

2016-17 Academic Catalog

Catalog of Entry Philosophy

Though graduation requirements of the College may change while a student is enrolled, it is expected that each student will meet the graduation requirements outlined in the Academic Catalog that is in effect at the time he or she entered Albion. The "catalog of entry" philosophy is considered applicable for students who leave the College and whose interrupted course of study is not longer than five years.

Catalog Changes

The Academic Catalog is a general summary of programs, rules, policies and procedures for academic and student life, and is provided for the guidance of students. However, the catalog is not a complete statement of all programs, rules, policies and procedures in effect at the College. In addition, the College reserves the right to change without notice any programs, rules, policies and procedures that appear in this catalog. The 2016-17 edition of the Academic Catalog was published August 1, 2016. Anyone seeking clarification on any of this information should consult with the Albion College registrar.

Non-Discrimination Statement

Albion College is committed to a policy of equal opportunity and non-discrimination on the basis of sexual orientation and of race, color, national origin, religion, sex, age or disability, as protected by law, in all educational programs and activities, admission of students and conditions of employment. Questions or concerns about this College policy should be directed to the Human Resources Office.

Students who have learning disabilities should contact the Academic Skills Center.

Academics at Albion College

Introduction & Curriculum Overview

At the heart of the Albion Experience is an intellectually stimulating commitment to the liberal arts. Albion's core curriculum is a program of learning that is initiated with the First-Year Seminar and culminates with the conferring of the bachelor's degree. Students begin their academic careers in a First-Year Seminar designed to familiarize them with the liberal arts tradition in an intimate classroom environment that fosters open communication,

nurtures critical thinking, and promotes improvement in writing and speaking. Albion is committed to having students complete their undergraduate education with an experience that brings continuity, coherence and focus to their academic course work and that involves the students themselves, soon-to-be graduates, as teachers, facilitators and presenters.

Between the First-Year Seminar and graduation, students complete other core courses: five Modes of Inquiry courses and four category requirements. These courses provide analytic tools for understanding the world, offer rich and complex accounts of social life, encourage examination of these accounts, and contribute to a profound understanding of the interconnectedness of learning and living in a global community. In addition, courses are distributed across the four divisions of the College: fine arts, humanities, natural sciences and mathematics, and social sciences. The liberal arts core serves as the impetus and context for lifelong learning, preparing students for the phase after college when they must themselves provide education and expertise as well as continue to learn, collaborate, and facilitate at home, at work, and in a local and global community.

In addition to the core curriculum, all students are required to complete a major, which provides a depth of intellectual study that prepares students for graduate and professional school, as well as for a rich diversity of careers and life experiences. These majors may be a conventional departmental major, a not-so-conventional interdepartmental major or the unconventional individually designed major. A commitment to academic excellence within all academic departments ensures every student that fulfilling the requirements of the major will be a comprehensive and challenging scholarly experience. Other opportunities for in-depth exploration and clustering of courses include minors and concentrations.

Choice characterizes the general education requirements as well as the major. Each Albion student is an adult, capable of making sensible decisions about his or her personal future. But inherent in the right to make decisions is the potential to make mistakes. So Albion College provides assistance to students in planning their education. During their first year at Albion College, academic advisers are assigned to all students to monitor academic progress and help each student begin fulfilling his or her graduation requirements. After the first year, students are free to choose a faculty adviser who will help develop a program of study based on the student's goals. Students who do not meet with their adviser during each semester's academic advising period will not be allowed to register until they have proof of advising.

It is ultimately the student's responsibility to be aware of and fulfill all graduation requirements. To assist students in this endeavor, the Registrar's Office prepares and maintains an audit for each student at the end of the sophomore year. These reports indicate progress toward completing graduation requirements. Students are provided with updated audits prior to each fall semester. Audits are available from the student's adviser or directly through the Registrar's Office.

Curriculum Overview

The primary responsibility for meeting the College's academic requirements rests with each student. This chart serves as a guide to the required and elective courses that fulfill the units needed for graduation. They are

explained in greater detail on the following pages. The complete requirements for graduation are outlined in the Academic Regulations section of this catalog.

Core Requirement

I. Liberal Arts 101 (First-Year Seminar; 1 unit)

II. Modes of Inquiry (1 unit in each)

Artistic Creation and Analysis
Historical and Cultural Analysis
Modeling and Analysis
Scientific Analysis
Textual Analysis

III. Category Requirements (1 unit in each)

Environmental Studies
Ethnicity Studies
Gender Studies
Global Studies

The Brown Honors Program core requirements are found in the Programs of Study section.

Units for Core: 10

Among the 32 units required for graduation, the following distribution of courses must also be fulfilled. These courses can count toward modes, categories, majors, minors and/or concentrations.

- Two units in humanities (can be from same department): English, Modern Languages and Cultures, Philosophy, Religious Studies, Honors
- Two units in mathematics or natural sciences (can be from same department): Biology, Chemistry, Computer Science, Geological Sciences, Mathematics, Physics, Honors
- Two units in social science (can be from same department): Anthropology and Sociology, Communication Studies, Economics and Management, History, Political Science, Psychology, Honors
- One unit in fine arts: Art and Art History, Music (including up to four 1/4-unit music ensembles), Theatre, Honors

Major Requirement: All students are required to complete an approved major.

Accounting
Anthropology
Anthropology and Sociology
Art (Studio Art)
Art History

Athletic Training
Biochemistry
Biology
Business and Organizations
Chemistry
Communication Studies
Earth Science
Economics and Management
English
Environmental Science
Environmental Studies
Ethnic Studies
Exercise Science
Finance
French
Geological Sciences
German
History
Individually Designed Major
International Studies
Mathematics
Mathematics/Economics
Mathematics/Physics
Music
Philosophy
Physics
Political Science
Psychology
Public Policy
Religious Studies
Sociology
Spanish
Sustainability Studies
Theatre
Women's and Gender Studies

Units for Major: 8-10

Minors: Students may choose to complete a minor.

Departmental and Interdisciplinary Minors

Anthropology
 Anthropology,
 Anthropology/Sociology

- Art
 - Art, Art History
- Biology
 - Cell and Molecular Biology
 - Environmental Biology
- Business and Organizations
- Chemistry
- Communication Studies
- Computer Science
- Economics and Management
 - Accounting—Corporate Track, Economics, Finance, Management
- Education
 - Educational Studies
- English
- Foreign Language
 - French, German, Spanish
- Gender Studies
- Geological Sciences
 - Geology, Environmental Geology, Geographic Information Systems, Paleontology
- History
- Mathematics
 - Mathematics, Applied Mathematics, Statistics, Computer Science
- Philosophy
 - Philosophy, History of Philosophy, Philosophy of Mind, Value Theory
- Physics
- Political Science
- Psychology
- Religious Studies
- Sociology
 - Sociology, Anthropology/Sociology
- Theatre
- Women's Studies

Concentrations: Students may also choose to complete a concentration designed to prepare them for specific careers. Some of these concentrations are linked to the College's Institutes and Centers, and, in these cases, students must be admitted to the respective Institute or Center to participate fully in its curriculum. The available concentrations are listed below.

- Environmental Science
- Environmental Studies
- Human Services
- Law, Justice, and Society
- Neuroscience
- Public Policy and Service

Institutes, Centers, Programs

Prentiss M. Brown Honors Program
Center for Sustainability and the Environment
Gerald R. Ford Institute for Leadership in Public Policy and Service
Carl A. Gerstacker Institute for Business and Management
Institute for Healthcare Professions
Fritz Shurmur Center for Teacher Development

General Electives: Electives are courses that do not count toward a specific program (such as a major) but contribute toward the total units needed for graduation.

Units for Electives: 12-14

Writing Competency Examination: All students must also pass the writing competence requirement before they graduate.

Total Units for Graduation: 32

The Core Requirement

At Albion, the general education requirement is referred to as "the core." Students begin to fulfill the core in their first semester with Liberal Arts 101; some will be able to complete much of the core requirement by the end of their first year.

I. Liberal Arts 101 (First-Year Seminar; 1 unit)

II. Modes of Inquiry (1 unit in each)

Textual Analysis
Artistic Creation and
Analysis
Scientific Analysis
Modeling and Analysis
Historical and Cultural
Analysis

III. Category Requirements (1 unit in each)

Environmental Studies
Ethnicity Studies
Gender Studies
Global Studies

Students must also complete a distribution as follows: one unit in fine arts (art and art history, music, theatre, honors), two units in humanities (English, foreign languages, philosophy, religious studies, honors), two units in mathematics or natural sciences (biology, chemistry, computer science, geological sciences, mathematics, physics, honors) and two units in social science (anthropology and sociology, economics and management, history, political science, psychology, speech communication, honors).

I. Liberal Arts 101: First-Year Seminars

The First-Year Seminars are distinguished by their small class size and close personal attention. Students select from a wide variety of seminars in which academic skills, creativity, active inquiry and collegiality are nurtured. Seminars introduce first-year students to college life by focusing on the process of learning, in and out of the classroom. Seminars share a common weekly community meeting that emphasizes student academic and social transitions. In addition, the First-Year Seminars foster co-curricular outreach. First-Year Seminars have the following characteristics.

1. They are inquiry-based, writing-intensive, focused on developing critical thinking skills, and they emphasize discussion.
2. They are as interdisciplinary as possible, exploring multiple modes of inquiry.
3. They nurture creativity in all forms.
4. They encourage community-building and outreach as well as co-curricular experiences.

II. The Modes of Inquiry

The Modes of Inquiry core requirement reflects the awareness that there are several fundamental types of analysis that scholars use to understand the world. All Albion College courses require students to employ analytical and creative tools while completing course assignments. A Mode course, however, requires both professor and student to approach the teaching and thinking process with a significantly higher level of self-awareness and intentionality. Students are required not only to think, but also to think about their thinking.

Textual Analysis

Analyzing a text (including works of art and music, written and oral texts, and rituals and symbols) involves understanding not only what meaning that text holds but also how those meanings are produced, what purposes they serve, and what effects they have, as well as exploring the ways in which a text conveys meaning. In order to fulfill this mode of inquiry, courses must:

1. Focus on the methods of analysis employed by at least one specific discipline or area of scholarship;
2. Foster inquiry into the particular strengths and weaknesses of those methods;
3. Require students to analyze texts in writing;
4. Foster inquiry into the intellectual or cultural systems that produce the text's meaning and effects.

Artistic Creation and Analysis

Courses in this mode focus on the uniquely symbolic and expressive way in which the arts explore and express ideas and feelings. In order to fulfill this mode of inquiry, courses must:

1. Require the creation or performance, and the analysis of works of art;
2. Work with culturally produced rather than naturally occurring objects or experiences that have artistic, social or historical significance (for example, art objects, works of literature or various types of performances);
3. Introduce appropriate forms of critical inquiry and analysis, including area-specific vocabularies, materials, techniques and/or methodologies;
4. Encourage students to become critical and introspective about their cultural experiences;
5. Focus on the methods and materials by which the work produces meaning as well as what meanings are to be produced, emphasizing the dialogue between form and content in the area of study.

Scientific Analysis

Courses in this mode involve the observation and interpretation of the natural world. In order to fulfill this mode of inquiry, courses must:

1. Explore the subject matter and methodology of one or more of the natural sciences;
2. Demonstrate how fundamental principles of these disciplines form the basis for deriving specific results;
3. Require students to make observations and formulate hypotheses to explain their observations;
4. Require students to test their hypotheses or other scientific theories to appreciate their strengths and weaknesses;
5. Demonstrate applications to human society and the natural world;
6. Include a laboratory as a significant component of the course.

Historical and Cultural Analysis

Courses in this mode focus on how human knowledge is determined by its cultural and historical context, and how this knowledge in turn shapes cultures and creates historical change. In order to fulfill this mode of inquiry, courses must:

1. Include material significantly removed from the students' experience either by virtue of cultural or historical distance;
2. Direct students to investigate their own cultural and historical moment from a perspective informed by their study of culture or history;
3. Require students to explore the specific cultural context of artifacts, to the extent that the course covers artifacts of a different culture or from a different historical period.

I. Category Requirements

A liberal arts education prepares students to play a critical, thoughtful role as citizens in their society. Courses in environmental, ethnicity, gender and global studies deepen students' understanding of themselves, society and the world by introducing them to many different perspectives. To this end, all students are required to take one unit each in environmental studies, ethnicity studies, gender studies and global studies as specified below.

Environmental Studies

Students are required to take one unit from the list of courses approved as satisfying the ethnicity studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must substantially enhance students' understanding of the earth's environment.
2. It must deal substantially with the consequences of human intervention into natural systems.
3. It must lead students to view the relationship among elements of environmental systems from an interdisciplinary perspective.
4. It must focus on the perspectives that environmental studies brings to the discipline.

Ethnicity Studies

Students are required to take one unit from the list of courses approved as satisfying the ethnicity studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of ethnicity.

2. It must focus on the perspectives that ethnicity brings to the discipline.
3. It must place the issues of ethnicity in their historical context. This may include the rediscovery of marginalized texts.
4. It must provide students with the opportunity to examine their own experiences with ethnicity.

Gender Studies

Students are required to take one unit from the list of courses approved as satisfying the gender studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of gender.
2. It must focus on the perspectives that gender brings to the discipline.
3. It must place the issues of gender in their historical context. This may include the rediscovery of marginalized texts.

Global Studies

Students have two options in fulfilling this category. (1) They may successfully participate in any approved off-campus study program outside of the United States (or the Border Studies Program) for at least one semester and submit a journal reflecting on their experiences. Detailed journal requirements are available at the Center for International Education. International students may fulfill the global category by submitting a journal, subject to the same requirements, reflecting on their experiences at Albion. (2) They may take one unit from the list of courses approved as satisfying the global studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must have as an organizing focus topics that are international (focusing on a particular region) or global (focusing on an issue pertaining to multiple regions or countries).
2. It must foster inquiry into the interconnectedness of international issues and students' lives.
3. It should attempt to bring the world into the classroom so that students learn how to function in an international environment and gain a deeper understanding of the world outside the United States.

The Writing Competence Requirement

Continuous development as a writer is a central part of a liberal arts education. All first-year students and new transfer students are required to take a written placement examination during orientation. The majority of students are placed into and encouraged to enroll in English 101, English Composition. Some students will be invited to enroll in English 101H, the honors section of English Composition. English 101 and 101H serve as prerequisites for all other writing courses. Those students who are placed into English 100, Writing Essentials, must complete the class during their first full semester at Albion. A student placed into English 100 may drop or withdraw from the course only if diagnostic testing done the first week of class alters the student's placement. The class must be taken for a numerical grade. Each year, a few students place out of first-year writing classes. During the sophomore year, these students may enroll in English 203, Advanced Expository Writing; English 205, Introductory Creative Writing; or English 207, Contemporary Journalism.

In order to graduate from Albion, all students must pass a Writing Competence Examination.

The Writing Competence Examination (WCE) must be taken before the middle of the sophomore year. Students who do not pass on their first attempt must try the examination a second time before the end of their sophomore year. Upon a second failure, students must contact the director of writing and schedule a meeting to review their most recent WCE. After this initial consultation with the director of writing, students will be required to participate in appropriate writing practice and/or tutoring prior to attempting the examination a third time. See below for the steps required by the director of writing.

Students who have completed 14 units or more, but who have not fulfilled the writing competence requirement--or taken appropriate steps with the director of writing to prepare for this examination--will be required to register for subsequent semesters with the sophomore class. Transfer students who have completed 14 units or more (including transfer courses) will be expected to have taken and passed the WCE before the start of their third semester at Albion College. If the WCE is not successfully completed by the start of the third semester, the student will be required to register for subsequent semesters with the sophomore class.

Appropriate steps with the director of writing include *all* of the following:

1. an initial meeting with the director to review the student's most recent failed WCE;
2. arrangements determined in consultation with the director for appropriate writing practice and/or tutoring from Writing Center staff;
3. review of writing strategies and guidelines, and practice WCE writing until the student is authorized by the director to attempt the WCE again.

No student may receive a degree from Albion College unless the writing competence requirement has been fulfilled. The WCE will be scheduled at least six times each academic year, and no special arrangements will be made for seniors who have not passed by the last examination, except for those students who have consulted with the director of writing and taken appropriate steps to improve their writing.

The Major Requirement

Albion College offers the following academic majors:

Accounting
Anthropology
Anthropology and Sociology
Art (Studio Art)
Art History
Athletic Training
Biochemistry
Biology
Business and Organizations
Chemistry
Communication Studies
Earth Science
Economics and Management
English
Environmental Science
Environmental Studies

Ethnic Studies
Exercise Science
Finance
French
Geological Sciences
German
History
Individually Designed Major
International Studies
Mathematics
Mathematics/Economics
Mathematics/Physics
Music
Philosophy
Physics
Political Science
Psychology
Public Policy
Religious Studies
Sociology
Spanish
Sustainability Studies
Theatre
Women's and Gender Studies

The major requirement represents learning mastery in an area of specialization. Majors are possible in three separate areas—the departmental major, the interdepartmental or interdisciplinary major and the individually designed major.

Departmental majors include a maximum of 10 required units in an academic department as well as possible cognates within other areas. A student may declare two majors. **Interdepartmental majors** and **interdisciplinary majors**, with a maximum of 10 required units of course work plus cognates, are also offered.

Detailed requirements for all of the majors listed above appear in the Programs of Study section of this catalog.

Individually Designed Interdepartmental Major (IDIM)

The individually designed interdepartmental major (IDIM) allows freedom of choice. Under this program, students have created their own majors in such fields as arts administration, cognitive science, Latin American studies, political economy, twentieth-century social philosophy, and public health.

A student desiring to propose an individually designed interdepartmental major has usually determined that certain combinations of courses from a variety of departments on the Albion campus will best fulfill his/her career goals. In many instances, that student's career training will primarily focus on the offerings of one department, or one faculty member, who is most knowledgeable in that career area.

1. The student should propose his/her ideas to a faculty member in the appropriate department for discussion and clarification. The faculty member should be willing to serve as the major adviser.

2. **IDIM proposals must be submitted before the student attains 25 units.**
3. The student and the major adviser should work together in selecting other faculty members who might be included on the student's major committee. The student should then enlist two of these faculty members to serve, with the major advisor, on the major committee. At least one member of the major committee shall be from outside the major adviser's department. If, for any reason, the membership of the major committee is altered, the student is responsible for securing replacements as well as for notifying the provost and the registrar of the change.
4. The major committee and the student shall then design in detail the nature of the curriculum to be followed for the IDIM. Individually designed interdepartmental majors **must** include: a minimum of eight units of course work **and** one unit of directed study whose purpose shall be to demonstrate the student's ability to perform independent scholarship or creative activity appropriate to the student's particular program. Typically, the student's major adviser will supervise the directed study. IDIM programs must be a minimum of nine units, including the directed study, and may not exceed 12 units.
5. **A student may not have completed more than half of the IDIM program prior to submission of the IDIM proposal.**
6. Before beginning the individualized program of study, the student must secure the unanimous approval of the major committee. The student should then submit the form to the Registrar's Office. The Registrar's Office will then send the form to the provost for approval. The student should include a proposal of the directed study which should show the role of the directed study in supporting the unique aspect of the IDIM and should be signed by the faculty member who will direct the proposed study. The provost will provide copies of the IDIM to the student, the major adviser and the registrar. A copy of the approved program and any subsequent approved changes will be kept on file with the registrar.
7. To revise an IDIM, the student must submit a new IDIM application with the changes in the program noted to the Registrar's Office. All of the changes to the IDIM must be approved by the entire major committee and the provost. The student must also file an explanation for the change in the original IDIM.

Detailed regulations and forms for filing an individually designed major are available from the Registrar's Office.

The Minor Option

In addition to their major, students have the option of choosing a minor in a different area of specialization. Most academic departments offer at least one minor; specific requirements for the various minors are available from the departments.

Requirements in minors for students pursuing teacher certification are available from the Education Department. (Academic departmental minor requirements and the teaching departmental minor requirements may vary; students must contact the Education Department regarding specific requirements.)

Interdepartmental minors are also an option, offered through the cooperation of several academic departments. Students having specific questions regarding these minors should contact the Registrar's Office.

The First-Year Experience

The William Atwell Brown, Jr., and Mary Brown Vacin First-Year Experience assists students in making the transition from high school to college. Through a broad array of academic and co-curricular programs, the First-Year Experience provides a foundation for students that will sustain them throughout their undergraduate years and that will enable them to achieve their academic and personal goals. The principal features of the program are described below.

Academic and General Advising

The advising process begins during new student orientation and continues in periodic meetings with faculty advisers and Student Affairs staff during the first year.

First-Year Seminar (LA 101)

Designed to introduce entering students to the liberal arts tradition, the First-Year Seminars nurture academic skills, creativity and active inquiry. Small class sizes ensure constant interaction among faculty and students. The seminars often address cutting-edge topics, and most include research projects or other hands-on learning experiences. Some feature an extended field trip, to a location in the U.S. or overseas, to give students a firsthand look at the issues they are studying.

Recent seminar topics have included: Genes and Society, Justice, Art in the Environment, Water: Science and Policy, the Holocaust, and Albion and the American Dream. The class schedule, available at www.albion.edu/registrar/, lists the seminars offered for the current academic year.

Richard M. Smith Common Reading Experience

In the Richard M. Smith Common Reading Experience, students and faculty discuss a book and/or other academic works they have read during the preceding summer or at the beginning of fall semester. Past Common Reading Experience selections have included Tamim Ansary's *West of Kabul, East of New York*, Moises Kaufman's *The Laramie Project*, Michael Pollan's *The Omnivore's Dilemma*, and Rebecca Skloot's *The Immortal Life of Henrietta Lacks*. The Richard M. Smith Common Reading Experience is designed to establish the ideas of scholarship, critical thinking and academic expectations through a common learning experience, and begin student understanding of differences and cross-cultural issues in the context of the Albion College community.

Academic Planning

Throughout their four years at Albion, students are encouraged to think about their career and personal goals, as well as the academic experiences that will enable them to reach those goals. After completing a self-assessment, students create a digital portfolio, which will eventually reflect their academic achievements; internship, research and other practical experiences; leadership accomplishments; and community service. Students utilize self-assessment tools to reflect their academic achievements; internship, research and other practical experiences; leadership accomplishments; and community service.

Foundation for Undergraduate Research, Scholarship, and Creative Activity (FURSCA)

The Foundation for Undergraduate Research, Scholarship, and Creative Activity (FURSCA) was established to promote and support student research, original scholarship and creative efforts in all disciplines. Through a number of programs, taking place at all points in a student's career at Albion, FURSCA can help students pursue independent study in their areas of interest. Students work closely with a faculty mentor to develop and carry out research or other creative projects. Participation in such projects provides valuable experience beyond the scope of classroom work, and enhances a student's preparedness for future employment or graduate studies. Some examples of FURSCA programs are listed below.

Student Research Partners Program—Geared toward first-year students, this program pairs a student with a faculty mentor to work on a project related to the faculty member's research or creative area. Students gain hands-on experience with scholarship in a specific field, and may elect to continue during their sophomore year. Participation is selective, based on high academic achievement, and stipends are awarded.

Semester Research Grants—Students may apply for funds to support research or other creative projects. Students must work closely with a faculty adviser; however, projects are not limited to any particular discipline. Grants may be awarded to pay for supplies, printing costs, subject payments, software or other costs associated with completion of the project.

Conference Grants—Students are awarded travel funds to help cover expenses associated with travel to attend professional meetings at which they will present the results of their research or creative projects.

Summer Research Fellowships—A select number of students may remain on campus during the summer, earning a stipend, to work on research or creative projects. In addition to working closely with a faculty adviser, students participate in weekly seminars with other students in the program.

Elkin R. Isaac Student Research Symposium—This annual symposium features student research and creative projects from the preceding year. Held each spring in conjunction with the Honors Convocation, this day-long event includes guest speakers and showcases the excellent creative work done by Albion College students.

For further information about FURSCA and its programs, see the FURSCA Web site, www.albion.edu/fursca, or contact the Director of FURSCA, or Starr Weaver, FURSCA coordinator.

Institutes, Programs and Centers

Prentiss M. Brown Honors Program

The Prentiss M. Brown Honors Program is designed for students interested in challenges and opportunities that go beyond those offered by traditional lecture and laboratory courses. Through small discussion-based classes, field trips, retreats, guest lecturers, independent research and individualized faculty mentoring, the Program provides a stimulating variety of academic experiences for talented students. All Brown Honors Program graduates culminate their academic experience with an extensive research or creative project. Participation in the Program may be

combined with any major and with any of Albion's career preparation programs in law, medicine, public service, environmental science, or business management.

Academic Program—The academic requirements and course descriptions for the Honors Program appear in the Programs of Study section of this catalog.

Special Features—The Prentiss M. Brown Honors Program Center is located in the historic Observatory building and contains a seminar room for Honors classes, the Honors coordinator's office, as well as meeting, library, computing and study areas for Honors students and their guests. Finally, the Program provides Honors students with opportunities to participate in our Prentiss M. Brown Common Reading Experience, attend popular cultural attractions, have special access to distinguished campus visitors, and to plan and run a variety of other social and intellectual activities through participation in the Honors Council.

Admission—Albion's Brown Honors Program accepts applications from students who show superior academic promise. Recognizing there is no one criterion by which academic potential is measured, the Honors Committee annually selects a group of applicants whose high school records, scores on national tests, essays and personal interviews indicate exceptional promise. Currently enrolled Albion College students, as well as high school seniors, may apply for admission to the Institute. Contact the Brown Honors Program director at honors@albion.edu for more information.

Apply to the Brown Honors Program.

Contact the director for more information.

Institutes and Centers

Albion's Institutes and Centers integrate theoretical and practical learning in distinctive and challenging ways. Intended for students who desire preprofessional preparation and academic work focused in a specialty area, the Institutes and Centers each have a specific curriculum and may include an internship, a capstone experience and opportunities for independent research. Successful completion of an Institute or Center's program, which is noted on the student's academic transcript, confers an advantage in gaining admission to graduate or professional school or in beginning a career.

Gerald R. Ford Institute for Leadership in Public Policy and Service

The Gerald R. Ford Institute for Leadership in Public Policy and Service assures highly qualified students a broad liberal arts education with concentrated study in the areas of public policy and public service. Special emphasis is given to problem-solving, decision-making and leadership. The Institute carries out President Ford's vision of training the next generation in the importance of public service in its myriad forms.

Academic Program—The academic requirements and course descriptions for the Ford Institute concentration appear in the Programs of Study section of this catalog. The academic aspect of the Ford Institute allows students of any major to graduate with an understanding of how public policy is made and how it impacts all aspects of American society. The program requires students to complete a one-unit internship in public service.

Activities—Students participate in a range of academic and social activities designed both to expand their understanding of public service and to enhance their ties with others who share their interest in community engagement. Most notably, students complete a customized internship that enhances their job prospects and allows them to work in places as diverse as Washington, D.C., Europe, Africa or closer to home. Students also have

opportunities to meet and interact with visitors to campus, including many who are world-renowned scholars, elected officials, researchers or business CEOs. Past visitors have included United States senators, ambassadors, governors and members of Congress, as well as civil rights leaders, famous scientists and business leaders. Students also are provided with opportunities to engage in community service projects with leading organizations in Albion, Detroit, throughout Michigan and around the world.

Admission—Students are admitted to the Ford Institute only after being admitted to Albion College. Admission to the Ford Institute is selective. Participants are selected based on their proven leadership, interest in public service, academic ability and previous involvement in political, community and school activities. All students are expected to maintain a high level of academic performance and, once admitted, to continue their involvement in campus and community affairs and to become involved in Institute activities. Contact the Ford Institute director at fordinstitute@albion.edu for more information.

Apply to the Gerald R. Ford Institute for Leadership in Public Policy and Service.

Contact the director for more information.

Carl A. Gerstacker Institute for Business and Management

The Carl A. Gerstacker Institute for Business and Management encourages students to explore the practical and dynamic subject of business from many perspectives. The Institute offers a concentration with two sets of requirements: one for students pursuing majors from the Economics and Management department and the other for students pursuing any other major. This concentration recognizes that students with different majors begin with different backgrounds in the fundamentals of management. The course work is enhanced by developing critical thinking and leadership skills through other opportunities such as Gerstacker Institute speakers, networking with business executives and participation in the first-year workshop, sophomore summer school, internships and the senior capstone experience. The required internship, available in diverse work settings, allow students to experience various career paths and to put their education into practice.

Academic Program—The academic requirements and course descriptions for the Gerstacker Institute appear under the Gerstacker Institute in the Programs of Study section of this catalog.

Activities—Members of the Gerstacker Institute participate in workshops aimed at building a professional portfolio, developing career search skills, and practicing proper business etiquette. In addition, the Institute regularly hosts speakers from a variety of fields who share their experiences with students, often one-on-one. Regular participation in these activities is a requirement for continued membership in the Institute.

Admission— Students must be admitted to the Gerstacker Institute to pursue this concentration. Visit the Gerstacker Institute website for information on the [application process](#). Students admitted to the Gerstacker Institute may be considered for scholarships which are separate from other aid awarded by Albion College. These scholarships may be renewable each year for up to four years, contingent on a continued high level of academic performance and significant participation in Institute activities. Due to the limitations on space and the strong interest in the Institute, early application is advised. Contact the Gerstacker Institute director at gerstacker@albion.edu for more information.

Apply to the Carl A. Gerstacker Institute for Business and Management.

Contact the director for more information.

Institute for Healthcare Professions

Albion College's pre-health professions program has an excellent reputation for providing academic preparation for students wishing to enter healthcare professions, including medicine, dentistry, veterinary medicine, physician assistant, nursing, physical therapy, occupational therapy, optometry, pharmacy, and public health. The Institute for Healthcare Professions (IHP) supports and enriches the undergraduate education experience of healthcare students by providing academic and career advising, offering health-related courses, and sponsoring workshops, speakers, volunteer and internship opportunities, and a variety of special programs.

By introducing students to key issues in healthcare and focusing on students' interpersonal competencies as well as their academic competencies, the Institute offers students their critical first steps toward becoming well-educated, compassionate medical professionals.

Academic Program—Students are required to complete the appropriate prerequisite courses for the professional school they plan to attend. Pre-health students can major in any field and are encouraged to explore the full range of liberal arts course offerings in subjects including anthropology, sociology, economics, art, art history, psychology, history, philosophy and many other fields. To graduate as Institute members in good standing, students need to complete Introduction and Issues in Healthcare, a documented experiential learning project, and community service as well as maintain a GPA of 3.0. To graduate with distinction, Institute members must assume a leadership role in the Institute, be eligible to join Alpha Epsilon Delta, the health preprofessional honor society, and achieve a GPA of 3.5.

Admission—Prospective members usually apply for admission to the Institute during the process of applying for admission to Albion College by completing four brief essays about their healthcare interests and experiences. However, students may also apply during their first year of studies or upon transfer to Albion College. Once admitted, students are expected to maintain a high level of academic performance, to continue to explore the healthcare field, and to participate in Institute activities.

Contact the Institute for Healthcare Professions director at ihp@albion.edu for more information.

Apply to the Institute for Healthcare Professions.

Contact the director for more information.

Fritz Shurmur Center for Teacher Development

The distinctive focus of the Fritz Shurmur Center for Teacher Development is to link the Albion College Teacher Education Program to the Albion Public Schools and other area schools in innovative and exemplary ways. This intentional engagement with area schools will enhance the preparation of Albion College's prospective teachers and provide opportunities for a rich multicultural experience and a more meaningful involvement with policy issues.

With support from the Fritz Shurmur Center for Teacher Development, graduates of the Albion Teacher Education Program will become superior teachers—well-versed in their subject areas, highly skilled in developing knowledge with their students and dedicated to engaging their students in lifelong learning. Additionally, the Shurmur Center's research and scholarship activities, such as the Shurmur Mentorship Practicum and public issues forums, create opportunities for prospective teachers to become knowledgeable about, and involved in, educational reform at the local, state and national levels.

Academic Program—The academic requirements and course descriptions for students in the Teacher Education Program appear under the Education Department in the Programs of Study section of this catalog.

Activities—In addition, the Fritz Shurmur Center for Teacher Development sponsors nationally known speakers for the student teaching capstone lecture, offers public roundtable discussions focused on topics related to education and public policy, and supports field trips to different educational settings to allow students to experience different models of educational practice in other regions of the country or the world. In conjunction with the Ferguson Center for Technology-Aided Teaching and Learning, students are encouraged to thoughtfully integrate the use of technology into their teaching and develop pilot projects, symposia and other structured study with academic technology.

Admission—Students with sophomore standing, who demonstrate both a strong intellect and an ethic of caring as well as successfully complete the two pre-admission courses (Education 202, 203) and the application, are eligible for admission. Applications are reviewed by faculty and staff of the Education Department and the Fritz Shurmur Center for Teacher Development. Similarly qualified students may also be admitted after the second year. Students interested in the Teacher Education Program are advised to fill out an interest form in the Education Department Office in Olin Hall. Contact the coordinator of the Shurmur Center for more information.

Center for Sustainability and the Environment

The Center for Sustainability and the Environment encourages students to understand the environment and the human place in it by combining the intellectual tradition of the liberal arts with the practical experiences gained in internships and research projects. The Center's majors and concentrations in environmental science and environmental studies and its major in sustainability studies allow students to explore environmental questions through participatory learning and research in preparation for graduate studies and/or careers in regulation, remediation, policy formulation, education and the law. The Center also sponsors internship opportunities, service projects, seminars and travel experiences designed to confirm the relationship between the liberal arts and environmental concerns.

Academic Program—The academic requirements and course descriptions for the majors and concentrations offered through the Center for Sustainability and the Environment appear in the Programs of Study section of this catalog.

Activities—The Center sponsors several other opportunities for student enrichment, including field trips, student research and service projects, a student farm and a seminar program. The Center offers an annual field trip to see important ecosystems within the United States, and human impacts on these systems. To support student research, the Center provides stipends for students who elect to spend the summer on campus working on independent research or service projects. The bi-weekly environmental seminar provides an opportunity for students to hear about other students' research and internship experiences, recent graduates' experiences in work and graduate school, faculty lectures on environmental topics, and senior professionals' reflections on their careers. Albion is an affiliate member of the School for Field Studies, which offers environmental field studies in Australia, Buthan, Cambodia and Vietnam, Costa Rica, East Africa, Panama, Peru, and Turks and Caicos Islands.

Admission—Students must apply for admission to the Center and the majors and concentrations that it sponsors. Normally this step is taken as part of the application process to the College, and most members are admitted as incoming students. Students may also apply during their first two years at the College. Contact the director of the Center for Sustainability and the Environment at environment@albion.edu for more information.

Apply to the Center for Sustainability and the Environment.

Contact the director for more information.

Concentrations

A concentration is a program of study taken in addition to a major. The purpose of a concentration, which includes an internship, is to help a student explore specific career possibilities within the framework of a liberal arts education. Six to eight units are normally required for a concentration, including all course work and the internship.

Environmental Science, Environmental Studies

See Sustainability and the Environment under Programs of Study section.

Human Services

See Human Services under Programs of Study section.

Management for the Professions Concentration

See Carl A. Gerstacker Institute for Business and Management under Programs of Study section

Law, Justice, and Society

See Law, Justice, and Society under Programs of Study section

Neuroscience

See Neuroscience under Programs of Study section.

Public Policy and Service

See Public Policy and Service under Programs of Study section.

Other Internship Opportunities

Students may complete full-time internships ranging from working on a newspaper to serving as a pastoral care assistant in a hospital. Online internship postings, along with national directories, are maintained by the Career and Internship Center. Students should consult with the Career and Internship Center, and career development professionals will assist in exploring internship possibilities. Although a number of concentrations have required internship components, internships may be taken by students from all majors.

Students work under the joint supervision of a faculty member and a qualified professional in the field. Before registering for a specific internship, the student must have an appropriate faculty supervisor. See the Academic Regulations and Off-Campus Study sections of the catalog for more details. Internships are offered on a credit/no credit basis only. Up to four units of internship credit may be counted in the total required units for graduation.

Preprofessional Health Programs and Internships

See also the Institute for Healthcare Professions

Medicine, Dentistry and Veterinary Medicine

Albion College maintains a strong program for the preparation of students for admission to professional schools in medicine and dentistry. A premedical, pre-veterinary or pre-dental student may major in any discipline in which he or she has interest and ability. Most of our students choose to major in biology or chemistry, but any major may be pursued, as long as the basic science and other requirements of the health professions schools are met. Regardless of the major chosen, the premedical, pre-veterinary or pre-dental student should plan to take the following minimum required courses. All science courses require laboratory work.

Biology, one year (Biology 195, 210)*

Inorganic Chemistry, one year (Chemistry 121, 123)

Organic Chemistry, one year (Chemistry 211, 212)

Biochemistry, one semester (Chemistry or Biology 337)

Physics, one year (Physics 115, 116)

Math, one semester (Math 125-Precalculus (Functions), 141-Calculus, and/or Math 209-Statistics)

English, one year (English 101 or 203-composition and one English literature course)

Additional humanities and social science courses required by many professional schools

*Most professional schools also require at least one upper-level biology course. Be sure to consult with the Institute for Healthcare Professions about the prerequisite course work required for professional schools you are considering. All new members of the Institute are issued an *Institute Advising Guide* during Albion's Student Orientation, Advising, and Registration (SOAR) program which includes detailed information about applying to professional school.

Allied Health Professions

Albion College maintains courses appropriate for preparing students for admission to programs in physician assistant, nursing, physical therapy, occupational therapy, optometry, pharmacy, and public health (please note this is not an exhaustive list). Unlike medical, dental, and veterinary schools, these programs are quite varied in their requirements. Be sure to consult with the Institute for Healthcare Professions about the prerequisite course work required for professional schools you are considering. All new members of the Institute are issued an *Institute Advising Guide* during Albion's Student Orientation, Advising, and Registration (SOAR) program which includes detailed information about applying to professional school.

General Information

For many healthcare professional schools, prerequisite course work should be completed by the end of the junior year in preparation for taking the admissions test for professional schools unless you plan to take a transitional year between graduating from college and beginning your graduate training. Please note that healthcare students are expected to take courses in the arts, humanities, and social sciences as well as the natural sciences. In planning their Albion course work, students should check the current admission requirements of specific professional schools in which they are interested.

Experiential learning is also very important. In addition to their regular courses, a number of preprofessional students take advantage of the undergraduate practicum/internship program offered by Albion College. All members of the Institute for Healthcare Professions are required to complete at least one 40-hour documented experiential learning project (DELP). All these programs allow students to gain firsthand experience in the hospital, clinic, or offices of a supervising physician, dentist, or other professional, and thus expand their understanding of the profession of their choice. Interested students should consult the staff of the Institute for Healthcare Professions for more information.

Students considering a healthcare profession should apply to the Institute as well as to Albion College. Beginning at SOAR and continuing throughout students' college experience, the Institute staff works with students in long-range

curriculum planning. The Institute also provides students with information and assistance while they are preparing for and applying to professional schools.

Combined Preprofessional Courses

Students planning professional careers are urged to complete a bachelor's degree from Albion before entering a professional school. Albion has, however, established "combined course" arrangements with a number of accredited professional schools in career areas such as engineering, health sciences, natural resources and public policy. A student who has met both Albion's requirements for the combined course program and those established by the particular professional school enters the professional school at the end of his or her junior year at Albion College. After the successful completion of the equivalent of 7.5 units, the student qualifies for a bachelor of arts degree from Albion. After completion of the professional program, the student qualifies for the professional degree from the other school or the opportunity to earn certification. Students may obtain information on approved combined course programs from the registrar.

Albion College Requirements for Combined Courses

In order to qualify for the combined course arrangements, the student must:

- Complete at least 23 units of college credit, 15 units of which must be earned at Albion.
- Maintain a minimum cumulative average of 2.5.
- Complete the core requirement, the writing competence requirement and a minimum of four units toward a major.
- Make application in writing to the registrar for the combined course privilege. This application must be submitted during the junior year and receive the endorsement of the Academic Status and Petitions Committee. Application forms are available in the Registrar's Office.

In addition to the general requirements above, the student should make sure that the requirements for admission to the professional school of his/her choice have been met.

Dual-Degree Program in Engineering

Students in the dual-degree program in engineering typically spend three years at Albion and develop a strong background in science and mathematics, gaining this knowledge in a liberal arts-focused environment. They then transfer to an engineering school and usually complete an additional two years of study. (Albion has a formal arrangement with Columbia University and a longstanding relationship with the University of Michigan).

Students graduate with two degrees: a B.A. from Albion (typically in physics, or mathematics), and a B.S. degree in engineering from the transfer school.

Academic Program—The academic requirements for the dual-degree program in engineering appear in the Programs of Study section of this catalog.

Admission—Students in the dual-degree program in engineering have a strong background in mathematics and science, very good academic performance, and a desire to pursue the engineering profession. To be eligible for program admission, students must declare the dual-degree engineering major in either mathematics or physics, write a personal essay, complete a personal interview with the program director, and have at least a 2.5 overall GPA, as well as at least a 2.5 GPA in completed courses in the science division. Although these program admission requirements should normally be completed by the end of a student's first year at Albion, late admission requests are considered by the Engineering Advisory Committee as needed.

Apply to the dual-degree program in engineering.

Contact the director for more information.

Health Sciences

Students may pursue combined course plans through accredited programs in dentistry, pharmacy and nursing. A number of professional schools offer dual-degree programs that can be arranged with permission of Albion's registrar. See the Institute for Healthcare Professions section for more information.

Natural Resources Areas

Albion College maintains course arrangements with the Nicholas School of the Environment at Duke University. A student in the 3-2 program, upon completing all requirements, will receive the bachelor of arts degree from Albion College and one of two master's degrees from Duke University. The Duke University School of the Environment offers nine programs under two degrees. The forest resource management program is offered under the master of forestry degree. The other eight programs (coastal environmental management, conservation science and policy, environmental economics and policy, ecosystem science and management, energy and environment, environmental health and security, global environmental change, and water and air resources) are offered under the master of environmental management degree. Two certificate programs, energy and environment and geospatial analysis, can be pursued with any of these degree programs.

Off-Campus Study

Albion students may participate in a wide variety of off-campus study, study/internship, or study/research programs throughout the world and in the United States. These opportunities are designed to enhance a liberal arts education through developing interpersonal or cross-cultural skills, awareness of other cultures or an appreciation of the work environment.

Students in any major may choose to study off-campus. Some students study away for one semester; others select two different semester-long programs or spend an academic year abroad on one program. Finally, some students participate in summer programs. Please contact the Center for International Education (CIE), Vulgamore Hall, for more information.

Policies and Procedures

Eligibility Requirements

The requirements for study off-campus are as follows:

- Junior or senior standing. (Sophomores in the Modern Languages and Cultures for the Professions track are also eligible.)
- A cumulative grade point average of 2.7. Some programs require a level of preparation and a demonstrated proficiency well above a cumulative grade point average of 2.7. A student

interested in a particular off-campus program should confirm that he or she has the necessary qualifications either with the program adviser or the director of the CIE.

- Demonstrated maturity commensurate with the demands of the off-campus program.
- Successful completion of the Writing Competence Examination before attending an off-campus program.
- Good social standing (as determined by the Office of the Vice President for Student Affairs).

Meeting these minimum qualifications does not necessarily entitle a student to participate in the program. A complete list of policies and procedures is found in the Off-Campus Programs Handbook.

Transfer students must spend at least two semesters on the Albion campus and meet all other requirements before undertaking any off-campus study.

The Application Process

Application deadlines are in mid-September for spring semester and mid-February for fall, academic year, and summer programs. Long before the application deadline, students can obtain information and consultation about off-campus programs from the Center for International Education (CIE), the Career and Internship Center (CIC) for domestic internship programs, and from the faculty advisers to the individual programs. Students need to consider carefully how an off-campus program fits into their studies at Albion. All prospective off-campus study students must meet with the director of CIE (for international programs) or the staff of CIC (for domestic programs). After selecting the appropriate off-campus program, a student then begins the application process.

There are two applications, one for Albion College and one for the specific off-campus program. The Off-Campus Programs Advisory Committee, composed of administration and faculty representatives from each of the four divisions of the College, approves or denies permission for off-campus study. The CIE or CIC then forwards program applications to the appropriate programs. A program may accept or deny a student's application. However, in almost every case, a student who is approved by Albion will be accepted by the off-campus program.

Once a student is accepted for off-campus study, he or she needs to:

- Attend a mandatory general orientation meeting. Parents are also invited to this meeting.
- Pay a \$250 deposit, due the day of the orientation meeting. This deposit is credited to the student's account.
- Attend a required international program orientation meeting (for students studying overseas). Parents are also invited to this orientation.
- Complete a post-program evaluation form.

Cost

Tuition for semester and year-long off-campus programs usually does not exceed what a student pays for regular tuition on campus. However, when costs exceed those of Albion College's regular fees, students will be required to pay the difference. Off-campus program room and/or board charges will be passed directly on to the student and assessed on his/her student account. (Note: Fees for most summer programs are higher than Albion's, and students will be charged the higher amount.) Students are billed through Albion College and **must have paid the amount in full prior to beginning the off-campus program**. Other important items to note about costs for off-campus study include:

- There is a one-time per program off-campus administrative fee that is added to the regular Albion fees. (Please go to the "Tuition and Fees" section for details.)
- Costs for transportation to and from an off-campus study program are the responsibility of the student.
- Financial aid applies to all semester and academic-year off-campus programs on the list of programs approved for Albion credit. This aid includes merit-based academic scholarships (75%

of regular award amount) and need-based financial aid (100%). Please contact the Student Financial Services Office about your specific award package. (Note: Albion financial aid is not available for summer programs.)

- Check the Off-Campus Programs Web site for information about additional aid for off-campus study, i.e., Albion College off-campus program grants, federal grants, and links to a study abroad scholarship search engine.
- Deferred payment plans such as Academic Management Services are not available for off-campus programs.

Credit and Grades

- Academic and internship credit for Albion College-approved off-campus programs will transfer back to the campus as if the student were on campus. Usually, the equivalent of 4.0 units of credit per semester and 8.0 units of credit per academic year will apply. However, some programs may have more or less credit.
- Students may count up to two semesters and one summer session of off-campus study toward graduation. Off-campus units may not exceed 10.0 Albion units.
- Students attending an Albion-approved program or a program approved on a one-time-only basis must attend the program as an Albion student to receive credit.
- **All off-campus courses will be taken for numerical grades, unless the student specifically requests, in writing, grades of credit/no credit.**
- All internships are graded credit/no credit.
- Successful completion of an off-campus program abroad (or the Border Studies program) for at least one semester, along with submission of a journal, fulfills the global studies category requirement.
- Off-campus semesters are not considered when determining eligibility for the Dean's List and/or Albion Fellows recognition.
- Students may complete core requirements while attending an off-campus program only if they obtain written authorization in advance from the registrar.
- For category requirements, the chair of the appropriate category committee must approve an off-campus program's course for that category requirement. Students must petition the category committee for approval **before** attending the program.
- Courses taken for a major or for teacher certification must be taken for a numerical grade unless written permission for a credit/no credit grade is obtained in advance from the department chair.
- Participating in an off-campus program during the last semester of the senior year may delay graduation.

Students who fail to follow College procedures regarding off-campus study, or who withdraw or take a leave of absence from Albion and thus circumvent existing College regulations regarding off-campus study, will not receive credit for course work done off-campus.

Albion College will not endorse a program or offer credit for courses or programs that are located in areas under a travel warning by the United States Department of State. Exceptions to this may be granted by the College president on the recommendation of the provost and director of the Center for International Education.

Reentry

There is a reentry orientation session for students returning to Albion from off-campus programs. The CIE and faculty work with returning students to help them integrate the knowledge and skills gained during their experience into their campus academic program.

Once the returning student has finished all the necessary course work on the off-campus program and completed the post-program evaluation/assessment forms, credit from the program is transferred to the student's Albion College record. With proper planning, a student should not lose any time toward graduation.

Center for International Education (CIE)

The mission of the Center for International Education is to promote intercultural communication and exchange, cross-cultural understanding, and transnational competence between the people of Albion College and the global community. The CIE coordinates more than 120 off-campus study, research and academic internship programs in about 40 countries plus the U.S. To see information about off-campus programs approved for Albion credit, please visit the Off-Campus Programs website.

Africa

Botswana—Students spend a semester at the University of Botswana in Gaborone, where they take an intensive course in Setswana, the language spoken by 75 percent of the people in the region. Additional courses include an elective in the social sciences or humanities, a course relative to the student's major, and an independent study project. Associated Colleges of the Midwest (ACM) coordinates this program. There is no language prerequisite.

Cameroon—"Social Pluralism and Development," a School for International Training (SIT) program, offers intensive language study, field study, and courses in history, geography and politics. The semester-long program is offered in fall and spring and requires three semesters of college French and the ability to follow course work in French. Based in Yaoundé, Cameroon's political capital, the program also spends extensive time in other regions of Cameroon, including a two-week stay in the northern town of Ngaoundéré. Students primarily live with local host families.

Egypt—The American University in Cairo (AUC) offers a liberal arts education taught in English. Students take four to five classes each semester (fall or spring) and have the opportunity to learn Arabic and experience cultural immersion and classroom learning. Students live in university housing.

Ghana—This 15-week program sponsored by the School for International Training (SIT) focuses on "Social Transformation and Cultural Expression." Offered in fall and spring semesters, it is based in the capital of Accra, where students attend lectures at the Institute of African Studies at the University of Ghana. Students can explore Ghana's rich artistic heritage and learn about historical factors affecting the country's present-day political, economic, social and artistic processes. Students live with local host families.

Kenya—Students who wish to spend a fall or spring semester in Kenya may apply for the Urbanization, Health, and Human Rights program based in Nairobi and Kisumu. Students study Swahili, take courses, and do independent research projects. Homestays and educational excursions are integral to the experiences in this SIT program.

In the Comparative Wildlife Management Studies program students visit multiple national parks and group ranches and contrast conservation issues in the Amboseli-Tsavo ecosystem just north of Mount Kilimanjaro in Kenya with those of the Tarangire-Manyara ecosystem of northern Tanzania. Participants in this semester-long School for Field Studies (SFS) program take three courses and complete an independent study project. A summer option is available.

Sénégal—Two different programs are available in Dakar, Sénégal. The Council on International Educational Exchange (CIEE) offers a semester program at the Université Cheikh Anta Diop (UCAD) in which students study French and Wolof and may also take courses in English. Students live with Sénégalaise families. Opportunities for

community service and internships are available. An SIT program, “National Identity and the Arts,” immerses students in Sénégalaise life and culture and engages them in creating and performing West African art forms. Course work is taught in English and French; students learn Wolof and conduct an independent study project. Housing is with local families. These programs are offered in the fall and spring semesters.

South Africa—Albion is privileged to have a special relationship with the University of Cape Town in the city of Cape Town, South Africa. Students may spend either the fall or spring semester studying in a wide variety of academic areas. Some community service-based internships are also possible. Students live in apartments or on campus in a dormitory.

Tanzania—This fall semester field study program, “Ecology and Human Origins,” is taught at the University of Dar es Salaam by Associated Colleges of the Midwest (ACM). It features the ecology of the Maasai ecosystem and immersion in Tanzanian culture through study of the Kiswahili language, field trips, homestays with local families and living with Tanzanian students in university dormitories.

Asia

China—By arrangement with the Council on International Educational Exchange (CIEE), Albion offers students semester or full-year programs at three locations in mainland China: Beijing, Shanghai, and Nanjing. Mandarin language studies are integral to each program. Studies in Beijing and Nanjing require at least one year of Chinese. There is no language prerequisite for the Shanghai program, which focuses on business and culture. Housing may be with host families or in residence halls with either CIEE or international roommates. In addition, IES Abroad offers two programs in Beijing for a semester or academic year: one is a language-intensive program and the other addresses contemporary issues in China. Students live in residence halls. Some summer options are possible.

India—Associated Colleges of the Midwest (ACM) offers a fall semester junior year experience in Pune, India, that focuses on developing a broad understanding of Indian society and culture and gaining knowledge about India's environmental, cultural, and development issues. The program begins with a three-week orientation and includes instruction in the Marathi language. Housing is with host families. A summer session is also available.

“Buddhist Studies in India,” a fall program provided by Antioch University, allows students to explore Buddhism in Bodhi Gaya, the center of the Buddhist world. Participants live with fellow students in a Buddhist community, engage in rigorous academic classes, receive meditation instruction from masters in three Buddhist traditions—Theravada, Mahayana, and Vajrayana—and complete an independent study project.

The University of Hyderabad is the location for the CIEE program, “Arts and Sciences in Hyderabad,” offered in either fall or spring semesters. Students can choose from a wide range of academic subject areas plus Hindi language, Indian dance and music, and other cultural topics. Housing options include homestays and residence halls. Excursions are an integral part of the program as are many opportunities for volunteering in the community.

Japan—Albion offers programs in four Japanese cities: Tokyo, Hikone, Kyoto, and Nagoya.

The Japan Studies Program, managed through Earlham College, is located in the international division of Waseda University in Tokyo. Instruction is in English, but students study Japanese as part of the program. The full-year program includes a one-month cultural practicum with an internship in a local community. Participants live with Japanese families. A one-semester option is also available in the spring. CIEE offers one- or two-semester programs at Sophia University, a well-known university in Tokyo. Students may live with a host family or in a Japanese student residence hall. The Summer Session of Asian Studies at Sophia University offers intensive Japanese language study as well as opportunities for international and Japanese students to study together in seminar classes taught in English. Home stays are integral to the program.

In Hikone, the Japan Center for Michigan Universities provides intensive Japanese language instruction at four levels, from beginning to advanced, in year-long, semester and summer programs. Students are able to experience many aspects of Japanese culture and life through cultural presentations and interaction in the community.

The IES Abroad Nagoya Program, with full-year and semester options, is offered at a distinguished private institution, Nanzan University, which is located on a wooded campus on a hill above Nagoya. Students may live in homestays or dormitories. Nagoya is one of Japan's major cities and an important industrial and cultural center.

Japan and its Buddhist traditions are the focus of the Antioch University program in Kyoto. Participants can study Buddhism in theory while engaging in Buddhist practices, learning Japanese and pursuing academic interests. Classes are taught at Ryukoku University in the fall semester, and students experience Buddhist culture by living as “lay pilgrims” in a nearby temple hostel.

South Korea—Albion students may study at the International Undergraduate Division of Yonsei University in Seoul, South Korea, for a full year, semester or summer. Courses are taught in English, but students may take Korean language classes. Students live in residence halls on campus.

Thailand—Situated in Khon Kaen, CIEE’s “Development and Globalization” program helps students gain an understanding of the complexities of these issues at both an academic and a grassroots community level and their roles as global citizens. Cultural immersion occurs through community stays, translated exchanges, Thai student roommates and peer tutors. Students may choose from a variety of courses that focus on personal development, group peer learning and consensus decision making. This program is offered in the fall and spring semesters.

Australia

Province of Queensland—International Studies Abroad (ISA) sponsors two programs in Brisbane available in both the fall and spring semesters. The University of Queensland offers courses in Aboriginal and Torres Strait Islander studies, Australian studies, botany, business/management, marine science, psychology, religion and zoology. At Griffith University fields of study include tourism, communication, music, information technology, environmental science, film and television studies, commerce and multimedia. Students in both programs live in university residences.

James Cook University, another ISA program, is located in Townsville near the Great Barrier Reef. A world leader in environmental and biological research, it also has strong programs in education, psychology, business, creative arts, health and social sciences. Students may enroll during fall or spring semester. Housing is in residence halls.

The School of Field Studies Center for Rainforest Studies focuses on the ecology of Australia's rainforest and looks at issues of rainforest management and restoration. Participants apply their knowledge to the surrounding area by working on projects with community members. Students take three courses and complete an independent study project. Housing is provided in the Center. A summer option is available.

Province of New South Wales—The University of Newcastle is located two hours north of Sydney. Subjects offered include: Aboriginal studies, environmental studies, management and business, geography and geology, Australian history, film and literature, psychology and sociology, music, visual arts and graphic design, communication studies, and education. Housing is in university residences. This ISA program is available in both the spring and fall semesters.

ISA coordinates three semester programs in the Sydney area: Macquarie University, the University of Wollongong, and the International College of Management Sydney (ICMS). Academic highlights at Macquarie are Aboriginal studies, business, communications, history, biology, psychology, sociology, languages and education. The University of Wollongong is widely recognized for its interdisciplinary and cross-disciplinary research strengths in these major areas: materials and manufacturing, policy and social impact, and communications and information.

ICMS specializes in business, tourism, event management, retail services management, property services management, hospitality management, and sports management. Internship opportunities are available in hospitality management. Each of these programs offers on-campus housing.

The Boston University (BU) Sydney Internship offers a work experience combined with course work on Australia's dynamic history and its contemporary culture and place in the modern world. Internship areas include advertising and public relations, arts and arts administration, business and economics, film, radio and television, health and human services, hospitality administration, journalism and politics. Fall, spring, and summer programs are available. Housing is furnished at the BU Sydney Center.

New Zealand

Dunedin—The University of Otago in Dunedin is New Zealand's oldest and most prestigious university. The main activity of the host city is education. Academic highlights are earth and ocean sciences, environmental sciences, biological sciences, medical sciences, social sciences and New Zealand studies. Sponsored by ISA, the program is offered both fall and spring semesters. Students live in residence halls or in shared flats with New Zealander students.

Auckland—Studying for a semester or a year at the University of Auckland is an academic and cultural experience you will never forget. It is the only New Zealand university to be ranked in the top 65 universities in the world and is the country's leading research university. The University of Auckland offers courses in anthropology, archaeology, art history, Asian studies, history, Maori studies, business and management, psychology, physical sciences and more. In this ISA program, students have a variety of housing options: catered dormitories, apartments or shared flats.

Caribbean

British West Indies—At the School for Field Studies Center for Marine Resource Management Studies, located in the Turks and Caicos Islands, students confront the challenges of fisheries management. They study how to develop and manage the fisheries, park and reserves for the benefit of residents and visitors without degrading valuable marine resources. Students take three courses and complete an independent study project during the semester-long program. They also are involved in the local community. Housing is provided in the Center. A summer option is available.

Dominican Republic—The Council on International Educational Exchange (CIEE) offers a program at the Pontificia Universidad Catolica Madre y Maestra in Santiago, Dominican Republic, for Spanish language and Caribbean area studies. Students may participate in the program in either the fall or spring semesters. Housing is with families. CIEE offers an eight-week summer program in Santiago that focuses on community public health.

Europe

Austria—Students can choose from three programs offered by IES Abroad with options to spend a summer, semester or academic year in Vienna. The “European Society and Culture” program is designed for students with an interest in culture, history and politics. A music program provides firsthand experience in the rich musical traditions of Vienna. Courses in the programs are offered in both English and German. Field trips are organized to ski resorts and to neighboring countries depending upon the season. A summer music program for music majors is also available.

Belgium—Students interested in European studies or international relations may choose to do a semester-long political internship with an English-speaking member of the European Union (EU) in Brussels. Knowledge of French

is not required although a French class is offered. Students may opt between home stays or sharing an apartment with other international students or Belgian students. This program is administered by Educational Programmes Abroad (EPA).

Czech Republic—The Council on International Educational Exchange (CIEE) hosts Central European Studies at Charles University and the Film and Television School of the Academy of the Performing Arts in Prague. A background in European studies is recommended, i.e., history, sociology, economics, political science, language or literature. Most courses are taught in English. Students are required to take one Czech language course including two weeks of intensive language training during orientation. Housing options include homestays, residence halls, or apartments. This program is offered in the fall and spring semesters.

France—Albion provides two study abroad opportunities in Grenoble, France, located in the heart of the French Alps. A semester or full-year French language program is offered at the Centre Universitaire d'Etudes Françaises (CUEF), Université de Grenoble III. Both language and non-language majors may participate, although students are expected to take two courses each semester in French language with three other courses in related areas. An international business and management program is available at the Grenoble Ecole de Management (GEM). Classes are taught in English, although an intensive French class is required. Upon completion of one semester, a student receives an International Business Certificate. A bachelor's in international business may be awarded for one full year of study. Albion provides an on-site resident director for the Grenoble programs. Students live with families in or near Grenoble, and efforts are made to place students with little or no knowledge of French with families who speak some English.

The Boston University Paris Internship Program combines intensive French language study and liberal arts courses in French with an eight-week internship during the course of a semester. Participants may choose to live either in a dormitory or with a family.

The Institute for American Universities (IAU) College in Aix-en-Provence offers a variety of courses through its School of Humanities and Social Sciences, Business Administration Program, French Honors Program and Marchutz School of Fine Art. Students must enroll in one French language class. Regular classes are taught in English or French. Semester, summer and year-long sessions are available. Housing is with a French family.

French language students may study for a year or a semester at a Council on International Educational Exchange (CIEE) program in Rennes, which is the capital of Brittany and is located just two hours west of Paris by train. The university is divided into two campuses, Rennes I (science) and Rennes II (humanities). Rennes II is the center for CIEE.

Albion maintains a student exchange program in the fall and spring semesters with the University of Versailles Saint-Quentin-en-Yvelines (UVSQ), located near Paris. Most courses of study and orientation programs are taught in French and require several semesters of French language classes. Some courses are taught in English in the following departments: international studies, international relations, European and Atlantic studies, economics (business), American literature and cinema, media studies, medieval literature, and English literature. Housing is in university apartments.

Germany—The American Junior Year at Heidelberg University provides a semester, summer, or full year in Heidelberg through the auspices of Heidelberg College (Ohio). Students choose from a variety of classes, live in apartments with German students and participate in community activities. Antioch College offers a spring semester or full-year program with language study at the Goethe Institute and course work at Eberhard-Karls Universität in Tübingen. This program can include independent research, internships or part-time work. Students are housed in residence halls.

IES Abroad's Language and Area Studies Program in Freiburg has options for semester or academic year study. A minimum of four semesters of college-level German is required. Students live with both German and other international students. Cultural immersion is encouraged through field trips and excursions. Freiburg is also the

home to the IES European Union Program, a multi-country program on politics, economics, business and international relations offered in the fall or spring semesters. Taught in English, the program features an integrative seminar that incorporates about 21 days of field study to travel to numerous countries inside and outside the European Union. Cities visited may include Berlin, Prague, Brussels, Paris, Frankfurt, Strasbourg, Luxembourg and others.

Two semester-long academic internship programs are available in Germany. The Educational Programmes Abroad (EPA) Bonn/Berlin program combines academic course work with an internship opportunity in fields such as politics and law, business, health science, arts, education and nature conservancy. Students either reside with local host families or in apartments. The Boston University Dresden Internship combines an intensive language immersion program and course work with an internship placement in areas including health and human services, international organizations/NGOs, politics and international relations, and pre-law.

Greece—The American College of Thessaloniki (ACT) has both semester and summer programs. Classes are taught in English, and students can take elementary Greek as well as many other courses. ACT also offers internships in local businesses. Students in education can go for the summer program and also get credit for working at a children's camp. While the campus sits up in the hills above Thessaloniki, students live in shared apartments in the downtown area.

College Year in Athens is an independent study program that offers full-year, semester and summer programs in ancient Greek civilization and East Mediterranean area studies. These two multidisciplinary tracks encourage the selection of related courses. Areas of study include art and archaeology, classical languages, ethnography, history, modern Greek language, philosophy, political science and religion. Students live in apartments provided by the program.

Hungary—The Budapest Semesters in Mathematics program is specifically designed for mathematics majors. Classes are taught in English by Hungarian professors. An optional two-week intensive language class is available at the beginning of the semester. The imprint of the Hungarian tradition is particularly prominent in some of the courses. Students live in shared houses/apartments in Budapest.

Ireland—Students may study for a semester or a full year at University College Cork (UCC), one of four constituent universities of the federal National University of Ireland, located in Cork, Ireland. UCC offers a wide variety of course work in arts, Celtic studies, social sciences, law, business, science, engineering, food science, and medicine and health. There are also limited internship options at UCC and a summer session. UCC arranges housing for Albion students.

Studio art students may spend a semester or summer at the Burren College of Art, Ballyvaughn, County Clare, Ireland. Burren provides students with personal studio space, one-to-one tutorials with faculty, and housing on site. Courses are available in drawing, painting, photography and sculpture.

The Boston University Dublin Internship program provides students with opportunities to work and study in Ireland's capital city in fields such as advertising, marketing, public relations, art and architecture, business and economics, health and human services, hospitality administration, politics, and more.

Italy—Studio Art Centers International (SACI) in Florence offers classes in studio art, art history, art conservation, archaeology, and Italian language and culture. Fall, spring and summer sessions are offered. SACI is located in the Palazzo dei Cartelloni in downtown Florence. This location boasts a beautiful gallery/exhibition space, classrooms, a library, offices and studios surrounding a traditional Italian garden. Additional space is situated a few blocks away in Palazzo Jules Maidoff. Students are housed in shared apartments throughout Florence.

John Cabot University, an American university in Rome, offers courses in art history, business administration, communications, economics, English literature, humanistic studies, international affairs, Italian studies, psychology

and political science. Internships for academic credit may be arranged. Semester, academic year and summer sessions are available.

Students have the opportunity to study for a year or a semester in a tourist-free Renaissance city through the CIEE program in Ferrara, Italy. It is designed for students at the beginning or intermediate levels of Italian language proficiency. Courses are taught in English.

The ACM Florence Program introduces students to the city's extraordinary legacy of Renaissance art and culture. Courses include Renaissance art history, Italian culture and studio art. This fall program has a four-week intensive Italian language course and weekend excursions to Venice and Rome. Students live with host families. In spring semester "London and Florence: Arts in Context" is offered. Participants spend two months in each city. The focus in London is on art and architecture, while in Florence it is medieval and Renaissance art, history, and literature, plus conversational Italian.

Russia—The Council on International Educational Exchange (CIEE) offers a semester-long Russian area studies program at St. Petersburg University. Students live in local homes or university residence halls. Classes are taught in English and Russian.

Spain—Albion students have study abroad options in Seville through Spanish Studies Abroad (SSA) and the Council on International Educational Exchange (CIEE). The SSA program offers a series of courses in Spanish language, Spanish and Spanish-American literature and civilization, contemporary Spain, business in Spain, and teaching English as a second language, available for semester or academic year study. The CIEE summer Spanish language program gives students the opportunity to enroll directly in the Universidad de Sevilla and take classes such as advanced Spanish, anthropology, political science, business, humanities and many others. SSA offers homestays or housing in residence halls; CIEE students live with host families. SSA also provides an academic experience in Alicante, Spain, through a program at the University of Alicante. Following a four-week intensive language preparation, students participate in semester or academic year programs in Spanish studies or integrated studies with Spanish students. Housing is with local host families.

CIEE also offers Spanish programs in Madrid and Alcalá de Henares. Both programs require advanced Spanish abilities. Sessions are offered fall and spring semesters in Madrid. Alcalá has a summer program. Housing is with host families.

The semester-long Boston University Madrid Internship program provides work experiences in a variety of areas, including but not limited to: business and economics, advertising and public relations, the arts, film and television, health and human services, hospitality administration, politics, journalism, and international organizations. Courses may be taken in Spanish language and culture and liberal arts. Another Madrid internship program is offered by Educational Programmes Abroad (EPA). Fall and spring semester positions are available in a variety of fields. Students take courses at the Universidad Antonio de Nebrija.

The CIDE/Deusto-Bilbao semester-long program in Bilbao is an excellent program for students with double majors in Spanish and elementary or secondary education. Classes are offered for all international students at the intermediate to advanced levels. Their teacher practicum allows education majors to get some experience in a local classroom. Students live with a host family or in shared apartments.

International Studies Abroad (ISA) gives students an opportunity to study for a semester or an academic year at the University of Granada. Course work focuses on Spanish language and culture or Hispanic studies. The origins of the university can be traced back to the Arabic University of Madraza and is one of Spain's major intellectual centers.

United Kingdom—Albion offers several programs in England and Scotland. Students attending the academic year program at the London School of Economics can study a variety of subjects, e.g., anthropology, economics,

mathematics, operational research, philosophy, political science, and sociology. Participants live in university-owned residences. There is also a summer school option.

A full curriculum of studies is available at five partner universities in the U.K.: the University of Sussex in Brighton, England; and the University of Stirling, the University of Aberdeen, the University of St Andrews, and the University of Glasgow, all in Scotland. Semester, summer, and full-year study opportunities are available at Sussex and Stirling, while semester or full-year options are available at Aberdeen, St Andrews and Glasgow. Albion participates in the Principia Consortium, a special academic honors program offered at Glasgow. All five institutions place students in university residence halls.

The Educational Programmes Abroad (EPA) internship/study program in London offers semester and summer opportunities. Students intern four days per week and take one (summer) or two courses (semester). Housing is in program apartments. The Boston University London Internship program is designed for students to take classes during the first part of their experience and then fully engage in an internship during the last eight weeks. Students in this program live in provided housing. EPA also offers an internship program in Edinburgh, Scotland.

The Centre for Medieval and Renaissance Studies at Oxford University in England provides one-to-one teaching through semester-long tutorials, an integral course of lectures, field trips, and a colloquium. Seminars are offered in art history, history, languages, literature, philosophy, political thought, women's studies, and religious studies. The program is facilitated by Middlebury College in partnership with Keble College in Oxford.

Multiple Countries in Europe—In the Comparative Women's and Gender Studies in Europe program sponsored by Antioch College, students observe firsthand the European women's movement. Participants meet with women from varied professions in five different countries: Netherlands, Germany, Poland, Czech Republic, and Turkey. This fall semester program includes three courses and an independent research project. Students stay in hostels, hotels, and with local hosts throughout Europe.

Latin America

Argentina—The Council on International Educational Exchange (CIEE) program in Buenos Aires offers semester or academic year language programs for Spanish students, beginners through advanced. Other areas of study are also offered. Students attend classes with other international students at FLACSO and at Universidad de Buenos Aires and Pontificia Universidad Católica. During the summer a community public health program, designed to accommodate students with intermediate to advanced language skills, focuses on health care issues from a social science perspective. Students reside with host families during their experience abroad. For Spanish majors, International Studies Abroad (ISA) hosts a summer intensive Spanish language program at the University of Belgrano, where students can study in sessions of one, two or three months.

SSA offers a semester or full-year Spanish language program in Córdoba in the northern part of Argentina. The program partners with the Universidad Nacional de Córdoba (UNC), and courses are available in a variety of subjects. Students have the opportunity to engage in extracurricular activities such as tango and equestrian lessons, internships, or volunteer community service. Students are placed in homestays.

Chile—CIEE offers a semester or full-year program in Valparaíso/Vina del Mar, where students take classes with other international students at the Pontificia Universidad Católica and are encouraged to enroll in regular university courses. Offerings include Spanish and Chilean culture, plus a wide variety of courses in disciplines such as business administration, environmental sciences, fine arts, journalism, music, physics and psychology. Students live with host families and have opportunities for volunteering and service. A summer study option is available through ISA—students can engage in Spanish language and Latin American Studies for one to two months.

Costa Rica—The Associated Colleges of the Midwest (ACM) sponsors programs in Community Engagement in Public Health, Education, and the Environment in San José in the fall and Field Research in the Environment, Social Sciences, and Humanities in the spring. The fall semester has three major components: Spanish language study, introduction to Costa Rica, and a core course taught by a local expert. Students live with families and complete an independent study project. The spring semester is a program for advanced independent work in the natural and social sciences and the humanities. It includes language study (including a homestay), field research, a research seminar and paper.

The School for Field Studies Center for Sustainable Development Studies, located at Atenas, works on sustainable development opportunities for Costa Rica. In this semester-long program, students study the seven Protected Areas and then apply that knowledge to the local canton of Atenas. They also are involved in the local community. Housing is provided in the Center. A summer option is available.

Mexico—Beginning through advanced Spanish students may spend a semester, full year, or summer at the CIEE program at the University of Guanajuato. There are homestays and opportunities for volunteering.

Peru—In the CIEE Liberal Arts Program, students with five or more semesters of college-level Spanish have the opportunity to take courses with Peruvian students, thus learning about contemporary culture in Lima. Participants engage in a two-week intensive Spanish language course before the start of the program. Homestays and excursions to Cuzco and Machu Picchu are program highlights.

A month-long summer study option in Lima is available through ISA. Students can engage in Spanish language, literature and Peruvian culture at the Universidad del Pacifico. Various housing options are available.

Middle East

Turkey—The Council on International Educational Exchange (CIEE) offers students the opportunity to study for a year or a semester at Koc University in Istanbul, a private, medium-sized university located on a beautiful hillside campus overlooking the Black Sea. Istanbul is a multicultural city that spans two continents and offers a unique blend of East and West culture. Classes are taught in English; however, Turkish language study is a program requirement. Course work is offered in arts and sciences, engineering, archaeology and history of art, business administration, economics, history, international relations, philosophy, psychology and sociology. Students live on campus in residence halls.

North America: Canada and U.S.A.

Canada—The Ecole de langue française et de culture quebecoise is located in the Université de Quebec in Chicoutimi, Quebec. This is a semester or summer total immersion experience. Classes are taught completely in French. A number of internships are available during the semester programs. Students live with a host family. Chicoutimi is located in northern Quebec near a beautiful lake.

United States

Albion offers a number of academic internship/apprenticeships, research, and study programs in the U.S.

Beaufort, N.C.—Duke University's Marine Laboratory provides semester and summer courses in marine science, including biochemistry, ecology, developmental biology, geology, oceanography, physiology and systematics. Fall and spring semester options are available. Housing is provided at the laboratory site.

Chicago, Ill.—The ACM/Newberry Library Program in the Humanities (a GLCA-recognized program) is an opportunity for students to do research at one of America's foremost libraries in the humanities.

Oak Ridge, Tenn.—The Oak Ridge Science Semester (a GLCA-recognized program) is a fall-semester program that enables upperclass students (primarily seniors) to join ongoing research projects at Oak Ridge National Laboratory. Majors in biology, chemistry, physics, computer science or mathematics are eligible. In addition to their research, students participate in an interdisciplinary seminar and take an advanced course from a resident faculty member from a member college of the GLCA or ACM. Housing is in apartments provided by the program.

Woods Hole, Mass.—The Sea Education Association (SEA) semester is a fall, spring or summer program that integrates science, the humanities and practical seamanship with deep-water oceanographic studies. Students spend the first half of the program at the SEA campus in Woods Hole, MA. Participants then spend the second half of the program on board one of SEA's sailing research vessels. Cruise tracks include the Caribbean and the Atlantic and Pacific oceans.

Six U.S. internship programs are overseen by the Career and Internship Center:

Chicago, Ill.—Two programs are available. The Chicago Center for Urban Life and Culture offers a combined academic and internship experience during which students intern four days per week, take a Chicago communities and cultures seminar, and complete an independent study project. Students live in apartments provided by the program. This urban studies program has fall, spring or summer sessions. The ACM Chicago Program has emphases in arts, entrepreneurship, and urban studies. Students have the opportunity to explore one of these topics in depth, or participate in classwork and projects across these disciplines. The program offers a mix of academic work, including an internship, independent study project, common core course about the city of Chicago, and a variety of seminars focused on the arts and creativity, innovation and entrepreneurship, and urban studies and social justice. Fall and spring sessions are available. Housing is in program apartments.

New York, N.Y.—The New York Arts Program (a GLCA-recognized program), offered in the fall and spring semesters, provides students in the performing, visual and communication arts opportunities not available on their home campuses. Each participant engages in an apprenticeship and in a seminar on the arts. Students work with professionals in a wide variety of areas and live in the New York Arts Program house. Ohio Wesleyan University manages this program.

Philadelphia, Pa.—The Philadelphia Center (a GLCA-recognized program) provides an integrated internship and academic experience in an urban context. Students choose an internship in a school, institution, agency or community group related to their academic discipline. The course work consists of a city seminar and electives. Students live in apartments. Hope College manages the program. Fall or spring semester options or a summer session are available.

Washington, D.C.—Two programs are available. The Washington Semester program at American University offers students an internship plus studies in a variety of areas. The semester program includes an internship, a thematic seminar and an elective course or research project. Housing is in an American University residence hall. The Washington Center for Learning Alternatives provides semester students with an intensive internship experience four and a half days per week and a seminar program. Students live in apartment complexes. Both Washington programs have a summer option.

Contact the Career and Internship Center for more information and to apply for these internship opportunities.

Summer College

Albion Summer College offers undergraduate courses taught by members of the Albion College faculty. As during Albion's regular school year, the program features personal attention, small classes and modern educational facilities—but at less cost.

Albion Summer College offers opportunities to currently enrolled Albion College students to accelerate academic programs, to relax a tight course schedule, or to raise grade point averages. Guest students from other colleges are welcome.

All academic policies are enforced during summer school.

Questions concerning the Albion Summer College should be addressed to: Registrar's Office, Albion College, Albion, Michigan 49224.

Library Services

The Stockwell-Mudd Libraries make available to students and faculty more than 425,000 print books and non-print items, more than 100,000 digital books, over 20,000 electronic and print journal subscriptions, and full text articles from more than 53,000 journals through the library's many online databases. The library is open 111 hours a week. Research assistance is available at the Information Desk 53 hours a week, and librarians also provide help through e-mail, text messaging, chat, Twitter and Facebook.

Albion College librarians have developed a strong program of library instruction to meet the needs of students and faculty and to support the College's liberal arts curriculum. The instruction program emphasizes information literacy and promotes critical thinking and lifelong learning. The staff offers instruction services that include general library orientation sessions, course-specific and assignment-specific library instruction, and instruction on using specific research tools and the critical evaluation of sources. Librarians work closely with faculty to be certain that the reference sources, research strategies and evaluation methods that are presented address the specific information and research needs of the students in their classes.

Librarians are committed to exploring current and emerging technologies and how they may best be used by our academic community. In addition to books and journals in multiple formats, the library provides access to a wide range of the devices students need to access information and create knowledge—desktop computers, laptops, and various tablet computers and e-readers. We're also committed to making information discovery more effective through OneSearch, a service that allows patrons to search nearly all library resources with a single search.

The book collections are distributed between two buildings connected by an enclosed walkway: Stockwell Memorial Library (1938) and Seeley G. Mudd Learning Center (1980). The Cutler Commons, located in the Stockwell building, provides interactive study spaces; a one-stop services area for circulation, research help, and assistance with technology; and a café. The Stockwell building also houses back issues of periodicals and the Wendell Will Room.

The Mudd building houses the current periodicals collection, extensive collections of U.S. government documents, the Madelon Stockwell Turner Memorial Room, the Foundation for Undergraduate Research, Scholarship, and Creative Activity (FURSCA), and the Academic Skills Center. The Special Collections Department is also located in the Mudd Building, and contains the College's archives, the Rare Books Collection, and the archives of the West Michigan Conference of the United Methodist Church. These are closed stacks, but access to these collections is available by appointment.

The library website provides instant access to the library catalog, numerous online databases and full-text resources, journal holdings, and research assistance.

The book collections are extensive and provide support across the curriculum. A large collection of classic and popular movies is also available. The library is a participant in the Michigan Electronic Library (MeLCat), an online system that enables Albion students and faculty to directly borrow materials from other participating Michigan libraries. In addition, the library's interlibrary loan service provides students, faculty and staff with materials not available locally.

The library contains a variety of areas for study—classrooms, seminar rooms for groups, carrels for individual study, and comfortable group spaces with movable furniture. The Friends of the Library sponsor a variety of displays and programs, including readings and lectures, and the Odd Topics Society series. These programs offer a public forum for authors reading from their works and for speakers making presentations on a variety of topics.

Information Technology

Albion College has been recognized as a leader in providing technology resources and support to students, faculty and staff. The Information Technology staff provides superior technical skills and customer service to the campus community.

Powering Albion College's high-speed network is a fiber optic dual-Gigabit Ethernet backbone that extends to every residence hall room, public lab, faculty office and classroom. In addition, the College has a wireless network with significant campus coverage. These networks are connected to the Internet via a fractional T3 line. Windows-based computers are the campus standard, although other types of workstations are used for specific applications. All students, faculty and staff members are automatically provided network accounts that allow them access to e-mail, file and World Wide Web page storage. Graduating students are provided with a lifetime e-mail account. As part of campus agreements, students receive updated Microsoft Office Suite and anti-virus software. Technical assistance can be obtained from the Help Desk, or from student technology assistants in the evening hours in the library.

Public computer facilities are available in Olin Hall and Putnam Hall, and an advanced technology computer lab in the Ferguson Student, Technology, and Administrative Services Building is equipped with digital imaging, digital video and wireless capabilities. Dell and Macintosh laptops are available for signout in the Stockwell-Mudd Libraries and in Information Technology in the Ferguson Building. Specialized computing facilities dedicated to particular departments, residence hall computer labs and technology-enhanced classrooms, are located throughout the campus. In addition to classrooms with installed computers and projection, portable media systems supporting classroom instruction are also available in a number of campus locations.

The Instructional Technology department provides support for faculty, staff and students in their use of technology to enhance teaching, learning and research. The department supports a media development lab for those requiring assistance with digital imaging and digital video editing projects, and loaner equipment such as laptop computers, projectors and digital cameras. Online training is available throughout the year to introduce the computer and network systems, Microsoft Office applications, e-mail, graphics, Web use, and to provide advanced information on specific topics.

Administrative computing systems run on Ellucian's Banner, based on the Oracle database system. Most of the College's business applications are run in the Banner system, including registration and student records, finance, financial aid, human resources and institutional advancement. In addition, Web interfaces to Banner are provided for students, faculty and staff.

Information Technology is committed to providing appropriate technology resources and support to meet student, faculty and staff needs. Detailed information on services is available at www.albion.edu/it.

Academic Skills Center

The Academic Skills Center (ASC), located in the Mudd Learning Center, provides students with a wide range of support for learning inside and outside the classroom in all academic areas. Students can get assistance with learning strategies, quantitative study, and writing in one of the ASC's three centers. In addition, study tables offer scheduled times for drop-in help with many introductory courses, and peer tutors can be requested in most academic areas. See the ASC website (www.albion.edu/asc/) for current information on study tables, to submit requests for peer tutors and to request a study strategy appointment with ASC staff. All services of the Academic Skills Center are free to Albion College students.

Disability Services and Accommodations

The Learning Support Center (LSC) coordinates services and accommodations for students with disabilities. These services are provided in accordance with the 2008 amendments to the Americans with Disabilities Act as well as section 504 of the Rehabilitation Act of 1973 and are intended to remove barriers to participation in the college environment. Sources and forms of documentation for substantiating a student's disability can take a variety of forms, including a student's self-report, the observation and interaction with staff of the LSC and information from outside sources. Decisions regarding appropriate accommodations are made through an individual review between the head of the LSC and the student. Reasonable accommodations and services commonly requested include extra time on examinations, distraction-free test locations and classroom note-takers. Course modifications or auxiliary aids that constitute a fundamental alteration of a course or program of study are not extended through the ADA.

Learning Support Center

Learning Support Center staff meet with students who want to improve and adopt effective academic strategies. Common student goals include managing time, mastering procrastination, preparing for exams, and planning ahead. First-year students often seek assistance from the center to bring their study skills up to college level; later these students may continue to utilize the center to "fine-tune" their skills for meeting the demands of upper-level courses. Students may request appointments at any time of the semester.

Quantitative Studies Center

The Quantitative Studies Center provides support for students in all disciplines. Frequently addressed issues include applications of mathematics, logic or statistics in various courses and specific strategies for approaching college-level mathematics courses. The resources of the Center include a collection of mathematics texts that students may check out and a set of computerized self-paced tutorials in algebra and trigonometry that students may use at their convenience. Students can receive help on a drop-in basis, and those desiring long-term one-on-one tutoring in math can be paired with trained student tutors. In addition to these services, the Quantitative Studies Center sponsors a series of workshops. Recent workshops have included such topics as using graphing calculators, solving story problems, overview of important calculus concepts, and preparing for graduate school entrance or teacher certification examinations.

Writing Center

The Writing Center supports every writer at Albion College: our goal is to support students as they work to become better at their craft, from the novice to the already experienced writer. Peer consultants at the Writing Center support writers by responding to thinking and writing in process. Writing consultants work one-on-one with

student writers to discuss and brainstorm ideas, develop writing plans that meet assignment goals, troubleshoot research or citation questions, and review rough draft writing at any stage. Consultants welcome and work with students and student writing from across the campus, in a variety of academic disciplines, as well as assisting students with other kinds of academic or professional writing (e.g., cover letters for internships, resumes for job applications, personal statements for scholarships or graduate school).

Career and Internship Center

The mission of the Career and Internship Center is to guide and inspire Albion College students to be actively involved in their personal and career development throughout their academic and professional career. The office creates a supportive career-readiness community of faculty, parents and advisers that equips students to lead lives with purpose and value.

The Career and Internship Center staff provides comprehensive services designed to assist students in exploring and attaining their professional career goals including self-assessment instruments, individual and group career counseling, a career and life planning course, career development programming, job and internship resources, and on-campus recruiting. Events include: Career Visions trips to network with professionals and alumni, career fair trips, interview fair trips, visits to employers, workshops, presentations, and employer presentations.

Co-Curricular Programs

Albion College offers opportunities for students with interests in everything from computers to art—opportunities offered both inside and outside of the classroom.

Anna Howard Shaw Women's Center—See the Student Life section of this catalog for more information.

Print and Electronic Media—Students interested in writing, editing, layout and broadcasting may wish to take advantage of several campus opportunities. Students interested in journalism may work for *The Pleiad*, an online campus news source, or *The Albionian*, the yearbook. The campus literary journal is *The Albion Review*, which publishes poetry, prose and artwork by students, faculty and campus visitors; it is edited entirely by students. The campus radio station, WLBN, broadcasts on a closed-circuit system as well as the Internet and is operated by students who serve as D.J.s, news and sports announcers, special reporters/interviewers, and station directors. All students enrolled at Albion College may audition.

Art Exhibits—The Art and Art History Department sponsors a series of art exhibits in the galleries of the Bobbitt Visual Arts Center that feature the work of nationally-known artists, art department faculty, alumni and art students. In addition, the College maintains a collection of prints, ceramics, glass, paintings and other art objects that are regularly displayed.

Music—Albion's Music Department offers diverse opportunities for performance and private study. The Concert Choir, Briton Singers, Symphony Orchestra, Marching Band, Symphonic Band, Jazz Ensemble and chamber ensembles are open by audition to all students. Private lessons in voice, piano, organ, guitar and all orchestral and band instruments are available to all students. Off-campus study and internships offer outstanding opportunities in New York, Washington, D.C., Chicago and abroad for students pursuing professional careers in music and related fields.

Theatre—Four major plays and several studio productions are staged each year. These are produced by the Theatre Department and the Albion College Players. All Albion students are invited to become involved in theatre activities. Under certain circumstances it is possible for students to receive credit for their participation.

Internships with professional theatre groups and the broadcast media are possible in New York and Philadelphia, and Albion's other off-campus programs in the U.S. and abroad can provide new and different perspectives in the theatre.

Academic Honors and Activities

Albion encourages students to expand their experience both inside and outside of the classroom. A wide range of extra-curricular and co-curricular activities provide recreational and educational opportunities for all students. These include honor societies, honorary organizations, departmental clubs, off-campus study, interdisciplinary courses, performing arts, and more. In addition, Albion provides a complete intramural and varsity athletic program which is described in the Student Life section of this catalog.

Academic Honors

Dean's Honor List—Those full-time students whose grade point average is 3.5 or above at the completion of a semester are named to the Dean's List issued at the close of each semester. To qualify, students must take at least three units in graded courses and successfully complete four units. All course work must be completed on the Albion College campus.

Graduation Recognition—Three grades of recognition are conferred at graduation. For students graduating in 2006 and after, cum laude is granted to those who have a grade point average of 3.50 to 3.74; magna cum laude is granted to those who have a grade point average of 3.75 to 3.89; and summa cum laude is granted to those who have a grade point average of 3.90 or above. Grade point averages are not rounded. A student must complete at least three semesters of study at Albion College to be considered for graduation recognition.

Albion College Honors—To graduate “with Albion College honors,” a student must have a cumulative grade point average of at least 3.5, have completed all four Great Issues honors seminars, and have completed an acceptable honors thesis and submitted it to the Honors Committee by the required deadline.

Thesis Honors—Qualified students not graduating with Albion College honors may also present papers to be submitted for thesis honors. Normally, such students will have a cumulative grade point average of 3.0 or higher. A student whose thesis is accepted will graduate “with honors.” Each thesis must be approved by a committee comprising at least three faculty members, and the committee as a whole must be approved by the director of the Brown Honors Program. Details on the types of theses that may qualify for honors appear in the Academic Regulations section of this catalog.

Honor Societies

Phi Beta Kappa is the oldest of the national honorary societies, founded in 1776. The Beta chapter of Michigan was established at Albion in 1940. Members are usually seniors in the top 10 percent of their graduating class who meet the chapter's liberal studies and residency requirements.

Sigma Xi, The Scientific Research Society, was founded in 1866 as an honor society for scientists and engineers. The Albion chapter, started in 1959, includes faculty and students who are involved in scientific research. Students who have done research at Albion or in an approved off-campus program and who anticipate a career in science are eligible for nomination as associate members.

Albion College Fellows have attained a 3.7 average for three successive semesters on campus. They must also take at least three units in graded courses and successfully complete four units each semester. Participation in an approved off-campus program does not prevent students from qualifying at the end of the semester after they return.

Mortar Board, a national honorary, was established at Albion in 1941 to honor women who have been outstanding in scholarship, leadership and service. In 1976 the Albion chapter voted to make its membership coeducational.

Omicron Delta Kappa, national leadership honorary, was established at Albion in 1942 to honor juniors and seniors who have actively contributed to campus life and scholarship.

Alpha Lambda Delta, national freshman scholastic honorary, recognizes students who have received a 3.5 average at the end of their first semester and are in the top 20 percent of their class, based on at least three units of graded courses per semester. Alpha Lambda Delta was established at Albion in 1940.

Departmental Honoraries and Clubs

Many academic departments of the College sponsor honoraries in recognition of high scholarship. Minimum requirements for membership in these honoraries usually include: a departmental grade average of 3.0; an all-College grade average of 2.5; a major or minor in the respective department; and sophomore standing, although second semester freshmen are eligible in very unusual cases. The departments and their respective organizations include:

Biology—Beta Beta Beta (national)
Chemistry—Fall Chemistry Club
Economics—Omicron Delta Epsilon (national)
English—Joseph J. Irwin Honorary Society
Geology—Sigma Gamma Epsilon (national)
History—Phi Alpha Theta (national)
Mathematics—Kappa Mu Epsilon (national)
Music—Pi Kappa Lambda (national)
Physics—Sigma Pi Sigma (national)
Political Science—Pi Sigma Alpha (national)
Psychology—Psi Chi (national)
Public Policy—Pi Sigma Sigma (national)
Sociology—Alpha Kappa Delta (national)

Many departments also have their own clubs designed to encourage interest and to supplement the work in the classroom.

Departmental awards are given on a broad range of criteria to students in the form of prizes, honors and other distinctions. Students are urged to familiarize themselves with the awards by contacting the respective departmental chair.

Scholarships and Fellowships for International Study

The national scholarships and fellowships listed below assist students who wish to study and/or conduct research abroad. Because the selection process for these awards is highly competitive, students are strongly encouraged to consult with the campus advisers for these programs during the application process.

Freeman-ASIA—The primary goal of the Freeman-ASIA Program is to increase the number of U.S. undergraduates who study in East and Southeast Asia by providing students with the information and financial assistance they will need. Awardees are expected to share their experiences with their home campus to encourage study abroad by others and to spread understanding of Asia in their home communities. For more information, see <http://www.iie.org>.

Fulbright Grants—Congress created the Fulbright program in 1946 to foster mutual understanding among nations through educational and cultural exchanges. Each year, the Fulbright program enables U.S. students, artists and other professionals to study or conduct research in more than 100 nations. The program offers Fulbright full grants, Fulbright travel grants, foreign and private grants and teaching opportunities. Brochures, application forms and information are available from the Center for International Education or the Fulbright campus adviser, Dale Kennedy, director of the Prentiss M. Brown Honors Program. The campus application deadline is Oct. 1. For more information, see <http://www.iie.org/>.

German Academic Exchange Service (DAAD)—The German Academic Exchange Service (DAAD) is a publicly-funded independent organization of higher education institutions in Germany. Each year DAAD, its Regional Branch Offices, its Information Centers and DAAD professors around the globe provide information and financial support to over 67,000 highly-qualified students and faculty for international research and study. Located in New York, San Francisco and Toronto, DAAD North America advises students, faculty and current DAAD fellows in the U.S. and Canada. For more information, contact Perry Myers, Department of Modern Languages and Cultures, or see <http://www.daad.org/>.

Benjamin A. Gilman International Scholarship Program—The Benjamin A. Gilman International Scholarship Program reduces barriers to study abroad by providing assistance to those undergraduate students who have demonstrated financial need. This program offers a competition for awards for study abroad, for U.S. citizens who are receiving federal Pell Grant funding. Pell recipients planning to study abroad should also apply for a Gilman Scholarship. This congressionally funded program is offered through the Bureau of Educational and Cultural Affairs of the U.S. Department of State and is administered by the Institute of International Education. Selected by competition, recipients are awarded up to \$5,000 to defray the costs associated with studying abroad. For more information, see <http://www.iie.org/en/Programs/Gilman-Scholarship-Program>.

British Marshall Scholarships—Established by an act of Parliament in 1953 to commemorate the ideals of the European Recovery Programme (the Marshall Plan), the British Marshall scholarships are intended to enable "intellectually distinguished young Americans to study in the United Kingdom and thereby to gain an understanding and appreciation of the British way of life." Applications must be submitted on prescribed forms available by mid-May from the Office of International Education. The campus application deadline is Oct. 1. For more information, see <http://www.marshallscholarship.org/>.

NSEP Scholarships—Established by the National Security Education Act of 1991, NSEP scholarships aim to provide U.S. undergraduate students with the resources and encouragement they need to acquire expertise in languages, cultures and countries less commonly taught in the United States. NSEP scholarships can be applied for study in all countries except Western Europe, Canada, Australia and New Zealand. Applications can be obtained from the Office of International Education or the NSEP campus adviser. The campus application deadline is Dec. 1. For more information, see www.borenawards.org.

Rhodes Scholarship—The Rhodes scholarship provides for study at Oxford University and is one of the most competitive awards available. Applicants must demonstrate outstanding intellectual and academic achievement, but they must also be able to show integrity of character, interest in and respect for their fellow beings, the ability to lead and the energy to use their talents to the fullest. Forms and information are available from the Office of International Education. The campus application deadline is Oct. 1. For more information, see <http://www.rhodesscholar.org>.

Rotary Ambassadorial Scholarships—The primary purpose of this program is to further international understanding and friendly relations among people of different countries. Scholarship applications need to be made more than a year in advance of the planned study abroad program experience. Rotary awards provide for all expenses of most semester and year-long study-abroad programs. For more information, see <http://www.rotary.org/en/StudentsAndYouth/EducationalPrograms/AmbassadorialScholarships/Pages/ridefault.aspx>.

Information on other study-abroad scholarships may be obtained in the Center for International Education.

Scholarships and Fellowships for Study in the United States

The scholarships and fellowships listed below are awarded nationally to undergraduate students who wish to continue their studies in the areas specified by the respective program. Because the selection process for these awards is highly competitive, students are strongly encouraged to consult with the campus advisers for these programs during the application process.

Jack Kent Cooke Graduate Scholarship Program—The Jack Kent Cooke Foundation provides scholarships to college seniors or recent college graduates of high need to enable them to attend graduate or professional schools. Approximately 65 of these scholarships are awarded annually. In order to apply, you must be nominated by our campus representative, the associate provost. For more information, see <http://www.jkcf.org/scholarships>

Barry M. Goldwater Scholarship—The Barry M. Goldwater Scholarship and Excellence in Education Program “was established by Congress in 1986 to honor Senator Barry M. Goldwater, who served his country for 56 years as a soldier and statesman.” The purpose of the foundation is to develop highly qualified scientists, mathematicians and engineers by awarding scholarships to college students who intend to pursue careers in these fields. For more information, contact the Goldwater campus representative, Vanessa McCaffrey, Department of Chemistry, or see <http://www.act.org/goldwater>.

National Science Foundation Graduate Research Fellowships—The program recognizes and supports graduate students pursuing research-based master's and doctoral degrees in science, technology, engineering and mathematics disciplines. “NSF Fellows are expected to become knowledge experts who can contribute significantly to research, teaching and innovations in science and engineering.” For more information, go to: <http://www.nsfgradfellows.org/>.

Thomas R. Pickering Foreign Affairs Fellowship Program—Outstanding students who are interested in pursuing a foreign service career with the U.S. Department of State may apply for a Pickering fellowship during their sophomore year. The fellowship award includes tuition, room, board and mandatory fees during the junior and senior years of college and during the first year of graduate study with reimbursement for books and round trip travel. The fellow must commit to pursuing a graduate degree in international studies at one of the graduate schools identified by the Woodrow Wilson National Fellowship Foundation. Fellows meet annually in Washington, D.C., for a program orientation. Only U.S. citizens will be considered for the Pickering fellowships. Women, members of minority groups historically underrepresented in the Foreign Service, and students with financial need are encouraged to apply. For more information, see <http://www.woodrow.org/fellowships/index.php>.

Harry S. Truman Scholarship—These awards go to college juniors with “exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service. . . .” Approximately 80 awards are given annually for support in graduate school. For more information, go to <http://www.truman.gov>.

Morris K. Udall Undergraduate Scholarship—These highly competitive scholarships are awarded to college sophomores and juniors who have demonstrated commitment to careers related to the environment or who are Native American or Alaska Native and have demonstrated commitment to careers related to tribal public policy or health care. Interested students should prepare to apply at least a year in advance of the application deadline. Forms and information are available from the Udall campus representative, Timothy Lincoln, Department of Geological Sciences. For more information, see <http://www.udall.gov/OurPrograms/MKUScholarship/MKUScholarship.aspx>.

Academic Regulations

Graduation Requirements

A student graduates from Albion College after meeting a series of requirements including course work, satisfactory grade point average, a major, residency and others as outlined under specific degree requirements stated below. Students generally graduate after eight semesters.

Bachelor of Arts Degree (B.A.)

The degree of bachelor of arts (B.A.) is conferred upon students who have met all of the following requirements for graduation:

Minimum Units—Students must complete a minimum of 32 units (128 semester hours) of course work to graduate. An Albion unit is equivalent to four semester hours. Included in the total are the core requirement described earlier, courses leading to the major(s) and minor(s), and elective courses which make up one-half to one-third of each student's total courses. There are limits on the number of wellness activity courses, music ensembles and internships that may count toward graduation. Normally students complete degree requirements within eight semesters. If students have not completed graduation requirements within eight graded semesters, they must petition the Committee on Academic Status and Petitions for permission to continue enrollment for each additional semester needed to complete requirements.

Grade Point Average—To qualify for the bachelor of arts degree, a student must have a 2.0 grade point average in all course work. A minimum 2.0 grade point average in one major field is also required for graduation. Students should note that to earn the designation of a second major, a 2.0 grade point average also must be achieved in that major. A department also may require additional demonstration of competence (minimum course grade requirements, comprehensive examination, senior recital or the like) to complete a major. Graduating students (2006 and after) earning a 3.5 cumulative grade point average or higher qualify for graduation recognition as described under the Academic Honors and Activities section.

Core Requirement—Graduating students must have completed the core requirement.

Writing Competence Requirement—Students must pass the Writing Competence Examination to graduate.

Majors and Minors—Students must declare at least one major but no more than two majors prior to graduation. Although students may declare a major as early as the freshman year, this is generally done during the sophomore

year. Students may fulfill the major requirement in one of three ways: departmental major, interdepartmental major and individually designed major. The maximum number of units required for a departmental major is 10 units in that department and an additional four units in other departments. No more than 16 units in any one department may be counted toward graduation. (A language major in the Foreign Languages Department means that no more than 10 units are required in the specific language declared as the major.) Further information on interdepartmental and departmental majors may be found in the Programs of Study section of this catalog, while the individually designed major is described in the Academics at Albion section. Students also have the option to declare a minor. Further information appears in the Academic Programs section and in the Programs of Study section.

Music Ensembles and Dance—A maximum of two units of credit for participation in music ensembles (instrumental and vocal) or dance studio courses may be applied toward completing the 32 units required for graduation.

Wellness—A maximum of four activity courses (100 level, 1/4 unit) in wellness may be used toward completing the 32 units required for graduation.

Residence Requirement—To be a candidate for an Albion College degree, a student must complete eight of the last 12 units at Albion College. Residence is defined as academic work completed on campus, in combined course programs, approved internships, or through approved off-campus programs.

Application for Degree—Graduating students must file an Application for Degree in the Registrar's Office the year prior to graduation.

Participation in Commencement Exercises—Students who have attained at least 25 units may participate in commencement exercises. Students may only participate once.

Bachelor of Fine Arts Degree (B.F.A.)

Bachelor of fine arts students must complete a minimum of 34 units (136 semester hours) of course work to graduate. To qualify for the bachelor of fine arts degree, a student must have a 2.0 grade point average in all course work. Included in this total are the core requirement and at least 16 but not more than 21 units in visual arts. In addition, B.F.A. candidates must fulfill the writing competence requirement and the requirements on grade point average, residence and application for degree described in the preceding section on the bachelor of arts degree.

Students who are within three units of the minimum graduation requirement for the B.F.A. degree may petition for permission to participate in commencement exercises.

For more specific requirements, refer to the Department of Art and Art History section of the catalog.

General Academic Regulations

In addition to the aforementioned graduation requirements, Albion College expects each student to meet the following academic regulations:

Grading System

Students are graded according to the following designations:

CREDIT SYSTEM: 1 unit is equivalent to 4 semester hours or 6 quarter hours

KEY TO GRADES: (Effective 1985 to present)

4.0	A	Outstanding
3.7	A-	
3.3	B+	
3.0	B	Good
2.7	B-	
2.3	C+	
2.0	C	Satisfactory
1.7	C-	
1.3	D+	
1.0	D	Poor
0.0	F	Failing
I	0.00	Incomplete
NR	No Report of a grade – Does not affect GPA	
W	Authorized Withdrawal – Does not affect GPA	
P	Satisfactory progress; grade deferred until completion of study. Does not affect GPA	
CR/NC	Credit/No Credit. Grade of CR represents a grade of 2.0 or better. Does not affect GPA	
T	Transfer credit	
AP	Advanced Placement credit	

4—represents work outstanding in quality. The student not only shows unusual mastery of the required work for the course, but also has independently sought out and used additional related materials, demonstrating the ability to discover new data, to develop new insights and to bring them to bear on the work at hand.

3—represents work which is higher in quality than that of a 2.0, or more than satisfactory. The student has shown the ability and the initiative to fulfill more than the basic requirements of the course.

2—represents work which fulfills all of the basic requirements for the course. It means that the student has a grasp of the material and techniques or skills sufficient to proceed with more advanced courses in the area.

1—represents work seriously attempted but which is below the 2.0 level in quantity and quality. The student is advised not to continue advanced work in the field.

0—represents work unsatisfactory in either quantity or quality. It results in the student's not being able to continue with further work in the field and results in no credit, although it is recorded on the permanent record.

Note: intermediate grades of 3.7, 3.3, 2.7, 2.3, 1.7 and 1.3 may be awarded.

CR/NC—credit/no-credit. A credit or no-credit grade is given in a course selected for unit credit without quality points. CR is equivalent to a grade of 2.0 or better. The purpose of CR/NC is: (1) to allow students to explore new areas of study outside their majors at no risk to their grade point averages; (2) to provide a method for evaluating academic experience different from usual course work, e.g., internships. Students are limited to one unit of CR/NC per semester except for some internships and off-campus programs, and to no more than eight units in the total of 32 units required for graduation. Students should note that the College is unable to predict how graduate schools and prospective employers will evaluate CR/NC. The CR/NC grading option may only be elected up to the end of the second week of classes each semester. See the academic calendar for exact dates. **I**—incomplete. Incomplete grades are given only because of illness or other unavoidable circumstances as defined by the Committee on

Academic Status and Petitions. A grade of incomplete must be removed within seven weeks of the end of the term in which the incomplete was given. 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. **AU**—audit. Students are expected to attend classes, complete all assignments, etc. Students receive a numeric grade but no credit. **P**—work in progress. This grade is awarded only for directed study and thesis work that requires an extension of time for completion. Students must re-register for the course in their next semester of attendance. Failure to complete the work during this time will result in a grade based on the amount of work satisfactorily completed. The grade of "P" carries no quality points. This grade may also be awarded to students who are enrolled in courses that extend past the end of the semester. Failure to complete the work during the scheduled course time will result in a grade based on the amount of work satisfactorily completed. The grade of "P" carries no quality points.

Grade Reports—Grades are available via the Albion College Information System (ACIS) at mid-semester to first-year students, all students on academic probation and other students performing below a 2.0 in a particular course. Final grades are available via ACIS to all students at the end of each semester. Final grades become a part of the official academic record of each student.

Withdrawal from Courses—A student may withdraw from a course up to and including the Monday of the eleventh week of the semester by turning in to the Registrar's Office a request form bearing the signatures of the student's instructor and adviser. Performance in the course will be recorded on the permanent record as a grade of W. The grade of W does not carry grade point value. This decision may not be reversed if the student later wants to be given a grade.

Course Grade Appeal—Students who wish to appeal the final grade received in a particular course must first consult with the professor of the course in question. Following consultation with the professor, if the student concerns have not been satisfactorily addressed, the student may then consult with the department chair and then finally with the provost.

A final appeal can be made to the Faculty Steering Committee, which will review the steps taken and recommend a solution. If the College is not in session, the chair of the Steering Committee will convene a representative group of faculty to review the grade change appeal.

If a student doubts the wisdom or propriety of personally appealing a final grade, then the student is urged to discuss the matter with his/her faculty adviser, the department chair or a staff member in the Registrar's Office. As a result of these discussions, an intermediary—either the student's faculty adviser or another full-time faculty or staff member selected by the student—should evaluate the course grade appeal before acting for the student in pursuing a change of grade.

All final grade changes must be approved by the provost with the advice and consent of the registrar.

Student Classification

Students are classified as follows:

Freshman	0.0 – 5.99 units
Sophomore	6.00 – 13.99 units
Junior	14.00 – 21.49 units
Senior	21.50 or more units

Course Schedules

Repeat Courses—A student taking a course for the first time who receives a final grade of 0.0, 1.0, 1.3, or 1.7 may repeat said course without the permission of the student's advisor or the Committee on Academic Status and Petitions. A student wishing to repeat a course more than once may do so only with the permission of the student's advisor and the Committee on Academic Status and Petitions. Although both original and all repeated grades appear on the permanent academic record, only the most recent grade for the course is included in calculating the grade point average and in meeting graduation requirements. A student may not repeat a course in which the final grade was 2.0 or higher.

A student may not repeat a course in which the final grade was 2.0 or higher. *This policy cannot be petitioned.*

Repeat course work to improve grades must be taken at Albion; grades from another institution may not be transferred for this purpose.

Course Load—The standard student course load is four units per semester. The minimum student load is three units. Approval from the Committee on Academic Status and Petitions must be obtained if a student wishes to carry less than the minimum course load. A student is eligible for a course load of 4.75 or five units with a cumulative grade point average of 3.3 or greater. A student who wishes to carry an overload and does not meet this eligibility requirement must petition to carry an overload.

Additional tuition and fees apply for a course load above 4.5 units. If, during the first week of classes, a student drops from an overload status, a refund will be made. Following this period, if a student withdraws from a course overload, the course will remain on the student's bill as a billable unit. No refund will be made of any portion of tuition or fees related to the withdrawn course.

Course Schedule Changes (Dropping/Adding a Course)—All schedule changes or dropping or adding of courses must be made and confirmed either via the Albion College Information System (ACIS) or in the Registrar's Office. Changes made from the first day of classes through the first week of classes will be permitted upon application to the Registrar's Office. Normally, no changes may be made *after* the first week of classes. In exceptional cases it may be to the best interest of the student to adjust his/her program after the first week. Such changes will be recognized only when they have been approved in advance by the Committee on Academic Status and Petitions. It is the responsibility of the student to petition through the Registrar's Office for any change whatsoever to his/her program. The student is expected to continue with the original class schedule until changes are formally approved.

Class Attendance

Instructors may drop from their courses any student who is registered for the course and not present during the first scheduled meeting. **However, students should not assume that they have been dropped from a class if they are not present at the first scheduled meeting.** If a student cannot be present at the first class session, he/she must make special arrangements with the instructor prior to the first class meeting in order to maintain a place in the course. Each semester, all students must arrive on campus, complete the final enrollment process, and attend classes no later than the last day to drop and add a course as listed on the College's academic calendar. If circumstances prevent a student from arriving on campus for the first day of classes each semester, the student must notify the Student Affairs Office. A student should always process a drop/add or schedule change form in the Registrar's Office if he/she wishes to drop a course. Furthermore, regular attendance in all classes is expected throughout the semester. Every absence from class is inevitably a loss--usually one which can never be made up.

At their discretion, individual instructors may include attendance and class participation as one of the criteria for evaluation of the final grade. Students who are absent from class assume full responsibility for the loss.

Examinations—Students are expected to be present for written examinations at the close of each semester. Students who are absent from a final examination will be allowed to take the omitted examination only if such absence is caused by illness or other unavoidable circumstances approved by the Committee on Academic Status and Petitions.

Academic Honesty

Albion College expects its students to take responsibility for their academic endeavors and to accept the consequences. No student should act in a manner that would harm the academic atmosphere of the institution or diminish the experience of any member of the academic community. Strict standards of academic honesty apply to all academic work at Albion College. Students are expected to do their own work. Cheating on examinations or plagiarism is a clear violation of the College's standards and policies. In preparing essays, reports and other projects, any use of the words or ideas of someone else as though they were one's own constitutes plagiarism. Any student found to have violated the College's policy on academic honesty, including cheating and plagiarism, will be subject to penalties in the course and possible disciplinary sanctions, up to and including expulsion from the College. A Judicial Board finding of academic dishonesty may be noted on the student's transcript. A complete explanation of College policy and procedures concerning academic honesty may be obtained from the Office of the Vice President for Student Affairs or viewed online in the Student Handbook.

Special Studies

Seminars—A seminar is usually a small class dealing with a selected topic for each semester. Requirements for enrollment in seminar courses are determined by the individual department.

Directed Studies—A directed study enables a student to do in-depth research on a topic or to carry out a creative project at a level beyond that offered in course work. Directed studies are open only to juniors and seniors and are taken in a department under the numbers 411 or 412, for either one-half or one unit.

To do a directed study, a student must prepare a proposal in writing, which must be endorsed by the proposed faculty supervisor and reviewed by the department chair. The proposal must be filed with the Registrar's Office for credit to be received.

Students doing a directed study must meet with their faculty supervisor weekly for one hour for a directed study. In addition to meeting with their faculty supervisor, students are expected to work a minimum of five hours a week for a one-half unit directed study and 10 hours a week for a one-unit directed study. Faculty and departments are not obligated to offer directed studies.

Directed studies are ordinarily graded credit/no credit. However, under special circumstances, students may request a numerical grade for their directed study with the approval of their faculty supervisor and the department chair. Students who choose the numerical grade option must submit complete grading criteria developed by the faculty supervisor to the Registrar's Office and should inquire with the department chair about any departmental policies regarding numerical grading of directed studies. Students must request the numerical grade option no later than the end of the second week of classes.

As with other courses, regular feedback from the faculty supervisor throughout the semester on student work is necessary for student learning and the development and completion of an acceptable directed study.

Tutorials—In a tutorial, a student works individually with a faculty member on a course not available to the student in the current semester, but at a comparable level. To do a tutorial, a student must prepare a proposal in writing, which must be endorsed by the proposed faculty supervisor and reviewed by the department chair. The proposal must be filed with the Registrar's Office for credit to be received.

Tutorials are not intended to replace regularly scheduled courses except when there is no other way program requirements can be met. Faculty and/or departments are not obligated to offer tutorials. A regularly scheduled course taken as a tutorial will show the notation ``T" after the course number on a student's transcript.

Internships and Practica—Internship experiences offer opportunity to participate in, observe and analyze the workings of a firm, agency, or organization. These may be undertaken in a practicum class, or as individual internships, offered by a department under the numbers 391-394. Credit for internship experience varies with the placement from one-half to two units. Normally a student will not undertake an internship until the junior year.

Internships and practica are offered on a credit/no credit basis with not more than four units of credit applying toward the 32 units required for the B.A. or the 34 units required for the B.F.A. degree. This includes internship and practicum experience completed in off-campus programs and at other accredited academic institutions. Unless the internship experience is for an approved off-campus program, a maximum of two units of internship credit may be earned in one semester. All students who apply for an internship or practicum are expected to have a cumulative grade point average of 2.7.

For academic credit, a student must complete the following hours at the internship site during the regular academic period.

One-half unit: 75-149 hours

One unit: 150-300 hours

One and one-half or two units: 301+ hours

For one and one-half or two units of credit, a student is expected to demonstrate a greater breadth and depth of understanding than is possible within the context of a one-half or one unit internship. No more than four units of credit received in connection with internships or practica may apply toward graduation.

Honors

Graduation Recognition—Three grades of recognition are conferred upon graduation from Albion College. For students graduating in 2006 and after, cum laude is granted to those who have a cumulative grade point average of 3.50; magna cum laude is granted to those who have a cumulative grade point average of 3.75; and summa cum laude is granted to those who have a cumulative grade point average of 3.90 or above. Grade point averages are not rounded. A student must complete at least 12 units and three semesters of study at Albion College to be considered for graduation recognition.

Albion College Honors—To graduate “with Albion College honors,” a student must have a cumulative grade point average of at least 3.5, have completed all four Great Issues honors seminars, and have completed an acceptable honors thesis and submitted it to the Honors Committee by the required deadline.

Thesis Honors—Qualified students not graduating with Albion College honors may also present papers to be submitted for thesis honors. Normally, such students will have a cumulative grade point average of 3.0 or higher. A student whose thesis is accepted will graduate “with honors.” Each thesis must be approved by a committee comprising at least three faculty members, and the committee as a whole must be approved by the director of the

Brown Honors Program. Qualified students can complete the following kinds of theses “with honors” as specified below:

For a “thesis in ----- major(s),” the thesis adviser and at least one other thesis committee member must be from the department offering the major. For majors that are not housed in departments (e.g., business and organizations, environmental science, environmental studies, public policy, sustainability studies), the thesis adviser can be from any associated department. For majors that are housed in departments with only one faculty member (e.g., ethnic studies, international studies, women’s and gender studies), the other thesis committee members can be from any department.

For a “thesis in ----- minor(s) or concentration(s),” the thesis adviser and at least one other committee member must be from the department offering the minor or concentration. The other thesis committee members can be from any department. For minors or concentrations that are not housed in departments (e.g., business and organizations, environmental science, environmental studies, public policy, sustainability studies), the thesis adviser can be from any associated department. For minors or concentrations that are housed in departments with only one faculty member (e.g., ethnic studies, international studies, women’s and gender studies), the other thesis committee members can be from any department.

For a thesis to qualify as an “interdisciplinary thesis,” the thesis adviser and other committee members can be from any department, major, minor, or concentration associated with the topic of the thesis (with at least two departments, majors, minors or concentrations represented on the committee).

Transcripts

Official transcripts are maintained by the Registrar's Office on all academic work attempted at Albion College. Students may request in writing individual copies of their record or request that copies of their record be mailed to other parties. All requests must bear the signature of the student. Transcripts will not be released for students who have past due accounts with the College.

Transfer Credit

Before enrolling at other accredited institutions for academic work to be applied toward the graduation requirements at Albion, students attending Albion College must secure written approval for each course from the registrar, using the Transfer Credit Approval Form. (See also the residence requirements for graduation.) To receive transfer credit, a student must submit an official sealed transcript of the completed course(s) to Albion College. The Registrar's Office will evaluate each course on the following basis: its liberal arts nature, comparability to courses taught at Albion College, and the grade earned. No courses in which the student earned below a 2.0 (on a 4.0 scale) will be considered for transfer credit. One Albion unit equals four semester hours or six quarter hours. Therefore, three semester hours equal three-quarters of a unit, three quarter hours equal one-half of a unit. Any transfer work which the student requests to be considered for his/her major must be approved in writing by the department chair.

Accepted transfer credit is recorded on the student's official Albion College transcript indicating where the work was completed, when the work was completed and the number of Albion units earned. No grades are recorded, and transfer credit is not reflected in a student's grade point average.

Catalog of Entry

Though departmental and graduation requirements of the College may change while a student is enrolled, it is expected that each student will meet the requirements outlined in the catalog that is in effect at the time he or she entered Albion. The "catalog of entry" philosophy is considered applicable for students who leave the College and whose interrupted course of study is not longer than five years.

Academic Status

The academic record of each student is reviewed at the close of the fall and spring semesters by the Committee on Academic Status and Petitions. Specific attention is given to the student's progress both in completing units of credit and in maintaining the minimum 2.0 cumulative grade point average which are required for graduation from the College. Students who fail to demonstrate satisfactory progress toward graduation may be suspended from the College. The committee determines academic status and is guided in its decisions by the following standards:

Good Standing—A student whose semester and cumulative grade point averages are 2.0 or above is considered to be in good standing.

Semester Probation—A student who has a semester grade point average below 2.0 for one semester and has a cumulative grade point average above 2.0 will be placed on semester probation.

Academic Probation—A student is placed on academic probation whenever his/her cumulative grade point average falls below the 2.0 level, or when the semester average falls below a 2.0 for two consecutive semesters, even though the cumulative average remains a 2.0 or above.

Terminal Academic Probation—Some students, because of their extremely low grade point averages, are classified under terminal academic probation and given a specific grade point average to obtain for their work during the following semester. Students on terminal academic probation for the first time are also required to successfully complete IDY 100: Academic Success during that semester. Students are subject to suspension if they fail to meet the requirements of terminal academic probation.

Academic Suspension—A student is subject to academic suspension if his or her academic progress does not meet either of the following minimums at the end of the semester listed:

1.00 with a minimum of 3 units completed at the end of the first semester of attendance;

1.62 with a minimum of 6 units completed at the end of the second semester of attendance;

1.75 with a minimum of 9 units completed at the end of the third semester of attendance;

1.81 with a minimum of 13 units completed at the end of the fourth semester of attendance;

1.90 with a minimum of 17 units completed at the end of the fifth semester of attendance;

2.00 with a minimum of 21 units completed at the end of the sixth semester of attendance;

2.00 with a minimum of 25 units completed at the end of the seventh semester of attendance.

A student is also subject to academic suspension if he or she fails to obtain a minimum semester grade point average of 2.0 for work in three consecutive semesters, or meet the requirements of terminal academic probation. In cases where a student has not made sufficient progress toward a degree, he or she may be suspended without having been on terminal academic probation in the preceding semester.

Other Policies on Academic Status

Insufficient Progress toward Degree and Registration Holds—The College reserves the right to deny access to classes for students who make insufficient progress toward a degree. Students who are declared in a major, minor or concentration but make insufficient progress may be removed from that major, minor and/or concentration. Students who fail to declare a major by the end of their sophomore year will not be permitted to register. Normally, students complete degree requirements within eight semesters. If students have not completed graduation requirements within eight graded semesters, they must petition the Committee on Academic Status and Petitions for permission to continue enrollment for each additional semester needed to complete requirements.

Veteran's Requirements—A veteran or eligible person receiving VA benefits cannot be certified by Albion College as a student making satisfactory progress towards a degree if this student is on academic probation longer than two semesters. VA benefits will cease after two semesters of probation. The Veteran's Administration will be notified of any veteran who fails a course or who is not making satisfactory progress. In order to be recertified for veteran's benefits the student must remove all quality point deficiencies and earn a cumulative grade point average of 2.0.

Leave of Absence—Leave of absence is a privilege that may be requested for those who desire to interrupt, but not to discontinue permanently, their enrollment at Albion for one or two semesters. Applications must be made in writing to the vice president for student affairs prior to the semester in which the student is requesting the leave of absence. A student who is granted a leave of absence may normally participate in enrollment procedures of regularly enrolled students for such considerations as registration, room lottery and applications for financial assistance. The student is expected to return to Albion following leave.

Voluntary Withdrawal from College—Students who wish to withdraw from the College during the semester (i.e., withdrawing *after* enrollment has been completed at the beginning of a semester and before the completion of final exams) should initiate the withdrawal process by contacting the Student Affairs Office and submitting a Mid-Semester Withdrawal Notification Form.

Readmission—Graduates or former students may apply for readmission to the College at the Office of the Vice President for Student Affairs. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return. Students are charged a readmission fee of \$60.

Nondegree Status (Special Student Status)—Applies to students enrolled for special programs designed to fill particular needs but not usually leading toward graduation. This status normally applies only to students at the freshman or sophomore level. Re-enrollment as a nondegree student is dependent upon the maintenance of a minimum grade of 2.0 in each course in which the student is enrolled. A nondegree student must submit appropriate credentials to the Admission Office one month in advance of registration. Nondegree students who wish to become candidates for the bachelor of arts degree must formally apply for admission to the College.

Programs of Study

Departmental Information

All of the departmental information contained in this section of the Academic Catalog was accurate as of August 18, 2016. Any departmental changes made after that date will not be reflected here. Information on changes may be obtained from the respective department or from the Registrar's Office in the Ferguson Student, Technology, and Administrative Services Building.

Course Numbering System

The following lists include all courses normally offered at Albion College. However, not all courses are offered every year. When possible, courses offered in alternate years are designated. For details, students should consult the Class Schedule for each semester, available online at: www.albion.edu/registrar. The College reserves the right to add or withdraw courses without prior announcement, as conditions may require.

Unless otherwise stated, 100 level courses are intended for freshmen, 200 level for sophomores, 300 and 400 level for juniors and seniors.

A list of courses which meet the core and category requirements, organized by departments, is available online at www.albion.edu/registrar.

Further information may be obtained at the Registrar's Office in the Ferguson Student, Technology, and Administrative Services Building.

Accounting

Faculty

Jon A. Hooks, chair and professor.

B.S., 1984, Cameron University; M.A., 1985, University of Texas, Dallas; M.A., 1987, Ph.D., 1989, Michigan State University; C.F.A., 2000. Appointed 1989.

Vicki L. Baker, professor.

B.A., 1999, Indiana University of Pennsylvania; M.B.A., 2001, Clarion University; M.S., Ph.D., 2007, Pennsylvania State University. Appointed 2007.

John B. Bedient, associate professor.

B.A., 1975, Alma College; M.B.A., 1978, Indiana University; C.P.A., 1977. Appointed 1985.

John M. Carlson, assistant professor.

B.S., 1979, Ball State University; C.P.A., 1982, C.M.A., 1984; M.B.A., 1999, Ph.D., 2012, University of Cincinnati. Appointed 2012.

Daniel H. Jaqua, assistant professor.

B.S., B.A., 2007, Rice University; Ph.D. candidate, 2015, University of Michigan. Appointed 2015.

Zhen Li, professor.

B.A., Peking University; M.A., 1999, Ph.D., 2004, Princeton University. Appointed 2004.

Gregory M. Saltzman, professor.

S.B., 1976, S.M., 1976, Massachusetts Institute of Technology; M.A., 1978, Ph.D., 1982, University of Wisconsin. Appointed 1986.

Introduction

The Economics and Management Department provides students with an understanding of economic and management principles that will be useful throughout their careers. We address both the immediate application of problem-solving techniques and the conceptual basis for those techniques. The department offers an 8-unit major in economics and management, a 10-unit major in economics and management with emphasis (emphases in economics, general business, human resources, or international business and international economics), a 9.5-10 unit major in accounting (corporate track or C.P.A. track), a 10-unit major in finance, and four minors: accounting, finance, economics, and management. The department also supports the interdepartmental majors in mathematics/economics, business and organizations, public policy, and social studies.

[Economics and Management Department Website](#)

Career Opportunities

Graduates in economics and management have professional opportunities in many aspects of business, including accounting, banking, finance, international business, human resources, marketing and sales, and retailing. The program also provides a strong background for graduate study in law, business, economics, public policy studies and related areas. Albion offers all the courses needed to meet the 150-hour requirement for becoming a certified public accountant.

Special Features

The department spans the worlds of theory and practice. We teach students how to analyze problems faced by businesses, government, or nonprofit organizations; make decisions; and lead. The department maintains a close relationship with the business world, which aids in the placement of graduates.

Departmental Policy on Advanced Placement Credit

Students who earn a 5 on the Advanced Placement (AP) exam in microeconomics will receive one unit of credit for E&M 101. Students who earn a 4 will receive one unit of credit for E&M 191. E&M 191 will not meet the E&M 101 requirement for the E&M major but will count toward the 32 units for graduation.

Students who earn a 5 on the Advanced Placement (AP) exam in macroeconomics will receive one unit of credit for E&M 102. Students who earn a 4 will receive one unit of credit for E&M 192. E&M 192 will not meet the E&M 102 requirement for the E&M major but will count toward the 32 units for graduation.

Majors and Minors

Requirements for Economics and Management Major (8 units)

- A minimum of eight units in economics and management, including 101, 102, 211, 230, 232 and three additional units in economics and management (one must be at the 300-level). Unless approved by the department in advance, 230 and 232 must be taken at Albion College. The eight units used to fulfill major requirements must be taken for a numerical grade. It is recommended that all courses taken in the department by majors be taken for a numerical grade, except those offered only on a credit/no credit basis. Normally, students will enroll in 101 in either the first or second semester and 102 in the semester after 101. E&M 211 is not open to first semester freshmen but is normally taken in either the second or third semester. E&M 230 and 232 should be taken in the second year along with the statistics cognate requirement. It is recommended that students planning a major in economics enroll in Mathematics 125 or calculus during their first year. Seniors may be required to participate in a senior assessment exercise...
- The following cognate areas must be completed for a major:
 1. Mathematics 125 (or higher or demonstrated proficiency).
 2. One statistics course from Mathematics 209, 309, or E&M 235.
- In addition, it is recommended that individuals interested in graduate study in business or management take Mathematics 141 and 143. Individuals contemplating graduate study in economics should complete the mathematics/economics major.
- Because of the increased globalization of the U. S. economy, all majors are encouraged to participate in approved off-campus study programs. For a list of approved programs, consult with the Center for International Education.

Requirements for Economics and Management Major with Emphasis (10 units)

- A minimum of 10 units in economics and management (nine for the emphasis in international business and international economics), including 101, 102, 211, 230, 232. Unless approved by the department in advance, 230 and 232 must be taken at Albion College.
- The 9-10 units used to fulfill major with emphasis requirements must be taken for a numerical grade.
- The following cognates must be completed for a major with emphasis: Mathematics 125 (or higher or demonstrated proficiency); one statistics course from Mathematics 209, 309 or E&M 235. The major with emphasis in international business and international economics requires, in addition to the preceding, completion of an off-campus study program or internship in a foreign country, plus one course from the following: a modern foreign language at the 201 level or higher, A&S 238, 248, 375; Communication Studies 313; History 103, 111, 142, 217, 218, 263, 264, 308, 309, 313, 382, 385, 390; International Studies 130, 264, 300; Modern Languages and Cultures 105; Philosophy 303, 309; Political Science 202, 305, 336, 338, 352; Religious Studies 102, 104, 204, 211, 212.
- A focused selection of courses chosen from among the emphases listed below.

Emphasis in economics

Five units selected from the following: 273, 322, 323, 331, 354, 365, 366, 368, 375, 379, 380.


Emphasis in human resources

259, 354, 355, Psychology 101, plus one unit selected from the following: 305, 353, 376, Psychology 346.

Emphasis in international business and international economics

Two units selected from 362, 363, 365, 366, plus one unit selected from the following: 212, 259, 331, 336, 348, 359, 368, 376.

- A student may declare only one economics and management major with emphasis, even if the student completes the requirements for more than one emphasis.

Additional information on the Economics and Management major can be found in this  program flyer (PDF).

Requirements for Accounting Major (9.5-10 units)

Corporate Emphasis

- A minimum of 9.5 or 10 units in accounting, economics, and management, including 101, 102, 211, 212, 230 or 232, 248, 311, 312, 343 or 385, plus one unit of elective in the department at the 200-level or higher.
- All courses for the major must be taken for a numerical grade.

- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

C.P.A. Emphasis

- A minimum of 9.5 or 10 units in accounting, economics, and management, including 101, 102, 211, 212, 311, 312, 341, 342, 383, 384, 343 or 385.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

Requirements for Business Major

- A minimum of 10 units including Economics and Management 101, 102, 211, 230 or 232, an appropriate one unit internship and English 208, plus one course from each of the following lists:

Management list

Economics & Management 259, Managing People and Organizations
 Economics & Management 355, Human Resource Management
 Economics & Management 358, Management Consulting
 Economics & Management 359, Management
 Economics & Management 362, International Management
 Economics & Management 376 Negotiation and Dispute Resolution
 Psychology 346, Industrial and Organizational Psychology

Finance list

Economics & Management 248, Finance with Excel
 Economics & Management 344, Portfolio Theory
 Economics & Management 348, Financial Management
 Economics & Management 365, International Finance
 Economics & Management 368, Financial Markets

Marketing list

Economics & Management 336, Marketing Principles and Decision Making
 Communication 205, Mass Communication
 Communication 215, Social Media
 Communication 306, Public Relations
 English 207, Multimedia Journalism

Ethics list

Philosophy 301, Environmental Ethics
 Philosophy 302, Leadership Ethics
 Philosophy 303, Business Ethics
 Philosophy 304, Ethics and Public Policy

Philosophy 306, Neuroscience and Ethics

Philosophy 308, Biomedical Ethics

Philosophy 309, International Ethics and Global Development

- All courses for the major must be taken for a numerical grade
- Three cognates:
 - Mathematics 125 (or higher or demonstrated proficiency).
 - E&M 235 or Mathematics 209 or 309.
 - English 101 or demonstrated proficiency sufficient as prerequisite for English 208.
- In addition, it is recommended that individuals interested in graduate study in business or management take Mathematics 141 and 143.

Because of the increased globalization of the U. S. economy, all majors are encouraged to participate in approved off-campus study programs. For a list of approved programs, consult with the Center for International Education.

Requirements for Finance Major (9 units)

- A minimum of 9 units in economics and management, including 101, 102, 211, 230, 232, 248 or 348, 311 or 312, 368, plus one unit from the following: 331, 344, 365.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

Information on Minors

- The minors in accounting, economics, finance, and management are not open to students with a major in the Economics and Management Department.
- Students may not choose more than one minor in the Economics and Management Department.
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Accounting-Corporate Track

- Five units in economics and management, including: 211, 212 and either 311 or 312, plus two from 248, 311 or 312 (if not taken above), 341, 342, 348, 384 and (with approval of the E&M department chair) 389.
- Two units of cognates: Math 125 or higher or proven proficiency and 235 or Math 209 or Math 309.

Requirements for Minor in Economics

- Five units in economics and management, including: 101 and either 230 or 232, plus three from 102, 230, 232, 235, 273, 322, 323, 331, 344, 354, 363, 365, 366, 368, 375, 379, 380 and (with approval of the department chair) 389.

Requirements for Minor in Finance

- Six units in economics and management, including 101, 102, 211, 248 or 348, 368, plus one from 248, 348, 311, 331, 344, 365, 379, 380, and (with approval of the E&M department chair) 389.
- Two units of cognates: Math 125 or higher or proven proficiency and E&M 235 or Math 209 or Math 309.

Requirements for Minor in Management

- Five units in economics and management, including: 101, 211 and either 259 or 359, plus two additional units from 212, 259, 305, 311, 312, 336, 341, 342, 344, 348, 350, 353, 355, 357, 358, 359, 362, 368, 376, and (with approval of the department chair) 389.

Economics and Management Courses in Interdepartmental Majors

Three interdepartmental majors require courses in economics. The mathematics/economics major, which requires six courses in economics, prepares students for actuarial science, operations research or graduate study in economics. The public policy major, which requires three courses in economics, focuses on government decision-making. The social studies major with elementary or secondary education certification, which requires two courses in economics, is aimed at students who seek to become K-12 teachers.

Economics and Management Courses

The following courses are offered without specific course prerequisites for interested liberal arts students: Principles of Microeconomics (101); The Economy and Financial Markets (102); Financial Accounting (211); Managing People and Organizations (259); Women in Business and Leadership (305); Issues in Modern Political Economy (322); Marketing Principles and Decision Making (336); Business Law (350); Labor Law, Unions, and Management (353); Human Resource Management (355); Management Consulting (358); Management (359); International Management (362); and Negotiation and Dispute Resolution (376).

101 Principles of Microeconomics (1)

Prerequisite: High school algebra.

Introduction to the principles of decision-making by households and businesses. Supply and demand; the impact of prices and costs on market behavior; and public policies related to taxation, the environment, the labor market, and international trade. *Hooks, Jaqua, Li, Saltzman.*

102 The Economy and Financial Markets (1)

Introduction to the macroeconomy and macroeconomic models with special emphasis on the role of

financial markets, interest rates, the Federal Reserve, monetary and fiscal policy, and money and capital markets. *Hooks, Li.*

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

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

211 Financial Accounting (1)

Introduction to the world of business and accounting. Emphasis on understanding the concepts of net income, cash flow and financial condition. Communication of economic results through financial statements and reports. Development of analytical skills used in evaluating business success. Not open to first-year students. *Bedient, Carlson.*

212 Managerial and Cost Accounting (1)

Prerequisite: E&M 211 or permission of instructor.

Development and use of accounting information for effective managerial control and decision-making within a complex organization. Topics include cost behavior, profit planning, cost accounting (including job order, process and activity-based), just-in-time inventory control, standard costs and budgetary control. *Bedient, Carlson.*

230 Intermediate Microeconomics (1)

Prerequisites: E&M 101, Mathematics 125 or equivalent.

Theoretical analysis of consumer choice theory and demand, production and cost, the firm and market organization, distribution and general equilibrium, game theory. *Jaqua.*

231 Intermediate Microeconomics with Calculus (1)

Prerequisite: E&M 101 and Math 141 or permission of instructor.

A more rigorous version of Economics 230 for students pursuing the mathematics/economics major and for others with the necessary math background by permission. Not offered every year. *Jaqua.*

232 Intermediate Macroeconomics (1)

Prerequisites: E&M 101, 102, Mathematics 125 or equivalent.

The development of macroeconomic theory and its application to government policy toward unemployment, inflation and growth. *Hooks, Li.*

235 Economic Statistics (1)

Prerequisite: Mathematics 125 or equivalent.

A first course in statistics with emphasis on regression analysis and its applications in economics and management. Not open to students who have taken Mathematics 209 or 309. *Jaqua.*

248 Financial Modeling with Excel (1)

Introduction to Excel and the application of Excel to finance. Includes use of Excel to model various financial concepts and apply these concepts to real world situations. *Bedient, Hooks.*

259 Managing People and Organizations (1)

Prerequisite: Sophomore standing.

An introduction to organizational behavior, including analysis at the level of the individual group or team, and organization. Topics addressed include employee attitudes and job satisfaction, managerial decision making and problem solving, managing teams, conflict and negotiation, leadership, and organizational culture and design. *Baker, staff.*

273 Environmental and Natural Resource Economics (1)

Prerequisite: E&M 101.

Economic theory is used to examine environmental and natural resource problems and policies. *Staff.*

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

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

305 Women in Business and Leadership (1)

Prerequisite: Junior or senior standing.

Historical and contemporary perspectives on the expanding role of women in leadership positions, both in business and in other realms, such as politics. Extensive classroom discussions and use of case studies. Issues addressed include equal pay, work-family balance, the "opt-out myth," challenges women face in various industries or occupations, and the role of corporations in hindering or supporting women's advancement. *Baker.*

311 Intermediate Accounting I (1)

Prerequisite: E&M 211.

Theory and practice underlying financial accounting measurement and reporting. Provides a detailed exploration of assets and their relationship to income determination. Includes coverage of generally accepted United States accounting principles (GAAP) and international financial reporting standards (IFRS). *Bedient, Carlson.*

312 Intermediate Accounting II (1)

Prerequisite: E&M 211.

Theory and practice underlying financial accounting measurement and reporting. Provides a detailed exploration of liabilities and stockholders' equity, and other selected topics including pensions, leases and the statement of cash flows. Includes coverage of generally accepted United States accounting

principles (GAAP) and international financial reporting standards (IFRS). Usually taken after E&M 311. *Bedient, Carlson.*

322 Issues in Modern Political Economy (1)

Prerequisite: Junior or senior standing or permission of instructor.

A non-technical course on selected legal and public policy issues related to the economy. Topics vary from term to term but could include such issues as equal employment opportunity and affirmative action, the use of economic analysis in setting public policy, and government's role in health care. Not offered every year. *Saltzman.*

323 Government Economics and Policy (1)

Prerequisite: E&M 101.

Application of microeconomic analysis to expenditure and revenue decisions in the public sector, including rationale for government expenditures, criteria for revenue generation and the analysis of economic effects of major taxes. Not offered every year. *Hooks.*

331 Money and Banking (1)

Prerequisite: E&M 102.

Focuses on the Federal Reserve and its attempts to promote maximum sustainable economic growth. Other topics include the nature of money, the determination of interest rates, the financial system and financial institution operations, the structure of the Federal Reserve and the macroeconomics of inflation and growth. *Hooks, Li.*

336 Marketing Principles and Decision-Making (1)

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

Principles of modern marketing and techniques used to make marketing-based business decisions. Emphasis is placed on setting marketing goals and devising appropriate strategies and tactics to achieve the goals. Students put theories into practice with computer simulations and electronic spreadsheet models. *Bedient.*

341 Federal Income Taxation (1)

Prerequisite: E&M 311.

Comprehensive introduction to federal income taxation, particularly as it relates to individuals and businesses. Emphasis on the recognition of opportunities for effective tax planning and management. *Carlson.*

342 Auditing (1)

Prerequisites: E&M 311 or 312.

Introduction to auditing concepts, objectives and standards; topics include professional ethics, types of

audits (their purpose, scope, and methodology). EDP auditing, and statistical sampling. Reference will be made to authoritative auditing standards and pronouncements. *Bedient, Carlson.*

343 Advanced Taxation and Corporate Transactions (1)

Prerequisite: E&M 341.

A continuation of E&M 341. Taxation of corporations, partnerships, estates and trusts. Tax planning and management strategy aspects of corporate formation and reorganization. Students prepare and revise legal memoranda on tax issues. Students may not receive credit for both E&M 343 and E&M 385. *Carlson.*

344 Portfolio Theory (1)

Prerequisite: E&M 102.

An overview of the characteristics and analysis of individual security returns, and the theory and practice of optimally combining securities into portfolios. Examines the equilibrium pricing of securities in the context of the capital asset pricing model, and the risk/return relationship of both individual securities and portfolios, as well as the recent attack on the CAPM and the implications for efficient markets. Not offered every year. *Hooks.*

348 Financial Management (1)

Prerequisite: E&M 101.

A survey course covering principles of corporate financial management. Topics include working capital management, agency theory, capital budgeting, capital structure, dividend policy, financial analysis and selected topics. *Hooks.*

350 Business Law (1)

Prerequisite: Junior or senior standing.

A case approach to the application of legal principles to business activity. Particular emphasis is placed upon the law of contracts, the Uniform Commercial Code, business organization, and federal regulation of the competitive process. Junior or senior standing is recommended. *Staff.*

353 Labor Law, Unions and Management (1)

Prerequisite: Sophomore standing or permission of instructor.

Labor history, labor law, union-management relations, comparative labor movements. Student participation in a collective bargaining game. Not offered every year. *Saltzman.*

354 Labor Economics (1)

Prerequisite: E&M 101.

An investigation of labor market decisions and outcomes; topics include labor supply and demand, earnings, discrimination and unemployment. Not offered every year. *Saltzman.*

355 Human Resource Management (1)

Prerequisite: Junior or senior standing.

An overview of personnel management, with an emphasis on the needs of the general manager rather than the personnel specialist. Topics include employee motivation, job enrichment, labor relations, grievances and discipline, recruitment and selection, equal employment opportunity, performance appraisal, compensation and employee benefits. *Baker, Saltzman.*

357 Business Functions (1)

Prerequisite: Permission of instructor.

Selected topics in management, finance and marketing for students in the Management for the Professions Concentration. The course highlights fundamental concepts with particular attention to their interactions within the context of the management of an organization. *Bedient.*

358 Management Consulting (1)

Prerequisite: Junior or senior standing. Prior courses related to management are recommended but not required.

The role of management consultants in diagnosing organizational problems and developing action plans that can be effectively implemented. Students work on a team-based management consulting project for a community organization to gain “real world” experience and to develop interpersonal, communication and analytical skills. Teams address issues such as strategy, organizational structure, leadership development or process efficiency. Not offered every year. *Baker.*

359 Management (1)

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

An introduction to current management theory and practice. Traditional managerial functions such as planning, organizing and controlling are studied and contrasted with newer cross-functional approaches. The course emphasis is on the building blocks of management so that these principles can be applied to a variety of organizations including educational, business and not-for-profit institutions. *Baker, Bedient.*

362 International Management (1)

Prerequisite: Junior or senior standing.

Cross-cultural, ethical and social issues related to doing business abroad. Corporate strategy and structure, communication, negotiation, human resources and marketing in multinational operations. Implications of foreign assignments for career development of managers. Not offered every year. *Baker.*

363 The Chinese Economy (1)

Prerequisites: E&M 101, 102.

An examination of economic policy and institutions in China since 1949. Topics include the Communist economic system adopted under Mao, the transition to a more market-oriented system beginning in

1978, sustainability of rapid economic growth, the banking and financial system, foreign trade and investment, labor market reforms, the social safety net, and rural economic development. *Li*.

365 International Finance (1)

Prerequisite: E&M 102.

International macroeconomics. Particular attention is paid to the relationship among exchange rates, balance of payments, international capital flows and macroeconomic equilibrium. Eurocurrency markets and alternative international monetary systems are also examined. *Li*.

366 International Trade (1)

Prerequisite: E&M 101.

International microeconomics. Study of models explaining trade patterns between countries. Analysis of industry-level trade policy issues including the effects of tariffs, quotas and other restrictions; international competition among large firms; technological change; and free trade areas. *Li*.

368 Financial Markets (1)

Prerequisite: E&M 102.

An examination of the way in which the market transfers resources from those with a surplus to those with a deficit. Students study both the theory of efficient transfer and the financial institutions and instruments which facilitate this transfer. Topics include the analysis of equity markets, fixed income markets and derivative markets. *Hooks*.

375 Health Economics (1)

Prerequisite: E&M 101 or permission of instructor.

A microeconomic and institutional analysis of health care services in the U.S., with particular reference to issues of cost and access. Topics include the demand for medical care, health insurance, economic regulation of hospitals, the markets for physicians and medical education, and the political economy of health care. Not offered every year. *Saltzman*.

376 Negotiation and Dispute Resolution (1)

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

An introductory study of the theories and concepts related to negotiation and dispute resolution developed in such fields as microeconomics, psychology and industrial relations. Includes many role-playing exercises to provide students with practice in negotiation. *Saltzman*.

379 Econometrics (1)

Prerequisite: One of the following: Mathematics 209, Mathematics 309, or E&M 235.

An introduction to empirical work in economics and management. Topics covered include: hypothesis

testing, estimation, correlation, and regression and related problems. Students use statistical software to access data sources and to write an empirical paper. Not offered every year. *Jaqua*.

380 Mathematical Economics (1)

Prerequisites: E&M 230 and at least one course in calculus.

Optimization and economic analysis, game theory and financial economics. Not offered every year. *Jaqua*.

383 Accounting Information Systems (1/2)

Prerequisite: E&M 311.

Provides a basic knowledge of the components of an accounting information system and the controls required to operate it efficiently. Students receive hands-on experience with a computerized accounting system. *Bedient*.

384 Governmental and Not-for-Profit Accounting (1/2)

Prerequisite: E&M 211. E&M 311 recommended.

An introduction to accounting and financial reporting for governmental entities and non-profit organizations. Covers state and local governments, colleges and 165 universities, health care entities, museums, libraries and performing arts organizations. *Bedient*.

385 Advanced Taxation (1/2)

Prerequisite: E&M 341.

A continuation of E&M 341. Introduction to the taxation of corporations, partnerships, estates, and trusts. Students may not receive credit for both E&M 343 and E&M 385. *Carlson*.

386 Accounting for Business Consolidations (1/2)

Prerequisite: E&M 312.

Theory and practice underlying the consolidation or disposition of multiple legal entities for accounting purposes. Covers the cost and equity methods of accounting for investments, combinations, and consolidations. Includes coverage of generally accepted United States accounting principles (GAAP), international financial accounting standards (IFRS), and Internal Revenue Service (IRS) federal income tax rules and regulations. *Bedient, Carlson*.

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

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

389 Selected Topics (1)

Prerequisite: Permission of instructor.

The Economics and Management Department schedules a number of courses each semester under the

flexible title "Selected Topics." These courses are offered to meet the evolving needs and interests of students. Examples of recent topics include: International Business and Marketing Engineering. *Staff*.

391, 392 Internship (1/2, 1)

Offered on a credit/no credit basis. Limited to one unit of credit in economics and management. *Staff*.

401, 402 Seminar E or M (1/2, 1)

Prerequisites: Junior or senior standing in economics and management and permission of the instructor.

Seminars are offered in selected areas not normally part of the regular curriculum. *Staff*.

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

Prerequisites: Junior or senior standing in economics and management and permission of instructor.

Staff.

Anthropology

Faculty

Scott A. Melzer, chair and professor.

B.A., 1997, University of Florida; M.A., 2000, Ph.D., 2004, University of California, Riverside. Appointed 2004.

Bradley A. Chase, associate professor.

B.A., 1997, Northwestern University; M.S., 2000, Ph.D., 2007, University of Wisconsin-Madison. Appointed 2008.

Allison D. Harnish, assistant professor.

B.A., 2006, Western Kentucky University; Ph.D., 2013, University of Kentucky. Appointed 2013.

Matthew Schoene, assistant professor.

B.A., 2009, Villanova University; M.A., 2011, Ph.D., 2015, The Ohio State University. Appointed 2016.

Lynn M. Verduzco-Baker, assistant professor.

B.A., 1991, California State University, Fresno; M.A., 2009, Ph.D., 2011, University of Michigan. Appointed 2011.

Introduction

Anthropologists study humankind and its diversity from beginnings to the present day. They focus upon humans' many answers to the common problems of existence and their differing understandings of reality. Sociologists study the impact of social institutions upon individual lives, how individuals are affected by family structure; government, economic and religious institutions; schools; hospitals; courts; and other organizations. Anthropology and sociology attract students who are interested in social problems and social services, management, administration and policy development, the development of Third World nations, diversity in lifestyles, world views and value systems, and ancient civilizations.

The Anthropology and Sociology Department emphasizes the mastery of research skills. This is done for two reasons. First, students develop a better grasp of abstract concepts and theories when they can apply them to real life situations. Second, research skills such as problem definition, test design and evaluation of data sets prepare students for employment and for graduate study in a wide range of fields. The department tries to incorporate student research projects into all classes and encourage students to pursue independent research under faculty guidance. Students are also assisted in finding internship placements where their skills can be applied, and those who wish to do so may obtain fieldwork experience in ethnography and archaeology during the summer.

[Anthropology and Sociology Department Website](#)

Career Opportunities

Knowledge and skills gained through the study of anthropology and sociology are valuable in everyday life and in a wide variety of careers. Training in anthropology and sociology may be especially valuable for students interested in pursuing careers in international business, public administration, market research, law enforcement, job counseling, human services, public health, international diplomacy, medical social work, foreign assistance, hospital administration, service agency planning, journalism and management.

A bachelor's degree in anthropology/sociology prepares students for graduate study and employment in fields such as law, urban planning, labor relations, personnel management, hospital administration, corrections, school administration, public health and museum management, as well as research and teaching in the fields of anthropology and sociology. Recent graduates from the department have become biostatisticians, urban planners, lawyers, biological anthropologists, congressional staff workers, physicians, nurses, news reporters and church field staff workers.

Majors and Minors

Requirements for Major

- A minimum of eight units in anthropology and sociology, following the programs of study outlined below:

Anthropology--Eight units including 105 and 343. All anthropology majors are strongly encouraged to study a foreign language and/or study abroad for a semester. Students anticipating graduate work are advised to take 324.

Sociology--A minimum of eight units, including 101, 312, 323 and 324. Students must complete at least two elective courses at the 300- or 400-level, not including internships.

Combined Major in Anthropology and Sociology--Although anthropology and sociology are separate and distinct disciplines, they also have many things in common: theories and methodologies, a focus on cultural similarities and differences and a commitment to international and/or global studies. Nearly all students choosing one of the two tracks outlined above will take courses in both anthropology and sociology, but some students may find that their academic needs are best met by a major that explicitly combines both fields of study.

Eight units including 101, 105, 324, 343 and two upper division courses in anthropology and two in sociology. At least two of these upper division courses must be at the 300-level or higher where the course requirements should include research-based assignments.

- All department majors will be required to take a senior exit exam during the spring semester as part of the department's assessment program. Participation in additional assessment activities may be required.
- No more than one unit of internship credit may be counted toward the major.
- All anthropology and sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than two units from an off-campus study program may be counted toward the major.

Requirements for Minor in Anthropology

- Five units in anthropology, including 343.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All anthropology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Sociology

- Five units in sociology, including 312 and either 323 or 324.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Anthropology/Sociology

- Five units in anthropology and sociology, including 101, 105, and either 312 or 343.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All anthropology and sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Social Studies Major with Elementary or Secondary Education Certification

Students interested in pursuing elementary or secondary education certification in social studies may choose to major in social studies. The detailed requirements for the major with elementary certification and secondary certification are provided in this catalog or are available from the Education Department.

Anthropology and Sociology Courses

Introductory Courses

101 An Introduction to Sociology (1)

(Sociology) Provides students with the analytic tools for adopting a sociological perspective in order to better understand their own lives and the lives of others. Emphasis on how sociologists think about the social world, how they research that world, and what we know about the social world based on sociological research. From our most personal experiences such as our identities and our interactions with others to the broader organization of institutions such as family, government, media, religion, economy and education, students will be encouraged to explore how social forces shape their own experiences and life chances and the experiences and life chances of others. *Melzer, Verduzco-Baker, Staff.*

105 An Introduction to Anthropology (1)

(Anthropology) What does it mean to be “human”? How can we understand human variation and change? This course provides a basic introduction to anthropology, with an emphasis on cultural anthropology. It also explores archaeology, biological anthropology, and linguistics. *Chase, Staff.*

Biological and Ecological Foundations

242 Biological Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Biological anthropology is the holistic study of the origins and bio-cultural nature of the human species. This course addresses several of the most important areas of biological anthropology

such as human evolution; patterns of human physical diversity; human health and nutrition; gender and sexuality; bioarchaeology; primatology; dynamics of genetic ancestry, race, and ethnic identity; and forensic anthropology. *Chase, Harnish.*

271 Nature and Society: An Introduction to Ecological Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Provides an understanding of the diverse and ever-changing relationships between people and their natural environments. Considers the historical foundations of ecological anthropology and the human dimensions of contemporary environmental issues ranging from deforestation and desertification to ecotourism and environmental justice. Through cross-cultural case studies, students learn how human perceptions of and interactions with the environment are conditioned by social variables like gender, race, politics, economics and religion/worldview. *Harnish.*

357 Violent Environments (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Does environmental degradation produce violence? What is the relationship between population growth, resource scarcity and violent conflict? In what ways do different environments (e.g., African national parks, Appalachian coal mines, hurricane-ravaged coastal cities) feature differential access to and control over natural and economic resources? This course first explores anthropological perspectives on violence, including biological, archaeological and cultural approaches to understanding war. Then, it investigates the multifaceted linkages between environments and conflict—the articulations among resource extraction, urbanization, economic development, population growth, biotechnology, biodiversity, natural disasters, human health, structural violence and social inequality. *Harnish.*

Archaeology

240 Ancient Civilizations (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Although the human species has been on the planet in its present form for at least 100,000 years, complexly organized societies with cities, governments and organized religions did not emerge until the last 5,000. This phenomenon took place independently throughout the globe, and while some ancient civilizations collapsed, others became the foundations upon which the modern world was constructed. Why is this so? Through a comparative analysis of Mesopotamian, Egyptian, Indus, Maya, Aztec and Incan societies, among others, students will learn to analyze the factors that have led to the emergence and transformation of civilizations. *Chase.*

241 Principles of Archaeology (1)

Prerequisite: A&S 105 or permission of instructor.

(*Anthropology*) Archaeology is the investigation of human societies through the study of their material remains. It provides the only source of information regarding the period from the evolution of humans over the last two million years to the widespread adoption of the written word (in some places) over the last few thousand. During historical periods, archaeology gives voice to those rendered invisible by their exclusion from historical documents. More fundamentally, archaeology provides novel insights into the material worlds that actively shape as well as reflect social life. Students will learn the fundamentals of archaeological research through the analysis of case studies in conjunction with a series of hands-on field and laboratory exercises. *Chase*.

346 Archaeology of Social Change (1)

Prerequisite: A&S 241 or permission of instructor.

(*Anthropology*) In the last 6,000 years people from all over the world have shifted from living in societies in which status and leadership was based on age, gender, and individual achievement to societies in which some people are born into superior social positions. In most societies today—including our own—small groups of people have access to greater resources and economic benefits for little reason other than their family history. How did this come about? Why did people allow themselves to become the subjects of others? Archaeological case studies are analyzed in an attempt to understand this fundamental transition in human society. *Chase*.

365 The Archaeology of Empire (1)

Prerequisite: A&S 105 or permission of instructor.

(*Anthropology*) The global interconnections and inequalities that characterize the twenty-first century have their origins in the sixteenth-century European imperial expansions that drew peoples from all regions of the globe into novel economic, political and ideological relationships that fundamentally transformed the identities of all parties involved. European imperialism, however, was not a unique incidence of this phenomenon, but was rather the most recent in a series of colonial encounters that began over 5,000 years ago as the institutions of the world's first cities expanded their influence beyond the floodplains of Mesopotamia. In this course students gain a more complete understanding of the modern world through the critical review of case studies including Uruk, Greek, Roman, Aztec, Incan and European civilizations. *Chase*.

Area Studies

238 South Asian Identities (1)

(*Anthropology*) An introduction to the peoples and cultures of South Asia (Sri Lanka, India, Pakistan, Bangladesh, Nepal and Bhutan). Examines issues including caste, South Asian religions, family life, colonialism, communal violence, popular culture and the South Asian diaspora. *Chase*.

248 Africa: Peoples and Cultures (1)

Prerequisite: A&S 101 or 105, or permission of instructor.

(Anthropology) A survey of African cultural diversity past and present. Explores the lives and livelihoods of African peoples through ethnographic case studies that span the continent. Engages stereotypes and challenges the ways in which Africa is popularly depicted in the media. Considers key issues in anthropology, including colonialism, conflict, ecology, economic development, food security, gender, childhood, religion, health, humanitarianism and globalization. *Harnish*.

256 Native North America (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Anthropology) The historical and anthropological study of Native peoples of North America, with an emphasis on the twentieth century. Topics include federal policy, political movements, gender, the construction of identities and relationships between scholars and Native communities. Same as History 256. *Staff*.

263 Modern China (1)

(Anthropology or Sociology) Same as History 263. *Staff*.

264 International History of Modern Japan (1)

(Anthropology or Sociology) Same as International Studies 264. *Yoshii*.

Society and the Individual**222 Sociology of Childhood (1)**

Prerequisite: A&S 101 or permission of instructor.

(Sociology) Uses sociological theory and research findings to examine childhood and adolescence as historical constructs and social contexts (rather than developmental moments) and children as social actors in their own right (not only adults in the making). Pays particular attention to how race, class and gender shape experiences of childhood as we investigate what it means to be a child or adolescent in the United States, how children's lives are shaped by their social contexts and how children as social actors shape the worlds in which they live. *Verduzco-Baker*.

225 Criminology (1)

Prerequisite: A&S 101 or permission of instructor.

(Sociology) An introduction to the sociological study of crime, including varying definitions, causes, consequences, and societal responses. Scrutinizes multiple criminological theories (structural and interactionist), research methods, patterns in crime data, and public perception/media coverage, placing crime in a socio-historical context. Issues include criminal occupations, property crime, victimless crime,

organized crime, white-collar crime, gangs, sex offenders, intimate violence and capital punishment. *Melzer.*

230 Men and Masculinities (1)

Prerequisite: A&S 101, or Women's and Gender Studies 106 or 116, or permission of instructor.

(Sociology) Examines how biological males are transformed into boys/men who interact in the social world through shared gendered meanings. Analyzes various socio-historical constructions of masculinity both in the United States and beyond, paying particular attention to how these differ over time, across cultures and within subcultures. Focuses on gender as a central organizing principle of society, and how this socially constructed characteristic affects individuals (men and women), society and, quite literally, the world. Also examines relational aspects of gender including women and femininities, as well as comparing masculinities by race, ethnicity, class, age, sexual orientation, etc. Discusses structural inequalities, cultural similarities and differences, and individual issues related to masculinities. *Melzer.*

280 Children of Immigrants (1)

Same as Ethnic Studies 280. *Verduzco-Baker, Staff.*

336 Social Psychology: Sociological Perspectives (1)

Prerequisite: A&S 101 and junior standing or above, or permission of instructor.

(Sociology) The study of the relationship between personal experiences and society. Explores how our sense of self, identity, subjective experience, feelings, beliefs, and relationships to and interactions with others are shaped by and influence social life. Focuses on theoretical traditions and trends within micro-sociology and their applications and usefulness for empirical research. Special attention will be paid to connecting the micro-workings of social life to larger institutional, cultural and political processes and issues. *Melzer.*

360 Intimate Violence (1)

Prerequisites: A&S 101, 324 (or Psychology 204) or permission of instructor.

(Sociology) Examines violence between intimates, primarily (but not solely) within the United States, covering a range of interpersonal relationships (children, parents, spouses, partners, acquaintances, siblings, etc.) as well as various forms of abuse (emotional, physical, neglect, sexual assault/rape, etc.) Traces intimate violence socio-historically, including theoretical, methodological, empirical and applied issues and debates within the field. Analyzes the incidence and prevalence of intimate violence, and, in the process, attempts to identify causes and solutions. Focuses on the importance of structural gender inequality in shaping individuals' violent behavior and the degree to which gender inequality influences various forms of violence. *Melzer.*

Social Institutions

235 Global Transformations (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology or Sociology) Is "globalization" just a marketing slogan or does it actually describe a process involving profound change in life on this planet? Topics include communication and transportation technologies, political and economic developments, commerce and consumerism in the modern world. Considers relationships between the global and the local and explores whether the changes associated with globalization are best considered as progress or problem. *Staff*.

333 The Sociology of Sex and Gender (1)

Prerequisite: A&S 101 or 105 or Women's and Gender Studies 106 or 116, or permission of instructor.

(Sociology) Examines the social construction and social consequences of gender difference and gender inequality with a specific focus on the United States. Gender theory and research will be used to explore masculinity and femininity as identities, as behavioral expectations and as organizing features of social life. Covers belief systems; broad social institutions such as family, employment, media and health; experiences of sexuality and violence; and individual behavior such as personal styles and modes of interacting with others. Focuses on how gender as an organizing feature of social life benefits some and is disadvantageous to others, paying special attention to how race, ethnicity, class and sexuality intersect with gender. *Melzer*.

345 Race and Ethnicity (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) Alternative theories of racial and ethnic relations, and their application to groups within the United States. Particular attention will be focused on the reasons for ethnic conflict and strategies for conflict resolution. *Verduzco-Baker*.

350 Comparative Families: A Global Perspective (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) What is the family? Is the family a "natural" unit or a social construct? Is the family a dying institution or is it merely changing? How do family structures, values and dynamics vary across cultures? How is family structure in the United States different from those in Nigeria, India, China, Sweden and Saudi Arabia? This course utilizes a comparative perspective to explore the changing family in its historical, cultural, economic, social and political contexts. Topics include variations in family patterns; marriage and related issues such as dating, mate selection, divorce, single parenting and family violence; poverty and stress in family life; communication; power relations; gender roles; and family policies in selected societies. *Staff*.

370 Social Stratification (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) An examination of the changing patterns of social stratification within the U.S. since World War II. Topics include income and wealth inequality, education and social mobility, the reorganization of the workplace, poverty and social welfare. *Verduzco-Baker*.

Theory and Methods

312 Sociological Theory (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of sociological theory from classical to contemporary, and an assessment of how these theories frame research and analysis. Theorists range from the foundational work of Marx, Durkheim and Weber, to the more recent work of Parsons, Goffman and a number of critical and post-structuralist authors. Highly recommended for students who intend to do graduate work in the social sciences. *Verduzco-Baker*.

323 Qualitative Social Research (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of qualitative social research methods with a focus on three key forms: ethnography, document analysis and interview. Examines research design and a variety of types of data collection and analysis as well as considering ethical issues in social research. Students design and carry out their own research project based on that semester's theme. *Verduzco-Baker*.

324 Quantitative Social Research (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of quantitative social research methods and statistics. Topics include problem formulation and connection between theories and research; research designs, measurement and sampling techniques; ethical issues in research; data processing and data analysis with discussion of descriptive statistics; hypothesis testing and chi-square tests of significance; correlation; and multiple regression models. Students design and carry out their own independent research projects in addition to an extensive application of SPSS in laboratory assignments using secondary data. *Staff*.

343 Theory and Method in Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Addresses questions surrounding what anthropologists should study and how they should study it. Considers how the basic assumptions, research methods, and the social conditions of anthropological practice have changed over time. Examines how anthropologists have been rethinking assumptions about culture, nature, power, the primitive and the modern, as well as the social and political conditions of research in colonial and post-colonial contexts. Also explores developments in biological anthropology, archaeology and other subfields. *Staff*.

Special Studies

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. *Staff.*

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. May be taken more than once for credit. *Staff.*

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. *Staff.*

391, 392 Internship (1/2, 1)

(Anthropology or Sociology) Offered on a credit/no credit basis. *Staff.*

401, 402 Seminar (1/2, 1)

(Anthropology or Sociology) *Staff.*

408 Senior Paper (1)

Prerequisite: Senior standing, a major in the department.

(Anthropology or Sociology) An intensive study and written paper emphasizing a topic in either anthropology or sociology. *Staff.*

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

(Anthropology or Sociology) *Staff.*

Anthropology and Sociology

Faculty

Scott A. Melzer, chair and professor.

B.A., 1997, University of Florida; M.A., 2000, Ph.D., 2004, University of California, Riverside. Appointed 2004.

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A bachelor's degree in anthropology/sociology prepares students for graduate study and employment in fields such as law, urban planning, labor relations, personnel management, hospital administration, corrections, school administration, public health and museum management, as well as research and teaching in the fields of anthropology and sociology. Recent graduates from the department have become biostatisticians, urban planners, lawyers, biological anthropologists, congressional staff workers, physicians, nurses, news reporters and church field staff workers.

Majors and Minors

Requirements for Major

- A minimum of eight units in anthropology and sociology, following the programs of study outlined below:

Anthropology--Eight units including 105 and 343. All anthropology majors are strongly encouraged to study a foreign language and/or study abroad for a semester. Students anticipating graduate work are advised to take 324.

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Combined Major in Anthropology and Sociology--Although anthropology and sociology are separate and distinct disciplines, they also have many things in common: theories and methodologies, a focus on cultural similarities and differences and a commitment to international and/or global studies. Nearly all students choosing one of the two tracks outlined above will take courses in both anthropology and sociology, but some students may find that their academic needs are best met by a major that explicitly combines both fields of study.

Eight units including 101, 105, 324, 343 and two upper division courses in anthropology and two in sociology. At least two of these upper division courses must be at the 300-level or higher where the course requirements should include research-based assignments.

- All department majors will be required to take a senior exit exam during the spring semester as part of the department's assessment program. Participation in additional assessment activities may be required.
- No more than one unit of internship credit may be counted toward the major.
- All anthropology and sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than two units from an off-campus study program may be counted toward the major.

Requirements for Minor in Anthropology

- Five units in anthropology, including 343.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All anthropology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Sociology

- Five units in sociology, including 312 and either 323 or 324.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Anthropology/Sociology

- Five units in anthropology and sociology, including 101, 105, and either 312 or 343.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All anthropology and sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

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Students interested in pursuing elementary or secondary education certification in social studies may choose to major in social studies. The detailed requirements for the major with elementary certification and secondary certification are provided in this catalog or are available from the Education Department.

Anthropology and Sociology Courses

Introductory Courses

101 An Introduction to Sociology (1)

(Sociology) Provides students with the analytic tools for adopting a sociological perspective in order to

better understand their own lives and the lives of others. Emphasis on how sociologists think about the social world, how they research that world, and what we know about the social world based on sociological research. From our most personal experiences such as our identities and our interactions with others to the broader organization of institutions such as family, government, media, religion, economy and education, students will be encouraged to explore how social forces shape their own experiences and life chances and the experiences and life chances of others. *Melzer, Verduzco-Baker, Staff.*

105 An Introduction to Anthropology (1)

(Anthropology) What does it mean to be “human”? How can we understand human variation and change? This course provides a basic introduction to anthropology, with an emphasis on cultural anthropology. It also explores archaeology, biological anthropology, and linguistics. *Chase, Staff.*

Biological and Ecological Foundations

242 Biological Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Biological anthropology is the holistic study of the origins and bio-cultural nature of the human species. This course addresses several of the most important areas of biological anthropology such as human evolution; patterns of human physical diversity; human health and nutrition; gender and sexuality; bioarchaeology; primatology; dynamics of genetic ancestry, race, and ethnic identity; and forensic anthropology. *Chase, Harnish.*

271 Nature and Society: An Introduction to Ecological Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Provides an understanding of the diverse and ever-changing relationships between people and their natural environments. Considers the historical foundations of ecological anthropology and the human dimensions of contemporary environmental issues ranging from deforestation and desertification to ecotourism and environmental justice. Through cross-cultural case studies, students learn how human perceptions of and interactions with the environment are conditioned by social variables like gender, race, politics, economics and religion/worldview. *Harnish.*

357 Violent Environments (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Does environmental degradation produce violence? What is the relationship between population growth, resource scarcity and violent conflict? In what ways do different environments (e.g., African national parks, Appalachian coal mines, hurricane-ravaged coastal cities) feature differential access to and control over natural and economic resources? This course first explores anthropological

perspectives on violence, including biological, archaeological and cultural approaches to understanding war. Then, it investigates the multifaceted linkages between environments and conflict—the articulations among resource extraction, urbanization, economic development, population growth, biotechnology, biodiversity, natural disasters, human health, structural violence and social inequality. *Harnish.*

Archaeology

240 Ancient Civilizations (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Although the human species has been on the planet in its present form for at least 100,000 years, complexly organized societies with cities, governments and organized religions did not emerge until the last 5,000. This phenomenon took place independently throughout the globe, and while some ancient civilizations collapsed, others became the foundations upon which the modern world was constructed. Why is this so? Through a comparative analysis of Mesopotamian, Egyptian, Indus, Maya, Aztec and Incan societies, among others, students will learn to analyze the factors that have led to the emergence and transformation of civilizations. *Chase.*

241 Principles of Archaeology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Archaeology is the investigation of human societies through the study of their material remains. It provides the only source of information regarding the period from the evolution of humans over the last two million years to the widespread adoption of the written word (in some places) over the last few thousand. During historical periods, archaeology gives voice to those rendered invisible by their exclusion from historical documents. More fundamentally, archaeology provides novel insights into the material worlds that actively shape as well as reflect social life. Students will learn the fundamentals of archaeological research through the analysis of case studies in conjunction with a series of hands-on field and laboratory exercises. *Chase.*

346 Archaeology of Social Change (1)

Prerequisite: A&S 241 or permission of instructor.

(Anthropology) In the last 6,000 years people from all over the world have shifted from living in societies in which status and leadership was based on age, gender, and individual achievement to societies in which some people are born into superior social positions. In most societies today—including our own—small groups of people have access to greater resources and economic benefits for little reason other than their family history. How did this come about? Why did people allow themselves to become the subjects of others? Archaeological case studies are analyzed in an attempt to understand this fundamental transition in human society. *Chase.*

365 The Archaeology of Empire (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) The global interconnections and inequalities that characterize the twenty-first century have their origins in the sixteenth-century European imperial expansions that drew peoples from all regions of the globe into novel economic, political and ideological relationships that fundamentally transformed the identities of all parties involved. European imperialism, however, was not a unique incidence of this phenomenon, but was rather the most recent in a series of colonial encounters that began over 5,000 years ago as the institutions of the world's first cities expanded their influence beyond the floodplains of Mesopotamia. In this course students gain a more complete understanding of the modern world through the critical review of case studies including Uruk, Greek, Roman, Aztec, Incan and European civilizations. *Chase.*

Area Studies

238 South Asian Identities (1)

(Anthropology) An introduction to the peoples and cultures of South Asia (Sri Lanka, India, Pakistan, Bangladesh, Nepal and Bhutan). Examines issues including caste, South Asian religions, family life, colonialism, communal violence, popular culture and the South Asian diaspora. *Chase.*

248 Africa: Peoples and Cultures (1)

Prerequisite: A&S 101 or 105, or permission of instructor.

(Anthropology) A survey of African cultural diversity past and present. Explores the lives and livelihoods of African peoples through ethnographic case studies that span the continent. Engages stereotypes and challenges the ways in which Africa is popularly depicted in the media. Considers key issues in anthropology, including colonialism, conflict, ecology, economic development, food security, gender, childhood, religion, health, humanitarianism and globalization. *Harnish.*

256 Native North America (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Anthropology) The historical and anthropological study of Native peoples of North America, with an emphasis on the twentieth century. Topics include federal policy, political movements, gender, the construction of identities and relationships between scholars and Native communities. Same as History 256. *Staff.*

263 Modern China (1)

(Anthropology or Sociology) Same as History 263. *Staff.*

264 International History of Modern Japan (1)

(Anthropology or Sociology) Same as International Studies 264. *Yoshii.*

Society and the Individual

222 Sociology of Childhood (1)

Prerequisite: A&S 101 or permission of instructor.

(Sociology) Uses sociological theory and research findings to examine childhood and adolescence as historical constructs and social contexts (rather than developmental moments) and children as social actors in their own right (not only adults in the making). Pays particular attention to how race, class and gender shape experiences of childhood as we investigate what it means to be a child or adolescent in the United States, how children's lives are shaped by their social contexts and how children as social actors shape the worlds in which they live. *Verduzco-Baker.*

225 Criminology (1)

Prerequisite: A&S 101 or permission of instructor.

(Sociology) An introduction to the sociological study of crime, including varying definitions, causes, consequences, and societal responses. Scrutinizes multiple criminological theories (structural and interactionist), research methods, patterns in crime data, and public perception/media coverage, placing crime in a socio-historical context. Issues include criminal occupations, property crime, victimless crime, organized crime, white-collar crime, gangs, sex offenders, intimate violence and capital punishment. *Melzer.*

230 Men and Masculinities (1)

Prerequisite: A&S 101, or Women's and Gender Studies 106 or 116, or permission of instructor.

(Sociology) Examines how biological males are transformed into boys/men who interact in the social world through shared gendered meanings. Analyzes various socio-historical constructions of masculinity both in the United States and beyond, paying particular attention to how these differ over time, across cultures and within subcultures. Focuses on gender as a central organizing principle of society, and how this socially constructed characteristic affects individuals (men and women), society and, quite literally, the world. Also examines relational aspects of gender including women and femininities, as well as comparing masculinities by race, ethnicity, class, age, sexual orientation, etc. Discusses structural inequalities, cultural similarities and differences, and individual issues related to masculinities. *Melzer.*

280 Children of Immigrants (1)

Same as Ethnic Studies 280. *Verduzco-Baker, Staff.*

336 Social Psychology: Sociological Perspectives (1)

Prerequisite: A&S 101 and junior standing or above, or permission of instructor.

(Sociology) The study of the relationship between personal experiences and society. Explores how our sense of self, identity, subjective experience, feelings, beliefs, and relationships to and interactions with others are shaped by and influence social life. Focuses on theoretical traditions and trends within micro-sociology and their applications and usefulness for empirical research. Special attention will be paid to connecting the micro-workings of social life to larger institutional, cultural and political processes and issues. *Melzer.*

360 Intimate Violence (1)

Prerequisites: A&S 101, 324 (or Psychology 204) or permission of instructor.

(Sociology) Examines violence between intimates, primarily (but not solely) within the United States, covering a range of interpersonal relationships (children, parents, spouses, partners, acquaintances, siblings, etc.) as well as various forms of abuse (emotional, physical, neglect, sexual assault/rape, etc.) Traces intimate violence socio-historically, including theoretical, methodological, empirical and applied issues and debates within the field. Analyzes the incidence and prevalence of intimate violence, and, in the process, attempts to identify causes and solutions. Focuses on the importance of structural gender inequality in shaping individuals' violent behavior and the degree to which gender inequality influences various forms of violence. *Melzer.*

Social Institutions

235 Global Transformations (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology or Sociology) Is "globalization" just a marketing slogan or does it actually describe a process involving profound change in life on this planet? Topics include communication and transportation technologies, political and economic developments, commerce and consumerism in the modern world. Considers relationships between the global and the local and explores whether the changes associated with globalization are best considered as progress or problem. *Staff.*

333 The Sociology of Sex and Gender (1)

Prerequisite: A&S 101 or 105 or Women's and Gender Studies 106 or 116, or permission of instructor.

(Sociology) Examines the social construction and social consequences of gender difference and gender inequality with a specific focus on the United States. Gender theory and research will be used to explore masculinity and femininity as identities, as behavioral expectations and as organizing features of social life. Covers belief systems; broad social institutions such as family, employment, media and health; experiences of sexuality and violence; and individual behavior such as personal styles and modes of interacting with others. Focuses on how gender as an organizing feature of social life benefits some and

is disadvantageous to others, paying special attention to how race, ethnicity, class and sexuality intersect with gender. *Melzer*.

345 Race and Ethnicity (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) Alternative theories of racial and ethnic relations, and their application to groups within the United States. Particular attention will be focused on the reasons for ethnic conflict and strategies for conflict resolution. *Verduzco-Baker*.

350 Comparative Families: A Global Perspective (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) What is the family? Is the family a "natural" unit or a social construct? Is the family a dying institution or is it merely changing? How do family structures, values and dynamics vary across cultures? How is family structure in the United States different from those in Nigeria, India, China, Sweden and Saudi Arabia? This course utilizes a comparative perspective to explore the changing family in its historical, cultural, economic, social and political contexts. Topics include variations in family patterns; marriage and related issues such as dating, mate selection, divorce, single parenting and family violence; poverty and stress in family life; communication; power relations; gender roles; and family policies in selected societies. *Staff*.

370 Social Stratification (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) An examination of the changing patterns of social stratification within the U.S. since World War II. Topics include income and wealth inequality, education and social mobility, the reorganization of the workplace, poverty and social welfare. *Verduzco-Baker*.

Theory and Methods

312 Sociological Theory (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of sociological theory from classical to contemporary, and an assessment of how these theories frame research and analysis. Theorists range from the foundational work of Marx, Durkheim and Weber, to the more recent work of Parsons, Goffman and a number of critical and post-structuralist authors. Highly recommended for students who intend to do graduate work in the social sciences. *Verduzco-Baker*.

323 Qualitative Social Research (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of qualitative social research methods with a focus on three key forms: ethnography, document analysis and interview. Examines research design and a variety of types of data collection and analysis as well as considering ethical issues in social research. Students design and carry out their own research project based on that semester's theme. *Verduzco-Baker*.

324 Quantitative Social Research (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of quantitative social research methods and statistics. Topics include problem formulation and connection between theories and research; research designs, measurement and sampling techniques; ethical issues in research; data processing and data analysis with discussion of descriptive statistics; hypothesis testing and chi-square tests of significance; correlation; and multiple regression models. Students design and carry out their own independent research projects in addition to an extensive application of SPSS in laboratory assignments using secondary data. *Staff*.

343 Theory and Method in Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Addresses questions surrounding what anthropologists should study and how they should study it. Considers how the basic assumptions, research methods, and the social conditions of anthropological practice have changed over time. Examines how anthropologists have been rethinking assumptions about culture, nature, power, the primitive and the modern, as well as the social and political conditions of research in colonial and post-colonial contexts. Also explores developments in biological anthropology, archaeology and other subfields. *Staff*.

Special Studies

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. *Staff*.

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. May be taken more than once for credit. *Staff*.

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. *Staff*.

391, 392 Internship (1/2, 1)

(Anthropology or Sociology) Offered on a credit/no credit basis. *Staff*.

401, 402 Seminar (1/2, 1)

(Anthropology or Sociology) Staff.

408 Senior Paper (1)

Prerequisite: Senior standing, a major in the department.

(Anthropology or Sociology) An intensive study and written paper emphasizing a topic in either anthropology or sociology. *Staff.*

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

(Anthropology or Sociology) Staff.

Art and Art History

Faculty

Michael Dixon, chair and associate professor.

B.F.A., 1999, Arizona State University; M.F.A., 2005, University of Colorado at Boulder. Appointed 2008.

Lynne Chytilo, professor.

B.F.A., 1978, University of Massachusetts Amherst; M.A., 1980, Purdue University; M.F.A., 1984, University of Wisconsin-Madison. Appointed 1984.

Ashley Feagin, assistant professor.

B.A., 2009, McNeese State University; M.F.A., 2012, Louisiana Tech University. Appointed 2013.

Anne Mills McCauley, W. W. Diehl Professor.

B.F.A., 1976, Eastern Michigan University; M.F.A., 1978, Michigan State University. Appointed 1994.

Bille Wickre, professor.

B.S., 1977, Dakota State University; M.A., 1984, University of Iowa; Ph.D., 1993, University of Michigan. Appointed 1992.

Introduction

The visual arts have always been an important part of human culture. Individual expression, the shaping of cultural values, and the creation of beauty have been among the traditional functions of art. Artists

invest objects with meaning through processes that are themselves significant. When objects become part of the larger culture, artists and audiences interact with each other and with the world around them in ways that are aesthetically and intellectually enhanced. The arts ask us to see more clearly, think more deeply and respond with greater passion to the realities of human existence.

Integral to a liberal arts education, study of the arts encourages critical thinking, self-reflection, personal growth, and the mastery of a variety of creative, intellectual and technical skills. In both art and art history courses, students gain abilities and confidence to conceive, analyze and understand works of art in a variety of forms and to pursue lifelong learning in the arts. Art courses encourage individual creativity, provide a foundation of skills to enable artists to create objects or performances of lasting significance, and challenge students to new critical awareness. Skills of analysis, critical thinking and writing, and a grounding in historical and cultural contexts form the basis of the study of art history. Drawing upon archaeology, religious studies, social history, contemporary critical theory and other fields of knowledge, art history helps students realize relationships between art and life.

Majors choose either a bachelor of arts degree (B.A.) in art or art history or a bachelor of fine arts degree (B.F.A.) in art. The B.A. in art provides a broad grounding in major studio areas including drawing, painting, printmaking, sculpture, ceramics, computer art, book art, video and photography. Students who wish to do more intense and focused work in art may apply for the B.F.A. program. The B.F.A. is recommended for students who will pursue graduate work in art and/or a career in the arts. Students who pursue a B.A. in art history develop research, writing, verbal and critical skills preparatory for graduate studies or careers in a variety of arenas. Art and art history majors regularly add a second major preparatory to a wide array of careers. For example, students may combine majors in art and psychology as part of their preparation for careers in art therapy. Students may choose a minor in either art or art history.

[Art and Art History Department Website](#)

Career Opportunities

Albion graduates in both art and art history bring to professional careers or graduate studies outstanding abilities in critical and creative thought, technical knowledge and skills, and a broad-based approach to problem-solving fostered by the liberal arts tradition. Recent graduates have pursued advanced studies in many specific studio areas, art history, arts management, animation, graphic art and architecture. Many enjoy careers in design, communications, World Wide Web design, advertising, museum and gallery positions, art therapy and education.

Special Features

Bobbitt Visual Arts Center houses the Department of Art and Art History, a public auditorium and two galleries for exhibiting the College art collection, professional artists' and student work. Its spacious and well-equipped facilities include painting and drawing studios; a complete photography lab with a lighting studio and darkrooms that support black and white, color, and digital photography; and a printmaking studio where students explore relief, lithographic, intaglio, and letterpress printing. The sculpture studios comprise a complete woodshop, a welding lab, areas for stone carving and other types of three dimensional production. Students studying ceramics work in spacious studios for throwing, handbuilding and slip casting, and fire their work in electric, *raku* and gas reduction-fired or wood kilns. Art students have 24-hour access to the general studios. The department houses a computer arts lab, dedicated to the visual arts. The lab is equipped with computers, scanners, color printers and a digital video editing suite. Computer technology is integrated into studio courses as an art-making tool, and into art history courses as a way to access distant museums and sites, and as a tool of analysis.

The Bobbitt Visual Arts Center galleries are home to 10 exhibitions each year, offering students a chance to view artwork by contemporary artists and to exhibit their own work. The Martha Dickinson Print Gallery highlights selections from the College's permanent collection of nearly 2,500 prints dating from the fifteenth century through the twenty-first century. The Elsie Munro Gallery hosts changing contemporary art exhibitions.

The Philip C. Curtis Artist-in-Residence program enables the department to bring emerging artists to campus every year. Students are encouraged to interact informally and to occasionally collaborate with these talented artists as they produce their work in Bobbitt.

Art and art history students often participate in off-campus programs such as the New York Arts Program, in which they work as interns with art professionals, including architects, interior designers, graphic designers, painters, gallery owners, curators, sculptors, photographers, medical illustrators, video and performance artists, and art therapists. Numerous other internships, off-campus experiences and international study programs offer excellent opportunities for art and art history students.

A number of scholarships are awarded to prospective students who have demonstrated achievement in art or art history. These can be renewed each year and are not limited to art or art history majors. Additional scholarships are available to upper-level art and art history majors who have demonstrated outstanding accomplishments in their specialty.

Departmental Diversity Statement

The Department of Art and Art History is committed to providing an open and welcoming environment to individuals of diverse ethnic, religious or racial backgrounds, geographic and cultural origins, class

status, sexual orientation and to those of all physical abilities. We believe that individual expression in the form of artistic creation, analysis and dialogue is essential to the maintenance of human life and the creation of a humane and just society. To this end we will:

- Maintain facilities that are accessible to all;
- Attempt to include within our curriculum broad perspectives;
- Encourage artistic creation and analysis that reflects a diversity of viewpoints and individual experiences;
- Provide in our galleries and collections of prints, objects and other visual materials, art work that reflects the broadest spectrum of the human experience;
- Provide opportunities for advanced study that explore issues of diversity;
- Cooperate with other areas of the College to further the diversity efforts of the institution.

Departmental Policy on Advanced Placement Credit

Students who earn a 4 or 5 on the Advanced Placement (AP) exam in art will receive credit for one art elective.

Majors and Minors

Requirements for Major toward B.A. in Art

- Ten units in studio art, including: 102, 103, 121; a minimum of three units from 201, 222, 223, 231, 241, 251, 261/262, 271; a minimum of three units at the 300-level or higher. One additional studio art elective from any of the 200- and 300-level studio course offerings (1/2 or 1 unit). One half-unit course, 296/396.
- All majors must take a three-course sequence in one medium or must propose a three-course related sequence.
- Three units of cognate art history courses, including 115 or 116, 326, and one other unit of art history at the 200-level or higher.
- Art majors are required to participate in a junior review by department faculty and the senior art majors exhibition.
- All courses counted toward the major must be taken for a numerical grade.

Requirements for Major toward B.F.A. in Art

- Students may be admitted into the B.F.A. program by presenting a portfolio of their work to the art faculty preferably in their sophomore or junior year. Acceptance into the B.F.A. program is based on an evaluation of the portfolio and the student's previous performance in art and art history classes.
- Once accepted in the B.F.A. program, students are expected to maintain the high quality of their work. They must acquire a minimum of a 3.25 grade average in their art courses in order to

graduate with a B.F.A degree. The B.F.A. degree requires a minimum of 34 units for graduation.

- No fewer than 14 and no more than 21 units in studio art, including: 102, 103, 121; a minimum of four units from 201, 222, 223, 231, 241, 251, 261/262, 271; a minimum of six units at the 300- level or higher. One half-unit course, 296/396.
- All majors must take a three-course sequence in one medium or must propose a three-course related sequence.
- Four units of cognate art history courses, including: 115 or 116; 326; one other unit of art history at the 200-level or higher; one other unit of art history at the 300-level or higher.
- B.F.A. candidates are required to participate in a junior review by department faculty and the senior art majors exhibition.

Requirements for Major toward B.A. in Art History

- A minimum of eight units in art history, including: one unit from 115 or 116, 326; a minimum of four units from courses at the 200-level or Art 262; a minimum of two units at the 300-level or higher; a minimum of one non-Western course must be included in your selections. Non-Western courses include: 206, 220, 328, 329, and/or Art 262.
- Art history majors are required to participate in a junior review by department faculty and participate in the Senior Art History Majors Symposium.
- It is recommended that students select at least one unit at the 200- or 300-level from four of the following areas: ancient/classical, medieval, Renaissance, baroque, eighteenth and nineteenth centuries, modern and contemporary, American or non-western.
- Art history majors are required to participate in the senior art history majors symposium.
- One unit of a cognate studio art course.
- All courses counted toward the art history major must be taken for a numerical grade.
- Courses taken at an approved off-campus program may be substituted for Albion College courses with the permission of the department.
- Art history students who are considering graduate study are strongly urged to complete at least two semesters of a foreign language. Graduate programs often require French and German.

Requirements for Minor in Art

- Six units in art, including: 102, 103, 121; a minimum of one unit from 201, 222, 223, 231, 241, 251, 261/262, 271; one unit from any studio art course at the 200-level or higher.
- One unit of a cognate art history course, either 115 or 116.

Requirements for Minor in Art History

- Five units in art history, including: 115 or 116, a minimum of two units from any art history course at the 200-level, and a minimum of one unit of art history at the 300-level or higher. One additional unit in art history.

Art and Art History Courses

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. *Dixon, Feagin, McCauley.*

103 Creative Process 3-D (1)

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

121 Drawing (1)

Designed to introduce the beginning student to a variety of drawing media, subject matter and drawing concepts. May be taken concurrently with Art 102. *Dixon.*

201 Computer Art (1)

Prerequisite: Art 121 or permission of instructor.

Designed to familiarize students with basic skills and techniques in creating digitally assisted visual art. Initial projects serve to introduce software tools; later projects increasingly reinforce skill development while concentrating on idea generation and individual approaches to image making. Peripheral hardware, including scanners, digital cameras, and inkjet and laser printers, are utilized in generating imagery. *Feagin.*

222, 223 Advanced Drawing: Figure (1/2, 1)

Prerequisite: Art 121.

The human form is represented in a variety of media. May be repeated for credit. *Dixon.*

231 Painting I (1)

Prerequisite: Art 121.

An introduction to the vocabulary, materials and methods of oil painting. A range of technical and aesthetic considerations will be addressed. *Dixon.*

241 Photography I (1)

An introduction to the technical and aesthetic aspects of photography and its cultural significance: photo literacy, compositional elements, and the creation and critique of work through the use of emerging technology in the field of photography. *Feagin.*

242 Intermediate Photography I (1)

Prerequisite: Art 241.

An introduction to the technical and aesthetic aspects of photography: basic functions of the camera, basic darkroom techniques, critique of work. *Feagin.*

243 Intermediate Photography 2 (1)

Prerequisite: Art 242.

Building on assignments from Intermediate Photography I with an emphasis on imaginative approaches and individual work. Explorations with various cameras and methods of printing. *Feagin*.

251 Printmaking I (1)

Prerequisite: Art 121.

An introduction to relief and intaglio print processes including woodcut, linocut, metal plate etching, drypoint and aquatint. Idea generation emphasized. *McCauley*.

261 Ceramics I (1)

An introduction to ceramics as an art form. Begins with basic hand-forming and conceptual problem-solving in clay and then covers throwing, glazing and various firing methods. *Chytilo*.

262 Pottery and Politics: Examining the Art and Politics of Tea Culture in Japan (1)

Explores the aesthetic traditions and political history of the Japanese tea ceremony and pottery-making. Emphasizes the artistic and meditative execution of tea making with wares of art for tea making and tea consumption, in addition to the study of the practicality of tea as a vehicle for political negotiation, deliberation and social interaction in Japan. Same as Political Science 262. *Chytilo/Dabney*.

263 Intermediate Ceramics (1/2)

Prerequisite: Art 261 or 262.

A continuation of the processes and techniques learned in Art 261 or 262. Emphasis is placed on creating innovative work with greater skill than acquired in previous classes. *Chytilo*.

264 Advanced Intermediate Ceramics (1/2)

Prerequisite: Art 263.

A continuation of the processes and techniques learned in Art 263. Emphasis is placed on creating innovative work with greater skill than acquired in previous classes. *Chytilo*.

271 Sculpture I (1)

Prerequisite: Art 103 or permission of instructor.

Problems dealing with concepts in three-dimensional space and form, and the introduction to the use of basic tools and techniques with wood, stone, metal and mixed media. *Chytilo*.

301 Video Art (1)

An introduction to the use of video as a medium for individual expression and creativity. Basic video skills and procedures in planning and producing a video are presented through demonstrations, lectures and practice sessions. Working with digital cameras and Premiere editing software, participants become

familiar with the operation of the video cameras and editing deck, sound recording, storyboarding, and lighting techniques. *Feagin*.

303 Advanced Digital Imaging (1)

Prerequisite: Art 201 or 241.

An advanced computer art studio course addressing the special visual and philosophical concerns around digital art making. Development of greater control of the input of imagery using devices such as stylus pads, scanners and digital cameras. Assignments address both paper and pixel output as well as the introduction of interactivity and time-based elements. *Feagin*.

324, 325 Advanced Drawing: Workshop (1/2, 1)

Prerequisite: Art 121.

Contemporary concepts and techniques related to drawing are explored through studio practice. May be repeated for credit. *Dixon, McCauley*.

331 Painting II (1)

Prerequisite: Art 231.

Assigned problems for individual solutions. Medium: oil. *Dixon*.

332 Painting III (1)

Prerequisite: Art 331.

Individually assigned problems in advanced painting concepts and techniques. *Dixon*.

333 Painting Workshop I (1)

Prerequisite: Art 332.

Individual problems in the philosophical and technical aspects of painting. Self-reliance and individuality of concept stressed. *Dixon*.

334 Painting Workshop II (1)

Prerequisite: Art 333.

Continuation of Art 333. *Dixon*.

335 Painting Workshop III (1)

Prerequisite: Art 334.

Continuation of 334. A written statement discussing visual and philosophical aspects of a body of work will be presented to the art faculty for review. *Dixon*.

341 Photography II (1)

Prerequisite: Art 241 or permission of instructor.

Advanced assignments in photography with emphasis on imaginative approach and individual work. Lecture and lab. Critique of work. *Feagin*.

342 Photography III (1)

Prerequisite: Art 241.

Advanced investigation into photographic materials including medium- and large-format negatives, advanced darkroom techniques and alternative processes with an emphasis on integrating process, materials and concept in an individualized body of work. *Feagin*.

343 Photography Workshop (1)

Prerequisite: Art 342.

Individual exploration of technical and/or aesthetic issues in photographic media. Emphasizes the development of personal creative expression. *Feagin*.

344 Photography Workshop II (1)

Prerequisite: Art 343.

A continuation of Art 343. *Feagin*.

345 Photography Workshop III (1)

Prerequisite: Art 344.

A continuation of Art 344. Focuses on creation of a strong body of work in an area of personal interest, along with compilation into a matted portfolio with images and a well-developed artistic statement discussing the material and conceptual aspects of the work. *Feagin*.

346 Color Photography (1)

Prerequisite: Art 241.

An advanced photography course introducing the basics of color photography. Covers color theory as applicable to photography, color exposure, color printing process and studio lighting. Emphasizes integrating process, materials and concept in an individualized body of work. *Feagin*.

351 Printmaking II (1)

Prerequisite: Art 251.

Continuing study of relief and intaglio print processes with advanced applications. Development of personalized imagery emphasized. *McCauley*.

352 Printmaking III (1)

Prerequisite: Art 351.

Advanced problems in relief and intaglio with emphasis on integration of print processes and development of personalized imagery. *McCauley*.

353 Printmaking Workshop I (1)

Prerequisite: Art 352.

Workshops provided for concentrated development in all phases of printmaking. Discussion of traditional and contemporary printmaking in relation to individual problems. Concept development is strongly emphasized. *McCauley*.

354 Printmaking Workshop II (1)

Prerequisite: Art 353.

Continuation of Art 353. *McCauley*.

355 Printmaking Workshop III (1)

Prerequisite: Art 354.

Continuation of 354. *McCauley*.

356 Visual Poetry (1)

A study of writing poetry and its presentation in printed form. Intended for writers and visual artists alike, this course teaches the fundamentals of writing poetry and letterpress printing. Participants both write their own poems and, using movable type and hand-operated printing presses, set and print their own poems as broadsides and artists' books. Same as English 356. *McCauley, Mesa*.

357 Book Arts (1)

Prerequisite: Art 121 and one other studio art course.

Designed to teach students the traditional and contemporary craft of handmade visual books. Students investigate book forms through hands-on demonstrations to gain experience in a wide range of book structures as preparation for individual creations. Exploration of a diverse range of media in the construction of individual books is encouraged and supported. *McCauley*.

361 Ceramics II (1)

Prerequisite: Art 261.

A continuation of Ceramics I with more advanced work in ceramic processes and theories including clay and glaze formulation. Emphasis also is placed on development of personal expression and direction with the medium. Laboratory and lecture. *Chytilo*.

362 Ceramics III (1)

Prerequisite: Art 361.

Advanced problems in ceramic design. *Chytilo*.

363 Ceramics Workshop I (1)

Prerequisite: Art 362.

Each semester students will explore a different technical and/or aesthetic subject of the ceramic processes on an individualized basis. *Chytilo*.

364 Ceramics Workshop II (1)

Prerequisite: Art 363.

An emphasis is placed on the student's development in an area of personal interest. *Chytilo*.

365 Ceramics Workshop III (1)

Prerequisite: Art 364.

Continuation of Ceramics Workshop II. A strong body of work accompanied by a group of images and a written thesis will be presented to the art faculty for review. *Chytilo*.

371 Sculpture II (1)

Prerequisite: Art 271.

Individually arranged problems in advanced sculptural concepts and techniques. *Chytilo*.

372 Sculpture III (1)

Continuation of Art 371. *Chytilo*.

373 Sculpture Workshop I (1)

Prerequisite: Art 372.

Individually arranged exploration and development of specific sculptural directions. A more intense involvement in the visual and philosophical implications of a body of work is emphasized. *Chytilo*.

374 Sculpture Workshop II (1)

Prerequisite: Art 373.

Continuation of Sculpture Workshop I. *Chytilo*.

375 Sculpture Workshop III (1)

Prerequisite: Art 374.

Continuation of Sculpture Workshop II. A written statement discussing visual and philosophical aspects of a body of work with accompanying images will be presented to the art faculty for review. *Chytilo*.

381, 382 Process (1/2, 1)

Prerequisite: Permission of instructor.

The process of making and conceiving art, often from a multi-media, interdisciplinary point of view. Examples: The concept of assemblage, photo-sensitive media, readings for current art, structural systems, critical studies of the college collections, color perception and performance, current drawing concepts. *Staff*.

296/396 Professional Practices in Art (1/2)

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. (It is strongly recommended that students interested in graduate school take this class in the junior and senior year.)
Chytilo, Dixon, Feagin, McCauley.

Art History

115 Art of the Western World (1)

An introduction to art of the Western world in its historical context. Offers an overview of the arts of Western culture framed within historical, religious, political, economic and social events. Incorporates basic tools of art historical analysis and criticism. *Wickre.*

116 World Art (1)

An introduction to world art in its historical context, considering the dominant arts of each continent framed within historical, religious, political, economic and social events. Incorporates basic tools of art historical analysis and criticism. *Wickre, Staff.*

206 Art of Egypt and North Africa (1)

Explores how works of art and architecture contributed to these important cultures. Looks closely at art in its religious and socio-political contexts, including especially the contents and decorations of tombs and temples in the Nile river valley. Also examines architecture and art objects from Mesopotamia as reflections of early ideas of personal religion and the city-state. *Staff.*

208 Early Christian and Byzantine Art (1)

Provides a foundation of knowledge in Early Christian and Byzantine art, including painting, sculpture, textile, metalwork, glasswork, architecture and illumination created from the period of the late Roman Empire and early Middle Ages to the fifteenth century in the Eastern Empire, or Byzantium. Emphasizes the identification of works, styles, artists and the broad political/religious contexts in which pieces of art were conceived and executed. *Staff.*

209 Art of Greece and Rome (1)

Explores visual art and architecture as integral to the construction of knowledge and value in these ancient cultures. Focuses on Greek and Roman art in its original stylistic, iconographic, religious and socio-political contexts from the Stone and Bronze Ages through Classical Greece and Imperial Rome. *Wickre.*

212 Art and Religion of the Medieval World (1)

Studies art and Christianity in Western Europe from the late Roman Empire to the fifteenth century,

including consideration of style and iconography, through art forms ranging from catacomb paintings to manuscripts for private devotion to Gothic cathedrals. Considers interpretations of the Middle Ages from the ninth century to the present, emphasizing how these interpretations reflect and construct the intellectual traditions of their authors. *Staff*.

213 Art and Science of Leonardo's Day (1)

Investigates Italian Renaissance painting and sculpture from 1400 to 1550, including works by Giotto, Piero, Leonardo, Michelangelo and others. Considers interpretations of Renaissance art, architecture and science, and the concepts of Humanism and Renaissance from the time of Petrarch to the present. *Wickre*.

214 Baroque Art (1)

Explores the diversity of artistic styles in Europe between 1600 and 1750. Considers the expanding concepts of world geography, trade and colonization and its impact on art, an awakening sense of self for both artists and patrons, systems of training, theories of gender in the production and consumption of art works, and ways of describing and inscribing gender, race, class and sexual orientation in baroque art. *Wickre*.

216 Modern and Contemporary Art (1)

Survey of twentieth and twenty-first century European and American painting, sculpture, photography, and time arts. Examines stylistic trends, changes in ideas about the nature and purposes of art and the relationships between art and society. Discussion of the impact of contemporary critical theory on the evolution of the art of the twentieth century. *Wickre*.

217 American Art, 1600-1913 (1)

Examines the major cultural movements, artists and art works in what would become the United States from the colonial period to the advent of modernism with the Armory Show in New York in 1913. *Wickre*.

219 Impressionism: Précis to Prologue (1)

Critically examines paintings of the Impressionists in France in the context of historical documents from the period, contemporary critical writings about the artists and paintings, and the art historical texts generated about the art. A study of Impressionism's roots in French romanticism and realism introduces the course. Special attention is paid to the particular historical circumstances that gave rise to Impressionism as a movement, and to the gendered nature of both the production and reception of Impressionist paintings. *Wickre*.

220 American Indian Art (1)

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. Also considers how mythology and stereotyping have created an image of "the Indian" and how that image was and is used in majority culture. Presents a broad array of resources, including Albion College's collection of American Indian objects and prints, and public and private art collections. *Wickre*.

310 Women and Art (1)

Examines the roles women have played as creators, subjects, patrons and critics of art through history. Special emphasis will be placed on theories of the social construction of gender through art in all periods and on responses of contemporary women artists to such constructions. *Wickre*.

311 Art as Political Action (1)

Examines art that invites or encourages social awareness and/or action. Includes studies of "high art" media, such as photography, painting and sculpture, and non-traditional art forms including performance art, public murals, crafts, environmental art and others. Thematically arranged around politicized issues such as race, rape and domestic violence, concepts of the body, pacifism and war, poverty, illness and AIDS. The course begins with political movements that relied heavily on visual images to achieve their purposes. *Wickre*.

312 Race and Its Representation in American Art (1)

Examines representations of individuals and groups who traditionally have been viewed as "others": African Americans, Native Americans, Asians and Chicanos/Chicanas as contrasted with images of members of the dominant culture. Considers how visual art has served to reflect social conditions and situations and to construct identities for all ethnic groups in the American psyche. *Wickre*.

313 History of Prints (1)

Focuses on how artists have used the forms and techniques of printmaking to express themselves visually from the fifteenth century to the present. The course uses three approaches: (1) art history lectures and discussions based on readings; (2) connoisseurship in studying prints from the College's permanent collection; and (3) practical application in producing prints in some of the major printmaking techniques. Students will begin to understand how the potential and limitations of various traditional techniques enable particular types of visual communication. Emphasis is placed on student-facilitated learning, exploration, discovery and collaborative processes. *Wickre, McCauley*.

314 Art of Rome (1)

A survey of the history of Roman art and architecture with a specific focus on Rome, the capital of the Roman Empire, from the sixth century B.C. to the fourth century A.D. Subjects include the major buildings and monuments of Rome, monumental relief sculpture, portrait sculpture, and paintings in the

private homes of wealthy aristocrats. Principal themes cover 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 painting. *Staff*.

315 Earth, Art, and the Environment (1)

Examines American (U.S.) and European art and architecture that interacts with the environment and calls attention to the benefits and consequences of human interaction with the environment in a national and global context. Focuses on art, architecture and design projects produced from 1960 to the present and materials that set the context for artistic concerns about the environment beginning in the nineteenth century. *Wickre*.

317 Art and Theory (1)

Introduces students to a variety of methods used to interpret works of art. Examines the specialized literature of art history from the sixteenth century to the present. Theories and methods will be applied to art from all periods. *Wickre*.

320 Feminist Art (1)

The 1970s Feminist Art Movement introduced to the art world a revolution in attitudes and practices. The significant reverberations of that movement are felt to the present. Covers the social context, causes and effects, and major players in the Feminist Art Movement as well as its continuing impact. *Wickre*.

326 Issues in Contemporary Art (1)

Examines issues, theory and art from the 1960s to the present, from the standpoint of theory, practice and the objects produced. Focuses on painting, sculpture, and new media from around the world and emphasizes critical reading, writing, and discussion. *Wickre*.

328 Encounters: Indian Art (1)

Examines the encounters between Europeans who came to North America in the fifteenth century and the indigenous people they met when they arrived. Begins with an exploration of North American populations before contact and traces the intersections of peoples through the nineteenth century. *Wickre*.

329 Art of Constantinople (1)

A survey of the art and architecture of late antiquity and Byzantium with a special focus on Constantinople, the capital of the Byzantine Empire from 330 A.D. to 1453. Covers 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; and the form and function of portable religious and luxury arts. Considers

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. *Staff.*

Special Studies

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

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

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

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

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

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.*

401, 402 Seminar (1/2, 1)

Staff.

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

Staff.

Biochemistry

Faculty

Clifford E. Harris, chair and professor.

B.S., 1991, California State University, Chico; Ph.D., 1997, University of California, Santa Cruz. Appointed 1997.

Craig R. Bieler, professor.

B.S., 1986, Juniata College; Ph.D., 1992, University of Pittsburgh. Appointed 1995.

Andrew N. French, professor.

B.A., 1986, Ohio Wesleyan University; Ph.D., 1992, University of Illinois, Urbana Champaign. Appointed 1997.

Lisa B. Lewis, professor.

B.S., 1989, King's College; M.S., 1992, University of Pittsburgh; Ph.D., 1994, University of California, Irvine. Appointed 1995.

Vanessa P. McCaffrey, associate professor.

B.S., 1996, McNeese State University; Ph.D., 2001, University of North Carolina, Chapel Hill. Appointed 2003.

Kevin M. Metz, associate professor.

B.S., 2001, Alma College; Ph.D., 2007, University of Wisconsin—Madison. Appointed 2008.

Christopher E. Rohlman, associate professor.

B.S., 1984, Oakland University; Ph.D., 1989, University of Michigan. Appointed 2001.

Craig N. Streu, assistant professor.

B.S., 2004, Albion College; Ph.D., 2009, University of Pennsylvania. Appointed 2015.

Introduction

The Chemistry Department has three major objectives: (1) To provide a strong major within a liberal arts framework for those entering the profession of chemistry, biochemistry, or preparing for graduate work; (2) to provide cognate backgrounds in chemistry for biology majors, Premedical and pre-dental students, medical technologists, dieticians, science educators and others who may require chemistry; (3) to provide non-science majors with sufficient background to understand advances in technology, environmental implications of new laws, drug problems and health advances.

Independent study is encouraged both as a part of formal course work and in undergraduate research projects. Faculty work closely with students in research areas of mutual interest. Cooperation with other science departments provides opportunities for interdepartmental studies. Majors are strongly encouraged to balance their science training with courses in the arts and humanities.

[Chemistry Department Website](#)

Career Opportunities

In addition to professional work and graduate study in chemistry or biochemistry, a major can establish a foundation for future careers in a number of fields: e.g., engineering, medicine and other health-related fields, law and technically related businesses. Graduate and professional schools in the medical sciences require a strong background in chemistry.

Departmental Policy on Advanced Placement Credit

The following is the Chemistry Department's policy regarding Advanced Placement (AP) credit.

1. Students who earn a 4 or 5 on the AP exam in chemistry may receive one unit of credit for Chemistry 121, which will count toward the chemistry or biochemistry major or chemistry minor.
2. Students who earn a 5 on the AP exam have the option to enroll directly in Chemistry 211.
3. Students who earn a 4 on the AP exam must consult with chemistry faculty on the appropriate first chemistry course at Albion College.
4. Students may receive one unit of credit for either a 4 or 5 on the AP exam or for successful completion of Chemistry 121, but not both.

Majors and Minors

Requirements for Major

The Chemistry Department offers two majors—chemistry and biochemistry. The chemistry major requires a minimum of ten units, and the biochemistry major requires a minimum of nine and one-half units in chemistry, plus appropriate cognate courses. Either major is appropriate for students interested in advanced study in chemistry or biochemistry or for careers in other fields such as medicine and health sciences, law, business or education. Consult a member of the Chemistry Department for suggestions of appropriate courses for graduate school preparation.

In either major, the timing of the course sequence is crucial, and students should consult with a member of the Chemistry Department as early as possible in the planning of their major.

Common Core

Chem 121: Structure and Equilibrium

Chem 123: Inorganic Chemistry: Introduction

Chem 206: Chemical Analysis

Chem 211: Organic Chemistry: Structure, Stability and Mechanism

Chem 212: Organic Chemistry: Mechanism and Synthesis

Chem 301: Chemical Energetics and Kinetics

Chemistry Major

Additional required courses in chemistry (4 units)

Chem 321: Advanced Synthesis Laboratory (1 unit)

Chem 327: Advanced Physical and Analytical Chemistry Laboratory (1 unit)

Chem 340: Physical Chemistry (1 unit)

Chem 350: Advanced Organic Chemistry (1/2 unit) or Chem 353: Spectroscopy (1/2 unit)

Chem 356: Advanced Inorganic Chemistry (1/2 unit)

Required cognate courses (4 units):

One year of calculus (Mathematics 141, 143 or equivalent)

One year of physics, preferably Physics 167-168 (115-116 is acceptable)

Biochemistry Major

Additional required courses in chemistry (3 1/2 units)

Chem 321: Advanced Synthesis Laboratory (1 unit) or Chem 327: Advanced Physical and Analytical Chemistry Laboratory (1 unit)

Chem 323: Advanced Laboratory: Biochemistry (1 unit)

Chem 337: Biochemistry (1 unit)

Chem 351: Biophysical Chemistry (1/2 unit)

Required cognate courses (4 units):

One semester of calculus (Mathematics 141 or equivalent)

One year of physics (Physics 115-116 or 167-168)

Biology 300. Those intending to pursue professional careers in biochemistry should, in consultation with their adviser, consider taking an additional 300-level biology course with a lab.

- All chemistry courses required for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis. Students who intend to apply for entrance into medical or dental schools should not take basic chemistry courses on a credit/no credit basis, and students majoring in other sciences are strongly discouraged from doing so.
- The department expects that chemistry and biochemistry majors will complete the Chemistry 206 requirement no later than the end of the junior year because this course is a prerequisite for the Advanced Laboratory series.

American Chemical Society certified major: The Chemistry Department is approved by the American Chemical Society (ACS). In order to graduate as an ACS-certified chemistry major, students must take all of the courses in the chemistry major plus Chemistry 337, both Chemistry 350 and 353, Mathematics 141 and 143, and Physics 167 and 168. Course substitutions may be made only with prior approval of the Chemistry Department.

Requirements for Minor

- Five units in chemistry: 121, 123, 206, 211, and either 301 or 337.

- Two units in cognate areas: one semester of calculus (Mathematics 141 or equivalent), one semester of physics (Physics 115 or 167). Two semesters of physics are recommended.
- All courses for the minor must be taken for a numerical grade.

Requirements for Major with Secondary Education Certification

- Eight and one-half units in chemistry. The Chemistry Department offers two majors, either of which may be used as a teaching major. The majors share a common core consisting of the following: 121, 123, 206, 211, 212 and 301. In addition to these six units, the required courses are: **Chemistry Major:** 321 (or 327), 340 and one-half unit chosen from 350, 353 or 356 (356 is normally recommended) or **Biochemistry Major:** 323, 337, 351 and one unit of biology numbered above 300 (except 391 and 392).
- Four units in cognate areas: Two semesters of calculus (Mathematics 141, 143 or equivalent), two semesters of physics (Physics 115-116 or 167-168).
- Completion of all other requirements for teacher certification.

Requirements for Minor with Secondary Education Certification

- Five units in chemistry: 121, 123, 211, 301, plus one unit from 200, 206, 212 or 337.
- Two units in cognate areas: One semester of calculus (Mathematics 141 or equivalent), one semester of physics (Physics 115 or 167).
- Completion of all other requirements for teacher certification.

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.

Chemistry Courses

101 Chemistry That Matters (1)

As citizens and consumers, we face the question of how we can live responsibly and safely in an environment in which we are literally surrounded by synthetic chemicals. For that reason, chemistry *does* matter to all of us. This course is concerned with materials which we encounter every day, including foods and food additives, cleaning supplies, fuels, building supplies, pesticides and radioactive materials (e.g., radon). The emphasis is upon what these materials are, how they work, how they can be

used safely, and what their impact is on the environment. Chemical principles are introduced as needed. Hands-on microscale demonstrations are used frequently in the classroom. Non-laboratory. Lecture and discussion. Intended for non-science majors. *Staff*.

107 Chemistry for the Non-Science Major (1)

An introduction to the methodology of science and the basic principles of chemistry. General chemistry, organic chemistry and biochemistry topics are briefly surveyed. Few mathematical skills are required. Lecture and laboratory. Not intended for the chemistry or science major. *Staff*.

121 Structure and Equilibrium (1)

Basic principles of stoichiometry, atomic and molecular structure, and chemical equilibria, including the study of weak acids and bases in aqueous solution. Proficiency in algebra is expected. Lecture and laboratory. *Staff*.

123 Inorganic Chemistry: Introduction (1)

Prerequisite: Chemistry 121 or permission of instructor.

A systematic introduction to the chemistry of the elements; concepts include electrochemistry, solubility and complex ion equilibria. Lecture and laboratory. *Staff*.

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

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

200 Chemistry and Social Problems (1)

Prerequisite: Junior/senior standing.

An examination of selected, important social problems which have a technological basis. Discussions focus upon the economic, political and ethical dimensions of the problems, as well as the science and technology involved, and include problems such as the greenhouse effect and global warming, chlorofluorocarbons and the stratospheric ozone layer, chemical and radioactive waste disposal, and the use of pesticides. Risk/benefit analysis and the connection between chemical exposure and biological harm are important features of the discussions. Laboratory work involves the analysis of water samples for trace metals and organic contaminants, using state of the art instrumentation, and will include attempts to assess the validity of the analytical results. Intended for non-science majors as well as science majors. *Lewis*.

206 Chemical Analysis (1)

Prerequisites: Chemistry 123.

Laboratory course emphasizing the collection, analysis and interpretation of quantitative data, using both traditional and instrumental techniques. *Bieler, Lewis, Metz*.

211 Organic Chemistry: Structure, Stability and Mechanism (1)

Prerequisite: Chemistry 121.

An integrated two-semester introduction to the chemistry of carbon-based molecules--the molecules of life. The structure and stability of carbon compounds, including: nomenclature, physical properties, spectroscopic properties, stereoisomerism and acid-base properties. The physical and mechanistic understanding of organic chemical reactions, focusing on: substitution, addition, elimination and rearrangement reactions. Laboratory involves techniques of synthesis and purification. *French, Harris, McCaffrey.*

212 Organic Chemistry: Mechanism and Synthesis (1)

Prerequisite: Chemistry 211.

A continued survey of the mechanisms and reactions of organic molecules focusing on aromatic and carbonyl compounds, and the application of organic reactions toward organic synthesis. Laboratory involves team-designed organic syntheses of biologically relevant molecules and/or synthetic methodology. *French, Harris, McCaffrey.*

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

Prerequisite: Chemistry 121.

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

301 Chemical Energetics and Kinetics (1)

Prerequisites: Chemistry 123 or 211 and Mathematics 141 or equivalent.

An exploration of the basic thermodynamic and kinetic principles that govern the outcome of all chemical reactions and physical processes. Primary emphasis is placed upon macroscopic chemical thermodynamics with applications to solutions, colligative properties and phase equilibria. Additional topics include kinetic molecular theory; the experimental basis for determining reaction rates, rate laws and rate constants; the relationship of rate laws to reaction mechanisms; and the effect of temperature change on the rate constant. *Bieler, Lewis.*

321 Advanced Synthesis Laboratory (1)

Prerequisites: Chemistry 206, 212.

An exploration of advanced methods of chemical synthesis techniques in both organic and inorganic chemistry. Emphasis is placed on analysis of the synthetic products for purity and qualitative identification, using FT-NMR, FTIR, ultraviolet and visible spectroscopy. Further identification and analysis is done using HPLC, GC/MS, gas chromatography and LC/MS. Two four-hour laboratories per week. *French, Harris, McCaffrey.*

323 Advanced Laboratory: Biochemistry (1)

Prerequisites: Chemistry 206, 337.

The study of biochemical laboratory techniques, including enzyme purification and kinetics; gel exclusion, ion exchange; agarose gel electrophoresis; isolation of nucleic acids; and a special student-designed project. *Rohlman*.

327 Advanced Physical and Analytical Chemistry Laboratory (1)

Prerequisite: Chemistry 206 and 301; prerequisite or corequisite: Chemistry 340.

An exploration of various areas of physical chemistry and advanced problems in analytical chemistry including thermodynamics, kinetics, spectroscopy, x-ray diffraction and quantum mechanics. In carrying out these experiments, students use UV/Vis, fluorescence, ICP, IR, and x-ray fluorescence spectrometers and gain experience with electroanalytical methods, vacuum lines, lasers and x-ray diffraction. Two four-hour laboratories per week. *Bieler, Lewis, Metz*.

337 Biochemistry (1)

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

An in-depth study of biochemical structure, catalysis, metabolism and cellular regulation. Understanding living systems through molecular and chemical models. Areas of emphasis include macromolecular structure, enzyme mechanisms and kinetics, metabolic mechanisms and regulation, genomics, and proteomics. Same as Biology 337. *Rohlman*.

340 Physical Chemistry (1)

Prerequisite: Permission of instructor. Normally a student is expected to have completed Chemistry 121, 123, 211, 212, 206 and 301 as well as two units of calculus and two units of physics.

The microscopic or molecular basis for chemistry. Among the topics covered are the use of Schrodinger wave mechanics to examine the energies of atoms and molecules, including structure and chemical bonds; comparison of calculated energies with experimental values obtained from atomic and molecular spectroscopy; and the use of statistical mechanics to calculate thermodynamic variables and equilibrium constants. *Bieler, Lewis*.

350 Advanced Organic Chemistry (1/2)

Prerequisites: Chemistry 211, 212.

Reinforces and extends the concepts introduced in Chemistry 211, 212 and introduces new concepts, reactions and molecular theories. Taught with one of two emphases: (1) the *synthetic* course extends understanding of organic reactions, introduces the most current synthetic organic methods and asks students to use their knowledge to propose syntheses of complex molecules; (2) the *physical/mechanistic* course includes topics such as aromaticity and models used to explain thermal and photochemical concerted reactions such as frontier orbital theory, Huckel-Mobius transition state

theory and the conservation of orbital symmetry. Students in both courses are taught to read and understand the chemical literature, then write about and orally present the novel chemistry they have learned. *French, Harris, McCaffrey.*

351 Biophysical Chemistry (1/2)

Prerequisites: Chemistry 301, 337.

Examination of the physical chemistry of macromolecules in living systems. A study of thermodynamics, kinetics, ligand binding and spectroscopy related to the understanding of macromolecular structure and function. *Rohlman.*

353 Spectroscopy (1/2)

Prerequisite: Chemistry 340.

General principles and theories of light absorption and emission at the molecular level, including the application of symmetry and group theory. Detailed applications to IR, Raman, microwave, UV-visible and radiofrequency spectroscopy (NMR, EPR). Additional topics chosen from X-ray crystallography, mass spectroscopy, photochemistry and Mossbauer spectroscopy. *Bieler, Lewis, Metz.*

356 Advanced Inorganic Chemistry (1/2)

Prerequisite: Permission of instructor. Normally a student is expected to have completed Chemistry 340.

An advanced-level discussion of periodic properties, chemical bonding, and acidbase concepts with an emphasis upon the bonding and properties of transition metal complexes. *McCaffrey, Metz.*

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

Prerequisite: Chemistry 121.

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.*

401, 402 Seminar (1/2, 1)

Staff.

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

Staff.

Biology

Faculty

J. Dan Skean, Jr., chair and professor.

B.S., 1980, Western Kentucky University; M.S., 1982, North Carolina State University; Ph.D., 1989, University of Florida. Appointed 1988.

Roger J. Albertson, associate professor.

B.S., 1997, University of Colorado at Denver; Ph.D., 2003, University of Oregon. Appointed 2008.

Abigail E. Cahill, assistant professor.

B.A., 2007, Colgate University; Ph.D., 2014, Stony Brook University. Appointed 2016.

E. Dale Kennedy, professor.

B.A., 1975, College of Wooster; M.A., 1979, University of North Carolina, Chapel Hill; Ph.D., 1989, Rutgers University. Appointed 1994.

Sheila Lyons-Sobaski, associate professor.

B.S., 1989, University of Illinois, Urbana-Champaign; M.S., 1994, Kansas State University; Ph.D., 2003, University of Illinois, Urbana-Champaign. Appointed 2005.

Ola Olapade, professor.

B.Sc., 1990, M.Sc., 1995, Obafemi Awolowo University (Nigeria); M.S., 1998, Millersville University; Ph.D., 2004, Kent State University. Appointed 2006.

Bradley J. Rabquer, associate professor.

B.S., 2001, Bowling Green State University; Ph.D., 2006, University of Toledo. Appointed 2011.

Kenneth J. Saville, professor.

B.S., 1985, Western Michigan University; Ph.D., 1992, Syracuse University. Appointed 1995.

Ruth E. Schmitter, professor.

B.S., 1964, Michigan State University; M.Sc., 1966, University of Edinburgh; Ph.D., 1973, Harvard University. Appointed 1982.

Douglas W. White, adjunct assistant professor.

B.S., 1976, Pennsylvania State University; M.S., 1978, University of Tennessee; Ph.D., 1989, Rutgers University. Appointed 1995.

Introduction

The Biology Department's mission is to provide students with an understanding of, and an appreciation for, the living world, including the fundamental mechanisms that underlie all life. Students should understand the ways in which they are affected by living organisms and how their lives in turn have an impact on other living organisms and the biosphere. They should become proficient in the methods of science and aware of the processes that lead to discoveries in science. In course work, they should develop observational, analytical and communication skills, regardless of their chosen career path. Ultimately, biology is best understood by active involvement with organisms and the systems of life in laboratory and field settings, and in collaborative student-faculty research.

[Biology Department Website](#)

Career Opportunities

Albion's biology program prepares students for employment or advanced studies in the health sciences (medicine, dentistry, veterinary medicine, physical therapy, etc.), environmental fields, biotechnology, teaching and many areas of research (academic, governmental, industrial, medical, etc.). Biology majors can also pursue an environmental sciences concentration or a neuroscience concentration.

Research Opportunities

Students have numerous opportunities for individual research projects. Many of these projects result in honors theses, publications in professional journals and in presentations at professional meetings. Some projects are in collaboration with faculty; others are more independent. Courses in the Biology Department equip students with scientific skills and materials they need to do research. Outstanding students participate in nationally competitive summer research programs at major universities and research institutes.

Special Features

The department also invites outstanding students to serve as laboratory teaching assistants. Advanced equipment in the biology facilities of Kresge Hall and in the Dow Analytical Laboratory in the Norris Science Center provides unique opportunities for undergraduate laboratory studies and research, just as the 144-acre Whitehouse Nature Center adjacent to the campus provides opportunity for fieldwork.

Departmental Policy on Advanced Placement Credit

Students who earn a 4 or 5 on the Advanced Placement (AP) exam in biology will receive one unit of credit for Biology 190. This unit does not count toward the biology major but does count toward the graduation requirement of 32 units.

Majors and Minors

Requirements for Major

- Eight units in biology, including at least five courses with 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 two lists:

LIST I: Field course with lab

Biol 206: Tropical Forest and Reef Biology
Biol 215: Aquatic Botany
Biol 216: Vascular Plants
Biol 225: Invertebrate Zoology
Biol 227: Vertebrate Zoology
Biol 237: Ecology
Biol 248: Ornithology

LIST II: Cell and molecular course with lab

Biol 301: Cell Biology
Biol 312: Advanced Genetics Laboratory (1/2 unit)
Biol 321: Medical Microanatomy
Biol 324: Developmental Biology
Biol 332: Microbiology
Biol 362: Molecular Biology

- The remaining units needed for graduation can come from the above courses or from any other Biology course.
- Students should select other courses for the major in consultation with Biology faculty members. Students planning to go to graduate school in biological fields are strongly encouraged to take more than the minimum 8 units for the major.
- MATH 125 or MATH 141 or MATH 209, or their equivalent, is required unless a substitution is approved by the department chair.
- Two units of 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.

Further study in chemistry, physics, geology and mathematics is recommended and encouraged.

- All biology courses 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 toward the major. No more than one unit of seminar (401, 402) and no more than one unit of directed study (411, 412) credit can count toward the major.
- Biology 190 (given only for AP credit) does not count toward the major.
- A senior examination must be taken for assessment purposes.
- It is expected that six of the eight units in biology 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.
- Biology 190 (given only for AP credit) does not 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 co-requisite), 300. Any two of the following, of which at least one must include a laboratory: 301, 321, 324, 332, 337 (may be taken as Chemistry 337), 341, 362, 365, 367, 372.

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, 240, 365, 368 (365 and 368 require Biology 300 or permission of the instructor as prerequisite)

Requirements for Major 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
- Completion of all other requirements for teacher certification.

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.

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.

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. 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. *Cahill*.

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*.

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*.

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 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 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. *Staff*.

312 Genetics Laboratory (1/2)

Prerequisite: Biol 300 Genetics

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 300 or permission of instructor.

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

321 Medical Microanatomy (1)

Prerequisite: Biology 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 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 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. *Staff*.

341 Physiology (1)

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

A study of the function of living organisms. Each physiological system is examined at the molecular, cellular, and tissue level. Particular focus is given to how each system is regulated and the interplay between systems. Lecture and laboratory. *Rabquer*.

362 Molecular Biology (1)

Prerequisite: 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 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*.

367 Virology (1)

Prerequisite: Biology 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. Offered in alternate years. *Olapade*.

368 Behavioral Ecology (1)

Prerequisite: Biology 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. *Staff*.

369 Population Genetics (1)

Prerequisite: Biology 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*.

371 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*.

372 Immunology (1)

Prerequisites: Biology 300 or permission of instructor.

A study of the immune system. Explores innate, humoral, and cellular immune responses, and the application of immunity in health and disease through the study of scientific literature, student presentations, and project-based learning. Lecture. Rabquer.

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

Prerequisite: Biology 300 or permission of instructor.

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 300 and junior or senior standing, or permission of instructor.

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. Normally offered on a credit/no credit basis. *Staff*.

Chemistry

Faculty

Clifford E. Harris, chair and professor.

B.S., 1991, California State University, Chico; Ph.D., 1997, University of California, Santa Cruz. Appointed 1997.

Craig R. Bieler, professor.

B.S., 1986, Juniata College; Ph.D., 1992, University of Pittsburgh. Appointed 1995.

Andrew N. French, professor.

B.A., 1986, Ohio Wesleyan University; Ph.D., 1992, University of Illinois, Urbana Champaign. Appointed 1997.

Lisa B. Lewis, professor.

B.S., 1989, King's College; M.S., 1992, University of Pittsburgh; Ph.D., 1994, University of California, Irvine. Appointed 1995.

Vanessa P. McCaffrey, associate professor.

B.S., 1996, McNeese State University; Ph.D., 2001, University of North Carolina, Chapel Hill. Appointed 2003.

Kevin M. Metz, associate professor.

B.S., 2001, Alma College; Ph.D., 2007, University of Wisconsin—Madison. Appointed 2008.

Christopher E. Rohlman, associate professor.

B.S., 1984, Oakland University; Ph.D., 1989, University of Michigan. Appointed 2001.

Craig N. Streu, assistant professor.

B.S., 2004, Albion College; Ph.D., 2009, University of Pennsylvania. Appointed 2015.

Introduction

The Chemistry Department has three major objectives: (1) To provide a strong major within a liberal arts framework for those entering the profession of chemistry, biochemistry, or preparing for graduate work; (2) to provide cognate backgrounds in chemistry for biology majors, Premedical and pre-dental students, medical technologists, dieticians, science educators and others who may require chemistry; (3) to provide non-science majors with sufficient background to understand advances in technology, environmental implications of new laws, drug problems and health advances.

Independent study is encouraged both as a part of formal course work and in undergraduate research projects. Faculty work closely with students in research areas of mutual interest. Cooperation with other science departments provides opportunities for interdepartmental studies. Majors are strongly encouraged to balance their science training with courses in the arts and humanities.

[Chemistry Department Website](#)

Career Opportunities

In addition to professional work and graduate study in chemistry or biochemistry, a major can establish a foundation for future careers in a number of fields: e.g., engineering, medicine and other health-related fields, law and technically related businesses. Graduate and professional schools in the medical sciences require a strong background in chemistry.

Departmental Policy on Advanced Placement Credit

The following is the Chemistry Department's policy regarding Advanced Placement (AP) credit.

1. Students who earn a 4 or 5 on the AP exam in chemistry may receive one unit of credit for Chemistry 121, which will count toward the chemistry or biochemistry major or chemistry minor.
2. Students who earn a 5 on the AP exam have the option to enroll directly in Chemistry 211.
3. Students who earn a 4 on the AP exam must consult with chemistry faculty on the appropriate first chemistry course at Albion College.
4. Students may receive one unit of credit for either a 4 or 5 on the AP exam or for successful completion of Chemistry 121, but not both.

Majors and Minors

Requirements for Major

The Chemistry Department offers two majors—chemistry and biochemistry. The chemistry major requires a minimum of ten units, and the biochemistry major requires a minimum of nine and one-half units in chemistry, plus appropriate cognate courses. Either major is appropriate for students interested in advanced study in chemistry or biochemistry or for careers in other fields such as medicine and health sciences, law, business or education. Consult a member of the Chemistry Department for suggestions of appropriate courses for graduate school preparation.

In either major, the timing of the course sequence is crucial, and students should consult with a member of the Chemistry Department as early as possible in the planning of their major.

Common Core

Chem 121: Structure and Equilibrium

Chem 123: Inorganic Chemistry: Introduction

Chem 206: Chemical Analysis

Chem 211: Organic Chemistry: Structure, Stability and Mechanism

Chem 212: Organic Chemistry: Mechanism and Synthesis

Chem 301: Chemical Energetics and Kinetics

Chemistry Major

Additional required courses in chemistry (4 units)

Chem 321: Advanced Synthesis Laboratory (1 unit)

Chem 327: Advanced Physical and Analytical Chemistry Laboratory (1 unit)

Chem 340: Physical Chemistry (1 unit)

Chem 350: Advanced Organic Chemistry (1/2 unit) or Chem 353: Spectroscopy (1/2 unit)

Chem 356: Advanced Inorganic Chemistry (1/2 unit)

Required cognate courses (4 units):

One year of calculus (Mathematics 141, 143 or equivalent)

One year of physics, preferably Physics 167-168 (115-116 is acceptable)

Biochemistry Major

Additional required courses in chemistry (3 1/2 units)

Chem 321: Advanced Synthesis Laboratory (1 unit) or Chem 327: Advanced Physical and Analytical Chemistry Laboratory (1 unit)

Chem 323: Advanced Laboratory: Biochemistry (1 unit)

Chem 337: Biochemistry (1 unit)

Chem 351: Biophysical Chemistry (1/2 unit)

Required cognate courses (4 units):

One semester of calculus (Mathematics 141 or equivalent)

One year of physics (Physics 115-116 or 167-168)

Biology 300. Those intending to pursue professional careers in biochemistry should, in consultation with their adviser, consider taking an additional 300-level biology course with a lab.

- All chemistry courses required for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis. Students who intend to apply for entrance into medical or dental schools should not take basic chemistry courses on a credit/no credit basis, and students majoring in other sciences are strongly discouraged from doing so.
- The department expects that chemistry and biochemistry majors will complete the Chemistry 206 requirement no later than the end of the junior year because this course is a prerequisite for the Advanced Laboratory series.

American Chemical Society certified major: The Chemistry Department is approved by the American Chemical Society (ACS). In order to graduate as an ACS-certified chemistry major, students must take all of the courses in the chemistry major plus Chemistry 337, both Chemistry 350 and 353, Mathematics 141 and 143, and Physics 167 and 168. Course substitutions may be made only with prior approval of the Chemistry Department.

Requirements for Minor

- Five units in chemistry: 121, 123, 206, 211, and either 301 or 337.
- Two units in cognate areas: one semester of calculus (Mathematics 141 or equivalent), one semester of physics (Physics 115 or 167). Two semesters of physics are recommended.
- All courses for the minor must be taken for a numerical grade.

Requirements for Major with Secondary Education Certification

- Eight and one-half units in chemistry. The Chemistry Department offers two majors, either of which may be used as a teaching major. The majors share a common core consisting of the following: 121, 123, 206, 211, 212 and 301. In addition to these six units, the required courses are: **Chemistry Major:** 321 (or 327), 340 and one-half unit chosen from 350, 353 or 356 (356 is normally recommended) or **Biochemistry Major:** 323, 337, 351 and one unit of biology numbered above 300 (except 391 and 392).
- Four units in cognate areas: Two semesters of calculus (Mathematics 141, 143 or equivalent), two semesters of physics (Physics 115-116 or 167-168).
- Completion of all other requirements for teacher certification.

Requirements for Minor with Secondary Education Certification

- Five units in chemistry: 121, 123, 211, 301, plus one unit from 200, 206, 212 or 337.
- Two units in cognate areas: One semester of calculus (Mathematics 141 or equivalent), one semester of physics (Physics 115 or 167).
- Completion of all other requirements for teacher certification.

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.

Chemistry Courses

101 Chemistry That Matters (1)

As citizens and consumers, we face the question of how we can live responsibly and safely in an environment in which we are literally surrounded by synthetic chemicals. For that reason, chemistry *does* matter to all of us. This course is concerned with materials which we encounter every day, including foods and food additives, cleaning supplies, fuels, building supplies, pesticides and radioactive materials (e.g., radon). The emphasis is upon what these materials are, how they work, how they can be used safely, and what their impact is on the environment. Chemical principles are introduced as needed. Hands-on microscale demonstrations are used frequently in the classroom. Non-laboratory. Lecture and discussion. Intended for non-science majors. *Staff*.

107 Chemistry for the Non-Science Major (1)

An introduction to the methodology of science and the basic principles of chemistry. General chemistry, organic chemistry and biochemistry topics are briefly surveyed. Few mathematical skills are required.

Lecture and laboratory. Not intended for the chemistry or science major. *Staff*.

121 Structure and Equilibrium (1)

Basic principles of stoichiometry, atomic and molecular structure, and chemical equilibria, including the study of weak acids and bases in aqueous solution. Proficiency in algebra is expected. Lecture and laboratory. *Staff*.

123 Inorganic Chemistry: Introduction (1)

Prerequisite: Chemistry 121 or permission of instructor.

A systematic introduction to the chemistry of the elements; concepts include electrochemistry, solubility and complex ion equilibria. Lecture and laboratory. *Staff*.

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

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

200 Chemistry and Social Problems (1)

Prerequisite: Junior/senior standing.

An examination of selected, important social problems which have a technological basis. Discussions focus upon the economic, political and ethical dimensions of the problems, as well as the science and technology involved, and include problems such as the greenhouse effect and global warming, chlorofluorocarbons and the stratospheric ozone layer, chemical and radioactive waste disposal, and the use of pesticides. Risk/benefit analysis and the connection between chemical exposure and biological harm are important features of the discussions. Laboratory work involves the analysis of water samples for trace metals and organic contaminants, using state of the art instrumentation, and will include attempts to assess the validity of the analytical results. Intended for non-science majors as well as science majors. *Lewis*.

206 Chemical Analysis (1)

Prerequisites: Chemistry 121, 123.

Laboratory course emphasizing the collection, analysis and interpretation of quantitative data, using both traditional and instrumental techniques. *Bieler, Lewis, Metz*.

211 Organic Chemistry: Structure, Stability and Mechanism (1)

Prerequisite: Chemistry 121.

An integrated two-semester introduction to the chemistry of carbon-based molecules--the molecules of

life. The structure and stability of carbon compounds, including: nomenclature, physical properties, spectroscopic properties, stereoisomerism and acid-base properties. The physical and mechanistic understanding of organic chemical reactions, focusing on: substitution, addition, elimination and rearrangement reactions. Laboratory involves techniques of synthesis and purification. *French, Harris, McCaffrey.*

212 Organic Chemistry: Mechanism and Synthesis (1)

Prerequisite: Chemistry 211.

A continued survey of the mechanisms and reactions of organic molecules focusing on aromatic and carbonyl compounds, and the application of organic reactions toward organic synthesis. Laboratory involves team-designed organic syntheses of biologically relevant molecules and/or synthetic methodology. *French, Harris, McCaffrey.*

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

Prerequisite: Chemistry 121.

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

301 Chemical Energetics and Kinetics (1)

Prerequisites: Chemistry 123 or 211 and Mathematics 141 or equivalent.

An exploration of the basic thermodynamic and kinetic principles that govern the outcome of all chemical reactions and physical processes. Primary emphasis is placed upon macroscopic chemical thermodynamics with applications to solutions, colligative properties and phase equilibria. Additional topics include kinetic molecular theory; the experimental basis for determining reaction rates, rate laws and rate constants; the relationship of rate laws to reaction mechanisms; and the effect of temperature change on the rate constant. *Bieler, Lewis.*

321 Advanced Synthesis Laboratory (1)

Prerequisites: Chemistry 206, 212.

An exploration of advanced methods of chemical synthesis techniques in both organic and inorganic chemistry. Emphasis is placed on analysis of the synthetic products for purity and qualitative identification, using FT-NMR, FTIR, ultraviolet and visible spectroscopy. Further identification and analysis is done using HPLC, GC/MS, gas chromatography and LC/MS. Two four-hour laboratories per week. *French, Harris, McCaffrey.*

323 Advanced Laboratory: Biochemistry (1)

Prerequisites: Chemistry 206, 337.

The study of biochemical laboratory techniques, including enzyme purification and kinetics; gel

exclusion, ion exchange; agarose gel electrophoresis; isolation of nucleic acids; and a special student-designed project. *Rohlman*.

327 Advanced Physical and Analytical Chemistry Laboratory (1)

Prerequisite: Chemistry 206 and 301; prerequisite or corequisite: Chemistry 340.

An exploration of various areas of physical chemistry and advanced problems in analytical chemistry including thermodynamics, kinetics, spectroscopy, x-ray diffraction and quantum mechanics. In carrying out these experiments, students use UV/Vis, fluorescence, ICP, IR, and x-ray fluorescence spectrometers and gain experience with electroanalytical methods, vacuum lines, lasers and x-ray diffraction. Two four-hour laboratories per week. *Bieler, Lewis, Metz*.

337 Biochemistry (1)

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

An in-depth study of biochemical structure, catalysis, metabolism and cellular regulation. Understanding living systems through molecular and chemical models. Areas of emphasis include macromolecular structure, enzyme mechanisms and kinetics, metabolic mechanisms and regulation, genomics, and proteomics. Same as Biology 337. *Rohlman*.

340 Quantum Chemistry and Molecular Structure (1)

Prerequisite: Chemistry 212, Mathematics 143, and Physics 115 or 167

The microscopic or molecular basis for chemistry. Among the topics covered are the use of Schrodinger wave mechanics to examine the energies of atoms and molecules, including structure and chemical bonds; comparison of calculated energies with experimental values obtained from atomic and molecular spectroscopy; and an introduction to the modern methods of molecular modeling. *Bieler, Lewis*.

350 Advanced Organic Chemistry (1/2)

Prerequisites: Chemistry 211, 212.

Reinforces and extends the concepts introduced in Chemistry 211, 212 and introduces new concepts, reactions and molecular theories. Taught with one of two emphases: (1) the *synthetic* course extends understanding of organic reactions, introduces the most current synthetic organic methods and asks students to use their knowledge to propose syntheses of complex molecules; (2) the *physical/mechanistic* course includes topics such as aromaticity and models used to explain thermal and photochemical concerted reactions such as frontier orbital theory, Huckel-Mobius transition state theory and the conservation of orbital symmetry. Students in both courses are taught to read and understand the chemical literature, then write about and orally present the novel chemistry they have learned. *French, Harris, McCaffrey*.

351 Biophysical Chemistry (1/2)

Prerequisites: Chemistry 301, 337.

Examination of the physical chemistry of macromolecules in living systems. A study of thermodynamics, kinetics, ligand binding and spectroscopy related to the understanding of macromolecular structure and function. *Rohlman*.

353 Spectroscopy (1/2)

Prerequisite: Chemistry 340.

General principles and theories of light absorption and emission at the molecular level, including the application of symmetry and group theory. Detailed applications to IR, Raman, microwave, UV-visible and radiofrequency spectroscopy (NMR, EPR). Additional topics chosen from X-ray crystallography, mass spectroscopy, photochemistry and Mossbauer spectroscopy. *Bieler, Lewis, Metz*.

356 Advanced Inorganic Chemistry (1/2)

Prerequisite: Permission of instructor. Normally a student is expected to have completed Chemistry 340.

An advanced-level discussion of periodic properties, chemical bonding, and acidbase concepts with an emphasis upon the bonding and properties of transition metal complexes. *McCaffrey, Metz*.

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

Prerequisite: Chemistry 121.

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*.

401, 402 Seminar (1/2, 1)

Staff.

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

Staff.

Communication Studies

Faculty

Karen T. Erlandson, chair and professor.

B.A., 1992, M.A., 1995, Michigan State University; Ph.D., 2002, University of California, Santa Barbara. Appointed 2002.

Andrew C. Boyan, assistant professor.

B.A., 2003, M.A., 2005, Washington State University; Ph.D., 2012, Michigan State University. Appointed 2009.

Megan R. Hill, assistant professor.

B.A., 2008, Oakland University; M.A., 2012, Ph.D., 2013, The Ohio State University. Appointed 2013.

Katey A. Price, visiting assistant professor.

B.A., 2007, Lake Superior State University; M.A., 2009, Central Michigan University, Ph.D., 2013, The Ohio State University. Appointed 2015.

Introduction

Communication focuses on how people use messages to generate meaning within and across all kinds of contexts, cultures, channels, and media. It is intertwined with virtually every aspect of our lives and plays an integral role in everything from the development of our personal identities to the processes involved with changing our societies.

Our mission is to provide students with an understanding of communication that will help them fulfill the liberal arts mission of developing critical thinking and transferable skills in order to become educated and ethical members of a global society. Specifically, we provide a curriculum that will:

- help students understand the importance of communication in a variety of contexts;
- help students understand major theories in communication studies;
- help students understand the research process;
- help students gain competency in presentation skills;
- prepare students for graduate study in communication studies and/or professional endeavors;
- prepare students with the communication skills necessary to create and maintain healthy relationships and communities.

[Communication Studies Department Website](#)

Career Opportunities

Although this department's courses are within the mainstream of the liberal arts tradition, intended to provide important theory and practice for all Albion students, concentration in communication studies is

especially valuable for students preparing for professions such as public service, public relations, advertising, event planning, business, electronic media, politics, education and the law.

Special Features

Internships are viewed as valuable learning experiences, and the department encourages all interested students to explore and pursue these opportunities. Juniors and seniors may participate in communication internships covering areas such as public relations, event planning, broadcasting and marketing, among others. These internships may be completed during fall or spring semester locally, over the summer in areas such as Detroit or Chicago, or as part of an off-campus program such as Australearn, the Chicago Center or Boston University's London program. Students are encouraged to discuss these opportunities with faculty in the Communication Studies Department for more information.

In addition, the Communication Studies Department awards several scholarships each year through two different scholarship funds. The Bernard T. Lomas Scholarship is awarded to outstanding incoming first-year students majoring in communication studies or a related field, and the William C. Henning Merit Scholarship is awarded to a select group of current communication studies majors who demonstrate academic excellence and promise. The department also sponsors the annual Kropscott Symposium which provides students the opportunity to attend lectures and participate in workshops presented by scholars and practitioners in various communication fields.

The department offers students the option of completing a general major/minor or to specialize with an emphasis in one of three areas of the field: mass media, organizational communication or interpersonal communication.

Majors and Minors

The curriculum for a communication studies major is composed of a minimum of nine units designed around two components: (1) a common core of three fundamental courses, and (2) courses that support an understanding of theories and research in communication studies.

Requirements for Communication Studies Major (9 units)

- Common Core: 101, 241, 300
- 3 units from List 1
- 3 units from List 2

Common Core

All majors must complete the common core, which consists of three units:

- 101: Introduction to Human Communication (1 unit)
- 241: Public Speaking (1 unit)
- 300: Research Methods in Communication (1 unit)

Beyond the core, each communication studies major must choose three units from each of following lists.

List 1 (3 units)

202: Interpersonal and Family Communication
203: Small Group and Organizational Communication
205: Mass Communication
207: Communicating Gender
209: Sport Communication
213: Intercultural Communication
215: Social Media
242: Professional Communication
287, 288, 289 Selected Topics (1/4, 1/2, 1)

List 2 (3 units): All 300-level courses have a prerequisite of Communication 101 and at least one 200-level course.

303: Organizational Culture and Communication
306: Public Relations
311: Environmental Communication
314: Other Side of Interpersonal Communication
322: Communication Theory and Research
351: Persuasion
365: Media Theory
387, 388, 389 Selected Topics (1/4, 1/2, 1)
391, 392 Internship (1/2, 1)

All 287-289 and 387-389 courses (Selected Topics) 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 Communication Studies 391, 392, 411, or 412).

Requirements for Communication Studies Major with Professional Communication and Production Emphasis (9 units)

Students may also choose the professional communication and production emphasis listed below.

- Common Core: 101, 241, 300
- 3 units taken from 205, 306, 351, 365, or internship
- 3 units taken from English: 207, 208, 306, 308, 309, 301, 311, 312, and 313

Requirements for Minor

A minimum of six units including:

- Common Core: 101, 241, 300
- 2 units from List 1
- 1 unit from List 2

Communication Studies Courses

101 Introduction to Human Communication (1)

An introduction to the study of communication. Students investigate communication theory, models, symbols and signs, verbal and nonverbal communication, interpersonal communication, group communication, organizational communication, mass communication, communication ethics and new communication technologies. *Staff*.

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

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

202 Interpersonal and Family Communication (1)

An investigation of the role communication plays in the formation, maintenance and dissolution of interpersonal and family relationships. Topics include the nature of communicators and communication environments, interaction rules, rituals and intimate dialogue in family systems. *Erlandson*.

203 Small Group and Organizational Communication (1)

An overview of research and theory in small group and organizational communication from a historical and cultural perspective. Particular attention will be paid to communication and decision-making, and communication and organizational culture. *Staff*.

205 Mass Communication (1)

An introduction to the different modes of mass communication--from the printing press to the Internet--from historical and cultural perspectives in order to understand the impact of mass communication on society. Topics include mass communication's production and reproduction of cultural mores and values, and the controversy surrounding media "effects." *Staff*.

207 Communicating Gender (1)

An exploration of the ways in which gender and communication interact. Students are introduced to research in the field and observe and analyze the ways in which our cultural construction of gender impacts on how we communicate and judge the communication of others. *Erlandson, Staff*.

209 Sport Communication (1)

An examination of the role of communication in sports contexts. Students investigate communication theory and models and consider how communication in sports functions within a contemporary culture. Includes exploration of the media environment as well as culture in and around sport. *Boyan*.

213 Intercultural Communication (1)

An exploration of the role communication plays in defining and sustaining culture both globally and locally. By applying current research and theories in intercultural communication, students are introduced to major topics pertaining to communication between cultures. Topics include, but are not limited to: the way a culture's deep meaning structure impacts the way people communicate, culture-specific verbal and nonverbal norms, advice on verbal and nonverbal behavior when doing business internationally, adjusting to culture shock and exploring various subcultures in the United States. *Erlandson*.

241 Public Speaking (1)

A theoretical and practical study of speaking in public. Students are introduced to classical and contemporary critical standards of excellence in oral style and delivery, while they develop skills in the art of speaking effectively in informational and persuasive situations. *Staff*.

242 Professional Communication (1)

Prerequisite: For students in the Carl A. Gerstacker Institute for Business and Management, or permission of instructor.

Focuses on individual communication skills that enhance professional and career development, including skills needed in the business world. Develops writing skills, presentation skills, and the ability to communicate and work with others. *Erlandson, 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*.

300 Communication Research Methods (1)

Prerequisites: Communication Studies 101 and at least one 200-level communication studies course.

Provides an overview of the concepts and tools by which communication research is designed, conducted, interpreted, and critically evaluated. Aims to help students become knowledgeable consumers and producers of quantitative and qualitative communication research. *Hill*.

303 Organizational Culture and Communication (1)

Provides an understanding of organizational communication theories and practices associated with organizational culture. Focuses on how organizational culture is created, maintained and changed through communication practices and processes within organizations and through organizations' adaptation to the changing external environment. Includes practice in communicatively grounded organizational cultural analyses through research projects. *Staff*.

306 Public Relations (1)

A theoretical and practical examination of the public relations field, including internal and external communications as well as media relations. Students occasionally gain practical experience by participating in a major campaign. *Staff*.

311 Environmental Communication (1)

A study of how the natural environment is socially constructed through its representation in word and image. After introducing students to fundamental environmental terminology, the course will consider a number of key environmental communicators, their ideological positions, and how they shape their messages. This will be followed by a discussion of audiences and environmental communication ethics. Offered occasionally. *Staff*.

314 The Other Side of Interpersonal Communication (1)

Interpersonal communication has numerous outcomes—constructive and destructive, functional and dysfunctional, pleasurable and painful. This course examines several of these “other” aspects of communication. Topics include deception, jealousy, gossip, revenge, relational conflict, infidelity, sexual coercion, and psychological abuse, among others. *Staff*.

322 Communication Theory and Research (1)

Prerequisites: Communication Studies 101 plus one other Communication Studies course, or permission of instructor.

The capstone course in communication studies. Designed to help students critically analyze what they

have learned in previous classes and to actively build on that body of knowledge through personal research. Examines major theories from all corners of the communication discipline and evaluates the utility of those theories. Includes a research project on a topic of the student's choice. *Staff*.

351 Persuasion (1)

A theoretical analysis of the process of influencing belief, attitude or behavior through appeals to reason, emotion and ethos. Students investigate experimental and rhetorical theories in the field and the ethical considerations of persuasion. *Staff*.

365 Media Theory (1)

Prerequisite: Communication Studies 205 or permission of instructor.

An investigation of both critical and social scientific theories that examine the mass media's (potential) effects on audiences. Social scientific theory and research and the controversies surrounding them in the area of media "effects" are reviewed and evaluated to determine the efficacy of claims such as causal relationships between images of violence and real-world occurrences. Critical theory and research will also be investigated to determine if media create, perpetuate and sustain certain (sometimes objectionable) ideologies. *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*.

391, 392 Internship (1/2, 1)

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

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing and permission of instructor.

A detailed study of significant and relevant problems in communication studies. Specific topic for consideration will be determined before registration. *Staff*.

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

Staff.

Economics and Management

Faculty

Jon A. Hooks, chair and professor.

B.S., 1984, Cameron University; M.A., 1985, University of Texas, Dallas; M.A., 1987, Ph.D., 1989, Michigan State University; C.F.A., 2000. Appointed 1989.

Vicki L. Baker, professor.

B.A., 1999, Indiana University of Pennsylvania; M.B.A., 2001, Clarion University; M.S., Ph.D., 2007, Pennsylvania State University. Appointed 2007.

John B. Bedient, associate professor.

B.A., 1975, Alma College; M.B.A., 1978, Indiana University; C.P.A., 1977. Appointed 1985.

John M. Carlson, assistant professor.

B.S., 1979, Ball State University; C.P.A., 1982, C.M.A., 1984; M.B.A., 1999, Ph.D., 2012, University of Cincinnati. Appointed 2012.

Daniel H. Jaqua, assistant professor.

B.S., B.A., 2007, Rice University; Ph.D. candidate, 2015, University of Michigan. Appointed 2015.

Zhen Li, professor.

B.A., Peking University; M.A., 1999, Ph.D., 2004, Princeton University. Appointed 2004.

Gregory M. Saltzman, professor.

S.B., 1976, S.M., 1976, Massachusetts Institute of Technology; M.A., 1978, Ph.D., 1982, University of Wisconsin. Appointed 1986.

Introduction

The Economics and Management Department provides students with an understanding of economic and management principles that will be useful throughout their careers. We address both the immediate application of problem-solving techniques and the conceptual basis for those techniques. The department offers an 8-unit major in economics and management, a 10-unit major in economics and management with emphasis (emphases in economics, general business, human resources, or international business and international economics), a 9.5-10 unit major in accounting (corporate track or C.P.A. track), a 10-unit major in finance, and four minors: accounting, finance, economics, and management. The department also supports the interdepartmental majors in mathematics/economics, business and organizations, public policy, and social studies.

Career Opportunities

Graduates in economics and management have professional opportunities in many aspects of business, including accounting, banking, finance, international business, human resources, marketing and sales, and retailing. The program also provides a strong background for graduate study in law, business, economics, public policy studies and related areas. Albion offers all the courses needed to meet the 150-hour requirement for becoming a certified public accountant.

Special Features

The department spans the worlds of theory and practice. We teach students how to analyze problems faced by businesses, government, or nonprofit organizations; make decisions; and lead. The department maintains a close relationship with the business world, which aids in the placement of graduates.

Departmental Policy on Advanced Placement Credit

Students who earn a 5 on the Advanced Placement (AP) exam in microeconomics will receive one unit of credit for E&M 101. Students who earn a 4 will receive one unit of credit for E&M 191. E&M 191 will not meet the E&M 101 requirement for the E&M major but will count toward the 32 units for graduation.

Students who earn a 5 on the Advanced Placement (AP) exam in macroeconomics will receive one unit of credit for E&M 102. Students who earn a 4 will receive one unit of credit for E&M 192. E&M 192 will not meet the E&M 102 requirement for the E&M major but will count toward the 32 units for graduation.

Majors and Minors

Requirements for Economics and Management Major (8 units)

- A minimum of eight units in economics and management, including 101, 102, 211, 230, 232 and three additional units in economics and management (one must be at the 300-level). Unless approved by the department in advance, 230 and 232 must be taken at Albion College. The eight units used to fulfill major requirements must be taken for a numerical grade. It is recommended that all courses taken in the department by majors be taken for a numerical grade, except those offered only on a credit/no credit basis. Normally, students will enroll in 101 in either the first or second semester and 102 in the semester after 101. E&M 211 is not open to first semester freshmen but is normally taken in either the second or third semester.

E&M 230 and 232 should be taken in the second year along with the statistics cognate requirement. It is recommended that students planning a major in economics enroll in Mathematics 125 or calculus during their first year. Seniors may be required to participate in a senior assessment exercise...

- The following cognate areas must be completed for a major:
 1. Mathematics 125 (or higher or demonstrated proficiency).
 2. One statistics course from Mathematics 209, 309, or E&M 235.
- In addition, it is recommended that individuals interested in graduate study in business or management take Mathematics 141 and 143. Individuals contemplating graduate study in economics should complete the mathematics/economics major.
- Because of the increased globalization of the U. S. economy, all majors are encouraged to participate in approved off-campus study programs. For a list of approved programs, consult with the Center for International Education.

Requirements for Economics and Management Major with Emphasis (10 units)

- A minimum of 10 units in economics and management (nine for the emphasis in international business and international economics), including 101, 102, 211, 230, 232. Unless approved by the department in advance, 230 and 232 must be taken at Albion College.
- The 9-10 units used to fulfill major with emphasis requirements must be taken for a numerical grade.
- The following cognates must be completed for a major with emphasis: Mathematics 125 (or higher or demonstrated proficiency); one statistics course from Mathematics 209, 309 or E&M 235. The major with emphasis in international business and international economics requires, in addition to the preceding, completion of an off-campus study program or internship in a foreign country, plus one course from the following: a modern foreign language at the 201 level or higher, A&S 238, 248, 375; Communication Studies 313; History 103, 111, 142, 217, 218, 263, 264, 308, 309, 313, 382, 385, 390; International Studies 130, 264, 300; Modern Languages and Cultures 105; Philosophy 303, 309; Political Science 202, 305, 336, 338, 352; Religious Studies 102, 104, 204, 211, 212.
- A focused selection of courses chosen from among the emphases listed below.

Emphasis in economics

Five units selected from the following: 273, 322, 323, 331, 354, 365, 366, 368, 375, 379, 380.


Emphasis in human resources

259, 354, 355, Psychology 101, plus one unit selected from the following: 305, 353, 376, Psychology 346.

Emphasis in international business and international economics

Two units selected from 362, 363, 365, 366, plus one unit selected from the following: 212, 259, 331, 336, 348, 359, 368, 376.

- A student may declare only one economics and management major with emphasis, even if the student completes the requirements for more than one emphasis.

Additional information on the Economics and Management major can be found in this  [program flyer \(PDF\)](#).

Requirements for Accounting Major (9.5-10 units)

Corporate Emphasis

- A minimum of 9.5 or 10 units in accounting, economics, and management, including 101, 102, 211, 212, 230 or 232, 248, 311, 312, 343 or 385, plus one unit of elective in the department at the 200-level or higher.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

C.P.A. Emphasis

- A minimum of 9.5 or 10 units in accounting, economics, and management, including 101, 102, 211, 212, 311, 312, 341, 342, 383, 384, 343 or 385.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

Requirements for Business Major

- A minimum of 10 units including Economics and Management 101, 102, 211, 230 or 232, an appropriate one unit internship and English 208, plus one course from each of the following lists:

Management list

Economics & Management 259, Managing People and Organizations
 Economics & Management 355, Human Resource Management
 Economics & Management 358, Management Consulting
 Economics & Management 359, Management
 Economics & Management 362, International Management
 Economics & Management 376 Negotiation and Dispute Resolution
 Psychology 346, Industrial and Organizational Psychology

Finance list

Economics & Management 248, Finance with Excel
 Economics & Management 344, Portfolio Theory
 Economics & Management 348, Financial Management

Economics & Management 365, International Finance

Economics & Management 368, Financial Markets

Marketing list

Economics & Management 336, Marketing Principles and Decision Making

Communication 205, Mass Communication

Communication 215, Social Media

Communication 306, Public Relations

English 207, Multimedia Journalism

Ethics list

Philosophy 301, Environmental Ethics

Philosophy 302, Leadership Ethics

Philosophy 303, Business Ethics

Philosophy 304, Ethics and Public Policy

Philosophy 306, Neuroscience and Ethics

Philosophy 308, Biomedical Ethics

Philosophy 309, International Ethics and Global Development

- All courses for the major must be taken for a numerical grade
- Three cognates:
 - Mathematics 125 (or higher or demonstrated proficiency).
 - E&M 235 or Mathematics 209 or 309.
 - English 101 or demonstrated proficiency sufficient as prerequisite for English 208.
- In addition, it is recommended that individuals interested in graduate study in business or management take Mathematics 141 and 143.

Because of the increased globalization of the U. S. economy, all majors are encouraged to participate in approved off-campus study programs. For a list of approved programs, consult with the Center for International Education.

Requirements for Finance Major (9 units)

- A minimum of 9 units in economics and management, including 101, 102, 211, 230, 232, 248 or 348, 311 or 312, 368, plus one unit from the following: 331, 344, 365.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

Information on Minors

- The minors in accounting, economics, finance, and management are not open to students with a major in the Economics and Management Department.
- Students may not choose more than one minor in the Economics and Management Department.

- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Accounting-Corporate Track

- Five units in economics and management, including: 211, 212 and either 311 or 312, plus two from 248, 311 or 312 (if not taken above), 341, 342, 348, 384 and (with approval of the E&M department chair) 389.
- Two units of cognates: Math 125 or higher or proven proficiency and 235 or Math 209 or Math 309.

Requirements for Minor in Economics

- Five units in economics and management, including: 101 and either 230 or 232, plus three from 102, 230, 232, 235, 273, 322, 323, 331, 344, 354, 363, 365, 366, 368, 375, 379, 380 and (with approval of the department chair) 389.

Requirements for Minor in Finance

- Six units in economics and management, including 101, 102, 211, 248 or 348, 368, plus one from 248, 348, 311, 331, 344, 365, 379, 380, and (with approval of the E&M department chair) 389.
- Two units of cognates: Math 125 or higher or proven proficiency and E&M 235 or Math 209 or Math 309.

Requirements for Minor in Management

- Five units in economics and management, including: 101, 211 and either 259 or 359, plus two additional units from 212, 259, 305, 311, 312, 336, 341, 342, 344, 348, 350, 353, 355, 357, 358, 359, 362, 368, 376, and (with approval of the department chair) 389.

Economics and Management Courses in Interdepartmental Majors

Three interdepartmental majors require courses in economics. The mathematics/economics major, which requires six courses in economics, prepares students for actuarial science, operations research or graduate study in economics. The public policy major, which requires three courses in economics, focuses on government decision-making. The social studies major with elementary or secondary education certification, which requires two courses in economics, is aimed at students who seek to become K-12 teachers.

Economics and Management Courses

The following courses are offered without specific course prerequisites for interested liberal arts students: Principles of Microeconomics (101); The Economy and Financial Markets (102); Financial Accounting (211); Managing People and Organizations (259); Women in Business and Leadership (305); Issues in Modern Political Economy (322); Marketing Principles and Decision Making (336); Business Law (350); Labor Law, Unions, and Management (353); Human Resource Management (355); Management Consulting (358); Management (359); International Management (362); and Negotiation and Dispute Resolution (376).

101 Principles of Microeconomics (1)

Prerequisite: High school algebra.

Introduction to the principles of decision-making by households and businesses. Supply and demand; the impact of prices and costs on market behavior; and public policies related to taxation, the environment, the labor market, and international trade. *Hooks, Jaqua, Li, Saltzman.*

102 The Economy and Financial Markets (1)

Introduction to the macroeconomy and macroeconomic models with special emphasis on the role of financial markets, interest rates, the Federal Reserve, monetary and fiscal policy, and money and capital markets. *Hooks, Li.*

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

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

211 Financial Accounting (1)

Introduction to the world of business and accounting. Emphasis on understanding the concepts of net income, cash flow and financial condition. Communication of economic results through financial statements and reports. Development of analytical skills used in evaluating business success. Not open to first-year students. *Bedient, Carlson.*

212 Managerial and Cost Accounting (1)

Prerequisite: E&M 211 or permission of instructor.

Development and use of accounting information for effective managerial control and decision-making within a complex organization. Topics include cost behavior, profit planning, cost accounting (including job order, process and activity-based), just-in-time inventory control, standard costs and budgetary control. *Bedient, Carlson.*

230 Intermediate Microeconomics (1)

Prerequisites: E&M 101, Mathematics 125 or equivalent.

Theoretical analysis of consumer choice theory and demand, production and cost, the firm and market organization, distribution and general equilibrium, game theory. *Jaqua.*

231 Intermediate Microeconomics with Calculus (1)

Prerequisite: E&M 101 and Math 141 or permission of instructor.

A more rigorous version of Economics 230 for students pursuing the mathematics/economics major and for others with the necessary math background by permission. Not offered every year. *Jaqua*.

232 Intermediate Macroeconomics (1)

Prerequisites: E&M 101, 102, Mathematics 125 or equivalent.

The development of macroeconomic theory and its application to government policy toward unemployment, inflation and growth. *Hooks, Li*.

235 Economic Statistics (1)

Prerequisite: Mathematics 125 or equivalent.

A first course in statistics with emphasis on regression analysis and its applications in economics and management. Not open to students who have taken Mathematics 209 or 309. *Jaqua*.

248 Financial Modeling with Excel (1)

Introduction to Excel and the application of Excel to finance. Includes use of Excel to model various financial concepts and apply these concepts to real world situations. *Bedient, Hooks*.

259 Managing People and Organizations (1)

Prerequisite: Sophomore standing.

An introduction to organizational behavior, including analysis at the level of the individual group or team, and organization. Topics addressed include employee attitudes and job satisfaction, managerial decision making and problem solving, managing teams, conflict and negotiation, leadership, and organizational culture and design. *Baker, staff*.

273 Environmental and Natural Resource Economics (1)

Prerequisite: E&M 101.

Economic theory is used to examine environmental and natural resource problems and policies. *Staff*.

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

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

305 Women in Business and Leadership (1)

Prerequisite: Junior or senior standing.

Historical and contemporary perspectives on the expanding role of women in leadership positions, both in business and in other realms, such as politics. Extensive classroom discussions and use of case studies. Issues addressed include equal pay, work-family balance, the "opt-out myth," challenges women face in various industries or occupations, and the role of corporations in hindering or supporting women's advancement. *Baker*.

311 Intermediate Accounting I (1)

Prerequisite: E&M 211.

Theory and practice underlying financial accounting measurement and reporting. Provides a detailed exploration of assets and their relationship to income determination. Includes coverage of generally accepted United States accounting principles (GAAP) and international financial reporting standards (IFRS). *Bedient, Carlson.*

312 Intermediate Accounting II (1)

Prerequisite: E&M 211.

Theory and practice underlying financial accounting measurement and reporting. Provides a detailed exploration of liabilities and stockholders' equity, and other selected topics including pensions, leases and the statement of cash flows. Includes coverage of generally accepted United States accounting principles (GAAP) and international financial reporting standards (IFRS). Usually taken after E&M 311. *Bedient, Carlson.*

322 Issues in Modern Political Economy (1)

Prerequisite: Junior or senior standing or permission of instructor.

A non-technical course on selected legal and public policy issues related to the economy. Topics vary from term to term but could include such issues as equal employment opportunity and affirmative action, the use of economic analysis in setting public policy, and government's role in health care. Not offered every year. *Saltzman.*

323 Government Economics and Policy (1)

Prerequisite: E&M 101.

Application of microeconomic analysis to expenditure and revenue decisions in the public sector, including rationale for government expenditures, criteria for revenue generation and the analysis of economic effects of major taxes. Not offered every year. *Hooks.*

331 Money and Banking (1)

Prerequisite: E&M 102.

Focuses on the Federal Reserve and its attempts to promote maximum sustainable economic growth. Other topics include the nature of money, the determination of interest rates, the financial system and financial institution operations, the structure of the Federal Reserve and the macroeconomics of inflation and growth. *Hooks, Li.*

336 Marketing Principles and Decision-Making (1)

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

Principles of modern marketing and techniques used to make marketing-based business decisions.

Emphasis is placed on setting marketing goals and devising appropriate strategies and tactics to achieve the goals. Students put theories into practice with computer simulations and electronic spreadsheet models. *Bedient*.

341 Federal Income Taxation (1)

Prerequisite: E&M 311.

Comprehensive introduction to federal income taxation, particularly as it relates to individuals and businesses. Emphasis on the recognition of opportunities for effective tax planning and management. *Carlson*.

342 Auditing (1)

Prerequisites: E&M 311 or 312.

Introduction to auditing concepts, objectives and standards; topics include professional ethics, types of audits (their purpose, scope, and methodology). EDP auditing, and statistical sampling. Reference will be made to authoritative auditing standards and pronouncements. *Bedient, Carlson*.

343 Advanced Taxation and Corporate Transactions (1)

Prerequisite: E&M 341.

A continuation of E&M 341. Taxation of corporations, partnerships, estates and trusts. Tax planning and management strategy aspects of corporate formation and reorganization. Students prepare and revise legal memoranda on tax issues. Students may not receive credit for both E&M 343 and E&M 385. *Carlson*.

344 Portfolio Theory (1)

Prerequisite: E&M 102.

An overview of the characteristics and analysis of individual security returns, and the theory and practice of optimally combining securities into portfolios. Examines the equilibrium pricing of securities in the context of the capital asset pricing model, and the risk/return relationship of both individual securities and portfolios, as well as the recent attack on the CAPM and the implications for efficient markets. Not offered every year. *Hooks*.

348 Financial Management (1)

Prerequisite: E&M 101.

A survey course covering principles of corporate financial management. Topics include working capital management, agency theory, capital budgeting, capital structure, dividend policy, financial analysis and selected topics. *Hooks*.

350 Business Law (1)

Prerequisite: Junior or senior standing.

A case approach to the application of legal principles to business activity. Particular emphasis is placed upon the law of contracts, the Uniform Commercial Code, business organization, and federal regulation of the competitive process. Junior or senior standing is recommended. *Staff*.

353 Labor Law, Unions and Management (1)

Prerequisite: Sophomore standing or permission of instructor.

Labor history, labor law, union-management relations, comparative labor movements. Student participation in a collective bargaining game. Not offered every year. *Saltzman*.

354 Labor Economics (1)

Prerequisite: E&M 101.

An investigation of labor market decisions and outcomes; topics include labor supply and demand, earnings, discrimination and unemployment. Not offered every year. *Saltzman*.

355 Human Resource Management (1)

Prerequisite: Junior or senior standing.

An overview of personnel management, with an emphasis on the needs of the general manager rather than the personnel specialist. Topics include employee motivation, job enrichment, labor relations, grievances and discipline, recruitment and selection, equal employment opportunity, performance appraisal, compensation and employee benefits. *Baker, Saltzman*.

357 Business Functions (1)

Prerequisite: Permission of instructor.

Selected topics in management, finance and marketing for students in the Management for the Professions Concentration. The course highlights fundamental concepts with particular attention to their interactions within the context of the management of an organization. *Bedient*.

358 Management Consulting (1)

Prerequisite: Junior or senior standing. Prior courses related to management are recommended but not required.

The role of management consultants in diagnosing organizational problems and developing action plans that can be effectively implemented. Students work on a team-based management consulting project for a community organization to gain “real world” experience and to develop interpersonal, communication and analytical skills. Teams address issues such as strategy, organizational structure, leadership development or process efficiency. Not offered every year. *Baker*.

359 Management (1)

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

An introduction to current management theory and practice. Traditional managerial functions such as planning, organizing and controlling are studied and contrasted with newer cross-functional approaches.

The course emphasis is on the building blocks of management so that these principles can be applied to a variety of organizations including educational, business and not-for-profit institutions. *Baker, Bedient.*

362 International Management (1)

Prerequisite: Junior or senior standing.

Cross-cultural, ethical and social issues related to doing business abroad. Corporate strategy and structure, communication, negotiation, human resources and marketing in multinational operations. Implications of foreign assignments for career development of managers. Not offered every year. *Baker.*

363 The Chinese Economy (1)

Prerequisites: E&M 101, 102.

An examination of economic policy and institutions in China since 1949. Topics include the Communist economic system adopted under Mao, the transition to a more market-oriented system beginning in 1978, sustainability of rapid economic growth, the banking and financial system, foreign trade and investment, labor market reforms, the social safety net, and rural economic development. *Li.*

365 International Finance (1)

Prerequisite: E&M 102.

International macroeconomics. Particular attention is paid to the relationship among exchange rates, balance of payments, international capital flows and macroeconomic equilibrium. Eurocurrency markets and alternative international monetary systems are also examined. *Li.*

366 International Trade (1)

Prerequisite: E&M 101.

International microeconomics. Study of models explaining trade patterns between countries. Analysis of industry-level trade policy issues including the effects of tariffs, quotas and other restrictions; international competition among large firms; technological change; and free trade areas. *Li.*

368 Financial Markets (1)

Prerequisite: E&M 102.

An examination of the way in which the market transfers resources from those with a surplus to those with a deficit. Students study both the theory of efficient transfer and the financial institutions and instruments which facilitate this transfer. Topics include the analysis of equity markets, fixed income markets and derivative markets. *Hooks.*

375 Health Economics (1)

Prerequisite: E&M 101 or permission of instructor.

A microeconomic and institutional analysis of health care services in the U.S., with particular reference to issues of cost and access. Topics include the demand for medical care, health insurance, economic

regulation of hospitals, the markets for physicians and medical education, and the political economy of health care. Not offered every year. *Saltzman*.

376 Negotiation and Dispute Resolution (1)

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

An introductory study of the theories and concepts related to negotiation and dispute resolution developed in such fields as microeconomics, psychology and industrial relations. Includes many role-playing exercises to provide students with practice in negotiation. *Saltzman*.

379 Econometrics (1)

Prerequisite: One of the following: Mathematics 209, Mathematics 309, or E&M 235.

An introduction to empirical work in economics and management. Topics covered include: hypothesis testing, estimation, correlation, and regression and related problems. Students use statistical software to access data sources and to write an empirical paper. Not offered every year. *Jaqua*.

380 Mathematical Economics (1)

Prerequisites: E&M 230 and at least one course in calculus.

Optimization and economic analysis, game theory and financial economics. Not offered every year. *Jaqua*.

383 Accounting Information Systems (1/2)

Prerequisite: E&M 311.

Provides a basic knowledge of the components of an accounting information system and the controls required to operate it efficiently. Students receive hands-on experience with a computerized accounting system. *Bedient*.

384 Governmental and Not-for-Profit Accounting (1/2)

Prerequisite: E&M 211. E&M 311 recommended.

An introduction to accounting and financial reporting for governmental entities and non-profit organizations. Covers state and local governments, colleges and 165 universities, health care entities, museums, libraries and performing arts organizations. *Bedient*.

385 Advanced Taxation (1/2)

Prerequisite: E&M 341.

A continuation of E&M 341. Introduction to the taxation of corporations, partnerships, estates, and trusts. Students may not receive credit for both E&M 343 and E&M 385. *Carlson*.

386 Accounting for Business Consolidations (1/2)

Prerequisite: E&M 312.

Theory and practice underlying the consolidation or disposition of multiple legal entities for accounting purposes. Covers the cost and equity methods of accounting for investments, combinations, and consolidations. Includes coverage of generally accepted United States accounting principles (GAAP), international financial accounting standards (IFRS), and Internal Revenue Service (IRS) federal income tax rules and regulations. *Bedient, Carlson.*

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

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

389 Selected Topics (1)

Prerequisite: Permission of instructor.

The Economics and Management Department schedules a number of courses each semester under the flexible title "Selected Topics." These courses are offered to meet the evolving needs and interests of students. Examples of recent topics include: International Business and Marketing Engineering. *Staff.*

391, 392 Internship (1/2, 1)

Offered on a credit/no credit basis. Limited to one unit of credit in economics and management. *Staff.*

401, 402 Seminar E or M (1/2, 1)

Prerequisites: Junior or senior standing in economics and management and permission of the instructor. Seminars are offered in selected areas not normally part of the regular curriculum. *Staff.*

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

Prerequisites: Junior or senior standing in economics and management and permission of instructor. *Staff.*

Education

Faculty

Kyle D. Shanton, chair and professor.

B.A., 1985, University of Iowa; M.A., 1990, Ph.D., 1998, University of Arizona. Appointed 2007.

Suellyn M. Henke, associate professor.

B.P., 1987, M.A.T., 1990, Ph.D., 2000, Miami University (Ohio). Appointed 2002.

Betty Okwako Riekkola, Visiting Assistant Professor

B.Ed., 1997, Kenyatta University (Nairobi, Kenya); M.D.A., 2005, Western Michigan University; Ph.D. 2011, Michigan State University. Appointed 2015.

Introduction

The Education Department is the academic unit housing the faculty and courses that support the mission of the Fritz Shurmur Center for Teacher Development and the teacher education program (TEP). Information about the program of study and certification may be found in this section. Summary information on the Shurmur Center may be found in the Academics at Albion section.

The Ferguson Center for Technology-Aided Teaching and Learning hosts the Learning Café, a dynamic and flexible place for prospective teachers to use computer and Web-based technologies for designing lesson and unit plans, viewing and archiving videotaped examples of teaching and learning, and creating electronic and online portfolios of TEP achievements. There is a lending library of equipment (e.g., digital cameras, video cameras, digital audio recorders, individual response systems) and curriculum materials to support students in their field experiences. The Ferguson Center is a member of the Michigan Association of Computer Users in Learning (MACUL), the International Society for Technology in Education (ISTE) and the Consortium for Outstanding Achievement in Teaching with Technology (COATT). Albion College education students are eligible to apply for the COATT award, given to a pre-service and in-service teacher who creates a portfolio of his or her work in educational technology and teaching and learning.

Albion College's teacher certification program offerings in elementary, secondary, and K-12 education are authorized by the Michigan Department of Education's [Office of Professional Preparation Services](#).

In preparation for student teaching, students participate in field experiences integrated into course work in 200- and 300-level education classes. All TEP students are required to complete either Education 396: Boundary Crossings in Elementary Schools or Education 397: Boundary Crossings in Secondary Schools (also known as "Maymester"). These courses require an integrated field experience that begins during the spring semester and includes full-time participation during three weeks in a classroom in May as part of the junior or senior year. There is no additional tuition charged for the Maymester portion of the course; however, students will be charged for room and board during this period. Students are expected to complete a digital portfolio prior to completing their program of study.

Albion's teacher education program offerings are accredited by the Teacher Education Accreditation Council. We welcome students of all races, religions or national origins and are in full compliance with the Civil Rights Act of 1964.

Changes in certification requirements as determined by the Michigan Department of Education and/or in requirements set by Albion College and the Education Department may necessitate changes in programs described in this catalog. When such changes are implemented, efforts will be made to provide as smooth a transition to the new requirements as possible.

Admission—Students may formally apply for admission to the teacher education program (TEP) after successfully completing Education 202. Requirements include: a 2.7 cumulative grade point average (GPA), a 3.0 GPA in the teaching major and teaching minor (or planned program), a 3.0 GPA in education classes, confirmation of having taken and passed all three sections (Reading, Mathematics, and Writing) of the Michigan Test for Teacher Certification (MTTC) Professional Readiness Exam (PRE), a successfully written essay, two letters of recommendation and documented previous work with children and youth in an educational setting. In accordance with State Board of Education policy, students are also required to complete three criminal history checks: in Education 202 prior to admission, in Education 203 as part of the application for admission, and again prior to student teaching. As part of this process, students are required to access the [Internet Criminal History Access Tool \(ICHAT\)](#) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. A detailed explanation of requirements for admission may be obtained directly from the Education Department.

Students are also encouraged to acquire additional educational experience through volunteer or ancillary work in tutoring, outdoor camps, and community and regional programs focused on children and youth such as Foreign Language in Elementary Schools (FLES) or Big Brothers/Big Sisters.

Further, students are required to maintain a 2.7 cumulative GPA, and a 3.0 GPA in their teaching major, teaching minor (or planned program), education concentration and in other course work required for the teacher education program. All required courses must be taken for a grade, except those offered only on a credit/no credit basis.

Student Teaching—Students must sign up for student teaching no later than January of the preceding academic year. Student teaching is a capstone experience that brings many significant responsibilities and obligations, and involves time commitments during and after school as well as evenings. Therefore, student teachers must petition to receive advance permission from the Education Department to take other courses, work, hold leadership positions in organizations on- or off-campus, or participate in any activity that would potentially interfere with student teaching. All student teaching placements are made by the field placement coordinator. Placements are made within a 30-mile radius of Albion in order to accommodate supervision, seminar and capstone commitments.

Testing—Act 267 of the Public Acts of 1986 requires that all students seeking to enroll in student teaching in any Michigan teacher education program must take and pass the PRE (Test Code 096) administered by Pearson Education, Inc. This test should be taken during the freshman year and no later than the sophomore year as part of the Albion College TEP admissions process. Cost, dates and site information are available online at <http://www.mttc.nesinc.com>

All education students need to pass Michigan Test for Teacher Certification (MTTC) subject area tests before they can be certified by the Michigan Department of Education (MDE). Elementary certification candidates must pass the Elementary Education Tests (Test Codes 103 and 104). If they wish to teach in their major in grades 6-8, they must also pass the subject area test in their teaching major. All secondary and K-12 certification candidates must pass the subject area tests in their teaching major and minor. K-12 music education students take only the Music Education Test (Test Code 099). Students seeking certification to teach French, German or Spanish are also required to pass the American Council on the Teaching of Foreign Languages' Oral Proficiency Interview (OPI) exam at an "advanced low" level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and TEP adviser to prepare for this exam. It is generally recommended that students take content area exams once major course work in that area is completed, during the senior year prior to student teaching. As required by the MDE, we report a 100 percent passing rate for Albion College graduates whose applications were approved for certification during the last academic year on all state-required certification tests. During test registration, students must request that their MTTC scores be officially reported to Albion College (Institution Code 02).

Certification Fee—Michigan Act No. 339 requires that all teacher candidates pay a fee of \$160 for the issuance of a certificate. Albion College is not involved in the collection of the fee. Candidates are billed online by the MDE. Albion College can only approve a candidate's application for certification. The MDE does not certify until the candidate pays the certification fee.

Provisional Certification—The initial teacher's certificate issued by the State of Michigan to qualified graduates of approved teacher education institutions is a provisional certificate which is valid for up to six years. Program completers apply to the MDE for certification via the Michigan Online Educator Certification System (MOECS); the certification officer verifies all requirements are met and approves the applicant as eligible for certification. The program completer pays a \$160 fee to the MDE, and her/his certificate is then available to print online at MOECS (notarization required).

[Education Department Website](#)

Certifications

Elementary Certification

Albion offers programs leading to Michigan certification at the elementary level (grades K-8) in the following subject areas:

English/Language Arts

Mathematics

Integrated Science

Social Studies

Students accepted as candidates for elementary certification must:

- Complete a planned program as specified below.
- Complete all other requirements as specified by Albion's Education Department.

Elementary Certification Program			
Prerequisite courses for all certifications: Engl 101; Psyc 101; Science with a lab: Biol 195, Chem 107, Geol 101 or 103, or Phys 105			
English/Language Arts	Integrated Science	Mathematics	Social Studies
Educ 319 Engl 348 Hist 131 IDY 262 Math 104 Psyc 251 Sci 285	Educ 319 Engl 203* Engl 348 Hist 131 IDY 262 Math 104 Psyc 251	Educ 319 Engl 203* Engl 348 Hist 131 IDY 262 Psyc 251 Sci 285	Educ 319 Engl 203* Engl 348 IDY 262 Math 104 Psyc 251 Sci 285
Professional sequence for all certifications: Educ 202 (1), Educ 203 (1), Educ 247 (1/2), Educ 259 (1), Educ 371 (1), Educ 372 (1/2), Educ 396 (1)**, Educ 421 (3), Educ 431 (1)			

* Either English 101H or English 203 satisfies the planned program requirement.

** Course meets intermittently during the spring semester and intensively during three weeks in May, requires residence on campus, and is part of spring registration.

Course descriptions and prerequisites are listed under the respective departments. Numbers in parentheses indicate units of credit awarded. Students apply for formal acceptance and admission into the TEP during their sophomore year while enrolled in Education 203. If a student desires to do off-campus study, the ideal semester to do so is the fall of the junior year.

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. Minors are not endorsed. The detailed requirements for the major are available from an Education Department adviser.

Interdisciplinary Major in Social Studies (Elementary)—The social studies major is primarily intended for students seeking a broad, cross-disciplinary understanding of the social sciences. Students completing a major in social studies are required to take courses in anthropology and sociology, economics and management, geological sciences, history and political science. No minor is required. The detailed requirements for the major are available from an Education Department adviser.

Secondary/K-12 Certification

Albion offers programs leading to Michigan certification at the secondary level (grades 6-12) in the subject areas listed below and K-12 certification in French, German, Spanish and music.

The following are options for secondary teaching majors and minors:

Biology	Mathematics
Chemistry	Music
Earth Science/Geology	Physics
English	Political Science
French	Psychology
German	Social Studies (major only)
History	Spanish

Students accepted for secondary and/or K-12 certification must:

- Complete a teaching major of at least eight units;
- Complete a teaching minor of at least five units;
- Complete a sequence of pedagogy courses, including Education 338/9 or 348/9 or 358/9, 373 and 397;
- Complete all other requirements as specified by the Education Department.

Pedagogy course(s) note: Students with a humanities (English, French, German, Spanish) major and minor take Education 339; students with a social science (history, political science, psychology) major and minor take Education 349; and, students with a mathematics/natural science (biology, chemistry, earth science, physics, mathematics) major and minor take Education 359. Otherwise, students with major and minors split between humanities, social science, and/or mathematics/natural science take the appropriate combination of Education 338, 348 and 358 for one unit total. Music students take pedagogy courses in the Music Department. Students should consult with their Education Department adviser to ensure they are taking the correct pedagogy courses.

Secondary/K-12 Certification Program			
Year	Fall	Spring	Summer
First Year	Psyc 101* (1)		
Sophomore	Educ 202* (1) Psyc 251* (1)	Educ 203* (1)	
Junior	Educ 338/9, 348/9*****, 358/9** (1)	Educ 396*** or Educ 397*** (1)	
Senior	Educ 371**** (1) Educ 373* (1)	Educ 422 or 423* (3) Educ 432* (1)	

* May be taken either fall or spring semester.

** Discuss appropriate course(s) with Education Department adviser. Music students take pedagogy course work offered through the Music Department.

*** Education 396 required for K-12 certification; Education 397 required for secondary certification. Course meets intermittently during the spring semester and intensively during three weeks in May, requires residence on campus, and is part of spring registration.

**** K-12 certification requires Education 371 in addition to Education 373 for French, German and Spanish majors. Course offered fall semester only.

*****History and political science major and minor require Education 349.

Course descriptions and prerequisites are listed under the respective departments. Numbers in parentheses indicate units of credit awarded. Students apply for formal acceptance and admission into the teacher education program during their sophomore year, after completing Education 202. If a student desires to do off-campus study, the ideal semester to do so is the fall of the junior year.

Interdisciplinary Major in Social Studies (Secondary)—The social studies major is primarily intended for students seeking a broad, cross-disciplinary understanding of the social sciences. Students completing a major in social studies are required to take courses in anthropology and sociology, economics and management, geological sciences, history and political science. No minor is required. The detailed requirements for the major are available from an Education Department adviser.

Majors and Minors

Requirements for Minor in Educational Studies

This interdisciplinary minor is designed for students who have a broadly defined interest in the field of education (e.g., youth development and learning; sociocultural theory applied to schooling, families and youth; youth subcultures; comparative education; fine and dramatic arts pedagogies; public education policy; environmental education; pediatric health; recreation and athletics; museum or community-based education). The minor in educational studies can benefit students who are interested in making

unique connections to their major area of study as well as students who are interested in exploring careers in education. Many graduate programs and career paths such as museum studies, public policy, counseling and sociology recognize the value of academic preparation in the field of education.

Students who participate in the educational studies minor are not required to be admitted into the Shurmur Center for Teacher Development/Teacher Education Program. The minor in educational studies is a generalized study of the field of education and does not lead to teacher certification. Students who complete teacher certification at Albion College are not eligible for the minor in educational studies.

- A minimum of five units of course work including one unit in foundations of education (Education 202), one unit in human development and learning theories (Psychology 251, 253, or Educational Psychology), completion of an internship or practicum (Education 203, 382 or 398) and a minimum of two and one-half units of electives constituting a curricular focus. A current list of sample elective courses is available in the Education Department and is also maintained on the department website at www.albion.edu/education/.
- Please note: Education 202 and 203 are accompanied by a field experience in the public schools and requires completion of (1) Albion College criminal history check form, (2) Internet Criminal History Access Tool search, and (3) Albion College educational/judicial records check.
- Students must receive prior written consent from the Education Department to apply a directed study or course that is not from the recommended list toward completion of the educational studies minor. Requests should be sent directly to the chair of the Education Department.

Requirements for Minor in Teaching English as a Second Language

The minor for TESL provides students with a framework for conceptualizing language learning as well as the knowledge and skills to teach English as a second language in various settings. The TESL minor provides opportunities for making global connections to students' major areas of study and develops skills and competencies for working in diverse ethnolinguistic communities in the U.S. or abroad.

This interdisciplinary TESL minor is designed as an option for all Albion College students, whether enrolled in the teacher education program (TEP) with an elementary, secondary or K-12 concentration or not. Students who are interested in declaring a TESL minor must schedule an appointment with the chair of the Education Department to discuss their plan of study and options. Please note: EDUC 202, 303 and 304 are accompanied by a field experience placement in public schools, or other educational settings, and require completion of (1) Albion College Criminal History Check, (2) Internet Criminal History Access Tool search, and (3) Albion College educational records check.

Requirements for the TESL minor:

- A minimum of 5 units of coursework including: one unit in learning and learners (EDUC 202); one unit in cross-cultural comparisons & perspectives (see list of options); one unit in English language (ENGL 348); one unit in theory, models and policy (EDUC 303); one unit in assessment, curriculum and standards (EDUC 304); and, one unit, pre-requisite, in foreign/second language learning at the 102-level or higher.
- Students must receive prior written consent from the Education Department to apply a Directed Study—or other course not from the recommended list of options—as a substitute toward completion of the TESL minor. Requests should be sent directly to the chair of the Education Department and must have the signature and approval of the course instructor attached.

Cross-cultural Comparisons & Perspectives (1 unit)

A&S 231 Understanding Media in a Globalized World

A&S 336 Social Psychology: Sociological Perspectives

COMM 303 Organizational Culture and Communication

COMM 313 Intercultural Communication

INTL 130 Introduction to International Studies

INTL 370 Building on International and Intercultural Experiences

PHIL 309 International Ethics and Global Development

PLSC 103 Introduction to International Politics

PLSC 336 International Relations

PLSC 256 Human Rights

PLSC 357 International Law and Politics

WGS 116 Introduction to Gender Studies

WGS 240 Sexualities, Histories and Culture

Prerequisite. Students with demonstrated foreign/second language learning will complete the foreign/second language prerequisite at the appropriate placement level as determined by the Modern Languages and Cultures Department (e.g., 201). Students who demonstrate native or near-native fluency in a language other than English will be considered as having met the prerequisite.

*Those students not seeking admission to the TEP would not be eligible to be endorsed with teaching ESL on initial teacher certification in Michigan; however, they would receive an Albion College certificate of completion of the TESL minor study program. This certificate can be reviewed by TESOL and recognized as meeting international TESL standards.

*Students seeking admission to the TEP may also complete the requirements for the TESL minor as part of completing either the elementary, secondary or K-12 teacher certification.

Education Courses

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

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

202 Foundational Contexts of Education (1)

An overview of the historical, social, political, multicultural and philosophical foundations of education. Provides the larger conceptual perspectives necessary for studying teaching, learning and education, and critically examines the relationship among teachers, schools and society. Seminar and field practicum. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. *Henke, Shanton.*

203 Processes in Learning and Teaching (1)

Prerequisites: Education 202 and a minimum cumulative GPA of 2.7.

Introductory course for students interested in teacher education. Emphasizes understanding and application of four processes: (1) observation, (2) inquiry, (3) reflection/assessment and (4) connection/creativity. These processes are essential in understanding and supporting personal and professional growth and in understanding teaching and learning in diverse K-12 classrooms. These processes, along with issues of personal and professional growth, will be explored in greater depth in all subsequent education course work. Seminar and special education field practicum. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee. Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. *Shanton, Staff.*

240, 241 Brass Instruments (1/4 each)

Same as Music 240, 241. Offered in alternate years. *Staff.*

242, 243 Woodwind Instruments (1/4 each)

Same as Music 242, 243. Offered in alternate years. *Staff.*

244, 245 Stringed Instruments (1/4 each)

Same as Music 244, 245. Offered in alternate years. *Staff.*

246 Percussion Instruments (1/4 each)

Same as Music 246. *Staff.*

247 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Social Studies (1/2)

Supports elementary education students in developing pedagogical knowledge and skills through the exploration of professional and theoretical literature, projects and field-based teaching experiences. Required professional sequence course for all elementary education candidates in social studies. *Staff.*

248 Children's Literature (1)

Literature for the elementary and middle school. Same as English 248. *Staff.*

259 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of Elementary Mathematics and Science (1)

Prerequisite: Education 202.

Supports elementary education students in developing subject-specific pedagogical content knowledge focusing on the intersection of the needs and interests of children, community and school resources, and curriculum standards and benchmarks. Inquiry-oriented and field-based. *Staff.*

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

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

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

Introduces elementary education students to a holistic approach for promoting healthy and active lifestyles for their students. Prospective teachers become familiar with designing and integrating movement, health and physical education content in K-8 classrooms. Includes a required field placement in a K-8 public school or other educational setting. *Shanton.*

322 Teaching of Instrumental Music in the Schools

Same as Music 322. Offered in alternate years. *Staff.*

325 Teaching of Music in the Elementary School (1)

Same as Music 325. Offered in alternate years. *Staff.*

328 Teaching of Choral Music in the Secondary School (1)

Same as Music 328. *Staff.*

338, 339 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Humanities (1/2, 1)

Prerequisites: Education 202, 203 and permission of department.

Supports secondary education students with majors/minors in English and world languages (French, German and Spanish) in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. *Henke, Shanton.*

345 Methods of Teaching of Modern Languages (1)

Same as Modern Languages 345. *Guenin-Lelle.*

348, 349 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Social Sciences (1/2, 1)

Prerequisites: Education 202, 203 and permission of department.

Supports secondary education students with majors/minors in history, political science, and psychology in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. *Henke.*

358, 359 Teaching for Understanding in a Diverse World: Inquiry and Reflection in the Pedagogy of the Sciences (1/2, 1)

Prerequisites: Education 202, 203 and permission of department.

Supports secondary education students with majors/minors in biology, chemistry, geological sciences, physics, and mathematics in developing subject-specific pedagogical content knowledge through the exploration of professional and theoretical literature, projects, and teaching experiences. Inquiry-oriented and field-based. *Staff.*

371 Literacy Pedagogy in the Elementary School (1)

Prerequisites: Education 202, 203 and permission of department.

Examines the relevant research base on literacy acquisition and a variety of pedagogical approaches based on competing theories about literacy. Looks at culturally responsive pedagogy with children from a variety of racial, economic, and ethnic backgrounds, and at the knowledge, skills, and attitudes involved with the program processes. Requires development, implementation, and assessment of lesson plans. Field experience includes observation and teaching in public school classrooms. This course is required for all K-12 French, German and Spanish majors. *Shanton.*

372 Teaching Reading in the Content Areas at the Elementary Level (1/2)

Prerequisites: Education 202, 203 and permission of department.

Examines theory and pedagogy in literacy in content areas in the elementary grades, integrating reading and writing instruction into subject matter from liberal arts disciplines across the curriculum to enhance lifelong literacy skills. Emphasizes development, teaching, and assessment of lesson plans, using children's fiction and non-fiction literature. Field experience. *Shanton, Staff.*

373 Literacy Pedagogy in Secondary Schools (1)

Prerequisites: Education 202, 203 and permission of department.

Examines literacy pedagogy in the secondary content areas. Field experiences in public school classrooms provide opportunities to observe learners and to practice the skills, methods, and strategies for teaching content literacy. Should be taken the semester prior to student teaching. *Henke, Staff.*

374 Teaching Advanced Concepts in Biology (1/4)

Prerequisites: Education 202, 203 and permission of department.

Extends elementary education students' knowledge of biology-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Staff.*

375 Teaching Advanced Concepts in Chemistry (1/4)

Prerequisites: Education 202, 203 and permission of department.

Extends elementary education students' knowledge of chemistry-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Staff.*

376 Teaching Advanced Concepts in Geology (1/4)

Prerequisites: Education 202, 203 and permission of department.

Extends elementary education students' knowledge of geology-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Staff.*

377 Teaching Advanced Concepts in Physics (1/4)

Prerequisites: Education 202, 203 and permission of department.

Extends elementary education students' knowledge of physics-related scientific phenomena. Students design instructional experiences to teach concepts to K-8 audiences, culminating in final project which includes a digital portfolio and public performance. *Staff.*

382 International Education Practicum (1/2)

Prerequisites: Acceptance to Fritz Shurmur Center for Teacher Development; application and approval of instructor.

Students travel and study abroad, teach a lesson, and conduct an individual inquiry project in an education setting. Using comparative education and cultural studies frameworks, students gain new insights about education abroad and in the United States. This course is designed to enhance awareness of diversity, globalization, and cross-cultural competencies. Students are required to meet regularly with instructor before and after the practicum experience. Includes a course fee. *Henke, Shanton.*

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

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

396 Boundary Crossings in Elementary Schools (1)

Prerequisites: Education 202, 203.

Focuses on learning about and working in the Albion Public Schools with children/youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior elementary teacher education students. *Shanton, Staff.*

397 Boundary Crossings in Secondary Schools (1)

Prerequisites: Education 202, 203.

Focuses on learning about and working in the Albion Pubic Schools with youth from different backgrounds. Combines curriculum and classroom management theory and practice, and emphasizes exploring and developing integrative and creative teaching skills before doing the student teaching semester. Note: This Maymester course/experience begins during the spring semester and extends for three and one-half weeks after the spring semester for all junior secondary teacher education students. *Henke.*

398 Shurmur Mentorship-Practicum (1/2)

Prerequisites: Education 202, 203, junior standing with a minimum 2.7 cumulative GPA and permission of the Education Department.

Develops a deeper awareness of the complexities in education and policy issues. Pairs students with mentors who work with education policy issues. Includes interpretation and evaluation of current educational policy issues faced by administrators and legislators who work on behalf of children and youth. This course is optional, not a requirement for certification. Offered on a credit/no credit basis. *Staff.*

411, 412 Directed Study (1/2, 1) Staff.**421 Elementary Student Teaching (3)**

Prerequisites: Advising and permission from department. All elementary education courses need to be completed before student teaching.

A full school day, semester-long internship at the elementary school level under the supervision of an experienced, well qualified teacher. Weekly seminars provide a continuing support system for student teachers by establishing an open forum for the sharing of readings, problems and experiences. Offered

on a credit/no credit basis. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee (but can be reimbursed by the Shurmur Center). Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. *Staff*.

422 Secondary Student Teaching (3)

Prerequisites: Advising and permission from department. All secondary education courses need to be completed before student teaching.

A full school day, semester-long internship at the secondary school level under the supervision of an experienced, well qualified teacher. Weekly seminars provide a continuing support system for student teachers by establishing an open forum for the sharing of readings, problems and experiences. Offered on a credit/no credit basis. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee (but can be reimbursed by the Shurmur Center). Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. *Staff*.

423 Student Teaching, Kindergarten through Grade 12 (K-12) (3)

Prerequisites: Advising and permission from department. All education courses need to be completed for student teaching.

A full school day, semester-long internship is divided equally between the elementary and secondary levels and done under the supervision of experienced, well qualified teachers. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and College supervisors for the sharing of readings, problems and experiences. Offered on a credit/no credit basis. Students are required to access the Internet Criminal History Access Tool (ICHAT) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the \$10 ICHAT fee (but can be reimbursed by the Shurmur Center). Students must also complete an Albion College criminal history check form and a Family Educational Rights and Privacy Act (FERPA) consent to release form. *Staff*.

431 Seminar: Elementary Student Teaching (1)

Prerequisite: Permission of department.

A capstone course reflecting on practice in the classroom. Focuses on professional development, portfolio design, technology integration and classroom management. Taken concurrently during student teaching semester. *Shanton*.

432 Seminar: Secondary Student Teaching (1)

Prerequisite: Permission of department.

A capstone course reflecting on practice in the classroom. Focuses on professional development, portfolio design, technology integration and classroom management. Taken concurrently during student teaching semester. *Henke*.

Interdisciplinary Major in Social Studies with Elementary Certification

Requirements for Major

- 14 units including:
 - Anthropology and Sociology 248, 250
 - Economics and Management 101, 102
 - Geological Sciences 111
 - History 102, 111, 131, 132, 217, two 300-level history electives (at least one unit of elective must be from African, Asian or Latin American history)
 - Political Science 101, 235
- All courses for the major must be taken for a numerical grade.
- Completion of all other requirements for teacher certification.

Requirements for Elementary Certification

Students seeking elementary certification with a major in social studies are required to consult with the Education Department and meet admission requirements to the teacher education program (TEP). Certification in elementary education requires 32.5 units of course work and necessitates a ninth semester for student teaching.

- Complete a planned program including:
 - Education 319
 - English 203 (English 101 is a prerequisite), 348
 - IDY 262
 - Mathematics 104
 - Psychology 251 (Psychology 101 is a prerequisite)
 - SCI 285
- Complete six units of professional sequence course work and four units of student teaching semester: Education 202, 203, 247, 259, 371, 372, 396, 421 and 431.

- All courses must be taken for a numerical grade.

Interdisciplinary Major in Social Studies with Secondary Certification

Requirements for Major

- 14 units including:
 - Anthropology and Sociology 248, 250
 - Economics and Management 101, 102
 - Geological Sciences 111
 - History 102, 111, 131, 132, 217, two 300-level history electives (at least one unit of elective must be from African, Asian or Latin American history)
 - Political Science 101, 235
- All courses for the major must be taken for a numerical grade.
- Completion of all other requirements for teacher certification.

Requirements for Secondary Certification

Students seeking secondary certification with a major in social studies are required to consult with the Education Department and meet admission requirements to the teacher education program (TEP).

Certification in secondary education requires 25 units of course work and necessitates a ninth semester for student teaching.

- Complete six units of professional sequence course work and four units of student teaching: Education 202, 203, 349, 373, 397, 422 and 432; and Psychology 251. (Psychology 101 is a prerequisite.)
- All courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Interdisciplinary Major in Integrated Science with Elementary Certification

Requirements for Major

- Nine units including:
Biology 195, 210
Chemistry 121, 123
Geology 103, 115
Physics 105, 115, 116
- All courses for the major must be taken for a numerical grade.
- Completion of all other requirements for teacher certification.

Requirements for Minor

- Please note that the courses for the major can be counted toward the minor in the respective field.

Biology—Biology 195, 210 (from major), 215 or 216; 225, 227, or 314; one additional unit in biology (200-level or above) selected with departmental approval; Chemistry 121 (from major).

Chemistry—Chemistry 121, 123 (from major); 206, 211, 301 (with prerequisite of Mathematics 141 or equivalent) or 337.

Geology—Geology 103, 115 (from major); 101, two units (200-level or above) selected with departmental approval.

Physics—Physics 105, 115, 116 (from major); 102 or 245; 205; Geology 101.

Requirements for Elementary Certification

Students seeking elementary certification with a major in integrated science are required to consult with the Education Department and meet admission requirements to the teacher education program (TEP). Certification in elementary education requires 14 units of additional course work and often necessitates a ninth semester for student teaching. Students completing an integrated science major fulfill the certification requirement for a science course with a laboratory as part of the requirements for the major.

- Complete a planned program including:
English 203 (English 101 is a prerequisite), 348
History 131
IDY 262
Mathematics 104
Psychology 251 (Psychology 101 is a prerequisite)
Education 202, 203, 247, 259, 319, 371, 372; two units (one of which must be in your minor) from 374, 375, 376, 377; 396, 421, 431

- Complete six units of professional sequence course work and four units of student teaching; Education 202, 203, 247, 259, 371, 372, 396, 421 and 431.
- All courses must be taken for a numerical grade.

Engineering, Dual Degree Program

Faculty

Darren E. Mason, director, dual-degree program in engineering; professor of mathematics.

B.S., 1991, Ph.D., 1996, University of Minnesota. Appointed 2001.

Nicolle E. B. Zellner, chair and associate professor of physics.

B.S., 1993, University of Wisconsin; M.S., 1998, Ph.D., 2001, Rensselaer Polytechnic Institute. Appointed 2005.

Introduction

The dual-degree program in engineering (DDPE) gives the student the best of two worlds—liberal arts and engineering. Today's engineers must be well-grounded in basic science and mathematics, have a broad range of knowledge as well as the skills to acquire new information, and think critically and communicate effectively. Engineering is a dynamic profession that is constantly striving to stay on the frontier of technological development. To adapt to this need for change, engineers must be able to educate themselves and learn new techniques to stay abreast of their field. They must also demonstrate exemplary professionalism and the ability to work in interdisciplinary and collaborative environments, be alert to the implications of their work, and be concerned about the effects of science and technology upon the larger world. Mindful of these goals, the dual-degree program in engineering at Albion College prepares students well for success in this dynamic and challenging profession.

Under the dual-degree program, a student spends three or more years at Albion and receives a strong background in the basic sciences and mathematics that underlie all engineering while gaining this knowledge in the context of the liberal arts tradition. Upon admission and transfer to an approved engineering school (listed below), the student then completes his/her engineering education. This engineering course work typically takes an additional two to two and one-half years, depending upon the number of advanced courses the student has taken at Albion and on the engineering discipline. After successful completion of eight units at the engineering school that have been approved for transfer back

to Albion by the Engineering Advisory Committee (EAC), the student is then eligible to receive a B.A. degree from Albion. The student also receives a B.S. degree in engineering from the transfer institution upon successful completion of the relevant program's graduation requirements.

Students must be admitted to the dual-degree program in engineering. Go to the dual-degree program in engineering website for application information. Additional program information is available from the director .

Career Opportunities

The dual-degree program in engineering provides students foundational skills in science, mathematics and computer science, as well as substantial experience in applying these skills to solving contemporary problems. Application examples include the design and realization of water purification systems, automotive/aerospace/marine vehicles, computer circuits/hardware, supply chain networks, and power grids, to name only a few. As such, DDPE graduates have substantial professional opportunities in both the public and private sectors, ranging from design engineer to project manager to entrepreneur. Graduates are also well equipped to pursue graduate degrees in engineering, dentistry, medicine or law.

Degree Programs

After successfully completing three years of approved study at Albion College, DDPE students are required to gain admission to an engineering degree program accredited by the Accreditation Board for Engineering and Technology (ABET). As the admission requirements of these programs vary substantially, students are required to have their school of transfer approved by the EAC. **Students who transfer to engineering schools that have not been approved by the EAC will not receive an Albion degree.**

The two engineering programs currently affiliated with Albion College are:

1. University of Michigan (MI) College of Engineering
2. Columbia University (NY) Fu Foundation School of Engineering and Applied Science

Albion has a formal transfer agreement with Columbia University that guarantees admission to Albion College students who successfully complete all required courses in the first attempt with a grade of 3.0, maintain a 3.3 GPA in all required courses and in overall course work, and satisfy other academic requirements as specified by Columbia. The University of Michigan requires all students to earn a minimum GPA of 3.0 both overall and in science prior to transfer, with higher GPA requirements for more competitive engineering majors such as mechanical, chemical or electrical engineering. Although

meeting these minimum GPA requirements is generally sufficient for admission to the University of Michigan, it is not a guarantee. Students are strongly recommended to earn GPAs above these minimum admission requirements.

Students unable to meet the GPA requirements of the above two schools, or who would prefer to transfer to an engineering school not listed above, may still participate in the DDPE through transfer to an alternate engineering institution. They will still need to meet all or parts of the dual-degree program requirements, as listed below. See the DDPE director for additional information about this option.

Requirements for Dual-Degree Program

To successfully complete the dual-degree program in engineering, with the intent to transfer to the two schools that are currently affiliated with Albion College (see above), students must fulfill the following requirements.

General Requirements

While at Albion College, each student must:

- Complete at least 24 units of college credit prior to transfer to an approved school of engineering. 16 of these units must be earned at Albion College.
- Maintain a minimum cumulative grade point average of 3.0 and a minimum grade point average in courses in chemistry, computer science, mathematics and physics of 3.0.
- Complete the writing competency requirement.
- Achieve successful transfer admission to an approved engineering program of study.
- Make a written application for a dual degree to the Albion College registrar. This application must be submitted by the end of the twelfth week of the student's junior year and receive the endorsement of the Engineering Advisory Committee (EAC).

While at the transfer engineering school, each student must:

- Maintain a minimum cumulative grade point average of 2.0.
- Complete at least eight units of college credit in an ABET accredited program at the transfer school. These courses must be approved by the EAC for Albion credit.

Engineering Core Course Requirements

All students in the dual-degree program in engineering must complete the following core course requirements at Albion:

- LA 101: First-Year Seminar (1 unit)
- Three of the following seven Albion College core requirements (3 units):

- Artistic, Historical, and Textual Modes of Inquiry
- Environmental, Ethnicity, Gender, and Global Categories
- Students must complete the College divisional requirements
- Computer Science 171 (1 unit)
- Economics and Management 101 (1 unit)
- English 101 (1 unit)
- Mathematics 141, 143, 245, 247 (4 units)
- Physics 167, 168, 243, 244 (3 units)
- Chemistry 121, 123 (2 units)

Notes: The modeling and scientific modes of inquiry are completed by the required courses in science and mathematics.

Departmental policies on awarding AP credit are listed under the respective department in the Programs of Study section of this catalog. However, transfer institutions' policies on accepting AP credit vary. Students should consult with the DDPE director regarding AP credit while planning Albion course work.

Engineering Emphases Requirements

All students in the dual-degree program in engineering must select and complete one of the six areas of engineering emphasis listed below. General engineering is appropriate for students interested in aerospace, civil, marine, materials, mechanical or nuclear engineering.

- General Engineering: Physics 191, 245, 250; Mathematics/Physics 375 (3.25 units)
- Biomedical Engineering: Chemistry 211; Mathematics 309, Mathematics/Physics 375; Physics 191, 250 (4.25 units)
- Chemical Engineering: Chemistry 211, 212; Physics 191, 250 (3.25 units)
- Computer/Electrical Engineering: Computer Science 173; Mathematics 239; Physics 245, 250; Mathematics/Computer Science 299 or Physics 191 (4.25 units)
- Environmental/Geological Engineering: Mathematics/Physics 375; Biology 210 or Chemistry 211 or Physics 250; one course from Geology 101, 104, 115; Physics 191 (3.25 units)
- Industrial Engineering/Operations Research (IEOR): Computer Science 173; Economics and Management 211; Mathematics/Computer Science 299; Mathematics 309; one from Mathematics 310, 311, 326, 349, or 360 (4.25 units)

Note: DDPE students selecting IEOR must declare "DDPE: Mathematics-IEOR" as their major. All other DDPE students should declare "DDPE-Physics" as their major.

English

Faculty

Danit Brown, chair and associate professor.

B.A., 1992, Oberlin College; B.A., 2001, Tel Aviv University; M.F.A., 2004, Indiana University. Appointed 2005.

Nels A. Christensen, associate professor.

A.B., 1993, California State University, Chico; M.A., 1997, Ph.D., 2005, Michigan State University. Appointed 2006.

Mary L. Collar, professor.

B.A., 1969, The University of Wisconsin; M.A., 1972, Ph.D., 1977, Pennsylvania State University. Appointed 1977.

Glenn J. Deutsch, visiting assistant professor.

B.A., 1977, University of Wisconsin-Madison; Ph.D., 2006, Western Michigan University. Appointed 2012.

Judith A. Lockyer, professor.

B.A., 1971, M.A., 1980, University of Kentucky; Ph.D., 1984, University of Michigan. Appointed 1985.

Ian F. MacInnes, professor.

B.A., 1987, Swarthmore College; M.A., 1990, Ph.D., 1995, University of Virginia. Appointed 1994.

Helena G. Mesa, associate professor.

B.A., 1994, Indiana University; M.F.A., 1997, University of Maryland; Ph.D., 2003, University of Houston. Appointed 2003.

Ashley Miller, assistant professor.

B.A., 2001, Vassar College; M.A., 2005, Ph.D., 2011, Indiana University. Appointed 2015.

Jessica F. Roberts, associate professor.

A.B., 1997, Dartmouth College; M.A., 1999, Ph.D., 2005, University of Michigan. Appointed 2005.

Introduction

The Albion College English curriculum is designed to provide training in literary analysis, research, and written communication. The major prepares students to read critically, to evaluate information, and to express ideas with clarity and grace. The department offers courses in English and U.S. literatures and

traditions, creative writing, journalism, and literary theory. The curriculum includes the intensive study of the works of major writers, major periods of literary history, and the development of literary types. Upper division courses provide experience in critical approaches to literature; many explore certain theoretical considerations implicit in literary study, such as the question of canon formation and the impact of gender, race and ethnicity, and class on the creation and reception of literary works. Courses in writing and language are designed to develop students' mastery of their language and their capacity for rigorous analysis. The writing curriculum includes basic and advanced work in expository writing, poetry, fiction, and creative nonfiction.

[English Department Website](#)

Career Opportunities

In addition to preparing students for the advanced study of language and literature, majoring in English is excellent preparation for professional study in law, linguistics, library science, higher education administration, and public relations. Trained to read carefully and write clearly, students go on to a wide variety of careers in which language and research play an important role, including journalism, editing and writing, and elementary and secondary teaching. Moreover, many students have chosen English as a second major in recent years, using it to extend and strengthen their preparation for medicine, business, and a variety of other fields.

Special Features

English majors enjoy a rich variety of research, writing, and internship opportunities both on and off campus. Writing and editorial positions on the online student newspaper and the annual literary magazine are available, and the department helps place students in off-campus programs in Great Britain, New York, Chicago, and Philadelphia. In the past several years, majors have completed off-campus internships with the MacNeil Lehrer News Hour, CNN, *Rolling Stone* magazine, and NBC News.

The department encourages qualified and interested majors to consider writing an honors thesis in English during their senior year. Successful completion of the thesis results in graduation with departmental honors in English.

Outstanding English majors are invited to join the Joseph J. Irwin Society, the English Department honorary.

The English Department sponsors a series of programs each year which bring distinguished writers and critics to campus for readings, lectures, and meetings with classes. Campus visitors have included Maya

Angelou, Gwendolyn Brooks, Allen Ginsberg, Joy Harjo, Terrance Hayes, Marie Howe, Galway Kinnell, Li Young Lee, and Gary Snyder.

Departmental Policy on Advanced Placement Credit

Students who earn a 4 or 5 on the Advanced Placement (AP) exam in English literature and composition will receive credit for English 100X (elective credit). Students who earn a 4 on the AP exam in English language and composition will receive credit for English 100X (elective credit), those who earn a score of 5 will receive credit for English 101.

Majors and Minors

Requirements for Major

- Ten units in English, including
 - One of the following: completion of 101 or 101H with a grade of 2.0 or better or advanced placement in English (1 unit)
 - Any three of the following: 151 or 152, 253, 255, 256, 257, 258, 261 (3 units) Note: Only one of 151 or 152 may be applied toward the major.
 - One of the following: 203, 205, 206, 207, 208, 223, 275, 306, 308, 321, 322 (1 unit)
 - One additional unit in English at the 200-level or higher (1 unit)
 - At least four units in English courses at the 300-level or higher (only one may be a writing course). English 348 is required for certification in secondary teaching. (4 units)
- Note: Students who place higher than 101 or 101H on Albion College's writing placement exam may complete the major with nine units.
- All units used to fulfill major requirements must be taken for a numerical grade and may include a directed study only with special permission.

Requirements for Major with Creative Writing Emphasis

- Ten units in English, including
 - One of the following: completion of 101 or 101H with a grade of 2.0 or better or advanced placement in English (1 unit)
 - 205 (1 unit)
 - One unit of the following: 321, 322 (1 unit)
 - One unit of the following: 378, 379 (1 unit)
 - One additional writing course from 203, 206, 207, 208, 223, 275, 304, 305, 306, 308, 321, 322, 356, 378, 379 (Note: 203 is required for students in secondary education) (1 unit)
 - One unit of the following: 151 or 152, 253, 255, 257, 258, 261 (1 unit). Note: only one of 151 and 152 may be applied toward the major.
 - Four additional literature courses including at least two at the 300-level or higher and at least one focusing on the twentieth century (340, 341, 342, 358, or 360). (4 units)

- Note: Students who place higher than 101 or 101H on Albion College's writing placement exam may complete the major with nine units.
- All units used to fulfill major requirements must be taken for a numerical grade and may include a directed study only with special permission.

Requirements for Major with Professional Writing Emphasis

- Ten units in English, including
 - One of the following: completion of 101 or 101H with a grade of 2.0 or better or advanced placement in English (1 unit)
 - 203, 208 (2 units)
 - One of the following: 206, 207, 223 (1 unit)
 - Any two of the following: 304, 305, 306, 308, 313, 314, or Communication Studies 306 or 365 (2 units). Note: 304 and 305 may be repeated for credit for a maximum of 2 units.
 - Two English courses that satisfy the textual analysis mode requirement. (2 units). Note: only one of 151 and 152 may be applied toward the major
 - Two additional English literature courses, at least one at the 300-level or above. (2 units)
- Note: Students who place higher than 101 or 101H on Albion College's writing placement exam may complete the major with nine units.
- All nine units used to fulfill major requirements must be taken for a numerical grade and may include a directed study only with special permission.

Requirements for Minor in English

This minor is constructed to accommodate any literature emphasis, whether broadly or specifically defined. The minor can provide a general overview, or it can be tailored to provide a specific focus as a complement for majors in history, American political thought, art history, or other fields.

- Six units in English, including
 - One of the following: completion of 101 or 101H with a grade of 2.0 or better or advanced placement in English (1 unit)
 - One of the following: 203, 206, 223 (1 unit)
 - Plus any two of the following: 151 or 152, 253, 255, 256, 257, 258, 261 (2 units). Note: only one of 151 and 152 may be applied toward the minor.
 - Two at the 300-level or higher (excluding writing courses). (2 units)
- Note: students who place higher than 101 or 101H on Albion College's writing placement exam may complete the minor with 5 units
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Major or Minor with Education Certification

- **Elementary English Language Arts Major**—Nine units in English, including

- One of the following: completion of 101 or 101H with a grade of 2.0 or better or advanced placement in English (1 unit)
- 203 (1 unit)
- Any three of the following: 151 or 152, 253, 255, 257, 258, 261 (3 units). Note: only one of 151 and 152 may be applied toward the minor
- Three units in literature, all of which must be at the 300-level or higher (3 units).
- One additional unit in English at the 200-level or higher. Note: the elective may not be 348, which is also required as part of the Elementary Education Planned Program. (1 unit)
- Note: students who place higher than English 101 or 101H on Albion College's writing placement exam may complete the minor with 8 units
- **Secondary Major**—Major course requirements same as for the English major, except that English 348 must be included in the four 300-level courses.
- **Secondary Minor**—Six units in English, including
 - One of the following: completion of 101 or 101H with a grade of 2.0 or better or advanced placement in English (1 unit)
 - Any two units of the following 151 or 152, 253, 255, 256, 257, 258, 261 (2 units). Note: only one of 151 and 152 may be applied toward the minor
 - One unit of the following 203, 205, 206, 207, 208, 223, 275, 306, 308, 321, 322 (1 unit)
 - Two units at the 300-level or higher, including 348 and one literature course. (2 units)
 - Note: students who place higher than 101 or 101H on Albion College's writing placement exam may complete the minor with 5 units
- All units for the major or minor must be taken for a numerical grade and may include a directed study only with special permission.
- Completion of all other requirements for teacher certification.

English Courses

Writing and Language

100 Writing Essentials (1)

An introduction to the basics of college writing, with special attention to word and sentence fundamentals. Emphasizes generating ideas for writing, imagining words that match ideas, and learning/practicing writing (and revising) grammatically and structurally sound papers, in a variety of styles and genres. Must be taken for a numerical grade. (Not counted toward the major.) *Hendrix, Christensen, Staff.*

101 College Writing (1)

An introduction to the idea and practice of college writing. Emphasizes writing as process, with close attention to generation of ideas, clarity of expression at the sentence level, organization and logic of argumentation, conventions of academic discourse, and strategies for revision. (Not counted toward the major.) *Staff.*

101H College Writing: Honors (1)

An honors level version of English 101 for students with superior writing skills. Admission by placement only. (Not counted toward the major.) *Staff*.

125 English for Academic Purposes I (1/2)

An introduction to the expectations specific to course work at an American college. Emphasizes the development of improved English grammar, academic vocabulary, reading comprehension and analytical writing while providing necessary cultural background. Enrollment by placement only. *Staff*.

127 English for Academic Purposes II (1/2)

An advanced course in the use of English in the American academic setting, with emphasis on the skills and techniques needed to excel in the English 101 (and above) classroom. Enrollment by placement only. *Staff*.

203 Advanced Writing: College and Beyond (1)

Advanced study of and practice in writing beyond the 101-level, with emphasis on writing for specific audiences, techniques of argumentation, stylistic choices available to writers, and increased sophistication in thought and expression. Christensen, Lockyer, MacInnes.

205 Introductory Creative Writing (1)

Prerequisite: Completion of English 101 or 101H with a grade of 2.0 or better, recommendation of student's instructor in English 100, advanced placement in English or permission of instructor.

A study in the craft of both poetry and fiction, including imagery, lyricism, character development, form, plot, and style. Students write and revise their own poems and short stories. Reading in and discussion of contemporary literature as well as critiques of fellow writers' work. *Brown, Mesa*.

206 Writing in Place (1)

Prerequisite: English 101 or permission of instructor.

An experiential study of environmental writing, with a focus on place, nature, and the relationship between humans and their environments. Students write in a variety of genres and modes, including exposition and creative non-fiction. *Christensen*.

207 Multimedia Journalism (1)

Prerequisite: Completion of English 101 or 101H with a grade of 2.0 or better, recommendation of student's instructor in English 100, advanced placement in English or permission of instructor.

An introduction to reporting, writing, filming, and editing for print and online media, including discussion of media law and ethics, AP style, and magazine writing. Preparation for internships.

Prerequisite for all advanced journalism courses. *Deutsch*.

208 Professional Writing (1)

Prerequisite: 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*.

209 Responding to Student Writing: Consulting Theory and Practice (1/2)

Prerequisite: English 101, 101H or equivalent writing and learning experience.

Introduction to the theory and practice of writing consulting, for individual or small group consulting in writing centers and professional settings. Includes study and writing in multiple genres (e.g., autobiography, journal, ethnography, academic research). Offered on a credit/no credit basis. *Hendrix*.

223 Introduction to Writing Creative Nonfiction (1)

Prerequisite: English 101.

A study of creative nonfiction in its various forms. Discussion of the ways in which writing creative nonfiction (memoirs, personal essays, etc.) differs from journalistic writing and the ways in which it employs lyrical and fiction-writing techniques. Students will write and revise their own creative nonfiction (minimum 30 pages). Requires written critiques of fellow writers' work and extensive reading in and writing about contemporary creative nonfiction. *Brown, Mesa*.

275 Screenwriting Fundamentals (1)

Prerequisite: English 101.

An intensive study of feature-film screenplay format and structure, including a workshop of student step outlines, treatments, and screenplays. In the first part of the semester, students are assigned exercises addressing specific screenwriting issues, including character, setting, dialogue, and subtext, and read and analyze already-produced screenplays. In the second part, students write and revise a short (minimum 30-minute) script. *Brown*.

306 Magazine Writing (1)

Examines the history and significance of magazines in the United States, from the explosion of lifestyle magazines in the late nineteenth century to current issues in magazine publishing. Writing assignments focus on producing publishable magazine articles. *Deutsch*.

308 Advanced Multimedia Journalism (1)

Prerequisite: English 207 or permission of instructor.

An advanced media workshop with assignments including investigative reporting, specialized coverage, long-form articles, multimedia packages, and short video documentaries. *Deutsch*.

304, 305 Pleiad Multimedia Production (1/2, 1)

Prerequisites: English 207 or permission of instructor.

A practicum offered in the Fall and Spring for students holding a position, paid or otherwise, on the Albion College *Pleiad*, the award-winning, student-run campus news source. Includes aspects of written and visual journalism, including reporting, writing, editing, photography, videography, and information graphics. May be repeated for credit, but counts no more than twice, for a maximum of 2 units, toward the major or minor. *Deutsch*.

313 Magazine Editing (1)

An advanced workshop for magazine development, writing, and editing that ends with the publication of a new magazine. *Deutsch*.

321 Intermediate Poetry Workshop (1)

Prerequisite: English 205 or permission of instructor.

A workshop for continued study and practice in writing poetry. Students examine form in free verse and traditional verse (the lyric, blank verse, sonnets, etc.); write new poems, including a series of formal exercises; and extensively revise their own poetry. Students also write critiques of fellow writers' work and read contemporary poetry. *Mesa*.

322 Intermediate Fiction Workshop (1)

Prerequisite: English 205 or permission of instructor.

A workshop for continued study and practice in writing fiction, with special emphasis on narrative design. In addition to producing 50 new pages of fiction, students substantially revise their work, and write and revise several short-short stories. This course also requires written critiques of fellow writers' work and extensive reading in and writing about contemporary fiction. *Brown*.

348 English Language (1)

Prerequisite: Junior or senior standing or permission of instructor.

History, structure and usage of the oral and written English language. Required of students obtaining elementary teacher certification. *Hendrix, Staff*.

356 Visual Poetry (1)

A study of writing poetry and its presentation in printed form. Intended for writers and visual artists alike, this course teaches the fundamentals of writing poetry and letterpress printing. Participants both

write their own poems and, using movable type and hand-operated printing presses, set and print their own poems as broadsides and artists' books. Same as Art 356. *McCauley, Mesa*.

378 Advanced Fiction Workshop (1)

Prerequisite: English 322 or permission of instructor.

A workshop for advanced fiction writers. Students write one long short story (minimum 30 pages) in addition to meeting individual goals set in consultation with the instructor, for a total of at least 60 pages over the course of the semester. In addition, students extensively revise their work, read several short-story collections and/or novels, and familiarize themselves with literary journals. This course may also require written critiques of fellow writers' work and presentations of published stories. *Brown*.

379 Advanced Poetry Workshop (1)

Prerequisite: English 321.

A workshop for advanced poets. Writers further develop their own style and interests, workshop poems, produce a poetry sequence, and complete a polished portfolio. Discussion includes fellow writers' poems, current trends in poetry, and a more nuanced conversation of poetic forms and devices. Poems will be submitted for publication. *Mesa*.

Literature Courses

151 Introduction to the Study of Literature (1)

An introduction to strategies for the close reading of texts and for the development of informed written analysis. Readings are drawn from a variety of genres. *Staff*.

152 Literature Matters (1)

Addresses the question of literature's relevance and the practice of reading critically, purposefully, and pleasurably. *Staff*.

211 Latina/o Literature (1)

A survey of contemporary poetry and prose by Chicana/o, Cuban-American, Dominican-American, and Puerto Rican-American authors. Discussion topics include the construction of a "Latina/o" identity and questions of immigration, the homeland, gender, and class, as well as the role of language and storytelling within acculturation. Authors typically include Alvarez, Díaz, Espada, and Garcia. *Mesa*.

220 The Making of Modern Masculinities: British Literature and Manliness, 1660-1914 (1)

Traces the development of modern beliefs about appropriate male behavior as constructed and reflected by British literature from the Restoration of the monarchy to the eve of the Great War. Readings include fiction, poetry, essays, children's books, life-writing, and some extra-literary texts like conduct books and visual texts. Also examines how these ideas about masculinity connect to other

important social forces of the period, such as the rise of capitalism, the cult of domesticity, and the swell of the British empire. *Staff*.

234 African American Literature (1)

A survey of African-American literature from the eighteenth century until the present day. Authors typically include Phyllis Wheatley, Frederick Douglass, James Weldon Johnson, Langston Hughes, Nella Larsen, James Baldwin, and Toni Morrison. *Lockyer, Roberts*.

238 Terrorists and Treehuggers (1)

An interdisciplinary study of the past, present, and future of environmental radicalism. Typical authors include Rachel Carson, Edward Abbey, Paul Watson, and Wangari Maathai. *Christensen*.

243 Women and Literature (1)

A study of the fiction, poetry and nonfiction written by British and American women. Texts are selected to represent diverse, historically-positioned perspectives and artistic techniques. *Lockyer*.

246 Immigration in Literature (1)

The representation of immigration and immigrant life in North America, especially in texts written by people who are themselves immigrants or the children of immigrants. Topics considered include working class experience, the psychic upheaval caused by drastic relocation, the special tensions that arise between children and parents as life is made in a new world, and the formation of ethnic/racial identity through contact with those already resident in North America. *Collar*.

248 Children's Literature (1)

A study of children's literature. Texts include picture books as well as chapter books from the nineteenth and twentieth centuries. Course focuses on literary analysis rather than pedagogy. *Roberts*.

253 British Literature, 900-1660 (1)

A survey of representative works of English literature from *Beowulf* to *Paradise Lost*. Authors typically include Chaucer, Spenser, Shakespeare, Sidney, Donne, Wroth, Philips, and Milton. *MacInnes, Staff*.

255 British Literature, 1660-1900 (1)

A survey of representative works of English literature from the seventeenth to the late nineteenth century. Authors typically include Dryden, Swift, Montagu, Pope, Johnson, Blake, Wordsworth, Coleridge, Austen, Tennyson, Hopkins, and Wilde. (English 253 is not a prerequisite.) *Miller*.

256 British Literature, 1900-present (1)

Representative works of British literature from the twentieth century to the present. Authors typically

include Joseph Conrad, W. B. Yeats, James Joyce, Virginia Woolf, D. H. Lawrence, W. H. Auden, Samuel Beckett, Stevie Smith, Zadie Smith, and others. *Collar*.

257 American Literature, 1600-1860 (1)

A survey of American literature from the early seventeenth century to the beginning of the Civil War. Authors typically include John Smith, John Winthrop, Mary Rowlandson, Anne Bradstreet, Benjamin Franklin, Nathaniel Hawthorne, Ralph Waldo Emerson, and Walt Whitman. *Lockyer, Roberts*.

258 American Literature, 1860-present (1)

A survey of American literature from the Civil War to the beginning of the twenty-first century. Authors typically include Emily Dickinson, Mark Twain, Charlotte Gilmore Perkins, Henry James, Wallace Stevens, William Faulkner, Langston Hughes, Flannery O'Connor, and Toni Morrison. (English 257 is not a prerequisite.) *Lockyer, Roberts*.

261 Greek and Roman Literature (1)

A survey of classical writers in translation, including Homer, the tragic dramatists, Virgil, and others. Discussion topics include the cultural contexts of ancient literature (Greek religion, the Athenian *polis*, Roman imperialism, etc.) and the role of "the classics" in constructions of a western European "tradition." *MacInnes*.

285 Gay and Lesbian Literature (1)

Examines lesbian and gay literature written in Great Britain and America from the Renaissance through the twentieth century, including works by Shakespeare, Byron, Whitman, Melville, Dickinson, Wilde, Cather, Woolf, Baldwin, and Lorde. Considers such questions as: What makes a text "gay"? How does the cultural oppression of homosexuals shape the literary texts they produce? Do these works form any sort of literary tradition and, if so, how do they build on and influence each other? What is their place in the larger literary canon? *Staff*.

330 The Novel and the New (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

Traces the development of the novel in England from the beginnings in the late seventeenth century up through the Romantic period. Considers the novel's origins in genres like travel narratives, spiritual autobiography, romance tales, criminal biographies, and personal letters. Also considers the effect of historical and cultural factors like criminal law, the slave trade, gender roles, the rise of capitalism, and the literary marketplace on the novel. Authors read include Behn, Defoe, Richardson, Fielding, Sterne, Radcliffe, Austen, and Bronte. *Miller*.

331 British Fiction After 1850 (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

A study of the British novel from the time of Dickens to the present. *Staff*.

337 Victorian Sexualities (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An exploration of how Victorians wrote and thought about sexuality and gender. Authors typically include Tennyson, Rossetti, Carroll, Collins, Stevenson, Wilde, and Gissing. Discussions address such topics as Victorian marriage, "fallen women," imperial desire, sexual violence, and homosexuality. *Miller*.

338 Eighteenth-Century Culture Shocks (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An examination of the categories of race, class and gender in eighteenth-century Britain and its colonies, emphasizing writing by people of color, working-class writers, and women. Included are literary works by well-known writers (Behn, Defoe, Swift, Austen, etc.) and by less canonical ones. Extra-literary works are also considered (travel narratives, economic tracts, conduct books, etc.). *Staff*.

339 The British Romantics (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

Studies in the Romantic Period (from 1789 to roughly 1830) in Britain. Involves considerable study of the works of the major six poets of the period (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats) as well as many other writers increasingly gaining scholarly attention (including Mary Wollstonecraft, Dorothy Wordsworth, Thomas de Quincey, Mary Shelley, John Clare, and Felicia Hemans). Examines the Romantic questioning of traditional notions about God, sex, the imagination, the family, the rights of women and of the working classes, the natural world, science, slavery, and aesthetics. *Miller*.

340 The Twentieth Century in English Literature (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An examination of ideas surrounding nation, national literature, citizen and political standing, family, anti-colonialism, and post-colonialism. Although some important non-literary documents are considered, the selected texts are principally literary and include works by such writers as Joseph Conrad, James Joyce, Chinua Achebe, Virginia Woolf, Zadie Smith, Pat Barker, Anita Desai, and Michael Ondaatje. *Collar*.

341 Contemporary Literature (1)

Prerequisite: Sophomore standing higher or permission of instructor.

A study of British and American writers whose major work has been done since 1945. *Collar*.

342 Modern Poetry (1)

Prerequisite: Sophomore standing higher or permission of instructor.

A study of the major modern poets: Eliot, Yeats, Frost, Stevens, and others. *Collar*.

344 The Age of Elizabeth (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An exploration of Elizabethan literature in its literary and cultural context. Examines the ways in which writers deployed poetry, prose, and drama in the service of political ambition, literary aspiration, and religious sentiment, as well as erotic desire. The broad goal is to use these literary expressions to discuss the ways that subjectivity in the Renaissance rested uneasily on distinctions between self-assertion and narcissism, soul and body, health and disease. Particular attention is given to ways in which poetic expression contributes to the gendering of subjectivity. *MacInnes*.

345 Redeeming Eve: Renaissance Women's Writing (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An introduction to Renaissance women's studies and to literature written by English women in the early modern period (1500-1700). The readings combine literature and non-fiction of the period with modern critical works on women in the Renaissance. Examines the ways in which authorship was defined in the period and the ways such definitions either excluded or restricted female authors. Particular attention is given to larger issues of Renaissance studies such as the status and role of women, the gendering of subjectivity, and the relationship between gender and sexuality. *MacInnes*.

346 Voices of Liberty: Milton and the Seventeenth Century (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

England in the seventeenth century was a country torn apart by deep divisions, political, social, and religious. From this turmoil, from civil war and political revolution, arose a host of new ideas and new ways of seeing the world. This course explores the poetry and prose of this period, with special emphasis on John Milton and *Paradise Lost*. Discussions range from cavalier love poetry to grand topics such as good and evil, free will, and divine Providence. *MacInnes*.

347 The Age of Satire (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

Studies the satirical literature of the eighteenth century, including works by Dryden, Rochester, Finch, Pope, Swift, Montagu, Fielding, Gay, Hogarth, Johnson, and Austen. Examines the goals and qualities of satire. In considering why this period is so prone to satire, the course examines social and historical factors such as the rise of capitalism, changing gender roles, contests over class status, the spectacle of capital punishment, the new literary marketplace, and the ideal of companionate marriage. *Staff*.

350 The American Novel (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An examination of the novel as both a traditional and experimental genre in American letters. Texts include Herman Melville's *Moby Dick* and William Faulkner's *Absalom, Absalom!* and between five and seven additional novels selected to provide students with varied opportunities to do advanced work in American literary studies. *Lockyer*.

351 Four American Poets (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

A study of four twentieth- or twenty-first-century American poets and advanced work in critical approaches to writing about poetry. Recent poets include Robert Frost, Muriel Rukeyser, Natasha Tretheway, Wallace Stevens, and William Carlos Williams. Focus is on whole collections. *Lockyer*.

352 Literature of the American Civil War (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An examination of the literature of the American Civil War, broadly conceived. Texts include fiction and poetry, political documents and slave narratives. Discussions address the relationship between history and literature, print culture, and the human experience of war, among other things. *Roberts*.

353 Medieval Drama (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

Introduces students to a lively and important body of English medieval drama beginning with tenth-century dramatic representations of biblical narrative in the liturgy and carrying through to sixteenth-century humanist drama from the English schools. Emphasizes reading the works as texts intended to be dramatized or performed and includes the production and performance of a short work. Study of the means of production and dissemination of the texts helps students understand manuscript culture and the position of medieval drama in its wider European aesthetic and dramatic context. *Staff*.

354 Idea of Nature, Nature of Ideas (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An interdisciplinary exploration of the relationship between the imagination and the natural world in the works of key American writers. Draws on the creative and critical tools of multiple disciplines—including literary studies, creative writing, and natural history. Typical authors include H.D. Thoreau, Annie Dillard, James Galvin, Bernd Heinrich, and Mary Oliver. *Christensen*.

355 Chaucer (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

A comprehensive study of the works of Geoffrey Chaucer with emphasis on the minor poems, the dream

visions, and the *Canterbury Tales*. Examines the dissemination of works of medieval literature, manuscript production, the early printing of Chaucer's works, and the changing nature of Chaucer criticism through successive centuries. *Staff*.

358 Literature of the Great Lakes (1)

Prerequisites: Sophomore standing or higher or permission of instructor.

A bioregional exploration of representative poems, novels, and essays written by Great Lakes authors. Typical authors include Richard Powers, Bonnie Jo Campbell, Lorine Niedecker, James Wright, Joseph Boyden, and Holling Clancy Holling. *Christensen*.

360 The Problem of Race in American Literature (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An examination of a number of continuing problems expressed in American poetry, fiction, drama, and essays by white and black writers from the nineteenth to the twenty-first centuries. Writers include Larsen, Baldwin, Ellison, Beatty, Senna, O'Connor, and McCullers. *Lockyer*.

361 Whitman and Dickinson in Context (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

An examination of two of the most important and decidedly different poets ever to have lived and written in the United States. Considers 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*.

363 Literary Theory (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

A study of key theoretical concepts (like "intention" and "discourse") and theoretical orientations (for example, new criticism, deconstruction, feminist criticism, and the new historicism). Assignments range from applying a theoretical approach to developing a response to a theoretical question. *Collar*.

370 Medieval Romance: The Non-Arthurian Tradition (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

Examines selected non-Arthurian romances and challenges the validity of stereotypical views of the genre. Also considers how chivalric tropes influence gender relations today. Readings include chivalric conduct books, poetry, and historical works from late medieval France and England. *Staff*.

374 Theater and Society in Early Modern England (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

Examines the drama of the sixteenth and seventeenth centuries in its theatrical, social, and political contexts. *Staff*.

375 Shakespeare I (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

A study of Shakespeare's plays before 1600, including at least two tragedies, five comedies, and four history plays. The plays are examined individually as particular theatrical events in their own context and in subsequent ages, and conditions of production in Shakespeare's theater are considered. Major attention is given to the representation of gender in the plays, and other topics include the history of critical response, the variety of theoretical approaches currently available, and the many political and social agendas which the plays may have been made to serve. Same as Theatre 375. *MacInnes*.

376 Shakespeare II (1)

Prerequisite: Sophomore standing or higher or permission of instructor.

A study of Shakespeare's plays after 1600, with special attention to the major tragedies: *Hamlet*, *Othello*, *King Lear*, *Macbeth*, and *Antony and Cleopatra*. The plays are examined individually, but attention is also given to social and political contexts. Major attention is given to the representation of gender in the plays, and other topics include the history of critical response, the variety of theoretical approaches currently available, and the many uses to which the plays have been put. (English 375 is not a prerequisite.) Same as Theatre 376. *MacInnes*.

Special Studies

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

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

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

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

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

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

391, 392, 394 Internship (1/2, 1, 2)

Opportunities in journalism, editing, publishing, and other fields. Offered on a credit/no credit basis. *Staff*.

401, 402 Seminar (1/2, 1)

Prerequisite: Sophomore standing or higher or permission of instructor.

Advanced study of selected writers, and/or literary genres. Examples of recent seminars include Three Irish Poets, Fiction of Cormack McCarthy, and The American Renaissance. *Staff*.

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

Prerequisites: Junior or senior standing and permission of instructor. (Permission of department required to be counted toward the major.)

Usually taken in preparation for the honors thesis. *Staff*.

Environmental Science

Faculty

Timothy N. Lincoln, director, Center for Sustainability and the Environment; professor of geological sciences.

B.S., 1972, University of Massachusetts, Amherst; Ph.D., 1978, University of California, Los Angeles.

Douglas W. White, associate director, Center for Sustainability and the Environment; adjunct assistant professor of biology.

B.S., 1976, Pennsylvania State University; M.S., 1978, University of Tennessee; Ph.D., 1989, Rutgers University.

Introduction

The Center for Sustainability and the Environment (CSE), through its member students and affiliated faculty, encourages all Albion students to develop an awareness of the physical makeup of the biosphere and an appreciation of the vulnerability of the ecosystem. It further encourages students to explore environmental issues from multidisciplinary perspectives and to recognize that their actions have environmental consequences. Through dynamic interaction between environmental theory and practice, locally based but recognizing that the environment knows no boundaries, the Center enriches its immediate and extended communities.

Admission—Students must apply for admission to the Center and the majors and concentrations that it sponsors. Normally this step is taken as part of the application process to the College, and most members are admitted as incoming students. Admission to the Center is also available, by application, to

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Policy on Advanced Placement Credit

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Majors and Concentrations

There are three majors and two concentrations offered by the Center for Sustainability and the Environment. Majors may be completed in environmental science, environmental studies, and sustainability studies. Concentrations are offered in environmental sciences and environmental studies.

Requirements for Major in Environmental Science

The ten-unit environmental science major provides broad exposure to environmental sciences at the introductory level, focused work in science at the upper level and a set of cognates designed to show the social and humanistic context in which scientists work.

- **Core:** Five units of science and mathematics, consisting of Biology 195, Chemistry 121, Geology 101, Geology 111 and Mathematics 141.
- **Science electives:** Five units of focused work in science. Courses should have a central theme such as (but not limited to) habitat protection, modeling in environmental science, or water resources, and should be selected in consultation with a science faculty adviser and approved by the CSE director. Courses must be at the 200-level or higher, no more than three courses can be in one department, and at least one 300-level course must be included. Before beginning the study of theme, the student must secure the CSE director's approval of the proposed five-course sequence. This approval must be granted no later than mid-semester of the second semester of the student's sophomore year. A copy of the approved program and any subsequently approved changes are to be filed with the registrar after being signed by the CSE director.
- **Cognate courses:** Two and one-half units, ENVN 201, ENVN 220, and one additional cognate selected from the "Society and Culture" or "Language, Idea and Image" lists in the environmental studies major.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.

- An environmental research project, service project or internship. Students should have prior approval of the CSE director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Concentration in Environmental Science

Some environmental careers are practiced primarily in one field of science. Students interested in pursuing such careers should consider the option of a science major with an environmental science concentration. It is strongly advised that students talk with science faculty in choosing their option.

The following are required for the concentration:

- **Core:** A major in biology, chemistry, geology, mathematics, mathematics/physics, or physics and six additional courses as described below:
 - Four science courses in two sciences outside the student's major including two or three units in one science and one or two in another. Only two courses can be at the introductory level, which means they lack prerequisites. Courses are to be selected from the list below and in consultation with the concentration director and the student's major department. It is possible to substitute other upper-level science courses, depending on the interests of the student.
 Biology 195, 215, 216, 225, 227, 237, 332, 240, 365
 Chemistry 121, 123, 200, 206, 211, 212, 337, 327 (1 unit)
 Geology 101, 202, 205, 208, 211, 216, 306, 307, 311
 Mathematics and Computer Science 209, 141, 143, 171, 173
 Physics 115, 116, 167, 168
 - ENVN 220
 - One unit selected from the "Society and Culture" or "Language, Idea and Image" lists in the environmental studies major or one additional upper-level science course not in the student's major.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Major in Environmental Studies

The ten-unit environmental studies major provides a deep understanding of the complex relationships among natural and social systems, as well as a proficiency in the analytical, rhetorical and creative skills necessary to perceive the wonders of the natural and human worlds and to solve the environmental challenges we face in the twenty-first century.

- **Core:** Four units of required foundation courses consisting of: Anthropology 105, ENVN 101, Biology 195, Geology 101.
- **Categories of emphasis:** Six units total from the following three categories with at least one but no more than three courses in each category. If students choose to take three courses from a single category, at least two courses must be at the 200-level.
 - **Earth Systems**
 - Biology 206, 237, 240
 - Geology 103, 104, 106, 111, 115, 211, 306, 311
 - Physics 102
 - Mathematics 209
 - **Language, Idea and Image**
 - Art 121, 241
 - Art History 311, 315
 - Communication Studies 311
 - English 206, 238, 354, 358
 - Philosophy 335
 - **Society and Culture**
 - Anthropology 220, 240, 271
 - Economics 273
 - ENVN 220
 - History 337, 382
 - International Studies 130
 - Philosophy 206, 220, 301, 304
 - Political Science 216, 256
 - Religious Studies 242
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
- Completion of one of the following for up to one-half unit:
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.
 - One-year of residence in Environmental House with ENVN 206: Sustainable Living Seminar. (Note that residence in the E-House is not available in 2015-16.)
 - ENVN 201: Ecology and Environmental Field Trip

Requirements for Concentration in Environmental Studies

The environmental studies concentration is designed for students who have an interest in environmental issues and plan careers in related fields. Due to the varying interests and backgrounds of the students who choose this option, the choice of courses for this concentration is more open than in the environmental science concentration. Participating students may pursue a major in any field.

Students who complete this concentration might, for example, enter science journalism or work for environmental advocacy groups.

The following are required for the concentration:

- ENVN 102, 220.
- Two skills courses selected from the following: Economics 101, English 203, Mathematics 209, Political Science 216.
No more than one lab science course selected from the following (this option not available for science majors): Biology 195, Chemistry 121, Geology 101.
- Two courses that deal explicitly with environmental issues, selected in consultation with the director.
- One course in the student's major that is given an environmental focus by completion of an environmental paper, project or activity within the existing structure of the course. Normally these will be at the 200-level or higher. This work will be done in consultation with the director and the course instructor.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Major in Sustainability Studies

The major in sustainability studies at Albion College is an interdisciplinary, international program that is grounded in the social sciences and designed for students who are engaged in today's and tomorrow's sustainability challenges. Students develop an understanding of human prosperity, social justice, and ecological integrity as essential elements in a sustainable world. Students explore the relationships among the economy, lifestyle, politics and policy, the physical environment, natural resource use, climate change and biodiversity preservation. A required international experience stresses the global dimensions of sustainability and introduces other nations' approaches to sustainability. Students prepare for careers as sustainability professionals in corporate and civic settings, policy advocates, and educators.

The requirements for the major in sustainability studies are as follows:

Nine and one-quarter to ten units of courses including:

- ENVN 101, 102 and 220;
- One of the following: Anthropology 271, 357 or Political Science 237;

- Two of the following, with at least one from the arts and humanities list, and both from different departments:
 - Art 315, English 206, 238, 354, Philosophy 301 (arts and humanities courses);
 - Political Science 216, History 337, Communications 311 (social science courses).

In some cases, courses may require prerequisites, class standing or permission of the instructor. Please discuss these options with your adviser.

- PBSV 289: Innovative and Sustainable Cities
- Study abroad in an approved program, with a minimum of three courses summing to a minimum of 2.25 units approved in advance. A list of programs and approved courses is available from the director of the Center for Sustainability and the Environment.

Two cognate courses including:

- Geology 111
- One of the following: Anthropology 240, Biology 240, Geology 104, 106, 115, Physics 102.

Experiential requirement including:

- Selection from one approved opportunity for experiential learning (up to one-half unit). This can include one of the following:
 - Honors Program or departmental honors thesis
 - FURSCA
 - ENVN 201 or 206
 - An approved internship or summer work experience
- Participation in the bi-weekly Center for Sustainability and the Environment Seminar unless excused because of a conflicting obligation.

Environmental Courses

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. *Christiansen, White.*

102 Introduction to the Environment (1)

Explores the interconnected web of earth's natural systems including the atmosphere, biological communities, oceans and continents, as well as humankind's interactions with and dependence on them. Major topics include global climate and problems of global warming and desertification; resources and problems of world hunger and population growth; and pollution and problems of ecosystem destruction. *Staff.*

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

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

201 Ecology and Environmental Field Trip (1/2)

Prerequisites: Membership in the Center for Sustainability of the Environment and permission of the instructor.

Demonstrates, in seminars and a one-two week field trip to a selected region of the United States, how ecosystems have been shaped by the interplay of biological, geological and human history and are thus both adapted to, and susceptible to changes in, modern landscape, climate and human practices.

Examines environmental issues of both local and national significance related to these ecosystems. *Staff.*

206 Sustainable Living Seminar (1/2)

Residents of the College's E-house and other students explore, through practice, the relationship between their daily actions and the earth's ecosystems. Several models of sustainability are discussed, and students are asked to articulate the view they believe appropriate for their own lives. Students cooperatively develop a significant improvement in the house or its grounds and monitor the environmental footprint of their actions. Note that residence in the E-House is not available in 2015-16. *Staff.*

220 Economics, Politics, and Environmental Policy (1)

Examines decisions affecting environmental quality made by government, businesses and individuals; economic analysis relevant to such decisions; the policy-making process; and dispute resolution techniques that may be useful in conflicts over environmental issues. Focuses on current national and local environmental policies, with comparisons to practices in other countries. *Saltzman.*

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

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

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

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.*

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing or permission of instructor.

Staff.

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

Staff.

Environmental Studies

Faculty

Timothy N. Lincoln, director, Center for Sustainability and the Environment; professor of geological sciences.

B.S., 1972, University of Massachusetts, Amherst; Ph.D., 1978, University of California, Los Angeles.

Douglas W. White, associate director, Center for Sustainability and the Environment; adjunct assistant professor of biology.

B.S., 1976, Pennsylvania State University; M.S., 1978, University of Tennessee; Ph.D., 1989, Rutgers University.

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The ten-unit environmental science major provides broad exposure to environmental sciences at the introductory level, focused work in science at the upper level and a set of cognates designed to show the social and humanistic context in which scientists work.

- **Core:** Five units of science and mathematics, consisting of Biology 195, Chemistry 121, Geology 101, Geology 111 and Mathematics 141.
- **Science electives:** Five units of focused work in science. Courses should have a central theme such as (but not limited to) habitat protection, modeling in environmental science, or water resources, and should be selected in consultation with a science faculty adviser and approved by the CSE director. Courses must be at the 200-level or higher, no more than three courses can be in one department, and at least one 300-level course must be included. Before beginning the study of theme, the student must secure the CSE director's approval of the proposed five-course sequence. This approval must be granted no later than mid-semester of the second semester of the student's sophomore year. A copy of the approved program and any subsequently approved changes are to be filed with the registrar after being signed by the CSE director.
- **Cognate courses:** Two and one-half units, ENVN 201, ENVN 220, and one additional cognate selected from the "Society and Culture" or "Language, Idea and Image" lists in the environmental studies major.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the CSE director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Concentration in Environmental Science

Some environmental careers are practiced primarily in one field of science. Students interested in pursuing such careers should consider the option of a science major with an environmental science concentration. It is strongly advised that students talk with science faculty in choosing their option.

The following are required for the concentration:

- **Core:** A major in biology, chemistry, geology, mathematics, mathematics/physics, or physics and six additional courses as described below:
 - Four science courses in two sciences outside the student's major including two or three units in one science and one or two in another. Only two courses can be at the introductory level, which means they lack prerequisites. Courses are to be selected from the list below and in consultation with the concentration director and the student's major department. It is possible to substitute other upper-level science courses, depending on the interests of the student.
Biology 195, 215, 216, 225, 227, 237, 332, 240, 365
Chemistry 121, 123, 200, 206, 211, 212, 337, 327 (1 unit)
Geology 101, 202, 205, 208, 211, 216, 306, 307, 311
Mathematics and Computer Science 209, 141, 143, 171, 173
Physics 115, 116, 167, 168
 - ENVN 220
 - One unit selected from the "Society and Culture" or "Language, Idea and Image" lists in the environmental studies major or one additional upper-level science course not in the student's major.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Major in Environmental Studies

The ten-unit environmental studies major provides a deep understanding of the complex relationships among natural and social systems, as well as a proficiency in the analytical, rhetorical and creative skills necessary to perceive the wonders of the natural and human worlds and to solve the environmental challenges we face in the twenty-first century.

- **Core:** Four units of required foundation courses consisting of: Anthropology 105, ENVN 101, Biology 195, Geology 101.
- **Categories of emphasis:** Six units total from the following three categories with at least one but no more than three courses in each category. If students choose to take three courses from a single category, at least two courses must be at the 200-level.
 - **Earth Systems**
Biology 206, 237, 240

Geology 103, 104, 106, 111, 115, 211, 306, 311

Physics 102

Mathematics 209

- **Language, Idea and Image**

Art 121, 241

Art History 311, 315

Communication Studies 311

English 206, 238, 354, 358

Philosophy 335

- **Society and Culture**

Anthropology 220, 240, 271

Economics 273

ENVN 220

History 337, 382

International Studies 130

Philosophy 206, 220, 301, 304

Political Science 216, 256

Religious Studies 242

- **Experiential requirements:**

- Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.

- Completion of one of the following for up to one-half unit:

- An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.
- One-year of residence in Environmental House with ENVN 206: Sustainable Living Seminar. (Note that residence in the E-House is not available in 2015-16.)
- ENVN 201: Ecology and Environmental Field Trip

Requirements for Concentration in Environmental Studies

The environmental studies concentration is designed for students who have an interest in environmental issues and plan careers in related fields. Due to the varying interests and backgrounds of the students who choose this option, the choice of courses for this concentration is more open than in the environmental science concentration. Participating students may pursue a major in any field. Students who complete this concentration might, for example, enter science journalism or work for environmental advocacy groups.

The following are required for the concentration:

- ENVN 102, 220.
- Two skills courses selected from the following: Economics 101, English 203, Mathematics 209, Political Science 216.

No more than one lab science course selected from the following (this option not available for science majors): Biology 195, Chemistry 121, Geology 101.

- Two courses that deal explicitly with environmental issues, selected in consultation with the director.
- One course in the student's major that is given an environmental focus by completion of an environmental paper, project or activity within the existing structure of the course. Normally these will be at the 200-level or higher. This work will be done in consultation with the director and the course instructor.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Major in Sustainability Studies

The major in sustainability studies at Albion College is an interdisciplinary, international program that is grounded in the social sciences and designed for students who are engaged in today's and tomorrow's sustainability challenges. Students develop an understanding of human prosperity, social justice, and ecological integrity as essential elements in a sustainable world. Students explore the relationships among the economy, lifestyle, politics and policy, the physical environment, natural resource use, climate change and biodiversity preservation. A required international experience stresses the global dimensions of sustainability and introduces other nations' approaches to sustainability. Students prepare for careers as sustainability professionals in corporate and civic settings, policy advocates, and educators.

The requirements for the major in sustainability studies are as follows:

Nine and one-quarter to ten units of courses including:

- ENVN 101, 102 and 220;
- One of the following: Anthropology 271, 357 or Political Science 237;
- Two of the following, with at least one from the arts and humanities list, and both from different departments:
 - Art 315, English 206, 238, 354, Philosophy 301 (arts and humanities courses);
 - Political Science 216, History 337, Communications 311 (social science courses).

In some cases, courses may require prerequisites, class standing or permission of the instructor. Please discuss these options with your adviser.

- PBSV 289: Innovative and Sustainable Cities

- Study abroad in an approved program, with a minimum of three courses summing to a minimum of 2.25 units approved in advance. A list of programs and approved courses is available from the director of the Center for Sustainability and the Environment.

Two cognate courses including:

- Geology 111
- One of the following: Anthropology 240, Biology 240, Geology 104, 106, 115, Physics 102.

Experiential requirement including:

- Selection from one approved opportunity for experiential learning (up to one-half unit). This can include one of the following:
 - Honors Program or departmental honors thesis
 - FURSCA
 - ENVN 201 or 206
 - An approved internship or summer work experience
- Participation in the bi-weekly Center for Sustainability and the Environment Seminar unless excused because of a conflicting obligation.

Environmental Courses

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. *Christiansen, White.*

102 Introduction to the Environment (1)

Explores the interconnected web of earth's natural systems including the atmosphere, biological communities, oceans and continents, as well as humankind's interactions with and dependence on them. Major topics include global climate and problems of global warming and desertification; resources and problems of world hunger and population growth; and pollution and problems of ecosystem destruction. *Staff.*

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

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

201 Ecology and Environmental Field Trip (1/2)

Prerequisites: Membership in the Center for Sustainability of the Environment and permission of the instructor.

Demonstrates, in seminars and a one-two week field trip to a selected region of the United States, how ecosystems have been shaped by the interplay of biological, geological and human history and are thus

both adapted to, and susceptible to changes in, modern landscape, climate and human practices. Examines environmental issues of both local and national significance related to these ecosystems. *Staff.*

206 Sustainable Living Seminar (1/2)

Residents of the College's E-house and other students explore, through practice, the relationship between their daily actions and the earth's ecosystems. Several models of sustainability are discussed, and students are asked to articulate the view they believe appropriate for their own lives. Students cooperatively develop a significant improvement in the house or its grounds and monitor the environmental footprint of their actions. Note that residence in the E-House is not available in 2015-16. *Staff.*

220 Economics, Politics, and Environmental Policy (1)

Examines decisions affecting environmental quality made by government, businesses and individuals; economic analysis relevant to such decisions; the policy-making process; and dispute resolution techniques that may be useful in conflicts over environmental issues. Focuses on current national and local environmental policies, with comparisons to practices in other countries. *Saltzman.*

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

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

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

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.*

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing or permission of instructor. *Staff.*

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

Staff.

Ethnic Studies

Faculty

Helena G. Mesa, program chair and associate professor.

B.A., 1994, Indiana University; M.F.A., 1997, University of Maryland; Ph.D., 2003, University of Houston. Appointed 2003.

Michael Dixon, associate professor.

B.F.A., 1999, Arizona State University; M.F.A., 2005, University of Colorado at Boulder. Appointed 2008.

Eric D. Hill, assistant professor.

B.A., 2004, Oglethorpe University; M.A., 2007, Ph.D., 2010, Arizona State University. Appointed 2010.

Dominick N. Quinney, assistant professor.

B.S., 2007, Ph.D., 2013, Michigan State University. Appointed 2013.

Lynn Verduzco-Baker, assistant professor.

B.A., California State University, Fresno; M.S., Ph.D., University of Michigan. Appointed 2011.

Introduction

Ethnic studies is both the comparative study of ethnicity and the study of the culture and history of particular ethnic groups within the United States and other countries. As the study of ethnicity, ethnic studies examines factors that account for the creation and maintenance of ethnic identity, the development of ethnic stereotypes and prejudice, and the quality of ethnic relations. In regard to particular ethnic groups, ethnic studies encourages the exploration of the specific histories, values and contributions of the country's many constituent groups. Ethnic studies also provides the means to identify the prejudices and assumptions that have shaped traditional scholarship in the academic disciplines and to correct these biases.

Career Opportunities

Knowledge of ethnic traditions and ethnic relations is sought after in many fields including but not limited to politics, social services, business, law, medicine and psychology-related careers. This demand recognizes both that America is an increasingly multicultural society and that business people and professionals need to know these multiple groups in order to serve them better.

Majors and Minors

Requirements for Major

- Eight units, including the following:

Ethnic Studies 103, one unit.

Five units from an approved list of courses (see below). These courses, to be selected in consultation with the program chair, must include two at the 200-level and three at the 300-level. They must be selected from three different departments.

An ethnic studies-related internship (or off-campus experience), one unit. The internship, providing hands-on experience with other racial or ethnic communities, may be completed in ethnic communities elsewhere in the United States or in study and research in ancestral communities or multi-ethnic communities outside the United States. Students upon returning must schedule an appointment with the ethnic studies faculty and submit evaluation form(s) and journal report to the ethnic studies faculty on how their experience has enhanced their multicultural understanding of the world. Students, working in consultation with the program chair, are encouraged to explore a variety of options for the internship experience.

Ethnic Studies 370, one unit.

Ethnic Studies Major Electives

The following courses may be used to fulfill the elective component in the ethnic studies major.

Anthropology and Sociology

280 Children of Immigrants (same as ETHN 280)

345 Race and Ethnicity

Art History

312 Race and Its Representation in American Art

Communication Studies

213 Intercultural Communication

Economics and Management

322 Issues in Modern Political Economy

354 Labor Economics

Education

202 Foundational Contexts of Education

English

211 Latina/o Literature

360 The Problem of Race in American Literature

Ethnic Studies

260 Caribbean Identity and Migration

270 Hip Hop for Social Change

280 Children of Immigrants (same as A&S 280)

French

330 French Louisiana

History

142 Modern Latin America
243 African American History, 1865 to the Present
270 Going North: Latin American Immigration and U.S. History
300 Slave Societies of the Americas
385 British India
390 History of Women in the United States, 1877-Present
398 The 1960s

Modern Languages and Cultures

107 "Our Americas": Crossing Borders, Histories, and Cultures

Spanish

362 Hispanic Literature and Cultures in the U.S.

Theatre

372 Postmodernism and Theatre

Selected 189, 289, 389 Courses (as approved by the ethnic studies chair)

Requirements for Minor

- Five units, including:
 - Ethnic Studies 103 (1 unit);
 - Ethnic Studies 370 (1 unit);
 - Three units from the elective ethnic studies courses; and
 - Elective ethnic studies courses must come from at least two of the lists below.
- Elective courses should be selected in consultation with an ethnic studies faculty member and reported to the Ethnic Studies Program chair.
- All courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Ethnic Studies Minor Electives

List 1: Arts and Humanities*

Art History 312: Race and Its Representation in American Art

English 211: Latina/o Literature

English 360: The Problem of Race in American Literature

Ethnic Studies 270: Hip Hop for Social Change

French 330: French Louisiana

Modern Languages 107: "Our Americas": Crossing Borders, Histories, and Cultures

Spanish 362: Hispanic Literature and Cultures in the U.S.

Theatre 372: Postmodernism and Theatre

List 2: Politics and Society*

Anthropology and Sociology 280: Children of Immigrants (Same as Ethnic Studies 280)

Anthropology and Sociology 345: Race and Ethnicity

Communication Studies 213: Intercultural Communication

Economics and Management 322: Issues in Modern Political Economy

Economics and Management 354: Labor Economics

Ethnic Studies 289: Diversity and Education

Ethnic Studies 289: Social Movements

List 3: History of Ethnic Communities*

History 142: Modern Latin America

History 243: African American History 1865—Present

History 270: Going North: Latin American Immigration and U.S. History

History 300: Slave Societies of the Americas

History 385: British India

History 390: History of Women in the United States, 1877-Present

History 398: The 1960s

*Or courses approved by the Ethnic Studies Program.

Ethnic Studies Courses

103 Introduction to Ethnic Studies (1)

An introduction to the comparative study of ethnicity, as well as the history and culture of particular ethnic groups in America. Issues--ethnic identity, ethnocentrism, discrimination, assimilation and multiculturalism--are analyzed from a variety of disciplines in the humanities, social sciences and the arts. Serves as the introductory course for the ethnic studies concentration. *Staff*.

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

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

260 Caribbean Identity and Migration (1)

Examines the cultural richness and diversity of the Caribbean diaspora with an emphasis on the Spanish-speaking islands, including Cuba, Dominican Republic and Puerto Rico, drawing on music, literature, film and history. Considers how this population continues to influence growth and change in American

society by looking at issues of identity, migration patterns, and broader economic, cultural and social conditions. *Staff*.

270 Hip Hop and Social Change (1)

Investigates the social, cultural and political dynamics of the hip hop generation. Uses hip hop to frame the analysis of U.S. and urban “social problems” since the late 1960s. Introduces the sociohistorical and sociopolitical roots and development of hip hop, its impact on popular and youth culture, and its significance for understanding American society. Addresses major topics surrounding hip hop including race and ethnicity, gender and sexuality, social class, segregation/mass incarceration, politics, and education. Examines scholarly and popular texts, film, hip hop music, and original student work to gain a comprehensive understanding of these issues. *Quinney*.

280 Children of Immigrants (1)

Prerequisite: A&S 101 or Ethnic Studies 103.

A study of theoretical arguments in the current literature on immigrant adaptation and assimilation, as well as public fears of multiculturalism. Examines in depth the renegotiation of identity and the process of incorporation for immigrant families in the U.S. and how these experiences contrast to immigrants living in the Netherlands, France, Canada and the United Kingdom. *Staff*.

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

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

370 Theories and Methods in Ethnic Studies (1)

Prerequisite: Ethnic Studies 103 or permission of instructor.

Designed as a capstone course to integrate students’ internship and course work experiences and deepen their analytical understanding of issues related to race/ethnicity. Examines the development of ethnic and race relations, ethnic and race discrimination, and American identity using different multicultural theoretical perspectives. Includes field work and/or other research on a topic related to race/ethnicity. *Staff*.

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

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*.

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

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

Prerequisite: Permission of department chair. *Staff*.

Finance

Faculty

Jon A. Hooks, chair and professor.

B.S., 1984, Cameron University; M.A., 1985, University of Texas, Dallas; M.A., 1987, Ph.D., 1989, Michigan State University; C.F.A., 2000. Appointed 1989.

Vicki L. Baker, professor.

B.A., 1999, Indiana University of Pennsylvania; M.B.A., 2001, Clarion University; M.S., Ph.D., 2007, Pennsylvania State University. Appointed 2007.

John B. Bedient, associate professor.

B.A., 1975, Alma College; M.B.A., 1978, Indiana University; C.P.A., 1977. Appointed 1985.

John M. Carlson, assistant professor.

B.S., 1979, Ball State University; C.P.A., 1982, C.M.A., 1984; M.B.A., 1999, Ph.D., 2012, University of Cincinnati. Appointed 2012.

Daniel H. Jaqua, assistant professor.

B.S., B.A., 2007, Rice University; Ph.D. candidate, 2015, University of Michigan. Appointed 2015.

Zhen Li, professor.

B.A., Peking University; M.A., 1999, Ph.D., 2004, Princeton University. Appointed 2004.

Gregory M. Saltzman, professor.

S.B., 1976, S.M., 1976, Massachusetts Institute of Technology; M.A., 1978, Ph.D., 1982, University of Wisconsin. Appointed 1986.

Introduction

The Economics and Management Department provides students with an understanding of economic and management principles that will be useful throughout their careers. We address both the

immediate application of problem-solving techniques and the conceptual basis for those techniques. The department offers an 8-unit major in economics and management, a 10-unit major in economics and management with emphasis (emphases in economics, general business, human resources, or international business and international economics), a 9.5-10 unit major in accounting (corporate track or C.P.A. track), a 10-unit major in finance, and four minors: accounting, finance, economics, and management. The department also supports the interdepartmental majors in mathematics/economics, business and organizations, public policy, and social studies.

[Economics and Management Department Website](#)

Career Opportunities

Graduates in economics and management have professional opportunities in many aspects of business, including accounting, banking, finance, international business, human resources, marketing and sales, and retailing. The program also provides a strong background for graduate study in law, business, economics, public policy studies and related areas. Albion offers all the courses needed to meet the 150-hour requirement for becoming a certified public accountant.

Special Features

The department spans the worlds of theory and practice. We teach students how to analyze problems faced by businesses, government, or nonprofit organizations; make decisions; and lead. The department maintains a close relationship with the business world, which aids in the placement of graduates.

Departmental Policy on Advanced Placement Credit

Students who earn a 5 on the Advanced Placement (AP) exam in microeconomics will receive one unit of credit for E&M 101. Students who earn a 4 will receive one unit of credit for E&M 191. E&M 191 will not meet the E&M 101 requirement for the E&M major but will count toward the 32 units for graduation.

Students who earn a 5 on the Advanced Placement (AP) exam in macroeconomics will receive one unit of credit for E&M 102. Students who earn a 4 will receive one unit of credit for E&M 192. E&M 192 will not meet the E&M 102 requirement for the E&M major but will count toward the 32 units for graduation.

Majors and Minors

Requirements for Economics and Management Major (8 units)

- A minimum of eight units in economics and management, including 101, 102, 211, 230, 232 and three additional units in economics and management (one must be at the 300-level). Unless approved by the department in advance, 230 and 232 must be taken at Albion College. The eight units used to fulfill major requirements must be taken for a numerical grade. It is recommended that all courses taken in the department by majors be taken for a numerical grade, except those offered only on a credit/no credit basis. Normally, students will enroll in 101 in either the first or second semester and 102 in the semester after 101. E&M 211 is not open to first semester freshmen but is normally taken in either the second or third semester. E&M 230 and 232 should be taken in the second year along with the statistics cognate requirement. It is recommended that students planning a major in economics enroll in Mathematics 125 or calculus during their first year. Seniors may be required to participate in a senior assessment exercise...
- The following cognate areas must be completed for a major:
 1. Mathematics 125 (or higher or demonstrated proficiency).
 2. One statistics course from Mathematics 209, 309, or E&M 235.
- In addition, it is recommended that individuals interested in graduate study in business or management take Mathematics 141 and 143. Individuals contemplating graduate study in economics should complete the mathematics/economics major.
- Because of the increased globalization of the U. S. economy, all majors are encouraged to participate in approved off-campus study programs. For a list of approved programs, consult with the Center for International Education.

Requirements for Economics and Management Major with Emphasis (10 units)

- A minimum of 10 units in economics and management (nine for the emphasis in international business and international economics), including 101, 102, 211, 230, 232. Unless approved by the department in advance, 230 and 232 must be taken at Albion College.
- The 9-10 units used to fulfill major with emphasis requirements must be taken for a numerical grade.
- The following cognates must be completed for a major with emphasis: Mathematics 125 (or higher or demonstrated proficiency); one statistics course from Mathematics 209, 309 or E&M 235. The major with emphasis in international business and international economics requires, in addition to the preceding, completion of an off-campus study program or internship in a foreign country, plus one course from the following: a modern foreign language at the 201 level or higher, A&S 238, 248, 375; Communication Studies 313; History 103, 111, 142, 217, 218, 263, 264, 308, 309, 313, 382, 385, 390; International Studies 130, 264, 300; Modern Languages and Cultures 105; Philosophy 303, 309; Political Science 202, 305, 336, 338, 352; Religious Studies 102, 104, 204, 211, 212.
- A focused selection of courses chosen from among the emphases listed below.

Emphasis in economics

Five units selected from the following: 273, 322, 323, 331, 354, 365, 366, 368, 375, 379, 380.


Emphasis in human resources

259, 354, 355, Psychology 101, plus one unit selected from the following: 305, 353, 376, Psychology 346.

Emphasis in international business and international economics

Two units selected from 362, 363, 365, 366, plus one unit selected from the following: 212, 259, 331, 336, 348, 359, 368, 376.

- A student may declare only one economics and management major with emphasis, even if the student completes the requirements for more than one emphasis.

Additional information on the Economics and Management major can be found in this  [program flyer \(PDF\)](#).

Requirements for Accounting Major (9.5-10 units)

Corporate Emphasis

- A minimum of 9.5 or 10 units in accounting, economics, and management, including 101, 102, 211, 212, 230 or 232, 248, 311, 312, 343 or 385, plus one unit of elective in the department at the 200-level or higher.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

C.P.A. Emphasis

- A minimum of 9.5 or 10 units in accounting, economics, and management, including 101, 102, 211, 212, 311, 312, 341, 342, 383, 384, 343 or 385.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

Requirements for Business Major

- A minimum of 10 units including Economics and Management 101, 102, 211, 230 or 232, an appropriate one unit internship and English 208, plus one course from each of the following lists:

Management list

Economics & Management 259, Managing People and Organizations

Economics & Management 355, Human Resource Management

Economics & Management 358, Management Consulting

Economics & Management 359, Management

Economics & Management 362, International Management
Economics & Management 376 Negotiation and Dispute Resolution
Psychology 346, Industrial and Organizational Psychology

Finance list

Economics & Management 248, Finance with Excel
Economics & Management 344, Portfolio Theory
Economics & Management 348, Financial Management
Economics & Management 365, International Finance
Economics & Management 368, Financial Markets

Marketing list

Economics & Management 336, Marketing Principles and Decision Making
Communication 205, Mass Communication
Communication 215, Social Media
Communication 306, Public Relations
English 207, Multimedia Journalism

Ethics list

Philosophy 301, Environmental Ethics
Philosophy 302, Leadership Ethics
Philosophy 303, Business Ethics
Philosophy 304, Ethics and Public Policy
Philosophy 306, Neuroscience and Ethics
Philosophy 308, Biomedical Ethics
Philosophy 309, International Ethics and Global Development

- All courses for the major must be taken for a numerical grade
- Three cognates:
 - Mathematics 125 (or higher or demonstrated proficiency).
 - E&M 235 or Mathematics 209 or 309.
 - English 101 or demonstrated proficiency sufficient as prerequisite for English 208.
- In addition, it is recommended that individuals interested in graduate study in business or management take Mathematics 141 and 143.

Because of the increased globalization of the U. S. economy, all majors are encouraged to participate in approved off-campus study programs. For a list of approved programs, consult with the Center for International Education.

Requirements for Finance Major (9 units)

- A minimum of 9 units in economics and management, including 101, 102, 211, 230, 232, 248 or 348, 311 or 312, 368, plus one unit from the following: 331, 344, 365.
- All courses for the major must be taken for a numerical grade.
- Two units of cognates, including Mathematics 125 (or higher or demonstrated proficiency) and E&M 235 or Mathematics 209 or 309.

Information on Minors

- The minors in accounting, economics, finance, and management are not open to students with a major in the Economics and Management Department.
- Students may not choose more than one minor in the Economics and Management Department.
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Accounting-Corporate Track

- Five units in economics and management, including: 211, 212 and either 311 or 312, plus two from 248, 311 or 312 (if not taken above), 341, 342, 348, 384 and (with approval of the E&M department chair) 389.
- Two units of cognates: Math 125 or higher or proven proficiency and 235 or Math 209 or Math 309.

Requirements for Minor in Economics

- Five units in economics and management, including: 101 and either 230 or 232, plus three from 102, 230, 232, 235, 273, 322, 323, 331, 344, 354, 363, 365, 366, 368, 375, 379, 380 and (with approval of the department chair) 389.

Requirements for Minor in Finance

- Six units in economics and management, including 101, 102, 211, 248 or 348, 368, plus one from 248, 348, 311, 331, 344, 365, 379, 380, and (with approval of the E&M department chair) 389.
- Two units of cognates: Math 125 or higher or proven proficiency and E&M 235 or Math 209 or Math 309.

Requirements for Minor in Management

- Five units in economics and management, including: 101, 211 and either 259 or 359, plus two additional units from 212, 259, 305, 311, 312, 336, 341, 342, 344, 348, 350, 353, 355, 357, 358, 359, 362, 368, 376, and (with approval of the department chair) 389.

Economics and Management Courses in Interdepartmental Majors

Three interdepartmental majors require courses in economics. The mathematics/economics major, which requires six courses in economics, prepares students for actuarial science, operations research or graduate study in economics. The public policy major, which requires three courses in economics, focuses on government decision-making. The social studies major with elementary or secondary

education certification, which requires two courses in economics, is aimed at students who seek to become K-12 teachers.

Economics and Management Courses

The following courses are offered without specific course prerequisites for interested liberal arts students: Principles of Microeconomics (101); The Economy and Financial Markets (102); Financial Accounting (211); Managing People and Organizations (259); Women in Business and Leadership (305); Issues in Modern Political Economy (322); Marketing Principles and Decision Making (336); Business Law (350); Labor Law, Unions, and Management (353); Human Resource Management (355); Management Consulting (358); Management (359); International Management (362); and Negotiation and Dispute Resolution (376).

101 Principles of Microeconomics (1)

Prerequisite: High school algebra.

Introduction to the principles of decision-making by households and businesses. Supply and demand; the impact of prices and costs on market behavior; and public policies related to taxation, the environment, the labor market, and international trade. *Hooks, Jaqua, Li, Saltzman.*

102 The Economy and Financial Markets (1)

Introduction to the macroeconomy and macroeconomic models with special emphasis on the role of financial markets, interest rates, the Federal Reserve, monetary and fiscal policy, and money and capital markets. *Hooks, Li.*

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

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

211 Financial Accounting (1)

Introduction to the world of business and accounting. Emphasis on understanding the concepts of net income, cash flow and financial condition. Communication of economic results through financial statements and reports. Development of analytical skills used in evaluating business success. Not open to first-year students. *Bedient, Carlson.*

212 Managerial and Cost Accounting (1)

Prerequisite: E&M 211 or permission of instructor.

Development and use of accounting information for effective managerial control and decision-making within a complex organization. Topics include cost behavior, profit planning, cost accounting (including job order, process and activity-based), just-in-time inventory control, standard costs and budgetary control. *Bedient, Carlson.*

230 Intermediate Microeconomics (1)

Prerequisites: E&M 101, Mathematics 125 or equivalent.

Theoretical analysis of consumer choice theory and demand, production and cost, the firm and market organization, distribution and general equilibrium, game theory. *Jaqua*.

231 Intermediate Microeconomics with Calculus (1)

Prerequisite: E&M 101 and Math 141 or permission of instructor.

A more rigorous version of Economics 230 for students pursuing the mathematics/economics major and for others with the necessary math background by permission. Not offered every year. *Jaqua*.

232 Intermediate Macroeconomics (1)

Prerequisites: E&M 101, 102, Mathematics 125 or equivalent.

The development of macroeconomic theory and its application to government policy toward unemployment, inflation and growth. *Hooks, Li*.

235 Economic Statistics (1)

Prerequisite: Mathematics 125 or equivalent.

A first course in statistics with emphasis on regression analysis and its applications in economics and management. Not open to students who have taken Mathematics 209 or 309. *Jaqua*.

248 Financial Modeling with Excel (1)

Introduction to Excel and the application of Excel to finance. Includes use of Excel to model various financial concepts and apply these concepts to real world situations. *Bedient, Hooks*.

259 Managing People and Organizations (1)

Prerequisite: Sophomore standing.

An introduction to organizational behavior, including analysis at the level of the individual group or team, and organization. Topics addressed included employee attitudes and job satisfaction, managerial decision making and problem solving, managing teams, conflict and negotiation, leadership, and organizational culture and design. *Baker, staff*.

273 Environmental and Natural Resource Economics (1)

Prerequisite: E&M 101.

Economic theory is used to examine environmental and natural resource problems and policies. *Staff*.

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

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

305 Women in Business and Leadership (1)

Prerequisite: Junior or senior standing.

Historical and contemporary perspectives on the expanding role of women in leadership positions, both in business and in other realms, such as politics. Extensive classroom discussions and use of case studies. Issues addressed include equal pay, work-family balance, the “opt-out myth,” challenges women face in various industries or occupations, and the role of corporations in hindering or supporting women’s advancement. *Baker*.

311 Intermediate Accounting I (1)

Prerequisite: E&M 211.

Theory and practice underlying financial accounting measurement and reporting. Provides a detailed exploration of assets and their relationship to income determination. Includes coverage of generally accepted United States accounting principles (GAAP) and international financial reporting standards (IFRS). *Bedient, Carlson*.

312 Intermediate Accounting II (1)

Prerequisite: E&M 211.

Theory and practice underlying financial accounting measurement and reporting. Provides a detailed exploration of liabilities and stockholders’ equity, and other selected topics including pensions, leases and the statement of cash flows. Includes coverage of generally accepted United States accounting principles (GAAP) and international financial reporting standards (IFRS). Usually taken after E&M 311. *Bedient, Carlson*.

322 Issues in Modern Political Economy (1)

Prerequisite: Junior or senior standing or permission of instructor.

A non-technical course on selected legal and public policy issues related to the economy. Topics vary from term to term but could include such issues as equal employment opportunity and affirmative action, the use of economic analysis in setting public policy, and government's role in health care. Not offered every year. *Saltzman*.

323 Government Economics and Policy (1)

Prerequisite: E&M 101.

Application of microeconomic analysis to expenditure and revenue decisions in the public sector, including rationale for government expenditures, criteria for revenue generation and the analysis of economic effects of major taxes. Not offered every year. *Hooks*.

331 Money and Banking (1)

Prerequisite: E&M 102.

Focuses on the Federal Reserve and its attempts to promote maximum sustainable economic growth. Other topics include the nature of money, the determination of interest rates, the financial system and financial institution operations, the structure of the Federal Reserve and the macroeconomics of inflation and growth. *Hooks, Li.*

336 Marketing Principles and Decision-Making (1)

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

Principles of modern marketing and techniques used to make marketing-based business decisions. Emphasis is placed on setting marketing goals and devising appropriate strategies and tactics to achieve the goals. Students put theories into practice with computer simulations and electronic spreadsheet models. *Bedient.*

341 Federal Income Taxation (1)

Prerequisite: E&M 311.

Comprehensive introduction to federal income taxation, particularly as it relates to individuals and businesses. Emphasis on the recognition of opportunities for effective tax planning and management. *Carlson.*

342 Auditing (1)

Prerequisites: E&M 311 or 312.

Introduction to auditing concepts, objectives and standards; topics include professional ethics, types of audits (their purpose, scope, and methodology). EDP auditing, and statistical sampling. Reference will be made to authoritative auditing standards and pronouncements. *Bedient, Carlson.*

343 Advanced Taxation and Corporate Transactions (1)

Prerequisite: E&M 341.

A continuation of E&M 341. Taxation of corporations, partnerships, estates and trusts. Tax planning and management strategy aspects of corporate formation and reorganization. Students prepare and revise legal memoranda on tax issues. Students may not receive credit for both E&M 343 and E&M 385. *Carlson.*

344 Portfolio Theory (1)

Prerequisite: E&M 102.

An overview of the characteristics and analysis of individual security returns, and the theory and practice of optimally combining securities into portfolios. Examines the equilibrium pricing of securities in the context of the capital asset pricing model, and the risk/return relationship of both individual securities and portfolios, as well as the recent attack on the CAPM and the implications for efficient markets. Not offered every year. *Hooks.*

348 Financial Management (1)

Prerequisite: E&M 101.

A survey course covering principles of corporate financial management. Topics include working capital management, agency theory, capital budgeting, capital structure, dividend policy, financial analysis and selected topics. *Hooks.*

350 Business Law (1)

Prerequisite: Junior or senior standing.

A case approach to the application of legal principles to business activity. Particular emphasis is placed upon the law of contracts, the Uniform Commercial Code, business organization, and federal regulation of the competitive process. Junior or senior standing is recommended. *Staff.*

353 Labor Law, Unions and Management (1)

Prerequisite: Sophomore standing or permission of instructor.

Labor history, labor law, union-management relations, comparative labor movements. Student participation in a collective bargaining game. Not offered every year. *Saltzman.*

354 Labor Economics (1)

Prerequisite: E&M 101.

An investigation of labor market decisions and outcomes; topics include labor supply and demand, earnings, discrimination and unemployment. Not offered every year. *Saltzman.*

355 Human Resource Management (1)

Prerequisite: Junior or senior standing.

An overview of personnel management, with an emphasis on the needs of the general manager rather than the personnel specialist. Topics include employee motivation, job enrichment, labor relations, grievances and discipline, recruitment and selection, equal employment opportunity, performance appraisal, compensation and employee benefits. *Baker, Saltzman.*

357 Business Functions (1)

Prerequisite: Permission of instructor.

Selected topics in management, finance and marketing for students in the Management for the Professions Concentration. The course highlights fundamental concepts with particular attention to their interactions within the context of the management of an organization.. *Bedient.*

358 Management Consulting (1)

Prerequisite: Junior or senior standing. Prior courses related to management are recommended but not required.

The role of management consultants in diagnosing organizational problems and developing action plans

that can be effectively implemented. Students work on a team-based management consulting project for a community organization to gain “real world” experience and to develop interpersonal, communication and analytical skills. Teams address issues such as strategy, organizational structure, leadership development or process efficiency. Not offered every year. *Baker*.

359 Management (1)

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

An introduction to current management theory and practice. Traditional managerial functions such as planning, organizing and controlling are studied and contrasted with newer cross-functional approaches. The course emphasis is on the building blocks of management so that these principles can be applied to a variety of organizations including educational, business and not-for-profit institutions. *Baker, Bedient*.

362 International Management (1)

Prerequisite: Junior or senior standing.

Cross-cultural, ethical and social issues related to doing business abroad. Corporate strategy and structure, communication, negotiation, human resources and marketing in multinational operations. Implications of foreign assignments for career development of managers. Not offered every year. *Baker*.

363 The Chinese Economy (1)

Prerequisites: E&M 101, 102.

An examination of economic policy and institutions in China since 1949. Topics include the Communist economic system adopted under Mao, the transition to a more market-oriented system beginning in 1978, sustainability of rapid economic growth, the banking and financial system, foreign trade and investment, labor market reforms, the social safety net, and rural economic development. *Li*.

365 International Finance (1)

Prerequisite: E&M 102.

International macroeconomics. Particular attention is paid to the relationship among exchange rates, balance of payments, international capital flows and macroeconomic equilibrium. Eurocurrency markets and alternative international monetary systems are also examined. *Li*.

366 International Trade (1)

Prerequisite: E&M 101.

International microeconomics. Study of models explaining trade patterns between countries. Analysis of industry-level trade policy issues including the effects of tariffs, quotas and other restrictions; international competition among large firms; technological change; and free trade areas. *Li*.

368 Financial Markets (1)

Prerequisite: E&M 102.

An examination of the way in which the market transfers resources from those with a surplus to those with a deficit. Students study both the theory of efficient transfer and the financial institutions and instruments which facilitate this transfer. Topics include the analysis of equity markets, fixed income markets and derivative markets. *Hooks.*

375 Health Economics (1)

Prerequisite: E&M 101 or permission of instructor.

A microeconomic and institutional analysis of health care services in the U.S., with particular reference to issues of cost and access. Topics include the demand for medical care, health insurance, economic regulation of hospitals, the markets for physicians and medical education, and the political economy of health care. Not offered every year. *Saltzman.*

376 Negotiation and Dispute Resolution (1)

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

An introductory study of the theories and concepts related to negotiation and dispute resolution developed in such fields as microeconomics, psychology and industrial relations. Includes many role-playing exercises to provide students with practice in negotiation. *Saltzman.*

379 Econometrics (1)

Prerequisite: One of the following: Mathematics 209, Mathematics 309, or E&M 235.

An introduction to empirical work in economics and management. Topics covered include: hypothesis testing, estimation, correlation, and regression and related problems. Students use statistical software to access data sources and to write an empirical paper. Not offered every year. *Jaqua.*

380 Mathematical Economics (1)

Prerequisites: E&M 230 and at least one course in calculus.

Optimization and economic analysis, game theory and financial economics. Not offered every year. *Jaqua.*

383 Accounting Information Systems (1/2)

Prerequisite: E&M 311.

Provides a basic knowledge of the components of an accounting information system and the controls required to operate it efficiently. Students receive hands-on experience with a computerized accounting system. *Bedient.*

384 Governmental and Not-for-Profit Accounting (1/2)

Prerequisite: E&M 211. E&M 311 recommended.

An introduction to accounting and financial reporting for governmental entities and non-profit

organizations. Covers state and local governments, colleges and 165 universities, health care entities, museums, libraries and performing arts organizations. *Bedient*.

385 Advanced Taxation (1/2)

Prerequisite: E&M 341.

A continuation of E&M 341. Introduction to the taxation of corporations, partnerships, estates, and trusts. Students may not receive credit for both E&M 343 and E&M 385. *Carlson*.

386 Accounting for Business Consolidations (1/2)

Prerequisite: E&M 312.

Theory and practice underlying the consolidation or disposition of multiple legal entities for accounting purposes. Covers the cost and equity methods of accounting for investments, combinations, and consolidations. Includes coverage of generally accepted United States accounting principles (GAAP), international financial accounting standards (IFRS), and Internal Revenue Service (IRS) federal income tax rules and regulations. *Bedient, Carlson*.

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

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

389 Selected Topics (1)

Prerequisite: Permission of instructor.

The Economics and Management Department schedules a number of courses each semester under the flexible title "Selected Topics." These courses are offered to meet the evolving needs and interests of students. Examples of recent topics include: International Business and Marketing Engineering. *Staff*.

391, 392 Internship (1/2, 1)

Offered on a credit/no credit basis. Limited to one unit of credit in economics and management. *Staff*.

401, 402 Seminar E or M (1/2, 1)

Prerequisites: Junior or senior standing in economics and management and permission of the instructor. Seminars are offered in selected areas not normally part of the regular curriculum. *Staff*.

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

Prerequisites: Junior or senior standing in economics and management and permission of instructor. *Staff*.

French

French Majors and Minors

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; and a Senior Seminar (French 400, 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.
- 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.
- Study abroad in an approved off-campus program. (If individual situations prevent this, the student should 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.
- 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 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 seminar (French 401, 1/2 unit); and the remaining units selected from 300- or 400-level French courses. The 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 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 major.
- 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 courses.

- 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.
- 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, 353, 354, 355); a Senior Seminar (French 400, 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 Senior Seminar (French 400, 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.

French 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.

Geological Sciences

Faculty

Beth Z. Lincoln, co-chair and professor.

A.B., 1973, Smith College; Ph.D., 1985, University of California, Los Angeles. Appointed 1981.

Timothy N. Lincoln, co-chair and professor.

B.S., 1972, University of Massachusetts, Amherst; Ph.D., 1978, University of California, Los Angeles.
Appointed 1981.

William S. Bartels, professor.

A.B., 1977, Rutgers College; M.S., 1981, Ph.D., 1987, University of Michigan. Appointed 1986.

Michael W. McRivette, assistant professor.

B.S., 2001, University of California, San Diego; Ph.D., 2011, University of California, Los Angeles.
Appointed 2008.

Carrie A. Menold, associate professor.

B.S., 1999, University of Michigan; Ph.D., 2006, University of California, Los Angeles. Appointed 2006.

Thomas I. Wilch, professor and Herbert H. and Grace A. Dow Trustees' Professor of the Sciences.

B.A., 1987, Macalester College; M.S., 1991, University of Maine; Ph.D., 1997, New Mexico Institute of Mining and Technology. Appointed 1998.

Introduction

Geology is the study of the earth, the processes that shape it and the materials of which it is composed. Geology gives students an understanding of the world around them, an appreciation for the length and events of earth history, and the knowledge to help them make informed decisions about environmental concerns.

The Department of Geological Sciences provides undergraduate students intellectually engaging and challenging learning opportunities in geology through integrated classroom, laboratory, field, and research experiences. Our students learn to deal with transdisciplinary problems involving complicated systems with complex variables, a wide range of scales of both time and space, and often incomplete or ambiguous data sets. This is excellent preparation for many careers, including geology, environmental science, law, business, and medicine, as well as for informed citizenship.

[Geological Sciences Department Website](#)

Career Opportunities

Albion College geology graduates are successful in obtaining interesting and rewarding jobs. Currently, there are numerous well-paying jobs with petroleum and mineral exploration companies as well as in the area of water resource and environmental management. Other geology graduates have been

employed by numerous consulting firms; by research institutes; by state geological surveys and the U.S. Geological Survey; by universities and colleges as geology professors and by secondary schools as earth science teachers.

Over one-half of our graduates have chosen to continue studying geology or other disciplines, including business, law, medicine, and public policy, at major universities and have obtained master's or doctoral degrees before beginning their careers.

Special Features

The department's facilities include six instructional laboratories, a GIS lab, individual faculty offices and research labs, a student research lab, a map room, and a rock and fossils preparation shop.

Three National Science Foundation grants to the department have established sophisticated geographic information systems (GIS), inductively coupled argon plasma (ICP) spectrometry and x-ray fluorescence (XRF) spectrometry laboratories. Another NSF grant has provided electronic mapping tools, including global positioning receivers and base stations, laser ranging equipment and an electronic total station for precise fieldwork.

The Dow Analytical Science Laboratory houses a JY ICP spectrometer with a Cetac 5000AT ultrasonic nebulizer, a Rigaku 2100 wavelength dispersive XRF spectrometer, a Fluxy automatic fluxer, a Sedigraph 5100 particle size analyzer, a Rigaku miniflex X-ray diffractometer, and a CEM Mars 5 microwave digestion system. This equipment supports analysis of a wide range of materials, including rocks and natural solutions, for most elements from trace (parts per billion) to major (%) levels. The Geology Shop includes rock crushing and grinding equipment, rock saws and polishing equipment and a Buehler petrographic thin section machine. Students in both introductory and advanced courses use the equipment, and it supports advanced environmental and geological research projects.

Our other laboratories are also well-equipped and include: an Olympus research-grade petrographic microscope with heating/freezing stage and digital imaging systems; a Franz magnetic separator; new binocular and petrographic student microscopes (along with color digital video and photographic microscopy units and image analysis software); three stream tables; a 3-meter flume, wave tank, current velocity meters and data-logging water analysis sondes; exploration seismograph; resistivity apparatus; and a magnetometer. Department collections include over 6,000 rock and mineral specimens, over 10,000 fossil specimens and more than 2,000 specialized maps.

Many departmental maps, minerals, rocks and fossils are displayed throughout the science complex. The Mitchell Museum and the science complex atrium include the wave tank and additional fossil, rock and

mineral displays. The hallways of the department also have exhibits of current faculty and student research as well as additional maps and specimens.

The computer laboratory for GIS and digital image analysis includes 16 workstations, two color scanners: a large format map and poster scanner and a desktop flatbed scanner, a color inkjet printer, a laser printer, and a link to the E-size printer/plotter in the nearby Dow Analytical Laboratory. Software for creating, manipulating and analyzing spatial data and images (maps, aerial photos and satellite imagery) includes the most recent versions of ArcGIS for Desktop Advanced, ArcPad, and ENVI.

Field study is important in geology, so the department maintains an active field program. Each spring students and faculty participate in a regional geology seminar and subsequent eight- to 14-day field trip; trips have been to the Pacific Northwest, Wisconsin, California, Louisiana, Great Britain, Iceland, Canada, Alaska, Hawaii, Arizona and New Mexico, New England, the Ozarks, the Northern Appalachians and the Smoky Mountains. Local field trips are sponsored by the student-run Geology Club. In addition, the Geology Department operates a biennial six-week summer field program in the Rocky Mountains of Wyoming. Students from Albion and many other colleges and universities attend this camp for training in geologic mapping and field research.

Research opportunities are available to all majors in their junior and senior years. Students may work on an individual laboratory or field problem within the scope of their background and present their results at professional meetings. Outstanding seniors are encouraged to complete honors theses. The Lawrence D. Taylor Undergraduate Geology Research Fund supports student research and travel to present at regional and national meetings. A local chapter of Sigma Gamma Epsilon, a national earth science honorary, is active on the Albion campus.

Departmental Policy on Advanced Placement Credit

Students who earn a 4 or 5 on the Advanced Placement (AP) exam will receive one unit of credit from the Department of Geological Sciences. Students who receive AP credit for calculus, chemistry, computer science, and/or physics from the respective department may use the AP credit to replace equivalent requirements for majors and minors offered by the department. In most cases, these courses might replace a cognate course requirement. Students should consult with the department chair to verify how AP credit may be awarded.

Majors and Minors

Requirements for Major in Geology

The geology major is designed both for the student who plans to pursue graduate studies in some aspect of geology or become a professional geologist, and for the student who has professional aspirations outside of geology.

Nine units in geology, including; a field work experience; participation in all departmental colloquia during the junior and senior years; two cognate courses.

Core Geology Courses

Geol 101: Introductory Geology

Geol 103: Introduction to Earth History

Geol 201: Structural Geology

Geol 203: Mineralogy

Geol 205: Sedimentation and Stratigraphy

Geol 208: Geomorphology

At least three additional units of geology at the 200-level or higher, at least one of which must be at the 300-level (one unit from Geology 314 may be counted toward this requirement). A minimum of two cognate courses including Chemistry 121 and another chosen from Chemistry 123, Mathematics 141, 143, 210; Physics 115, 116, 167, 168; Biology 195. We encourage all students to take more cognate courses, and students intending to enter graduate school should be aware that many graduate programs require at least two units each of chemistry, calculus and physics. Students with specific interests in geology may want to pursue completing appropriate minors in the fields of mathematics, physics, chemistry or biology. All majors are required to complete a departmentally-approved independent research project, and are encouraged to complete a senior college or departmental honors thesis.

Requirements for Major in Earth Science

The earth science major is intended for the student who begins the major in second semester of the sophomore year or later or is doing the major in addition to another major.

- Eight units in geology, including: 101 and 103; either 201 or 203; either 205 or 208; one 300-level elective; and three other geology courses, two of which must be at the 200-level or higher. These may not include Geology 210, summer field camp or a directed study.
- One cognate course in mathematics, chemistry, physics and/or biology; may include Physics 105 or 206 or one of the courses listed under the geology major requirements above.

Requirements for Major in Geology with Secondary Education Certification

- Nine units in geology and the completion of all other requirements as listed under the geology major requirements above.
- Physics 105.
- Demonstrated mathematics proficiency at the Mathematics 125 level.
- Completion of all other requirements for teacher certification in earth science.
- Geology 104 and 115 (taken as electives outside the major).

Requirements for Major in Earth Science with Secondary Education Certification

- Nine units in geology, including: 101, 103, 104, 115, and five other geology courses at the 200-level or higher (one must be at the 300-level), selected in consultation with, and approved by, the department. These may not include Geology 210, summer field camp, or a directed study.
- Completion of all other requirements as outlined below in the section “Requirements for All Students Majoring in Geology or Earth Science.”
- Two cognate courses including Physics 105 and one course selected from those listed under the geology major requirements above.
- Demonstrated mathematics proficiency at the Mathematics 125 level.
- Completion of all other requirements for teacher certification.

Requirements for All Students Majoring in Geology or Earth Science

- All students completing a major in geology or earth science must satisfy a field work requirement equivalent to one unit of study. This requirement may be fulfilled by summer research, internship or work experiences, academic year directed studies, completion of Geology 210 or 314, other suitable field experiences approved by the faculty (such as field trips sponsored by GSA), or some combination of the above.
 - After completing three or four geology courses or at the end of their junior year, geology majors planning graduate study and/or a professional geology career are urged to attend either the Albion summer field camp in the Rocky Mountains or a similar summer geology field course offered by another college or university. This experience is required by most graduate schools before entering a graduate program and is required by many industries and institutions employing geologists.
- A maximum of one geographic information systems course (Geology 111, 211 or 311) may be counted toward the major.
- Departmental Colloquia: All geology and earth science majors are required to attend departmental colloquia regularly and to participate once each semester for four semesters.
- The geology units and the required cognate courses must be taken for a numerical grade. Students considering a geology major are urged to complete the cognate units as early as possible in their Albion career.

Requirements for Minor in Geology

- Five units in geology, including: Geology 101 or 103 plus four other geology courses, three of which are courses at the 200- or 300-level selected in consultation with and approved by the department chair.
- Completion of an approved field experience (e.g. research experience or internship with a significant field component or Geology 210 or Geology 314).
- Departmental Colloquia: All geology minors are required to attend departmental colloquia regularly and to present once each semester for two semesters.
- All courses for the minor must be taken for a numerical grade.
- Note: This minor may not be elected by geology majors.

Requirements for Minor in Environmental Geology

- Five units in geology, including: Geology 101, 202, 208; one unit selected from 306 or 307; one unit selected from 104, 106, 111, 115, 211, or ENVN 102, or a one-unit equivalent of approved independent research (Geology 412 or Geology 411 taken twice).
- Completion of an approved field experience (e.g., a research experience or internship with a significant field component or Geology 210 or Geology 314).
- Departmental Colloquia: All environmental geology minors are required to attend departmental colloquia regularly and to present once each semester for two semesters.
- All courses for the minor must be taken for a numerical grade.
- Note: This minor may not be elected by geology majors.

Requirements for Minor in Geographic Information Systems (GIS)

- Three units in GIS and remote sensing: Geology 111, 211, 311.
- One unit in statistics, mathematics or computer science, selected from Mathematics 209, E&M 235, Mathematics 141 (or a higher level mathematics course), or CS 171.
- One unit selected from Geology 202 or 208, or a pre-approved course with a significant GIS and/or remote sensing component.
- A pre-approved experience focusing on the application of GIS or remote sensing in the student's field of study. This could be satisfied by a directed study, a summer research experience, or an internship/work experience.
- Departmental Colloquia: All GIS minors are required to attend departmental colloquia regularly and to present once each semester for two semesters.
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Paleontology (for Geology Majors)

- Five units, including: Biology 195; two units from Biology 216, 225, 227, 237, 248, 310, or 314; Geology 209 and Geology/Biology 309; and an approved independent research experience selected in consultation with and approved by the department, which may be the same as the project carried out for the geology major.
- All courses for the minor must be taken for a numerical grade.

Requirements for Minor in Paleontology (for Non-Geology Majors)

- Five units, including: Geology 103, 209, Geology/Biology 309; Biology 195; and one unit from Geology 205, 208 or Geology 412 (or Geology 411 taken twice).
- Completion of an approved field experience (e.g., a research experience or internship with a significant field component or Geology 210 or Geology 314).
- Departmental Colloquia: All paleontology minors are required to attend departmental colloquia regularly and to present once each semester for two semesters.
- All courses for the minor must be taken for a numerical grade.

Requirements for Minor in Earth Science with Secondary Education Certification

- Six units in geology, including: Geology 101, 103, 104 and 115 and the completion of all other requirements as outlined above in the section "Requirements for Minor in Geology."
- Physics 105.
- Demonstrated mathematics proficiency at the Mathematics 125 level.
- Completion of all other requirements for teacher certification.

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.

Geology Courses

A modest lab fee may be charged in some courses.

101 Introductory Geology (1)

A survey course designed for liberal arts students covering many aspects of physical geology, the study of active earth processes. Labs illustrate lecture materials and the techniques used by geologists. One field trip. Complements the material covered in Geology 103; either course can serve as an introductory course in geology. *Staff.*

103 Introduction to Earth History (1)

A survey course designed for liberal arts students and covering many aspects of historical geology, the study of evolving environments and life forms on earth. Labs utilize fossils, rock samples, maps and field trips to illustrate techniques used by historical geologists. Complements the material covered in Geology 101; either course can serve as an introductory course in geology. *Staff*.

104 Earth Resources and the Environment (1)

Without earth resources, civilization would not exist. Gold, diamonds, water, oil, building materials—all of our material resources ultimately are derived from the earth. This course examines the origin and geologic occurrence of these materials and the environmental implications of their utilization. No laboratory. *Staff*.

106 Natural Disasters (1)

A review of the natural disasters that affect humans and the environment. Emphasizes the causes and prediction of natural hazards, assessment of hazard vulnerability, and disaster mitigation and recovery through case studies of historical and recent natural disasters. Topics include earthquakes, volcanoes, landslides, extreme weather, climate change and floods. No laboratory. *Staff*.

111 Geography and Geographic Information Systems (1)

An introduction to the elementary principles, techniques and utility of geographic information systems (GIS) toward the study of world geography, as well as related concepts and techniques involved in creating and using digital maps. Shows how maps (particularly computer-generated maps) can help in displaying and analyzing geographic and other spatial data, and the use of these analyses in modeling cultural and natural systems. Lecture and laboratory. Some prior computer experience is helpful, but is not required. *McRivette*.

115 Oceans, Atmosphere and Climate (1)

Describes the world's oceans and atmosphere and considers how they interact with one another, and with humans. Topics include the geological evolution of the ocean basins, ocean-atmosphere circulation patterns, ocean currents, climate and weather patterns, storms and weather fronts, paleo-oceanography and the history of climate, and the chemical composition of the oceans. Emphasizes the role of the oceans in mediating global climate, global change, global dispersal of pollution and other environmental concerns. No laboratory. Offered in alternate years. *T. Lincoln, Wilch*.

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

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

201 Structural Geology (1)

Prerequisite: Geology 101 or 103.

Study of stress-strain relationships and behavior of materials, with particular reference to recognition and interpretation of rock structures. Laboratory work includes methods of solving structural problems and the use of geologic maps and cross-sections to interpret sequences of events in complex structural regions. Offered in alternate years. *B. Lincoln.*

202 Ground Water (1)

Prerequisite: Geology 101 or 103.

A description of the hydrologic cycle with emphasis on quantifying water budgets and water flow in the shallow earth. Field techniques include stream gauging and 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.*

203 Mineralogy (1)

Prerequisite: Geology 101 or 103.

Crystallography, crystal chemistry, optical and physical properties, and the occurrence of rock-forming minerals, with particular emphasis on the silicate minerals. Laboratory emphasizes hand-specimen and optical identification of minerals using petrologic microscopes. Offered in alternate years. *Menold.*

204 Introductory Petrology (1)

Prerequisite: Geology 203.

Hand-specimen and microscopic identification of minerals and rocks. Recognition and classification of all varieties of igneous, metamorphic and sedimentary rocks, with emphasis on rock-forming processes. Laboratory emphasizes hand-specimen and optical identification of rocks using petrologic microscopes. Offered in alternate years. *Menold.*

205 Sedimentation and Stratigraphy (1)

Prerequisite: Geology 101 or 103.

An examination of the processes and principles that control the accumulation and lithification of sediments, based on examples of recent environments and ancient rock sections in many parts of the world. Laboratory emphasizes map-reading skills and methods for studying recent and ancient sediments and rocks. Offered in alternate years. *Bartels.*

208 Geomorphology (1)

Prerequisite: Geology 101 or 103.

Geologic processes operating at the earth's surface and the landforms they produce. Includes the study of soil formation, river processes, glaciers, wave action, wind, groundwater and their related landforms.

Field trips. Laboratory includes analysis of aerial photographs, topographic maps and experiments with flume and wave tank. Offered in alternate years. *Wilch*.

209 Chronostratigraphy and Invertebrate Paleontology (1)

Prerequisite: Geology 101 or 103, or Biology 195.

A comprehensive examination of invertebrate fossils and measurements of time in geology. Emphasizes study of fossils and their identification, biology, evolutionary history and use in geology. Includes magnetostratigraphy, global event stratigraphy, and radiometric dating methods. Laboratory emphasizes fossil identification, morphology, and functional morphology, and geochronologic exercises using fossils and other geologic data. Two field trips. Offered in alternate years. *Bartels*.

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*.

211 Remote Sensing and Geographic Information Systems (1)

Prerequisite: Geology 111 recommended.

An introduction to the elementary principles, techniques and utility of remotely sensed imagery and image interpretation, especially when used in conjunction with Geographic Information Systems (GIS). Shows how digital maps created from, or utilizing, digital imagery from airplanes, space shuttles and satellites can help in displaying and analyzing spatial data, modeling processes and making decisions. Laboratory emphasizes the use of remote sensing and GIS in a variety of environmental applications. Lecture and laboratory. Offered in alternate years. *McRivette*.

212 Volcanology (1)

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

Study of volcanic processes, eruptive products and their mechanism of formation, monitoring of active volcanoes, volcanic hazards, and the environmental impact of volcanism. Focuses on historical and modern case studies. Lecture and laboratory. Offered in alternate years. *Wilch*.

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

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

306 Glaciers and Climate Change (1)

Prerequisite: Geology 101 or 103.

Covers the dynamics of glacier flow, origin of glacial features, events of the Pleistocene Epoch with emphasis on the Great Lakes area, Earth's climate history, causes of ice ages, recent and future climate change. Lecture, laboratory and field trips. Offered in alternate years. *Wilch*.

307 Environmental Geochemistry (1)

Prerequisite: Geology 203 or Chemistry 121.

The application of chemical principles to the study of the earth with emphasis on environmental geochemistry. Topics include the distribution of chemical elements within the earth, rock weathering, the chemistry of natural solutions, surface chemistry and the behavior of contaminants in the environment. Laboratories involve both field and laboratory techniques and rely heavily on state-of-the-art instrumentation, including optical emission and x-ray fluorescence spectroscopy and ion chromatography. Offered as needed. *T. Lincoln.*

309 Vertebrate Paleontology (1)

Prerequisite: Geology 103 or Biology 195.

The fossil record, evolution, morphology, adaptation and paleobiogeography of fish, amphibians, reptiles, birds and mammals. The interactions of vertebrates with ancient floras, climates and plate configurations will be emphasized. Lecture and laboratory. Offered in alternate years. Same as Biology 309. *Bartels.*

310 Igneous and Metamorphic Geochemistry (1)

Prerequisite: Geology 204 or permission of instructor.

Petrogenesis and occurrence of igneous and metamorphic rocks with emphasis on using geochemical tools to understand the behavior of magmas, origin of crystalline rock and the physiochemical theories of metamorphism. Includes interpretation of phase diagrams, use and interpretation of geochemical data and modeling, and isotope geochemistry. Offered in alternate years. *Menold.*

311 Advanced Geographic Information Systems (1)

Prerequisite: Geology 111 or permission of instructor.

The study of the more advanced capabilities of Geographic Information Systems (GIS). Emphasizes spatial modeling and analysis using GIS software such as ArcView GIS. Topics include map algebra, point pattern analysis, network analysis, grid analysis and 3-D surface analysis. Students learn how to use these and other GIS tools for decision-making, model building and the effective use of maps. Lecture and laboratory. Offered in alternate years. *McRivette.*

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

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.*

401, 402 Seminar (1/2, 1)

Prerequisite: Geology 101 or permission of instructor.

Critical evaluation of current topics in geology as determined by student and staff interest. Recent topics have been regional geology, engineering geology, paleoecology and volcanology. *Staff.*

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

Staff.

Summer Session

The following course is offered in the summer session in South Dakota and Wyoming.

314 Field Methods (2)

Prerequisites: Geology 201, 204, 205 (or their equivalents) or permission of instructors.

Summer field camp course focused on geologic mapping in the northern Rocky Mountains. Field work is done in sedimentary, metamorphic and igneous rocks. Offered in summer session, in alternate years.

Staff.

German

German Majors and Minors

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.
- 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.
- Study abroad in an approved off-campus program. (If individual situations prevent this, the student should speak with the department chair.)

Requirements for Minor in German

- A minimum of six units at the 201-level or higher, including 301.
- 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 seminar (German 401, 1/2 unit); and the remaining units selected from 300- or 400-level German courses. The 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 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 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 courses.
- 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.
- 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).
- 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 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).
- 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.

German 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. *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*.

308 Crime Stories and the Nazi Past (1)

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

Begins with a brief literary exploration of Christian morals and ethics that developed after the Reformation, then turns to the Romantic fascination with good and evil. Explores early twentieth-century examples of pseudo-crime stories to address such questions as why the German crime fiction tradition emerged so late relative to the British, French or American traditions, or why the “hard-boiled school” only began in Germany during the 1980s. Closes with several detective novels that illustrate how Germans after World War II have sought to come to terms with the Nazi past. *Myers*.

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 I—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*.

356 German Film (1)

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

The historical contextualization of German films beginning during the early part of the twentieth century through the post-1989 era. Explores various themes in a specific national setting, while linking to important cultural, political and social issues beyond Germany: (1) the increasing degradation and

isolation of the worker in capitalistic society and the breakdown of social class models; (2) emergence of Fascist ideology and the culpability of all Germans for its disaster; (3) the German attempt to come to terms with the past after World War II, but also as Germany sought to reunify after 1989. Through outside readings and in-class discussions considers how all of these films illustrate important German and European, as well as global, social and cultural historical transformations. *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*.

Carl A. Gerstacker Institute for Business and Management

Staff

Laurel Draudt, director, Carl A. Gerstacker Institute for Business and Management.
B.A., 1997, Marietta College; M.A., 2006, The Ohio State University.

Brittany Middlebrook, coordinator, Carl A. Gerstacker Institute for Business and Management.
B.A., 2014, Michigan State University.

Robyn Murphy, associate director, Carl A. Gerstacker Institute for Business and Management.
B.A., 1995, Michigan State University

Introduction

The Carl A. Gerstacker Institute for Business and Management encourages students to explore the practical and dynamic subject of business from many perspectives. The Institute offers a concentration with two sets of requirements: one for students pursuing majors from the Economics and Management department and the other for students pursuing any other major. This concentration recognizes that students with different majors begin with different backgrounds in the fundamentals of management. The course work is enhanced by developing critical thinking and leadership skills through other opportunities such as Gerstacker Institute speakers, networking with business executives and participation in the first-year workshop, sophomore summer, internships and the senior capstone experience. Required internships, available in diverse work settings, allow students to experience various career paths and to put their education into practice.

Students must be admitted to the Gerstacker Institute to pursue this concentration. Visit the Gerstacker Institute website for information on the [application process](#).

Management for the Professions Concentration

Requirements for students with majors from the Economics and Management Department (7.25 units)

- 7.25 units including Business 111 (1/4 unit), Economics and Management 357, Communications 242, Mathematics 209 or Mathematics 309, and one unit each from the Ethics and International Lists.

Ethics list

Philosophy 301, Environmental Ethics
Philosophy 302, Leadership Ethics
Philosophy 303, Business Ethics
Philosophy 304, Ethics and Public Policy
Philosophy 306, Neuroscience and Ethics
Philosophy 308, Biomedical Ethics
Philosophy 309, International Ethics and Global Development

International list

Modern Languages and Cultures 105,
Economics & Management 362,
A foreign language course at the 200-level

- An appropriate one-unit internship or study abroad program
- A one-unit capstone experience (e.g. a business-related thesis, or another comparable experience approved by the Institute Director).

Economics and Management 357, Communications 242, and Mathematics 209 are taken during summer school between the second and third years.

Requirements for students with majors from departments other than Economics and Management (7.25 units)

- 7.75 units including Business 111 (1/4 unit), Economics and Management 101, 211, 357, Communications 242, and Mathematics 209.
- An appropriate one-unit internship or study abroad program.
- A one-unit capstone experience (e.g., a business-related thesis, or another comparable experience approved by the Institute Director).

Students in this concentration are urged to complete their Global Category requirement in Modern Languages and Cultures 105, Economics & Management 362, International Management or a foreign language at the 200-level or above.

Economics and Management 357, Business Functions, Communications 242, Business Communication, and Mathematics 209, Statistics are taken during summer school.

Courses

111 Gerstacker Leadership Workshop (1/4)

Explores issues faced by a wide variety of professions—from medicine to professional sports. Considers common models of strategic thinking and theory. Includes professional writing exercises and the use of Excel as an analytical tool. Students complete a final project showcasing the application of the theories and common business themes presented in the course. Required for all students who wish to pursue a business and organizations major or minor.

351 International Entrepreneurial Exchange (1 unit)

Students work in collaboration with graduate students attending a business school in France to theoretically create a service or product to launch in the United States. After traveling to France for 1 week in October to meet their team and create a foundation for their project, students will return to the US to conduct market research, consider legal issues in creating a business, and look at financial strategy and expectations in working with a start-up. (No knowledge of the French language is needed.)

352 International Entrepreneurial Exchange II (1/2 unit)

Prerequisite: BUS 351 or permission of instructor.

Students complete their work with graduate students attending a business school in France to theoretically create a service or product to launch in the United States. The French members will travel to Albion in April and the teams will present their business plans during the Elkin Isaac Honors Symposium. (No knowledge of the French language is needed.)

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

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

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

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

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

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

391, 392 Internships (1/2, 1)

Offered on a credit/no credit basis. Staff.

401, 402 Seminar (1/2, 1)

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

History

Faculty

Marcy S. Sacks, chair and John S. Ludington Professor of History.

B.S., 1991, Cornell University; M.A., 1993, Ph.D., 1999, University of California, Berkeley. Appointed 1999.

Wesley A. Dick, professor.

A.B., 1961, Whitman College; M.A., 1965, Ph.D., 1973, University of Washington. Appointed 1968.

Deborah E. Kanter, Julian S. Rammelkamp Professor of History.

A.B., 1984, University of Michigan; M.A., 1987, Ph.D., 1993, University of Virginia. Appointed 1992.

Emily Mokros, Visiting Assistant Professor of History.

Ph.D., 2016, Johns Hopkins University. Appointed 2016.

Gregory Mole, Visiting Assistant Professor of History

A.B., 2006, Colgate University; Ph.D., 2016, University of North Carolina at Chapel Hill. Appointed 2016.

Affiliated Faculty

Susan P. Conner, professor.

B.A., 1969, Armstrong State College; M.A., 1974, Ph.D., 1977, Florida State University. Appointed 2008.

Trisha Franzen, professor of women's and gender studies.

B.A., 1978, State University of New York, Buffalo; M.A., 1984, Ph.D., 1990, University of New Mexico. Appointed 2003.

Midori Yoshii, associate professor of international studies.

B.A., 1986, M.A., 1988, Tsuda College Tokyo; M.A., 1991, Ph.D., 2003, Boston University. Appointed 2004.

Introduction

The History Department's mission asks:

How did people live in the past?

What forces and factors shaped their lives?

How did their choices shape the world we live in today?

The mission of the History Department is to foster creative and analytical thinkers who are interested in questions of how human societies change over time. History students learn to discern the institutional, ideological and material conditions that shape the ways in which people interact with one another, whether in the context of a given society or across societies. They learn that prevailing historical explanations are themselves subject to questioning and refashioning, and they become aware of how different explanations influence present-day perceptions. By analyzing primary and secondary sources and by communicating the results of their analysis in compelling, cogent prose, students also learn to become active participants in the writing and critiquing of history itself.

[History Department Website](#)

Career Opportunities

As they study the past, history majors obtain analytical and writing skills and develop an appreciation of long-range trends. Graduates therefore enter fields from futures forecasting and management training to the law, public service and journalism. The knowledge gained as a history major can also lead to careers in teaching--secondary and college--as well as archival and museum work. Finally, students have the opportunity to experience personal development through the study of the past--useful in all careers, as in life itself.

Students planning graduate work in history should include advanced course work in at least one foreign language. Completion of a thesis is also highly recommended.

Special Features

- Students are encouraged to participate in Albion's off-campus programs. Experience elsewhere in the U.S. or in a foreign country--whether for a summer, a semester or a year--provides a rich background for history majors.
- The faculty of the Department of History urge qualified and interested history majors to consider writing an honors thesis in history. Successful completion of the thesis will result in graduation with departmental honors in history. Candidates for honors must have a 3.0 grade point average or above in the major and must form a committee composed of two faculty members to supervise the thesis work. At least one of the committee members must be from the Department of History, although the department encourages the participation of faculty members from other disciplines and the pursuit of interdisciplinary work in general. The thesis may be based on earlier course work, but such papers must be significantly revised and expanded for submission as a departmental honors thesis.

Each thesis candidate must schedule at least one full unit of directed study (i.e., two 411s or one 412) in a semester (or semesters) immediately prior to the semester the thesis is due. It is recommended that a draft of the entire thesis be completed by the end of the last semester of directed study prior to the semester the thesis is due.

The name of each thesis candidate and the working title of the thesis must be submitted to the Prentiss M. Brown Honors Institute director by September 15 for May graduates and by April 15 for December graduates. For spring semester, the deadline for completion of the thesis is April 1; for fall semester the deadline is December 1. Each thesis committee will determine the procedures and schedule for meeting the completion deadline. Honors theses in history must conform to *The Chicago Manual of Style*. Copies of the guidelines for the preparation and submission of theses are available from the Brown Honors Institute director.

Departmental Policy on Advanced Placement Credit

Students who earn a 4 or 5 on the Advanced Placement (AP) exam in European history will receive one unit of credit for History 103.

Students who earn a 4 or 5 on the Advanced Placement exam in United States history will receive one unit of credit for History 101.

Students who earn a 4 or 5 on the Advanced Placement exam in world history will receive one unit of credit for History 190.

Only two 100-level history courses may be counted toward the history major.

Majors and Minors

Requirements for Major

- A minimum of eight units in history, including two units from Asian and/or Latin American history, two units from European history, and two units from United States history.
- A minimum of one unit selected from courses numbered 370 to 402 (excluding 388, 389, 391, 392).
- All history courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than three 100-level units may be counted toward the major.
- No more than one unit of 391, 392 may be counted toward a major. Departmental approval is required.

Note: 300-level courses are open to sophomores, juniors and seniors.

Requirements for Minor

- Five units in history, in at least three geographical fields.
- All courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than three 100-level units may be counted toward the minor.

Requirements for Major with Elementary or Secondary Education Certification

- Nine units in history, including: 102, 111, 131, 132, 217, 300, and 382 or another course numbered History 370 or above with prior approval of the History Department chair, and two elective history courses at the 200-level or higher (one of which must be in United States history).
- Completion of all other requirements for teacher certification.

Requirements for Minor with Secondary Education Certification

- Six units in history, including 102, 111, 131, 132, 217, and 300.
- Completion of all other requirements for teacher certification.

Requirements for Social Studies Major with Elementary or Secondary Education Certification

Students interested in pursuing elementary or secondary education certification in social studies may choose to major in social studies. The detailed requirements for the major with elementary certification and secondary certification are provided in this catalog or are available from the Education Department.

History Courses

Asian and Latin American History

111 East Asia: Cultures and Civilizations (1)

A survey of the cultural, political and economic interactions among the societies of East Asia from the sixth century to the present, with an emphasis on the history of China, Japan and Korea. Major themes include the historical construction of "East Asian" regional identity; traditional culture; imperialism and colonialism; nationalist movements; and the debate over "Asian values" and modern economic development. *Staff*.

142 Modern Latin America History (1)

An introduction to Latin America from independence in the 1820s to the present. Native Americans, slaves and European immigrants struggled with elites to form societies of "order and progress." Films and oral histories show how the world economy affected working men and women and their responses: revolutions, religion, nationalism and popular politics. *Kanter*.

263 Modern China (1)

Analyzes the major events, ideologies and individuals that have shaped Chinese state and society from 1644 to the present. Major themes include Confucianism and traditional culture; foreign imperialism and nationalism; the Maoist years; and political dissent and social change in the 1980s and 1990s. Same as Anthropology and Sociology 263. *Staff*.

264 An International History of Modern Japan (1)

Same as International Studies 264. *Yoshii*.

270 Latin American Immigration and the U.S. (1)

Why do Latin Americans leave their countries? What are their experiences of entering and living in the U.S.? How has their emigration impacted both their homelands and U.S. society? Emphasis on Mexicans, Cubans, and Puerto Ricans in the twentieth century and the development of new "Latino" identities. *Kanter*.

295 Chinese Medicine Past and Present (1)

Introduces the basic principles of traditional Chinese medicine and examines the historical developments that allowed it to become a prominent part of "alternative medicine" throughout

the world today. Explores how people in China sought answers to the universal questions that have shaped all healing systems: How do the body and mind function, and how are they related? How should we classify different illnesses and their causes? How do we know if a treatment actually works? What kind of people are qualified to practice medicine? Considers how medical ideas change over time and place. *Staff*.

300 Slave Societies of the Americas (1)

Comparative study of the development of race-based slavery in Spanish America, Brazil, the Caribbean and the U.S. South. Discusses the Middle Passage, plantation life, slave religion, resistance, emancipation and its aftermath. Invites students to consider the history of ethnic relations within multiracial societies. *Kanter*.

301 Gender and Sexuality in the 'Hispanic' World (1)

Intensive look at gender relations, family and morality in Hispanic societies. Includes medieval Spain, colonial and modern Latin America, and Latina/os in the U.S. Asks how ideological and social constructs such as patriarchy and the code of honor have changed in response to conquest, multiracial societies and immigration. *Kanter*.

365 Women, Society and Gender in East Asia (1)

An in-depth study of the construction of gender in East Asia, focusing primarily on women in China, Japan and Korea from 1600 to the present. Major topics include sexuality and reproduction; family structure and social class; religion; language; and the changing roles of men. *Staff*.

371 Latin American-U.S. Relations (1)

Explores essential elements that have shaped U.S. influence in Latin America from the 1820s to the present day, examining official policy as well as ideology, cultural representations, the media and trade issues. Considers this history from multiple perspectives, looking north and looking south, and how notions of race, religion and gender have played into inter-American relations. Analysis of primary source materials is integral. *Kanter*.

382 East Asian Environmental History (1)

Prerequisite: Junior or senior standing or permission of instructor.

Investigates how people in China and Japan have thought about and interacted with their environment in different historical settings. Explores the way in which East Asian religions and philosophies explain the cosmos and the place of humans and non-humans within it, and the impact of imperialism, industrialization, and revolution on environmental thinking and policies during the nineteenth to the twenty-first centuries. Topics include Confucian views of stewardship, Daoist cosmology, Shinto ritual,

feng shui, environment and disease, Communist state building and environmental exploitation, and industrial pollution. *Staff*.

399 Contact and Conquest in the Americas (1)

Prerequisite: Junior or senior standing or permission of instructor.

1492 marked the first of many meetings between Europeans and native American peoples. This seminar takes an intensive look at the remarkable encounters that occurred during the first century of European contact. Readings center on primary sources: written and pictorial records from that era that tell of meetings in the Caribbean, Mexico, Brazil, Florida and Canada. These texts require critical reading by class participants. Not offered every year. *Kanter*.

European History

102 Ancient and Medieval Worlds (1)

A survey from 3000 B.C.E. to the Renaissance, including Mesopotamian, Greek, Roman, Carolingian and European societies. Religion, politics, war, thought, society and family issues will be discussed. *Staff*.

103 1500 Europe 2000 (1)

Europe from the Renaissance to the end of the twentieth century. Major topics include: Wars of Religion, French and Industrial Revolutions, and war and peace in the twentieth century. *Cocks*.

217 1789 Europe 1918 (1)

Europe from the French and Industrial Revolutions to the end of the First World War as reflected in history, literature and film. *Cocks*.

218 1918 Europe 1989 (1)

Europe from the end of the First World War to the end of its Cold War partition reflected in history, literature and film. *Cocks*.

229 Film Images of World War II (1)

The history of the Second World War and world films made about the war from the 1930s to the present. (Film fee). Same as Political Science 229. *Cocks, Grossman*.

251 Ancient Greece (1)

Follows the development of ancient Greek civilization from the middle of the second millennium BCE through the final Roman conquest of Greece in 146 BCE, with special attention to the Archaic, Classical and Hellenistic periods. Surveys political and military history as well as social and cultural history, including such topics as art, architecture, athletics, drama, literature, leisure, philosophy, town-planning, religion, sexuality and work. *Staff*.

252 Ancient Rome (1)

An examination of ancient Roman history from the legendary foundation of the city in 753 BCE through the Republican Period, the Principate, and the Dominate, to the "fall" of the Western Roman Empire in 476 A.D. Covers the evolution of the Roman constitution and the spread of Roman imperial domination throughout the Mediterranean, as well as important social, cultural, and economic phenomena. *Staff*.

308 Victorian Britain (1)

The cultural, social and political history of Great Britain during the nineteenth century, with an emphasis on deconstructing the prevailing mythology of prudery and progress. Also examines issues of gender, class and ethnicity. *Staff*.

309 Pax Britannica: The British Empire (1)

An exploration of the varied, complex and fascinating phenomenon that was the British Empire from its late eighteenth-century crisis, through its unparalleled global predominance in the nineteenth century, to its dissolution/transformation in the middle years of the twentieth century. *Staff*.

313 1815 Russia 1945 (1)

Russia from the end of the Napoleonic Wars to the end of the Second World War: the collapse of the tsarist autocracy, the Bolshevik revolution, and Russia's struggles within itself and against the outside world. *Cocks*.

375 The Great War (1)

Prerequisite: Junior or senior standing or permission of instructor.

An exploration of the origins, conduct and consequences of the First World War, with special attention to cultural factors as well as political, economic, social and military issues. *Staff*.

385 British India (1)

Prerequisite: Junior or senior standing or permission of instructor.

The history of the rise and fall of British rule over the Indian subcontinent between 1757 and 1947, with special attention to the intellectual and cultural components of the colonial encounter between Britons and the peoples of South Asia. *Staff*.

390 Nazi Germany (1)

Prerequisite: Junior or senior standing or permission of instructor.

Nazi Germany through history, literature and film in the contexts of modern German and European history. *Cocks*.

395 The Irrational in History (1)

Prerequisite: Junior or senior standing or permission of instructor.

An introduction to historical aspects of the irrational in human society and the application of psychodynamic models of the mind to the study of history. Topics include: the history of mental illness and its management; the science and profession of psychiatry; sexuality and gender; psychoanalytic drive psychology; ego psychology; object relations theory; self psychology; Lacanian theory; psychobiography; and psychohistory. *Cocks*.

United States History

101 American Dreams and Realities (1)

One-semester thematic approach to understanding the American experience from its beginning to the present. The course will attempt to aid students in answering such questions as: "What are my values and how are they connected to the historical past?" Witch hunts, the frontier, violence, the city, technology, war (Hiroshima & Vietnam), success, morals, women, immigration, racism, reform and the environment will be among the themes explored in a search towards defining the American character. *Dick*.

121 Early America: Three Worlds Meet (1)

Early colonial America, with an emphasis on the Caribbean, Mexico, the Southwest, British North America and New France from 1492 to the 1770s. Readings and films focus on the Americas as a meeting place for indigenous peoples, Europeans and Africans. Students will analyze the varied realities of conquest, native population decline and conversion, the brutalities of slavery, and the evolution of ideas about race in the New World. Not offered every year. *Kanter*.

131 The United States from Colonization to 1877 (1)

Introductory survey of United States history from pre-settlement of Europeans through the fall of Reconstruction. Examines the multicultural origins of the United States; the economic, social and political course to independence; the early national period; the Jacksonian era; and the causes and results of the Civil War. Also focuses on historical methodology. *Sacks*.

132 The United States since 1877 (1)

Introductory survey of American civilization from Reconstruction to the present, encompassing the ways that Americans have responded to the rise of the city, industrialization, immigration, imperialism, world wars, the atomic bomb, racial turmoil, changing roles of men and women, rise of the welfare state and environmental controversies. Recommended for pre-law students. *Dick*.

237 America in Crisis: Great Depression, World War II and Cold War (1)

America from 1929 to 1960: Stock market crash, Great Depression, Dust Bowl, New Deal, FDR and Hitler, "The Good War," Hiroshima and Nagasaki, McCarthyism and the Red Scare, Baby Boom and "We like

like." Stress on historical controversies, the roles of workers, women and minorities and the significance of the environment. *Dick*.

242 African American History from Africa to 1865 (1)

A history of people of African descent in the United States from their African roots through the end of the Civil War. Stress on the development of slavery and racism in the colonial period; the tensions between slavery and freedom; slave culture, family and religion; race relations in the North; and the black experience in the Civil War. Readings will be drawn from slave narratives as well as historical monographs. *Sacks*.

243 African American History, 1865 to the Present (1)

A history of black people in the United States from the end of the Civil War to the present. Stress on the rise and fall of Reconstruction, Jim Crow, black migration to the cities, the Harlem Renaissance, the civil rights movement and contemporary issues in race relations. *Sacks*.

256 Native North America (1)

Same as A&S 256. *Staff*.

333 Colonial America (1)

In-depth study of the British North American colonies from first settlement. Concentration on social history: the interaction of different cultures and races; how people lived; why Europeans came to America, and what happened to them once they arrived. Specific topics include puritanism; witchcraft; the impact of disease and the fur trade on the native population; and the development of slavery. *Sacks*.

337 Environmental History (1)

Focus on the historical roots of contemporary environmental problems. Analysis of both the destructive and the conservation sides of the American experience. Native American perspectives, women and nature, technology, Thoreau, John Muir, energy crisis, ecology as the subversive science, a land ethic, Rachel Carson's *Silent Spring*, and environmental impacts (DDT, Love Canal, atomic testing, PBB, dioxin, acid rain) are stressed. Concentration on America, but within a global frame of reference.

Interdisciplinary emphasis that invites students from a variety of majors, particularly those in the sciences and those treating public policy issues. Special opportunities for those who enjoy the out-of-doors. *Dick*.

340 History of Women in the U.S., 1877-Present (1)

Prerequisite: Previous course work in women's studies or history.

Does some shared history link American Indian girls sent to BIA boarding schools at the turn of the century with the immigrant girls who labored for the Triangle Shirtwaist Factory? How is "women's" history different? What difference does women's history make to U.S. history? This course considers

such questions by examining the situations of women in the U.S. from 1877 forward. It introduces students to the theories and methods of women's history that scholars have developed over the last quarter century. Central to this course is the recognition that women's experiences are not simple parallels to men's, and involve differences among women such as those based on sexuality, class, race and regional factors. *Franzen*.

347 Race and Sports in America (1)

Sport has long occupied a place at the heart of American culture and society. Organized athletics have also served as symbolic sites of protest, power and inclusion for the nation's racial minorities. This course explores the history of American sports as a way to understand the profound impact that the phenomenon of athletic competition has had in the development of American race relations with particular attention paid to the experiences of African American athletes. *Sacks*.

380 Harlem Renaissance (1)

Prerequisite: Junior or senior standing or permission of instructor.

In-depth study of the "New Negro" movement of the 1920s with its emphasis on the emergence of a black artistic community. Examination of the major literary figures of black America in that era, as well as artists, intellectuals and political activists. Considerable focus on the racial climate of the post-World War I period that served as a backdrop to the Harlem Renaissance. *Sacks*.

381 Race and Nationality in American Life (1)

The story of uprooted ethnic, religious and racial groups from the first arrival in North America of Europeans through the age of American imperialism in the early twentieth century. The America of asylum and freedom is compared to the traditions of nativism and racism by examining Afro-, Asian-, Euro-, Mexican-, and Native American experiences. *Sacks*.

398 The 1960s (1)

Prerequisite: Junior or senior standing or permission of instructor.

In-depth examination of a tumultuous decade: civil rights and black power, student protest and New Left, counterculture and Woodstock generation, Vietnam and the anti-war movement, the "other America" and the War on Poverty, *Silent Spring* and Earth Day, liberation movements, JFK, LBJ, Martin Luther King, Malcolm X, Black Panthers, Detroit Riot, Freedom Summer, Jackson State, Kent State, Watergate, FBI, *Feminine Mystique*, Cesar Chavez, David Brower, and Rachel Carson. *Dick*.

Global

260 An International History of the Cold War (1)

Same as International Studies 260. *Yoshii*.

310 Power and Culture in the Asia-Pacific Region (1)

Same as International Studies 310. *Yoshii.*

Special Studies

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

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

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

An examination of subjects or areas not included in other courses. May be taken more than once for credit. *Staff.*

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

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.*

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing or permission of instructor.

Staff.

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

Staff.

Honors Program

Faculty and Staff

E. Dale Kennedy, director, Prentiss M. Brown Honors Program; professor of biology.

B.A., 1975, College of Wooster; M.A., 1979, University of North Carolina, Chapel Hill; Ph.D., 1989, Rutgers University.

Introduction

Although they are not separated from the campus at large, students in the Prentiss M. Brown Honors Program do enroll in four unique Honors seminar courses in their first three years. Great Issues in

Science, Humanities, Social Science and Fine Arts all explore topics of current interest through the use of classical and contemporary readings. Through their small size, discussion format and emphasis on critical thinking and writing, these special courses encourage students to value ideas and to play active roles in their own intellectual development. They also fulfill the special core curriculum for Honors students.

Admission—Students must be admitted to the Brown Honors Program. Visit the program's website for admission requirements and information on the application process.

Program Requirements

In the "Academic at Albion" section of this catalog, the College's core curriculum is described. Part II of this curriculum requires that all students take a course that will introduce them to each of the following five Modes of Inquiry:

1. Textual Analysis
2. Artistic Creation and Analysis
3. Scientific Analysis
4. Modeling and Analysis
5. Historical and Cultural Analysis

Since each Honors course fulfills a Modes of Inquiry requirement of the College's core curriculum, Honors students can satisfy as many as four of this five-course requirement with Honors classes. Additionally, Honors students can satisfy part of the College's distribution requirement (one fine arts course, two humanities courses, two science courses and two social science courses) by taking Honors seminars.

Students take four Honors courses, one from each of the four divisions of the College.

All courses to meet the Honors core must be taken for a numerical grade.

To guide Honors students in their selection of Great Issues courses, the following numbering system is used:

HSP 12xH—Natural Science & Mathematics	HSP 1x1H—Textual Analysis
HSP 13xH—Humanities	HSP 1x2H—Artistic Creation and Analysis
HSP 15xH—Social Sciences	HSP 1x3H—Scientific Analysis
HSP 17xH—Fine Arts	HSP 1x4H—Modeling and Analysis
HSP 1x5H—Historical and Cultural Analysis	

For example, HSP 154H would be a Great Issues in Social Science seminar that satisfies the Modeling and Analysis Mode.

Honors Program Courses

HSP 12xH Great Issues in Science (1)

A seminar for Prentiss M. Brown Honors Program students in which they read and discuss classic and modern works in the history, philosophy, methodology and ethics of science and technology. All seminars fulfill one of the Modes of Inquiry requirements of the College's core curriculum. *Staff.*

HSP 13xH Great Issues in Humanities (1)

A seminar for Prentiss M. Brown Honors Program students in which they read and discuss classic and modern works of philosophers and humanists. All seminars fulfill one of the Modes of Inquiry requirements of the College's core curriculum. *Staff.*

HSP 15xH Great Issues in Social Science (1)

A seminar for Prentiss M. Brown Honors Program students in which they read and discuss classic and modern works on methodology, philosophy and policy issues in the social sciences. All seminars fulfill one of the Modes of Inquiry requirements of the College's core curriculum. *Staff.*

HSP 17xH Great Issues in Fine Arts (1)

A seminar for Prentiss M. Brown Honors Program students in which they explore, through representative readings, exhibits, concerts, performances and lectures, major issues in the development of the fine arts: the relationship between the artist and society, the evolution of critical theory in the arts and the nature of creativity. Individual courses may focus on the visual arts, music, theatre, film or dance. All seminars fulfill one of the Modes of Inquiry requirements of the College's core curriculum. *Staff.*

HSP 289H Selected Topics (1)

Prerequisite: Permission of the Prentiss M. Brown Honors Program director.

An examination of a special topic which is not included in the regular curriculum. *Staff.*

HSP 397H Thesis Development Colloquy (1/4)

A workshop open to Prentiss M. Brown Honors Program juniors and second semester sophomores which guides them through the process of finding and developing a thesis topic and assembling a thesis committee. Students also develop their library research and other thesis-related skills. In the semester they enroll in the colloquy, Honors students may take up to 4 3/4 units without additional tuition charge. Offered on a credit no credit basis. *Staff.*

HSP 422H Honors Thesis (1/2-1)

Directed independent study leading to the submission of an Honors Thesis. Normally, students begin their thesis research in the second semester of their junior year by enrolling for 1/2 unit of Honors

Thesis credit with their thesis adviser. This process continues during the students' senior year when they normally take another one to two units of Honors Thesis credit in order to complete their research and write up their results. In the semesters they enroll for Honors Thesis credit, Honors students may take up to five units (where 1/2 unit is for thesis credit) without additional tuition charge.

Human Services

Faculty

Andrea P. Francis, director, human services concentration; professor of psychological science.
B.A., 2001, Colorado State University; M.A., 2006, Ph.D., 2010, Michigan State University.

Barbara J. Keyes, internship coordinator, human services concentration; professor of psychological science.
B.A., 1970, College of Wooster; M.A., 1973, Ph.D., 1976, Bowling Green State University.

David Arend, adjunct instructor, human services concentration.
B.A., 1978, Albion College; M.A., 1981, Michigan State University; M.A., 2001, Western Michigan University.

Introduction

Albion's human services concentration, which is selected in addition to an academic major, is designed to allow students to explore their interest in various human service careers, as well as to prepare them for entry-level positions upon graduation and/or for graduate school in human services disciplines. Students interested in the helping professions are expected to learn about underrepresented populations, administration and public policy, ethics, and professional practice. Human services promote physical and mental health through prevention, outreach, community organizing, and provision of services. Although human services workers will be employed primarily in applied settings, they may also have opportunities to conduct research that promotes physical and mental health.

Admission—Admission to the human services concentration is based on a genuine interest in exploring one or more of the human services areas and evidence of academic ability. Students must apply for admission to the concentration and are advised to do so during their sophomore year. For more information and an application form, contact the director of the human services concentration.

Career Opportunities

Students who have completed the human services concentration may pursue entry level jobs right out of college, or they may go on to graduate school to earn any number of degrees, including an M.S.W. (social work), M.P.H. (public health) or an M.A. or Ph.D. (psychology, counseling). Careers in human services include: legal aid and advocacy; social justice; individual, marriage and family therapy; social work; child and family services; health and wellness; non-profit organizations; policy development; community service; and pastoral counseling.

Concentration

Eight units are required for the concentration.

- Introduction to Human Services (HUSV 101), one unit.
- Four units, drawn from an approved list of courses each focusing on a different area of competence, to be chosen in consultation with the director of the concentration. A student may not take more than two core courses in their major field. See detailed list.
- Two units of supplemental courses, to be chosen in consultation with the director of the concentration.
- Internship, one unit. See detailed information.

Human Services Courses

101 Introduction to Human Services (1)

Acquaints the beginning student with the human services field, including the philosophy, values, methods and broad scope of the human services, and examines the student's motivation and values in relation to a career in a helping field. An interdisciplinary course designed specifically for the human services concentration. *Keyes, Staff.*

391, 392 Internship (1/2, 1)

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

398, 399 Practicum (1/2, 1)

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

401, 402 Seminar (1/2, 1)

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

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

Staff.

Requirements for Human Services Concentration

A total of eight units is required for the concentration.

- Introduction to Human Services (HUSV 101), one unit.
- Four units, drawn from an approved list of courses each focusing on a different area of competence, to be chosen in consultation with the director of the concentration. No more than two of the courses can be from the student's major.

The approved courses include:

◦ Client Populations

- Sociology of Childhood (Anthropology and Sociology 222)
- Comparative Families (Anthropology and Sociology 350)
- Intimate Violence (Anthropology and Sociology 360)
- Interpersonal and Family Communication (Communication Studies 360)
- Child and Adolescent Developmental (Psychology 251)
- Abnormal Psychology (Psychology 265)
- Introduction to Counseling (Psychology 380)

◦ Health

- Healing, Health, and Society (Anthropology and Sociology 353)
- Health Economics (Economics and Management 375)
- Biomedical Ethics (Philosophy 308)
- Human Systems Anatomy (Kinesiology 211)
- Health Psychology (Psychology 330)
- Death and Dying in World Religions (Religious Studies 261)

◦ Organizational Structures and Public Policy

- Small Group and Organizational Communication (Communication Studies 203)
- Managing People and Organizations (Economics and Management 259)
- Human Resource Management (Economics and Management 355)
- Management (Economics and Management 359)
- Negotiation and Dispute Resolution (Economics and Management 376)

- Ethics and Public Policy (Philosophy 304)
- Industrial and Organizational Psychology (Psychology 346)

○ Diversity in Human Services

- Sociology of Sex and Gender (Anthropology and Sociology 333)
- Race and Ethnicity (Anthropology and Sociology 345)
- Social Stratification (Anthropology and Sociology 370)
- Introduction to Ethnic Studies (Ethnic Studies 103)
- Ethics (Philosophy 201)
- Social Philosophy (Philosophy 202)
- Contemporary Moral Problems (Philosophy 206)
- Christian Ethics (Religious Studies 242)
- Liberation Theology (Religious Studies 270)
- Introduction to Women's Studies (Women's and Gender Studies 106)
- Students must take a minimum of two units of supplemental courses that add depth to the internship experience. Typically, these two courses will come from the lists above. Students should select courses that complement and amplify a student's special interests, especially in relation to their internship. Other courses not on the list above may be approved by the director of the human services concentration if the student provides ample justification.
- All students must complete a one-unit practicum internship approved by the human services director. This requirement may be satisfied by either the psychology practicum or an appropriate internship that is arranged through the student's major department. The following represent possible internship sponsors: private social agencies, family-related agencies, public health offices, community health centers, institutions serving children and teenagers, churches and church-related institutions, crisis intervention agencies, state and local governments, and community organizations.

For more information, contact the director of the concentration.

Interdepartmental Majors

Course work and faculty for the following majors are drawn from two different departments. Students with specific questions regarding these majors should contact the registrar for further information.

Mathematics/Economics

The interdepartmental major in mathematics/economics is intended for those students who wish to combine these two areas of study but do not want to limit their course work in other liberal arts areas by having to take all of the classes necessary for completion of the two majors. Students interested in economics can learn the mathematical approach to this discipline, while students interested in

mathematics will learn the importance of mathematics as a theoretical and empirical tool for solving economic and business problems. Students with this interdepartmental major will be well prepared to enter a career in business consulting or to enroll in graduate programs in economics, business, operations research or applied mathematics.

Requirements for Major

- A student satisfies the requirement for the mathematics/economics major by successfully completing the following twelve courses:
 1. Economics and Management 101, 102, 230, 232, 379, 380.
 2. Mathematics 141, 143, 239, 245, 247, 309.
 3. One course from the following: Mathematics 326, 331, 360.
- Each department may waive one or more of its own courses for students with advanced high school preparation.
- All courses for the mathematics/economics major must be taken for a numerical grade.
- Mathematics/economics majors are expected to attend all colloquia of the Mathematics and Computer Science Department.
- This major is not intended to lead to secondary teacher certification; however, a student may combine this major with a certification major in mathematics.
- This major is not open to those who have a major in mathematics or economics.

Mathematics/Physics

The interdepartmental major in mathematics/physics is intended for those students who wish to combine these two areas of study, but do not want to major in one at the expense of the other or be limited by the concentration of courses in two departments necessary for a double major. The student with this major could enter a career in computer science or would be well prepared to enter a program in applied mathematics or mathematical physics.

Requirements for Major

- A student satisfies the minimum requirements by doing all of the following:
 1. Completing successfully Physics 167, 168, 243, 244, 250, 325, 336.
 2. Completing successfully Mathematics 141, 143, 245, 247. The Mathematics and Computer Science Department may waive one or more of these courses for students with advanced high school preparation.
 3. Completing successfully Physics 380 or Mathematics 380, Mathematical Physics, a joint offering of the two departments.
- The major is not intended to lead to secondary teacher certification and is not open to those who have a major in both mathematics and physics. However, a student may combine this major with a certification major in either mathematics or physics.
- All courses for the mathematics/physics major must be taken for a numerical grade.

- Mathematics/physics majors are expected to attend all colloquia of the Mathematics and Computer Science Department and the Physics Department.

Interdisciplinary Majors

Course work and faculty for the following majors are drawn from several different departments.

Students with specific questions regarding these majors should contact the respective program director or the registrar for further information.

Ethnic Studies

Information on the ethnic studies major is given under that heading in the departmental listings.

Social Studies

Information on the social studies major with elementary or secondary education certification is given under the Education Department.

International Studies

Information on the international studies major is given under that heading in the departmental listings.

Public Policy

Information on the public policy major is given under that heading in the departmental listings.

Women's and Gender Studies

Information on the women's and gender studies major is given under that heading in the departmental listings.

Interdisciplinary Courses

Interdisciplinary courses are offered to bridge the gaps which sometimes exist between differing, but related, academic areas. Each semester a variety of interdisciplinary courses are included in the

curriculum. Students in these courses are exposed to a broad range of ideas and concepts which have been integrated to make them intellectually exciting. These courses may be team-taught by two or more faculty members or be problem-oriented courses which, by their nature, do not fit into existing departmental offerings.

HCI 101 Introduction to Health Care (1/4)

Prerequisites: Completion and submission of application materials for the Institute for Healthcare Professions. (Go to www.albion.edu/health-institute/.)

Examines myriad healthcare careers and the education, rewards and challenges associated with each one. Emphasizes the team approach to health care, focusing on interactions among individuals with various specializations. *Staff*.

HCI 102 Issues in Health Care (1/4)

Prerequisites: Membership in the Institute for Healthcare Professions.

Explores a variety of professional and personal issues encountered by people working in the healthcare system. Considers current events and issues related to health care. Provides insight into the various professions that make up a collaborative healthcare team. *Staff*.

201 Issues in Health Care (1/4)

Required of all students who are members of the Institute for Healthcare Professions, normally taken in the fall of the second or third year. *Keyes*.

IDY 100 Academic Success (1)

Utilizes lecture, discussion, readings and experience-based learning to provide students with an intellectual and practical understanding of psychological theories and concepts related to academic success. Focuses on constructs related to motivation, effort, personal insight, metacognition, self-regulation, the process of change and emotional intelligence. *Staff*.

IDY 101 Success & Opportunity at Albion College (.25)

Prerequisites: Acceptance into the Build Albion Fellows Program

A practical introduction to Albion College that aims to show students how they can find success and opportunity at Albion College. This course introduces the Build Albion Fellows to the community of Albion College, engages them in academic skill development and training, introduces students to faculty and their ways of teaching their classes, and provides an introduction to the peer-mentoring structures that exist on Albion's campus.

IDY 110 Career and Life Planning (1/4)

Centers on effective decision-making with direct application to participants' short- and long-range life goals. Emphasizes self-understanding and methods for gathering appropriate external information. Considers the benefits of liberal arts, including critical-thinking, writing and breadth of knowledge. *Kase*.

IDY 198 Holocaust Studies (1/2)

Reviews the history of genocide, the history of the Jewish communities in Poland and the history of the Nazi extermination of Jews in Poland during the Second World War. Required for, and restricted to, students selected to participate in the spring Holocaust Studies Service-Learning Project in Poland. Offered in alternate years. *Staff*.

IDY 262 Arts Integrated Learning (1)

Introduces K-8 teacher certification candidates to basic elements of arts composition (space, time, energy), performance and artistic analysis as they relate to music, visual art, dance and theatre as well as the work of prominent artists within these disciplines. Creative assignments and lesson plans explored within the class are implemented within diverse learning environments. Culminating projects include the creation and presentation of original works of art in the discipline of the candidate's choice. *Staff*.

PALN 209 Dinosaurs (1)

An interdisciplinary examination of the paleontology and biology of dinosaurs and their role in the history of science, popular culture and religion. Lectures, discussions, demonstrations, documentaries and popular films are included. *Bartels*.

SCI 205 Women and Ethnic Minorities in Science (1)

Prerequisite: One 100-level science course.

An examination of both the history of women and other traditionally excluded persons in science, and the way science has looked at them. The course considers such questions as: Why are there so few members of these groups in science? What contributions have these scientists made? Would science be different if more members of these groups were scientists? *Staff*.

SCI 285 Integrated Science for Elementary Teachers (1)

Prerequisite: A science course with a laboratory.

An integrated survey of astronomy, biology, chemistry, geology and physics for elementary education students. *Staff*.

International Studies

Faculty

Bindu Madhok, program chair and professor.

B.A., 1983, University of Calcutta; Ph.D., 1990, Brown University. Appointed 1990.

Midori Yoshii, associate professor of international studies.

B.A., 1986, M.A., 1988, Tsuda College Tokyo; M.A., 1991, Ph.D., 2003, Boston University. Appointed 2004.

Introduction

International studies is a multidisciplinary and interdisciplinary program that encourages students to examine cross-cultural, cross-national or transnational phenomena. It seeks therefore both a depth and breadth of knowledge about the human experience. Its primary justification arises from the belief that the world is increasingly interdependent and that many of the challenges to humanity are global in scope and cannot be usefully studied within the confines of a single discipline.

Students completing the international studies major at Albion College will have acquired a solid grasp of social, political, economic and historical forces at work in the world; competence in a second language equivalent to four semesters of college-level work; a familiarity with methodologies appropriate to the study of international phenomena; and a globally relevant experience through an appropriate off-campus program. For further information, contact Midori Yoshii, adviser.

[International Studies Website](#)

Majors and Minors

Requirements for Major

A minimum of eight units as follows:

1. Three international studies core courses consisting of International Studies 130 and two additional courses, one of which must be at the 200-level or higher. The two additional international studies core courses must be taken in two different departments. A current list of pre-approved IS core courses is available on the International Studies Program Web site or from the International Studies Program Committee chair.
2. Elective courses constituting a curricular focus. Electives must be taken in at least two different departments. A list of sample elective courses is available on the International Studies Program Web site or from the International Studies Program Committee chair. The number of courses that a student takes

depends on the track chosen and the number of units elected for the capstone project. Students may choose from the following options:

Area Studies--At least three units of course work in one of the following areas: Europe, Africa, Asia or Latin America. Depending on course availability, students may pursue other area studies tracks with the prior approval of the International Studies Program Committee. Modern language competence must be in a language related to the area studies focus. The semester abroad must be in a location related to the area studies focus.

Transnational Studies--At least four units of course work on a specific transnational topic. Pre-approved tracks include international environmental studies and international gender studies. Depending on course availability, students may pursue other transnational studies tracks with the prior approval of the International Studies Program Committee.

3. International Studies 370: Building on International and Intercultural Experiences.

Additional Major Requirements

- Course work must include at least two courses taken at the 300-level or higher. No more than three units of 100-level work may be counted toward the major.
- Up to three units of course work may be taken abroad.
- Proof of modern language competence equivalent to two years of college-level language study is required.
- At least one semester abroad must be completed in an off-campus study program approved for Albion College credit. In special circumstances, students may petition the International Studies Program Committee to fulfill this requirement through U.S.-based off-campus study programs with significant international content.

Requirements for Minor in Area Studies

- Five units as follows: International Studies 130, plus four courses on a specified geographical region (Europe, Africa, Asia or Latin America). Depending on course availability, students may pursue other area studies tracks with the prior approval of the International Studies Program Committee. Area studies courses shall be distributed across at least two departments, with at least three courses at the 200-level or higher.
- All courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than two transfer credits will be accepted.
- Cognate requirements: Knowledge of a second language, equivalent to at least two years of college-level study (students may fulfill through course work or placement test). The language must be a language of the region under study.

Requirements for Minor in Transnational Studies

- Five units as follows: International Studies 130, plus four international studies core courses, of which three must be at the 200-level or above. These must also be distributed across at least two departments.
- All courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than two transfer credits will be accepted.
- Cognate requirements: Knowledge of a second language, equivalent to at least two years of college-level study (students may fulfill through course work or placement test).

International Studies Courses

130 Introduction to International Studies (1)

Introduces concepts of international studies with historical examples. Students are required to observe and analyze developments within a certain region, area, country or organization throughout the semester. *Yoshii*.

260 An International History of the Cold War (1)

Interprets the Cold War from international perspectives through analyzing the roles of proxy wars in Asia and the anti-colonial movement of the Third World, which defies the conventional analytical framework of the U.S.-Soviet conflicts. Includes study of the official documents of various governments (in English translation) and analyses of the contemporary media coverage and film analysis. Same as History 260. *Yoshii*.

264 An International History of Modern Japan (1)

Surveys the history of Japan from the seventeenth to the twenty-first century, with special emphasis on how cultural, military, political, and economic interactions with other countries have influenced Japan's national policies and cultural identity over time. Topics range from historical relations with China and Korea, the influence of seventeenth century "Dutch learning," U.S., European, and Russian imperialism in the nineteenth century, Japanese expansion into Asia during the early twentieth century, U.S.-Japan relations during and after World War II, and immigration and population in the twenty-first century. Same as History 264. *Yoshii*.

300 Power and Culture in the Asia-Pacific Region (1)

Introduces the diversity and development of the Asia-Pacific region that includes countries with traditions of Confucianism, Marxist-Leninist ideology, Western liberalism and Islam. Begins with a historical survey of the political, economic and social development of the region, followed by students' discussions of the prospect of the Asia-Pacific region growing into something similar to the European Community. Special attention is paid to the role of the U.S., an Asia-Pacific country, in this region. *Yoshii*.

370 Building on International and Intercultural Experiences (1)

Designed for students (including international students at Albion College) who wish to integrate their experiences studying, working or living abroad with a deepened analytical understanding of international and intercultural issues. Students familiarize themselves with the most current scholarship on international studies. Through independent research, they advance their understanding of a particular international issue of their choice and hone their abilities to articulate this issue to an audience. *Yoshii.*

Special Studies

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

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

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

An examination of subjects or areas not included in other courses. May be taken more than once for credit. *Staff.*

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

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.*

401, 402 Seminar (1/2, 1)

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

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

Staff.

Kinesiology

Faculty

Robert I. Moss, chair and professor.

B.S., 1975, M.A., 1980, Western Michigan University; Ph.D., 1988, Southern Illinois University. Appointed 2000.

Heather H. Betz, assistant professor.

B.A., 1996, Saint Mary's College of California; M.A., 2005, San Francisco State University; Ph.D., 2011, Michigan State University. Appointed 2011.

Holly M. Hill, visiting instructor.

B.A., 2005, Hope College; M.A., 2007, Western Michigan University. Appointed 2014.

Carol P. Moss, staff lecturer.

B.S., 1981, Ohio State University; M.A., 1982, Kent State University. Appointed 2000.

Introduction

A liberal arts education should provide the means to enhance one's mind, body and soul. The Kinesiology Department provides the student with an opportunity to pursue academic disciplines that will enable them and ultimately others to gain knowledge that will positively affect their lives and the lives of those around them. Presenting academic disciplines that result in a physically healthy existence as well as a vigorous intellectual life is the goal of the Kinesiology Department.

[Kinesiology Department Website](#)

Career Opportunities

The **exercise science major** has been developed to prepare students for careers in 2 general areas; 1) health and physical fitness related fields, and 2) healthcare and allied healthcare fields. Our majors will be prepared to apply for jobs that require a bachelor's degree and apply to graduate programs in exercise science, cardiac rehabilitation, physical therapy, occupational therapy, medical school, chiropractic, physician assistant, and other allied healthcare professions. Students may choose to sit for the American College of Sports Medicine certifications as a personal trainer or health fitness specialist.

Majors and Minors .

Requirements for Major in Exercise Science

- Ten and one-half units including: Kinesiology 207, 211, 213, 233, 240, 310, 368, 369, 379, 381 and 382.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Exercise Science

- Five units, including: Kinesiology 211, 233, 368, 369, and 379.
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Kinesiology Courses

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

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

194 Introduction to Clinical Laboratories (1/2)

Prerequisite: Acceptance into the athletic training major or permission of instructor.

The theory behind basic athletic training practices and the application of the specified competencies in supervised clinical situations. *Staff.*

200 Medical Terminology (1/2)

Focuses on the language of medicine—the prefixes, suffixes, word roots and their combining forms—by review of each system of the body. Emphasizes word construction, spelling, usage, comprehension and pronunciation. Introduces students to anatomy and physiology, pathology, diagnostic/surgical procedures, pharmacology and medical abbreviations. *Betz, C. Moss.*

201 Foundations of Healthful Living (1)

An in-depth presentation of crucial health issues emphasizing the need and effect of exercise and physical activity on the body. Included are units on the cardiovascular system, the muscular system, nutrition, diet, weight control, drugs, fitness and physical profiles, plus individualized exercise and activity programs. Lecture and laboratory. *Staff.*

203 First Aid (1/2)

Basic and advanced course work and skills in the following areas: CPR, first aid, automated external defibrillator, emergency and non-emergency management of injuries and illnesses and professional rescuer skills. American Red Cross certificates may be earned in each area. Required for the students enrolled in the teacher education program, health minor and athletic training major. *Staff.*

205 Water Safety Instructor (1/2)

Prerequisite: Current Red Cross Emergency Water Safety Skills and Swimmer Skills.

Designed for students who seek professional insights into teaching and administering aquatic programs, and community swimming programs. The American Red Cross water safety instructor's certificate may be earned. Offered in alternate years. *Staff.*

207 Introduction to Kinesiology (1)

An introduction to the interdisciplinary approach to the science and study of human movement. Provides an orientation to various educational pathways, requirements and career opportunities in kinesiology in the areas of teaching, coaching, therapeutic exercise, fitness and health, and sport management professions. Includes basic concepts of the kinesiology discipline and an overview of the relevance of foundational sub-disciplines. Addresses issues, challenges and current/future trends. Exercise science majors must take this course for a numerical grade. *Betz, C. Moss.*

211 Human Systems Anatomy (1)

Emphasizes the body systems most involved with human movement, sport and exercise (e.g., skeletal, muscular, cardiovascular, nervous and respiratory). Provides basic information on systems considered less important to human movement (e.g., integumentary, lymphatic, urinary, digestive and endocrine). *Betz, R. Moss.*

213 Athletic Injuries Prevention and Treatment (1)

An overview of basic sports-related injury prevention and assessment procedures, rehabilitation techniques, therapeutic modalities and athletic training management and administration. Development of hands-on skills, such as taping, basic rehabilitation and modality implementation, in lecture and laboratory sessions. Cultural competence in medical and healthcare settings will be an overriding theme in this course. *Staff.*

233 Human Gross Anatomy (1)

Prerequisite: Kinesiology 211.

The basic musculoskeletal anatomical concepts related to the human body. Emphasizes applications to physical activity and musculoskeletal injury. Lecture and laboratory (cadaver). *R. Moss.*

240 Sports Nutrition (1/2)

Prerequisite: Sophomore standing.

Introduction to nutrition as the study of foods and their effects upon health, development and performance of the individual. Emphasizes the role nutrition plays in the improvement of athletic performance and the physiological processes of nutrient utilization by the human body. *Staff.*

243 Athletic Injury Assessment Techniques (1)

Prerequisites: Kinesiology 233, acceptance into the athletic training major or permission of instructor.

The anatomical and physiological foundation necessary to assess the physically active individual. Strategies used for systematic and thorough evaluation, and referral procedures used following assessment to ensure a continuum of care. *C. Moss.*

244 Lower Extremity Assessment (1)

Designed to provide the anatomical and physiological foundation necessary to perform and understand the assessment of lower extremity pathology in physically active individuals. Utilizes specific evaluation strategies to develop a plan for systematic and thorough evaluation. Stresses appreciation of the referral procedures following assessment to ensure a continuum of care. May not be taken credit/no credit. *C. Moss.*

253 Therapeutic Rehabilitation and Modalities I (1)

Prerequisites: Kinesiology 233, acceptance into the athletic training major or permission of instructor.

The basic concepts related to the modality use and rehabilitation concepts of the physically active individual: modality selection, pharmacological considerations, record-keeping, program design and implementation, and safety. The psychology of rehabilitation, including goal-setting and motivation. Clinical application of rehabilitation techniques, including strategies for proper exercise selection based on anatomical and physiological considerations, program administration, and guidelines for program progression. *C. Moss.*

254 Therapeutic Rehabilitation (1)

Prerequisites: Acceptance into athletic training major and Kinesiology 233, or special permission by ATEP program director or instructor.

Provides the foundational components necessary to understand and perform appropriate therapeutic rehabilitation methods for physically active individuals. Specific strategies are utilized to develop and plan systematic and thorough rehabilitation protocols. Current literature and techniques in the field support the course content. *C. Moss.*

285 Physical Activity Epidemiology (1)

Physical Activity Epidemiology will focus on how leisure-time physical activity can be promoted to increase both longevity and quality of life. Students will be introduced to basic epidemiological concepts, the relatively new area of physical activity epidemiology, and the relevant literature that allows public health policy to be created based on the strength of the evidence. This course will examine the impact of physical activity on disease mortality and disease risk factors. By examining both classic and contemporary studies, students will be able to discern how the literature has changed over time and how current public health recommendations are better suited to the population as a whole. (Betz)

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

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

290 Clinical Experience I (1/4)

Presents the theory behind introductory athletic training practices and the clinical applications of these

practices. Develops proficiency in the application of the specific competencies in supervised clinical situations. May not be taken credit/no credit. *Staff*.

293 Clinical Laboratory in Athletic Training (1/2)

Prerequisite: Acceptance into the athletic training major.

The theory behind introductory athletic training practices and the clinical applications of these practices. Development of proficiency in the application of the specified competencies in supervised clinical situations. *Staff*.

294 Clinical Laboratory II in Athletic Training (1/2)

Prerequisites: Acceptance into the athletic training major.

The theory behind basic athletic training practices and clinical applications. Development of proficiency in the specified competencies in supervised clinical situations. *Staff*.

295 Clinical Rehabilitation (1/4)

Prerequisite: Must be taken concurrently with Kinesiology 254.

Presents the theory behind upper extremity athletic training practices and clinical applications, as well as developing proficiency in the specified competencies in supervised clinical situations. *C. Moss*.

310 Research and Statistics in Kinesiology (1)

Qualitative and quantitative research approaches specific to the various disciplinary areas in kinesiology. Topics include research ethics; selecting and developing a research problem; reviewing the literature, developing research hypotheses, writing research proposals; issues in measurement, data collection issues; statistical analyses; and communicating the results of research. *Betz*.

342 Advanced Techniques in Athletic Training (1)

Prerequisite: Kinesiology 253.

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*.

344 Upper Extremity Assessment (1)

Prerequisites: Acceptance into athletic training major, Kinesiology 233, or special permission by ATEP director or instructor.

Provides the anatomical and physiological foundation necessary to perform and understand the assessment of upper extremity pathology in the physically active individual. Specific evaluation strategies are utilized to develop a plan for a systematic and thorough evaluation. Appreciation of the referral procedures following assessment are stressed to ensure a continuum of care. Current literature and techniques in the field support the course content. *C. Moss*.

353 Athletic Training Administration (1/2)

Prerequisites: Kinesiology 213, acceptance into the athletic training major.

The administrative issues of athletic training: basic management theory and the medical model relative to various athletic training settings; human resources, facilities and budget, insurance, information management and research; practice requirements and documents in the athletic training profession. *Staff.*

354 Therapeutic Modalities (1)

Prerequisites: Acceptance into athletic training major and Kinesiology 233, or special permission by ATEP program director or instructor.

Provides the foundational components necessary to understand and utilize appropriate modalities for physically active individuals. Specific strategies are utilized to develop and plan systematic and thorough modality protocols. Current literature and techniques in the field support the course content. *C. Moss.*

368 Kinesiology and Biomechanics (1)

Prerequisite: Kinesiology 233.

Applies anatomical knowledge and mechanical principles to skills in motor activity, exercise, sport and daily activities. *R. Moss.*

369 Human Physiology (1)

Prerequisite: Kinesiology 211.

An introduction to the study of the physiological phenomena presented by the human body. Focuses on the function of organs and organ systems and includes practical applications in kinesiology and the care and prevention of athletic injuries. *Betz.*

379 Exercise Physiology (1)

Prerequisite: Kinesiology 369 or permission of instructor.

An examination of the mechanisms and processes by which the body performs its various functions. Emphasis on cardiovascular, respiratory, muscular and nervous systems as they relate to physical activity. *Betz.*

381 Foundations of Exercise Testing and Prescription (1)

Prerequisites: Kinesiology 240, 368, 379.

Provides the knowledge and tools to properly conduct various aspects of exercise testing such as the assessment of risk stratification, cardiorespiratory endurance, muscular strength and endurance, body composition and flexibility. Applies these assessments in development of exercise programs and prescriptions for both a general health and fitness population and a clinical population. Emphasizes the

American College of Sports Medicine's guidelines for exercise testing and prescription with specific focus on the knowledge, skills and abilities for the Health Fitness Specialist Certification. *Betz*.

382 Advanced Exercise Testing and Prescription (1)

Prerequisites: Kinesiology 240, 368, 379.

Further exploration of the various aspects of exercise testing and prescription, such as risk stratification, cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility, but with a focus on an athletic population. Covers the physiological mechanisms associated with anaerobic and aerobic conditioning, and muscular and cardiovascular evaluation and conditioning. *Betz*.

385 Human Physiology Lab (.5)

Prerequisites: KIN 369.

This laboratory class will allow students the opportunity to study the fundamental concepts of human physiology—including neural, muscular, cardiovascular, respiratory, and sensory systems—using hands-on experiments and computer simulations. Students will measure and analyze various physiological measures, including EKGs, blood pressure, respiratory volume and reflexes. (*Betz*)

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

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

390 Clinical Experience III (1/4)

Presents the theory behind intermediate athletic training practices and clinical applications. Develops proficiency in the specified competencies in supervised clinical situations. May not be taken credit/no credit. Offered every other fall. *Staff*.

391, 392 Internship (1/2, 1)

Prerequisite: Permission of department.

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

393 Clinical Laboratory III in Athletic Training (1/2)

Prerequisites: Kinesiology 213, acceptance into the athletic training major.

Presents the theory behind intermediate athletic training practices and clinical applications. Develops proficiency in the specified competencies in supervised clinical situations. *Staff*.

394 Clinical Laboratory IV in Athletic Training (1/2)

Prerequisites: Kinesiology 213, acceptance into the athletic training major.

The theory behind intermediate athletic training practices and clinical applications. Development of proficiency in the specified competencies in supervised clinical situations. *Staff*.

395 Clinical Modalities (1/4)

Prerequisites: Must be taking KIN 354 concurrently

This course presents the clinical practices and clinical applications of therapeutic modality use.

Developing proficiency in the specified competencies associated therapeutic modalities in supervised clinical situations is also expected. *Hill.*

401 Athletic Training Senior Seminar (1/2)

Prerequisite: Senior status in the athletic training major.

Current and advanced topics in athletic training. Includes fall semester clinical component. *Staff.*

402 Seminar (1)

Staff.

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

Staff.

453 Medical Conditions in Athletic Training (1/2)

Prerequisites: Kinesiology 213, acceptance into the athletic training major.

Interactions with medical and allied health care professionals in the field to develop an understanding of pathologies and the pharmacological treatment of pathologies common in physically active individuals.

Basic principles, ethical and legal issues of pharmacology and precautions, and the policies and procedures of storing and documenting pharmaceuticals in an allied health care setting. *Staff.*

494 Colloquium in Athletic Training (1/4)

Prerequisite: Senior status in the athletic training major.

A case study approach to injuries as seen by students in the field. Includes spring semester clinical component. *C. Moss.*

Wellness Courses

A maximum of four activity courses (100 level, 1/4 unit) in physical education and theatre (dance) may be used toward completing the 32 units required for graduation.

123 Riding—English (1/4)

English riding skills, with a strong emphasis on safety and confidence-building in the saddle. Students are assessed on their first day to determine their experience and ability. Students may ride their own horse or use a school horse. Riders must wear an ASTM/SEI certified helmet, which may be borrowed from the Held Center. Appropriate attire and footwear are required for lessons. (Course fee.) *Staff.*

124 Riding—Western (1/4)

Western riding skills, with a strong emphasis on safety and confidence-building in the saddle. Students are assessed on their first day to determine their experience and ability. Western riding lessons are taught off-campus. Students are responsible for their own transportation to/from the lesson facility. Students ride school horses owned by the facility. Appropriate attire and footwear are required for lessons. Rules of the facility must be adhered to by all riders. (Course fee.) *Staff*.

131 Scuba (1/4)

The development of skills, knowledge and activity for certification in scuba. (Course fee.) *Staff*.

141 Aquatics (1/4)

Beginner through advanced levels of swimming and or diving. *Staff*.

147 Body Building and Development (1/4)

Prescribed and therapeutic exercises designed to develop the body to a high degree of physical efficiency. *Staff*.

152 Meditation (1/4)

Explores a variety of meditation and mindful practices designed to offer a way of dealing with stress and build a foundation for understanding the inner self to maintain balance and offer new possibilities of being in the world. *Staff*.

153 Yoga I (1/4)

Introduces the use of yoga for health. Emphasizes the physical aspects of the practice through stretching and strengthening the muscles, joints, and spine, and directing blood and oxygen to the internal organs. *Staff*.

154 Pilates I (1/4)

An introduction to this wellness program based on the use of breathing techniques, concentration, body control, self-centering, precision movements and flow. *Staff*.

156 Yoga II (1/4)

Prerequisite: Physical Education 153 or permission of instructor.

A continuation of Physical Education 153. *Staff*.

157 Pilates II (1/4)

Prerequisite: Physical Education 154 or permission of instructor.

A continuation of Physical Education 154. *Staff*.

158 Disc Golf (1/4)

An introduction to the skills, equipment, rules and strategies for playing disc golf. *Staff.*

163 Racquetball (1/4)

Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of racquetball. Eye protection and playing equipment not provided. *Staff.*

165 Badminton and Tennis (1/4)

The development of badminton and tennis skills, strokes, principles and strategies. *Staff.*

166 Beginning Tennis (1/4)

The development of tennis skills, strokes, principles and strategies. *Staff.*

167 Beginning Golf (1/4)

The development of basic golf skills, knowledge and strategies. *Staff.*

168 Intermediate Golf (1/4)

Staff.

169 Intermediate Tennis (1/4)

The development of stroke consistency, shot direction, and singles and doubles strategy. *Staff.*

170 Advanced Tennis (1/4)

Prerequisite: Physical Education 169 or permission of instructor.

Repetition of strokes, charting, match play, percentage play, singles strategy, doubles strategy, tournament play, conditioning and sportsmanship. *Staff.*

172 Bowling (1/4)

The development of basic bowling skills. Bowling fees will be charged. *May.*

178 Canoeing (1/4)

Recreational and racing canoe skills, terminology and river reading. Class meets first eight weeks. (Course fee.) *Staff.*

181, 182 Life Guarding (1/4, 1/2)

Prerequisite: American Red Cross swimmer or equivalent.

American Red Cross certification in CPR, standard first aid and lifeguarding can be earned. (Course fee.) *Staff.*

192 Cardiovascular Conditioning (1/4)

Various 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. *Staff.*

Law, Justice, and Society

Staff

Patrick A. McLean, director, Gerald R. Ford Institute for Leadership in Public Policy and Service.
B.A., 1985, University of Dayton; M.A., 1987, Miami University (Ohio).

Edward J. Visco, associate director, Gerald R. Ford Institute for Leadership in Public Policy and Service.
B.A., 2004, Albion College; M.Ed., 2006, Chestnut Hill College.

Introduction

Law is one of the most significant expressions of a society's social and political development. We live in a period of widespread public interest in law that arises from a concern with problems of social justice, social control and social deviance. The traditional academic disciplines have increasingly focused on such issues as the nature and origin of law, law-making and law-breaking, rights and obligations, and freedom and responsibility. These are matters of increasing concern to teachers, social workers, business executives, doctors and public servants whose professional responsibilities demand knowledge of the relationship of law to their own fields.

The goals of this interdisciplinary concentration, which is selected in addition to an academic major, are to affirm the intellectual importance of the study of law and society, and to provide a framework whereby faculty and students may explore different approaches to law by using the resources of one or more disciplines. The curriculum is designed to equip students with the knowledge to understand legal institutions, practices and ideas, and also to grasp their relationship to larger social, economic and political forces. The concentration in law, justice, and society should be seen within the context of an undergraduate liberal education. That is, it is not a preprofessional program, but is designed for interested students, whatever their future career orientation.

Neither the American Bar Association (ABA) nor the American Association of Law Schools (AALS) recommends a specific course of pre-law studies. Instead, both recommend a broad-based

undergraduate program of study that encourages the acquisition of critical reading, writing and analytical skills—i.e., a liberal arts education.

Admission—The law, justice, and society concentration is open to all students, regardless of academic major. Students must apply for admission to the concentration, and due to the nature of the requirements, are advised to do so no later than the second semester of their sophomore year. For more information and an application form, contact the director of the concentration.

Concentration

The law, justice, and society concentration will be satisfied by the completion of six units of study, as follows:

- LWJS 101, Introduction to Law, Justice, and Society (one unit). All students must take this gateway course for the concentration, unless exempted by the director of the concentration.
- Four units, drawn from an approved list of courses, to be chosen in consultation with the director of the concentration. No more than two of the courses can be from the student's major. See detailed list.
- A program-related internship (one unit), to be approved by the director of the concentration.

Law, Justice, and Society Course

101 Introduction to Law, Justice, and Society (1)

Explores the basic issues of law's relationship to contemporary society. Topics include the nature as well as historical and social functions of law; the culture and role of major legal actors in the legal system (e.g., lawyers, judges, juries, police, technology); the tension between ideals and realities in law; and the role of law in addressing contemporary social problems. Fosters analytical and critical skills. Serves as the gateway class to the concentration in law, justice, and society; however, registration is open to all interested students. *Rose*.

391, 392 Internship (1/2, 1)

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

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing or permission of instructor.

Staff.

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

Staff.

Requirements for Law, Justice and Society Concentration

A total of six units is required for the concentration.

- LWJS 101, Introduction to Law, Justice, and Society (one unit). All students must take this gateway course for the concentration, unless exempted by the director of the concentration.
- Four units, drawn from an approved list of courses, to be chosen in consultation with the director of the concentration. No more than two of the courses can be from the student's major.

The approved courses include:

- Anthropology

- 212 History of Sociological Thought
- 345 Race and Ethnicity

- Communication Studies

- 301 Studies in Free Speech

- Economics and Management

- 353 Labor Law, Unions and Management

- English

- 360 The Problem of Race in American Literature
- 363 Literary Theory

- History

- 240 History of Women in the U.S., 1877-Present
- 300 Slave Societies of the Americas

- Philosophy

- 107 Logic and Critical Reasoning
- 201 Ethics

- 202 Social Philosophy
- 206 Contemporary Moral Philosophy
- 335 Philosophical Issues in the Law

○ Political Science

- 312 American Political Development
- 323 Introduction to American Constitutional Law
- 324 Civil Rights and Civil Liberties

○ Religion

- 242 Christian Ethics

○ Women's and Gender Studies

- 360 Feminist Theory
- A program-related internship (one unit), to be approved by the director of the concentration.

For more information, contact the director of the concentration.

Liberal Arts Core Courses

For further information about these courses, refer to the core requirement section in this catalog under Academics at Albion College. Specific course descriptions of Liberal Arts 101 seminars are available from the First-Year Experience Web page.

LA 101 First-Year Seminar (1)

An interdisciplinary special topics seminar that emphasizes development of strong written and oral communication. Seminars help first-year students make a positive transition to college academics by focusing on the process of learning, in and out of the classroom. Seminars share a common weekly community meeting that emphasizes student academic and social transitions. Some travel is associated with many seminars. A course fee may apply. Open only to first-year students. *Staff*.

Library Instruction

Librarians

Claudia C. Diaz, library co-director.

B.A., 1976, College of William and Mary; A.M.L.S., 1984, University of Michigan. Appointed 1984.

Michael A. Van Houten, library co-director.

B.S., 1975, Central Michigan University; A.M.L.S., 1978, University of Michigan. Appointed 1980.

Cheryl Blackwell, information literacy/reference librarian.

B.S., 1980, Wayne State University; M.I.L.S., 1987, University of Michigan. Appointed 1987.

Jill M. Mason, web services and emerging technologies librarian.

B.F.A., 2001, Albion College; M.L.I.S., 2005, University of Pittsburgh; M.F.A, 2010, Indiana University. Appointed 2016.

Alice Wiley Moore, library instruction/reference librarian.

B.A., 1973, Albion College; M.I.L.S., 1988, University of Michigan. Appointed 1974.

Justin N. Seidler, archivist.

B.A., 2004, Ohio University; M.L.I.S., 2012, Kent State University. Appointed 2014.

Introduction

Albion College librarians have developed a strong program of library instruction to meet the needs of our students and faculty and to support the College's liberal arts curriculum. The instruction program emphasizes information literacy and promotes critical thinking and lifelong learning. The librarians offer a variety of instruction services including general library orientation sessions, course-specific and assignment-specific library instruction, and instructions on using specific research tools and the critical evaluation of sources. Librarians work closely with faculty to be certain that the reference sources, research strategies and evaluation methods that are presented address the specific information and research needs of the students in their classes.

[Library Website](#)

Mathematics and Computer Science

Faculty

Mark E. Bollman, chair and professor.

B.A., 1986, Northwestern University; M.A., 1988, University of Michigan; Ph.D., 2001, Central Michigan University. Appointed 1999.

Paul L. Anderson, professor.

B.S., 1976, M.S., 1979, Ph.D., 1989, Colorado School of Mines. Appointed 1990.

Heather D. Jordon, associate professor.

B.S., 1990, M.A., 1992, Ph.D., 1996, Western Michigan University. Appointed 2016.

Ellen J. Kamischke, visiting instructor.

B.S., 1979, Michigan Technological University; M.A.T., 1983, Michigan State University; M.S., 2013, Michigan Technological University. Appointed 2015.

Darren E. Mason, professor.

B.S., 1991, Ph.D., 1996, University of Minnesota. Appointed 2001.

David A. Reimann, professor.

B.S., 1986, University of Toledo; M.A., 1990, Ph.D., 1998, Wayne State University. Appointed 1996.

Introduction

The Mathematics and Computer Science Department at Albion College includes the disciplines of pure and applied mathematics, computer science and statistics.

The courses are structured to meet the overlapping needs of students who fall in one or more of the following categories: (1) those who wish to develop their appreciation of the power and beauty of mathematics; (2) those who wish to explore the dynamic field of computer science; (3) those who intend to pursue graduate work in mathematics, computer science or other related fields; (4) those who will exploit the applications of mathematics in the natural sciences, social sciences and other areas of quantitative studies; and (5) those who plan to enter the teaching profession in mathematics or computer science.

[Department of Mathematics and Computer Science Website](#)

Career Opportunities

There has long been a demand in both industry and government for people with training in mathematics and statistics. The mathematics major who takes courses in computer science or statistics will enter an extremely favorable job market. There is also a need for secondary school teachers who are certified to teach mathematics or computer science. A major in mathematics provides a good foundation for further study in mathematics or for teaching on the secondary school level. With a degree in mathematics, it is also possible to gain admission to graduate school in other fields such as public policy, management and operations research.

Computer science students will enter a very favorable job market with opportunities in business, industry, government and private consulting. The study of fundamental principles of computer science and the strong mathematical component of this program fortify students with the lifelong learning skills essential for success in this rapidly changing field. Students with a mathematics major and a computer science minor will be prepared for graduate work in this or a related field.

Special Features

The Mathematics and Computer Science Department annually awards approximately \$30,000 in scholarships in honor of E. R. Sleight, a beloved mathematics professor who taught at Albion from 1908 to 1948. Prospective students with strong interests in mathematics are encouraged to contact the department to apply for these scholarships. Additional awards are made to outstanding upperclass students in mathematics and computer science.

Each year the Mathematics and Computer Science Department nominates five mathematics majors to membership in the Mathematical Association of America. The J. R. Lancaster Award is presented to the student who best exemplifies the liberally educated mathematics student. The E. R. Sleight Prize and the Ronald C. Fryxell Prize are awarded to the outstanding seniors in mathematics and computer science. Each summer several students receive stipends as Kresge Fellows and from other sources for independent research projects in the mathematical sciences. The Michigan Alpha chapter (established at Albion in 1937) of the mathematics honorary Kappa Mu Epsilon promotes mathematical lectures, films and social events. Students participate in the Michigan Autumn Take-Home Challenge, the Lower Michigan Mathematics Competition, and at the national level, in the William Lowell Putnam Competition and the Mathematical Contest in Modeling. Students are encouraged to attend and present papers at departmental colloquia and at regional conferences in undergraduate mathematics. Internships and the Oak Ridge Science Semester provide additional opportunities for intensive study in the mathematical sciences.

The Math/Stat Computing Laboratory is designed especially for students in mathematics, statistics and computer science courses. This computer laboratory features microcomputers running Windows and a

laser printer for high-resolution graphics and typesetting. Statistics students routinely analyze data with the Minitab statistical analysis program; graphing calculators and the Mathematica computer algebra system are integrated into precalculus, calculus and higher-level mathematics courses. This lab is part of Albion's campus-wide computer network connecting faculty offices, classrooms, laboratories, public computer areas, printers, the library automation system and residence hall rooms. From computers on the network, students can access their files, run software on the campus network, interact with other computers, send electronic mail and browse the World Wide Web.

The E. R. Sleight Computing Laboratory contains a network of workstations dedicated for use by computer science students. These computers run individually or in parallel under the Linux operating system.

Departmental Policy on Advanced Placement Credit

Credit earned through the Advanced Placement (AP) exams in calculus, computer science, or statistics may be applied, as appropriate, toward any major or minor in the department. Students who earn a 4 or 5 on the Calculus AB exam, or the AB subscore of the Calculus BC exam, receive credit for Mathematics 141. Students who earn a 4 on the Calculus BC exam receive credit for Mathematics 141, and those who earn a 5 on this exam receive credit for both Mathematics 141 and Mathematics 143. Students who earn a score of 4 or 5 on the Computer Science A or Computer Science AB exam will receive credit for Computer Science 171. Students who earn a 4 or 5 on the statistics exam will receive credit for Mathematics 109.

Majors and Minors

Requirements for Major in Mathematics

There are four emphases for a mathematics major, as described below. **The mathematics curriculum is highly sequential with a rigid and necessary prerequisite structure, and not all courses are offered each year.** Students planning an academic program that includes a mathematics major, especially one including teacher certification (Tracks III and IV), are urged to consult with a member of the mathematics faculty early in their Albion career so that a proper sequence of courses may be arranged.

Failure to consider carefully the implications of course enrollment decisions may result in delayed graduation.

Foundation Courses

Mathematics 141: Calculus of a Single Variable I

Mathematics 143: Calculus of a Single Variable II

Computer Science 171: Introduction to Computer Science I

Mathematics 239: Discrete Structures

Mathematics 245: Multivariate Calculus

Mathematics 247: Differential Equations and Linear Algebra

The department may waive one or more of the foundation course requirements for students with advanced high school mathematics preparation.

Mathematics Major

The mathematics major leads toward immediate employment, graduate work in the mathematical sciences, or professional study in other fields.

- 10 units in mathematics and computer science, including six units of foundation courses, plus four additional courses: Mathematics 331, 335; two additional units of mathematics course work at the 300-level. Students contemplating graduate study in mathematics should also take as many other 300-level mathematics courses as their schedules will allow, as well as course work in French, German or Russian.
- Mathematics 299 and 399, Colloquium in Mathematics and Computer Science (1/2 unit total)
- Students interested in pure mathematics are encouraged to select elective courses from 309, 333, 342, 345 and 349 while students interested in applied mathematics should select courses from 309, 310, 311, 316, 326, 333, 349, 360, 370 and 380.

Mathematics Major with Actuarial Mathematics Emphasis

The mathematics major with actuarial mathematics emphasis leads toward immediate employment or further study in actuarial science or a related area.

- 10 units in mathematics and computer science, including the six units of foundation courses, plus four additional courses: 309, 311, 313 or 349, 331.
- Mathematics 299 and 399, Colloquium in Mathematics and Computer Science (1/2 unit total).
- 3 units of cognate courses: Economics and Management 101, 102 and 348.

Mathematics Major with Secondary Education Emphasis

The mathematics major with secondary education emphasis leads to secondary teacher certification.

- 10 units in mathematics and computer science, including the six foundation courses, plus 309, 331, 335, 342.
- Math 299 and 399—Colloquium in Mathematics and Computer Science (1/2 unit).
- Completion of all other requirements for teacher certification.

Mathematics Major with Elementary Education Emphasis

The mathematics major with elementary education emphasis leads to elementary teacher certification.

- 10 units in mathematics and computer science, including six units of foundation courses, plus 309, 335, 342, 345.
- Math 299 and 399—Colloquium in Mathematics and Computer Science (1/2 unit).
- Completion of all other requirements for teacher certification.

Requirements for Minor in Mathematics

- Five units in mathematics, including Mathematics 141, 143, 239, plus one from 245, 247 and one from 331, 335, 342, 349.
- Math 299—Colloquium in Mathematics and Computer Science (1/4 unit)..
- Computer Science 171.

Not open to mathematics majors.

Requirements for Minor in Applied Mathematics

- Five units in mathematics, including Mathematics 141, 143, 245, 247, plus one from 309, 316, 326, 333, 360, 370, 380.
- Math 299—Colloquium in Mathematics and Computer Science (1/4 unit).
- Computer Science 171.

Not open to mathematics majors.

Requirements for Minor in Statistics

- Six units in mathematics, including Mathematics 141, 143, 209, 245, 309, 310.
- Math 299—Colloquium in Mathematics and Computer Science (1/4 unit).

Not open to mathematics majors.

Requirements for Minor in Computer Science

- Five and one-quarter units in computer science, including 171, 173, and 299; plus three additional units at the 200-level or higher. At least two of these three units must be selected from 352, 354, 356 or 358.
- Mathematics 141, 239.
- Math 299—Colloquium in Mathematics and Computer Science (1/4 unit).

- Students are encouraged to elect cognates in a specific field of interest in consultation with their adviser. Possible cognate areas include, but are not limited to, mathematics, physics, philosophy, psychology and economics.

Requirements for Mathematics Major with Secondary Education Certification

- 10 units in mathematics and computer science, including the six foundation courses, plus 309, 331, 335, 342.
- Completion of all other requirements for teacher certification.

Requirements for Mathematics Minor with Secondary Education Certification

- Five units in mathematics, including the three foundation courses, Mathematics 141, 143, 239, plus 335, 342. The department may waive one or more of the foundation course requirements for students with advanced high school mathematics preparation.
- Math 299—Colloquium in Mathematics and Computer Science (1/4 unit).
- Mathematics 209, 245 and Computer Science 171 are recommended.
- Completion of all other requirements for teacher certification.

Requirements for Mathematics Major with Elementary Education Certification

- 10 units in mathematics and computer science, including six units of foundation courses, plus 309, 335, 342, 345.
- Math 299 and 399—Colloquium in Mathematics and Computer Science (1/2 unit).
- Completion of all other requirements for teacher certification.

Other Requirements for All Mathematics Majors and Minors and Computer Science Minors

- A minimum grade of 2.0 is required in any mathematics course used as a prerequisite for another mathematics course.
- While a student may begin with Mathematics 125 and still complete a major, it is recommended that prospective majors take a similar course in high school if at all possible.
- No course to be counted toward a major or minor in mathematics may be taken on a credit/no credit basis, except Mathematics 299 and 399, which are only offered as credit/no credit courses.
- Students majoring or minoring in mathematics or minoring in computer science are expected to furnish the Department of Mathematics and Computer Science with information about their course work and activities related to the department. The department faculty will use this

information when nominating students for awards, scholarships and membership in professional societies, and as the basis for letters of recommendation. Students are encouraged to include this information on their personal World Wide Web pages or to develop a portfolio Web page for their activities related to their major.

Mathematics Courses

Mathematics

Initial course placements in mathematics and computer science are generally determined by the Mathematics Placement Test. After students take their first course, they must take courses in sequence as determined by the departmental prerequisites. Any exceptions must be approved by the course instructor and department chair.

104 Mathematics for Elementary Teachers (1)

Prerequisite: Three years of college-preparatory mathematics (or its equivalent). Priority given to students in the elementary education program.

An investigation of mathematics (arithmetic, geometry, algebra, problem solving) for elementary school teachers. Topics are selected from: sets, relations and functions; numeration systems; whole numbers and their operations; number theory; rational numbers and fractions; decimals and real numbers; geometry and measurement; and probability and statistics. Emphasizes doing mathematics, using manipulatives, and developing intuition and problem-solving skills. Laboratory. *Bollman*.

119 Finite Mathematics for Decision Making (1)

An introduction to discrete mathematics. Applications are drawn from diverse areas including biological sciences, economics, political science and personal finance. Topics typically include graph theory, management science, statistics, the mathematics of social choice, game theory and the logical foundations of mathematics. Investigation and creation of mathematical models. Intended for non-majors. *Staff*.

123 Mathematics for the Liberal Arts (1)

Prerequisite: Permission of department.

A study of selected topics in mathematics drawn from among algebra, geometry, statistics, probability, discrete mathematics, and other fields of mathematics as determined by the instructor. *Staff*.

125 Precalculus (1)

Prerequisite: Permission of department.

A modern, unified approach to algebra, trigonometry, logarithms and analytical geometry based on the concept of a function. Linear equations and inequalities, quadratic equations and inequalities,

polynomials and rational functions, logarithms and exponential functions, trigonometric and inverse trigonometric functions, and analytic geometry (the circle, the parabola, the ellipse and the hyperbola) are normally covered. Emphasizes the use of graphing calculators and the use of mathematics as a problem-solving tool. Covers applications in natural science, social science and business. Serves as a preparation for calculus. Well-prepared students who already have a strong working knowledge of algebra, trigonometry and logarithms should elect Mathematics 141 in place of Mathematics 125. A graphing calculator is required. *Staff*.

141 Calculus of a Single Variable I (1)

Prerequisite: Mathematics 125 or permission of department.

Mathematics 141 and 143 constitute a thorough introduction to calculus for students who intend to continue in mathematics and for those who will use calculus in other fields such as science and engineering. Mathematics 141 covers limits, continuity, derivatives and a brief introduction to integration, as well as applications to problems in related rates, optimization, solid geometry and elementary mechanics. Requires a strong working knowledge of algebra and trigonometry. Students who are weak in these areas should elect Mathematics 125. A graphing calculator is required. *Staff*.

143 Calculus of a Single Variable II (1)

Prerequisite: Mathematics 141 or permission of department.

Second half of the standard one-year calculus sequence (see Mathematics 141 above). Mathematics 143 covers techniques of integration, applications of the integral, simple differential equations with their associated mathematical models, and sequences and series. Requires a strong working knowledge of algebra, trigonometry, derivatives, and some familiarity with integration, including Riemann sums and the Fundamental Theorem of Calculus. Students with a calculus background who are weak in these areas should elect Mathematics 141. A graphing calculator is required. *Staff*.

209 An Introduction to Statistics (1)

Prerequisite: Permission of instructor.

Statistics is the art/science of collecting and interpreting data. Topics include probability, probability distributions which include the binomial and normal distributions, the central limit theorem, sampling distributions, confidence interval estimation, and hypothesis testing. Students will then advance to linear regressions, goodness-of-fit tests, and analysis of variance. Emphasis is placed on multiple applications in the life and social sciences. *Anderson, Bollman*.

239 Discrete Structures (1)

Prerequisite: Mathematics 141.

A survey of discrete mathematics with topics selected from set theory, functions and relations, number

theory, combinatorics, graph theory, logic (predicate calculus, quantifiers), introduction to proof techniques, and probability. *Kamischke*.

245 Multivariate Calculus (1)

Prerequisite: Mathematics 143.

Vectors, inner and cross products, and vector-valued functions including parametric representations of curves and surfaces in space. Partial differentiation, the chain rule, function gradients, implicit differentiation, multivariate optimization, and Lagrange multipliers, multiple integrals and vector analysis, including divergence and curl of vector fields, as well as the theorems of Green, Stokes and Gauss. *Mason*.

247 Differential Equations and Linear Algebra (1)

Prerequisite: Mathematics 245.

First-order differential equations and numerical algorithms of Euler and Runge-Kutta. Linear algebraic systems, Gaussian elimination, row-echelon form matrix algebra, inverses and determinants. Vector spaces, subspaces, linear independence, bases, span, dimension, linear mappings and function spaces. Second and higher-order linear differential equations. Eigenvectors, eigenvalues and spectral decomposition methods. First-order linear differential systems, including solutions methods using matrix exponentials. Applications focus on problems in physics, chemistry, biology, economics and engineering. Additional topics may include nonlinear dynamical systems, stability theory, transform theory and power series solutions. *Mason*.

250 Problem Solving Seminar (1/4)

Prerequisites: Mathematics 141 and permission of instructor

An examination of problem-solving strategies from all areas of mathematics, with particular emphasis on mathematics competition problems. Students will participate in the Michigan Autumn Take-Home Challenge and William Lowell Putnam Mathematical Competition. Fall semester only; may be repeated for credit up to one full unit of credit. CR/NC only. (Bollman)

309 Mathematical Statistics (1)

Prerequisite: Mathematics 245. Mathematics 247 is recommended.

A mathematical study of probability distributions, random sampling, and topics selected from statistical theory: estimation, hypothesis testing and regression. *Anderson*.

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. Covers 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 preparing for the Society of Actuaries and Casualty Actuarial Society qualifying examination P/1. *Anderson.*

311 Regression and Time Series Models

Covers two topics in detail: multiple linear regression analysis and time series analysis. Inherent to both topics: parsimonious linear models, parameter estimation, diagnostic checking, and forecasting. Uses the matrix approach for multiple linear regression, and the Box-Jenkins methodology for constructing autoregressive-integrated moving average (ARIMA) models for time series analysis. Employs the statistical package MINITAB for analyzing all real-world data sets. *Anderson.*

316 Numerical Analysis (1)

Prerequisites: Mathematics 247 and Computer Science 171.

Methods of obtaining numerical solutions to mathematical problems. Stresses the implementation and error analysis of algorithms. Topics include solution of non-linear equations, systems of equations, interpolating polynomials, numerical integration and differentiation, numerical solution to ordinary differential equations, and curve fitting. Offered in alternate years. Same as Computer Science 316. *Mason.*

326 Operations Research (1)

Prerequisites: Mathematics 247.

An introduction to computational methods in mathematical modeling including linear programming and Markov chains. Applications in business, economics and systems engineering. Knowledge of probability is helpful. Offered in alternate years. Same as Computer Science 326. *Mason.*

331 Real Analysis (1)

Prerequisites: Mathematics 245 and 239.

A study of the concepts underlying calculus of a single variable: The completeness property of the real number system, convergence, continuity, properties of elementary functions, the derivative and the Riemann integral. *Bollman.*

333 Complex Analysis (1)

Prerequisites: Mathematics 239 and 245.

An introduction to complex variable theory. Specific topics to be covered include elementary and analytic functions, differentiation and integration in the complex plane, series representations, residues and poles, transform theory, and conformal mapping. Offered in alternate years. *Bollman.*

335 Abstract Algebra (1)

Prerequisites: Mathematics 239 and 247.

Properties of the integers, real number system and other familiar algebraic entities are viewed

abstractly in structures such as groups, semigroups, rings and fields. Homomorphisms and isomorphisms (functions compatible with the algebraic operations) illuminate the underlying similarities among these structures. Students will develop their skills in mathematical writing and presentations. *Bollman*.

342 Geometry (1)

Prerequisites: Mathematics 143 and 239.

The logical foundation of Euclidean geometry, including the axiom systems of Euclid and Hilbert, and their philosophical implications. An introduction to hyperbolic, elliptic and projective geometry. Employs software such as *Geometer's Sketchpad* to illustrate course topics. *Bollman*.

345 History of Mathematics (1)

Prerequisite: Mathematics 141.

A study of the history and evolution of mathematical ideas and their significance, from approximately 3500 B.C.E. to the present. Topics include number systems, arithmetic, Euclidean and non-Euclidean geometry, algebra, calculus, probability, number theory and applied mathematics. Offered in alternate years. *Bollman*.

349 Advanced Linear Algebra (1)

Prerequisites: Mathematics 239 and 247.

A continued study of linear algebra as begun in 247. Topics may include abstract vector spaces, dimension, normed linear spaces, inner product spaces, canonical forms, unitary and Hermitian matrices, factorization, eigenvector analysis, and infinite-dimensional spaces. Offered in alternate years. *Bollman*.

360 Mathematical Modeling (1)

Prerequisites: Mathematics 247 and Computer Science 171.

An introduction to analytical methods in mathematical modeling, including nonlinear optimization, dynamical systems and random processes. Applications in physics, biology, economics and systems engineering. Knowledge of probability and statistics is helpful. Same as Computer Science 360. *Mason*.

368 Topology (1)

Prerequisites: Mathematics 239 and 245.

An introduction to the basic concepts of point set topology. Fundamental concepts of topological spaces including open and closed sets, limit points, continuous functions, as well as the product, subspace, metric, and quotient topology. Connectedness and compactness with applications to the real line. Countability and separation axioms including Hausdorff, Regular, and Normal spaces. Urysohn's Lemma and Metrizability Theorem. Tychonoff's Theorem. Topics from algebraic topology if time permits. *Mason, Bollman*.

370 Partial Differential Equations (1)

Prerequisites: Mathematics 239 and 247. Mathematics 331 recommended.

A study of the theory and applications of partial differential equations (PDEs). Linear and nonlinear PDEs, including quasilinear first order equations, conservation laws, discontinuous solutions, classification of PDEs, wave propagation in multiple space dimensions, Fourier analysis and separation of variables, Sturm-Liouville theory, fundamental solutions for equations of parabolic and elliptic type, including the maximum principle. Applications in biology, chemistry, engineering and physics. Offered in alternate years. *Mason*.

375 Introduction to Solid Mechanics (1)

Prerequisites: Physics 167 and 168; Math 245.

Statics: Forces, moments and couples; equilibrium of particles and rigid bodies; trusses and frames; distributed loads. Mechanics: Stress/strain, classification of material behavior, generalized Hooke's law. Engineering applications: Axial loads, torsion of circular rods and tubes, bending and shear stresses in beams, deflection of beams, combined stresses, stress and strain transformation, Mohr's circle, elastic stability/buckling of columns. Same as Physics 375. *Mason*.

380 Mathematical Physics (1)

Same as Physics 380. *Staff*.

Computer Science

The Department of Mathematics and Computer Science reserves the right to deny enrollment to students taking courses out of sequence as determined by prerequisites.

151 Information Technology (1)

Intended for the liberal arts student who wants to understand and better use information technology. Topics include how computers work, the Internet and World Wide Web, new trends in computing such as mobile computing and peer-to-peer networks, how software development differs from traditional manufacturing, how computing is changing our culture and laws, current trends in computer crime, security, and privacy. Additional topics are drawn from current events and issues. Laboratory. Does not count toward the computer science major or minor. *Staff*.

171 Introduction to Computer Science I (1)

Prerequisite: Mathematics 125 (or equivalent) or permission of instructor.

Designed to be the first computer science course taken by students in mathematics and computer science. Topics include fundamentals of computation and algorithmic problem-solving, data types,

control structures, the object-oriented programming paradigm and applications. Introduces a high-level programming language such as Java or Python. *Reimann*.

172 Accelerated Introduction to Computer Programming (1/2)

Prerequisite: Permission of instructor.

Intended for students receiving AP or transfer credit for CS 171. It is recommended that such students take this course prior to enrolling in additional computer science courses. An overview of programming in the same high-level language used in CS 171. *Reimann*.

173 Introduction to Computer Science II (1)

Prerequisite: Computer Science 171.

A continuation of Computer Science 171. Emphasizes advanced object-oriented programming (interfaces, multiple inheritance, reflections), abstract data types (stacks, queues, lists, strings, trees, graphics, etc.) and analysis of algorithms. Other topics include recursion, searching and sorting, simulation and an introduction to some of the advanced areas of computer science, e.g., computer organization, artificial intelligence and user interfaces. Students refine their programming skills in a high-level programming language such as Java or Python. *Reimann*.

256 Practicum in Programming Languages (1/4)

Prerequisite: Computer Science 171 or permission of instructor.

Designed to teach an additional computer language beyond those currently used in the computer science courses. Emphasizes writing and debugging programs that use the special features of the language. FORTRAN and C are the languages that have been taught most recently. Special sections of this course have been offered that are devoted to developing problem-solving skills in computer programming. *Staff*.

261 Computers, the User and Society (1)

Prerequisite: Computer Science 171.

An examination of how computers are used and how computers fit into society. Topics include user interface design, human-centered software development and evaluation, software reliability, social context of computers, professional and ethical responsibilities for technology professionals, intellectual property rights, privacy and civil liberties, computer crime. Offered every third year. *Reimann, Staff*.

263 Operating Systems and Networks (1)

Prerequisite: Computer Science 173.

The role of operating systems, concurrency and deadlock avoidance, memory management, client-server models, device management, networking, LANs and WANs, TCP/IP, network architectures,

security, trends in networks such as wireless networks and the Internet. Offered every third year. *Reimann.*

265 Database Programming (1)

Prerequisites: Computer Science 173 and Mathematics 239.

Fundamental concepts of database management systems: the relational data model, relational algebra, and normal forms, file organization and index structures, and the query language SQL and embedded SQL. Offered every third year. *Reimann, Staff.*

271 Artificial Intelligence (1)

Prerequisites: Mathematics 239 and Computer Science 173.

Basic techniques of artificial intelligence including knowledge representation and reasoning, problem-solving and planning, game playing, and learning. Covers AI programming and languages. Offered every third year. *Staff.*

273 Computer Graphics and Image Processing (1)

Prerequisites: Computer Science 173 and Mathematics 236 or 247.

A unified introduction to image synthesis and image analysis aimed at students with an interest in computer graphics, computer vision or the visual arts. Covers the basics of image generation, image manipulation and digital special effects. Includes a significant programming project using the OpenGL programming interface. Offered every third year. *Reimann.*

275 Software Development (1)

Prerequisite: Computer Science 173.

An introduction to the techniques of developing large software projects including unit testing, version control and build management. Covers the popular industrial languages C and C++ and includes a large-group programming project. Offered every third year. *Reimann, Staff.*

316 Numerical Analysis (1)

Prerequisites: Mathematics 247 and Computer Science 171.

Methods of obtaining numerical solutions to mathematical problems. Stresses the implementation and error analysis of algorithms. Topics include solution of non-linear equations, systems of equations, interpolating polynomials, numerical integration and differentiation, numerical solutions to ordinary differential equations, and curve fitting. Offered in alternate years. Same as Mathematics 316. *Mason.*

326 Operations Research (1)

Prerequisites: Mathematics 247.

An introduction to computational methods in mathematical modeling including linear programming and

Markov chains. Applications in business, economics and systems engineering. Knowledge of probability is helpful. Offered in alternate years. Same as Mathematics 326. *Mason*.

352 Algorithms (1)

Prerequisites: Mathematics 239 and Computer Science 171.

Focuses on the design and efficiency of algorithms. Covers the basic algorithm paradigms including graph traversals, greedy algorithms, divide and conquer, dynamic programming and flow algorithms. Introduces complexity theory, NP-completeness and polynomial-time reductions. Additional topics may include approximation algorithms, randomized algorithms and linear programming. Offered in alternate years. *Reimann*.

354 Computer Organization (1)

Prerequisite: Computer Science 173.

Organization of digital computers: digital logic, arithmetic, assembly language, data paths, memory, input-output, secondary storage devices, multiprocessors and computer performance. Programming tools and techniques are also discussed with emphasis on their application in assembly language. Offered in alternate years. *Reimann*.

356 Programming Languages (1)

Prerequisite: Computer Science 173.

A survey of the structure of programming languages and programming as an abstract concept. Topics include syntax and semantics, scope rules, environments, types, procedures, parameters, overloading, parametric polymorphism and inheritance. Projects include programming in the functional paradigm using the Scheme programming language and development of a language interpreter. Offered in alternate years. *Reimann*.

358 Foundations of Computing (1)

Prerequisites: Mathematics 239 and Computer Science 171.

The theoretical underpinnings of computer science: models of computation including automata, Turing machines, circuits, the Chomsky language hierarchy, Church's thesis, computable and noncomputable functions, recursive and recursively enumerable sets, reducibility and introduction to complexity theory. *Jordon*.

360 Mathematical Modeling (1)

Prerequisites: Mathematics 247 and Computer Science 171.

An introduction to analytical methods in mathematical modeling including nonlinear optimization, dynamical systems and random processes. Applications in physics, biology, economics and systems engineering. Knowledge of probability and statistics will be helpful. Same as Mathematics 360. *Mason*.

Special Studies

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

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

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

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

299 Colloquium in Mathematics and Computer Science (1/4)

Prerequisite: Mathematics 143 or Computer Science 173.

Selected topics in mathematics and computer science as presented by students, departmental faculty and visiting speakers. Requirements include written summaries of each presentation and a paper on a mathematics/computer science topic of personal interest. Same as Computer Science 299. *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.*

391, 392 Internship (1/2, 1)

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

399 Colloquium in Mathematics and Computer Science (1/4)

Prerequisites: Mathematics 299 and senior standing.

Selected topics in mathematics and computer science as presented by students, departmental faculty and visiting speakers. Requirements include written summaries of each presentation, a departmental major assessment examination and an oral presentation on a mathematics/computer science topic of personal interest. Offered only on a credit/no credit basis. Same as Computer Science 399. *Staff.*

401, 402 Seminar (1/2, 1)

Staff.

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

Staff.

Modern Languages and Cultures

Faculty

Emmanuel T. Yewah, chair and professor.

Licencié-es-Lettres, 1978, Maîtrise, 1979, Université de Yaoundé; M.A., 1982, Ph.D., 1987, University of Michigan. Appointed 1986.

Dianne P. Guenin-Lelle, professor, and Howard L. McGregor, Jr., Professor of the Humanities.

B.A., 1979, University of New Orleans; M.A., 1983, University of Louisiana, Lafayette; Ph.D., 1988, Louisiana State University. Appointed 1987.

Teresa Hancock-Parmer, visiting assistant professor.

B.A., 2004, Ball State University; M.A., 2009, Ph.D., 2014, Indiana University. Appointed 2015.

Perry W. Myers, professor.

B.A., 1979, M.B.A., 1981, Baylor University; M.A., 1997, Ph.D., 2002, University of Texas, Austin. Appointed 2004.

Marcie A. Noble, staff lecturer.

B.A., 1997, M.A., 2003, Ph.D., 2014, Western Michigan University. Appointed 2009.

Kalen R. Oswald, associate professor.

B.A., 1995, Utah State University; M.A., 1997, Ph.D., 2001, University of Arizona. Appointed 2002.

Introduction

A student of modern languages and cultures at Albion can major in French, German or Spanish. A modern language major entails extensive study of the literature and culture of a particular speech community, and it presupposes for all majors a high level of linguistic performance. Similar linguistic capabilities are expected of students who seek a minor. Specific curricula and other requirements are designed to help achieve these goals. The faculty has been chosen based on proven teaching ability, professional reputation, and varied backgrounds and points of view.

Special Features

Students are encouraged to take full advantage of the off-campus programs and other international experiences offered at Albion College. Albion's off-campus programs in Argentina, Austria, Cameroon, Chile, Costa Rica, the Dominican Republic, France, Germany, Mexico, Peru, Sénégal and Spain offer immersion in French, German or Spanish culture and language. Other international off-campus programs are available to students as well (e.g., Belgium, China, Japan and Russia).

Albion College offers language-learning housing for modern language teaching assistants and language students in French, German and Spanish. This residence—called the "I-Space"—serves as a "living laboratory" where Albion College students can practice their conversational skills with fellow students and native speakers. Students speak the intended language within their living quarters and participate in weekly cultural activities organized by the teaching assistants.

French, German and Spanish students attend the Modern Language Conversation Tables held at least once per week in the I-Space.

Departmental Policy on Advanced Placement Credit and Placement

Students may obtain college credit according to their scores on a standardized Advanced Placement (AP) language examination administered at their high schools. A score of 3 merits one-half unit, a 4 merits one unit and a 5 merits one and one-half units of credit at Albion College. A maximum of one unit may be applied toward a major or minor in French, German or Spanish.

Before Student Orientation, Advising and Registration (SOAR) and during the first week of fall semester, the department administers an online placement test for students with prior study of French, German or Spanish. Students with two or more years of high school modern language course work are expected to take the placement test before enrolling in language courses at Albion. This test does not give college credit; its purpose is to place such students at the appropriate level.

Majors and Minors

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 required for all majors, and highly recommended for minors. (In the Language and Culture for the Professions minor, an internship abroad or a documented internship-like experience is required.) If individual situations prevent this, the student should speak with the department chair.

Prior to their 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 retroactive credit toward major or minor programs will be awarded.

All majors are required to have at least one semester, preferably a year, of residence in the I-Space language-learning housing and credit for Modern Languages and Cultures 110. If circumstances prevent a student from living in the I-Space, 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

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 pre-professional 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*.

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. *Staff*.

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

Prerequisite: Permission of department chair. *Staff*.

French Majors and Minors

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; and a Senior Seminar (French 400, 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.
- 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.
- Study abroad in an approved off-campus program. (If individual situations prevent this, the student should 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.
- 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 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 seminar (French 401, 1/2 unit); and the remaining units selected from 300- or 400-level French courses. The 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 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 major.
- 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 courses.
- 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.
- 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, 353, 354, 355); a Senior Seminar (French 400, 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 Senior Seminar (French 400, 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.

French 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 Majors and Minors

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.
- 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.
- Study abroad in an approved off-campus program. (If individual situations prevent this, the student should speak with the department chair.)

Requirements for Minor in German

- A minimum of six units at the 201-level or higher, including 301.
- 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 seminar (German 401, 1/2 unit); and the remaining units selected from 300- or 400-level German courses. The 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 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 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 courses.
- 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.
- 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).
- 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 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).
- 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.

German 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. *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.*

308 Crime Stories and the Nazi Past (1)

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

Begins with a brief literary exploration of Christian morals and ethics that developed after the Reformation, then turns to the Romantic fascination with good and evil. Explores early twentieth-century examples of pseudo-crime stories to address such questions as why the German crime fiction tradition emerged so late relative to the British, French or American traditions, or why the “hard-boiled school” only began in Germany during the 1980s. Closes with several detective novels that illustrate how Germans after World War II have sought to come to terms with the Nazi past. *Myers.*

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 I—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.*

356 German Film (1)

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

The historical contextualization of German films beginning during the early part of the twentieth century through the post-1989 era. Explores various themes in a specific national setting, while linking to important cultural, political and social issues beyond Germany: (1) the increasing degradation and isolation of the worker in capitalistic society and the breakdown of social class models; (2) emergence of Fascist ideology and the culpability of all Germans for its disaster; (3) the German attempt to come to terms with the past after World War II, but also as Germany sought to reunify after 1989. Through outside readings and in-class discussions considers how all of these films illustrate important German and European, as well as global, social and cultural historical transformations. *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*.

Japanese Courses

JAPN 101 Elementary Japanese (1)

This course is designed for students who will study Japanese for the first time at the college level. The objectives of this course are (1) to build a solid foundation of the four skills necessary to acquire modern Japanese at a basic level: listening, speaking, reading and writing and (2) to develop cross-cultural communication skills by deepening your insight in various aspects of culture, society, and etiquette.

Emphasis will be on ability to communicate with people in Japanese accurately and appropriately, both in speech and writing. (Staff)

JAPN 102 Elementary Japanese continued (1)

Expected level of proficiency: JAPN 101 or permission of instructor

Continuation of JAPN 101.

Spanish Majors and Minors

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.
- 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.
- Study abroad in an approved off-campus program. (If individual situations prevent this, the student should 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.
- 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 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; a seminar (Spanish 401, 1/2 unit); and the remaining units selected from 300- or 400-level Spanish courses. The 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 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 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 courses.
- An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC Department.
- 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; and a seminar (Spanish 401, 1/2 unit). The remaining units to complete the nine-unit requirement can be selected from Spanish 302, 303 or 304; 306 or 307; 315, 350, 361, 402 (provided the topic of the course deals with the Americas). The 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.
- 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.
- 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 seminar (Spanish 401, 1/2 unit). The remaining units to complete the six-unit requirement can be selected from Spanish 302, 303, or 304; 306 or 307; 315, 350, 361, or 402 (provided the topic deals with the Americas). The seminar must be taken after all other requirements have been met or in the final semester of completion of the minor 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.
- 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; 302, 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).
- Study abroad in an approved off-campus program in the Spanish-speaking 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.
- 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.
- Education 338 or 339 (see Education Department) and Education 371 (K-12).
- 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; 302, 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).
- 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.
- 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.
- Education 338 or 339.
- Completion of all other requirements for teacher certification.

Spanish 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 301 or equivalent, or permission of instructor.

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 (1)

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

Focus will vary, but may include 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*.

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. *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. Conducted in Spanish. *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. Conducted in Spanish. *Staff*.

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 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*.

350 Women in Hispanic Literature (1)

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

Emphasizes careful reading and discussion of 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. *Staff*.

360 Key Issues in Spanish Literature and Culture (1)

Expected level of proficiency: Spanish 305 or 314 or 315, 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. Conducted in Spanish. *Oswald*.

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

Expected level of proficiency: Spanish 306 or 314 or 315, 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. Conducted in Spanish. *Staff*.

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

Expected level of proficiency: Spanish 307 or 314 or 315, 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. Conducted in Spanish. *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*.

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*.

Music

Faculty

Maureen Balke, chair and professor.

B.A., 1974, Marquette University; B.M., 1978, M.M., 1980, D.M. (vocal performance and pedagogy), 1991, Indiana University. Teachers and coaches include Lorna Warfield, Martha Lipton, Gianna d'Angelo and Carol Smith, Martin Katz, Elisabeth Schwarzkopf, Dalton Baldwin, Gerhard Hüsch. Post-doctoral studies at the CIMF International Music Institute in Nice, France; the Mozart Opera Studies Institute in Kaprun, Austria; the Aston Magna Academy on Schubert (NEH Fellowship); the Schubert Lied and Keyboard Festival, Westminster Choir College; and the International Festival of the Art Song. Certified Level III Somatic Voicework™—The LoVetri Method. Appointed 1988.

David W. Abbott, professor.

B.M., 1977, Eastman School of Music; M.M., 1980, The Juilliard School; D.M.A., 1995, Eastman School of Music. Appointed 2005.

James S. Ball, professor.

B.M. (trombone), 1974, Oberlin Conservatory of Music; M.M. (trombone), 1982, Georgia State University; M.M. (orchestral conducting), 1983, Northwestern University; D.M.A. (orchestral conducting), 1992, Conservatory of Music, University of Missouri-Kansas City. Appointed 1999.

Lia Jensen-Abbott, assistant professor.

B.M. (piano performance), 1995, University of Nebraska-Lincoln; M.M., (piano performance and pedagogy), 1999, M.A. (music theory and music history), 2003, Pennsylvania State University; D.M.A. (piano performance), 2006, University of Nebraska-Lincoln; Performer Diploma, 2006, Indiana University.

Samuel D. McIlhagga, professor.

B.Mus.Ed., 1992, Grand Valley State University; M.M. (wind conducting), 1993, Northwestern University; Ph.D. (music education), 2006, University of Minnesota. Appointed 2003.

Clayton G. Parr, associate professor.

B.A. (vocal performance), 1980, Albion College; Teaching Certificate, 1981, Michigan State University; M.M. (choral conducting), 1987, M.M. (vocal performance), 1989, D.M.A. (choral conducting), 1990, Michigan State University. Appointed 2012.

Applied Music Faculty

Takeshi Abo, adjunct instructor, violin and viola.

B.M. (violin performance), 1994, Kyoto City University of Arts; M.M. (violin performance), 1997; D.M.A. (violin performance), 2006, Michigan State University.

Emily Benner, adjunct instructor, voice and opera/musical theatre workshop.

B.M., 1995, M.M., 1997, D.M.A., 2005, University of Michigan.

Robert Doyle, adjunct instructor, voice.

B.M., 1985, Michigan State University; M.M., 1992, University of Texas, Austin; M.M. candidate in organ and church music, University of Michigan. Certified Level III Somatic Voicework™—The LoVetri Method.

Cynthia Duda, adjunct instructor, bassoon.

B.M., 1999, Bowling Green State University; M.M., 2003, Western Michigan University; D.M.A. candidate, Michigan State University.

Ellen Grafius, adjunct instructor, harp.

B.M.E., 1970, Michigan State University.

John King, adjunct instructor, voice and opera/musical theatre workshop.

B.M.E., 1972, Central Michigan University; M.M., 1974, University of Colorado.

Nicholas Laban, staff accompanist.

B.A., 2011, Albion College; M.M., 2013, Western Michigan University.

Sarah Manasreh, adjunct instructor, clarinet, saxophone.

B.M., 2005, Florida State University; M.M., 2007, Royal Northern College of Music (UK); M.M. candidate, Michigan State University.

Mark Mathias, adjunct instructor, double bass.

B.M., 1974, University of Michigan; M.F.A., 1980, Eastern Michigan University.

Daniel McDonald, adjunct instructor, percussion.

B.M., 2005, Central Michigan University; M.M., 2009, University of Michigan.

Tess Miller, adjunct instructor, flute.

M.M., 2001, D.M.A., 2004, Michigan State University.

James Otto, adjunct instructor, horn.

B.Mus.Ed., 1979, M.M., 1985, University of Michigan.

Daniel Palmer, adjunct instructor, guitar.

B.A., 2011, Albion College; M.M., 2013, University of Toledo.

Gabriel Renteria, adjunct instructor, oboe.

B.M., 2004, Oberlin Conservatory; M.M., 2006, University of Washington.

Stacy Root, adjunct instructor, elementary music education.

B.A. (music education), 2002, M.A. (music education), 2010, Michigan State University.

Elena Melinda Solero, accompanist.

B.M., 1982, DePauw University; M.M., 1984, Bowling Green State University.

Daniel Tressel, adjunct instructor, cello.

B.M., 2004, University of Illinois; M.M., 2006, University of Nevada, Reno; D.M.A., 2012, Michigan State University.

Daniel Willenberg, adjunct instructor, jazz piano.

B.A., 2011, Albion College; M.A., 2014, Western Michigan University; Performer's Certification (Jazz Piano), 2016, Western Michigan University.

Introduction

Music is one of the oldest disciplines in the liberal arts, and thus represents one of the traditional fields of knowledge. Integration with other disciplines is represented well within the department, for music brings people in contact with great literature such as drama and poetry, with dance, with historical and sociological trends, and with religious and philosophical ideas.

One of the most important contributions provided by the Music Department is the opportunity for self-expression, either individually or with others. The stimulation and enjoyment derived from music springs from study, self-examination and criticism, discipline, knowledge of other disciplines that bear upon musical interpretation, and a desire to achieve excellence. These are liberating, civilizing, sensitizing influences upon humanity in any age and in any place; they help prepare students for rich and rewarding lives.

The philosophy and mission of Albion College are reflected in four primary goals of the Music Department: (1) To be an artistic presence on the campus and to share the rich heritage of great music with students, faculty and community; (2) To expose students to and involve them with the creative process through music, to heighten students' sensitivity to themselves and others, and to introduce them to a broad range of significant music; (3) To develop an understanding of music, impart knowledge of music and increase musical skills by means of courses offered within the framework of the liberal arts; (4) To provide courses and curricula for music majors so they may have the necessary foundation for graduate study, teaching, performing, or other career-oriented goals.

The Music Department offers courses for a broad range of students—from those who aspire to a musical career to those who wish to develop their avocational interests in music. Membership in all performing ensembles and opportunities for private music lessons are open to all students regardless of major. Albion has an excellent library of books, musical scores, recordings and stereo listening equipment—all available for student use. Albion College is an accredited institutional member of the National Association of Schools of Music.

The Music Department offers three music curricula: (1) music major; (2) music major with performance emphasis; and (3) music major with music education emphasis. These programs are listed below with an explanation of the purpose and the requirements for each.

[Music Department Website](#)

Career Opportunities

Career possibilities for Albion music graduates include public and private school teaching, private teaching, music or arts management, church music and professional performance. Many of our music graduates elect to attend graduate school to further prepare themselves for their chosen careers.

Special Features

Interested students may take advantage of off-campus study and apprenticeships made available through the GLCA in New York and Philadelphia. Foreign study is available as well.

Vocal students are regularly sent to state and regional National Association of Teachers of Singing (NATS) competitions. They also take part in a musical and/or opera workshop on an annual basis. Opportunities for instrumentalists include the Intercollegiate Honor Band.

Majors and Minors

Requirements for Major (8 units)

The eight-unit liberal arts music major is for students who have strong musical interests but who do not necessarily intend to pursue a full-time professional career in music. This major may not be used as a major in the elementary or secondary education program. Students interested in teaching music in the public schools should enroll in the 12 1/2 unit music major with music education emphasis. Students should begin their study by enrolling in the following courses in the fall: Music 100, Music 101, an applied music lesson (one-half unit) and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed 4.5 units the ensemble may be audited.

Students selecting this curriculum must complete eight units in music as follows:

- Four units in music theory: 101, 102, 201 and 202.
- Two units in music history: 313, 314.
- Two units in applied music (private lessons). One-half unit in conducting may be substituted for one-half unit in applied music by permission of music staff.
- All courses for the major must be taken for a numerical grade.

In addition:

- Students are expected to take applied music lessons each semester they are in residence.
- Students are required to participate in at least one of the major performing organizations most appropriate to their primary performance medium (marching/symphonic band, orchestra, choir, jazz ensemble) each semester the student is enrolled in this curriculum. Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
- Students must attend seven approved campus recitals and concerts per semester. Specific details concerning approved recitals and concerts and other information is in the Music Department Student Handbook and may be obtained from the Music Department Office.
- Successful completion of the keyboard laboratories in 101, 102, 201 and 202 will satisfy the piano proficiency requirement.

Requirements for Major with Performance Emphasis (12 1/2 units)

The music major with performance emphasis is for students who intend to study music within a broad spectrum of liberal arts studies. The emphasis in performance may lead to a career in music as a private music teacher, church musician or performer or provide preparation for graduate school. It is assumed that this introductory course sequence will be supplemented by further studies in music. Students should begin their study by enrolling in the following courses in the fall: Music 100, Music 101, an applied music lesson (one-half unit), and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed four and one-half units, the ensemble may be audited.

Students selecting this curriculum must complete 12 1/2 units in music and other requirements as follows:

- Seven and one-half units in music: 101, 102, 201, 202, 216/217/218 (two of three), 313, 314 and 401.
- Four units in applied music (private lessons). Students must enroll for one-half unit each semester. During any semester that an off-campus program is elected, students are expected to arrange to take applied study.
- One unit elective in voice/piano/instrument classes, pedagogy, church music, literature or conducting. Vocal performance students are encouraged to elect Diction for Singers during their freshman or sophomore year.
- All courses for the major with performance emphasis must be taken for a numerical grade.
- At the end of the first semester of the sophomore year, students' performance level and academic progress toward the major will be evaluated by the faculty.
- Students at the senior level will present a full solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. With the approval of the department, a research paper or project may be elected in lieu of the senior recital. The Music Department also encourages a recital, either entire or shared, at the junior level.
- Students are required to participate in at least one of the major music performing organizations most appropriate to their primary performance medium each semester (marching/symphonic band, orchestra, choir, jazz ensemble). Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
- Students must attend seven approved campus recitals and concerts per semester. A student attending Albion for four years must attend 56 concerts/recitals to graduate. Specific details concerning approved recitals and concerts and other information is in the Music Department Student Handbook and may be obtained from the Music Department Office.
- Successful completion of the 101, 102, 201 and 202 keyboard laboratories will satisfy the piano proficiency requirement.

Requirements for Major with Music Education Emphasis (12 1/2 units)

The major with music education emphasis provides certification for students who intend to teach music in grades K-12 for private and public schools. Students should begin their study by enrolling in the following courses in the fall: Music 100, Music 101, an applied music lesson (one-half unit) and a departmental ensemble. If enrolling in the ensemble for credit will cause a student to exceed four and one-half units the ensemble may be audited.

Students selecting this curriculum must complete 12 1/2 units in music and other requirements as follows:

- **Major**—Seven and one-half units in music: 101, 102, 201, 202, 216/217/218 (two of three), 313, 314 and 401.
- **Music Education Minor** (required for teaching certificate) — Five units in specialized music performance courses, including three and one-half units in applied music (at least three units must be in a single performing area); one-half unit in voice/piano/guitar classes; one-half unit in Music 230; and one-half unit in Music 330 or 331. Specific recommendations for students whose principal performing area is keyboard, voice or an instrument are available from the Music Department.
- During any semester that an off-campus program is elected, students are expected to arrange to take applied study.
- **Teacher Certification Requirements**—Students in this curriculum must complete the required units of professional education courses taken through the Shurmur Center. Vocal students must elect Music 325 and 328, Education 202, 203, 373, 396, 423 and 432 plus one and one-half units selected from Music 240-246. Instrumental students must elect Music 322 and 325, Education 202, 203, 373, 396, 423 and 432 plus one and one-half units selected from Music 240-246. (Certification for secondary vocal music education alone requires one unit less than the K-12 music certification. Students interested in this alternative should contact the Music Department for specific details.)
- In order to complete the music education program in four years, students wishing to go off-campus should only do so in the fall semester.
- All courses for the major with music education emphasis must be taken for a numerical grade.
- At the end of the first semester of the sophomore year, students' performance level and academic progress toward the major will be evaluated by the faculty.
- Students at the senior level will present a full solo recital, or combination solo recital and small ensemble performance in which he or she is a participant in solo capacity. With the approval of the department, a research paper or project may be elected in lieu of the senior recital. The Music Department also encourages a recital, either entire or shared, at the junior level.
- Students are required to participate in at least one of the major music performing organizations most appropriate to their primary performance medium, each semester (marching/symphonic band, orchestra, choir, jazz ensemble). Keyboard performers may satisfy this requirement through accompanying; guitarists should make special arrangements with the chair of the Music Department.
- Students must attend seven approved campus recitals and concerts per semester. A student attending Albion for four years must attend 56 concerts/recitals to graduate. Specific details concerning approved recitals and concerts, carryover of excess credits or of deficits, and other information is in the Music Department Student Handbook and may be obtained from the

Music Department Office or online at <http://www.albion.edu/music/> (look under "Music Majors").

- Successful completion of the 101, 102, 201 and 202 keyboard laboratories will satisfy the piano proficiency requirement.

Music Courses

100 Music Major Seminar (0)

Prerequisite: Open only to music majors.

Designed to provide declared music majors with a broad range of music listening and music performance experiences in order to develop the skills and characteristics necessary to be informed, successful and fulfilled as a well-rounded musician and educated audience member. Offered on a credit/no credit basis. *Staff*.

101 Theory I (1)

Prerequisite: Open only to music majors, or with permission of instructor.

An introduction to Western musical language through studies in fundamentals (key signatures, intervals, scales, rhythmic notation, etc.), chordal and melodic structures, and basic four-part harmonization. Focuses on intensive training in sight-singing (with solfege) and ear-training activities, an introduction to music software for notation and ear training, and development of keyboard proficiency through participation in a required weekly keyboard laboratory. Keyboard laboratory sessions concentrate on basic reading and harmonization skills at the keyboard, as well as development of the technical ability to perform elementary repertoire. Lecture and keyboard laboratory. *Jensen-Abbott*.

102 Theory I (1)

Prerequisite: Music 101 or advanced placement by means of a departmental examination.

A continuation of studies begun in Music 101, with emphasis on further exercises in and analysis of four-part harmonization, secondary chord function, musical form and exercises in stylized composition. Sight-singing, ear-training and technology application continue. Keyboard laboratory sessions continue to develop reading, harmonization, and basic theory skills as related to piano playing. Further development of technical skills allows the study of early intermediate repertoire. Lecture and keyboard laboratory. *Jensen-Abbott*.

110 Rock-and-Roll in Society (1)

Study of the origins, characteristics and stylistic development of rock-and-roll music from the early 1950s to the present through the frameworks of race, gender/ethnicity, politics, and popular culture. Designed for the non-music major. Course fee. *McIlhagga*.

111 Music Appreciation (1)

Designed for the non-music major who wishes to gain an appreciation of music as a fine art. The musical elements of style, form and design are investigated primarily through listening. Not open to music majors. *Staff*.

113 Introduction to Opera (1)

An introductory course designed for both the music major and non-major. Concentrates on the most frequently performed operas of Mozart, Puccini, Verdi and Wagner. Extensive use of video tapes of opera performances with sub-titles. Offered in alternate years. *Balke*.

120 Music Performance as a Creative Process (1)

Corequisites: Music 121, 122, 124, 125, 131 or 132.

Designed to give students the tools necessary to think, discuss and write critically about music both within and outside of their respective ensemble "labs." Through reading, writing and listening assignments, students will become more aware of the elements involved in musical interpretation. *McIlhagga*.

133 Opera Workshop (1/2)

Provides opportunity for involvement in the production of operas or opera scenes from auditions through performance. Covers all aspects of opera from vocal roles to technical support. Offered in alternate years. *Staff*.

137 Piano Chamber Music Ensemble (1/4)

Prerequisites: Music major and permission of instructor.

Develops ensemble skills for pianists playing in duos with a second pianist or in mixed ensembles such as trios for piano and strings, etc. Topics include balance, rhythmic precision and pedaling, as well as overall phrasing and interpretation. *Abbott, Jensen-Abbott*.

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

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

192 Guitar Class I (1/4)

Basic development of both classical and plectrum guitar skills. Intended for students with little or no previous training. No applied music tuition fee charged. *Palmer*.

193 Guitar Class II (1/4)

Prerequisite: Guitar Class I or permission of instructor.

A continuation in the development of music reading skills using easy classical, traditional tunes and technical exercises. No applied music tuition fee charged. *Palmer*.

194 Guitar Class III (1/4)

Prerequisite: Guitar Class II or permission of instructor.

A continuation of Guitar Class II. No applied music tuition fee charged. *Palmer.*

201 Theory II (1)

Prerequisite: Music 102 or permission of instructor.

A continuation of the studies begun in Music 101 and 102 with a special emphasis on chromatic harmony. A further study of form and exercises in stylized composition. Sight-singing and ear-training continue. *Jensen-Abbott.*

202 Theory II (1)

Prerequisite: Music 201 or permission of instructor.

A continuation of the studies begun in Music 101, 102 and 201 with a special emphasis on form. An introduction to the materials and techniques of twentieth and twenty-first-century music. Sight-singing and ear-training continue. A major analysis paper is required. *Jensen-Abbott.*

205 Jazz Improvisation (1)

Prerequisite: Music 101 recommended.

An introduction to the art and craft of jazz improvisation through a study of the theoretical, historical, philosophical and aesthetic factors surrounding its past, present and future performance practice.

Course material is designed to develop thinking and reacting skills needed for performance through assignments in repertoire, scales, keyboard harmony skills and melodic patterns. Offered in alternate years. *Ball.*

216 Piano Literature (1/2)

An historical, melodic, and harmonic overview of some of the major piano works by the most significant composers of the seventeenth through twenty-first centuries. Designed to enhance a music major's understanding of works considered to be the standards in piano and chamber music. Offered in alternate years. *Jensen-Abbott.*

217 Instrumental Literature (1/2)

An historical, melodic, and harmonic overview of some of the major instrumental musical works by the most significant composers of the seventeenth through twenty-first centuries. Designed to enhance a music major's understanding of works considered to be the standards in orchestral, band and chamber music. Offered in alternate years. *McIlhagga.*

218 Choral Literature (1/2)

An historical, melodic, and harmonic overview of some of the major choral works by the most significant

composers of the seventeenth through twenty-first centuries. Designed to enhance a music major's understanding of works considered to be the standards in choral music. Offered in alternate years. *Parr*.

220/221 Diction for Singers (1/2, 1)

A concentrated course on the basics of the International Phonetic Alphabet (IPA) including application of this system to the correct stage pronunciation and artistic performance of standard classical solo repertoire (art song, opera) in English, Italian, German and French. *Balke*.

230 Introduction to Conducting (1/2)

Prerequisite: Music 102 or permission of instructor.

Fundamentals of conducting vocal and instrumental ensembles. (1) basic beat patterns; (2) score analysis; (3) instrument and voice ranges and transpositions; and (4) some practical aspects of rehearsing. Lecture and laboratory. *Ball*.

240 Brass Teaching and Techniques (1/2)

Provides practical methods in the teaching and playing techniques of all brass instruments including trumpet, French horn, trombone, euphonium and tuba. Primarily intended for students pursuing their teacher certification in music. A secondary instrument lab ensemble is also a corequisite for this course. Offered in alternate years. *Otto*.

242 Woodwind Teaching and Techniques (1/2)

Provides practical methods in the teaching and playing techniques of all woodwind instruments including flute, oboe, clarinet, bassoon and saxophone. Primarily intended for students pursuing their teacher certification in music. A secondary instrument lab ensemble is also a corequisite for this course. Offered in alternate years. *Miller*.

244 Stringed Teaching and Techniques (1/2)

Provides practical methods in the teaching and playing techniques of all bowed string instruments including violin, viola, cello, and string bass. Primarily intended for students pursuing their teacher certification in music. A secondary instrument lab ensemble is also a corequisite for this course. Offered in alternate years. *Abo*.

246 Percussion Teaching and Techniques (1/2)

Provides practical methods in the teaching and playing techniques of all percussion instruments including snare drum, timpani, mallet instruments, as well as most other percussion instruments utilized in an instrumental ensemble. Primarily intended for students pursuing their teacher certification in music. A secondary instrument lab ensemble is also a corequisite for this course. Offered in alternate years. *Wulff*.

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

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

313 Music History I (1)

Prerequisite: Music 201 or permission of instructor.

A course in the history of music designed for junior and senior music majors.

Covers music from the ancient Greeks through the seventeenth century. In addition to regular examinations, assignments stress stylistic characteristics of a period or of an individual composer. There is assigned listening. *Abbott*.

314 Music History II (1)

Prerequisite: Music 201 or permission of instructor.

A continuation of Music 313 covering music from the eighteenth century to the present. In addition to examinations and analysis assignments, students complete a major research paper by the end of the semester that investigates some aspect of contemporary Western music or deal with non-Western music. *Abbott*.

319 Evolution of Jazz (1)

An exploration of the rich cultural background and evolution of jazz music through discussion of important performers, composers, educators and critics with respect to their contribution to the development of the art form. Emphasis is placed on developing critical listening skills through the extensive use of landmark recordings and live performances. Offered in alternate years. *Ball*.

322 Teaching of Instrumental Music in the Schools (1)

Prerequisite: Music 230.

Required of all instrumental music education majors. Designed to acquaint the student with all aspects of teaching, developing, planning, directing and administering public school instrumental music programs, K-12. Offered in alternate years. *McIlhagga*.

325 Teaching of Music in the Elementary School (1)

Prerequisite: Music 230.

Designed to give the student a knowledge of a well-rounded music program for the elementary grades. Creative experiences, demonstrations and practical work in performing and listening are stressed. Lecture and laboratory. Offered in alternate years. *Root*.

328 Teaching of Choral Music in the Secondary School (1)

Prerequisite: Music 230; Music 330 is strongly recommended.

An introduction to all aspects of the music program for the secondary school and the techniques for

administering the program. Lecture and laboratory. It is strongly recommended that Music 330 (Choral Conducting) be elected prior to 328. Offered in alternate years. *Parr.*

330 Choral Conducting (1/2)

Prerequisite: Music 230.

Laboratory work in choral conducting and score reading with practical experience in techniques of training choral ensembles. Required of all choral music education majors. Offered in alternate years. *Parr.*

331 Instrumental Conducting (1/2)

Prerequisite: Music 230.

Laboratory work to develop techniques and skills required for instrumental conducting and score reading. Students may be given the opportunity to conduct instrumental ensembles on campus. Required of all instrumental music education majors. Offered in alternate years. *Ball.*

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

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

391, 392 Internships (1/2, 1)

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

401, 402 Seminar (1/2, 1)

Staff.

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

Staff.

Ensembles

Students performing in ensembles have the option of electing them for credit or not for credit. If credit registration would cause the unit enrollment to exceed four and one-half, the student may elect an audit registration, for which no fee will be assessed. Up to two units of ensemble credit may be included among the total required for graduation.

121 Marching Band/Symphonic Band (1/4)

Open to all wind or percussion students by audition. Auditions are held one week prior to the beginning of the fall semester during pre-season rehearsals. After marching season, students continue in symphonic band until the end of the semester. *McIlhagga.*

122 Symphonic Wind Ensemble (1/4)

Available for all woodwind, brass, and percussion students. Admission is by audition given during November and/or the first week of the spring semester. McIlhagga.

123 Jazz Combo (1/4)

Prerequisite: Permission of instructor.

Available to student instrumentalists and singers interested in performing in a combo setting within the jazz idiom. Rehearsals are by arrangement. *Ball*.

124 Jazz Ensemble (1/4)

Available to wind and percussion students interested in playing all styles of jazz. Admission is by audition given during the first week of classes. *Ball*.

125 Symphony Orchestra (1/4)

Open to all students by audition. Auditions are held the first week of each semester; students should bring one prepared solo. *Ball*.

126 String Ensembles (1/4)

Open to string students and pianists who are interested in performing chamber music. Rehearsals are by arrangement. Permission of instructor required. *Staff*.

127 Woodwind Ensembles (1/4)

Prerequisite: Permission of instructor.

Available for woodwind students who are interested in performing chamber music from all periods. Rehearsals are by arrangement. *Staff*.

128 Brass Ensembles (1/4)

Prerequisite: Permission of instructor.

Available for brass students who are interested in performing brass chamber music. Rehearsals are by arrangement. *Staff*.

129 Percussion Ensemble (1/4)

Prerequisite: Permission of instructor.

Available for percussion students who are interested in playing music for percussion. Rehearsals are by arrangement. *Wulff*.

130 Guitar Ensemble (1/4)

Prerequisite: Permission of instructor.

Open to all guitar students who are interested in performing chamber music. Rehearsals are by arrangement. *Palmer.*

131 Concert Choir (1/4)

Open to all students by audition. Auditions are held during the first four days of classes in the fall. *Parr.*

132 Briton Singers (1/4)

Members are selected from the Concert Choir by audition during the first week of classes in the fall. *Parr.*

Applied Music (Private Lessons)

Students who wish to elect private lessons must register for them during the regular College registration period. The appropriate course numbers for the private lessons are listed in the online Class Schedule. Students may not elect more than 1/2 unit in applied music unless a written request for permission is submitted and approved by the Music Department. All students enrolled in applied music must elect it for credit and take jury examinations at the conclusion of each semester of study. Fees are listed in the Tuition and Fees section. Non-music majors are encouraged to elect applied music. Students enroll for organ study by permission of instructor.

Lessons in piano, voice, organ, guitar, and all other string, percussion, woodwind and brass instruments offered. Each 1/4 or 1/2 unit.

One 1/2-hour lesson per week plus 6 hours practice—1/4 unit.

One one-hour lesson per week plus 12 hours practice—1/2 unit.

Neuroscience

Faculty

Tammy J. Jechura, associate professor of psychological science.

B.S., 1994, Bowling Green State University; M.A., 1999, Ph.D., 2002, University of Michigan.

Barbara J. Keyes, professor of psychological science.

B.A., 1970, College of Wooster; M.A., 1973, Ph.D., 1976, Bowling Green State University.

Ruth E. Schmitter, professor of biology.

B.S., 1964, Michigan State University; M.Sc., 1966, University of Edinburgh; Ph.D., 1973, Harvard University.

W. Jeffrey Wilson, professor of psychological science.

B.A., 1977, Haverford College; M.A., 1978, Ph.D., 1983, University of California, Los Angeles.

Introduction

The neuroscience concentration, which is selected in addition to an academic major, was designed for students who are interested in the neural underpinnings of behavior and cognition. The concentration begins with core courses providing a multi-disciplinary, multi-divisional introduction to the study of the mind/brain that spans all levels of current neuroscientific research. Advanced course work allows students to pursue lines of inquiry they find especially attractive in the core courses, and in a major research project or internship they pursue a theoretical or practical test of their developing skills. This approach to neuroscience provides Albion students with the knowledge, insight and research skills necessary for success in graduate study or careers in the life sciences.

Admission—The neuroscience concentration is open to all students, regardless of academic major. However, because many of the courses have prerequisites, students who elect the neuroscience concentration are typically majors in biology, chemistry or psychology. Students must apply for admission to the concentration and are advised to do so during their sophomore year. For more information and an application form, contact one of the faculty members who direct the concentration.

Concentration

The following are required for the neuroscience concentration:

- Core: Neuroscience 241, 242, Chemistry 121.
- Four courses from an approved list in biology, philosophy and psychology, selected from at least two different departments. (See detailed list below.)
- A major research project or internship.

Neuroscience Courses

241 Neuroscience I: Brain Structure and Function (1)

Prerequisite: Psychology 101 or permission of instructor.

An introduction to brain structure and function. Emphasis on the way the nervous system is organized to

process information, construct representation of the world and generate adaptive behavior. Lecture, discussion, dissection. Same as Psychology 241. *Jechura, Keyes, Schmitter, Wilson.*

242 Neuroscience II: Cellular and Molecular Neuroscience (1)

Prerequisites: Neuroscience 241 and Biology 195, or permission of instructor.

An introduction to neuroscience with emphasis at the cellular and molecular levels. Covers structure and function of neurons and glial cells, electrical and chemical synapses, neurotransmitters, aspects of vision, axon guidance and outgrowth, energy metabolism in the brain, and the hormones and brain regions that affect eating activity and behavior. *Schmitter.*

391, 392 Internship (1/2, 1)

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

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing or permission of instructor.

Staff.

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

Staff.

Requirements for Neuroscience Concentration

The following are required for the neuroscience concentration:

- Core: Neuroscience 241, 242, Chemistry 121.
- Four units, drawn from an approved list of courses, selected from at least two different departments. The approved courses include:

- **Biology**

- 300 Genetics
- 301 Cell Biology
- 314 Comparative Anatomy
- 324 Developmental Biology
- 341 General Physiology
- 362 Molecular Biology
- 366 Endocrinology
- 368 Behavioral Ecology

-
- **Philosophy**
 - 306 Neuroscience and Ethics
 - 315 Knowledge, Truth and Reason
 - 318 Philosophy of Mind
 -
- **Psychological Science**
 - 243/343 Psychology of Perception
 - 245/345 Psychology of Learning
 - 348 Research in Behavioral Neuroscience
 - 378/278 Research in Cognitive Psychology
 - A major research project or internship.

For more information, contact one of the faculty members who direct the concentration.

Philosophy

Faculty

Jeremy S. Kirby, chair and associate professor.

B.A., 1999, M.A., 2000, University of Utah; M.A., 2004, Ph.D., 2005, Florida State University. Appointed 2006.

Bindu Madhok, professor.

B.A., 1983, University of Calcutta; Ph.D., 1990, Brown University. Appointed 1990.

Daniel M. Mittag, associate professor.

B.A., 1995, Drake University; M.A., 1998, Texas A&M University; M.A., 2003, Ph.D., 2009, University of Rochester. Appointed 2007.

Introduction

Historically, philosophy is at the center of the liberal arts tradition. The very concept of an Academy that combines the freedom to inquire with the responsibility to clarify and solve social problems is the invention of classical Greek philosophers.

By subject matter, philosophy is one of the humanities, and studies the concepts we have developed in order to understand the world in which we find ourselves and express what we have discovered. It critically examines our basic assumptions about the world and human relationships.

But philosophy retains a methodological kinship with the sciences, whose methods developed out of general philosophical inquiry. Critical thinking is the hallmark of philosophy courses that bring clarity, precision, and logically rigorous argument to controversial questions about what is real, knowable and valuable. The development of this *critical* perspective, an appreciation of inquiry and the values that underlie it, is the heart of philosophy.

[Philosophy Department Website](#)

Career Opportunities

Analysis of arguments, clear and precise expression of one's views—particularly in writing—and the ability to comprehend complex systems of thought are skills cultivated by philosophy courses that are useful in *all* areas of life. But our students find their philosophy background particularly useful in the professions. Pre-law students take Logic and Critical Reasoning (107) to prepare for the LSAT and sharpen their analytical skills for law school, while Philosophical Issues in the Law (335) is a critical examination of important legal concepts and institutions. Students preparing for medical school, dental school or the allied health professions discover that Biomedical Ethics (308) examines moral problems raised by advancements in medical research and technology that they will soon face. Ethics (201), Social Philosophy (202), Contemporary Moral Problems (206), Leadership Ethics (302), Ethics and Public Policy (304) and International Ethics and Global Development (309) are useful for students interested in public policy. Business Ethics (303) examines moral problems posed by corporate conduct, e.g., profit-maximization vs. social responsibility, deception vs. honesty in advertising, preferential hiring vs. reverse discrimination. Students pursuing careers in the environmental sciences find Environmental Ethics (301) to be particularly useful in acquiring an understanding of underlying value-frameworks in environmental theories and practices. Philosophy and History of Science (220), Neuroscience and Ethics (306) and Philosophy of Mind (318) are of great value to students pursuing careers in neuroscience.

The critical skills and sense of intellectual heritage that follow the study of philosophy are not only useful in finding a job, but they foster maturity of judgment, personal growth and lifelong learning.

Special Features

Because philosophy studies the systems of ideas we have developed to understand the world and our place in it, philosophy courses often explore the conceptual foundations of other disciplines; e.g.,

Philosophy and History of Science (220) explores the basic concepts and underlying logic of scientific method, Philosophy of Art (215) is an analysis of theories of the arts and art criticism and often includes field trips to major galleries, and Philosophy of Mind (318) examines theories that attempt to explain consciousness. These natural affinities make double majors attractive, and they are encouraged by the department.

Philosophy students can get to know one another outside of class as members of the Philosophy Club or as members of the national philosophy honorary, Phi Sigma Tau. Members of the honorary have brought distinguished philosophers to campus for lectures and discussion including Paul Churchland, Fred Dretske, David Lewis and Martha Nussbaum.

Philosophy majors are encouraged to write a senior thesis and submit it for departmental honors. Successful completion of this research project results in graduation with departmental honors in philosophy. The Padgett Prize in Philosophy, established in honor of Professor Emeritus Jack F. Padgett, is given annually to the outstanding senior philosophy major.

The Ned S. Garvin Scholarship in Philosophy, established in memory of Professor Ned Garvin, is given annually to the outstanding rising junior philosophy major.

Majors and Minors

Requirements for Major

- A minimum of eight units in philosophy.
- At least three of these eight units must be at the 300- or 400-level.
- All courses for the major must be taken for a numerical grade and cannot be taken credit/no credit. Directed studies may be counted only by permission of the department.

Requirements for Minor

- Five units in philosophy, at least two of which must be at the 300- or 400-level.

Requirements for Minor in History of Philosophy

- Five units, including Philosophy 211 and 212, and three courses at the 289-level or higher selected from the following: Continental Philosophy (289), Sources of Evil (289), Nineteenth Century Philosophy (381), Kierkegaard and Nietzsche (401), History of Philosophy (402), directed study with departmental approval (411). History 102, English 261, Political Science 355 and Religious Studies 231 may be substituted for one of the above electives in consultation with the Philosophy Department.

Requirements for Minor in Philosophy of Mind

- Five units, at least one of which must be at the 300-level or higher, including either Philosophy of Mind (381/401) or Sensation, Perception and Knowledge (382), and any four of the following: Knowledge, Truth and Reason (315), Modern Philosophy (212), Philosophy East and West (102), Neuroscience I (NEUR 241), Neuroscience and Ethics (306). Psychology 343, 345, 348 or 378 may be substituted for one of the above electives in consultation with the Philosophy Department.

Requirements for Minor in Value Theory

- Five units, at least two of which must be at the 300-level or higher, selected from the following: Ethics (201), Social Philosophy (202), Contemporary Moral Problems (206), Philosophy of Art (215), Environmental Ethics (301), Business Ethics (303), Ethics and Public Policy (304), Biomedical Ethics (308), Philosophy of Law (335), Theory of Justice (381/401), Leadership Ethics (302), Morality, Truth and Relativism (381/401), Neuroscience and Ethics (306).

Preparation for Graduate Study

- We recommend that students plan their schedules in consultation with a Philosophy Department faculty member.
- We recommend that students take more than eight philosophy courses.
- The following courses are *strongly recommended* for graduate study: 201, 207, 211, 212, 214, 310, 315.
- We recommend that students submit a thesis for departmental honors.
- We recommend that students discuss the graduate school application process with the department during the spring of their junior year.

Philosophy Courses

101 Introduction to Philosophy (1)

A study of the basic methods, controversial problems and philosophical systems, with special consideration given to the relation of philosophy to other disciplines. Because of the central role of argument and evidence in philosophical inquiry, this course is an introduction to conceptual clarification, logical analysis and general critical thinking. Examines topics such as knowledge and skepticism, the mind-body problem, personal identity, moral relativism, moral responsibility, free will and determinism, power, social justice, racism, sexism, violence, war, the existence of God, the existence of theoretical entities. *Kirby, Mittag*.

102 Philosophy East and West (1)

Compares different schools of eastern philosophy with those of western philosophy in their approaches to important epistemological, metaphysical and ethical issues. These issues include, for example, the

nature of the self and its relation to the external world; personal identity; and determinism, free will and moral responsibility. Covers similarities and differences in the philosophical questions asked, arguments given and methodologies adopted by both eastern and western philosophers. *Madhok*.

107 Logic and Critical Reasoning (1)

A study of the basic conceptual tools used to recognize, evaluate and express arguments. Designed for the student who wishes to reason more effectively and critically. Topics: inductive and deductive standards, truth, validity, fallacies, paradoxes, regresses, counterexamples, analogies, reductios, definitions, sophistries. *Mittag*.

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

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

201 Ethics (1)

An examination and evaluation of the major ethical theories, both classical and contemporary, and the application of these theories to a current moral problem. *Madhok*.

202 Social Philosophy (1)

An issues and historically oriented introduction to a broad range of philosophical subject matter and methodologies through a clarification and analysis of argumentation used to justify selected social and political institutions and practices—e.g., individual liberties, properties of personhood, the nature of the state, obligations and rights, etc. *Staff*.

206 Contemporary Moral Problems (1)

An introduction to a broad range of philosophical subjects and methodologies through an examination and analysis of contemporary moral problems—e.g., abortion, euthanasia, genetic engineering, sexual morality, gender and racial discrimination, corporate crime, pornography and censorship, the death penalty, ecology, world hunger, etc. *Madhok*.

207 Symbolic Logic (1)

A study of the formal conceptual tools used by modern deductive logic to express and evaluate arguments. Emphasizes the use of propositional and quantifier logic to clarify and evaluate arguments. *Mittag*.

211 Ancient Philosophy (1)

A survey of the beginnings of western philosophical thought focusing on the writings of the Presocratics, Plato, Aristotle and others. *Kirby*.

212 Modern Philosophy (1)

Philosophical thought in the seventeenth, eighteenth and nineteenth centuries, focusing on the writings of such philosophers as Descartes, Leibnitz, Locke, Berkeley, Hume, Kant, Hegel, Kierkegaard and Nietzsche. *Kirby.*

214 Twentieth Century Philosophy (1)

Major movements in and methods of contemporary philosophical thinking with special attention to the analytic and existential thinkers. Offered in alternate years. *Kirby.*

220 Philosophy and History of Science (1)

Considers the following questions: What is science? What is scientific explanation? What are the ontological commitments of a scientist? To what extent does the culture of a scientific community affect results of that community? *Kirby.*

234 Philosophy of Religion (1)

Same as Religion 234. *Staff.*

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

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

301 Environmental Ethics (1)

Examines theoretical and practical perspectives on ethical issues in relation to the environment. The theoretical issues range from whether we should assign moral value to species other than the human (and if so, on the basis of what criteria) to whether we have moral obligations to preserve the environment for future generations (and if so, what this would imply for the present generations). The practical issues range from creating incentives for restricting population growth without abdicating responsibilities toward the world's hungry, to the issue of what short-and long-term policies and practices need to be adopted to deal effectively with reducing pollution and hazardous waste while working toward a recycling, sustainable global society. *Madhok.*

302 Leadership Ethics (1)

Examines the ethical foundations of leadership. Involves an in-depth discussion of foremost leadership theories and their applications to different contexts; critically examines the morally distinct aspects of leadership by looking at the relationships among power, self-interest, and morality; and analyzes leadership from within the ethical frameworks of virtue, duty, and utility along with discussing the ethical challenges of diversity (culture relativism, race, and gender) to traditional leadership ethics. *Madhok.*

303 Business Ethics (1)

An examination of selected moral problems posed by corporate conduct—e.g., profit-maximization vs. social responsibility, corporate crime and the criminal justice system, business vs. environmental concerns, preferential hiring vs. reverse discrimination, employee autonomy vs. corporate loyalty, deception vs. honesty in advertising, corporate vs. government regulation. Clarification and critical examination of different ethical perspectives for resolving these moral dilemmas. *Madhok.*

304 Ethics and Public Policy (1)

Emphasizes the ethical foundations of public policy. Rights, obligations, justice, autonomy, the nature of the good life: should these play a role in determining public policy, and if so, how? Focuses on the interaction between ethical values and public policy in areas such as health care, law, government, foreign policy, citizenship, education and media. *Madhok.*

306 Neuroscience and Ethics (1)

An introduction to the dialogue that has developed between cognitive neuroscientists and moral philosophers. Cognitive neuroscience brings to the study of ethics an interest in the way the brain processes information and in the kinds of brain states that subserve thought and action—in short, it is answering the question of what kind of information-processing creatures we are. *Madhok.*

308 Biomedical Ethics (1)

The application of major ethical theories to some of the moral problems raised by recent developments in medical technology. Does increased medical knowledge (the end) justify experimentation with human subjects (the means)? How much should a patient be told and who decides? Do parents have the right to give birth to a defective infant and thereby apparently pollute the gene pool? To whom is the genetic counselor responsible—fetus, parent, future generations? Is there a right to die? Who should be the ultimate decision-maker—physician, patient, pastor? Is health care a right or a privilege? In answering these dilemmas, are there any moral rules to follow or does each person decide what is best in the situation? *Madhok.*

309 International Ethics and Global Development (1)

Explores the ethics of development in an international context. What should development be? Who should play a role in bringing about development? Examines multiple answers to these questions via an understanding of global development ethical theories and approaches such as the basic human needs approach, the human rights approach, the theory of development as freedom, the capabilities approach, theories of justice, as well as utilitarianism and deontological approaches. Applies these development ethics frameworks to important international issues such as poverty, gender inequality, violence and insecurity, over-consumption and globalization. Includes discussion of issues of ethical objectivism versus subjectivism, and ethical pluralism versus relativism. *Madhok.*

310 Metaphysics (1)

Explores what kinds of things exist. Do abstract entities exist? Is there such a thing as free agency in a world that is deterministic (or, for that matter, in a world that is not deterministic)? Is time something that is mind-dependent or mind-independent? Are we committed to the existence of electrons? Is causation anything above and beyond regularity? *Kirby*.

315 Knowledge, Truth and Reason (1)

Prerequisite: One prior course in philosophy.

A critical examination of recent work in the theory of knowledge, i.e., of classic contemporary papers on skepticism, knowledge and the justification of belief. *Mittag*.

318 Philosophy of Mind (1)

An introduction to the philosophy of mind. Explores the relation of the mind to the physical world and evaluates prominent competing theories about the nature of the mind, including the identity theory, dualism, behaviorism, functionalism and eliminative materialism. Also covers artificial intelligence, phenomenal consciousness, the adequacy of folk psychological explanation and theories of mental content. *Mittag*.

325 Philosophy of Language (1)

Words and sentences of a language have meanings, thereby allowing us to use sentences to communicate our thoughts, some of which are true. But how do words and sentences get their referents and meanings? What are meanings? This course focuses on central developments in the philosophy of language throughout the twentieth century. Topics include theories of meaning and reference, speech acts, pragmatics, and conversational implicature. *Mittag*.

335 Philosophical Issues in the Law (1)

Designed both for students interested in philosophy and for those interested in political science, history, economics, or sociology. Provides an explanation of legal concepts and institutions from the philosophical perspective. Develops in the student: (1) an understanding of some of the major philosophical issues in the law and (2) the ability to reflect critically upon them. *Madhok*.

380 Aristotle: A Western Foundation (1)

Considers how Aristotle's philosophy continues to exercise influence today, especially concerning controversies over the nature of existence, identity, the soul and the way one should live. Explores and evaluates the arguments of a philosopher who was the finest pupil in Plato's Academy, the personal instructor of Alexander the Great, and the founder of the Lyceum. *Kirby*.

381, 382 Readings in Philosophy (1 each)

Prerequisite: Permission of instructor. Recommended for advanced students.

Careful and critical study of one or more of the outstanding works in philosophy. *Staff.*

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

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.*

401, 402 Seminar (1/2, 1)

Prerequisite: Permission of instructor. Recommended for advanced students.

Topics of special interest including "Justice," "Metaphysics," "Moral Realism," "Russell." *Staff.*

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

Staff.

Physics

Faculty

Charles E. Moreau, chair and associate professor.

B.S., 1994, Alma College; M.S., 1996, Ph.D., 2001, Michigan State University. Appointed 2002.

Aaron J. Miller, associate professor.

B.A., 1995, Albion College; Ph.D., 2001, Stanford University. Appointed 2005.

David G. Seely, professor.

B.A., 1981, Gustavus Adolphus College; M.S., 1983, Ph.D., 1990, University of Missouri, Rolla. Appointed 1991.

David Wilson, visiting assistant professor.

B.S., 2000, Michigan Technological University; M.S., 2005, Ph.D., 2010, University of Michigan. Appointed 2015.

Nicolle E. B. Zellner, associate professor.

B.S., 1993, University of Wisconsin; M.S., 1998, Ph.D., 2001, Rensselaer Polytechnic Institute. Appointed 2005.

Introduction

Physics involves the determination of the basic laws which allow one to predict natural behavior; indeed, physics originates from the Greek word for nature. These basic laws form the foundation for all the natural sciences. The department offers a program for physics majors, physics majors who seek an emphasis in astronomy, physics minors, pre-engineering students, students who require a physics cognate, and non-science students. The faculty have backgrounds in atomic, solid state, low-temperature, and quantum physics, electronics, and in astronomy and planetary science. Students have the opportunity to participate in faculty research projects in mesoscopic patterned magnetic thin films, quantum computing, low-temperature physics, photonics, origins of the solar system, extraterrestrial sample analysis, and low-energy ion-atom scattering. Facilities include a cryogenic photon counting lab, a thin film deposition chamber, a 5 kV ion-atom accelerator, a low-level nuclear gamma ray counting system, a 14-inch Celestron telescope with a CCD camera, and a historically significant Alvan Clark telescope.

The department sponsors the [dual-degree program in engineering](#).

[Physics Department Website](#)

Career Opportunities

Majors in physics are prepared to do graduate work in physics and related areas, which can lead to careers in teaching and research or research in industrial or government laboratories. Physics majors are also well equipped to pursue additional studies in engineering and typically are strong candidates for medical school, dental school, and law school. Employment opportunities are also available in industry, government and secondary school teaching.

Special Features

Opportunities are available for off-campus study during the school year, particularly participation in the Great Lakes Colleges Association's Oak Ridge Science Semester conducted at Oak Ridge National Laboratory in Tennessee. The curriculum in physics can be adjusted to accommodate participation in other off-campus study programs as well. An active Society of Physics Students chapter sponsors seminars, field trips, tutoring and social events from a clubroom, and the Astronomy Club members have regular access to the campus telescopes. A prize established by Nobel Laureate E.T.S. Walton is given annually to the outstanding senior physics major, and the Physics Faculty and Alumni Scholarship has been given to an entering student.

Departmental Policy on Advanced Placement Credit

Students desiring course credit for AP Physics should contact the department or the Registrar's Office for information.

Majors and Minors

The physics major and the physics major with astronomy emphasis are designed for students who plan to pursue graduate studies in physics, astrophysics, astronomy, or a related area; students who enter the workforce; or students who wish to have physics as a second major.

Requirements for Major

- Nine and one-half units in physics, including:
 - 167: Analytical Physics I
 - 168: Analytical Physics II
 - 191: Physics and Astronomy Seminar I
 - 243: Introduction to Mathematical Methods in Physics I
 - 244: Introduction to Mathematical Methods in Physics II
 - 245: Electronics
 - 250: Introductory Modern Physics
 - 291: Physics and Astronomy Seminar II
 - 325: Theoretical Mechanics
 - 336: Electricity and Magnetism
 - 350: Advanced Laboratoryand one of the following courses:
 - 308: Optics
 - 322: Solid State and Nuclear Physics
 - 380: Mathematical Physics
 - 384: Thermodynamics
 - 387: Quantum Mechanics

A student contemplating study at the graduate level should include as many upper-level courses as are offered.

- Four cognate courses: Mathematics 141, 143, 245, 247.
- Students majoring in physics are required to attend all departmental colloquia.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Note: Students whose major requires a physics cognate generally cannot satisfy this requirement with Physics 101, 102 or 105.

Requirements for Major with Astronomy Emphasis

- Nine and one-half units in physics, including:
 - 167: Analytical Physics I
 - 168: Analytical Physics II
 - 191: Physics and Astronomy Seminar I
 - 205: Planetary Astronomy
 - 206: Stars, Galaxies, and the Universe
 - 243: Introduction to Mathematical Methods in Physics I
 - 244: Introduction to Mathematical Methods in Physics II
 - 245: Electronics
 - 250: Introductory Modern Physics
 - 291: Physics and Astronomy Seminar II
 - 325: Theoretical Mechanics
 - 336: Electricity and Magnetism
 - 350: Advanced Laboratoryand one of the following courses:
 - 308: Optics
 - 322: Solid State and Nuclear Physics
 - 350: Advanced Laboratory
 - 380: Mathematical Physics
 - 384: Thermodynamics
 - 387: Quantum Mechanics

A student contemplating study at the graduate level should include as many upper-level courses as are offered.

- Four cognate courses: Mathematics 141, 143, 245, 247.
- Students pursuing the astronomy emphasis are required to attend all departmental colloquia.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor

- Five and one-quarter units in physics, including: 167, 168, 191, 243, 244, 250, and one of the following: 206, 245, 308, 322, 325, 336, 350, 380, 384, 387.
- Four cognate courses: Mathematics 141, 143, 245, 247.
- Students pursuing the mathematics/physics interdepartmental major may not count those courses toward the physics minor.

Requirements for Dual-Degree Program in Engineering

Students in the dual-degree program in engineering have a strong background in mathematics and science, very good academic performance, and a desire to pursue the engineering profession. To be

eligible for program admission, students must declare the dual-degree engineering major in either mathematics or physics, write a personal essay, complete a personal interview with the program director, and have at least a 2.5 overall GPA, as well as at least a 2.5 GPA in completed courses in the science division. Although these program admission requirements should normally be completed by the end of a student's first year at Albion, late admission requests are considered by the Engineering Advisory Committee as needed.

Please, see the section of the catalog for the [dual-degree program in engineering](#) for detailed requirements.

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 with Secondary Education Certification

- A minimum of eight units in physics, including: 167, 168, 243, 244, 250, 325, 336, plus two units selected from 105, 206, 245, 308, 322, 350, 380, 384, or 387.
- In addition to the mathematics courses that are prerequisites for the required physics courses, one cognate course chosen from: Biology 195; Chemistry 121; Geology 101, 103, 104.
- Completion of all other requirements for teacher certification.

Requirements for Minor with Secondary Education Certification

- A minimum of five units in physics, including: 167, 168, 243, 244, 250, and one of the following: 105, 245, 308, 322, 325, 336, 350, 380, 384, 387.
- In addition to the mathematics courses that are prerequisites for the required physics courses, one cognate course chosen from: Biology 195; Chemistry 121; Geology 101, 103, 104.
- Completion of all other requirements for teacher certification.

Physics Courses

101 Basic Concepts of Physics (1)

Prerequisite: High school algebra.

The basic ideas of physics in a historical and philosophical framework to give the student insight and appreciation of physics of this century and how physics relates to our contemporary society. Not intended for science majors. Lecture and laboratory. Offered in alternate years. *Staff*

102 The Physics of Urban and Environmental Problems (1)

Prerequisite: High school algebra.

The physics of modern urban and environmental problems with respect to their causes, effects and possible cures. Topics include transportation, energy generation and transmission, pollution and resources. Not intended for science majors. Offered in alternate years. *Seely, Zellner*.

105 Introductory Astronomy (1)

Prerequisite: High school algebra.

A study of the night sky, planets, stars, galaxies, cosmology, and our place in the universe, along with discussion of observational techniques and space missions. Not intended for science and mathematics majors or minors or students who have taken physics or calculus in high school. Lecture and laboratory, with additional multiple observing sessions required. *Zellner*.

115, 116 General Physics (1 each)

Prerequisite for 115: High school algebra. First-year students need permission of instructor.

Prerequisite for 116: Physics 115.

Various forms of energy and their interactions: mechanics, sound, heat, light, electricity, magnetism and atomic and nuclear physics. Includes analytical, historical and philosophical aspects. Lecture and laboratory. *Seely*.

167, 168 Analytical Physics I, II (1 each)

Corequisite for 167: Mathematics 141, or permission of instructor.

Prerequisite for 168: Physics 167.

Corequisite for 168: Mathematics 143 or permission of instructor.

A calculus-based survey of general physics. Topics include kinematics, dynamics, fluid mechanics, thermodynamics, wave motion, sound, electricity and magnetism, light and optics, relativity, quantum mechanics, atomic physics and nuclear physics. Lecture and laboratory. *Staff*.

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

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

191 Physics and Astronomy Seminar (1/4)

Discussion of selected topics in physics and astronomy as determined by student and staff interest. Led by departmental faculty, visiting speakers and students. Students are required to read selected scientific

papers, attend presentations and actively participate in discussions. Offered on a credit/no credit basis. *Staff*.

205 Planetary Astronomy (1)

Prerequisite: High school algebra or permission of instructor.

Covers our solar system's origin and evolution, including Newton's and Kepler's Laws, planetary motion, planet characteristics, and detection of extrasolar planets. Investigates planetary and other images and data returned by solar system spacecraft. Considers recent developments in biochemistry and whether or not life could exist on other worlds. *Zellner*.

206 Astrophysics I: Stars, Galaxies and Cosmology (1)

Prerequisites: Mathematics 141 and/or a previous physics course, or permission of instructor.

Provides an understanding of stars and how they work, and examines our galaxy. Covers topics related to cosmology, including our expanding universe. Intended for mathematics and science majors and minors and for students pursuing teacher certification in science. *Zellner*.

243 Introduction to Mathematical Methods in Physics I (1/2)

Prerequisite: Physics 168, or permission of instructor.

An introduction to the mathematical methods in physics using symbolic and numerical computational software. Topics include statistical interpretation of data and distribution functions, functions of a complex variable, coordinate transformations and curvilinear coordinates. *Staff*.

244 Introduction to Mathematical Methods in Physics II (1/2)

Prerequisites: Physics 168 and Physics 243, or permission of instructor.

A continuation of Physics 243. Topics include partial differential equations, Fourier analysis, special functions and orthogonal functions. *Seely*.

245 Electronics (1)

Prerequisite: Physics 168, or Physics 116 with Mathematics 143, or permission of instructor.

The use of linear and integrated circuits, discrete devices, amplifiers, power supplies, oscillators and digital logic in experimental design and data acquisition. Applications of measurement instrumentation. Lecture and laboratory. *Miller*.

250 Introductory Modern Physics (1)

Prerequisites: Mathematics 245 and Physics 243, or permission of instructor.

Corequisites: Physics 244 and Mathematics 247, or permission of instructor (may also be taken as prerequisites).

A survey of modern physics. Topics include special relativity, the quantum theory of light and quantum mechanics of matter with applications in atomic, nuclear and elementary particle physics. *Staff*.

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

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

291 Physics and Astronomy Seminar II (1/4)

Prerequisite: Physics 191, junior or senior standing.

Discussion of selected topics in physics and astronomy as determined by student and staff interest. Led by departmental faculty, visiting speakers and students. Students are required to read selected scientific papers, attend presentations, actively participate in discussions, and give a presentation on a scientific paper of their choice. Offered on a credit/no credit basis. *Staff*.

308 Optics (1)

Prerequisite: Physics 250, or permission of instructor.

An introduction to geometrical and physical optics which includes paraxial theory, polarization, interference and diffraction phenomena, and optical instruments. Topics in contemporary optics, including lasers, holography and Fourier optics will also be discussed. Lecture and laboratory. Offered in alternate years. *Seely*.

322 Solid State and Nuclear Physics (1)

Prerequisite: Physics 250.

An introduction to the modern quantum mechanical description of solids and the atomic nucleus. Lecture. Offered in alternate years. *Moreau*.

325 Theoretical Mechanics (1)

Prerequisites: Physics 244, Mathematics 247.

Review of elementary mechanics, one-dimensional motion, harmonic oscillator, motion in two and three dimensions, central force motion and orbital mechanics, many-particle systems, rotational motion, gravitation, moving coordinate systems and Lagrangian mechanics. *Zellner*.

336 Electricity and Magnetism (1)

Prerequisites: Physics 244, Mathematics 247.

A thorough discussion of Maxwell's electromagnetic field equations in differential form. Major topics are electrostatics, magnetostatics, electromagnetic induction and electromagnetic waves. *Moreau*.

350 Advanced Laboratory (1)

Prerequisites: Physics 245 and 250, or permission of instructor.

A junior-level laboratory designed to give students experience in independent research in experimental physics. Experiments include topics in optics, electricity and magnetism, atomic physics, and quantum physics. Strong emphasis is given to statistical analysis of data, error analysis, interpretation of

measurements, techniques of measurement, and experimental design. Computer control of apparatus and computational analysis is also emphasized. *Seely*.

380 Mathematical Physics (1)

Prerequisites: Mathematics 247, or permission of instructor.

Mathematical methods in physics including vector calculus, transform calculus, tensor analysis and special functions (viz. Fourier series, Gamma functions, Hermite polynomials, Bessel functions, spherical harmonics and Laguerre polynomials). Same as Mathematics 380. *Miller*.

384 Thermodynamics (1)

Prerequisites: Physics 250, Mathematics 247.

Classical thermodynamics, including kinetic theory and an introduction to statistical mechanics. *Moreau*.

387 Quantum Mechanics (1)

Prerequisite: Physics 250, or permission of instructor.

Non-relativistic quantum interpretation of matter and energy, employing both the wave mechanics of Schroedinger and the matrix mechanics of Heisenberg. *Miller*.

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*.

401, 402 Seminar (1/2, 1)

Staff.

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

Staff.

Political Science

Faculty

Dyron K. Dabney, chair and associate professor.

B.A., 1989, University of Virginia; Ph.D., 2008, University of Michigan. Appointed 2003.

Andrew D. Grossman, professor.

B.A., 1980, Monmouth University; M.A., 1990, Ph.D., 1996, New School for Social Research. Appointed 1996.

William D. Rose, professor.

B.A., 1981, J.D., 1987, University of Toledo; Ph.D., 1999, University of Massachusetts, Amherst. Appointed 2001.

Carrie Booth Walling, associate professor.

B.A., 1997, Michigan State University; MSc.Econ., 1999, University of Wales Aberystwyth (UK); M.A., 2006, Ph.D., 2008, University of Minnesota. Appointed 2011.

Introduction

The department offers students the opportunity to pursue either a major or a minor in political science. In relatively small, discussion-oriented classes, students engage with questions fundamental to the academic study of politics. For example, how does a critical engagement with politics and political thought help us to understand power in contemporary and historical terms? What sorts of power relationships do we see at work in modern institutions such as states, global capital, and the media? And, how do subordinate groups and individuals resist and transform systems of power?

In our department, we explore these questions and more, by exposing students to multiple perspectives on the most consequential, often controversial, issues of our times. Such issues may include questions of war and peace, democracy, the environment, the delicate balance between security and freedom, and the evolving conception of what it means to be a citizen. Whatever the issue before us, the goal of the department is to cultivate in its students an ability to critically examine political questions from a variety of perspectives, and enable them to better interpret their own experience of the world. As measures of our success in meeting these goals, we expect students to: demonstrate knowledge of the interconnections of political institutions, movements, concepts, and events from multiple intersecting vantage points; identify important contested assumptions, ideas, and intellectual debates in the relevant scholarly literature; and pose critical questions about power relations as they investigate key political questions in a globalizing world.

Many of our students seek to translate what they have learned in the classroom to 'real world' experiences beyond the campus gates, in the form of internships and service-learning activities. Upon graduation, some of our students choose to pursue graduate study in political science and related

disciplines. A significant number of our graduates opt for law school. Our graduates have been uniquely successful in obtaining admission to some of the finest law schools in the United States. Finally, many of our students seek out immediate employment upon graduation, pursuing careers in teaching, public policy, business, and government-related activities.

[Political Science Department Website](#)

Career Opportunities

An undergraduate major in political science is used by many students as a background for graduate study—and eventually employment—in such fields as law, public policy, public administration, business administration and international relations. Other fields which may be directly open to graduates are public opinion and market research, social work, municipal management, secondary school teaching, TV and radio, journalism, lobbying, criminal justice, campaign management and legislative staff work.

Department Policy for Advanced Placement Credit

Students who earn a 4 or 5 on the Advanced Placement (AP) exam in American government will receive one unit of credit as Political Science 190. This unit does not count toward the political science major but does count toward the graduation requirement of 32 units.

Majors and Minors

Requirements for Major

- A minimum of nine units is required to satisfy the major in political science. The major is comprised of three streams of inquiry: American politics and policy; international and comparative politics; and law, jurisprudence, and political thought. Political science majors are required to take and pass Political Science 100 (Introduction to Political Inquiry) as the gateway course to all upper-level (300- and 400-level) courses in the major. In addition, students are required to take and pass at least one entry-level course for each of the three streams (Political Science 101; either 102 or 103; and 105). Students are also required to take and pass at least one upper-level one-unit course (at the 300 level) in each stream of inquiry. Finally, all political science majors are required to take and pass one 400-level capstone seminar. It is expected that seven of the nine units in political science will be taken at Albion College. Other arrangements can be made for bona fide transfer students and students in approved off-campus programs. Exceptions are at the discretion of the department chair after consultation with other faculty members in the department.
- No more than one unit of 391 or 392 (Internship) may be counted toward a major.

- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis. In order for a course to count for the political science major, the student must earn at least a 2.0 in the course.
- Political science majors are strongly encouraged to achieve basic competency in statistics (Mathematics 209 is appropriate) and at least one foreign language.

Note: First-year students may enroll in 300-level courses only with permission of the instructor.

Requirements for Minor

- Six units in political science, including Political Science 100, and at least one 100-level course from each of the three streams of inquiry, and two elective one-unit political science courses taken at the 300 level.

Requirements for Major with Secondary Education Certification

- A minimum of nine units in political science, including: 100, 101, 102 or 103, 105, 216, 224, 256, and 336.
- One elective one-unit political science course taken at the 200- or 300-level.
- History 131.
- No more than one unit of 391 or 392 (Internship) may be counted toward a major.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis. In order for a course to count for the political science major, the student must earn at least a 2.0 in the course.
- Political science majors are strongly encouraged to achieve basic competency in statistics (Mathematics 209 is appropriate) and at least one foreign language.
- Completion of all other requirements for teacher certification.

It is expected that seven of the nine units in political science will be taken at Albion College. Other arrangements can be made for bona fide transfer students and students in approved off-campus programs. Exceptions are at the discretion of the department chair after consultation with other faculty members in the department.

Requirements for Minor with Secondary Education Certification

- A minimum of five units in political science, including: 101, 102 or 103, 224, 256, and 336.
- History 131.
- Completion of all other requirements for teacher certification.

Requirements for Social Studies Major with Elementary or Secondary Education Certification

Students interested in pursuing elementary or secondary education certification in social studies may choose to major in social studies. The detailed requirements for the major with [elementary certification](#) and [secondary certification](#) are provided in this catalog or are available from the Education Department.

Political Science Courses

American Politics and Policy

101 Politics of American Democracy (1)

An overview of the dynamics and structure of the American political system: the Constitution, civil liberties, Congress, the Presidency, bureaucracy, interest groups, political parties, and voting behavior. Contrasts the principles of democratic action with a behind-the-scenes examination of how public policy is actually made. *Dabney, Grossman, Rose.*

214 Congress and the Presidency (1)

An examination of the changing roles and responsibilities of Congress and the presidency with a focus on the changing political environment and the potential for leadership. *Grossman.*

216 Public Policy Analysis (1)

Prerequisite: Sophomore standing. An examination as to how government decides to address problems. The stages of the policy-making process. Special attention is paid to the methods of program evaluation. Substantive policy areas are discussed, with an emphasis on social welfare, health, education, urban, and environmental protection policies. First-year students are not allowed to enroll in this course. *Dabney, Grossman, Rose.*

220 Interest Groups and Political Action (1)

An examination of the increasing power of interest groups in the governmental process, including case studies of successful and unsuccessful efforts by business, labor, women's groups, ideological groups and various citizens' groups to influence public opinion and public policy. Offered in alternate years. *Dabney.*

225 American Citizenship in Theory and Practice (1)

Focuses on the ways in which the concept of American citizenship has changed over time in response to various historical events such as the founding of the American republic, the abolition of slavery, the expansion of suffrage rights, the waves of immigration from Europe and Asia, and other circumstances. *Grossman, Rose.*

229 Film Images of World War II (1)

The history of the Second World War and world films made about the war from 1939 to the present. (Film fee.) Offered in alternate years. Same as History 229. *Cocks, Grossman*.

312 American Political Development (1)

Prerequisites: Political Science 100, 101.

Considers rotating topics: war, race, and organizational and institutional changes in historical context. Seminar themes include: the periodization of American history, national state formation, the political economy of industrialization and urbanization, and the social dynamics of continuity and change in the American political system. *Grossman*.

315 Presidential Campaigns and Elections (1)

Prerequisites: Political Science 100, 101.

The continuing evolution of both the presidential nominating process and the fall general election campaign. A look at the role played by political parties, candidate-centered organizations, money, issues, images and the mass media in the presidential selection process. Offered in those years when the presidential election campaign is at its peak! *Dabney, Staff*.

317 Political Parties in the United States (1)

Prerequisites: Political Science 100, 101.

Examines the evolution of the party system in the U.S. and roles political parties play in contemporary American politics. Looks at party realignments, third party movements and advancements, party infighting and bipartisan cooperation. Addresses the question of party decline and the rise of alternative institutions of interest articulation. *Dabney*.

International Relations and Comparative Politics

102 Introduction to Comparative Politics (1)

Examines the political institutions and processes of countries around the world. Emphasizes how to make meaningful comparisons between systems in different countries. Covers conditions for and functions of democracy, with an emphasis on how different kinds of democracies work. Provides a framework for comparison and considers the United States in comparative perspective. Topics include the vibrancy of democracy, the centrality of political and electoral institutions, the possibility of revolution, and the power of ethnicity. *Dabney*.

103 Introduction to International Politics (1)

Examines and evaluates competing theoretical approaches ("paradigms") which seek to explain interstate war, international institutions and the global economy. Explores scholarly debates about the

implications of international anarchy and national sovereignty. Focuses on the causes of violent conflict, the emergence of human rights norms and international courts, the dilemmas of humanitarian intervention, and the implications of global inequality. Part I examines competing theoretical perspectives in the discipline; Part II, approaches to studying war, violence and conflict; Part III, international institutions; Part IV, issues related to the global economy and international development. *Grossman, Walling.*

207 Transitional Justice (1)

How does a government build a secure, democratic society built on the rule of law and principles of human rights in the aftermath of mass atrocity? How do people live together peacefully in the aftermath of mass atrocity? Explores the set of practices, mechanisms and concerns that arise when a new government attempts to come to terms with a legacy of past human rights violations following a period of conflict, civil strife or government repression, e.g., amnesties, reparations, truth commissions, and criminal prosecutions in order to ensure accountability, serve justice, discover truth and achieve societal reconciliation. *Walling.*

235 American Foreign Policy (1)

Exploration of the history of American foreign policy, covering leading theories that explain its shifting style, goals, and outcomes. *Grossman.*

237 Controversies in Global Politics (1)

How do we achieve justice beyond borders in an increasingly complex and interdependent world? By examining different traditions of political, ethical, and legal thought, students acquire the tools necessary to make reasoned judgments about urgent political problems in international politics. These problems include but are not limited to: global poverty, human rights, immigration, global climate change, nuclear proliferation, terrorism, and sea-level rise. *Walling.*

256 Human Rights (1)

Introduces the key concepts and theoretical tools for understanding human rights and human rights policy in the context of the modern world. Examines human rights in a global comparative context with emphases on all the major world regions. Draws on the central theories and concepts of comparative politics and international relations to explain how and why governments protect (or fail to) human rights and to examine the intersection among citizens, governments, and non-governmental organizations that work to investigate and protect against human rights abuses. *Walling.*

262 Pottery and Politics: Examining the Art and Politics of Tea Culture in Japan (1)

Explores the aesthetic traditions and political history of the Japanese tea ceremony and pottery-making. Emphasizes the artistic and meditative execution of tea making with wares of art for tea making and tea

consumption, in addition to the study of the practicality of tea as a vehicle for political negotiation, deliberation and social interaction in Japan. Same as Art 262. *Dabney, Chytilo*.

305 Government and Politics of Japan (1)

Prerequisites: PLSC 100 and one of either PLSC 102 or PLSC 103.

An examination of Japan's postwar political system: the decision-making institutions, political players and public policy processes. Also surveys political parties, political economy, political participation, culture and society in Japan. *Dabney*.

336 International Relations (1)

Prerequisites: PLSC 100 and one of either PLSC 102 or PLSC 103.

A study of the behavior of nations, including topics such as: national power, balance of power, deterrence, diplomacy, collective security, international law, international organization and disarmament. *Grossman, Walling*.

338 International Political Economy (1)

Prerequisites: PLSC 100 and one of either PLSC 102 or PLSC 103.

An introduction to the study of political economy, i.e., the reciprocal relationship between political and economic activities and institutions, through an examination of the pursuit of wealth and power in the international system. Considers the strengths and weaknesses of different theoretical, analytical and ideological approaches to understanding the international political economy in both historical and contemporary settings. Specific issues include trade, international finance, foreign investment, economic development, structural adjustments and globalization. *Grossman*.

352 The Comparative Politics of Developing Nations (1)

Prerequisites: PLSC 100 and one of either PLSC 102 or PLSC 103.

A survey of the principal arguments about global inequality and the developmental paths of countries outside the industrialized West. Includes an examination of the roles major powers and international and non-governmental organizations have played in the political and economic histories of developing countries. *Dabney*.

372 Gender, Sex and International Politics (1)

Prerequisites: PLSC 100 and one of either PLSC 102 or PLSC 103.

Explores how gendered norms and assumptions shape international politics. Introduces feminist approaches to international politics in order to answer questions like “where are the women?” and “how do women experience international politics differently than men because of their biological sex?” Also evaluates the ‘gendered hierarchies’ of international relations—gendered expectations of individuals, state and other actors. *Walling*.

404 Causes of War (1)

Prerequisites: PLSC 100 and one of either PLSC 102 or PLSC 103. Student must be a political science major or minor with junior or senior standing, or permission of instructor.

Explores the central issues regarding the use of military force in international politics. Why do states turn to military force and for what purposes? What are the causes of war? What renders the threat to use force credible? Can intervention into intra-state wars stall bloodshed and bring stability? How can states cope with new challenges posed by asymmetrical warfare and the threats of would-be terrorists? What are the rules and laws of war? How do states diminish the threat of war? Part I examines the causes of inter-state war and the strategies states employ to diminish the threat of war and handle its effects; Part II, the growing trend of intra-state conflict; Part III, the global governance of war, specifically the institutions, rules and norms associated with war-fighting and conflict prevention; Part IV, other forms of political violence including asymmetrical warfare, rebel insurgencies and terrorism. *Grossman, Walling.*

405 National Security Policy (1)

Prerequisites: PLSC 100 and one of either PLSC 102 or PLSC 103. Student must be a political science major or minor with junior or senior standing, or permission of instructor.

Explores the new security challenges facing the United States and other nations in the post-Cold War period. Introduces security studies, looking at the issue of nuclear weapons and its integration into strategic policy planning. Considers alternative ways to comprehend the concept of security and security studies in light of economic globalization, asymmetrical warfare, terrorism, democratization, the changing character of sovereignty, and the problem of weapons (conventional and non-conventional) proliferation. *Grossman, Walling.*

Law, Jurisprudence and Political Thought

105 Introduction to Political Thought (1)

Offers an introduction to political theory. Explores major debates within the field, both in contemporary and canonical work. Proceeds both thematically, examining such themes as liberty, justice, democracy, political resistance, and power, and historically, situating theorists' writings within the historical context in which they were written and read. Also considers the relationship between political theory, political practice and the other subfields of political science. *Rose.*

205 Theories of Democracy and Difference (1)

Draws on the work of contemporary political theorists to explore how democracies simultaneously uphold their commitment to equality and liberty while allowing for the inclusion of people with sometimes very different values and beliefs. To what extent should the state accommodate citizens' differences? What should states' responses be to cultural minorities whose customs may run counter to

the majority's democratic values? What modes of communication best facilitate political participation by diverse community members? Is there room for accommodation of difference in the context of the legal system? *Rose.*

224 Constitutional Law and Politics (1)

Explores the role of the U.S. Supreme Court in political struggles over the distribution and uses of power in the American constitutional system. Covers issues including the division of powers between state and national governments, and the branches of the federal government; economic powers of private actors and governmental regulators; the authority of governments to enforce or transform racial and gender hierarchies; and the powers of individuals to make basic choices, such as a woman's power to have an abortion. Emphasizes how the tasks of justifying the Supreme Court's own power, and constitutionalism more broadly understood, contribute to logically debatable, but politically powerful constitutional arguments. Also examines the politics of constitutional interpretation. Readings include Supreme Court decisions and background materials on their theoretical, historical and political context. *Rose.*

322 Crime, Politics and Punishment (1)

Prerequisites: Political Science 100, 105.

Whom a society punishes and how it punishes are key political questions as well as indicators of the character of the people in whose name it acts. This course examines connections between punishment and politics with particular reference to the contemporary American situation. *Rose.*

324 Civil Rights and Civil Liberties (1)

Prerequisites: Political Science 100, 105.

Examines the American Constitution and some of the rights protected by it. Topics to be covered include: the role of the judiciary in protecting individual rights in a democratic context, methods of constitutional interpretation, incorporation, the right to bear arms, economic liberty, abortion and privacy rights, freedom of religion, freedom of speech, freedom of association, freedom of the press, the death penalty, and equal protection before the law. *Rose.*

351 Modern Political Thought (1)

Prerequisites: Political Science 100, 105.

Critical examination of the work of modern writers on enduring themes of political life. Covers such thinkers as Machiavelli, Hobbes, Locke, Rousseau, Hegel and Marx, through careful reading of the texts. Explores topics such as equality, democracy, women's rights and contending definitions of freedom. *Rose.*

357 International Law and Politics (1)

Prerequisites: Political Science 100, 105.

Examines international law using a broad range of analytical tools to enable students to think critically about the origins and impact of international law. How do we explain where particular laws and norms come from? How do they affect the shape of global politics and the outcomes of particular events? How often do states obey international law, and why? Also examines substantive areas of international law such as the law of armed conflict, international humanitarian law, human rights, international criminal law and environmental law. *Walling.*

367 American Political Thought (1)

Prerequisites: Political Science 100, 105.

Explores the history of American political ideas, and how those ideas continue to inform contemporary political thinking. Focuses on the nineteenth and twentieth centuries, with principal attention given to the Transcendental Movement and the emergence and development of pragmatism. Examines this dominant thread of American thought against the backdrop of liberalism and within the context of four related themes: individualism, equality, community and democracy. *Rose.*

368 Liberals and Conservatives (1)

Prerequisites: Political Science 100, 105.

Examines the development of American political thought from the early twentieth century to the present. Special areas of emphasis include transformations in the American understanding of liberalism and the emergence of modern American conservatism in the post-World War II context. Explores the constitutive connections and interplay between political ideas and the concrete world of political action. *Rose.*

406 Privacy and the Surveillance Society (1)

Prerequisites: PLSC 100 and PLSC 105. Student must be a political science major or minor with junior or senior standing, or permission of instructor.

Surveillance has become a topic of central importance for citizens and governments alike. As new technologies are developed and deployed, both by government and private entities, once conventional understandings of privacy and personhood have been permanently altered. How should relations between citizen and state, citizen and corporate entities, and among citizens themselves be understood? In what ways might human rights principles be threatened by global flows and exchanges of data? How are concepts like personhood, identity, trust and privacy being transformed and shaped through surveillance practices? How might such developments be challenged and struggled over? What implications does national security policy have for individually situated notions of human security? Topics considered will include: whether or not the state has become more authoritarian via its data collection practices and activities; what issues are raised by surveillance cultures embedding themselves into the everyday fabric of social life and social organization; and, whether there are constitutional tools available to citizens to challenge surveillance protocols and processes. *Rose.*

Political Research

100 Introduction to Political Inquiry (1)

Examines the history of the discipline, and surveys principal approaches to describing and explaining political phenomena, including qualitative and quantitative analysis and moving from the behavioralism of the late 1940s, to critical theories, interpretive approaches, and rational choice models of later generations, and on to postmodern critiques challenging the idea that political science can be a science. *Dabney, Grossman, Rose, Walling.*

Special Studies

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

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

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

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

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

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

391, 392 Internship (1/2, 1)

Prerequisite: Permission of department.

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

401, 402 Seminar (1/2, 1)

Individual research within context of small group discussion and analysis of a common topic of politics. *Staff.*

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

Individual research on a senior thesis under tutorial direction of the faculty. (Students must have a grade point average of 3.0 to take a directed study in political science.) *Staff.*

Psychological Science

Faculty

Holger B. Elischberger, chair and associate professor.

B.A., 1993, M.A., 1998, University of Würzburg; Ph.D., 2004, University of North Carolina, Chapel Hill. Appointed 2005.

Andrew N. Christopher, professor.

B.B.A., 1992, Stetson University; M.B.A., 1994, Southern Methodist University; M.S., 1996, Ph.D., 1999, University of Florida. Appointed 2001.

Andrea P. Francis, visiting assistant professor.

B.S., 2001, Colorado State University; M.A., 2006, Ph.D., 2010, Michigan State University. Appointed 2010.

Eric D. Hill, assistant professor.

B.A., 2004, Oglethorpe University; M.A., 2007, Ph.D., 2010, Arizona State University. Appointed 2010.

Tammy J. Jechura, associate professor.

B.S., 1994, Bowling Green State University; M.A., 1999, Ph.D., 2002, University of Michigan. Appointed 2004.

Barbara J. Keyes, professor.

B.A., 1970, College of Wooster; M.A., 1973, Ph.D., 1976, Bowling Green State University. Appointed 1975.

Mareike B. Wieth, associate professor.

B.A., 1999, Kenyon College; M.A., 2001, Ph.D., 2005, Michigan State University. Appointed 2005.

W. Jeffrey Wilson, professor.

B.A., 1977, Haverford College; M.A., 1978, Ph.D., 1983, University of California, Los Angeles. Appointed 1999.

Introduction

Psychological science studies the behavior and mental processes of humans and other animals. As a discipline, psychology spans the natural and social sciences and is based on rigorous scientific analysis and methodologies. Specialty areas represented in the department include clinical, cognitive, developmental, industrial/organizational, physiological, health, and social psychology.

Students who major in psychology become involved in research through laboratory courses, directed study projects and honors theses. These undergraduate research opportunities teach students to develop testable questions and hypotheses, operationally define variables, gather and analyze data,

interpret results, and write research reports using APA format, all of which are skills that are valued in many work settings and necessary for graduate study. Finally, in both lecture and laboratory courses as well as in our research with students, the Department of Psychological Science emphasizes the importance of critical thinking, communication and research skills.

[Psychology Department Website](#)

Career Opportunities

The Department of Psychological Science offers a variety of courses designed to prepare students for graduate work in psychology as well as for positions in research, human services settings and secondary education. The psychological science major at Albion College also provides excellent preparation for a variety of other professional areas, including law, medicine and business.

During their junior and senior years, students are able to participate in the department's internship program (Psychology Practicum) that allows them to work in a variety of field settings (e.g., mental hospitals, juvenile homes, counseling centers, schools and human resource departments), thus exploring various career options. The students are encouraged to conduct independent research projects that, in many cases, culminate in an honors thesis.

Special Features

Because the department has a strong commitment to research, upper-level students are strongly encouraged to make use of Olin Hall's laboratory facilities for investigating memory, psychophysiology, perception, language, learning, motivation, behavior and developmental/social processes in collaboration with faculty. Instruction in the Department of Psychological Science includes lecture and class discussion as well as laboratory experiences. Computers are used in many courses for data analysis, experiments and simulations.

Our major has been approved as a certifiable secondary school teaching major by the State Department of Education.

Albion maintains a chapter of Psi Chi, the national psychology honorary society.

Majors and Minors

Requirements for Major

- A minimum of nine units in psychology, including: 101, 204, 206, and two units from each of the three lists below. Students must complete a 200-level lecture class or attain junior status before starting the research design and statistical analysis course sequence. One List 1 or one List 2 class must be a 300-level laboratory course, and students must take a minimum of three 300-level units or above (this may include internship/practicum and directed study). All 300-level courses require at least Psychology 204 as a prerequisite. Students must plan their course schedules carefully to ensure that all prerequisites are met and in proper sequence.

List 1: Social Science

Psyc 236: Social Psychology*

Psyc 251: Child and Adolescent Development*

Psyc 254: Lifespan Development*

Psyc 265: Abnormal Psychology

Psyc 267: Psychology of Personality

Psyc 336: Research in Social Psychology*

*Please note that you cannot complete the List 1 requirement by taking only the combination of 236 plus 336, or the combination of 251 plus 254.

List 2: Natural Science

Psyc 241: Neuroscience I*

Psyc 243: Psychology of Perception

Psyc 245: Psychology of Learning

Psyc 247: Drugs, Brain, and Behavior

Psyc 260: Psychology of Language

Psyc 348: Research in Behavioral Neuroscience

Psyc 378: Research in Cognitive Psychology

*Please note that you cannot complete the List 2 requirement by taking only the combination of 241 plus 348.

List 3: Applied Science

Psyc 210: Educational Psychology

Psyc 304: Psychological Assessment

Psyc 330: Health Psychology

Psyc 346: Industrial/Organizational Psychology

Psyc 380: Introduction to Counseling

Psyc 395: Forensic Psychology

Psyc 398, 399: Practicum

Psyc 416: Senior Seminar

Psyc 389: Special Topics (e.g., eyewitness testimony, behavioral finance)

- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- Completion of the department's senior assessment examination and senior exit survey.

Requirements for Minor

- A minimum of five units in psychology, including Psychology 101 and 204.
- At least one course from List I and one course from List II.
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Major with Secondary Education Certification

- A minimum of nine units in psychology, as specified above.
- Psychology 251 counts toward education certification requirements and will not be counted toward the psychology major.
- All courses for the major must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- Completion of all other requirements for teacher certification.

Requirements for Minor with Secondary Education Certification

- A minimum of five units in psychology, including Psychology 101 and 204.
- One course from List I and one course from List II.
- Psychology 251 counts toward education certification requirements and will not be counted toward the psychology minor.
- All courses for the minor must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- Completion of all other requirements for teacher certification.

Psychological Science Courses

101 Introduction to Psychology (1)

Covers the principal areas of psychology. Participation in faculty-supervised experiments required of students age 18 and over. Psychology 101 is a prerequisite for all other psychology courses. *Staff.*

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

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

204 Research Design and Statistical Analysis I (1)

Prerequisites: Psychology 101 with a grade of 2.0 or higher and a 200-level lecture-based course, or permission of instructor.

An introduction to the theory and practice of research methods in psychology with an emphasis on descriptive designs. Focuses on naturalistic, archival, and survey methodology with discussion of descriptive statistics, probability, Chi-square, z-scores, correlation, and multiple regression. Lecture and laboratory. Course normally taken during second year. *Christopher, Elischberger, Francis, Hill, Jechura, Wieth, Staff.*

206 Research Design and Statistical Analysis II (1)

Prerequisite: Psychology 204 with a grade of 2.0 or higher, or permission of instructor.

Further exploration of the theory and practice of research methods in psychology with an emphasis on experimental designs. Focuses on both simple and complex designs with discussion of z-test, t-test, ANOVA (one-way, repeated measures and factorial), and MANOVA. Lecture and laboratory. Course normally taken during second year. *Christopher, Elischberger, Hill, Jechura, Wieth, Staff.*

210 Educational Psychology (1)

Prerequisite: Psychology 101 or Education 101.

Educational psychologists develop and apply theories of teaching, learning, and human development to determine the most effective ways for educators to teach students. Ideas about human learning and development impact many teaching activities, including lesson planning, structuring exercises, and diagnosing learning difficulties. Students will discuss how educational psychologists have studied and contributed to educational approaches worldwide including instructional design, educational technology, curriculum development for different content areas, classroom organizational learning, special education and classroom management. This course advances students' understanding of what constitutes typical learning and development, and the mechanisms that influence learning in educational settings across the globe. *Francis.*

236 Social Psychology (1)

Prerequisite: Psychology 101.

The scientific study of the ways people think, feel and behave in social situations. Topics include self-perception and self-presentation, person perception, stereo-typing and prejudice, interpersonal attraction and close relationships, altruism, aggression, attitudes and persuasion, conformity, and group processes. Also examines theory and research in several applied areas of social psychology, including law and health. *Hill, Staff.*

241 Neuroscience I: Brain Structure and Function (1)

Prerequisite: Psychology 101, or Biology 195, or permission of instructor.

An introduction to brain structure and function. Emphasis on the way the nervous system is organized to process information, construct representations of the world and generate adaptive behavior. Lecture, discussion, dissection. Same as NEUR 241. *Jechura, Keyes, Schmitter, Wieth, Wilson.*

243 Psychology of Perception (1)

Prerequisite: Psychology 101.

Operation of sensory systems and major principles of perception. Addresses the classical question, "Why do things look as they do?" Not offered every year. *Wieth*.

245 Psychology of Learning (1)

Prerequisite: Psychology 101.

A survey of major concepts and issues in conditioning, learning and memory processes. Emphasizes research dealing with the ways learning and memory interact with other variables such as development and species-typical behavior. Lecture and laboratory. Not offered every year. *Wilson*.

247 Drugs, Brain, and Behavior (1)

Prerequisite: Psychology 101.

This course is intended as an introduction to the study of drug use, abuse, and addiction, with a focus on recreationally-used drugs. Basic principles of pharmacology and neural transmission will be examined to better understand how drugs influence our brain and behavior. The impact of drug use on society, as well as intervention approaches, will be considered throughout the course. *Wieth, Wilson*

251 Child and Adolescent Development (1)

Prerequisite: Psychology 101.

Focuses on physical, cognitive, social and emotional development with emphasis on the periods of infancy, childhood and adolescence. Reviews methods for studying the developing person and major theoretical approaches. *Elischberger, Francis, Keyes, Staff*.

254 Lifespan Development (1)

Prerequisite: Psychology 101

Focuses on physical, cognitive, social and emotional development across the lifespan. Adopts an integrative and interdisciplinary approach to understanding the human experience from birth to death. *Elischberger, Keyes, Staff*.

260 Psychology of Language (1)

Prerequisite: Psychology 101.

Examines the relationship between the uniquely human cognitive capacity of language and other cognitive processes. Acquisition, comprehension, production, and utilization are studied with particular reference to structure and meaning. Not offered every year. *Staff*.

265 Abnormal Psychology (1)

Prerequisite: Psychology 101.

Reviews major theories of abnormal behavior as well as related techniques of diagnosis and therapy;

considers various emotional/behavior problems (e.g., schizophrenia, anxiety disorders, eating disorders and depressions). *Keyes, Staff.*

267 Psychology of Personality (1)

Prerequisite: Psychology 101.

Examines the major theories of personality. Attention is given to the relevance of each personality theory to the students' own personality development. *Staff.*

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

Prerequisite: Psychology 101.

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

304 Psychological Assessment (1)

Prerequisite: Psychology 204.

The principles of psychological assessment and the general process of clinical diagnosis. Deals with the construction, evaluation, administration and interpretation of widely-used measuring instruments. Offered in alternate years. *Staff.*

330 Health Psychology (1)

Prerequisites: Psychology 101 and 204, or permission of instructor.

The role of behavior in the prevention of disease and in the enhancement of health. Looks at behavior in relation to stress, pain, cardiovascular disease, cancer, alcohol abuse, weight control, psychoneuroimmunology. Contrasts biomedical and biopsychosocial approaches to health and disease. *Jechura.*

336 Research in Social Psychology (1)

Prerequisites: Psychology 206 with a grade of 2.0 or higher, or permission of instructor.

Focuses on either social cognitive processes or interpersonal relations. Guides the upper-division student through an intensive review of social psychological theory in either social cognition or interpersonal relations. Emphasizes how to assess and employ methodologies that affect explanations, interpretations, and applications of human social cognition and behavior. Laboratory work stresses the inextricable link between theory, methodology, and statistical analyses. Projects relating to one of these two areas closely parallel the process of professional research in social psychology. *Christopher, Hill, Staff.*

346 Industrial and Organizational Psychology (1)

Prerequisites: Psychology 101 or E&M 101 and Psychology 204 or E&M 235, or permission of instructor.

Focuses on personnel selection, evaluation and employee training and development. Emphasizes

criterion development, motivation, job satisfaction, leadership and conflict resolution in industrial and organizational settings. *Christopher, Staff.*

348 Research in Behavioral Neuroscience (1)

Prerequisites: Psychology 206 with a grade of 2.0 or higher and Psychology 241/Neuroscience 1, or permission of instructor.

Examines the methodology of behavioral neuroscience research. Focuses on a review of the major means by which brain/behavior relations can be determined (i.e., lesion, stimulation, and recording studies) as well as an examination of much that has been learned using these procedures. Laboratory work covers at least two of these procedures in detail: human electrophysiology and a lesion, stimulation, or drug experiment in animals. *Jechura, Wilson.*

378 Research in Cognitive Psychology (1)

Prerequisites: Psychology 206 with a grade of 2.0 or higher and Psychology 241/Neuroscience 1, or permission of instructor.

A review of recent studies of attention, memory, concept formation, problem solving and related areas. Focuses on the ability of humans to select, code, store, organize and retrieve information. Lecture and laboratory. *Wieth.*

380 Introduction to Counseling (1)

Prerequisites: Psychology 101, 204, 267.

A study of the major theories and current approaches to counseling and psychotherapy. Emphasizes important communication skills necessary in providing a helping relationship to another person. Opportunity is provided through videotape for students to learn and practice some of these basic skills. *Staff.*

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

Prerequisite: Psychology 101 or permission of instructor.

An examination of subjects or areas not included in other courses. May be taken more than once for credit. *Staff.*

395 Forensic Psychology (1)

Prerequisites: Psychology 204, 251 and 265, or permission of instructor.

Explores the psychology of criminal behavior, from causes through prevention or intervention and ending with punishment and rehabilitation. Provides an understanding of the criminal mind, based on knowledge of developmental and abnormal psychology. *Staff.*

398, 399 Practicum (1/2, 1)

Prerequisites: Permission of instructor and declared psychology major, human services concentration, or

neuroscience concentration, junior or senior standing.

Supervised experience in an applied setting and the opportunity to reflect upon and evaluate this experience in a weekly group meeting. May be repeated once. Offered on a credit/no credit basis.

Keyes.

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing.

The study of a specific problem area in the discipline. Examples of topics include Psychology of Women and Men, History of Psychology, Psychology and Law, and Culture and Cognition. *Staff.*

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

Highly recommended for majors. Admission is by permission of instructor. *Staff.*

416 Senior Research Seminar (1)

Prerequisite: Permission of instructor.

Guides students completing a senior thesis through all aspects of the research process. Focuses on data analysis, interpretation and reporting on the results of student research projects. Considers both theoretical and practical research issues. *Staff.*

Public Policy and Service

Staff

Patrick A. McLean, director, Gerald R. Ford Institute for Leadership in Public Policy and Service.

B.A., 1985, University of Dayton; M.A., 1987, Miami University (Ohio).

Edward J. Visco, associate director, Gerald R. Ford Institute for Leadership in Public Policy and Service.

B.A., 2004, Albion College; M.Ed., 2006, Chestnut Hill College.

Introduction

President Gerald R. Ford created what is now the Gerald R. Ford Institute for Leadership in Public Policy and Service at Albion College in 1977. The Institute provides an opportunity for undergraduate-level students to explore policy issues more fully and to prepare future leaders in all fields through course work, service, internships and personal mentoring.

The Ford Institute concentration is open to students of all majors with a serious interest in public service. The program includes courses in ethics, public policy, and political science, as well as a range of choices from courses in economics and management, English, modern languages, and communication. Students must be admitted to the Ford Institute to pursue this concentration. Visit the Ford Institute website for information on the application process.

The major in public policy provides students with an interdisciplinary approach to understanding how government works and why government decisions matter. It draws on the principles, practices, and research methods of the social sciences and philosophy to provide students with the theoretical and analytic skills relevant to today's most pressing global issues. The major prepares students for careers in government, for private-sector careers related to government policy, or for careers with a range of non-profits and international organizations. It also provides strong preparation for students planning on attending law school or earning a master's degree and/or Ph.D. in public policy, public administration, public health or social policy.

Major and Concentration

Requirements for Major in Public Policy

- Five units: Economics and Management 101 and 230, Philosophy 304, and Political Science 216 and 338
- One unit in statistics chosen from among Economics and Management 235, Mathematics 209.
- One unit in research methods chosen from among Anthropology and Sociology 224, Economics and Management 379 and Political Science 100.
- Two units, which must be taken in two different departments, chosen from the following restricted electives related to public policy:
 - Anthropology and Sociology 345, 370
 - Economics and Management 232, 273, 322, 323, 331, 353, 354, 375
 - Education 202
 - Environment 220
 - History 243
 - Philosophy 206, 301, 302, 303, 308, 335
 - Political Science 214, 220, 319, 322, 323, 324
 - Substitution as approved by the Ford Institute director.
- One unit from among an internship, Honors thesis, or directed study in public policy approved by the Ford Institute Internal Advisory Committee.
- A substantial paper and an oral presentation on a topic related to public policy. This paper and presentation will be completed as one of the requirements listed above.

Students who double major in public policy and another field may count up to one unit toward the requirements of both majors. If there is more than one unit of overlap between the majors, then the

student must take additional electives in one of the majors to substitute for every unit of overlap beyond one in consultation with the department chair or program director.

Students who enroll in the Washington Semester program at the American University can receive up to two units of credit toward the requirements of the public policy major, subject to the approval of the Ford Institute director and the Ford Internal Advisory Committee.

Requirements for Concentration in Public Policy and Service

- A minimum of six and one-half units including the following. Note: Students must be admitted to the Ford Institute for Leadership in Public Policy and Service to pursue this concentration.
- PBSV 101, Introduction to Public Service. (Required for first year.)
- Political Science 101: Politics of American Democracy
- Political Science 216: Public Policy Analysis
- At least one unit selected from Communication Studies 241, 245; English 203, 205, 207, Economics and Management 101, one semester of modern language at the 200-level or above
- At least one unit selected from Philosophy 201, 202, 206, 301, 302, 303, 304, 308, 309, 335, or Religion 242
- Internship (one unit)
- PBSV 397, Senior Colloquium (to be taken during spring of senior year, or junior year with permission of instructor)
- All courses for the concentration must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Public Policy and Service Courses

101 Introduction to Public Service (1)

Prerequisite: Membership in the Gerald R. Ford Institute for Leadership in Public Policy and Service.

Introduces new Ford Institute students to public policy and public service issues. Examines a broad range of themes including ethics, civic engagement, the history of public service in the United States and contemporary public policy concerns. Offered in the fall. *McLean*.

331 Urban Leadership (.25)

Prerequisites: sophomore status and must be nominated by a member of the faculty

This course introduces students to leadership in an urban setting primarily through a week spent in a major city. Students learn from leaders in the areas of business, government, the nonprofit sector, journalism and academia and work in teams to address challenges faced by cities. Students should have sophomore status and be nominated by a faculty member.

391, 392 Internship (1/2, 1)

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

397 Senior Colloquium (1/2)

Prerequisite: Permission of instructor.

Analysis of selected public policy issues. Colloquium includes discussion of the economics, politics, social and ethical factors that go into the making of public policy. Offered in the spring. *McLean*.

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing or permission of instructor.

McLean.

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

McLean.

Religious Studies

Faculty

Jocelyn McWhirter, chair and Stanley S. Kresge Professor of Religious Studies.

B.A., 1982, Trinity College; M.A., 1991, Trinity Episcopal School for Ministry; Ph.D., 2002, Princeton Theological Seminary. Appointed 2006.

Ronney B. Mourad, professor.

B.A., 1994, University of North Carolina, Chapel Hill; M.A., 1995, University of Chicago; Ph.D., 2002, University of Chicago. Appointed 2001.

Peter M. Valdina, assistant professor.

B.A., 1997, Hamilton College; M.A., 1999, Columbia University; M.S.Sc., 2000, The New School for Social Research; Ph.D., 2013, Emory University. Appointed 2012.

Introduction

The study of religion is at the heart of a liberal arts education. Together with the other humanities and the social sciences, the study of religion helps one understand spiritual dimensions of the world and our roles as human beings in it.

Our Departmental Mission—Religion has always been an important component in human history. In its many configurations religion has played a critical role in shaping diverse and distinctive forms of culture. Religion has also been shaped by culture. We seek to stimulate in students an appreciation of the

spiritual teachings, ethical principles, myths, symbols, and rituals of a variety of societies, believing that in them we encounter legitimate human attempts to envision the sacred and to live in the world as a spiritual arena. Conscious of Albion's heritage as a college related to the United Methodist Church, we give special attention to the monotheistic traditions in the development of our Western culture and intellectual life.

Contemporary society sometimes represents religion only as a set of subjective beliefs. Because of this misrepresentation, people may view themselves or others as fundamentalists or atheists without understanding the variety of spiritual expressions and their roles in society over the course of history. While the study of religion is not required at Albion, we believe that it is central to the liberal arts experience as a means of gaining a broader understanding of the depth of one's own and others' religious beliefs and practices.

Since we are concerned with the academic study of religion, our department does not promote any particular "brand" of theology or spirituality. We subscribe to the assertion made by Friedrich Max Müller who said, "[The one] who knows one [religion], knows none." We encourage our students to explore religion using various modes of analysis including historical-critical, philosophical, and comparative approaches that keep the life of the mind and the life of the soul in creative tension.

The training and interests of our faculty include several areas: biblical languages (Hebrew and Greek); biblical and related ancient Near-Eastern literature; Judaism; classic and contemporary Islamic history; Islamic ritual; comparative religion; myth, symbol, and ritual; philosophy of religion; philosophical theology; ethics and society; and Asian religions. We work closely with interested students in planning and completing directed studies, pursuing internships, preparing individualized research projects resulting in a thesis, and exploring career options.

[Religious Studies Department Website](#)

Career Opportunities

Whether a student chooses to major in religious studies or includes it as part of a double or individually-designed major, he or she will be introduced to those aspects of a liberal arts education that aid in the development of insight, flexibility and commitment within a changing world.

Many of our students pursue further studies after Albion, in professional schools, theological seminaries or graduate programs. The religious studies faculty works closely with students who plan to attend seminary in helping them develop an appropriate pre-seminary course of studies, as well as with students who are looking into a career in the human services.

Students entering professional schools after graduation benefit from training in religious studies, since religious beliefs, practices and values influence most major social institutions. Religious studies students pursuing career opportunities in law, medicine or business have the educational background to understand these influences and their implications for professional practice. Theological seminaries prepare persons for a variety of positions, including pastoral ministry, counseling, religious education, youth work, institutional chaplaincies, administration and mission work (home and overseas).

Graduate programs in religious studies lead to M.A., Ph.D., or Th.D. degrees, which are usually associated with teaching careers. There are also dual competency programs that link the study of religion to the study of law, social services, art and/or music, journalism, urban ministries and counseling.

Special Features

The John and Williema Cheek Award is a cash award presented each year to the outstanding senior in the department. The Dr. Selva J. Raj Memorial Scholarship in Religious Studies is given to a rising junior or senior religious studies major who exemplifies academic excellence. Book awards are given to graduating majors. **Note: Students who major in religious studies at Albion are *not* disqualified from receiving federal or state need-based financial aid.**

Majors and Minors

Requirements for Major

- A minimum of eight units in religious studies, including Religious Studies 101, 102, one course in each of the four areas in religious studies at Albion listed below, and at least two other courses in the department. No more than four 100-level courses can be counted for the major.
- All courses for the major must be taken for a numerical grade. Exceptions to this policy must be approved by the department faculty.

AREAS IN RELIGIOUS STUDIES AT ALBION

(1) **Biblical and Jewish Studies**

Current courses in this area include: 121, 122, 215, 220, 222, 320.

(2) **Theology and Ethics**

Current courses in this area include: 131, 232, 234, 242, 250, 270.

(3) Asian and Comparative Religions

Current courses in this area include: 211, 212, 251, 261.

(4) Islamic Religion

Current courses in this area include: 104, 204, 205, 206.

Requirements for Minor

- Minimum of five units, including 101, 102 and three additional units, two of which must be above the 100-level.
- All courses for the minor must be taken for a numerical grade. Exceptions to this policy must be approved by the department faculty.

Religious Studies Courses

Note: Courses in religious studies carry no prerequisites unless specified under the course listing. The 101 and 102 courses do, however, provide useful background for other courses in the department and thus are recommended for students who may elect more than one course in the department.

101 Introduction to Western Religions (1)

An introduction to major Western religions as represented by Judaism, Christianity and Islam. Topics include the nature of religion and religious experience in the West; origins and development of each major religion; sacred literature, formative myths, symbols and fundamental tenets; forms of religious expression, spirituality and worship; and the relationship to the world as seen in ethical orientations and institutions. *McWhirter, Mourad.*

102 Introduction to Eastern Religions (1)

An introduction to major Eastern religions as represented by Hinduism, Buddhism, Confucianism, Taoism and Shinto. Topics include the nature of religion and religious experience in the East; origins and development of each major religion; sacred literature, formative myths, symbols and fundamental tenets; forms of religious expression, spirituality and worship; and the relationship to the world as seen in ethical orientations and institutions. *Valdina.*

104 Introduction to Islam (1)

An introduction to the beliefs and practices of Islam in its various manifestations, with additional emphasis on the history, politics and gender issues that have both influenced and been influenced by Islam. Analyzes the information, and misinformation, on Islam as presented in the news media and on the Internet. *Valdina.*

121 History, Literature and Religion of the Old Testament (1)

A developmental study of the major events, individuals and central religious and ethical ideas of ancient Israel, based on the literature of the Hebrew Bible and relevant data from the archaeology and history of the ancient Near East. *McWhirter*.

122 History, Literature and Religion of the New Testament (1)

The New Testament and other writings of the early Christian period studied as literary, historical and ethical-religious sources for an understanding of Jesus, Paul and the emerging Christian movement. *McWhirter*.

131 Introduction to Christian Thought (1)

Classical themes and modern variations: emotion and reason, world and God, death and self-transcendence, guilt and forgiveness, meaninglessness and the sense of the holy. *Mourad*.

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

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

204 Islam and the Modern World (1)

An examination of ideas and movements related to Islam's interaction with the West in the modern period, including Muslim intellectual responses to issues like colonialism, modernism, secularism, nationalism, democracy, science and women's rights. Also includes political developments in certain Islamic countries. *Valdina*.

205 Islamic Mysticism (1)

An introduction to Islamic mysticism. Looks at the historical development of Sufism, its contributions to Islamic civilization and to the spread of Islam, its literature, key themes such as love and drunkenness, distinctive practices including music and dance, and the ways it has adapted to the modern world, including in the West. *Valdina*.

206 Women, Gender, Islam (1)

Examines the role of gender, and the construction of gender, in the history of Islam. Begins with the historical roots of the topic and examines presentations of gender in the Qur'an and the early sources of Islam. Explores case studies in the contemporary world, including the contexts in Pakistan, India and Bangladesh. *Valdina*.

211 Hinduism (1)

Indian philosophical world views, ritual expressions and moral orientations: Vedas, Upanishads, Bhagavad Gita, Vedanta. Offered occasionally. *Valdina*.

212 Buddhism (1) Spring

Indian, Chinese and Japanese philosophical world views, ritual expressions and moral orientations. Theravada, Mahayana, Ch'an, Zen. Offered occasionally. *Valdina*.

215 Jewish Life and Thought (1)

The world of Jewish life and thought as reflected in both ancient and modern Jewish writings. An analysis of selected biblical, rabbinic and medieval classics, as well as modern Jewish literature. *McWhirter*.

220 Legend, Wisdom, and Apocalypse (1)

Historical and literary analysis of Jewish literature in the Second Temple Period, including the legends of Esther and Judith, the wisdom of Ben Sirach, the apocalyptic visions of Daniel and Enoch, and the Dead Sea Scrolls. Looks at how this body of work constitutes important background for Jewish and Christian origins. *McWhirter*.

222 Jesus and the Gospels (1)

An investigation of five Gospels: the canonical Gospels of Matthew, Mark, Luke and John, along with the Gospel of Thomas. Historical and literary analysis, leading to an evaluation of their usefulness as sources for reconstructing the life and death of Jesus. *McWhirter*.

232 Faith and Reason (1)

Explores epistemology, or the theory of knowledge, as it applies to religious belief. Focuses on the nature of faith and asks whether faith is irrational according to thinkers such as Blaise Pascal, John Locke, Karl Marx and Sigmund Freud. *Mourad*.

234 Philosophy of Religion (1)

Philosophical examination of several classic religious problems, including the nature of God, the proofs of God's existence, the justification for evil and suffering, the rationality of belief in miracles and the nature of the afterlife. Offered occasionally. Same as Philosophy 234. *Mourad*.

242 Christian Ethics (1)

An introduction to the foundations and applications of Christian theological ethics. Investigates Christian perspectives on moral issues such as sex and marriage, medical ethics and social justice. *Mourad*.

250 Mysticism and Ecstasy (1)

A study of mystical and ecstatic experiences focused primarily on the Christian tradition. Includes discussion of the limits and puzzles of mystical language and the value of religious experiences as evidence. Are mystics reasonable if they base their beliefs on religious experiences? Do their experiences provide any support for other people's religious beliefs? Offered occasionally. *Mourad*.

251 Yogis and Ascetics (1)

What does it mean to want to renounce the world? When do the conditions of society cause us to want to transcend everyday life in a radical way? Explores the historical development of concepts of yoga and renunciation in South Asia as they extend into Hindu, Jain and Buddhist practices. Themes include the relation between dissent and social responsibility, the difference between negation and affirmation, and the roles of wandering and control of the body in ascetic practices. *Valdina*.

261 Death and Dying (1)

Human longing for a meaningful explanation of the mystery of death and dying is deep and universal. This comparative course examines a wide array of beliefs and rituals related to death and dying in a select number of world religions. In addition to gaining intellectual familiarity with cross-cultural beliefs and practices, students will be encouraged to analyze familiar religious and cultural practices surrounding death and dying. *Valdina*.

270 Liberation Theology (1)

Examines Christian theological responses to poverty and social injustice emphasizing the theme of liberation. Includes analysis of liberation theology in 1960s Latin America and its influence on African American and feminist theologies in the U.S. Offered occasionally. *Mourad*.

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

An examination of subjects or areas not included in other courses. May be taken more than once for credit. *Staff*.

320 Gender and Biblical Interpretation (1)

Methods of biblical interpretation and their relation to gender construct in society and biblical authority. Offered in alternate years. *McWhirter*.

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

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. Offered on demand. *Staff*.

401, 402 Seminar (1/2, 1)

Topics of special interest. Past seminars have included "C.G. Jung and Individuation," "Religion and Existentialism," "Theology of Sex and Marriage" and "Seminar on Ministry." Offered occasionally. *Staff*.

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

Prerequisite: Upperclass standing.

Recent directed study topics have included "The Image of Mary Magdalene in Tradition"; "Yoga and Integration"; "Religious Perspectives on Marriage"; C.S. Lewis; Niebuhr's Social Ethic; Philosophical Theology of Hans Kung; and "The Theology of Paul Tillich." Hebrew and Greek are also taught regularly as directed studies. *Staff.*

Sociology

Faculty

Scott A. Melzer, chair and professor.

B.A., 1997, University of Florida; M.A., 2000, Ph.D., 2004, University of California, Riverside. Appointed 2004.

Bradley A. Chase, associate professor.

B.A., 1997, Northwestern University; M.S., 2000, Ph.D., 2007, University of Wisconsin-Madison. Appointed 2008.

Allison D. Harnish, assistant professor.

B.A., 2006, Western Kentucky University; Ph.D., 2013, University of Kentucky. Appointed 2013.

Matthew Schoene, assistant professor.

B.A., 2009, Villanova University; M.A., 2011, Ph.D., 2015, The Ohio State University. Appointed 2016.

Lynn M. Verduzco-Baker, assistant professor.

B.A., 1991, California State University, Fresno; M.A., 2009, Ph.D., 2011, University of Michigan. Appointed 2011.

Introduction

Anthropologists study humankind and its diversity from beginnings to the present day. They focus upon humans' many answers to the common problems of existence and their differing understandings of reality. Sociologists study the impact of social institutions upon individual lives, how individuals are affected by family structure; government, economic and religious institutions; schools; hospitals; courts; and other organizations. Anthropology and sociology attract students who are interested in social problems and social services, management, administration and policy development, the development of Third World nations, diversity in lifestyles, world views and value systems, and ancient civilizations.

The Anthropology and Sociology Department emphasizes the mastery of research skills. This is done for two reasons. First, students develop a better grasp of abstract concepts and theories when they can apply them to real life situations. Second, research skills such as problem definition, test design and evaluation of data sets prepare students for employment and for graduate study in a wide range of fields. The department tries to incorporate student research projects into all classes and encourage students to pursue independent research under faculty guidance. Students are also assisted in finding internship placements where their skills can be applied, and those who wish to do so may obtain fieldwork experience in ethnography and archaeology during the summer.

[Anthropology and Sociology Department Website](#)

Career Opportunities

Knowledge and skills gained through the study of anthropology and sociology are valuable in everyday life and in a wide variety of careers. Training in anthropology and sociology may be especially valuable for students interested in pursuing careers in international business, public administration, market research, law enforcement, job counseling, human services, public health, international diplomacy, medical social work, foreign assistance, hospital administration, service agency planning, journalism and management.

A bachelor's degree in anthropology/sociology prepares students for graduate study and employment in fields such as law, urban planning, labor relations, personnel management, hospital administration, corrections, school administration, public health and museum management, as well as research and teaching in the fields of anthropology and sociology. Recent graduates from the department have become biostatisticians, urban planners, lawyers, biological anthropologists, congressional staff workers, physicians, nurses, news reporters and church field staff workers.

Majors and Minors

Requirements for Major

- A minimum of eight units in anthropology and sociology, following the programs of study outlined below:

Anthropology--Eight units including 105 and 343. All anthropology majors are strongly encouraged to study a foreign language and/or study abroad for a semester. Students anticipating graduate work are advised to take 324.

Sociology--A minimum of eight units, including 101, 312, 323 and 324. Students must complete at least two elective courses at the 300- or 400-level, not including internships.

Combined Major in Anthropology and Sociology--Although anthropology and sociology are separate and distinct disciplines, they also have many things in common: theories and methodologies, a focus on cultural similarities and differences and a commitment to international and/or global studies. Nearly all students choosing one of the two tracks outlined above will take courses in both anthropology and sociology, but some students may find that their academic needs are best met by a major that explicitly combines both fields of study.

Eight units including 101, 105, 324, 343 and two upper division courses in anthropology and two in sociology. At least two of these upper division courses must be at the 300-level or higher where the course requirements should include research-based assignments.

- All department majors will be required to take a senior exit exam during the spring semester as part of the department's assessment program. Participation in additional assessment activities may be required.
- No more than one unit of internship credit may be counted toward the major.
- All anthropology and sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.
- No more than two units from an off-campus study program may be counted toward the major.

Requirements for Minor in Anthropology

- Five units in anthropology, including 343.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All anthropology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Sociology

- Five units in sociology, including 312 and either 323 or 324.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Minor in Anthropology/Sociology

- Five units in anthropology and sociology, including 101, 105, and either 312 or 343.
- Students majoring in anthropology or sociology may not complete a minor in the department.
- All anthropology and sociology courses must be taken for a numerical grade, except those offered only on a credit/no credit basis.

Requirements for Social Studies Major with Elementary or Secondary Education Certification

Students interested in pursuing elementary or secondary education certification in social studies may choose to major in social studies. The detailed requirements for the major with elementary certification and secondary certification are provided in this catalog or are available from the Education Department.

Anthropology and Sociology Courses

Introductory Courses

101 An Introduction to Sociology (1)

(Sociology) Provides students with the analytic tools for adopting a sociological perspective in order to better understand their own lives and the lives of others. Emphasis on how sociologists think about the social world, how they research that world, and what we know about the social world based on sociological research. From our most personal experiences such as our identities and our interactions with others to the broader organization of institutions such as family, government, media, religion, economy and education, students will be encouraged to explore how social forces shape their own experiences and life chances and the experiences and life chances of others. *Melzer, Verduzco-Baker, Staff.*

105 An Introduction to Anthropology (1)

(Anthropology) What does it mean to be “human”? How can we understand human variation and change? This course provides a basic introduction to anthropology, with an emphasis on cultural anthropology. It also explores archaeology, biological anthropology, and linguistics. *Chase, Staff.*

Biological and Ecological Foundations

242 Biological Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Biological anthropology is the holistic study of the origins and bio-cultural nature of the human species. This course addresses several of the most important areas of biological anthropology such as human evolution; patterns of human physical diversity; human health and nutrition; gender and sexuality; bioarchaeology; primatology; dynamics of genetic ancestry, race, and ethnic identity; and forensic anthropology. *Chase, Harnish.*

271 Nature and Society: An Introduction to Ecological Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Provides an understanding of the diverse and ever-changing relationships between people and their natural environments. Considers the historical foundations of ecological anthropology and the human dimensions of contemporary environmental issues ranging from deforestation and desertification to ecotourism and environmental justice. Through cross-cultural case studies, students learn how human perceptions of and interactions with the environment are conditioned by social variables like gender, race, politics, economics and religion/worldview. *Harnish.*

357 Violent Environments (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Does environmental degradation produce violence? What is the relationship between population growth, resource scarcity and violent conflict? In what ways do different environments (e.g., African national parks, Appalachian coal mines, hurricane-ravaged coastal cities) feature differential access to and control over natural and economic resources? This course first explores anthropological perspectives on violence, including biological, archaeological and cultural approaches to understanding war. Then, it investigates the multifaceted linkages between environments and conflict—the articulations among resource extraction, urbanization, economic development, population growth, biotechnology, biodiversity, natural disasters, human health, structural violence and social inequality. *Harnish.*

Archaeology

240 Ancient Civilizations (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Although the human species has been on the planet in its present form for at least 100,000 years, complexly organized societies with cities, governments and organized religions did not emerge until the last 5,000. This phenomenon took place independently throughout the globe, and while some ancient civilizations collapsed, others became the foundations upon which the modern world was constructed. Why is this so? Through a comparative analysis of Mesopotamian, Egyptian, Indus, Maya, Aztec and Incan societies, among others, students will learn to analyze the factors that have led to the emergence and transformation of civilizations. *Chase.*

241 Principles of Archaeology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Archaeology is the investigation of human societies through the study of their material remains. It provides the only source of information regarding the period from the evolution of humans over the last two million years to the widespread adoption of the written word (in some places) over the last few thousand. During historical periods, archaeology gives voice to those rendered invisible by their exclusion from historical documents. More fundamentally, archaeology provides novel insights into the

material worlds that actively shape as well as reflect social life. Students will learn the fundamentals of archaeological research through the analysis of case studies in conjunction with a series of hands-on field and laboratory exercises. *Chase.*

346 Archaeology of Social Change (1)

Prerequisite: A&S 241 or permission of instructor.

(Anthropology) In the last 6,000 years people from all over the world have shifted from living in societies in which status and leadership was based on age, gender, and individual achievement to societies in which some people are born into superior social positions. In most societies today—including our own—small groups of people have access to greater resources and economic benefits for little reason other than their family history. How did this come about? Why did people allow themselves to become the subjects of others? Archaeological case studies are analyzed in an attempt to understand this fundamental transition in human society. *Chase.*

365 The Archaeology of Empire (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) The global interconnections and inequalities that characterize the twenty-first century have their origins in the sixteenth-century European imperial expansions that drew peoples from all regions of the globe into novel economic, political and ideological relationships that fundamentally transformed the identities of all parties involved. European imperialism, however, was not a unique incidence of this phenomenon, but was rather the most recent in a series of colonial encounters that began over 5,000 years ago as the institutions of the world's first cities expanded their influence beyond the floodplains of Mesopotamia. In this course students gain a more complete understanding of the modern world through the critical review of case studies including Uruk, Greek, Roman, Aztec, Incan and European civilizations. *Chase.*

Area Studies

238 South Asian Identities (1)

(Anthropology) An introduction to the peoples and cultures of South Asia (Sri Lanka, India, Pakistan, Bangladesh, Nepal and Bhutan). Examines issues including caste, South Asian religions, family life, colonialism, communal violence, popular culture and the South Asian diaspora. *Chase.*

248 Africa: Peoples and Cultures (1)

Prerequisite: A&S 101 or 105, or permission of instructor.

(Anthropology) A survey of African cultural diversity past and present. Explores the lives and livelihoods of African peoples through ethnographic case studies that span the continent. Engages stereotypes and challenges the ways in which Africa is popularly depicted in the media. Considers key issues in

anthropology, including colonialism, conflict, ecology, economic development, food security, gender, childhood, religion, health, humanitarianism and globalization. *Harnish*.

256 Native North America (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Anthropology) The historical and anthropological study of Native peoples of North America, with an emphasis on the twentieth century. Topics include federal policy, political movements, gender, the construction of identities and relationships between scholars and Native communities. Same as History 256. *Staff*.

263 Modern China (1)

(Anthropology or Sociology) Same as History 263. *Staff*.

264 International History of Modern Japan (1)

(Anthropology or Sociology) Same as International Studies 264. *Yoshii*.

Society and the Individual

222 Sociology of Childhood (1)

Prerequisite: A&S 101 or permission of instructor.

(Sociology) Uses sociological theory and research findings to examine childhood and adolescence as historical constructs and social contexts (rather than developmental moments) and children as social actors in their own right (not only adults in the making). Pays particular attention to how race, class and gender shape experiences of childhood as we investigate what it means to be a child or adolescent in the United States, how children's lives are shaped by their social contexts and how children as social actors shape the worlds in which they live. *Verduzco-Baker*.

225 Criminology (1)

Prerequisite: A&S 101 or permission of instructor.

(Sociology) An introduction to the sociological study of crime, including varying definitions, causes, consequences, and societal responses. Scrutinizes multiple criminological theories (structural and interactionist), research methods, patterns in crime data, and public perception/media coverage, placing crime in a socio-historical context. Issues include criminal occupations, property crime, victimless crime, organized crime, white-collar crime, gangs, sex offenders, intimate violence and capital punishment. *Melzer*.

230 Men and Masculinities (1)

Prerequisite: A&S 101, or Women's and Gender Studies 106 or 116, or permission of instructor.

(Sociology) Examines how biological males are transformed into boys/men who interact in the social

world through shared gendered meanings. Analyzes various socio-historical constructions of masculinity both in the United States and beyond, paying particular attention to how these differ over time, across cultures and within subcultures. Focuses on gender as a central organizing principle of society, and how this socially constructed characteristic affects individuals (men and women), society and, quite literally, the world. Also examines relational aspects of gender including women and femininities, as well as comparing masculinities by race, ethnicity, class, age, sexual orientation, etc. Discusses structural inequalities, cultural similarities and differences, and individual issues related to masculinities. *Melzer*.

280 Children of Immigrants (1)

Same as Ethnic Studies 280. *Verduzco-Baker, Staff*.

336 Social Psychology: Sociological Perspectives (1)

Prerequisite: A&S 101 and junior standing or above, or permission of instructor.

(Sociology) The study of the relationship between personal experiences and society. Explores how our sense of self, identity, subjective experience, feelings, beliefs, and relationships to and interactions with others are shaped by and influence social life. Focuses on theoretical traditions and trends within micro-sociology and their applications and usefulness for empirical research. Special attention will be paid to connecting the micro-workings of social life to larger institutional, cultural and political processes and issues. *Melzer*.

360 Intimate Violence (1)

Prerequisites: A&S 101, 324 (or Psychology 204) or permission of instructor.

(Sociology) Examines violence between intimates, primarily (but not solely) within the United States, covering a range of interpersonal relationships (children, parents, spouses, partners, acquaintances, siblings, etc.) as well as various forms of abuse (emotional, physical, neglect, sexual assault/rape, etc.) Traces intimate violence socio-historically, including theoretical, methodological, empirical and applied issues and debates within the field. Analyzes the incidence and prevalence of intimate violence, and, in the process, attempts to identify causes and solutions. Focuses on the importance of structural gender inequality in shaping individuals' violent behavior and the degree to which gender inequality influences various forms of violence. *Melzer*.

Social Institutions

235 Global Transformations (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology or Sociology) Is "globalization" just a marketing slogan or does it actually describe a process involving profound change in life on this planet? Topics include communication and transportation technologies, political and economic developments, commerce and consumerism in the

modern world. Considers relationships between the global and the local and explores whether the changes associated with globalization are best considered as progress or problem. *Staff*.

333 The Sociology of Sex and Gender (1)

Prerequisite: A&S 101 or 105 or Women's and Gender Studies 106 or 116, or permission of instructor.

(Sociology) Examines the social construction and social consequences of gender difference and gender inequality with a specific focus on the United States. Gender theory and research will be used to explore masculinity and femininity as identities, as behavioral expectations and as organizing features of social life. Covers belief systems; broad social institutions such as family, employment, media and health; experiences of sexuality and violence; and individual behavior such as personal styles and modes of interacting with others. Focuses on how gender as an organizing feature of social life benefits some and is disadvantageous to others, paying special attention to how race, ethnicity, class and sexuality intersect with gender. *Melzer*.

345 Race and Ethnicity (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) Alternative theories of racial and ethnic relations, and their application to groups within the United States. Particular attention will be focused on the reasons for ethnic conflict and strategies for conflict resolution. *Verduzco-Baker*.

350 Comparative Families: A Global Perspective (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) What is the family? Is the family a "natural" unit or a social construct? Is the family a dying institution or is it merely changing? How do family structures, values and dynamics vary across cultures? How is family structure in the United States different from those in Nigeria, India, China, Sweden and Saudi Arabia? This course utilizes a comparative perspective to explore the changing family in its historical, cultural, economic, social and political contexts. Topics include variations in family patterns; marriage and related issues such as dating, mate selection, divorce, single parenting and family violence; poverty and stress in family life; communication; power relations; gender roles; and family policies in selected societies. *Staff*.

370 Social Stratification (1)

Prerequisite: A&S 101 or 105 or permission of instructor.

(Sociology) An examination of the changing patterns of social stratification within the U.S. since World War II. Topics include income and wealth inequality, education and social mobility, the reorganization of the workplace, poverty and social welfare. *Verduzco-Baker*.

Theory and Methods

312 Sociological Theory (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of sociological theory from classical to contemporary, and an assessment of how these theories frame research and analysis. Theorists range from the foundational work of Marx, Durkheim and Weber, to the more recent work of Parsons, Goffman and a number of critical and post-structuralist authors. Highly recommended for students who intend to do graduate work in the social sciences. *Verduzco-Baker.*

323 Qualitative Social Research (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of qualitative social research methods with a focus on three key forms: ethnography, document analysis and interview. Examines research design and a variety of types of data collection and analysis as well as considering ethical issues in social research. Students design and carry out their own research project based on that semester's theme. *Verduzco-Baker.*

324 Quantitative Social Research (1)

Prerequisite: A&S 101 and junior standing, or permission of instructor.

(Sociology) An overview of quantitative social research methods and statistics. Topics include problem formulation and connection between theories and research; research designs, measurement and sampling techniques; ethical issues in research; data processing and data analysis with discussion of descriptive statistics; hypothesis testing and chi-square tests of significance; correlation; and multiple regression models. Students design and carry out their own independent research projects in addition to an extensive application of SPSS in laboratory assignments using secondary data. *Staff.*

343 Theory and Method in Anthropology (1)

Prerequisite: A&S 105 or permission of instructor.

(Anthropology) Addresses questions surrounding what anthropologists should study and how they should study it. Considers how the basic assumptions, research methods, and the social conditions of anthropological practice have changed over time. Examines how anthropologists have been rethinking assumptions about culture, nature, power, the primitive and the modern, as well as the social and political conditions of research in colonial and post-colonial contexts. Also explores developments in biological anthropology, archaeology and other subfields. *Staff.*

Special Studies

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. *Staff.*

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. May be taken more than once for credit. *Staff.*

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

(Anthropology or Sociology) An examination of subjects or areas not included in other courses. *Staff.*

391, 392 Internship (1/2, 1)

(Anthropology or Sociology) Offered on a credit/no credit basis. *Staff.*

401, 402 Seminar (1/2, 1)

(Anthropology or Sociology) *Staff.*

408 Senior Paper (1)

Prerequisite: Senior standing, a major in the department.

(Anthropology or Sociology) An intensive study and written paper emphasizing a topic in either anthropology or sociology. *Staff.*

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

(Anthropology or Sociology) *Staff.*

Spanish

Spanish Majors and Minors

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.
- 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.
- Study abroad in an approved off-campus program. (If individual situations prevent this, the student should 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.
- 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 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; a seminar (Spanish 401, 1/2 unit); and the remaining units selected from 300- or 400-level Spanish courses. The 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 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 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 courses.
- An internship abroad or a documented internship-like experience abroad that has been approved by the MLAC Department.
- 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; and a seminar (Spanish 401, 1/2 unit). The remaining units to complete the nine-unit requirement can be selected from Spanish 302, 303 or 304; 306 or 307; 315, 350, 361, 402 (provided the topic of the course deals with the Americas). The

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.
- 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.
- 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 seminar (Spanish 401, 1/2 unit). The remaining units to complete the six-unit requirement can be selected from Spanish 302, 303, or 304; 306 or 307; 315, 350, 361, or 402 (provided the topic deals with the Americas). The seminar must be taken after all other requirements have been met or in the final semester of completion of the minor 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.
- 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; 302, 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).
- Study abroad in an approved off-campus program in the Spanish-speaking 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.
- 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.
- Education 338 or 339 (see Education Department) and Education 371 (K-12).
- 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; 302, 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).
- 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.
- 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.
- Education 338 or 339.
- Completion of all other requirements for teacher certification.

Spanish 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 301 or equivalent, or permission of instructor.

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 (1)

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

Focus will vary, but may include 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*.

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. *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. Conducted in Spanish. *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. Conducted in Spanish. *Staff*.

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 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*.

350 Women in Hispanic Literature (1)

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

Emphasizes careful reading and discussion of 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. *Staff*.

360 Key Issues in Spanish Literature and Culture (1)

Expected level of proficiency: Spanish 305 or 314 or 315, 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. Conducted in Spanish. *Oswald*.

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

Expected level of proficiency: Spanish 306 or 314 or 315, 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. Conducted in Spanish. *Staff*.

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

Expected level of proficiency: Spanish 307 or 314 or 315, 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. Conducted in Spanish. *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*.

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.*

Sustainability and the Environment

Faculty

Timothy N. Lincoln, director, Center for Sustainability and the Environment; professor of geological sciences.

B.S., 1972, University of Massachusetts, Amherst; Ph.D., 1978, University of California, Los Angeles.

Douglas W. White, associate director, Center for Sustainability and the Environment; adjunct assistant professor of biology.

B.S., 1976, Pennsylvania State University; M.S., 1978, University of Tennessee; Ph.D., 1989, Rutgers University.

Introduction

The [Center for Sustainability and the Environment](#) (CSE), through its member students and affiliated faculty, encourages all Albion students to develop an awareness of the physical makeup of the

biosphere and an appreciation of the vulnerability of the ecosystem. It further encourages students to explore environmental issues from multidisciplinary perspectives and to recognize that their actions have environmental consequences. Through dynamic interaction between environmental theory and practice, locally based but recognizing that the environment knows no boundaries, the Center enriches its immediate and extended communities.

Admission—Students must apply for admission to the Center and the majors and concentrations that it sponsors. Normally this step is taken as part of the application process to the College, and most members are admitted as incoming students. Admission to the Center is also available, by application, to all first- and second-year Albion students. Visit the Center's website for information on the application process.

Policy on Advanced Placement Credit

Advanced Placement (AP) cannot be used to satisfy the requirements for Biology 195. Students who place out of Chemistry 121 are required to take Chemistry 123. Students with AP credit for Mathematics 141 are required to take Mathematics 143 or 210.

Majors and Concentrations

There are three majors and two concentrations offered by the Center for Sustainability and the Environment. Majors may be completed in environmental science, environmental studies, and sustainability studies. Concentrations are offered in environmental sciences and environmental studies.

Requirements for Major in Environmental Science

The ten-unit environmental science major provides broad exposure to environmental sciences at the introductory level, focused work in science at the upper level and a set of cognates designed to show the social and humanistic context in which scientists work.

- **Core:** Five units of science and mathematics, consisting of Biology 195, Chemistry 121, Geology 101, Geology 111 and Mathematics 141.
- **Science electives:** Five units of focused work in science. Courses should have a central theme such as (but not limited to) habitat protection, modeling in environmental science, or water resources, and should be selected in consultation with a science faculty adviser and approved by the CSE director. Courses must be at the 200-level or higher, no more than three courses can be in one department, and at least one 300-level course must be included. Before beginning the study of theme, the student must secure the CSE director's approval of the proposed five-course sequence. This approval must be granted no later than mid-semester of the second semester of the student's sophomore year. A copy of the approved program and

any subsequently approved changes are to be filed with the registrar after being signed by the CSE director.

- **Cognate courses:** Two and one-half units, ENVN 201, ENVN 220, and one additional cognate selected from the “Society and Culture” or “Language, Idea and Image” lists in the environmental studies major.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the CSE director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Concentration in Environmental Science

Some environmental careers are practiced primarily in one field of science. Students interested in pursuing such careers should consider the option of a science major with an environmental science concentration. It is strongly advised that students talk with science faculty in choosing their option.

The following are required for the concentration:

- **Core:** A major in biology, chemistry, geology, mathematics, mathematics/physics, or physics and six additional courses as described below:
 - Four science courses in two sciences outside the student’s major including two or three units in one science and one or two in another. Only two courses can be at the introductory level, which means they lack prerequisites. Courses are to be selected from the list below and in consultation with the concentration director and the student’s major department. It is possible to substitute other upper-level science courses, depending on the interests of the student.
Biology 195, 215, 216, 225, 227, 237, 332, 240, 365
Chemistry 121,123, 200, 206, 211, 212, 337, 327 (1/2 unit)
Geology 101, 202, 205, 208, 211, 216, 306, 307, 311
Mathematics and Computer Science 209, 141, 143, 171, 173, 210
Physics 115, 116, 167, 168
 - ENVN 220
 - One unit selected from the “Society and Culture” or “Language, Idea and Image” lists in the environmental studies major or one additional upper-level science course not in the student’s major.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Major in Environmental Studies

The ten-unit environmental studies major provides a deep understanding of the complex relationships among natural and social systems, as well as a proficiency in the analytical, rhetorical and creative skills necessary to perceive the wonders of the natural and human worlds and to solve the environmental challenges we face in the twenty-first century.

- **Core:** Four units of required foundation courses consisting of: Anthropology 105, ENVN 101, Biology 195, Geology 101.
- **Categories of emphasis:** Six units total from the following three categories with at least one but no more than three courses in each category. If students choose to take three courses from a single category, at least two courses must be at the 200-level.
 - **Earth Systems**
 - Biology 206, 237, 240
 - Geology 103, 104, 106, 111, 115, 211, 306, 311
 - Physics 102
 - Mathematics 109, 210
 - **Language, Idea and Image**
 - Art 121, 241
 - Art History 311, 315
 - Communication Studies 311
 - English 206, 238, 354, 358
 - Philosophy 335
 - **Society and Culture**
 - Anthropology 220, 240, 271
 - Economics 273
 - ENVN 220
 - History 337, 382
 - International Studies 130
 - Philosophy 206, 220, 301, 304
 - Political Science 216, 356
 - Religious Studies 242
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
- Completion of one of the following for up to one-half unit:
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.
 - One-year of residence in Environmental House with ENVN 206: Sustainable Living Seminar. (Note that residence in the E-House is not available in 2015-16.)
 - ENVN 201: Ecology and Environmental Field Trip

Requirements for Concentration in Environmental Studies

The environmental studies concentration is designed for students who have an interest in environmental issues and plan careers in related fields. Due to the varying interests and backgrounds of the students who choose this option, the choice of courses for this concentration is more open than in the environmental science concentration. Participating students may pursue a major in any field. Students who complete this concentration might, for example, enter science journalism or work for environmental advocacy groups.

The following are required for the concentration:

- ENVN 102, 220.
- Two skills courses selected from the following: Economics 101, English 203, Mathematics 209, Political Science 216.
No more than one lab science course selected from the following (this option not available for science majors): Biology 195, Chemistry 121, Geology 101.
- Two courses that deal explicitly with environmental issues, selected in consultation with the director.
- One course in the student's major that is given an environmental focus by completion of an environmental paper, project or activity within the existing structure of the course. Normally these will be at the 200-level or higher. This work will be done in consultation with the director and the course instructor.
- **Experiential requirements:**
 - Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.
 - An environmental research project, service project or internship. Students should have prior approval of the concentration director, and must make a presentation in the seminar and submit a paper summarizing the experience.

Requirements for Major in Sustainability Studies

The major in sustainability studies at Albion College is an interdisciplinary, international program that is grounded in the social sciences and designed for students who are engaged in today's and tomorrow's sustainability challenges. Students develop an understanding of human prosperity, social justice, and ecological integrity as essential elements in a sustainable world. Students explore the relationships among the economy, lifestyle, politics and policy, the physical environment, natural resource use, climate change and biodiversity preservation. A required international experience stresses the global dimensions of sustainability and introduces other nations' approaches to sustainability. Students prepare for careers as sustainability professionals in corporate and civic settings, policy advocates, and educators.

The requirements for the major in sustainability studies are as follows:

Nine and one-quarter to ten units of courses including:

- ENVN 101, 102 and 220;
- One of the following: Anthropology 271, 357 or Political Science 237;
- Two of the following, with at least one from the arts and humanities list, and both from different departments:
 - Art 315, English 206, 238, 354, Philosophy 301 (arts and humanities courses);
 - Political Science 216, History 337, Communications 331 (social science courses).

In some cases, courses may require prerequisites, class standing or permission of the instructor. Please discuss these options with your adviser.

- PBSV/ENVN 289: Innovative and Sustainable Cities
- Study abroad in an approved program, with a minimum of three courses summing to a minimum of 2.25 units approved in advance. A list of programs and approved courses is available from the director of the Center for Sustainability and the Environment.

Two cognate courses including:

- Geology 111
- One of the following: Anthropology 240, Biology 240, Geology 104, 106, 115, Physics 102.

Experiential requirement including:

- Selection from one approved opportunity for experiential learning (up to one unit). This can include one of the following:
 - Honors Program or departmental honors thesis
 - FURSCA
 - ENVN 201 or 206
 - An approved internship or summer work experience
- Participation in the bi-weekly Center for Sustainability and the Environment Seminar unless excused because of a conflicting obligation.

Environmental Courses

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. *Christiansen, White.*

102 Introduction to the Environment (1)

Explores the interconnected web of earth's natural systems including the atmosphere, biological communities, oceans and continents, as well as humankind's interactions with and dependence on them. Major topics include global climate and problems of global warming and desertification; resources and problems of world hunger and population growth; and pollution and problems of ecosystem destruction. *Staff*.

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

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

201 Ecology and Environmental Field Trip (1/2)

Prerequisites: Membership in the Center for Sustainability of the Environment and permission of the instructor.

Demonstrates, in seminars and a one-two week field trip to a selected region of the United States, how ecosystems have been shaped by the interplay of biological, geological and human history and are thus both adapted to, and susceptible to changes in, modern landscape, climate and human practices.

Examines environmental issues of both local and national significance related to these ecosystems. *Staff*.

206 Sustainable Living Seminar (1/2)

Residents of the College's E-house and other students explore, through practice, the relationship between their daily actions and the earth's ecosystems. Several models of sustainability are discussed, and students are asked to articulate the view they believe appropriate for their own lives. Students cooperatively develop a significant improvement in the house or its grounds and monitor the environmental footprint of their actions. Note that residence in the E-House is not available in 2015-16. *Staff*.

220 Economics, Politics, and Environmental Policy (1)

Examines decisions affecting environmental quality made by government, businesses and individuals; economic analysis relevant to such decisions; the policy-making process; and dispute resolution techniques that may be useful in conflicts over environmental issues. Focuses on current national and local environmental policies, with comparisons to practices in other countries. *Saltzman*.

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

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

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

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.*

401, 402 Seminar (1/2, 1)

Prerequisite: Junior or senior standing or permission of instructor.

Staff.

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

Staff.

Theatre

Faculty

Ian F. MacInnes, chair and professor.

B.A., 1987, Swarthmore College; M.A., 1990, Ph.D., 1995, University of Virginia. Appointed 1994.

Mark E. Hoffland, staff lecturer.

B.A., 1983, Augsburg College; M.F.A., 1990, Michigan State University. Appointed 2007.

Robert J. Starko, assistant professor.

B.A., 1974, State University of New York at Oneonta; M.F.A., 1991, Illinois State University. Appointed 1999.

Introduction

The goal of Albion College's Department of Theatre is to provide the College community with examples of the best theatre and dance from our cultural heritage and from contemporary life. We value the effectiveness of theatre and dance to explore issues of human consequence and to offer to the student, as performer, designer, technician and audience, the opportunity for self-affirmation and self-actualization. The curriculum, therefore, balances a sequence of literature and history courses with the traditional theatre process courses in performance and production as well as dance technique and choreography. Students develop simultaneously their analytical and research skills with their imaginative and creative skills. In the classroom, in the laboratory and in performance, students acquire the knowledge and experiences essential to becoming a gifted theatre artist and an informed audience member.

Participation in theatre and dance productions is open to all students enrolled at the College. Our productions have, on-stage and back-stage, a diverse mix of collaborators from all disciplines. Theatre majors are expected to complement their course work with active participation in the department's programs. Four major theatre productions, two student productions and one dance performance yearly provide the opportunity to gain a thorough knowledge of all facets of theatre production. Majors are expected to participate in all assessment objectives as outlined by the department.

[Theatre Department Website](#)

Career Opportunities

Professions open to graduates of the department include theatre and dance performance, production design, arts management, teaching at all levels, arts criticism and arts advocacy. Many of our majors pursue graduate study in the specialized fields of performance, directing, design, theatre history and literature and criticism.

Special Features

Juniors and seniors have the opportunity to participate in semester apprenticeships and internships in theatre through the GLCA New York Arts Program and in international opportunities which focus on literary, cultural and artistic experiences. Dance frequently brings in guest artists of regional and national reputation in order to broaden the exposure of the students to different styles. The theatre program at Albion has close ties with the regionally-based Purple Rose Theatre Company and Performance Network. It also sponsors the Kurtz Theatre Enrichment Series which brings outstanding theatre scholars and practitioners to the campus. The department is very active in the American College Theatre Festival, sending a number of students to the annual conference each year.

Majors and Minors

Requirements for Major in Theatre

- A minimum of 10 units in theatre, including: 209, 211, 251, 280, 281, and either 225, 315 or 350 and four units of electives chosen from 210, 220, 225, 285, or any 300-level or higher course.
- A total of two cognate courses must be completed for a major in theatre: one course in English (English 261, 344, 374, 375, 376) and one course in music or art (Art History 115 or 116 or Music 111).
- All courses for the major must be taken for a numerical grade.

- Theatre majors are required to participate in at least one of the major productions each semester. The nature of the participation will be agreed upon by the student and theatre faculty.
- Theatre majors must attend at least 75 percent of the departmental American College Theatre Festival responses and the departmental post-production meetings each year. Additionally, majors are required to participate in the departmental comprehensive examination.
- Theatre majors are expected to serve as an assistant stage manager for a production and to have a major creative role in a production such as directing, designing, acting in a major role, stage managing, or serving as technical director for a major production.

Requirements for Minor in Theatre

- Six units in theatre, including: 111 or 209; 211, 251, 280, 281 and one elective chosen from 210, 220, 225, 285, or any 300-level or higher course, or four 1/4-unit practica (175, 176).
- All courses for the minor must be taken for a numerical grade.
- Theatre minors are expected to participate in at least one of the productions each semester.

Theatre Courses

111 Theatre Arts (1)

A study of the nature and foundation of theatre as a unique art form. The course explores the elements which make up dramatic production, the theatre's historical development and how the theatre relates to contemporary life Not recommended for theatre majors and minors. *Staff.*

151 Basic Acting (1) Fall

An introduction to methods and techniques of acting for the student with limited previous acting experience. Students explore exercises and games to expand physical, mental and emotional awareness used in acting. Includes script analysis and scene work. *Staff.*

136 Dance Technique I (1/2)

A study of basic to intermediate dance technique and concepts relevant to ballet, jazz and modern dance forms. *Staff.*

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

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

209 Dramatic Analysis (1)

An introduction to dramatic and theatrical analysis, focusing on how a theatre text works both on the page and on the stage. Students discover "how a play means" by exploring different theoretical approaches and dramatic traditions and performing both dramatic and theatrical analyses. *Staff.*

210 Women in the American Theatre (1)

An examination of the contributions of women in all aspects of the American Theatre; a study of the images of women as portrayed in American drama; an introduction to feminist theory and criticism as it relates to theatre and drama. *Staff*.

211 Introduction to Theatrical Technology and Design (1)

Prerequisites: Theatre 111, 209 or permission of instructor.

An introduction to the technical skills used in theatre (scenic construction and painting, costume construction, lighting and sound technology), and the basic principles of scenic, costume, lighting and sound design. *Staff*.

220 Costume and Prop Craft (1)

An introduction to aspects of costume and theatrical property design and artisanship including professional presentation skills, basic sewing, millinery (hat making), apparel and textiles terminology, painting and dying science, leatherwork, wig styling, and armor work. Includes costume lab work and hands-on design and construction projects. *Staff*.

236 Dance Technique II (1/2)

Prerequisites: Audition and permission of instructor.

A study of intermediate to advanced dance technique and concepts relevant to ballet, jazz and modern dance forms. *Staff*.

251 Acting I (1)

Prerequisites: Theatre 111, 209 or permission of instructor.

For the student with previous acting experience. Explores exercises, games and pantomimes to expand the physical, mental and emotional awareness used in acting. Includes script analysis and scene work. *Starko*.

260 Art of Dance (1)

A survey dance history course exploring the evolution of ballet, jazz, tap and modern dance forms through lecture, readings, video viewings, research and beginning-level dance technique. Major themes include the analysis of historical, choreographic and technical examples within four dance disciplines and a range in styles of dance presentation. *Staff*.

280 Historical Perspectives on Theatre: Ancient Greece to 1850 (1)

An examination of the major periods of theatre history, theatre architecture and conventions, and dramatic literature from fifth century B.C. Greece to mid-nineteenth-century Europe. Offered periodically. *Staff*.

281 Historical Perspectives on Theatre: 1850 to Present (1)

The second of two classes in the theatre history sequence. An examination of dramatic styles, literature, theory and criticism, and movements primarily of the twentieth century. Offered periodically. *Staff*.

285 Ethnicity in Musical Theatre (1)

Examines the growth and development of the musical, starting with the nineteenth-century influences: minstrel shows, the black crook and subsequent evolutions. Examines the structure of the musical from its earliest iterations, the influence of operetta, ethnic comedians, Tin Pan Alley composers and the Golden Age, to the concept musical model prevalent today. Looks at racial minorities as subjects, contributors and sources for musicals. Relates the development of the musical to changes in popular music, as indicative of changes in society, and considers the musical as an agent of social change. *Starko*.

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*.

314 Stage Management (1/2)

Covers the mechanics and methods of theatrical stage management/production management, including running rehearsals and performances, and the rules of the Actors' Equity Association. Presents the basics of production stage management such as scheduling and budgeting. Offered periodically. *Staff*.

315 Scenic, Lighting, and Sound Design for the Theatre (1)

Prerequisites: THEA 211 and the permission of instructor

A theoretical and practical course in designing scenery, lighting, and sound for the theatre. Students design projects in realistic and non-realistic production styles and in various media. *Staff*.

332 Albion Repertory Dance Company (1/2)

A touring dance ensemble that explores dance management, dance production, and dance performance and choreographic analysis. Requires audition and participation in fall and spring semester of one academic year. *Staff*.

350 Play Direction (1)

Prerequisites: Theatre 209, 211, and 251, or permission of instructor.

An examination of the role of the director in the theatre, with emphasis on the relationship between the director and the actor and the technical problems which arise in rehearsal and performance. *Starko*.

361 Vocal Technique and Movement (1)

Prerequisite: Theatre 251 or permission of instructor.

An advanced acting course designed to give students greater control over their vocal and physical

expression. The course includes individual assessment of strengths and weaknesses coupled with exercises to broaden individual students' abilities. In addition, students will prepare monologues for future auditions. *Starko.*

365 Interpreting Shakespeare for the Actor (1/2)

Prerequisite: Theatre 251 or permission of instructor.

An advanced acting course that examines the textual clues inherent in the Folio versions of Shakespeare's texts, discovering how they help to illuminate the actor's role. It will also focus on the vocal and physical aspects of performing Shakespeare, while placing the shows in proper historical and critical perspective. *Starko.*

366 Acting Styles (1/2)

Prerequisite: Theatre 251 or permission of instructor.

The study of a particular style of acting associated with a specific period or playwright. Involves textual analysis of the playwright or plays of the period as well as specific vocal and physical techniques associated with those works. Topics may include but are not limited to: The Restoration, Brecht, Ancient Greece and Shaw. The topics will vary based on departmental needs and student interest. Course may be repeated once for credit for a total of one full unit. *Starko.*

375 Shakespeare I (1)

Same as English 375. *Staff.*

376 Shakespeare II (1)

Same as English 376. *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.*

391, 392 Internship (1/2, 1)

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

402 Seminar (1)

Prerequisite: Junior or senior standing or permission of instructor.

Detailed study of significant and relevant problems in theatre. Specific topic for consideration each year will be determined before fall registration. *Staff.*

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

Staff.

Practicum

A practical experience in department-sponsored activities. Students may repeat the course up to four times in any combination for a total of one unit. Offered either semester on a credit/no credit basis.

175, 176 Theatre (1/4, 1/2)

Prerequisite: Permission of instructor.

Acting, direction, assistant direction, production design. *Staff*.

Women's, Gender, and Sexuality Studies

Faculty

Scott A. Melzer, chair and professor.

B.A., 1997, University of Florida; M.A., 2000, Ph.D., 2004, University of California, Riverside. Appointed 2004.

Trisha Franzen, professor of women's and gender studies.

B.A., 1978, State University of New York, Buffalo; M.A., 1984, Ph.D., 1990, University of New Mexico. Appointed 2003.

Introduction

Women's, gender, and sexuality studies is an interdisciplinary program that examines the role of gender in the construction of lives, cultures, community norms, meaning systems, and systems of representation. All of the areas of study within the program use cross-cultural or multicultural investigations to understand the dynamics and differences in the operation of gender. Within specific contexts but also across differences, the program also focuses on the lives of women--on women's past and present active involvement in the making of the world. Each of the areas of study emphasizes the ongoing interplay of theory and practice.

The program includes minors in gender studies, women's studies, and sexuality studies (see below).

Majors and Minors

Requirements for Major

Eight units as well as a senior capstone experience (one-half or one unit). The requirements for each track are described below.

Women Studies Emphasis Required Courses:	Gender Studies Emphasis Required Courses:
WGS 111: Introduction to Women, Gender and Sexuality	WGS 111: Introduction to Women, Gender, and Sexuality
WGS 360: Feminist Theory	WGS 360 or A&S 333
Capstone Experience: directed study, honors thesis, practicum, or internship	Capstone Experience: directed study, Honors thesis, practicum, or internship

A senior exit interview will be used for assessment purposes.

Six different courses, at least one from each of the following lists. The six courses must be selected in consultation with the program director or the faculty member in the program.

Institutions or Knowledge Systems

This requirement emphasizes the study of the systemic nature of gender or of the critical perspectives brought to a discipline by feminist theory or gender theory.

Anthropology and Sociology 333: The Sociology of Sex and Gender, Melzer (if not taken as the theory requirement)

Anthropology and Sociology 360: Intimate Violence, Melzer

Biology 368, 368L: Behavioral Ecology, Staff

Communication Studies 207: Communicating Gender, Erlandson

English 363: Literary Theory, Collar

Religious Studies 320: Gender and Biblical Interpretation, McWhirter

Science 205: Women and Ethnic Minorities in Science, Schmitter

WGS 250: Gender and the Global Garden

Representations

This requirement emphasizes feminist approaches or gender study approaches to the examination of gender in representations; this requirement also can involve the recovery and examination of representations that previously had been invisible due to gender bias.

Art History 310: Women and Art, Wickre

English 330: The Novel and the New: British Fiction, Behn to Bronte, Miller

English 340: The Twentieth Century in "English" Literature, Collar

English 341: Contemporary Literature, Collar

English 345: Renaissance Women's Writing, MacInnes

English 347: The Age of Satire, Staff

Global Perspectives

This requirement emphasizes the importance of gaining knowledge far from one's own subject position. For this unit, students must choose a course outside their own cultural and geographical experience.

For U.S. students, some options:

History 301: Gender and Sexuality in the Hispanic World, Kanter

History 365: Women, Society and Gender in East Asia, Staff

Political Science 372: Gender, Sex and International Politics, Walling

For international students, some options:

Anthropology and Sociology 333: The Sociology of Sex and Gender, Melzer (if not taken as the theory requirement)

History 340: History of Women in the U.S., 1877 to Present, Franzen

Historical Contexts

This requirement emphasizes the study of women or gender in specific and detailed historical context(s) or the study of the methodology of women's or gender history.

Economics and Management 305: Women in Business and Leadership, Baker

English 220: The Making of Modern Masculinities: British Literature and Manliness, 1660-1914, Staff

English 243: Women and Literature, Lockyer

English 285: Gay and Lesbian Literature, Staff

English 338: Eighteenth-Century Culture Shocks: Race, Class, and Gender in Eighteenth-Century Britain, Staff

English 344: The Age of Elizabeth, MacInnes

English 345: Renaissance Women's Writing, MacInnes

English 347: The Age of Satire, Staff

French 320: French Women Writers and Feminist Criticism, Guenin-Lelle

History 301: Gender and Sexuality in the Hispanic World, Kanter

History 340: History of Women in the U.S., 1877 to Present, Franzen

Self Making

This requirement emphasizes the feminist and gender studies examinations of processes and narratives that transform beings into gendered humans.

Anthropology and Sociology 230: Men and Masculinities, Melzer

English 220: The Making of Modern Masculinities: British Literature and Manliness, 1660-1914, Staff

English 246: Immigration and Literature, Collar

Psychology 251: Child and Adolescent Psychology, Elischberger

WGS 240: Sexualities, Histories and Culture, Franzen

Requirements for Minor in Gender Studies

- Five units, including: WGS 111, Introduction to Women, Gender and Sexuality; one from Anthropology and Sociology 332, 333 and WGS 360, Feminist Theory; three additional courses from the electives listed below, at least two of which must be at the 300 level or higher: Anthropology and Sociology 230, 332, 333, 360, Biology 368, English 211, 220, 285, 337, 341, 344, 347, 351, 363, 370, History 308, 377, Religious Studies 320.
- Elective courses should be selected in consultation with a women's and gender studies faculty member and reported to the Women's, Gender, and Sexuality Studies Program chair.

Requirements for Minor in Women's Studies

- Five units, including WGS 111, Introduction to Women, Gender and Sexuality, and WGS 360, Feminist Theory; one historical overview course; and two others from the electives listed below, at least one of which must be at the 300 level or higher: Art History 219, 310, English 243, 338, 345, French 320, History 340, 370, SCI 205, Theatre 210.
- Elective courses should be selected in consultation with a women's, gender, and sexuality studies faculty member and reported to the Women's, Gender, and Sexuality Studies Program chair.

Requirements for Minor in Sexuality Studies

- Five units, including WGS 111, Introduction to Women, Gender and Sexuality, WGS 360, Feminist Theory; two of the following: WGS 240 Sexualities, Identities and Cultures, and ENGL 285 Gay and Lesbian Literature

- One of the following electives: ENGL 337 Victorian Sexualities, ENGL 345 Redeeming Eve, HIST 340 History of Women in the United States, or PSYC 351 Developmental Psychology.
- Elective courses should be selected in consultation with a women's, gender, and sexuality studies faculty member and reported to the Women's, Gender, and Sexuality Studies Program chair.

Women's, Gender and Sexuality Studies Courses

111: Introduction to Women, Gender and Sexuality (1)

The goal of this interdisciplinary course is to introduce students to the fields of women's, gender, and sexuality studies. Students will learn core concepts and historical and current theories that analyze women's positions, gender realities and sexual identities and cultures. This course also has a particular focus on social construction of differences and how these central issues interact with race, class, ethnicity, culture, age and abilities. Each semester students will explore four topics in depth: intersectional identities, violence, public policy and economics/work. They will also apply WGS analyses to current events and the media. *Franzen*.

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

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

240 Sexualities, Histories and Culture (1)

Examines how sexuality has emerged as the basis for academic inquiry and numerous identities in the late twentieth century. Part I examines the historical research on sexuality across various cultures, considering what changes, from economic through technological, have fostered the development of sexuality-related laws, restrictions, identities and opportunities. Part II traces the theories about contemporary identities that emerged from women's and gender studies research, assessing medical, academic, religious and legal institutions as well as the grassroots resistance and alternative naming presented by individuals and communities. In Part III, students in each class have the opportunity to determine some of the topics covered. *Franzen*.

250 Gender and the Global Garden

Which environmentalists have won the Nobel Peace Prize? Who are the writers and scholars shaping our analyses of our food systems? Who are the global farmers? Where do gender and other identity issues fit into our responses to these questions? This class is situated at the junction of gender, environmental and food studies. Using interdisciplinary and intersectional approaches, this course examines how gender shapes our views of the environment, agriculture and food. We consider the leaders, scholars, innovators, and activists of these movements; what brought them to their commitments; and how their identities might have shaped their interests, activities and goals. The course asks how we come to see and hear certain individuals and groups while others remain hidden and how these issues of visibility and invisibility influence public opinions and public activism.

We will take our own gender analysis skills into our local garden, farm and food systems. We will study relevant Michigan programs and work with the Wildcat Garden. Franzen.

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

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

360 Feminist Theory (1)

Prerequisite: WGS 106 or WGS 116 or permission of instructor.

Explores twentieth-century feminist thought from the United States and Great Britain with some attention to other influences. Grounds feminist theory within the grassroots women's movement, a social, cultural and political movement for change. Tracing the influence of feminism in the academy, the course surveys not only the critical and analytical foundations of the field of women's studies but also the impact of women and gender-centered scholarship on the traditional disciplines. The challenges to feminist theory raised by U.S. women of color, working-class women, lesbians and other women who have experienced multiple oppressions are explored along with the women's examinations of the intersections of sexism and racism, classism, homophobia and other systems of power. *Franzen, Collar*.

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

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)

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

401, 402 Seminar (1/2, 1)

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*

ADMISSION TO ALBION

Application for First-Year Admission

Admission to Albion College is selective and based on a review of the applicant's academic credentials, personal qualifications, and potential for success at the College. Albion admits students without regard to race, ethnicity, creed or national origin.

The Admission Committee reviews applications on an individual basis, paying particular attention to the unique qualities each candidate possesses. The committee considers the following factors in evaluating an applicant's credentials: rigor of curriculum pursued, grades, co-curricular involvement in high school, community and religious activities, letters of recommendation received, and results of the ACT or SAT college admission tests.

Candidates for admission are expected to graduate from an accredited high school or preparatory school and have at least 15 units of academic credit in the following subjects: English, mathematics, social science, science and foreign language. Albion College also welcomes students who have been home schooled or who have earned a General Education Diploma (GED). In both cases, students should contact the director of admission to develop a process to review non-traditional academic experiences and competencies.

Students may submit an application for admission at any time after August 1. Normally, however, students apply after October of their senior year in high school. In order to receive equal consideration for admission and financial aid, **students should apply and have all required credentials on file by February 15 of their senior year.**

Students who submit an online application are not charged a fee. Albion has its own application and also accepts the Common Application.

Applicants seeking fall admission must pay a \$350 enrollment deposit to the College postmarked no later than May 1 to secure their place in the fall class.

Applicants seeking spring admission should submit their \$350 deposit before January 10.

Early Action

Albion welcomes students to apply early to secure a place in the fall class, and to ensure full consideration for academic and special talent scholarships. Students who apply by November 1 or December 1 will be notified of an admission decision by January 15. The early action process is non-binding. All students who apply after December 1 will be considered on a rolling basis, and will be notified of an admission decision beginning February 1 until the class is filled.

Entrance Tests

Standardized entrance tests (ACT or SAT) are required. High school students should sit for the ACT or SAT exam no later than February of their senior year. Albion College's code number is 1007 for the SAT and 1956 for the ACT. Information about the SAT may be obtained from the College Board at www.collegeboard.org. Information about the ACT may be obtained at www.act.org.

Campus Visit

A visit to the campus and a personal interview are highly recommended. As a service to campus visitors, guided tours of the campus are provided. The admission staff will also arrange visits with faculty members or with specific academic departments.

The Admission Office is open on weekdays from 8:00 a.m. until 5:00 p.m. It is also open on select Saturdays during the academic year.

Specific information pertaining to the curriculum, the faculty or admission to Albion College may be obtained from:

Albion College
Office of Admission
611 E. Porter St.
Albion, Michigan 49224
Telephone: 800/858-6770
E-mail: admission@albion.edu
Web: <http://www.albion.edu>

Advanced Placement and CLEP

Albion College is a participant in the Advanced Placement Program of the College Entrance Examination Board (CEEB). Under this program, a high school student who earns a grade of 4 or 5 on an Advanced Placement Examination automatically receives college credit and may receive advanced placement in the area of his or her proficiency.

Some College departments also participate in the College-Level Subject Examination Program (CLEP) of CEEB. Albion College permits students to obtain a maximum of eight units of credit toward the bachelor of arts, and to fulfill core and/or major requirements through CLEP. **Students should contact the Registrar's Office for information on which departments accept CLEP credit.**

Maximum Credit Available Through Examination—No more than eight units of credit can be obtained through any combination of locally designed departmental examinations and the College-Level Examination Program. No more than 12 units of credit can be obtained through any combination of the Advanced Placement Examination, locally designed departmental examinations, and the College-Level Examination Program.

Immediate Sophomore Standing—An entering student who presents six or more units obtained through the Advanced Placement Examination, locally designed departmental examinations, and/or the College-Level Examination Program will obtain immediate sophomore standing.

Special Admissions

Transfer Students

Each year Albion accepts students who have attended other colleges or universities. It is recommended that candidates possess at least a 3.0 grade point average for consideration. It is expected that the applicant will be in good academic and social standing at the college last attended and that the previous college record has been strong enough to compare favorably with students already in attendance at Albion. Students are responsible for submitting, with their application, official transcripts from all institutions previously attended, along with an academic and social status supplement completed by the appropriate official from each institution previously attended.

Students with an official transcript marked "MACRAO approved" for an associate of arts (A.A.) degree from a Michigan community or junior college are exempt from taking the First-Year Seminar and the Modes of Inquiry requirement, and they may be admitted at the junior level. However, the following graduation requirements must be met: the category requirements and the writing competence requirement. A maximum of 16 units (64 semester hours) may be transferred from accredited junior colleges.

Candidates who transfer from an accredited four-year college must complete no less than the last 12 units (48 semester hours) in residence at Albion. These students must also complete all degree requirements including the category requirements and the writing competence requirement.

For more specific details regarding Albion's unit system and required course grades, refer to the Academic Regulations section of this catalog.

International Students

To be considered for admission to Albion, an international student must complete the admission procedures including the following:

- Common Application for International Students.
- Statement of Financial Support for International Students with supporting documents, i.e., bank statements, income/salary statements of parents or sponsors from their employers, and a financial support letter.
- Personal statement/essay (one page minimum).
- Original or certified copies of all academic records, secondary school transcripts, and college/university transcripts, translated into English and listing individual courses including types, number, and grades received. A minimum of at least three years of records will be required for students applying from four-year secondary institutions and a minimum of two years for students applying from three-year secondary institutions. In most cases, transfer students from colleges/universities outside the United States seeking admission to Albion College will require an external evaluation by World Education Services (WES) and Educational Credential Evaluators (ECE) for transfer of college credits. Collegiate credits can be transferred at any time after the semester ends but will be evaluated on a course-by-course basis by the Albion College registrar.

- Official scores of TOEFL, IELTS, ACT, SAT or ELS course 112 completion sent directly to Albion College from educational testing services. Albion College will also allow certified copies stamped by a school counselor or administrator.
- Two letters of reference from the guidance counselor or headmaster, English teacher (or teacher of choice for English-speaking nations) or a community member from a club or service organization with which the student is affiliated.

To ensure enough time to obtain a student visa, we advise students to complete the application package and send it to Albion College by **February 1** for fall admission, **October 1** for spring admission, or **December 1** for early action. Late applications will be reviewed if space allows. Once Albion College has received the application materials, an admission decision is made within four weeks.

Financial Aid—International students should consider an Albion education an investment the student, family and sponsors are willing to make. Few colleges and universities in the United States provide financial support to international students. International students often receive scholarships to Albion College, although our policies limit the maximum award for international students to 50 percent of the total cost of attendance.

Students who demonstrate the highest academic potential and bring significant co-curricular interests to our campus will receive the greatest consideration for these awards. In awarding scholarships, Albion College also considers an applicant's financial need upon review of the application, as well as other requirements.

Notification of a scholarship is made at the time of admission, and will be noted in the acceptance letter.

For further information about international student admission requirements, please contact:

Office of Admission
Albion College
c/o International Student Admission
611 E. Porter St.
Albion, MI 49224
U.S.A.

International Baccalaureate—The College recognizes the strength and rigor of the International Baccalaureate Program. Students will receive one unit (four semester hours) of credit for IB courses/tests taken at the highest level with a score of 5 or more.

Other Candidates

Veterans—Veterans returning from military service and other eligible military personnel are admitted to Albion College under the training provisions established by the Veterans Administration. The College may allow credit for military service activities which have educational content to students who present acceptable military records. Such credentials should be submitted as part of the admission materials. Details about veteran's benefits under the Post-9/11 Veterans Education Assistance Act of 2008 are available online.

ConApp—Albion College is a participating college in the United States Army Concurrent Application Program (ConApp) and welcomes applications from prospective students who wish to continue their

education after active duty military service. Interested students should contact the Albion College Admissions Office or their Army recruiter for information on the ConApp program and related veteran's benefits for higher education. Albion guarantees admission to qualified ConApp applicants after military service.

Auditors—A non-degree student may enroll as an official auditor. This obligates a student to attend classes and complete course requirements (papers, laboratory assignments, tests, and a final examination). The course appears on the transcript and the grade is posted, but no degree credit is earned.

Guest Students—To be admitted as a guest student at Albion College students must complete the Michigan Undergraduate Guest Application. All guest students must be in good academic standing at their home institution. Guest students assume responsibility for determining whether the course they take at Albion will apply to their program of study.

TUITION AND FEES

See [Accounting Webpage](#) for current information

FINANCIAL AID

Albion College offers need-based financial aid in the form of grants, scholarships, loans and student employment. Sources of funds include Albion College scholarships, grants and work; private sources; and State of Michigan and federal grant, loan and work programs administered by the College. To apply for need-based financial aid, students must complete the **Free Application for Federal Student Aid (FAFSA)**. The FAFSA may be completed online at www.fafsa.gov. The Albion College Student Financial Services Office will develop a financial aid package based on the FAFSA information. The package may include a combination of grants, scholarships, loans and work. Students have the option of accepting all or part of the aid awarded. Albion College also offers a number of academic scholarships to incoming students. Students who qualify for an academic scholarship receive notification from the Admission Office.

While we do everything we can to assist students with financial need, it is important to remember that, at Albion, we believe the **primary** responsibility for financing your education lies with you and your family. In awarding need-based aid, the College requires that each student and his/her parent(s) contribute funds toward the cost of the education.

Information about loans, scholarships and work opportunities may be secured by contacting Albion's Student Financial Services Office. Entering first-year students applying for financial aid are urged to make their requests by **filing the FAFSA by February 15** of their senior year. The deadline for the State of Michigan scholarship/grant program is March 1. For maximum consideration, Albion academic scholarship applications must be received by February 15.

Need-Based Aid Renewal

You must reapply annually for need-based financial aid. Based on available funding, aid usually continues at the same level each year, unless there is a change in your financial situation.

Satisfactory Progress Policy

The Higher Education Act of 1965, as amended by Congress in 1980 and reauthorized in 1992, mandates that institutions of higher education maintain minimum standards of "satisfactory progress" in order for students to receive financial aid. Albion College makes these standards applicable to all need-based institutional awards, Federal Pell Grants, federal campus-based programs, Federal Direct Loans, Federal PLUS Loans and State of Michigan awards in order to maintain a consistent policy for all students receiving assistance. To satisfy satisfactory progress requirements, a student must maintain a minimum G.P.A. each semester, complete a required number of units each year and complete degree requirements within a determined number of semesters. An Albion College student is eligible for the equivalent of eight full-time semesters of financial aid. Students enrolled in the teacher certification program or the Bachelor of Fine Arts (B.F.A.) program may be required to attend one additional semester. These students will be given nine semesters of aid in which to receive their degree/certificates. Students who do not complete their degree in eight semesters (or nine for teacher certification or B.F.A.) may not be eligible for additional financial aid.

A full-time student is one who is enrolled for at least 3.0 units each semester. A half-time student is one who is enrolled for at least 1.5 units per semester. Students carrying fewer than 1.5 units will be considered a quarter-time student. Semesters in which the student is enrolled exclusively for a one-unit internship, or summer semesters in which the student is enrolled for one unit, do not count toward the maximum semester limitation as indicated above. Other part-time semesters will be equated to full-time semesters. Students planning to enroll part-time should notify the Student Financial Services Office.

All full-time semesters for which the student is enrolled in the College are counted in the eight-semester limitation (nine semesters for teacher certification or B.F.A.) even if no financial aid was received. Semesters in which the student enrolled and attended any classes will count in semesters attended, including semesters in which a student withdraws or takes a leave of absence.

Grade point average (G.P.A.) and units completed are reviewed for satisfactory academic progress at the end of the spring semester. Students must maintain the following cumulative average and units completed:

1.00 with a minimum of 3 units completed at the end of the first semester at Albion College;

1.62 with a minimum of 6 units completed at the end of the second semester at Albion;

1.75 with a minimum of 9 units completed at the end of the third semester at Albion;

1.81 with a minimum of 13 units completed at the end of the fourth semester at Albion;

1.90 with a minimum of 17 units completed at the end of the fifth semester at Albion;

2.00 with a minimum of 21 units completed at the end of the sixth semester at Albion;

2.00 with a minimum of 25 units completed at the end of the seventh semester at Albion;

In addition, regardless of the cumulative grade point average, a student who fails to obtain a minimum 2.0 G.P.A. for three consecutive semesters is not considered to be making satisfactory academic progress for aid renewal.

Transfer Students--Class standing of transfer students will be considered according to units transferred in. For example, a student who is deemed to have first-semester sophomore class standing upon entrance will be eligible for six semesters of Albion College financial aid.

Notification--The Student Financial Services Office will notify any student qualifying for financial assistance who does not meet minimum satisfactory progress and is being terminated from aid. Following the spring semester, notices will be sent electronically to the student's Albion e-mail account and any other e-mail on record with the registrar, and such notices will be considered delivered.

Regaining Eligibility--A student who has insufficient units to qualify for aid may be considered eligible for aid only when enough units, including incomplete courses, have been completed to make up the unit shortage. Unit credit may be transferred in, but G.P.A. will be affected only by courses taken at Albion College. The academic year will be considered to commence with the first day of classes of the fall

semester and continue to the first day of classes the following fall, thus allowing the possibility of reinstatement of aid eligibility over the summer term. If a student had mitigating circumstances that prohibited him/her from meeting the standards, the student may submit an appeal. Appeals must be made in writing to the Student Financial Services Office, and they will be reviewed by the Appeals Committee prior to the start of the semester in which reinstatement of financial aid eligibility is requested. Examples of mitigating circumstances include: illness, change of major, unexpected hardships and death in the immediate family.

Academic Withdrawal--See the Academic Regulations section of this catalog for academic status and withdrawal information.

Albion College Academic Scholarship Renewal

Academic scholarships are renewable annually provided students maintain the required yearly grade-point average and are in good personal standing with the College.

Scholarship recipients are expected to maintain superior academic performance while at Albion College. To renew a Distinguished Albion Scholar award, a Trustee Scholarship or a Presidential Scholarship, a student must maintain an annual grade point average of 3.00. To renew a Webster Scholarship or a Briton Award, a student must maintain an annual grade point average of 2.50. Recipients of a Heritage Award must meet the minimum satisfactory academic progress standards outlined above.

Grade point averages and units earned are reviewed at the end of the academic year by the Student Financial Services Office. A student's first year of college is often the most challenging. Therefore, students are encouraged to seek the advice of their faculty adviser while making decisions regarding their class schedule. Eligibility to retain an academic award will require the annual G.P.A. or a written plan of action from the faculty adviser regarding the issues surrounding a student's G.P.A.

Student Employment

Campus employment is available to help students meet expenses. The Federal Work-Study program is available for students who show financial need, based on analysis of the FAFSA. In addition to on-campus Work-Study positions, there are positions available off-campus in the community of Albion that are funded through the Federal Work-Study program. Students who are not eligible for the Federal Work-Study program may receive an Albion work award. Earnings from student employment are paid directly to the student by payroll check each month; the amount earned is not credited to the student's account.

The Student Employment Office has a listing of on- and off-campus jobs that are available for everyone (Work-Study and non-Work-Study students). Jobs are also listed online at www.albion.edu/studentemployment. This listing includes job description, qualifications needed and rate of pay.

International Scholarships and Fellowships

Information on prestigious national and international scholarships and fellowships is in the Academic Programs section under Academic Honors and Awards.

STUDENT LIFE

As a residential college, Albion is concerned with the growth and development of the whole student in a number of interrelated realms: intellectual, personal, social, spiritual, emotional, physical and vocational. The various programs described below assist students' education outside the classroom.

Personal growth is encouraged and supported through programs that practice community development, healthful living and the ability to interact with people from different cultures and backgrounds. The vice president for student affairs is responsible for providing leadership to most of the programs and services

below, all of which support the academic mission of the College and enhance the full educational experience.

Residential Living

Albion is a residential college and expects all of its students to live and board within the College residence system. As such, residential life provides opportunities for students to integrate the academic mission of the College with the out-of-class experience. The Office of Residential Life offers numerous programs and activities to meet students' educational and social needs.

Student Activities

An Albion education involves more than time in the classroom and library. Students are encouraged to take advantage of the wide range of opportunities available to them, including approximately 100 clubs and organizations, student government, publications, Greek organizations and athletics. The Office of Campus Programs and Organizations (CPO), located in the Kellogg Center, serves as a resource center for students, faculty and student groups.

Varsity Sports

Albion is a charter member of the Michigan Intercollegiate Athletic Association (MIAA), founded in 1888. It is the oldest collegiate athletic conference in the United States. For more information on intercollegiate sports for men and women, visit gobrits.com.

The First-Year Experience

Through the William Atwell Brown, Jr. and Mary Brown Vacin First-Year Experience, all first-year students enroll in a First-Year Seminar. This seminar is an important building block for Albion community development. With the First-Year Seminar as a basis, first-year students participate in structured experiences for personal, academic and professional growth that are facilitated by Student Affairs staff, faculty and student mentors.

Office of the Chaplain

As an institution founded by and related to the United Methodist Church, Albion College celebrates pluralism and spiritual development. The Office of the Chaplain embodies this commitment as it strives to create a welcoming and affirming environment, and prepare graduates to enter a diverse global workplace. "Spirituality" is understood in the broadest terms as a basic characteristic of every human, and therefore the office is here to serve all students.

Intercultural Affairs

In support of Albion's commitment to an inclusive, pluralistic and equitable community for learning, the Office of Intercultural Affairs works cooperatively with students, faculty, staff and the Albion community to heighten awareness of an appreciation for cultural, ethnic and racial diversity. Emphasis is placed on the development and implementation of educational programs and activities that assist in the transition and retention of under-represented students. These programs include an orientation and mentoring program.

Counseling Services

The Office of Counseling Services' mission is to help students solve problems and acquire the skills they need to reach their academic and life goals. Counseling Services assists students when emotional, relationship or psychological issues negatively impact their ability to make the most of their educational experiences at Albion.

Anna Howard Shaw Women's Center

Founded in 1985, the Anna Howard Shaw Women's Center coordinates programs focused on women for the Albion community. This includes organizing activities that raise awareness of women's issues, support women in their quests for empowerment and equality and build a collaborative community in which women's voices are heard and honored. For Women's History Month in March each year, the Women's Center, in coordination with the Women's and Gender Studies Committee, provides programming to honor Dr. Shaw's life and work by highlighting women's lives, interests and passions.

Student Health Services

Student Health Services (SHS) is open Monday through Friday and is staffed by registered nurses. In addition, the College physician and/or a physician assistant are available for scheduled appointments on a part-time basis. Students needing care after hours may visit the SHS Web site and use the online self-care guide or list of area walk-in clinics, or call a telephone support service. In addition, the Department of Campus Safety or Residential Life staff can provide more information. A Student Health Record with updated immunizations is required of all incoming students.

Campus Safety

The Department of Campus Safety is staffed with professional officers. The main objective of Campus Safety is to provide the campus community with a safe environment. The Department of Campus Safety is available 24 hours a day, 365 days a year, to respond to student, faculty and staff needs.

Student Regulations and Basic Principles of Responsibility

Attendance at Albion College is a privilege, and students are expected to conduct themselves in a responsible manner that reflects the ideals and educational aims of the College. Where student responsibility does not reflect this expectation, concern will be expressed and suitable action taken which may include suspension or permanent dismissal from the College.

To establish high standards and to encourage greater understanding and responsibility, College expectations, regulations and practices, including customs and traditions, are contained in the Student Handbook which is made available online to students each fall. For more information, see "Policies and Expectations" in the *Student Handbook*.

Liability Disclaimer

Albion College shall not be liable for any injuries to or property damages suffered by any student regardless of cause. This disclaimer of liability shall apply to, but not by way of limitation, the following:

- Any injury or damage incurred on property owned by or under the control of the College, or its subsidiaries, such as classrooms, residence halls or other housing, any other structures, all common areas and grounds, and vehicles;
- Any injury or damage incurred as a participant, spectator or otherwise in any intramural or intercollegiate or other event or contest, athletic or otherwise, or while in transit thereto or therefrom;

- Any injury or damage suffered while engaged in or attending a classroom or related activity, whether required or elective, and regardless of cause;
- Any injury or damage suffered by reason of theft, fire, damage by the elements or by other cause;
- Any injury or damage suffered by reason of any act or omission of any College trustee, officer, member of the faculty or staff, employee, contractor or student.

By applying for admission or readmission to the College, or by continuing their enrollment with the College for a subsequent semester, students accept the foregoing disclaimer and agree to be bound thereby.

Insurance of Personal Belongings

The College does not insure personal effects of students. Therefore, it is recommended that students insure their belongings either through their parents' homeowner policy or a separate rental insurance policy.

THE ALBION CAMPUS

In recent years, Albion's main campus has expanded so that it now includes more than 30 major buildings. The College is located in the city of Albion, a community of 9,000 founded in the 1830s along the banks of the scenic Kalamazoo River. The city is located 90 miles west of Detroit and 175 miles east of Chicago on Interstate 94.

The south boundary of the College is bordered by the Kalamazoo River's east branch. Interstate 94 business route borders the campus on the north, and the downtown shopping area is only a few blocks away.

Albion's original campus is today known as the Quadrangle, and from it have radiated the many new buildings erected during the past 30 years.

Experience more of the Albion Campus by taking a virtual tour.

Admission Office is located at the Bonta Admission Center, 100 N. Hannah St., one block south of Michigan Avenue. The Admission Office is open weekdays, Saturday mornings and by special appointment. The building is named for long-time dean of admissions Frank Bonta, '49.

Alumni Field serves Albion's varsity and intramural athletic programs for men and women, as well as the Kinesiology Department. The facility includes Sprankle-Sprandel Stadium, Schmidt-Fraser Football Field, Isaac Track, Joranko Baseball Field, Dempsey Softball Field, a varsity soccer field, varsity tennis courts, practice fields and the Beese-Havens Boathouse.

Astronomical Observatory, erected in 1883, houses a large refracting telescope and related equipment. Portions have been remodeled to house the Prentiss M. Brown Honors Program. The building is a State of Michigan registered historical site.

Baldwin Hall Alumni Center, named for Dr. Charles W. Baldwin, a former College trustee, includes the student dining facilities.

Bellemont Manor is the colonial mansion that serves as a conference center, under the supervision of the College's Office of Dining and Hospitality Services. The mansion offers meeting rooms, lodging and dining facilities. Situated on a five-acre site one-half mile from campus, Bellemont Manor was built by Mr. and Mrs. George Dean in 1927-28 and was donated to Albion College in 1962.

Bobbitt Visual Arts Center, built in 1965, houses the Department of Art and Art History, and includes the Elsie E. Munro, '26, Art Gallery and one smaller gallery. It is named for long-time visual arts professor

Vernon L. Bobbitt. The Center has studios for painting, sculpture, printmaking and other media. An adjacent ceramics facility was built in 1973.

Dean Hall is a cooperative residence for women. The facility, built in 1937 and located two blocks west of the campus, provides accommodations on a shared-work basis. The cooperative plan results in lower room and board costs than those of some other residence units.

Dickie Hall, a State of Michigan registered historical site, is one of Albion's oldest buildings. Construction began in 1857, although the facility was not completed until 14 years later. In this structure, the famous song "The Sweetheart of Sigma Chi" was written in the early 1900s. The building is named for Dr. Samuel Dickie, president of the College, 1901-1921. Originally housing the College chapel and offices, Dickie Hall is now incorporated into the Kellogg Center.

Dow Recreation and Wellness Center, located adjacent to Sprankle-Sprandel Stadium, is devoted to educational and recreational purposes, including individual and group sports activities, physical conditioning, and health and wellness programs. The building's Bernard T. Lomas Fieldhouse contains flexible court space for intramural basketball, volleyball and badminton as well as a 1/9-mile track. Also included in the facility, completed in 1988, are two racquetball courts, training and rehabilitation areas, a classroom, locker rooms and Department of Kinesiology offices. The building was made possible by a gift from the Herbert H. and Grace A. Dow Foundation. The Fieldhouse is named for Dr. Bernard T. Lomas, president of the College, 1970-1983.

Incorporated into the Dow Center is the Dean Aquatic Center, completed in 1978 and named for W. Clark Dean, '21, a long-time Albion College trustee and benefactor. It contains a T-shaped pool, 25 yards by 25 meters. The pool's diving area has 1- and 3-meter diving boards. In 1999 the Ungrodt Tennis Center, containing four indoor tennis courts, was added at the north end of the Lomas Fieldhouse. The facility is named for Paul W. Ungrodt, Jr., '52, a College trustee.

Ferguson Student, Technology, and Administrative Services Building, completed in 2002, houses offices for the president and for five of the College's administrative divisions: academic affairs, finance and management, information technology, institutional advancement and student affairs. It brings together in one location a broad array of student services, including computing laboratories and instructional technology support. Located on the previous site of the Lottie L. Gassette Memorial Library, the building is named for trustee William C. Ferguson, '52, principal donor for the project.

Fraternity Houses were rebuilt in 1966 for all campus fraternal organizations by the College. The six fraternities in the complex are Alpha Tau Omega, Delta Sigma Phi, Delta Tau Delta, Sigma Chi, Sigma Nu and Tau Kappa Epsilon.

Goodrich Chapel with its stately steeple dominates the Albion campus and serves as a landmark to travelers approaching the city. Chapel offices and classrooms house the Music Department. The building was dedicated in 1958 and is named in honor of Dr. F. S. Goodrich, professor of English Bible and a College chaplain for more than half a century. The sanctuary seats more than 1,400 persons.

Held Equestrian Center is a 341-acre facility located a short distance from the main campus. In addition to the Heathman Arena and a modern stable for boarding student-owned horses, it includes an outdoor ring and riding trails set amidst scenic hills and woodlands. Opened in 2004, the center is named for Nancy G. Held, professor and director of the Education Program, emerita.

Herrick Center serves the Theatre Department and has the principal college theatre, as well as a smaller studio theatre. It is named for Michigan industrialist Ray W. Herrick. The structure, located on the west edge of Alumni Field, was completed in 1975.

Kellogg Center, completed in 1996, serves as a meeting ground for the entire campus community. The facility features lounges, meeting rooms, student organization offices, all campus mailboxes, a grill/snack bar, a convenience store, the College Bookstore and the Office of Campus Programs and Organizations. Gerstacker Commons, a multipurpose area located within Kellogg Center, is available for any campus group planning concerts, lectures, dances or other events. The five-level Kellogg Center

adjoins and incorporates historic Dickie Hall. The center is named for Kellogg Co. of Battle Creek, donor of the principal gift for the project.

Kresge Gymnasium includes the varsity basketball and volleyball court, along with the Ferguson Dance Studio. Completed in 1925 and totally remodeled in 1988, the building is named in honor of philanthropist Dr. Stanley S. Kresge, '23.

Kresge Hall houses classrooms, laboratories and research spaces, primarily for the study of biology and chemistry. Also included is the Ludington Greenhouse. Added to the science complex in 2005, the four-story facility is named for College trustee Bruce A. Kresge, '53, and was made possible, in part, by a \$4.5-million grant from the Kresge Foundation.

Mudd Learning Center/Stockwell Memorial Library complex houses library collections and services, the Foundation for Undergraduate Research, Scholarship, and Creative Activity (FURSCA), and the Academic Skills Center.

The library contains over 350,000 books and non-print items, rare book collections, the College archives, and a collection of United States government documents which Albion receives as a depository library.

The historical archives of the West Michigan Conference of the United Methodist Church are also located in the library. A 2011 renovation of the Stockwell Library's main floor created the Cutler Commons which includes interactive study spaces, a one-stop services area and a café.

Built in 1938, Stockwell Memorial Library is named for Charles F. Stockwell, Albion's first principal, and is a gift of his daughter, Madelon Stockwell Turner, one of Albion's early graduates. The Wendell B. Will Faculty Room is on the second floor of the Stockwell building. The Mudd Learning Center, completed in 1980 and connected to Stockwell Library by an enclosed walkway, is named for Seeley G. Mudd, a physician and medical researcher.

Norris Center is a central lecture facility of the four-building science complex and is named for Dr. Louis W. Norris, president of the College, 1960-70. Built in 1969 and completely renovated in 2006, it contains the 340-seat Towsley Lecture Hall, the Mitchell Museum, classrooms and the Dow Analytical Science Laboratory.

Olin Hall, completed in 1983, houses the Departments of Communication Studies, Education, and Psychological Science, as well as the Fritz Shurmur Center for Teacher Development. The three-story facility was built and equipped through a \$4.5-million gift from the Olin Foundation. Olin Hall contains a large lecture room, classrooms, seminar rooms and research spaces.

Palenske Hall is another of the four buildings in Albion College's science complex. Housed in the four-level facility are classrooms, laboratories and research spaces for the study of geology, physics, mathematics and computer science. Built in 1969 and completely renovated in 2005, it is named for Fred C. Palenske.

Putnam Hall includes classrooms, laboratories and research spaces, for the study of chemistry, biology and mathematics. Part of the four-building science complex, it was constructed in 1969 and named for Mark E. Putnam, '10. It was completely renovated in 2006.

Robinson Hall, renovated in 1992, houses the Departments of Anthropology/Sociology, Economics/Management, History, and Political Science, as well as the Gerald R. Ford Institute for Leadership in Public Policy and Service and the Carl A. Gerstacker Institute for Business and Management. This structure is located on the site of the original Central Building, which was completed in 1843 but subsequently rebuilt with gifts from the late George O. Robinson.

Sorority Lodges are maintained by five of the six national sororities on campus. Although members do not live in the lodges, they use them for meetings, special dinners, studying and social functions. Alpha Chi Omega, Alpha Xi Delta, Delta Gamma, Kappa Alpha Theta, and Kappa Delta maintain lodges. The sixth sorority, Alpha Kappa Alpha, uses other meeting spaces on campus.

Student Residences include several buildings--Wesley Hall (1925) with its east and west additions (1956), Seaton Hall (1949), Mitchell Towers (1965) and Whitehouse Hall (1963). Wesley Hall was

remodeled in 1986, Seaton Hall in 1993 and Mitchell Towers in 2002-03. Seaton Hall is named for Dr. John L. Seaton, president of the College, 1924-1945; Whitehouse Hall for Dr. William W. Whitehouse, president, 1945-1960; and Mitchell Towers for Dr. Peter T. Mitchell, '67, president, 1997-2007. All of Albion's student residences are coeducational with separate sections for men and women. Several homes have been remodeled for special-interest housing, and a limited number of College-owned apartments are also available. The Mae Harrison Karro, '31, Residential Village (2001) houses up to 56 students in apartment-style units. The residence was made possible by a gift from Roy Karro in memory of his wife.

Vulgamore Hall, one of the oldest buildings on campus, was erected in 1854. Renovated in 1993, it houses the Departments of English, Modern Languages and Cultures, Philosophy, and Religious Studies. The building was renamed in honor of Dr. Melvin L. Vulgamore, president of the College, 1983-1997.

Whitehouse Nature Center is a 144-acre preserve with scenic nature trails. Located on the Kalamazoo River and adjacent to the campus, it is used both for field instruction in the sciences and for quiet walks and observation. An Interpretive Center was built in 1977 to house a classroom, work space and a place for permanent nature displays. The Nature Center is named for Dr. William W. Whitehouse, president of the College, 1945-1960. For more information, visit the Nature Center Web site at: www.albion.edu/naturecenter/.

ABOUT ALBION COLLEGE

An independent, coeducational, residential college founded more than 175 years ago, Albion is committed to the liberal arts tradition. Historically related to the United Methodist Church, the College is dedicated to preserving the values of the past, to serving the needs of the present and to anticipating the goals of the future.

- Albion College's Mission
- The Purpose of the College
- Albion College Diversity Statement

Albion's People and Programs

Albion's strength is the quality of its faculty and students. The stimulating atmosphere at Albion results in large measure from its faculty, who are dedicated to teaching and scholarship in the liberal arts setting. They have distinguished credentials--95 percent of the faculty have the Ph.D. or the highest appropriate professional degree in their field. Faculty are active in scholarly research and other professional endeavors, and often integrate that work into their teaching. Albion's students are also well qualified. Their combined SAT scores average 1160, and their ACT composite score averages 25; both rank Albion students well above the national average.

The faculty and administrative staff at Albion are deeply committed to the careful education of students and to their development as lifelong learners and as human beings. Accordingly, most classes are small (the average class size is 18), and students have ample opportunity for individual attention. Further, professors spend many hours outside the classroom in individual tutorials, and in academic and career advising.

Through the core requirement, Albion addresses the need for breadth of knowledge and understanding of various modes of inquiry. Through more than 30 departmental, interdepartmental and individually designed majors and minors, students also undertake intensive work in one or more fields within the humanities, natural sciences, social sciences or fine arts. This broad exposure to the liberal arts

encourages students to think critically and creatively, to develop their powers of written and spoken expression, and to deepen their understanding of moral and ethical issues.

Beyond these departmental offerings, students have the opportunity to join one of Albion's Institutes and Centers to obtain real-world experience and prepare for a career and to participate in a variety of interdisciplinary study programs. For further exploration and analysis of topics that interest them, they may pursue original research, with support from the Prentiss M. Brown Honors Program and the Foundation for Undergraduate Research, Scholarship, and Creative Activity.

The core curriculum, majors and minors, Institutes, Centers, and the Foundation for Undergraduate Research, Scholarship, and Creative Activity are central to Albion College's vision for a liberal arts education in the twenty-first century. Wise choices from among these educational programs enable students to acquire the special qualifications they need for gaining entry to graduate and professional schools and for entering satisfying careers in many fields.

The College also offers curricular, residential and extracurricular programs that build a sense of community and stress opportunities for developing citizenship. On campus, the network of student organizations encourages the learning of group participation skills. The same organizations have community outreach programs that give Albion students the chance to operate as citizens of the City of Albion. Internships and off-campus programs--many conducted cooperatively with other colleges in the Great Lakes Colleges Association--involve students in regional, national and world citizenship as well.

Albion's Setting

Albion College is located in a small community, rich in ethnic diversity, that was founded in 1835 at the "forks" of the Kalamazoo River. Located in the heart of the City of Albion, the College has an unusually attractive and well-maintained campus.

Around its central quadrangle, numerous well-equipped classroom buildings, libraries and laboratories support learning and teaching. Just beyond, attractive residence halls, housing cooperatives, College-owned apartments and fraternity houses provide a variety of living arrangements for both independent and affiliated students and for small and large groups. A short walk leads to the largest of several well-groomed city parks, to the College's theatre and athletic facilities, and to our scenic 144-acre Whitehouse Nature Center.

An Albion education, then, is a distinctive composite of people and programs. The members of Albion's family, extended in time over more than 175 years and in space all around the globe--its students and alumni, its faculty and administration, its trustees and friends--have long attested to the value of this special blend. The achievement of Albion's program can be measured in the success of its graduates in living richly fulfilling lives, many of them as leaders in their fields and communities.

Albion's Accreditation

Albion College is accredited by The Higher Learning Commission (Web address:<http://www.hlcommission.org>; telephone: 800/621-7440).

Albion College is also accredited by these nationally recognized groups:

American Chemical Society

1155 16th Street, N.W.

Washington, D.C. 20036

Telephone: 800/227-5558

Website: www.acs.org

Commission on Accreditation of Athletic Training Education (CAATE)

2201 Double Creek Drive

Suite 5006

Round Rock, TX 78664
Telephone: 512/733-9700
Website: www.caate.net

Council for the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Avenue, NW, Suite 500
Washington, D.C. 20036
Telephone: 202/223-0077
Website: www.caepnet.org

National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190
Telephone: 703/437-0700
Website: <http://nasm.arts-accredit.org/>

Any current or prospective student who wishes to review the College's accreditation documents should contact the Office of the Provost.

As part of the accreditation requirements for the North Central Association, Albion College has established assessment procedures for all academic programs as well as the general education requirement. The procedures are designed to assess the academic achievement of students as a group rather than individually. All students are required to participate in all assessment activities that the College deems necessary.

Albion College is also listed as a United Methodist-affiliated institution by the University Senate of the United Methodist Church, Nashville, Tennessee. More information may be obtained at 615/340-7399 or on the World Wide Web: www.gbhem.org/gbhem/colleg.html.

ALBION COLLEGE'S MISSION

Vision

Albion College is nationally recognized for its academic excellence in the liberal arts tradition, a learning-centered commitment, and a future-oriented perspective. The College is a leader in preparing students to anticipate, solve, and prevent problems in order to improve the human and global condition. The College immerses students in the creation and processing of knowledge, and graduates skilled architects of societal change, active citizens, and future leaders.

Mission

Albion College is an undergraduate, liberal arts institution committed to academic excellence. We are learning-centered and recognize that valuable learning takes place in and outside the classroom, on and off campus. We prepare students to translate critical thought into action.

Values

As a measure of Albion College's commitment to our students, our public, and the liberal arts tradition, the vision espouses deeply-embedded core values.

We value:

- An intellectually challenging and diverse community of learners, teachers, scholars, and thinkers who share and promote a passion for learning and innovation in teaching and scholarship;
- Our passionate, loyal, and committed alumni;
- Diversity as an expression and affirmation of the human condition and as a source of strength and celebration for all members of the community;
- Fairness, justice, ethical development, and personal responsibility;
- Small classes and personal attention in a residential undergraduate environment where the daily interaction of faculty, staff, and students fosters critical thinking, advances knowledge through collaborative scholarship, respects academic freedom, and inspires lifelong learning;
- Disciplinary and interdisciplinary study;
- Intellectual, personal, social, ethical, and spiritual development within our local and global communities that prepares graduates for productive lives and careers; a breadth and depth of opportunities and experiences; and, the drive to help each other make meaningful and educated contributions to our world;
- Effective stewardship of all our resources—physical, intellectual, environmental, human, and financial; we strive to make decisions that are fiscally responsible;
- Opportunities for collegiality based on shared interests for the common good that lead to rich friendships among faculty, staff, students, alumni, and the greater Albion community.

Approved by the Albion College Board of Trustees, October 24, 2008.

THE PURPOSE OF THE COLLEGE

Albion College is committed to liberal education in the arts and sciences. We believe such an education empowers individuals to live lives of constructive purpose and accomplishment, enriched by the confidence and pleasure that come from thinking logically, imaginatively and humanely. In light of this vision we seek to create and maintain, in a residential setting, a supportive, intellectually stimulating community which exhibits and prizes curiosity, creativity, dissent and diversity.

We believe in the fundamental worth of a broad exposure to intellectual and artistic achievement, to the best that has been thought and said about the world and our place in it. An Albion College education introduces students to classical modes of analysis, interpretation and argument; to unfolding scientific inquiry into the nature of the physical world; to the ways in which contemporary debates derive from and extend an historical but continuing dialogue about enduring questions.

At Albion College we invite students to engage in ongoing conversations centered upon their cultural heritage, yet responsive to global concerns. We believe our students will find their own voices by paying attention to the finest expressions of Western and other intellectual and spiritual traditions. Far from inviting a passive acceptance of such traditions, we encourage students to question and challenge them, to evaluate ethically the social uses they serve and the ends they advocate. In our view, a liberal education is an education in active citizenship and service.

Teaching and learning are central to our mission. This means that while the faculty are productive in scholarly and creative endeavors, their primary commitment is to teaching--specifically, to fostering the intellectual engagement and growth of students. The primary responsibility of students at Albion College is to develop mastery in the methods by which knowledge is acquired, critically evaluated, and appropriately applied. We believe such an emphasis prepares students for a lifetime of learning and a multiplicity of possible careers by developing their broad reasoning, writing and speaking abilities. While the classroom is at the heart of our educational mission, we believe that the entire College community

should share in the learning experiences found in our residential setting and through involvement in out-of-classroom opportunities and experiences, including those in the City of Albion.

In recruiting new members to the College community, we seek men and women of intellectual promise from various racial, class, ethnic and geographic backgrounds, whose perspectives can contribute to a process of mutual education within and outside the curriculum. This aim can best be achieved in an environment where individuals value differences and enter into constructive dialogue toward common goals. By pursuing our educational mission, we believe all members of the Albion community will grow in the capacity to work, live and serve effectively with others.

Approved by the Albion College Board of Trustees, October 30, 1993.

ALBION COLLEGE DIVERSITY STATEMENT

A liberal arts education, by definition, should liberate minds. This process is enhanced in a community that is committed to educational equity, diversity and unrestricted inquiry. We seek therefore to foster an environment of mutual respect, acceptance, appreciation and caring for all members of our community. To this end, Albion College condemns all forms of discrimination and harassment, while reaffirming our commitment to academic free speech. We also commit ourselves to the recruitment and retention of both women and minority faculty, staff and students, the integration of cultural diversity in the curriculum, and the development of a truly inclusive multicultural campus environment.

Approved by the Albion College Faculty and the Executive Committee of the Board of Trustees, 1991-92.

ALBION'S HISTORY

The College has a pioneering heritage, originally serving the educational needs of settlers' children and Indians alike. Albion also is one of the earliest Midwest schools to introduce coeducation.

Thanks to the efforts of Methodists who were early settlers of Michigan Territory, the College was awarded a charter by the Michigan Territorial Legislature in 1835. Early attempts at coeducation were made in 1850 when the legislature approved the founding of the "Albion Female Collegiate Institute."

This school for women was controlled by the Wesleyan Seminary corporation until 1857 when the two schools merged under the name of "The Wesleyan Seminary and Female College at Albion."

On February 25, 1861, Albion was fully authorized by the State legislature to confer a full four-year college degree upon both men and women.

From the time the cornerstone was laid for the first permanent building in 1840 until today, Albion College has remained on the same site, the original part of which is now affectionately called "the Quad." In 1861 there were only two classroom buildings. By 1901, Albion had added a chapel, an observatory, a gymnasium, a chemistry building and a library.

Today Albion stands on 225 acres with more than 30 major buildings, and from 500 students in 1901, enrollment has grown to 1,300 students. Full-time faculty today number 126, and the College has over 23,000 living alumni.

Emphasis on excellence in liberal arts education became the Albion College hallmark through the years, and in 1940 Albion was the first private college in Michigan to be awarded a chapter of Phi Beta Kappa. Today the College remains true to its liberal arts commitment.

The campus itself has also changed dramatically in recent years. Since 1975, Albion has built the Herrick Center for Speech and Theatre, Sprankle-Sprandel Stadium, the Whitehouse Interpretive Center, Dean Aquatic Center, Mudd Learning Center, Olin Hall, Dow Recreation and Wellness Center, Kellogg Center, the Mae Harrison Karro Residential Village, the Ferguson Student, Technology, and Administrative Services Building and Kresge Hall. In addition, many older campus buildings have been thoroughly renovated.

Albion's Principals and Presidents

Charles F. Stockwell, Principal, 1843-1845
Clark T. Hinman, Principal, 1846-1853
Ira Mayhew, Principal, 1853-1854
Thomas H. Sinex, President, 1854-1864
George B. Jocelyn, President, 1864-1869 and 1871-1877
J. L. G. McKown, President, 1869-1870
William B. Silber, President, 1870-1871
Lewis R. Fiske, President, 1877-1898
John P. Ashley, President, 1898-1901
Dr. Samuel Dickie, President, 1901-1921
John W. Laird, President, 1921-1924
Dr. John L. Seaton, President, 1924-1945
Dr. William W. Whitehouse, President, 1945-1960
Dr. Louis W. Norris, President, 1960-1970
Dr. Bernard T. Lomas, President, 1970-1983
Dr. Melvin L. Vulgamore, President, 1983-1997
Dr. Peter T. Mitchell, President, 1997-2007
Dr. Donna M. Randall, President, 2007-2013
Dr. Michael L. Frandsen, Interim President, 2013-2014
Dr. Mauri A. Ditzler, President, 2014-

CURRENT ACADEMIC CALENDAR

APPENDIX: PRIVACY RIGHTS POLICY

Albion College Policy on The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (The Act) of 1974 (as amended) is a federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The Act provides that the institution will maintain the confidentiality of student educational records and access to them by students.

FERPA Definition of Records

The Act defines education records as records, files, documents and other recorded materials which contain information directly related to a student and which are maintained by Albion College or a person acting for the College. The term education record does not include records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto that are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute; records on a student who is 18 years of age or older that are created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity and in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice; records of students as employees unless the employment results from the employee's status as a student; and alumni records.

Access to Records

FERPA accords all the rights under the Act to all students at the College. This includes the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Albion College will make disclosures without consent in these circumstances.

- To school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic or support staff position (including law enforcement unit and health and counseling staff); a person or company with whom the College has contracted (such as a company providing services with respect to financial aid awards, student insurance, or other administrative support and research services, including those related to student testing and retention; an attorney, auditor or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee; or a person assisting a school official in performing his/her tasks (such as employment responsibility). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
- Upon request to officials of another school in which a student seeks or intends to enroll.
- To persons or organizations providing students financial aid.
- To accrediting agencies carrying out their accrediting function.
- To persons in an emergency in order to protect the health or safety of students or other persons.

Albion College will also release information to be in compliance with a judicial order; this release will occur only after an attempt has been made to contact the student at the current campus or last known permanent address.

Under certain circumstances information may be released to parent(s)/guardian(s). On an annual basis, students are expected to notify the Office of the Vice President for Student Affairs whether or not, for tax purposes, students are dependents claimed on the income tax return of their parent(s)/guardian(s). The vice president for student affairs will facilitate this notification process. A representative of the College may communicate with parent(s)/guardian(s) relative to the following circumstances: discontinuance of enrollment; medical (including psychiatric) and/or psychological examinations required for the maintenance of enrollment as determined by the vice president for student affairs; alleged violation of a College regulation that will likely result in suspension or expulsion from the College if the student is found responsible; absence from the campus when there is reason to be concerned for

the student's well-being because the student's whereabouts are unknown; mid-term grades; academic or disciplinary probation; needed medical or psychological attention, the nature of which might jeopardize a student's ability to maintain the status of enrolled. Parent(s) or guardian(s) in these cases will be defined as the individual the student has recorded as the parent(s) or guardian(s) on the admissions application or as emergency contacts. A student may change this designation at any time at the Registrar's Office.

A record of all disclosures will be maintained in the student record, except when the request is made by (1) the eligible student, (2) a school official who has been determined to have a legitimate educational interest, (3) a party with written consent from the eligible student, or (4) a party seeking directory information. The record of each disclosure will contain the name of the parties who have requested or received information and the legitimate interest the parties had in requesting or obtaining the information.

A listing of the types, locations and custodians of education records follows.

The rights of this policy are extended to all students enrolling in Albion College after January 1, 1975.

Directory Information

Directory information is the property of Albion College. At its discretion, the College may provide directory information in accordance with the provisions of the Act to include: name, permanent home city and state, name of parent(s)/guardians(s), local address, local telephone number, e-mail address, dates of enrollment, degrees earned, dates of degrees, class year, majors, minors, concentrations, adviser, awards/honors/scholarships, photographs, sports and activities, and height and weight of members of athletic teams. The College, including faculty, staff, and students, may not release directory information to any party on or off campus if the intent is to contact students for purposes such as (a) to increase an agency's membership, financial gain, or event promotion, and (b) to promote an individual's candidacy. It should be known that it is the College's choice to release this information, and careful consideration is given to all requests to insure that the information is not released indiscriminately. A student may withhold directory information by notifying the Registrar's Office in writing within two weeks after the first day of class for the term.

Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Registrar's Office.

Review Process

The Act provides students with the right to inspect and review information contained in their educational records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel to be unacceptable. The Registrar's Office and the Vice President for Student Affairs' Office have been designated by the institution to coordinate the inspection and review procedures for student educational records, which include admissions, personnel, academic and financial files, and placement records. Students wishing to review their education records must make written requests to the registrar or the vice president for student affairs, listing the item or items of interest. Records covered by the Act will be made available within 45 days of the request. All documents will be reviewed in the presence of a designated official. Any document a student may see he/she may have copies of, unless a financial hold exists, the document involves another person, or the student has waived his or her right to access. These copies would be made at the student's expense at 10 cents a page.

Restricted Information

As outlined by the Act, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1975, provided the letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Challenge Procedures

A student who believes that an education record contains information that is inaccurate or misleading or otherwise in violation of his/her privacy or other rights may ask the College to amend a record. The student should write the College official responsible for the record, clearly identify the part of the record he/she wants changed, and specify why the student believes it is inaccurate or misleading. The College official should consult with the vice president for student affairs or the registrar. If the decisions of the College official are in agreement with the student's request, the appropriate record will be amended. If not, the student will be notified within a reasonable period of time that the record will not be amended, and the student will be informed by the registrar or the vice president for student affairs of the right to a formal hearing. A request for a formal hearing must be made in writing to the chief academic officer (provost), who, within a reasonable period of time after receiving such request, will inform the student of the date, place and time of the hearing. Such a written request will be deemed a consent to disclosure to the hearing panel of the student's record to the extent necessary for the appeal to be considered and decided. The hearing will be conducted according to the challenge procedure adopted by the College. At the hearing, the student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by not more than two people of the student's choice. The hearing panel that will adjudicate such challenges will be the chief academic officer (provost), the registrar if the challenge concerns a document maintained by the vice president for student affairs, the vice president for student affairs if the challenge concerns a document maintained by the registrar, two faculty members selected by the Faculty Steering Committee and two student members selected by Student Senate. No member of the hearing panel may have a direct interest in the outcome of the hearing.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of a written determination which will include a summary of the evidence, the decision, and the reasons for the decisions, and will be delivered to all parties concerned. The panel may decide to revise or amend a record by inserting corrective information into the student's file, or to allow a record to stand. If the decision is unsatisfactory to the student, the student may place with the education record statements commenting on the information in the record or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education record, maintained as part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605, if the student believes the College has violated the student's right under the Family Education Rights and Privacy Act. Revisions, clarifications and changes may be made in this policy at any time and will be effective upon publication by e-mail, printed announcement distributed to all students, posting in a prominent location

on campus, or any combination of those means, or publication in subsequent editions of the *Student Handbook*.

Annual Notification

Students will be notified of their FERPA rights annually by publication in the *Student Handbook*.

Types, Locations and Custodians of Records

The following is a list of the types of records that the College maintains, their locations and their custodians.

Types	Location	Custodian
Admissions Records	Vice President for Student Affairs Ferguson Building	Vice President
Cumulative Academic Records	Registrar's Office Ferguson Building	Registrar
Health Records	Student Health Services Cass Street Building	Director
Counseling Records	Counseling Services 616 E. Michigan Ave.	Director
Financial Aid Records	Office of Financial Aid Ferguson Building	Director
Financial Records	Accounting Office Ferguson Building	Accounting Manager
Placement Records	Career Development Ferguson Building	Director
Progress Records	Registrar's Office Ferguson Building	Registrar
	Faculty Office Individual Office	Instructor, Adviser
Disciplinary Records	Vice President for Student Affairs Ferguson Building	Vice President
Occasional Records (Student education records not included in the types above such as minutes of faculty committee meetings, copies of correspondence in offices not listed, etc.)	Appropriate official will collect such records, direct the student to their location, or otherwise make them available for inspection and review	The College official who maintains such occasional records

