learning housing for one semester and active participation in

weekly programs in the student's respective living area as well as in cultural events. *Staff.*

### **264 Masterworks of European Literature (in Translation) (1)**

Masterworks of European literature which have contributed significantly to modern life and thought: Wolfram von Eschenbach, Dante, Ronsard, Cervantes, Montaigne, Moliere, etc. *Staff.*

### **266 Masterworks of World Literature (in Translation) (1)**

Masterworks of world literature from the eighteenth century to the present: Rousseau, Goethe, Tolstoy, Kafka, Borges, Garcia Marquez, Laye, Mahfouz, Ba, Lu Xun, Kawabata, etc. *Staff.*

### **345 Methods of Teaching Modern Languages and Cultures (1)**

Explores the role and purpose of the American educational system as it relates to foreign language teaching; teaches active learning strategies grounded in proficiency-oriented language instruction; allows students to begin to realize their potential as foreign language teachers. *Offered every three years. Staff.*

### **411, 412 Directed Study (1/2, 1)**

Prerequisite: Permission of department chair. *Staff.*

## **French**

### **Requirements for Major in French**

In the French program students learn the language and culture of the French-speaking world. The 100- and 200-level courses focus on how to function within a French-speaking environment, through appropriate language use and cross-cultural understanding. Courses numbered 303-315 are designed to be taken before off-campus study in a French-speaking program and those numbered 351-355 to be taken after return from off-campus study.

The upper-level courses emphasize area studies. Interdisciplinary in scope, they focus on the culture of a particular area or time period and examine the relevant literature as well as social issues, artistic movements, political change, religious influences and film.

The intent is to prepare students for international careers in which they will draw on their communication skills in French, and on their understanding of the history and culture of the French-speaking world.

The specific requirements for the major are:

- A minimum of eight units at the 201-level or higher, including: one unit from 303-315; one unit from 351-355 (~~the latter completed after off-campus study in a French speaking program~~); and a Senior Seminar (**French 400 for** 1/4 unit). (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.)
- ~~Students are placed in the 200 or 300 level language courses according to proficiency. Students must fulfill the eight-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade.

- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

Off-campus study in an approved study abroad program is highly recommended for this major. If individual situations prevent this, it is recommended that the student speak with the department chair.

### **Requirements for Minor in French**

- A minimum of six units at the 201-level or higher, including at least four units at the 301-level or higher.
- ~~Students are placed in the 200- or 300-level language courses according to proficiency. Students must fulfill the six-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the minor.
- All courses for the minor must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

Off-campus study in an approved study abroad program is highly recommended for this minor. If individual situations prevent this, it is recommended that the student speak with the department chair.

### **Requirements for Major in French Language and Culture for the Professions**

As the world continues to become increasingly diverse across traditional borders and cultural boundaries, there will be more demand in the workplace and for communities to effectively negotiate otherness--different ways of living lives--which will directly impact professional practices.

Knowledge of a modern language and culture will continue to grow in importance as a foundation for functioning successfully in a global economy across many professions. This track in French is intended for those students who are pursuing preprofessional studies in fields such as economics and management, communication studies, science or public policy, among others, or for those students who are pursuing more traditional liberal arts fields and wish to add a practical component to their education. This track will provide a combination of preprofessional courses in the target language and cultural courses in order to prepare students for working in a culturally diverse world and economy. Students will be expected to attain high linguistic competence.

**Qualified students may choose a "fast track" language program at an *approved* summer institution domestically or a language/internship program abroad during the summer after their freshman year. To qualify for this special program, a student must complete an interview to be conducted by the Department of Modern Languages and Cultures.** For information about College policies on transfer credit, see the section of this catalog entitled

General Academic Regulations.

The specific requirements for the major are:

- A minimum of nine units, including: Modern Languages and Cultures 105; French 201, 202, 301, or equivalent; French 303; a **Senior Seminar (French 401 for 1/2 unit)**; and the remaining units selected from **300- or 400-level French** ~~314, 315, 320, 351, 352, 353, 354,~~

**355 courses.** The **Senior** Seminar must be taken after all other requirements have been met or in the final semester of completion of the major requirements.

- ~~• An approved internship abroad, or an internship-like experience abroad that has been approved by the French professors.~~ An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC department.
- ~~• Students are placed in the 200 or 300-level language courses according to proficiency. Students must fulfill the nine-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### **Requirements for Minor in French Language and Culture for the Professions**

- A minimum of six units, including: Modern Languages and Cultures 105 (OR French 303 with permission of the department); French 201, 202, 301, or equivalent; French 303; and the remaining unit selected from **300- or 400-level** French ~~314, 315, 320, 351, 352, 353, 354, 355~~ courses.
- ~~• An internship abroad, or an internship-like experience abroad that has been approved by the French professors is recommended.~~ An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC department.
- A maximum of one unit of Advanced Placement credit can count toward the minor.
- ~~• Students are placed in the 200 or 300-level language courses according to proficiency. Students must fulfill the six-unit requirement beginning at the level into which they are placed.~~
- All courses for the minor must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### **Requirements for Major in French with Secondary or K-12 Education Certification**

- A minimum of eight units at the 300-level, including: 301 and 302; one unit focusing on France (French 314, 315, 320); one unit focusing on the French-speaking world (French 352, 253, 354, 355); a Senior Seminar (**French 400 for** 1/4 unit). (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.)
- A maximum of one unit of Advanced Placement credit can count toward the major.
- Education 338 or 339 (see Education Department), and Education 371 (K-12).
- All courses for the major must be taken for a numerical grade.
- Study abroad in an approved off-campus program.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.
- Completion of the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) examination at an "Advanced Low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures

Department and consider taking this examination directly after the study abroad experience.

- Completion of all other requirements for teacher certification.

### **Requirements for Minor in French with Secondary Education Certification**

- A minimum of six units at the 300-level, including: 301 and 302, one unit focusing on France (French 314, 315, 320), one unit focusing on the French-speaking world (French 352, 353, 354, 355); ~~and a one-quarter unit~~ senior seminar (**French 400 for 1/4 unit**). (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.)
- Education 338 or 339.
- A maximum of one unit of Advanced Placement credit can count toward the minor.
- All courses for the minor must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.
- Completion of the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) examination at an "Advanced Low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and consider taking this examination directly after the study abroad experience.
- Completion of all other requirements for teacher certification.

### **Courses**

#### **101 Elementary French (1)**

Introduces the French language and the francophone cultures through the study of basic grammatical concepts and vocabulary. Develops the four skills--listening, speaking, reading and writing--necessary for effective interpersonal, interpretive and presentational communication. Conducted in French. Tutorials with teaching assistants are integrated into the course. French 101 is recommended for students with two years or less of high school French. *Staff*.

#### **102 Elementary French, continued (1)**

Expected level of proficiency: French 101.

Continuation of French 101. Expands vocabulary, grammar and cultural knowledge to enable a more informed interpretation and production of spoken and written communication in French. Conducted in French. Tutorials with teaching assistants integrated into the course. *Staff*.

#### **187, 188, 189 Selected Topics (1/4, 1/2, 1)**

An examination of subjects or areas not included in other courses. *Staff*.

#### **201 Intermediate French (1)**

Expected level of proficiency: French 102, equivalent or appropriate score on departmental placement test.

Continuation of the study of the French language and culture through the contextualized study of grammatical concepts and vocabulary. Continues the development of the four basic skills necessary for the interpersonal, interpretive and presentational modes of communication.

Authentic tapes and texts are the foundation of the teaching materials. Conducted in French. Tutorials with native speakers are integrated into the course. *Guenin-Lelle, Yewah.*

### **202 Intermediate French, continued (1)**

Expected level of proficiency: French 201, equivalent or appropriate score on departmental placement test.

Continuation of French 201. Practice with more sophisticated dialogues, reading of unedited short stories, poems and other authentic materials reflecting the various cultures of the French-speaking world. Conducted in French. Tutorials with native speakers integrated into the course. *Guenin-Lelle, Yewah.*

### **287, 288, 289 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.

An examination of subjects or areas not included in other courses. *Staff.*

### **301 Advanced Oral and Written Expression I (1)**

Expected level of proficiency: French 202, equivalent or appropriate score on departmental placement test.

Development of communication skills in French relative to grammar, syntax, appropriate registers, necessary vocabulary, non-verbal communication and culturally specific idiomatic usage. Also includes the processes of conversation development, thesis formation and strategies for argumentation within French cultural norms, as well as key contemporary issues of importance in the French-speaking world. Conducted in French. *Guenin-Lelle, Yewah.*

### **302 Advanced Oral and Written Expression II (1)**

Expected level of proficiency: French 301 or equivalent.

Development of communication skills in French relative to grammar, syntax, appropriate registers, necessary vocabulary, non-verbal cues and culturally-specific idiomatic usage, as well as skills in French/English and English/French translation. Also includes the processes of conversation development, thesis formation and strategies for argumentation operating within French cultural norms, especially relating to professional life and the workplace. Conducted in French. *Guenin-Lelle, Yewah.*

### **303 French for the Professions (1)**

Expected level of proficiency: French 301 or equivalent.

Offers insights on the French and other French-speaking countries' work environment and the specialized knowledge necessary to communicate effectively in specific professions. Conducted in French. *Guenin-Lelle, Yewah.*

### **314 Multicultural France: Current Issues and Historical Perspectives (1)**

Expected level of proficiency: French 301 or equivalent or permission of instructor.

Explores French society as a dynamic multicultural construct--France's changing place in the world, the changing role of women in French society and changing demographics, especially North African immigrants to France--through reading recent novels or short stories representing these issues. Studies the historical dimensions of the social phenomena and the historical reasons for the current situation. Conducted in French. *Guenin-Lelle, Yewah.*

### **315 Writing/Filming France Inside Out (1)**

Expected level of proficiency: French 301 or equivalent.

Applies various theories--narratology, *explication de texte*, and theories of adaptation--to critically inquire into the construction of literary texts and their filmic representations. Stresses oral and written communication in French. Conducted in French. *Guenin-Lelle, Yewah.*

### **320 French Women Writers and Feminist Criticism (1)**

Expected level of proficiency: French 301 or equivalent.

Analysis of works by French women writers from the Middle Ages to the present, as well as works of feminist critical theory. Offered every three years. Conducted in French. *Guenin-Lelle.*

### **330 French Louisiana: The Cajun and Creole Experiences (1)**

Expected level of proficiency: French 301 or equivalent.

A study of French Louisiana in both Acadiana and New Orleans, through literature, music, history and other avenues. *Guenin-Lelle.*

### **351 French Society from Marie de France to Louis XIV (1)**

Expected level of proficiency: French 303, 314 or 315.

Incorporates literature, art, history and *l'histoire des idées*, or changing epistemologies, during the French *ancien régime* (the Middle Ages, the Renaissance, the baroque and classical periods of the seventeenth century and the beginning of the Enlightenment in the early eighteenth century). Examines central issues such as the place of "the Divine" and humankind in the universe, the role of classical antiquity relative to traditions, identity and power, the role of women in society and the role of education as a vehicle for change. Conducted in French. *Guenin-Lelle, Yewah.*

### **352 Francophone Cultures on the Internet: Fictionnalité, Réalité, Hypertextualité (1)**

Expected level of proficiency: French 303, 314 or 315.

A study of the theoretical construction of francophone cultures, their representation on the World Wide Web and the problems associated with Web-based cultural research. *Guenin-Lelle, Yewah.*

### **353 Francophone Africa (1)**

Expected level of proficiency: French 303, 314 or 315.

A study of texts and contexts of francophone (Central and West) African societies through in-depth analyses of history, politics, music, art, film and literature, and especially, how those elements have shaped the people's contemporary world view. Conducted in French. *Yewah.*

### **354 The French Caribbean: Les Antilles créoles (1)**

Expected level of proficiency: French 303, 314 or 315.

Surveys post-colonialism, *la créolisation*, *le métissage* and changing identities. Topics include history and geography of these islands, situating them as part of the New World as well as having enduring cultural, linguistic and political bonds with France; Aimé Césaire and his essentialist quest for identity via Africa and the past; *la créolisation*, as first proposed by Glissant; and contemporary social issues, represented in literature, art and cinema. Conducted in French. *Guenin-Lelle, Yewah.*

**355 Quebec: A World Apart (1)**

Expected level of proficiency: French 303, 314 or 315.

Examines socioeconomic, political, cultural, literary and artistic forces as well as relevant historical situations that have shaped this French-speaking "island" in anglophone North America. Conducted in French. *Guenin-Lelle, Yewah.*

**387, 388, 389 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.

An examination of subjects or areas not included in other courses. *Staff.*

**391, 392 Internship (1/2, 1)**

Offered on a credit/no credit basis. *Staff.*

**398 Practicum (1/2)**

Prerequisite: Permission of instructor.

Experience in teaching French in the classroom or with individual students under the supervision of an instructor. Offered on a credit/no credit basis. *Staff.*

**400 Senior Seminar (1/4)**

Prerequisite: Declared French major or minor.

Students will reflect on lessons learned in the French program, identify competencies they have developed in French and in other areas of study, understand the importance of these competencies in today's world, and leave Albion more confident in their preparedness to enter the next stage of their professional development. *Guenin-Lelle, Yewah.*

**401, 402 Seminar (1/2, 1)**

Prerequisite: Permission of instructor.

Special topics in languages, literature or civilization for advanced students. Conducted in French. *Staff.*

**411, 412 Directed Study (1/2, 1)**

*Staff.*

**German****Requirements for Major in German**

Students in the German program study the German language and learn about the social and cultural history of the German-speaking world. Courses at the 100- and 200-level focus on acquiring a basic proficiency in German, an understanding of German culture and an insight into how language and culture are connected.

The upper-level courses are interdisciplinary in scope and focus on different areas of German cultural studies and intellectual history. Their intent is to provide students with a greater understanding of multicultural issues past and present, as well as an awareness of German literary and social history.

A major in German is an excellent preparation for students considering graduate school in a

number of different fields, including but not limited to German, history and political science, as well as for international careers, which will draw on students' ability to read, write and speak German as well as their understanding of and ability to interact with German culture.

The specific requirements for the major are:

- A minimum of eight units at the 201-level or higher, including 301. ~~It is recommended that at least one German course be taken at Albion College after completion of off-campus study.~~
- ~~Students are placed in the 200 or 300 level language courses according to proficiency. Students must fulfill the eight unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

Off-campus study in an approved study abroad program is highly recommended for this major. If individual situations prevent this, it is recommended that the student speak with the department chair.

#### **Requirements for Minor in German**

- A minimum of six units at the 201-level or higher, including 301. It is recommended that at least one German course be taken at Albion College after completion of off-campus study.
- ~~Students are placed in the 200 or 300 level language courses according to proficiency. Students must fulfill the six unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the minor.
- All courses for the minor must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

#### **Requirements for Major in German Language and Culture for the Professions**

As the world continues to become increasingly diverse across traditional borders and cultural boundaries, there will be more demand in the workplace and for communities to effectively negotiate otherness--different ways of living lives--which will directly impact professional practices.

Knowledge of a modern language and culture will continue to grow in importance as a foundation for functioning successfully in a global economy across many professions. This track in German is intended for those students who are pursuing preprofessional studies in fields such as economics and management, communication studies, science or public policy, among others, or for those students who are pursuing more traditional liberal arts fields and wish to add a practical component to their education. This track will provide a combination of preprofessional courses in the target language and cultural courses in order to prepare students for working in a culturally diverse world and economy. Students will be expected to attain high linguistic competence.

**Qualified students may choose a “fast track” language program at an approved summer institution domestically or language/internship program abroad during the summer after**

**their freshman year. To qualify for this special program a student must complete an interview to be conducted by the Department of Modern Languages and Cultures.** For information about College policies on transfer credit, see the section of this catalog entitled

### General Academic Regulations.

The specific requirements for the major are:

- A minimum of nine units, including: Modern Languages and Cultures 105; German 201, 202, 301, or equivalent; German 303; a **Senior Seminar (German 401 for 1/2 unit)**; and the remaining units selected from **300- or 400-level German 306, 307, 310, 312, 314, 316, 350, 355 courses**. The **Senior Seminar** must be taken after all other requirements have been met or in the final semester of completion of the major requirements.
- ~~An approved internship abroad, or an internship-like experience abroad that has been approved by the German professors.~~ An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC department.
- ~~Students are placed in the 200 or 300-level language courses according to proficiency. Students must fulfill the nine-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the major.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### **Requirements for Minor in German Language and Culture for the Professions**

- A minimum of six units, including: Modern Languages and Cultures 105; German 201, 202, 301, or equivalent; German 303; and the remaining unit selected from **300- or 400-level German 306, 307, 310, 312, 314, 316, 350, 355 courses**.
- ~~A one-unit or 1/2-unit An internship abroad, or an internship-like experience abroad that has been approved by the German professors is recommended.~~
- A maximum of one unit of Advanced Placement credit can count toward the minor.
- ~~Students are placed in the 200 or 300-level language courses according to proficiency. Students must fulfill the six-unit requirement beginning at the level into which they are placed.~~ An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC department.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### **Requirements for Major in German with Secondary or K-12 Education Certification**

- A minimum of eight units at the 300-level, including: 301 and 302; one unit from historical and cultural studies sequence (306, 307, 350); one unit from text and cultural production sequence (312, 316, 355); and one unit from German ethnic and environmental studies sequence (310, 314). (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.)
- Education 338 or 339 (see Education Department), and Education 371 (K-12).
- A maximum of one unit of Advanced Placement credit can count toward a major.
- All courses for the major must be taken for a numerical grade.
- Study abroad in an approved off-campus program.

- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.
- Completion of the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) examination at an "Advanced Low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and consider taking this examination directly after the study abroad experience.
- Completion of all other requirements for teacher certification.

### **Requirements for Minor in German with Secondary Education Certification**

- A minimum of six units at the 300-level or higher, including: 301 and 302; one unit from historical and cultural studies sequence (306, 307, 350); one unit from text and cultural production sequence (312, 316, 355); and one unit from German ethnic and environmental studies sequence (310, 314). (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.)
- Education 338 or 339.
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the minor must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.
- Completion of the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) examination at an "Advanced Low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and consider taking this examination directly after the study abroad experience.
- Completion of all other requirements for teacher certification.

### **Courses**

#### **101 Elementary German (1)**

Note: Students who have taken more than one year of German in high school must take the placement test before enrolling in this course. Introduction to German language and culture through the contextualized study of grammatical concepts and vocabulary. Study and practice in the four language skills--listening, reading, writing and speaking--necessary for the interpersonal, interpretive and presentational modes of communication. Conducted primarily in German. Tutorials with native speakers are required. *Myers*.

#### **102 Elementary German, continued (1)**

Expected level of proficiency: German 101 or equivalent.  
Continuation of German 101. Expansion of vocabulary, work with more complex grammatical structures. Tutorials with native speakers are required. *Myers*.

#### **187, 188, 189 Selected Topics (1/4, 1/2, 1)**

An examination of subjects or areas not included in other courses. *Staff*.

### **201 Intermediate German (1)**

Expected level of proficiency: German 102 or equivalent.

Continuation of the study of German language and culture through the contextualized study of grammatical concepts and vocabulary. Continues the development of the four basic skills necessary for the interpersonal, interpretive and presentational modes of communication.

Authentic tapes and texts are the foundation of the teaching materials. Conducted in German.

Tutorials with native speakers are required. *Myers.*

### **202 Intermediate German, continued (1)**

Expected level of proficiency: German 201 or equivalent.

Continuation of German 201. Practice with more sophisticated dialogues, reading of unedited short stories, poems and other authentic materials. Conducted in German. Tutorials with native speakers are required. *Myers.*

### **287, 288, 289 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.

An examination of subjects or areas not included in other courses. *Staff.*

### **301 German Conversation and Composition (1)**

Expected level of proficiency: German 202 or equivalent.

Development of speaking, listening and writing skills; selective review of complex grammatical structures. Practice speaking about everyday situations in different ways (e.g., role play, dialogues, skits, oral reports); use of audio tapes. Writing of exercises and compositions with emphasis on correctness of expression, stylistic appropriateness and idiomatic usage. Learning of specialized vocabulary and idioms; writing of different types (e.g., dialogues, letters, journals, essays). *Myers.*

### **302 German Conversation and Composition, continued (1)**

Expected level of proficiency: German 301 or equivalent.

Continuation of practice in speaking, listening and writing skills; selective review of complex grammatical structures. Practice speaking about everyday situations in different ways (e.g., role play, dialogues, skits, oral reports); use of audio tapes. Writing of exercises and compositions with emphasis on correctness of expression, stylistic appropriateness and idiomatic usage. Learning of specialized vocabulary and idioms; writing of different types (e.g., dialogues, letters, journals, essays). *Myers.*

### **303 German Language and Culture for the Professions (1)**

Expected level of proficiency: German 301 or equivalent, or permission of instructor.

Intended to improve students' communicative skills in German and provide knowledge for the professions. Covers aspects of the German business world such as banking, marketing and organizational structures. Assignments include development of marketing strategies and development of a business plan for a start-up venture. *Myers.*

### **306 German Cultural History: From Germania to Nation State (1)**

Expected level of proficiency: German 301 or equivalent, or permission of instructor.

Introduces pivotal moments and figures in German cultural history from the Roman Empire to the creation of the first German nation-state in 1871. Provides a deeper understanding of German-

speaking culture and society as well as the constructed nature of all forms of national identity. *Staff Myers.*

### **307 German Cultural History: Empire, *Stunde Null*, Reunification (1)**

Expected level of proficiency: German 301 or equivalent, or permission of instructor.

Explores the radical transformations in German society and culture from the late Wilhelminian era to reunification at the end of the twentieth century through the combination of historical texts, literature, film and “eyewitness” documentation. Situates German cultural history in the larger context of world history. Offered every third year. *Myers.*

### **310 Germany and the Environment: Cultural and Social Perspectives (1)**

Expected level of proficiency: German 301 or equivalent, or permission of instructor.

Explores why humanity's relationship to nature and the environment has long played a pivotal role in the collective psyche of the German people and how literary works of earlier eras can be understood as precursors to an emerging ecological consciousness in modern German society. Conducted in German. *Staff.*

### **312 The Invention of Self in Eighteenth- and Nineteenth-Century Germany (1)**

Expected level of proficiency: German 301 or equivalent, or permission of instructor.

Investigates the cultural history and production of the eighteenth- and nineteenth-century German-speaking world. Includes literary, philosophical, musical and artistic examples from the following epochs: the Age of Enlightenment, the Age of Sensibility, the Storm and Stress movement, the Romantic movement and the Biedermeier era up until the Revolution of 1848. Conducted in German. *Staff.*

### **314 Multiculturalism in Germany (World War II to present) (1)**

Expected level of proficiency: German 301 or permission of instructor.

Explores how German society has become multiculturally constructed since World War II--from the Holocaust aftermath to current sociocultural debates about the role and treatment of women of color, the large Turkish immigrant population, and Islam and Islamic nationalism in Germany--through the study of various discourses (fiction, essay, speeches, poetry, film, TV news) representing these issues. Studies how perceptions of ethnic difference have evolved in Germany and have become intertwined with social and political debates of the day. Conducted in German. *Myers.*

### **316 Crisis in Language: A Literary Survey (1890-1945) (1)**

Expected level of proficiency: German 301 or 302 or equivalent, or permission of instructor.

Includes a selection of German works from different genres (plays, short fiction, poetry, theoretical texts) and films from the era 1890-1945. Focuses on each work as a cultural representation of the historical context in which it was written or produced, exploring how each was engaged with the social, political and cultural transformations of the era (e.g., social Darwinism, crisis of narration and language, bourgeois morals, the individual and society, the role of the artist, the Third Reich). *Myers.*

### **350 German Women Writers from Past to Present (1)**

Expected level of proficiency: German 301 or equivalent, or permission of instructor.

Introduces some of the most influential and interesting women writers and poets from Germany, Switzerland and Austria. Focuses on the social, historical and cultural contexts underlying the works by these women and includes literary and aesthetic analysis. *Staff*.

### **355 Germans and Jews (1)**

Expected level of proficiency: German 301 or equivalent, or permission of instructor.

Explores the complicated relationship between Germans and Jews beginning briefly with its roots in the Middle Ages, moving to Luther's anti-Semitism during the Reformation, and to Enlightenment principles of human progress and equality. Continues with the perception of Jews during the fin-de-siècle period, gradually working toward the Holocaust and German *Vergangenheitsbewältigung* after World War II and to the present day. *Myers*.

### **387, 388, 389 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.

An examination of subjects or areas not included in other courses. *Staff*.

### **391, 392 Internship (1/2, 1)**

Offered on a credit/no credit basis. *Staff*.

### **398 Practicum (1/2)**

Prerequisite: Permission of instructor.

Experience in language teaching in the classroom or with individual students under the close supervision of a regular instructor. Offered on a credit/no credit basis. *Staff*.

### **401, 402 Seminar (1/2, 1)**

Prerequisite: Permission of instructor.

Special topics in languages, literature or civilization for advanced students. Conducted in German. *Staff*.

### **411, 412 Directed Study (1/2, 1)**

Prerequisite: Permission of department chair. *Staff*.

## **Spanish**

### **Requirements for Major in Spanish**

- A minimum of eight units at the 201-level or higher, including: 301, at least two units from 302 through 315, and at least two units from 350 through 402. Courses taken abroad may fulfill part of these requirements. (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.) ~~It is recommended that at least one Spanish course be taken at Albion College after completion of off-campus study.~~
- ~~Students are placed in the 200 or 300-level language courses according to proficiency. Students must fulfill the eight-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade.

- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

Off-campus study in an approved study abroad program is highly recommended for this major. If individual situations prevent this, it is recommended that the student speak with the department chair.

### Requirements for Minor in Spanish

- A minimum of six units at the 201-level or higher, including: 301, at least one unit from 302 through 315, and at least one unit from 350 through 402.
- ~~Students are placed in the 200- or 300-level language courses according to proficiency. Students must fulfill the six-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the minor.
- All courses for the minor must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110. ~~All minors are encouraged to study abroad for a semester in an approved off-campus program.~~

All minors are encouraged to study abroad for a semester in an approved off-campus program.

### Requirements for Major in Spanish Language and Culture for the Professions

As the world continues to become increasingly diverse across traditional borders and cultural boundaries, there will be more demand in the workplace and for communities to effectively negotiate otherness--different ways of living lives--which will directly impact professional practices.

Knowledge of a modern language and culture will continue to grow in importance as a foundation for functioning successfully in a global economy across many professions. This track in Spanish is intended for those students who are pursuing preprofessional studies in fields such as economics and management, communication studies, science or public policy, among others, or for those students who are pursuing more traditional liberal arts fields and wish to add a practical component to their education. This track will provide a combination of preprofessional courses in the target language and cultural courses in order to prepare students for working in a culturally diverse world and economy. Students will be expected to attain high linguistic competence.

**Qualified students may choose a “fast track” language program at an approved summer institution domestically or language/internship program abroad during the summer after their freshman year. To qualify for this special program a student must complete an interview to be conducted by the Department of Modern Languages and Cultures.** For information about College policies on transfer credit, see the section of this catalog entitled General Academic Regulations.

The specific requirements for the major are:

- A minimum of nine units, including: Modern Languages and Cultures 105; Spanish 201, 202, 301, or equivalent; Spanish 303; ~~an internship abroad (1/2 or 1 unit);~~ a ~~Senior~~ Seminar

(**Spanish 401 for** 1/2 unit); and the remaining units selected from **300- or 400-level** Spanish ~~304, 305, 306, 307, 315, 350, 360, 361, 362~~ **courses**. The ~~Senior~~ Seminar must be taken after all other requirements have been met or in the final semester of completion of the major requirements.

- ~~An internship abroad, or an internship-like experience abroad that has been approved by the Spanish professors.~~ An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC department.
- ~~Students are placed in the 200 or 300-level language courses according to proficiency. Students must fulfill the nine-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit of Advanced Placement credit can count toward the major.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### Requirements for Minor in Spanish Language and Culture for the Professions

- A minimum of six units, including: Modern Languages and Cultures 105 or another Spanish course above 303; Spanish 201, 202, 301 or equivalent; Spanish 303; and the remaining units selected from **300- or 400-level** Spanish ~~304, 305, 306, 307, 315, 350, 360, 361, 362~~ **courses**.
- ~~An internship abroad, or an internship-like experience abroad that has been approved by the Spanish professors is recommended.~~ An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC department.
- ~~Students are placed in the 200 or 300-level language courses according to proficiency. Students must fulfill the six-unit requirement beginning at the level into which they are placed.~~
- A maximum of one unit Advanced Placement credit can count toward the minor.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### Requirements for Major in TransAmerican Latino/a Studies

Contemporary North and South America have been and continue to be defined by the movement of people immigrating, migrating and transmigrating. As the United States continues to be impacted by the growing demographic, cultural, political and economic presence of Spanish-speaking communities, we face an increased demand to understand the dynamic cultural exchange between the northern and southern hemispheres of the Americas.

The TransAmerican Latino/a studies track is an interdisciplinary opportunity intended for students who seek to be proficient in the Spanish language, while acquiring an understanding of Chicano/a, U.S. Latino/a, Latin American and Caribbean identities. This program is designed to enable students in many fields (anthropology, business, communications, economics, education, health care, law, marketing, international relations, and political science, among others) to gain the linguistic competencies and the cultural aptitudes necessary to effectively work and develop productive ties in this rapidly changing world. By analyzing a broad array of Spanish-language cultural and literary productions, students will develop critical thinking skills in a second language.

In addition to high linguistic competency, the TransAmerican Latino/a studies track provides an interdisciplinary perspective that may include courses in the fields of history, anthropology, sociology, English, political science and ethnic studies. This multifaceted approach to the cultures of the Americas and Spanish language will prepare students to engage in a lifelong dialogue on contemporary issues.

The specific requirements for the major are:

- A minimum of nine units, including: Modern Languages and Cultures 107; Spanish 201, 202, 301, or equivalent; Spanish 306 or 307; 362; ~~an internship abroad (1/2 or 1 unit); and a Senior Seminar (Spanish 401 for 1/2 unit); and the~~ **The remaining units to complete the nine unit requirement can be** selected from Spanish ~~303, 304, 302 or 303 or 304;~~ 306 or 307; 315, 350, 361, **402 (provided the topic of the course deals with the Americas)**. The ~~Senior Seminar~~ must be taken after all other requirements have been met or in the final semester of completion of the major requirements.
- **Study abroad in an approved off-campus program in the Americas.**
- ~~Students are placed in the 200 or 300 level language courses according to proficiency. Students must fulfill the nine unit requirement beginning at the level into which they are placed.~~
- History 142, 270, or 301, or approved courses in anthropology and sociology, political science, English and ethnic studies may count toward the major with departmental permission.
- A maximum of one unit of Advanced Placement credit can count toward the major.
- All courses for the major must be taken for a numerical grade.
- ~~Study abroad in an approved off-campus program in the Americas.~~
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### Requirements for Minor in TransAmerican Latino/a Studies

- A minimum of six units, including: Modern Languages and Cultures 107; Spanish 201, 202, 301 or equivalent; Spanish 362; a ~~Senior Seminar (Spanish 401 for 1/2 unit); and the~~ **The remaining units to complete the six unit requirement can be** selected from Spanish ~~303, 304, 302 or 303 or 304;~~ 306 or 307; 315, 350, 361, **402 (provided the topic of the course deals with the Americas)**. The ~~Senior Seminar~~ must be taken after all other requirements have been met or in the final semester of completion of the major requirements.
- ~~Students are placed in the 200 or 300 level language courses according to proficiency. Students must fulfill the six unit requirement beginning at the level into which they are placed.~~
- History 142, 270, or 301, or approved courses in anthropology and sociology, political science, English and ethnic studies may count toward the minor with departmental permission.
- A maximum of one unit Advanced Placement credit can count toward the minor.
- All courses for the minor must be taken for a numerical grade.
- Study abroad in an approved off-campus program in the Americas is recommended.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.

### **Requirements for Major in Spanish with Secondary or K-12 Education Certification**

- A minimum of eight units at the 300-level or higher, including: 301 and 302 **or 303 or 304**, one unit from courses focusing on Latin America (306, 314, 361), one unit from courses focusing on TransAmerican Latino/a studies (307, 362) and one unit from courses focusing on Spain (305, 360). (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.)
- Education 338 or 339 (see Education Department) and Education 371 (K-12).
- All courses for the major must be taken for a numerical grade.
- A maximum of one unit of Advanced Placement credit can count toward the major.
- Study Abroad in an approved off-campus program in the Spanish-speaking **Americas world**.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.
- Completion of the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) examination at an "Advanced Low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and consider taking this examination directly after the study abroad experience.
- Completion of all other requirements for teacher certification.

### **Requirements for Minor in Spanish with Secondary Education Certification**

- A minimum of six units at the 300-level or higher, including: 301 and 302 **or 303 or 304**, one unit from courses focusing on Latin America (306, 314, 361), one unit from courses focusing on TransAmerican Latino/a studies (307, 362) and one unit from courses focusing on Spain (305, 360). (See detailed description of requirements for major at beginning of Modern Languages and Cultures section.)
- Education 338 or 339.
- A maximum of one unit of Advanced Placement credit can count toward the minor.
- All courses for the minor must be taken for a numerical grade.
- Residence in language-learning housing for at least one semester and successful completion of Modern Languages and Cultures 110.
- Completion of the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) examination at an "Advanced Low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and consider taking this examination directly after the study abroad experience.
- Completion of all other requirements for teacher certification.

All minors are encouraged to study abroad for a semester in an approved off-campus program

### **Courses**

For those students with previous experience in Spanish, a placement test will be used in order to determine the appropriate entry-level course. Only those students who have had no previous experience with Spanish may initially enroll in Spanish 101. In order to ensure classes of relatively equal skill levels, the professor reserves the right to reassign any student who does not seem appropriately qualified for the course in which he or she has enrolled.

**101 Elementary Spanish (1)**

Introduces Spanish language and Hispanic culture through the contextualized study of grammatical concepts and vocabulary. Develops the four essential skills—reading, writing, listening and speaking—necessary for the interpersonal, interpretive and presentational modes of communication. Conducted in Spanish. Tutorials with teaching assistants are integrated into the course. *Staff.*

**102 Elementary Spanish, continued (1)**

Expected level of proficiency: Spanish 101, appropriate score on departmental placement test or permission of instructor.

Continuation of Spanish 101. Expands vocabulary, grammar and cultural knowledge to enable a more informed interpretation and production of written and spoken communication in Spanish. Conducted in Spanish. Tutorials with teaching assistants are integrated into the course. *Staff.*

**187, 188, 189 Selected Topics (1/4, 1/2, 1)**

An examination of subjects or areas not included in other courses. *Staff.*

**201 Intermediate Spanish (1)**

Expected level of proficiency: Spanish 102, appropriate score on departmental placement test or permission of instructor.

Expansion of vocabulary and grammatical structures. Increased emphasis on conversation, composition and cultural awareness. Conducted in Spanish. Tutorials with teaching assistants are integrated into the course. *Staff.*

**202 Intermediate Spanish, continued (1)**

Expected level of proficiency: Spanish 201 or permission of instructor.

Continued review of language structure, with particular emphasis on developing conversational skills. Improves fluency through conversation and discussion of writing assignments and literary and cultural readings. Conducted in Spanish. Tutorials with teaching assistants are integrated into the course. *Staff.*

**287, 288, 289 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.

An examination of subjects or areas not included in other courses. *Staff.*

**301 Advanced Oral and Written Expression (1)**

Expected level of proficiency: Spanish 202, appropriate score on departmental placement test or permission of instructor.

Development of communication skills in Spanish relative to grammar, syntax, appropriate registers, necessary vocabulary, non-verbal cues and culturally specific idiomatic usage. Also includes the processes of conversation development, thesis formation and strategies for argumentation operating within Hispanic cultural norms, as well as key contemporary issues of importance to the Spanish-speaking world. Conducted in Spanish. Tutorials with teaching assistants are integrated into the course. *Staff.*

### **302 Advanced Oral and Written Expression through Hispanic Film (1)**

Expected level of proficiency: Spanish 301 **or equivalent**, or permission of instructor. Development of communication skills in Spanish relative to grammar, syntax, appropriate registers, necessary vocabulary, non-verbal cues and culturally specific idiomatic usage. Also includes the processes of conversation development, thesis formation and strategies for argumentation operating within Hispanic cultural norms, as well as key contemporary issues of importance to the Spanish-speaking world. Improves fluency through the viewing, analysis and interpretation of Hispanic film. Conducted in Spanish. Tutorials with teaching assistants are integrated into the course. *Staff.*

### **303 Spanish for the Professions (1)**

Expected level of proficiency: Spanish ~~202~~ **301 or equivalent**, or permission of instructor. ~~(Spanish 301 recommended.)~~ Designed for students who are interested in studying Spanish in the context of activities related to the professional world (business, health care, education, finance, law, social work, etc.). Emphasizes the specialized vocabulary of the professional world and requires a working knowledge of Spanish grammar. Includes topics ranging from specific professions, to generalized professional concerns, to translation. Conducted in Spanish. *Staff.*

### **304 Advanced Oral and Written Expression through Creative Writing Workshop (1)**

Expected level of proficiency: Spanish 301 **or equivalent**, or permission of instructor. ~~Rotates among~~ **Focus will vary, but may include any of the following:** “Spanish/Latin American/ U.S. Latino Theatre,” “Spanish/Latin American/ U.S. Latino Short Story” and “Spanish/Latin American/ U.S. Latino Poetry.” Introduces the respective genre through readings of literary works and critical and theoretical studies. Includes development of a portfolio of creative writing projects produced individually and collaboratively, ~~and meetings with Hispanic artists and writers in Detroit and Chicago.~~ **Conducted in Spanish. Offered in alternate years.** *Oswald.*

### **305 Multicultural Spain: Historical Perspectives and Current Issues (1)**

Expected level of proficiency: Spanish 301 or equivalent, **or permission of instructor.** Explores Spanish society as a dynamic multicultural construct—Spain’s changing role in the world; the intersection of Castilian, Galician, Andalusian, Catalan and Basque cultures; shifting demographics, etc.—through the study of historical and literary texts, media sources, and other pertinent cultural artifacts. Studies the historical dimensions of the social phenomena and the historical reasons for the contemporary social, political and cultural situation. Conducted in Spanish. ~~Offered every third year.~~ *Oswald.*

### **306 South American Identities and Cultural Perspectives (1)**

Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor. Examination of past, present and future struggles for identity and cultural perspective in South America, with a focus on the Southern Cone and Andes regions. Explores cultural artifacts such as music, visual arts, performance arts, literature, popular culture and folklore in South America from the pre-Columbian period to the twenty-first century. ~~All readings, discussions and written work in Spanish.~~ **Conducted in Spanish. Offered every third year.** *Staff.*

### **307 Cultural Encounters: Caribbean, Mexico and Central America (1)**

Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Examines past, present and future struggles of cultural encounters and production in the Spanish-speaking Caribbean, Mexico and Central America. Explores cultural artifacts such as music, visual arts, performance arts, literature, popular culture and folklore from the legacy of the pre-Columbian period to the twenty-first century and considers this region's growing interaction with the United States. . ~~All readings, discussions and written work in Spanish.~~ **Conducted in Spanish.** ~~Offered every third year.~~ *Staff Pérez Abreu.*

### **314 Storytellers (1)**

Expected level of proficiency: Spanish 301 **or equivalent**, or permission of instructor.

An introduction to the workings of storytelling. Focuses on the short story as a genre to explore the different ways of narrating through key literary and cultural movements that have defined the Spanish-speaking world, including the oral and pre-Columbian traditions, romanticism, modernism and magical-realism. **Conducted in Spanish.** *Staff.*

### **315 Introduction to Hispanic Studies: Textual Analysis and Interpretation (1)**

Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

An introduction to the analysis, interpretation and appreciation of Hispanic literature and culture, focusing on a variety of cultural artifacts from the Spanish-speaking world (literature, painting, music, film, etc.). Special attention will be given to theoretical concerns. . ~~All readings, discussions and written work in Spanish.~~ **Conducted in Spanish.** *Staff.*

### **350 Women in Hispanic Literature (1)**

Expected level of proficiency: Spanish **314 or 315** or permission of instructor.

~~Topics selected from the prose, poetry and drama of Hispanic literature focusing specifically on feminine issues.~~ Emphasizes careful reading and discussion of **the texts Hispanic prose, poetry and drama**, with critical skills being applied particularly to the analysis of female characters and/or to the perspective of women authors. Writing assignments assess students' comprehension of texts and ability to apply analytical skills within the context of a gender-based theoretical framework. Conducted in Spanish. ~~Offered in alternate years.~~ *Staff.*

### **360 Key Issues in Spanish Literature and Culture (1)**

Expected level of proficiency: Spanish **305 or 314 or 315** ~~or equivalent~~, or permission of instructor.

Analysis of a special problem, topic, issue, phenomenon, period, author, genre or movement in Spanish literature and/or culture from its beginning to the present. . ~~All readings, discussions and written work in Spanish.~~ **Conducted in Spanish.** ~~Offered every third year.~~ *Oswald.*

### **361 Key Issues in Latin American Literature and Culture (1)**

Expected level of proficiency: Spanish **306 or 314 or 315** ~~or equivalent~~, or permission of instructor.

Analysis of a special problem, topic, issue, phenomenon, period, author, genre or movement in Latin American literature and/or culture from its beginning to the present. . ~~All readings, discussions and written work in Spanish.~~ **Conducted in Spanish.** ~~Offered every third year.~~ *Staff.*

### **362 Key Issues in U.S. Latino/Chicano Literature and Culture (1)**

Expected level of proficiency: Spanish **307 or 314 or 315** ~~or equivalent~~, or permission of instructor.

Analysis of a special problem, topic, issue, phenomenon, period, author, genre or movement in U.S. Latino or Chicano literature and/or culture from its beginning to the present. . ~~All readings, discussions and written work in Spanish.~~ **Conducted in Spanish.** Offered every third year. *Staff Pérez Abreu.*

### **387, 388, 389 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.

An examination of subjects or areas not included in other courses. *Staff.*

### **391, 392 Internship (1/2, 1)**

Offered on a credit/no credit basis. *Staff.*

### **398 Practicum (1/2)**

Experience in language teaching in the classroom or with individual students under the close supervision of a regular instructor. Offered on a credit/no credit basis. *Staff.*

### **401, 402 Seminar (1/2, 1)**

Expected level of proficiency: Spanish **314 or 315** or permission of instructor.

**Variable topic seminar. Conducted in Spanish.**

*Staff.*

### **411, 412 Directed Study (1/2, 1)**

Directed studies generally are reserved for those students who have schedule conflicts between two majors. They are also available for students pursuing honors theses. In specific cases, students may request directed studies that cover topics beyond the scope of the current curriculum. These students are expected to present their proposed plan of study to the instructor for approval well in advance of registration. *Staff.*

## **Japanese**

### **Courses**

#### **101 Elementary Japanese (1)**

Stresses the grammatical structures and vocabulary of spoken and written Japanese, and offers practice in conversation and in writing Chinese characters. Also emphasizes Japanese culture and intercultural understanding between Japanese and U.S. cultures. Includes how to interact in a culturally and socially appropriate manner in specific situations. *Staff.*

#### **102 Elementary Japanese, continued (1)**

Expected level of proficiency: Japanese 101 or permission of instructor.

Continuation of Japanese 101. *Staff.*

#### **201 Intermediate Japanese (1)**

Expected level of proficiency: Japanese 102 or permission of instructor.

Continuation of Japanese 102. *Staff.*

**202 Intermediate Japanese, continued (1)**

Expected level of proficiency: Japanese 201 or permission of instructor.  
Continuation of Japanese 201. *Staff.*

**287, 288, 289 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.  
An examination of subjects or areas not included in other courses. *Staff.*

**301 Upper Intermediate Japanese (1)**

Expected level of proficiency: Japanese 202.  
Builds a high level of proficiency in Japanese. Emphasizes producing conversation and expanding vocabulary in both speaking and writing. Weekly tutorials on class material and Japanese culture. *Staff.*

**387, 388, 389 Selected Topics (1/4, 1/2, 1)**

Prerequisite: Permission of instructor.  
An examination of subjects or areas not included in other courses. *Staff.*

# # #

Course Change Committee

The Course Change Committee has approved the following new courses:

Course Number: ART 102                      Course Title: Creative Process 2-D  
Instructor: Dixon, McCauley              Offered:  X  Fall  X  Spring  
Frequency and Duration of Meetings: six hours per week, either two or three days each week  
Prerequisites: NONE    Corequisites:              Course Fee Amount: \$              Units: ONE  
Check one option:  X  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**ART 102 Creative Process 2-D (1)**

Designed to provide the student with the ability to work with and appreciate basic forms and concepts of art in both traditional and contemporary modes. Lecture and studio.

Course Number: ART 103                      Course Title: Creative Process 3-D  
Instructor: Chytilo, Wahl                      Offered:   Fall  X  Spring  
Frequency and Duration of Meetings: six hours per week, either two or three days each week  
Prerequisites: NONE    Corequisites:              Course Fee Amount: \$              Units: ONE  
Check one option:  X  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**ART 103 Creative Process 3-D (1)**

Designed to introduce the student to fundamental concepts in creating and viewing three-dimensional art. Lecture and studio.

Course Number: ART 396                      Course Title: Professional Practices in Art  
Instructor: Chytilo, Dixon, McCauley, Wahl Offered:   Fall  X  Spring

Frequency and Duration of Meetings: three hours per week, generally one each week  
Prerequisites: NONE Corequisites: Course Fee Amount: \$ Units: .5  
Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**ART 396 Professional Practices in Art (.5)**

Designed to provide the emerging artist with multiple experiences in preparation for professional opportunities in the fine arts. Must be taken spring semester of the senior year. (For those students interested in graduate school, we strongly recommend taking this class in your junior and senior year.)

Course Number: ARTH115 Course Title: Art of the Western World  
Instructor: Wickre Offered \_\_\_\_\_ Fall  Spring  
Frequency and Duration of Meetings: 3 times a week, 65 minutes  
Prerequisites: none Corequisites: none Course Fee Amount: \$0 Units: 1  
Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Arth 115 Art of the Western World (1)**

This course introduces students to art of the western world in its historical context. We will study the arts of western culture framed within historical, religious, political, economic and social events. Students will learn a variety of basic tools of art historical analysis through discussion, written analyses, and the accumulation of a visual repertoire. Students will also learn to be articulate and knowledgeable speakers, writers, researchers and critics of the arts. The ultimate goal of this course is to stimulate and empower students to think critically about the art they encounter.

Course Number: ARTH116 Course Title: World Art  
Instructor: Wickre, Kalas Offered \_\_\_\_\_  Fall \_\_\_\_\_ Spring  
Frequency and Duration of Meetings: Three times a week for 65 minutes  
Prerequisites: none Corequisites: none Course Fee Amount: \$0 Units: 1  
Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Arth 116 World Art (1)**

This course introduces students to World Art in its historical context. We will study the dominant arts of each continent framed within historical, religious, political, economic and social events. Students will learn a variety of basic tools of art historical analysis through discussion, written analyses, and the accumulation of a visual repertoire. Students will also learn to be articulate and knowledgeable speakers, writers, researchers and critics of the arts. The ultimate goal of this course is to stimulate and empower students to think critically about the art they encounter.

Course Number: ARTH 220 Course Title: American Indian Art  
Instructor: Wickre Offered \_\_\_\_\_  Fall \_\_\_\_\_ Spring  
Frequency and Duration of Meetings: Twice a week, 2 hours, plus field trips  
Prerequisites: None Corequisites: None Course Fee Amount: \$0 Units: 1  
Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

### **Arth 220 American Indian Art (1)**

This course examines the art history of American Indian cultures in the United States, with a focus on traditional arts at the time of European contact, in the immediate aftermath of that contact, and on the emergence of a contemporary arts culture within American Indian contexts. We will also look at how mythology and stereotyping have created an image of “the Indian” and how that image was and is used in majority culture. In addition to academic resources in the form of books, journal articles, speakers, films, electronically based information, and personal interviews, this course draws upon the resources of Albion College’s collection of American Indian objects and prints, and public and private art collections held in the surrounding area.

Course Number: ARTH314                      Course Title: Art of Rome  
Instructor: Kalas                              Offered \_\_\_\_\_x Fall \_Spring  
Frequency and Duration of Meetings: twice a week for two hours  
Prerequisites: none    Corequisites: none    Course Fee Amount: \$0                      Units: 1  
Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

### **Arth 314 Art of Rome (1)**

This course will survey the history of Roman art and architecture with a specific focus on Rome itself, the capital of the Roman Empire. The course will proceed chronologically. We will study monuments from the 6th century BC to the 4th century AD, beginning with the establishment of Rome as the capital of the Mediterranean world, and ending with the transfer of the empire’s capital from Rome to Constantinople under the reign of emperor Constantine the Great. The course will concentrate primarily on works of architecture, sculpture, and painting. Subjects include the major buildings and monuments of the capital city of Rome; monumental relief sculpture; portrait sculpture; and paintings in the private homes of wealthy aristocrats. Among the themes covered in this course will be the form and function of buildings, the role of narrative in relief sculpture, image-making in portraits, and the problems of defining style in house paintings.

Course Number: ARTH 317                      Course Title: Theory and Method in Art History  
Instructor: Wickre                              Offered \_\_\_\_\_X\_\_\_\_\_Spring  
Frequency and Duration of Meetings: Twice a week, 2 hours  
Prerequisites: None    Corequisites: None    Course Fee Amount: \$0                      Units: 1  
Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

### **Arth 317 Theory and Method in Art History (1)**

Art history as a discipline has experienced many changes over time. Art historians, both past and present, use a variety of methods when they interpret works of art. In this course we will examine the specialized, art historical literature that demonstrates some of the methods art historians have developed and applied in their study of art. Instead of interpreting one art historical period or area, this course will view the field of art history as a whole. The purpose will be to come to an understanding of the range of perspectives students may use in analyzing art so that students will be able to apply, as case studies, some of the methods discussed in the course. Art historians do not stand alone in isolation when they think and write about art. Rather, in their practice of art history they participate in a long series of debates and discourses that have been developing in a field that continually redefines itself.

Course Number: ARTH 326                      Course Title: Issues in Contemporary Art  
Instructor: Wickre                              Offered \_\_\_\_\_ Fall X \_\_\_\_\_ Spring  
Frequency and Duration of Meetings: Twice a week for two hours  
Prerequisites: none    Corequisites: none    Course Fee Amount: \$0                      Units: 1  
Check one option: X Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Arth 326 Issues in Contemporary Art (1)**

In this course we will examine art from the 1960s to the present, from the standpoint of theory, practice, and the objects produced. The course examines global concerns and contemporary art from around the world. We will focus on painting, sculpture, and new media of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Reading, writing and discussion will be the primary methodologies in the class. There will be no image quizzes or exams.

Course Number: ARTH329                      Course Title: Art of Constantinople  
Instructor: Kalas                              Offered \_\_\_\_\_ x Fall \_\_\_\_\_ Spring  
Frequency and Duration of Meetings: twice a week for two hours  
Prerequisites: none    Corequisites: none    Course Fee Amount: \$0                      Units: 1  
Check one option: X Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Arth 329 Art of Constantinople**

This lecture course surveys the art and architecture of Late Antiquity and Byzantium with a special focus on Constantinople, the capital of the Byzantine Empire for over 1000 years. This course will begin with the first Christian Emperor Constantine I, and his move of the imperial capital from Rome to Constantinople in 330 AD, and end with the collapse of the Byzantine Empire in 1453 with the conquest of Constantinople by the Ottoman Turks. Within this long range in history, Byzantine art and architecture can be divided into three main chronological phases: early (4<sup>th</sup> - 6<sup>th</sup> centuries), middle (7<sup>th</sup> -12<sup>th</sup> centuries), and late (13<sup>th</sup> -15<sup>th</sup> centuries). Byzantium directly inherited Greco-Roman art and architecture from classical antiquity to produce a uniquely east, Christian art. The Roman civic basilica became the new Christian church, and Roman vault techniques soared to new heights with the dome of the Hagia Sophia rebuilt in the sixth century. The only imperial capital to ever span two continents, Europe and Asia, Constantinople's famous land walls were breached only once in their one-thousand year history. All who visited this Queen of Cities during the Middle Ages marveled at its colonnaded porticoes, bustling markets, and glittering churches. We will discuss a range of themes including the inheritance and transformation of the classical tradition; empire-building and the urban development of Constantinople; the arts of the capital as they relate to the empire's provinces; developments in Byzantine church architecture from the basilica to the cross-domed variety, including the style and iconography of paintings, mosaics, and architectural sculpture on their interiors; the form and function of portable religious and luxury arts such as icons, relics, manuscripts, and metalwork will be studied using a contextual approach; the design, technique, patronage and reception of Byzantine works of both monumental and portable arts, including the meaning and significance of sacred and secular spaces in urban civic and religious ceremonials, will also be considered.

Course Number: BIO 300                      Course Title: Genetics  
Instructor: Staff                              Offered x Fall x Spring  
Frequency and Duration of Meetings:

Prerequisites: Biology 210. Not open to students who have completed Biology 317.

Corequisites: Course Fee Amount: \$ Units: 1.0

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Bio 300 Genetics (1)**

Prerequisite: Biology 210. Not open to students who have completed Biology 317.

Mechanisms of inheritance, and of gene structure and function in living organisms. Both classical and molecular genetics are considered as they relate to function. *Staff*

Course Number: BIO 312 Course Title: Advanced Genetics lab

Instructor: Staff Offered  Fall  Spring

Frequency and Duration of Meetings: Once per week for 2.75-3 hours

Prerequisites: Biology 300 or permission of instructor; Chemistry 211 recommended. Not open to students who have completed Biology 317.

Corequisites: Course Fee Amount: \$ Units: 0.5

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Bio 312 Advanced Genetics Laboratory (.5)**

Prerequisite: Biology 300 or permission of instructor; Chemistry 211 recommended. Not open to students who have completed Biology 317. Project-based laboratory course that introduces students to general techniques in genetics. Under faculty guidance, students will design and carry out their own experiments, read primary literature, and present results in written and oral format. *Staff.*

Course Number: ENG 208 Course Title: Professional Writing

Instructor: Staff Offered  Fall  Spring

Frequency and Duration of Meetings: 2 hours, twice weekly

Prerequisites: Sophomore standing or above and one of the following: completion of English 101 or 101H with a grade of 2.0 or better, recommendation of student's instructor in English 100, placement during SOAR or advanced placement in English.

Corequisites: none Course Fee Amount: \$ 0 Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare

**Eng 208 Professional Writing (1)**

Sophomore standing or above and one of the following: completion of English 101 or 101H with a grade of 2.0 or better, recommendation of student's instructor in English 100, placement during SOAR or advanced placement in English.

An introduction to the practice of workplace and technical writing, including design and visual argument. Emphasizes the analysis of a variety of professional rhetorical situations, and the production of appropriate texts in response. *Staff*

Course Number: English 361 Course Title: Whitman and Dickinson in Context

Instructor: Roberts Offered  Fall  Spring

Frequency and Duration of Meetings: 2 hours, twice weekly

Prerequisites: Sophomore standing or higher or permission of instructor.

Corequisites: none Course Fee Amount: \$ 0 Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare

**Eng 361 Whitman and Dickinson in Context (1)**

Sophomore standing or higher or permission of the instructor

An examination of two of the most important and decidedly different poets ever to have lived and written in the United States. This class will seek to understand Whitman and Dickinson in relation to one another and within a number of contexts that shaped the composition and reception of their work—nineteenth-century poetry and poetics, the American Civil War, the expanding and evolving print culture, and the early and late twentieth century conceptions of nineteenth century American poetry. *Roberts*

Course Number: ENVN 101 Course Title: Fundamentals of Environmental Studies

Instructor: Doug White and Nels Christensen Offered  Fall

Frequency and Duration of Meetings: 2 hours, twice weekly

Prerequisites: none Corequisites: none Course Fee Amount: \$0 Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Envn 101 Fundamentals of Environmental Studies (1)**

A theoretical and practical introduction to the interdisciplinary field of Environmental Studies. Cultivates both a broad understanding of ecological principles and the creative capacity to imagine and enact individual and social change that takes those principles into account. *White and Christensen*

Course Number: MATH 209 Course Title: An Introduction to Statistics

Instructor: Anderson/Bollman/Fink Offered  Fall  Spring

Frequency and Duration of Meetings: 4 days per week @ 50 minutes per day

Prerequisites: permission of instructor Corequisites: Course Fee Amount: \$

Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**Math 209 An Introduction to Statistics (1)**

Prerequisites: Permission of instructor

Statistics is the art/science of collecting and interpreting data. In this course, we necessarily study probability, probability distributions which include the binomial and normal distributions, the Central Limit Theorem, sampling distributions, confidence interval estimation, and hypothesis testing. From these statistical fundamentals, we then perform linear regressions, goodness-of-fit tests, and analysis of variance. Emphasis is placed on multiple applications in the life and social sciences. This course is essential for anyone who analyzes data. *Anderson, Bollman, Fink.*

\* \* \*

Course Change Committee has approved the following title changes for courses:

**Course Number: A&S 346** New Course Title: Archaeology of Social Change

Old Title: Origins of Social Inequality

Instructor: Chase

**Course Number: ART 201**  
Old title: Introduction to Computer Art  
Instructor: McCauley, Wahl

New Course Title: Computer Art

**Course Number: GEOL 115**      New Course Title: Oceans, Atmosphere and Climate  
Old title: Oceans and Atmosphere  
Instructor: *Staff*

**Course Number: GEOL 209**      New Course Title: Chronostratigraphy and Invertebrate  
Paleontology Old title: Geochronology and Paleontology  
Instructor: Bartels

**Course Number: MATH 310**      New Course Title: Actuarial Statistics  
Old title: Applied Mathematical Statistics  
Instructor: Anderson  
Offered    \_ Fall    X Spring  
Frequency and Duration of Meetings: 4 days per week @ 50 minutes per day and once every other  
year  
Prerequisites: Math 309-Mathematical Statistics  
Corequisites:                      Course Fee Amount: \$                      Units: 1  
Check one option:  Standard grading [Students in the course will receive numeric grades  
unless they declare CR/NC or the course is a practicum or an internship]

**New Course Description: Math 310 Actuarial Statistics (1)**

Prerequisite: Mathematics 309.  
A continuation of Mathematics 309 that covers many of the diverse methods in applied probability and statistics for students aspiring to careers in insurance, actuarial science, and finance. We study loss distributions, multivariate distributions, conditional expectation, mixture distributions, risk theory, and generalized linear models. The course is organized specifically to meet the needs of students who are preparing for the Society of Actuaries and Casualty Actuarial Society qualifying examination P/1. *Anderson.*

Old Course Description: Math 310 Applied Mathematical Statistics (1)

Prerequisite: Mathematics 309.  
A continuation of Mathematics 309. In-depth studies of regression analysis, analysis of variance, experimental design and nonparametric statistics. Covers topics pertinent to actuarial mathematics. Offered in alternate years. *Anderson.*

**Course Number: PHED 192**      New Course Title: Cardiovascular Conditioning  
Old title: Cardiovascular Conditioning/Aerobics  
Instructor: Staff  
Offered X\_ Fall X\_ Spring  
Frequency and Duration of Meetings: 2 times/week for 50 minutes  
Prerequisites: NA      Corequisites: NA      Course Fee Amount: \$ NA      Units: .25  
Check one option:  Standard grading [Students in the course will receive numeric grades  
unless they declare CR/NC or the course is a practicum or an internship]

New Course Description: Well 192 Cardiovascular Conditioning (.25)

A variety of motor activities are used to stress the cardiovascular system. Designed to strengthen and improve the efficiency and endurance of the cardiovascular system. -Appropriate shoes required.

Old Course Description: Phed 192 Cardiovascular Conditioning/Aerobics (.25)

A variety of motor activities are used to stress the cardiovascular system. (jogging, swimming, aerobics, etc.). Designed to strengthen and improve the efficiency of the cardiovascular system. Aerobics shoes required.

**Course Number: SPAN 304**                      New Course Title: Advanced Oral and Written Expression through Creative Writing

Old title: Creative Writing Workshop

Instructor: Oswald

Offered \_\_\_ Fall \_\_\_ Spring

Frequency and Duration of Meetings:

Prerequisites: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Corequisites:

Course Fee Amount: \$

Units:

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

New Course Description: Span 304 Advanced Oral and Written Expression through Creative Writing (1)

Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Focus will vary, but may include any of the following: "Spanish/Latin American/ U.S. Latino Theatre," "Spanish/Latin American/ U.S. Latino Short Story" and "Spanish/Latin American/ U.S. Latino Poetry." Introduces the respective genre through readings of literary works and critical and theoretical studies. Includes development of a portfolio of creative writing projects produced individually and collaboratively. Conducted in Spanish. *Oswald*.

Old Course Description: 304 Creative Writing Workshop (1)

Expected level of proficiency: Spanish 301 or permission of instructor.

Rotates among "Spanish/Latin American/ U.S. Latino Theatre," "Spanish/Latin American/ U.S. Latino Short Story" and "Spanish/Latin American/ U.S. Latino Poetry." Introduces the respective genre through readings of literary works and critical and theoretical studies. Includes development of a portfolio of creative writing projects produced individually and collaboratively, and meetings with Hispanic artists and writers in Detroit and Chicago. Offered in alternate years. *Oswald*.

**Course Number: SPAN 315**                      New Course Title: Hispanic Studies: Textual Analysis and Interpretation

Old title: Introduction to Hispanic Studies

Instructor: Staff

Offered \_\_\_\_\_ Fall \_\_\_ Spring

Frequency and Duration of Meetings:

Prerequisites: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Corequisites:

Course Fee Amount: \$

Units:

Check one option:  Standard grading [Students in the course will receive numeric grades

unless they declare CR/NC or the course is a practicum or an internship]  
New Course Description: Span 315 Hispanic Studies: Textual Analysis and Interpretation (1)  
Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.  
An introduction to the analysis, interpretation and appreciation of Hispanic literature and culture, focusing on a variety of cultural artifacts from the Spanish-speaking world (literature, painting, music, film, etc.). Special attention will be given to theoretical concerns. Conducted in Spanish. *Staff.*

Old Course Description: Span 315 Introduction to Hispanic Studies (1)  
Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.  
An introduction to the analysis, interpretation and appreciation of Hispanic literature and culture, focusing on a variety of cultural artifacts from the Spanish-speaking world (literature, painting, music, film, etc.). Special attention will be given to theoretical concerns. . All readings, discussions and written work in Spanish. *Staff.*

\* \* \*

Course Change Committee has approved the following changes to course descriptions:

Course Number: GEOL 202      Course Title: Groundwater  
Instructor: T. *Lincoln*  
Offered x\_ Fall \_\_\_ Spring  
Frequency and Duration of Meetings: 3 meetings per week, 50 minutes each, plus a 3 hour lab  
Prerequisites: Geology 101 or 103      Corequisites: none      Course Fee Amount: \$      Units: 1  
Check one option: \_\_\_x\_\_\_ Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**New Course Description: Geol 202 Groundwater (1)**

A description of the hydrologic cycle with emphasis on quantifying water budgets and water flow in the shallow Earth. Field techniques include stream gauging, well installation, surveying, and slug testing. Analytical and numerical models are used to interpret pump test data and to understand water flow to pumping wells and the dispersal and remediation of contamination. Offered in alternate years. *T. Lincoln.*

Old course description: Geol 202 Groundwater (1)

The geophysical and geochemical aspects of ground water, with an emphasis on the consequences of human intervention. Offered in alternate years. *T. Lincoln.*

Course Number: GEOL 210      Course Title: Regional Field Geology  
Instructor: Staff      Offered \_\_\_\_\_ Fall x\_Spring  
Frequency and Duration of Meetings:  
Prerequisites: Geology 101 or 103, or permission of instructor      Corequisites:  
Course Fee Amount: \$      Units: .5  
Check one option: \_\_\_x\_\_\_ Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**New Course Description: Geol 210 Regional Field Geology (1/2)**

Prerequisite: Geology 101 or 103, or permission of instructor.

An in-depth investigation of selected geologic provinces consisting of a seminar course and an 8-14 day field trip. The field trip itself typically begins in early May following commencement. *Staff.*

Old Course Description: Geol 210 Regional Field Geology (1/2)

Prerequisite: Geology 101 or 103, or permission of instructor.

A field study of the structure and stratigraphy of selected geologic provinces. During the second half of the spring semester the class will meet once a week to discuss readings related to the geology of the field study. The field study itself will last for eight to ten days typically beginning the day after commencement in May. *Staff.*

Course Number: KIN 342 Course Title: KIN 342 Advanced Techniques in Athletic Training

Instructor: Staff Offered  Fall  Spring

Frequency and Duration of Meetings: 4 times/week for 50 minutes

Prerequisites: KIN 253 Corequisites: NA Course Fee Amount: \$ NA Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**New Course Description: Kin 342 Advanced Techniques in Athletic Training (1)**

Advanced rehabilitative and modality techniques including modality selection, application and safety criteria for the care of the physically active, *including gait and orthotic evaluation and fitting, electrical stimulation, manual therapy techniques, and corrective exercises in rehabilitation.* *C.Moss.*

Old Course Description: Kin 342 Advanced Techniques in Athletic Training (1)

Advanced rehabilitative and modality techniques including modality selection, application and safety criteria for the care of the physically active. *C.Moss.*

Course Number: SPAN 314 Course Title: Storytellers

Instructor: Staff Offered  Fall  Spring

Frequency and Duration of Meetings:

Prerequisites: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor. Corequisites: Course Fee Amount: \$ Units:

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

**New Course Description: Span 314 Storytellers (1)**

Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

An introduction to the workings of storytelling. Focuses on the short story as a genre to explore the different ways of narrating through key literary and cultural movements that have defined the Spanish-speaking world, including the oral and pre-Columbian traditions, romanticism, modernism and magical-realism. Conducted in Spanish. *Staff.*

Old Course Description: Span 314 Storytellers (1)

Expected level of proficiency: Spanish 301 or permission of instructor.

An introduction to the workings of storytelling. Focuses on the short story as a genre to explore the different ways of narrating through key literary and cultural movements that have defined the Spanish-speaking world, including the oral and pre-Columbian traditions, romanticism, modernism and magical-realism. *Staff.*



of the traditional academic curriculum. Issues—education, images of women in various media, work, sexuality, male violence and race—approached from various disciplines, with emphasis on literature, the social sciences, and transnational issues. *Franzen*.

Old Course Description: WGS 106 Introduction to Women's Studies (1)

Introduces some of the basic issues, debates and language surrounding the feminist "revisioning" of the traditional academic curriculum. Issues—education, images of women in various media, work, sexuality, male violence and race—approached from various disciplines, with emphasis on literature and the social sciences. *Franzen*.

\* \* \*

Course Change Committee approved the elimination of the following courses from the Catalog:

Art

ART 101 Introduction to Visual Art

ART 302 Video Installation

Art History

ARTH 110 Art of Oceania, Africa, and Native America

ARTH 111 Art History Before 1400

ARTH 112 Art History After 1400

ARTH 205 The History of African Art

ARTH 316 Goddesses in Art

ARTH 318 Medieval Cult of Saints

ARTH 319 Modern Myth and Primitive Art

Biology

BIOL 317, 317L Genetics, laboratory

Kinesiology

PHED 224 History and Philosophy of Physical Education (1)

PHED 225 Foundations of Health (1)

PHED 282 Teaching of Physical Education (1)

PHED 301 Planning School Health Programs (1)

PHED 302 Secondary Pedagogy in Physical Education (1)

PHED 306 Motor Development Motor Learning (1)

PHED 310 Movement, Brain Development and the Classroom Teacher (1)

PHED 319 Health and Wellness in the Elementary Classroom (1/2)

PHED 320 Mental Health Skills (1)

PHED 329 Sexuality Education (1)

PHED 333 Physical Education in the Elementary Schools (1)

PHED 340 Recreational Activities (1)

PHED 341 Teaching of Sport (1)

PHED 356 Theory of Coaching (1)

PHED 357 Communications in Coaching (1)

PHED 360 Special Education in Physical Education (1)  
PHED 375 Activities in Physical Education (1)  
PHED 395 Secondary Health Education Methods (1)  
PHED 396 Out-of-School Physical Education (1)

Mathematics and Computer Science

MATH 109 – Statistical Methods  
MATH 210 – Introduction to Statistical Analysis

Modern Languages and Cultures

MLAC 264 Masterworks of European Literature (in Translation)  
MLAC 266 Masterworks of World Literature (in Translation)

\* \* \*

Course Change Committee has approved the following changes to course prerequisites:

With revision to the introductory sequence of courses in both majors and two minors in Biology (inclusion of a third course, BIOL 300, Genetics), the Biology Department is proposing to change the prerequisites for the following existing courses.

[from Biology 210 to Biology 300 or permission of instructor.](#)

301 Cell Biology  
310 Evolution  
314 Comparative Anatomy  
321 Medical Microanatomy  
324 Developmental Biology  
332 Microbiology  
365 Environmental Microbiology  
367 Virology  
368 Behavioral Ecology

With revision to our introductory sequence of courses, we are proposing to change the prerequisites for the following course:

[from Biology 210; Chemistry 211 recommended.](#)

[to Biology 300 or permission of instructor; Chemistry 211 recommended.](#)

332 Microbiology

With revision to our introductory sequence of courses, we are proposing to change the prerequisites for the following course:

[from Biology 210, one year of chemistry. Chemistry 211 is strongly recommended.](#)

[to Biology 300 or permission of instructor; Chemistry 211 recommended.](#)

341 General Physiology

With revision to our introductory sequence of courses, we are proposing to change the prerequisites for the following course:

from Biology 210, Chemistry 211; Biology 341 or Chemistry 337 strongly recommended.  
to Biology 300 or permission of instructor; Chemistry 211 recommended.  
366 Medical Endocrinology

With revision to our introductory sequence of courses, we are proposing to change the prerequisites for the following course:  
from One of the following: Biology 301, 317, 332, or 337.  
to Biology 300 or permission of instructor; Chemistry 211 recommended.  
362 Molecular Biology

With revision to our introductory sequence of courses, we are proposing to change the prerequisites for the following course:  
from Biology 195, 210.  
to Biology 300 or permission of instructor.  
369 Population Genetics

With revision to our introductory sequence of courses, we are proposing to change the prerequisites for the following courses:  
from Biology 210, permission of instructor and other as indicated.  
to Biology 300 or permission of instructor.  
387,388,389 Selected Topics

With revision to our introductory sequence of courses, we are proposing to change the prerequisites for the following courses:  
from Biology 210, junior or senior standing, permission of instructor and others as indicated.  
to Biology 300 and junior or senior standing or permission of instructor.  
401,402 Seminar

The following courses are cross-listed in Biology and another department (and taught by faculty members outside of Biology). We are asking to revise the prerequisites for each course so that they are the same in the catalog in both departments in which they appear.

Biology 337 (also Chemistry 337):  
- change in prerequisite (Chemistry should be requesting the same change)  
from Chemistry 211 or permission of instructor  
to Chemistry 211; and Biology 300 or Chemistry 212; or permission of instructor

Biology 309 (also Geological Sciences 309)  
– add prerequisite to Biology catalog copy (currently, no prerequisites are listed under Biology 309 but there are prerequisites under Geology 309)  
from: (no prerequisites listed)  
to: Prerequisite: Geology 103 or Biology 195.

Course Number: 240 Course Title: Conservation Biology  
Instructor: Lyons-Sobaski  
Offered Fall x Spring

Frequency/Duration of Meetings: 3x per week, each for 65 min, or 2x per week, each for 110 min

Prerequisites: new: BIOL 195 or permission of instructor

old: none

Corequisites: Course Fee Amount: \$ Units: 1.0

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course Number: CHEM 337 Course Title: Biochemistry

Instructor: Offered x Fall xSpring

Frequency and Duration of Meetings: 2x per week/4 hours per week

Prerequisites: New Prerequisite: Chemistry 211; and Biology 300 or Chemistry 212 or permission of instructor.

Old: Chem 211 or permission of instructor

Corequisites: Course Fee Amount: \$ Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course Number: KIN 194 Course Title: Introduction to Clinical Laboratories

Instructor: CMoss Offered X\_\_\_ Fall \_\_Spring

Frequency and Duration of Meetings: 4 times/week for 50 minutes

Prerequisites: new - Acceptance into the Athletic Training major or permission of instructor.

old - Kinesiology 213, 233

The reason for the change in prerequisites is because this class is only for students in, or seeking admittance into, the Athletic Training major.

Corequisites: NA Course Fee Amount: \$ NA Units: .5

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course Number: KIN 243 Course Title: Athletic Injury Assessment Techniques

Instructor: CMoss Offered X\_\_\_ Fall \_\_Spring

Frequency and Duration of Meetings: 4 times/week for 50 minutes

Prerequisites: new - Kinesiology 233; acceptance into the athletic training major or permission of instructor

old - Kinesiology 233 and acceptance into the athletic training major

The reason for the change in prerequisites is to accommodate pre-allied health students wanting to take the class as an elective.

Corequisites: NA Course Fee Amount: \$ NA Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course Number: KIN 253 Course Title: Therapeutic Rehabilitation and Modalities I

Instructor: CMoss Offered X\_\_\_ Fall \_\_Spring

Frequency and Duration of Meetings: 4 times/week for 50 minutes

Prerequisites: new - Kinesiology 233; acceptance into the athletic training major or permission of instructor

Old - Kinesiology 233 and acceptance into the athletic training major

The reason for the change in prerequisites is to accommodate pre-allied health students wanting to take the class as an elective.

Corequisites: NA

Course Fee Amount: \$ NA

Units: 1

Check one option:  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course	Delete	Add	Staff Change
Phys 244	Physics 168		Staff → Seely
Phys 245	Mathematics 141		
Phys 308	Physics 168 and 244	Physics 250	
Phys 322	Physics 243 and 244	Physics 250	
Phys 325	Physics 243		Delete Seely
Phys 336	Physics 243, Math 245		Delete Seely
Phys 350	Physics 168 and 244	Physics 245 and 250	Staff → Seely
Phys 380	Physics 242		Staff → Miller
Phys 384	Physics 168	Physics 250	
Phys 387	Physics 243, 244, 325, 336	Physics 250	Staff → Miller

**Rationale:**

Upon review it was discovered that there were several redundancies and overlaps in the listed prerequisites, i.e., one course listed as a prerequisite was itself a prerequisite for another listed course. This submission eliminates those redundancies.

Additional changes are requested to better reflect the role of Physics 250 as the “gateway” course for study in upper-division courses within our curriculum. Students will funnel to that course at the end of their sophomore year (typically) and then proceed to advanced study in the junior and senior year.

These changes will streamline registration for students by simplifying the prerequisites. This should result in less confusion as well as reduced overhead in the form of Special Registration forms for the student, the department as well as the Registrar. This is particularly true in light of the department’s recent and aggressive efforts to rotate upper-division offerings to bolster enrollments, rather than offer courses annually and in a predictable order.

SPAN 302 Advanced Oral and Written Expression through Hispanic Film

Prerequisites: New: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Old: Expected level of proficiency: Spanish 301 or permission of instructor

SPAN 303 Spanish for the Professions

Prerequisites: New: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Old: Expected level of proficiency: Spanish 202 or permission of instructor (Spanish 301 recommended)

SPAN 305 Multicultural Spain: Historical Perspectives and Current Issues

Prerequisites: New: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Old: Expected level of proficiency: Spanish 301 or permission of instructor

SPAN 306 South American Identities and Cultural Perspectives

Prerequisites: New: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Old: Expected level of proficiency: Spanish 301 or permission of instructor

SPAN 307 Cultural Encounters: Caribbean, Mexico and Central America

Prerequisites: New: Expected level of proficiency: Spanish 301 or equivalent, or permission of instructor.

Old: Expected level of proficiency: Spanish 301 or permission of instructor

SPAN 360 Key Issues in Spanish Literature and Culture

Prerequisites: New: Expected level of proficiency: Spanish 305 or 314 or 315, or permission of instructor.

Old: Expected level of proficiency: Spanish 315 or equivalent, or permission of instructor

SPAN 361 Key Issues in Latin American Literature and Culture

Prerequisites: New: Expected level of proficiency: Spanish 306 or 314 or 315, or permission of instructor.

Old: Expected level of proficiency: Spanish 315 or equivalent, or permission of instructor

SPAN 362 Key Issues in U.S. Latino/Chicano Literature and Culture

Prerequisites: New: Expected level of proficiency: Spanish 307 or 314 or 315, or permission of instructor.

Old: Expected level of proficiency: Spanish 315 or equivalent, or permission of instructor

\* \* \*

Course Change Committee has approved the following unit changes to courses:

## Chemistry

We request to increase the credit awarded our students for successful completion of CHEM 321 (Advanced Synthesis) and CHEM 327 (Advanced Physical and Analytical Chemistry) from .5 units each to 1 unit each. Our students currently receive 1 unit of credit for similar upper level lab-based courses, those being CHEM 206 (Chemical Analysis) and CHEM 323 (Advanced Laboratory: Biochemistry). This will bring into alignment the amount of credit awarded for similar curricular experiences (course structure, time and approach). We have provided sample syllabi for you; while individual differences exist, the overall experience in these courses is very similar.

In making this change, students will receive similar credit for similar courses. The chemistry major will require 10 units of credit for successful completion (up from 9 units) and the biochemistry major will require 9.5 units of credit for successful completion (up from 9 units).

Course Number: CHEM 321                      Course Title: Advanced Synthesis Laboratory  
Instructor:                                      Offered Fall xSpring  
Frequency and Duration of Meetings: 2 days per week/ minimally 7 hours per week  
Prerequisites: CHEM 206, 212              Corequisites:                      Course Fee Amount: \$  
Units: 1 (change from .5)

Check one option:  x  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

Course Number: CHEM 327                      Course Title: Advanced Physical and Analytical Laboratory  
Instructor:                                      Offered Fall xSpring  
Frequency and Duration of Meetings: 2 days per week/minimally 7 hours per week  
Prerequisites: CHEM 206 and 301; 340              Corequisites: 340              Course Fee Amount: \$  
Units: 1 (change from .5)

Check one option:  x  Standard grading [Students in the course will receive numeric grades unless they declare CR/NC or the course is a practicum or an internship]

# # #

## Gender & Ethnicity Committee:

During the course of the 2011-12 academic year, the Gender & Ethnicity Committee has approved the following courses as meeting the requirements for the gender or ethnicity categories:

A&S 333: Sociology of Sex and Gender (Schiffman) – Fall 2011 - gender  
ENGL 361: Whitman and Dickinson in Context (Roberts) – Spring 2012 – gender  
ENGL 376: Shakespeare II (Reading) – Spring 2012 – gender

HIST 365: Women and Gender in East Asia (Mo) – Fall 2011 - gender  
PSYC 251: Child and Adolescent Development (Francis) – Spring 2012 – gender  
THEA 210: Women in American Theatre (Cook) – Spring 2012 – gender

ARTH 218: American Indian Art (Wickre) – Spring 2012 – ethnicity  
THEA 372: Postmodernism & Theatre (Starko) – Spring 2012 – ethnicity

# # #

**Global Category Committee:**

The Global Category Subcommittee has approved Kendra Schiffman's A&S 289: Comparative Social Policy as a global category course as of Fall 2012.

# # #

**Faculty Development Committee**

FDC has approved the following Small and Large Grants:

**Small Grants**

**Scott Michel** (Kinesiology) to participate in a workshop at the Great Lakes Athletic Trainers Association Symposium in Wheeling, Illinois, March 15-17, 2012.

**Carol Moss** (Kinesiology) to participate in the Graston Technique Injury Treatment and Rehabilitation Course in Akron, Ohio.

**Carrie Walling** (Political Science) to develop a Human Rights website.

**Jeff Wilson** (Psychological Science) to research automating the detection of movement of earthworms.

**Large Grants**

**Vicki Baker** (Economics & Management) to support her research on faculty mentoring relationships in higher education.

**Anne McCauley** (Art & Art History) to support her residency at the Virginia Center for Creative Art this summer.

**Ola Olapade** (Biology) to support his research on microbial geography at Discovery Bay, Jamaica.

**Combined Small and Large Grants**

**Brad Chase** (Anthropology/Sociology) to support the Strontium Isotope analysis at Gola Dhoru.

**Michael Dixon** (Art & Art History) to purchase frames and to pay for shipping of his artwork for a solo exhibition at 101exhibit/Gallery in Miami, Florida.

**Karen Erlandson** (Communication Studies) to support continued language immersion training in Granada, Spain, and to continue her research on facial microexpressions.

**Cliff Harris** (Chemistry) to support language immersion and continued research collaboration in Granada, Spain, summer 2012.

## II ANNOUNCEMENTS FROM THE ACADEMIC AFFAIRS OFFICE

The **Council on Undergraduate Research** (CUR) will host "Leveraging Uncertainty: Toward a New Generation of Undergraduate Research" at The College of New Jersey on June 23-26, 2012. This conference will bring together faculty, administrators, policy makers, representatives of funding agencies and other stakeholders with an interest in doing and promoting undergraduate research. With over 100 presentations and social interactions, this promises to be an outstanding conference.

The subthemes for the 2012 CUR Conference are as follows: Research Transcending Historic Disciplinary Boundaries; Sustaining Undergraduate Research in an Era of Fiscal Uncertainty; Online Technology in Undergraduate Research: Possibilities, Threats and Challenges; and The Challenges and Opportunities of Undergraduate Research in a Broad Global Context. For conference questions, please contact the CUR National Office at 202-783-4810 or [cur@cur.org](mailto:cur@cur.org).

National Institute for Technology in Liberal Education (NITLE) announces the second annual **THATCamp (the Humanities and Technology Camp) for Liberal Arts Colleges** will take place June 1-3, 2012, at St. Edward's University in Austin, TX. This unconference is a great place for faculty and staff from liberal arts colleges to connect around integrating technology into teaching, learning and research. THATCamps provide a great entry into the digital humanities community and welcomes participants from a wide range of backgrounds – humanities and social science academics, librarians, IT liaisons, and industry professionals. And the unconference will have participants with a wide range of technology skills, from serious computer pros to those just exploring the possibilities of new technologies. The only criteria that participants have to meet is an interest in technology, humanities, and a liberal education. And it's free!

For more information, see: <http://blogs.nitle.org/2012/02/05/an-invitation-to-thatcamp-liberal-arts-colleges-2012/>.

## III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

**Geoffrey Cocks** (History) has had his latest book published by Oxford University Press (UK) in January: The State of Health; Illness in Nazi Germany. The book will be released in the United States in April.

**Guy Cox** (Ferguson Center for Technology-Aided Teaching and Learning) and **Suelyn Henke** (Education) presented "Assessing the Influence of the Boundary Crossings Extended Field Placement: Entry Level Teachers Reflect on Learning Experiences" at the Association of Independent Liberal Arts Colleges of Teacher Education in Chicago on February 18, 2012.

Albion students of **Robert Doyle** (Music) participated in the Great Lakes NATS Regional Auditions held at Grand Valley State University on March 3, 2012. Christina McKim '15 received an Honorable Mention in Musical Theatre and Riley Coon '14 placed Second in Sophomore Men. Accompanist **Elena Solero** helped to prepare these fine singers. Two of Robert's high school students placed third in their competition, and one of his graduate singers was named the winner in the Advanced (Graduate) Singer's Category and was given an additional "Most Promising Graduate Singer" Award.

**Dianne Guenin-Lelle** (Modern Languages & Cultures) presented a paper, Transnational Influences on 19th Century New Orleans Literature, at the Transactions: Transnationalism and the Formation of American Culture Conference at Brigham Young University, Provo, UT, in January, 2012.

**Darren Mason** (Mathematics & Computer Science) presented the invited paper "Evolving Mesoscale Damage Metrics in Commercially Pure Titanium" on January 4, 2012 at the 18<sup>th</sup> International Symposium on Plasticity and its Applications, which was held at the Rio Mar Beach Resort and Spa in Puerto Rico. His collaborators were T.R. Bieler and M.A. Crimp of Michigan State University (MSU) and P. Eisenlohr of the Max-Planck Institut für Eisenforschung in Düsseldorf, Germany.

**Anne McCauley** (Art and Art History) will have a solo exhibition of her drawings at the University of Michigan's Residential College Gallery. The exhibition, *linger*, will run from March 9 through April 7.

**Sam McIlhagga** (Music) presented "Facade: A Unique Collaboration of Composer and Poet" at the College Band Directors National Association Conference at Central Michigan University on February 25th. In January, Sam presented "Beyond Performance: Options for Secondary General Music" at the Michigan Music Conference in Grand Rapids. He also served as clinician and adjudicator for the Forest Hills Middle School & High School Band Clinics, the Bands on the Grand Adult Community Band Festival, and the District 5 MSBOA Band Festival in Perry, Michigan. Sam has also been invited to serve as guest conductor of the Jackson County High School Honor Band on Tuesday, March 27th.

**Greg Saltzman** (Economics & Management) gave two presentations about his research on labor law changes in 2011: one in January at the annual national meeting of the Labor and Employment Relations Association and the other in March at the annual national higher education meeting of the National Education Association. His book chapter on this research, "An Anti-Union Tide: The 2011 Attacks on Public Employees' Bargaining Rights," is being published in March in the 2011 Almanac of Higher Education.

**Midori Yoshii** (International Studies) will be conducting research at the Diplomatic Archives of the Japanese Foreign Ministry, Tokyo, March 12-23, 2012, thanks to a GLCA Japan Study Grant.

**Nicolle Zellner** (Physics) and **Vanessa McCaffrey** (Chemistry) were awarded a NASA Exobiology research grant in the amount of \$436,168. This funding will allow them to continue

their studies of the effects of impacts on simple sugars, during and after delivery to a planet by comets, meteorites, and/or asteroids. A noted strength of the proposal was the substantial student involvement, which has been ongoing since Summer 2010. Collaborators on the Exobiology grant include colleagues at the NASA Johnson Space Center in Houston, TX, and at the Jet Propulsion Laboratory in Pasadena, CA. Previous funding for pilot studies related to this project included grants from the American Astronomical Society and from the NASA Astrobiology Institute.